

**PERCEIVED ROLE OF GUIDANCE AND COUNSELING ON ACADEMIC  
ACHIEVEMENT AMONG PRIMARY SCHOOL CHILDREN IN  
CHARITABLE INSTITUTIONS IN KISUMU CITY, KENYA**

**BY**

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**DECLARATION**

This research thesis is my original work and has not been presented in any university or institution for the award of a degree.

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## **DEDICATION**

This work is dedicated to God my sustainer, strengthener and exalter. It is also dedicated to all the people who inspired, supported and encouraged me along the way as I was pursuing my Masters' degree in Educational Psychology.

## ABSTRACT

Kisumu city has public and charitable children institutions. Of these there seem to be apparent variation in the outcome from both counseling and academic achievement. This is despite the fact that there are counseling services and teaching assumedly going on in all these institutions. Evidence provided by adult and continuing education Kisumu city showed that there was negative variation in the KCPE mean score between 2010 and 2013. The overall mean score for CCIs in KCPE was 229.58, which had a mean deviation of -20.47 from the average of 250 marks. While the mean score for public primary schools was 281.15 with a positive mean deviation of 31.15. This showed difference of over 50 marks in academic achievement between public primary schools and CCIs. This is despite guidance and counseling program which is mandated to address psychological and academic achievement issues affecting pupils in the CCIs and public primary schools. Therefore the purpose of this study was to establish the role of guidance and counseling on academic achievement of charitable children institutions in Kisumu city. Objectives of the study was: to establish role of individual counseling, group counseling and peer counseling in addressing academic achievement of children in CCIs and challenges counselors face in addressing academic achievements of children in CCIs in Kisumu City. The study was guided by a conceptual framework with role of Guidance and counseling as the independent variable while academic achievement was the dependent variable. Descriptive survey research design was adopted. Target population comprised of 854 children, 7 CCI heads, and 7 heads of Guidance and Counseling departments from the CCIs in Kisumu City. Proportionate sampling technique was used to select 282 children while saturated sampling technique was used to select 6 heads of Institutions and 6 heads of Guidance and Counseling departments. Data was collected using questionnaire and interview schedules. A pilot study was conducted on 28 children using test-retest method, which yielded reliability coefficient of 0.72. Experts in the Department of Educational Psychology of Maseno University ascertained face and content validity of the data collection tools. Quantitative data was analyzed using frequency counts, percentages, means and standard deviation while qualitative data was transcribed and analyzed thematically. Findings showed that 51.65% (n = 282) of CCI children preferred individual counseling; 67.1% (n = 282) of children in CCIs preferred group counseling; 61.7% (n = 282) of children in CCIs preferred peer counseling; and that 49.9% (n = 282) of counselors in CCIs had faced challenges in their guidance and counseling service. Based on the study objectives, it was concluded that level of preference of individual, group and peer guidance and counseling does not correlate to academic achievement in CCIs and that the challenges faced by counselors in addressing the academic achievement may sometimes hinder their service. The study recommends that the management of CCIs and other stakeholders in education should address the challenges faced by counselors in CCI in Kisumu City with a view to alleviating them. The study might benefit CCI leaders in streamlining individual, group and peer guidance and counseling in addressing academic achievements and challenges faced by counselors in CCIs.

## TABLE OF CONTENTS

CONTENT	PAGE
DECLARATION .....	ii
ACKNOWLEDGEMENT .....	iii
DEDICATION .....	iv
ABSTRACT .....	v
TABLE OF CONTENTS .....	vi
LIST OF ABBREVIATIONS AND ACRONYMS .....	ix
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
LIST OF APPENDICES .....	xii
<b>CHAPTER ONE: INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	8
1.3 Purpose of the Study .....	9
1.4 Research Objectives .....	9
1.4.1 Research Questions .....	10
1.5 Assumptions of the Study .....	10
1.6 Scope of the Study .....	10
1.7 Limitations of the Study .....	11
1.8 Significance of the Study .....	11
1.9 Conceptual Framework .....	11
<b>CHAPTER TWO: LITERATURE REVIEW .....</b>	<b>14</b>
2.1 Introduction .....	14
2.2 Individual counseling and Academic achievements among Children in CCIs .....	14
2.3 Group Counseling and Academic achievements among Children in CCI's ....	19
2.4. perceived Challenges Faced by Counselors in CCI's on Academic Achievement .....	26

<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>	<b>32</b>
3.2 Research Design.....	32
3.3 Area of Study .....	32
3.4 Study Population.....	34
3.5 Sample Size and Sampling Techniques .....	34
3.6 Instruments of Data Collection .....	35
3.6.1 Questionnaire for Children in CCIs .....	35
3.6.2 Interview Schedule for Heads of Guidance and Counseling and Heads of Institution.....	35
3.7 Validity and Reliability of the Instruments.....	35
3.7.1 Validity .....	35
3.7.2 Reliability of instrument .....	36
3.8 Data Collection Procedures.....	36
3.9 Methods of Data Analysis.....	37
3.10 Ethical Considerations .....	38
<b>CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION.....</b>	<b>39</b>
4.2. Demographic Characteristics .....	39
4.3 Perceived Role of Individual Guidance and Counseling on Academic achievements.....	42
4.4 Perceived Role of Group Guidance and Counseling on Academic achievement .....	45
4.5 Perceived Role of Peer Counseling in Addressing Academic achievements.....	47
4.6 Perceived Challenges Facing Counselors in Addressing Academic achievements.....	50
<b>CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>54</b>
5.1: Introduction.....	54
5.2 Summary of the findings.....	54

5.2.1 Objective one; Perceived Role of Individual Counseling on Academic achievements.....	54
5.2.2. Objective Two; Perceived Role of Group Counseling on Academic achievements.....	54
5.2.3 Objective Three; Perceived Role of Peer Counseling in Addressing Academic achievements.....	55
5.2.4 Objective Four; Challenges Faced by Counselors in Addressing Academic achievements.....	55
5.3 Conclusions.....	55
5.4 Recommendations.....	56
<b>REFERENCES.....</b>	<b>57</b>



## **LIST OF ABBREVIATIONS AND ACRONYMS**

CCIs	Charitable Children Institutions
G&C	Guidance and Counseling
KUAP	Kisumu Urban Apostolic Program
MOE	Ministry of Education
NCC	National Council for Children
NTA	National Taxpayers Association
AIDS	Acquired Immunodeficiency Syndrome
HIV	Human Immunodeficiency Virus
NACC	National Aids Control Council
NGO	Non-Governmental Organization
UNAIDS	Joint United Nations Program of HIV/AIDS
UNICEF	United Nations Children’s Education Fund
USAID	United States Agencies for International Development
WHO	World Health Organization

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
1: Comparison of KCPE Mean Score for Public primary and CCIs.....	6
2: Study Population and Sample Size.....	34
4.1: Role of Individual Guidance and Counseling.....	37
4.2: Role of Group Guidance and Counseling .....	43
4.3: Role of Peer Counseling.....	46
4.4: Challenges Facing Guidance and Counseling.....	51

## LIST OFFIGURES

<b>Figure</b>	<b>Page</b>
1: Conceptual Framework.....	12

## LIST OF APPENDICES

Appendix A: Introduction Letter .....	62
APPENDIX B: STUDENTS' QUESTIONNAIRE .....	63
APPENDIX C: INTERVIEW SCHEDULE FOR HEADS OF GUIDANCE AND COUNSELING .....	67
Appendix D: NACOSTI Research Authorization.....	68
Appendix E: NACOSTI Research Permit.....	69
Appendix F: MUEC Authorization.....	70
Appendix H: Ministry of Education Director Authorization .....	72
Appendix I: Map of Kisumu .....	73

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Education is an important Human right that is fundamentally intended to aid learners in grasping their full potential. Since the United Nations (UN) declarations in 1948 that education is an essential human right, efforts have been made to make sure that children, regardless of their gender throughout the world and irrespective of their family status should access the same education. Nevertheless, it is now a general concern that the main task and challenge in education is not merely admitting learners in learning institutions but safeguarding and ensuring that those who are underprivileged for example the orphans and vulnerable children do receive the same quality of education that is available (UNICEF, 2010).

Academic achievements and psychological wellbeing among Children in Charitable Institutions (CCIs) remain an issue for many countries, yet academic achievements are important indicator of well-being of all children and future life opportunities (Mwoma & Pillay, 2015). While this is an ideal situation for all children, the case may be different for children in CCI due to challenges they go through on a daily basis (Mwoma & Pillay, 2015). However, these children who are disadvantaged attain low grades and are demotivated. These, in turn, increase their vulnerability and helplessness, which require management using guidance and counseling (Kuperminc, 2016).

According to the United Nations Millennium Development Goals Evaluation Report (2013), the highest number of children (2 out of 5) in 2010, leaving school early in the

world is found in Sub-Saharan Africa. In Botswana, Forms on and Forsythe (2010) noted that children in CCI could suffer considerable challenges because of their respective family situations ranging from loss of one or both parents and the trauma that comes from living in various abusive circumstances. These children need guidance and counseling services to support their academic achievement like the case in South Africa (Mwoma & Pillay, 2016).

A study conducted in Uganda indicated that stigma attached to children in CCI made the situation worse for orphans' academics (Amongin, Oonyu, Baguma & Kitara, 2012). Further, 45% of the orphans were HIV and AIDS victims (UNICEF, 2010). In addition, the study found out that besides vulnerability, low academic achievement was higher in female students (7.6%) than males (6%). When the role of guidance and counseling is missing, learners' adaptation becomes difficult, thus leading to low academic achievement, misbehavior and dropout in Uganda (Mghweno, Mghweno & Baguma, 2015).

The Kenya education statistical booklet (2005-2010), shows that when Kenya introduced free primary education (FPE) which is academic support for school going children in 2003, enrolment went up to 7.2 million with 17% of that population being OVCs compared to 5.9 million in previous year.

Even after the introduction of FPE, the OVC dropout rate was still above 5.4% annually while non OVC stood at 2% annually. This disparity indicates need to establish role guidance and counseling methods like individual, group and peer among children in CCI academic achievement. (Otieno, 2015) says it is important to

note that even after joining school because of the various interventions, these children still face same situations. Issues affecting their academic achievement if they are not sorted out through appropriate individual, group and peer counseling method, the OVCs right to academic achievement will be compromised hence they will not attain full benefits of education. The main concern for the researcher is that unfortunately there have been limited studies with only a few which focused on OVC attendance but not on their role of guidance and counseling on academic achievement Kisumu city while public primary school academic achievement is above average hence there is limited literature on the same.

Kenya Ministry of Education (MOE) sought to strengthen guidance and counseling services in institution of learning so as to address learner's problems (Republic of Kenya, 2012). The Department of Guidance and Counseling was therefore created to help schools enhance the learners' ability to have academic achievement (Republic of Kenya, 2012) while effective and appropriate methods of counseling like individual, group, peer and challenges facing counselors had not been investigated.

A study conducted in Kibra slums in Nairobi by Kute (2014) revealed that guidance and counseling teachers faced many psychological challenges. These included the unwillingness of students to confide in teachers, burden of other teaching duties and double responsibility of some teachers in the disciplinary committees. In Nairobi, Njuguna (2011) found out that some teachers were overwhelmed by teaching duties thus leaving them with little time for guidance and counseling. The study further indicated that orphans experienced stigma manifested in profound sense of loss, grief,

hopelessness, fear and anxiety, thus affecting their academics. This occurred despite the CCIs having Guidance and Counseling Department aimed at offering them services.

In Nyanza region, the number of top 100 students in academics over the years has been on the decline with that of children in Charitable Children Institutions in the top 100 in national examination perpetually being less than 2% (Moumie, 2011; Ombuya, Yambo & Omolo, 2012). However, despite the presence of guidance and counseling in institutions, vulnerable children are facing a silent crisis according to Togom (2009). Tindi and Silsil also (2008) observed that learning institutions are dynamic, and students are faced with many learning and life problems which require solutions through guidance and counseling. In Bondo Sub county of Kenya, Affulo (2010) found out that vulnerability of children in charitable institutions was due to the collapsing family structures, because people abandoned the traditional forms of guidance and counseling.

In Kisumu city, Children in Charitable Children Institutions equally experienced many psychological issues that latter affected their academic achievement (Akuku, 2015). In addition; Kisumu City is one of the cities in Kenya with the highest HIV and AIDS prevalence rates. Statistics indicate that 24% of people in Kisumu lived with HIV and AIDS (KAIS, 2007). Kisumu City has HIV and AIDS prevalence rate of 15%, which is higher than the national of 7.3%. According to the National Aids Control Council (2014), many children end up in CCIs because of the high HIV and AIDS prevalence rates. However, in the CCIs, many challenges face these children



which compromise their academic achievement (Omondi, 2012). Further, over 70 percent of the population lives below poverty line according to the District Development Plan, 2002 – 2008. Kisumu is also a home to areas with informal settlements such as Nyamasaria, Nyalenda, Manyatta and the peri-urban villages of Kibos and Kajulu. These areas are dominated by traditional brewing (Blue Cross Youth Community Based Organization [BCYCBO], 2014 – 2016). The traditional brewing is common in these areas which also contribute to negative academic achievement of the children.

The twin ills of high HIV prevalence and poverty index may have contributed to high school dropout rate in Kisumu City (Akuku, 2015; KAIS, 2007; Omondi, 2012). It was found that out of the 47 counties in Kenya, Kisumu County led with a school dropout rate of 5.5% (KAIS, 2007). Subsequently, Maiyo and Jyoti (2011) found that, in Kenya, poverty levels correlated with dropout rates.

In addition, between 2010 and 2013, the overall KCPE mean score of children in Charitable Institutions in Kisumu City posted a negative deviation while public primary had positive deviation as indicated in Table 1.

**Table 1: KCPE Mean Scores and Enrolment for Public Primary Schools and CCIs**

Year	Public Primary Schools		Charitable Children Institutions	
	Enrolment	Mean Score	Enrolment	Mean Score
2013	6445	295.46	296	224.65
2012	6432	289.02	249	240.59
2011	6304	272.65	244	218.38
2010	6307	267.46	195	234.50
Mean = 281.15		Mean = 229.58		

**Sources:** Kisumu City Adult and Continuing Education Office (2015); Kisumu City Education Office (2015)

Table 1 shows the trend on enrolment and the KCPE achievement of the public schools and the CCIs in Kisumu City. It reveals that, between 2010 and 2013, the overall KCPE mean score for orphans and vulnerable children in CCIs in Kisumu City was 229.58. This academic achievement was a negative deviation from the national average of 250 marks. Meanwhile, the mean score in public primary schools was 281.15 with a positive deviation of 31.15. This showed a variation in academic achievement among children in public schools whom their counseling is unstructured, rarely conducted and sometimes teachers are just appointed without training in guidance and counseling skills than those in charitable children institutions. CCIs have trained counselors with structured program of counseling and referrals. This therefore justify the need to carry out a study on perceived role of guidance and counseling on academic achievement in charitable institution in Kisumu city, Kenya.

Guidance and counseling has been put forward as the means of addressing the psychosocial aspects of students in relation to their education all over the world in general and in Kenya in particular (Kituyi, 2014 ; Pereira & Rekha, 2017; Prinyapol & Chongruksa, 2013; Renuka, Devaki, Madhavan & Saikumar, 2013). Consequently, Renuka et al. (2013), explored the relationship and the effect of counseling on the academic achievement among students. The study results revealed that individual counseling had a positive influence on academic performance and the number of sessions correlated positively with the academic performance. However, the study was conducted among college students and not orphaned children in CCIs.

In addition, Pereira and Rekha (2017) investigated challenges faced by counselors in India. The study results showed that counselors in India faced challenges such as lack of awareness of counseling among people, inadequate pay, job insecurity and lack of supervision and consultation. However, since the study was conducted among counselors of students based in their homes, it lacked the aspect of counselors working among the orphaned and vulnerable children in CCIs.

On group counseling, Prinyapol and Chongruksa (2013) studied the effect of group counseling on academic achievements among students in Thailand. The findings revealed that group counseling affected academic performance significantly. However, the study was conducted in Thailand, which has different cultural settings from those that prevail in Kenya.

On Peer Counseling, Kituyi (2014) sought to determine the effect of peer guiding and counseling with academic performance in Bungoma County of Kenya. The results

showed that peer counseling positively affects students' academic performance. However, the study used a cohort drawn from secondary schools and not primary schools, as was the case in the present study.

The present study sought to investigate the role played by guidance and counseling in level of preference as individual, group and peer counseling in addressing the academic achievement of children in CCIs and the challenges faced by those counselors in those institutions. In addition, the present sought to identify the challenges faced by the providers of guidance and counseling services in CCIs.

Guidance and counseling program coordinates all guidance and counseling activities in schools and these practices include: individual, group and peer counseling how issues that are addressed in counseling sessions, confidentiality, services evaluation, and referral cases (MOEST, 2014).

### **1.1 Statement of the Problem**

Kisumu city has public and charitable children institutions. Of these there seem to be apparent variation in the outcome from both counseling and academic achievement. This is despite the fact that there are counseling services and teaching assumedly going on in all these institutions.

Evidence provided by adult and continuing education Kisumu city showed that there was negative variation in the KCPE mean score between 2010 and 2013. The overall mean score for CCIs in KCPE was 229.58, which had a mean deviation of -20.47 from the average of 250 marks. While the mean score for public primary schools was 281.15 with a positive mean deviation of 31.15. This showed difference of over 50

marks in academic achievement between public primary schools and CCIs. This is despite guidance and counseling program which is mandated to address psychological and academic achievement issues affecting pupils in the CCIs and public primary schools.

Therefore the purpose of this study was to establish the role of guidance and counseling on academic achievement of charitable children institutions in Kisumu city.

### **1.3 Purpose of the Study**

The purpose of the study was to establish the perceived role of guidance and counseling on academic achievement among children in charitable children institutions (CCIs) in Kisumu City, Kenya.

#### **1.4.1 Research Objectives**

Specific objectives of the study were to:

- (i) Examine the perceived role of individual guidance and counseling in addressing academic achievement among children in CCIs in Kisumu City, Kenya.
- (ii) Establish perceived role of group guidance and counseling in addressing academic achievement among children in CCIs in Kisumu City, Kenya.
- (iii) Examine perceived role of peer counseling in addressing academic achievement among children in CCIs in Kisumu City, Kenya.
- (iv) Establish perceived challenges faced by counselors in addressing academic achievement among children in CCIs in Kisumu City, Kenya.

### **1.4.2 Research Questions**

The study was guided by the following questions:

- i. What was the perceived role of individual guidance and counseling in addressing academic achievement among children in CCIs in Kisumu City, Kenya?
- ii. What was the perceived role of group guidance and counseling in addressing academic achievement among children in CCIs of Kisumu City, Kenya?
- iii. What was the perceived role of peer counseling in addressing academic achievements facing children in CCIs in Kisumu City, Kenya?
- iv. What were the perceived challenges faced by counselors in addressing academic achievements among children in CCIs in Kisumu City, Kenya?

### **1.5 Assumptions of the Study**

The study was carried out based on the following assumptions:

- i. Individual, group and peer guidance and counseling services are offered in the CCIs.
- ii. Guidance and counseling program addresses children's academic achievements in the CCIs.

### **1.6 Scope of the Study**

The study was conducted in Kisumu City among children in Charitable Children Institutions (CCI). It focused on the role of individual, group and peer counseling program in addressing academic achievements among children in CCI in Kisumu City, Kenya.

### **1.7 Limitations of the Study**

According to (Orodho, 2008), says a limitation of the study refers to the restraints, constraints or shortcomings both theoretical and practical that the researcher may find and on which he or she has little or no control over. In this case, despite having many factors affecting the orphans and vulnerable children, this study covered mainly the role of guidance and counseling on academic achievement among children in CCIs of Kisumu city only. This limited the generalizability of the findings to other CCIs elsewhere.

Another limitation of the study was that the respondents' requirement for privacy was difficult to avoid. The researcher however assured respondents of confidentiality in the information they provided. Therefore, the respondents were assured of confidentiality.

### **1.8 Significance of the Study**

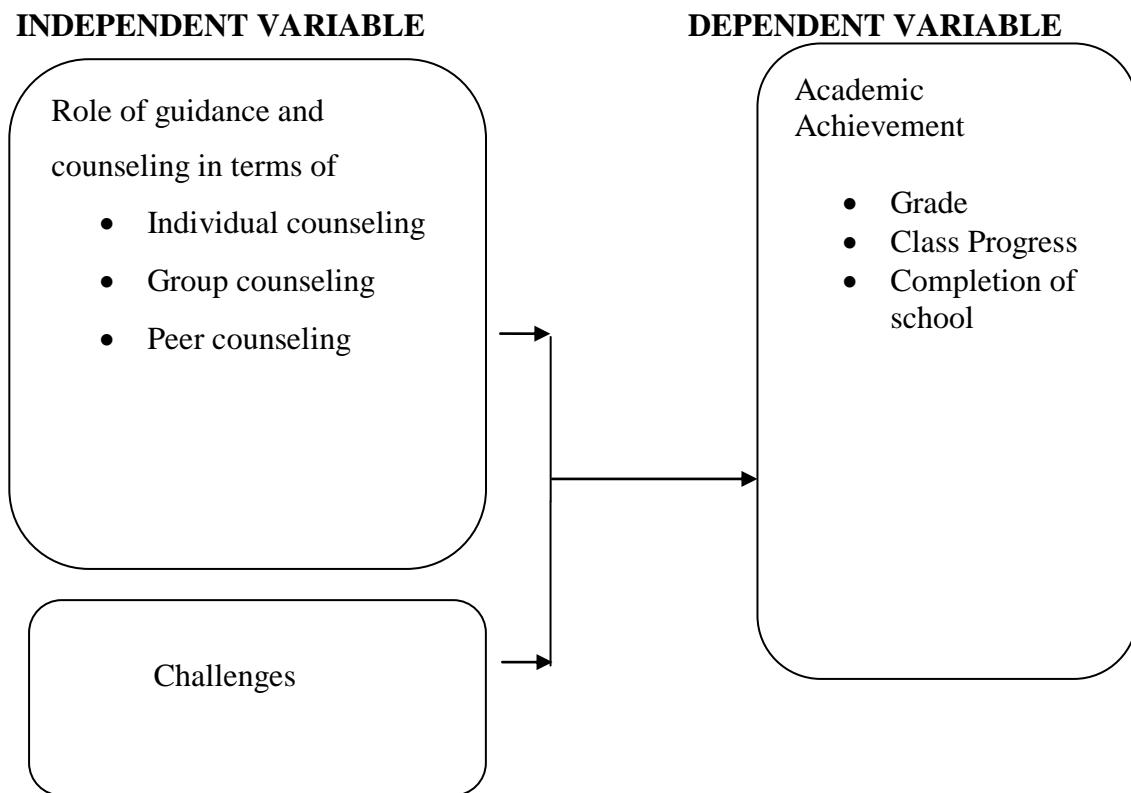
The findings of this study will help the policy makers, specifically the Ministry of Education Science and Technology, managers and curriculum implementers in gaining an understanding of appropriate and effective preferred method of guidance and counseling to use in improving the Charitable Children Institutions with a view to enhance academic achievement among children in CCIs. Findings will also assist in streamlining guidance and counseling practices to meet the needs of children in CCIs.

### **1.9 Conceptual Framework**

The independent variables in the present study were; Individual Guidance and Counseling, Group Guidance and Counseling and Peer Guidance and Counseling services. The effective individual, group and peer guidance and counseling services

change children's perceptions, the behavior, attitude and approach on academic participation thus leading to positive progress. The appropriate strategy of guidance and counseling services enables children to cope well, be confident, and inspired leading to improved academic achievement.

The dependent variable in the study was academic achievement. The academic achievement among children are likely to be directly influenced by appropriate and effective the role played by guidance and counseling. The end results are good or bad grade, clear continuation or dropping out. The interaction process between the independent and dependent variable is presented in Figure 1.



**Figure 1:** Conceptual Framework (Source: Researcher, 2019).



## 1.10 Definition of Operational Terms

**Academic achievement** refers to the outcomes that indicate the extent to which a child has accomplished specific short or long-term educational goals that are the focus of activities.

**Charitable children institution** is an institution set aside to orphaned or vulnerable children in Kisumu City.

**Guidance and counseling service** is an exercise in which a child in a CCI in Kisumu City receives psychosocial support to help him/her improve in his or her academic achievement.

**Orphan** is a child in primary school who is living in a CCI in Kisumu City having lost one or both parents.

**Vulnerable child** refers to a child in Kisumu City whose safety, wellbeing and development for various reasons is threatened including academic achievements adequate care or otherwise at risk deprivation due to inadequate or unstable care environment.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature review in relation to role of individual counseling, group counseling, peer counseling and challenges faced by guidance and counseling services in CCIs.

#### **2.2 Individual counseling and Academic achievements among Children in CCIs**

Individual counseling is a process of facilitating one to one, face-to-face counseling with a person who may be having a specific problem and is not ready to share his or her problem in the presence of others apart from the one counseling him or her (MOEST, 2014).

Guidance and counseling program coordinates all guidance and counseling activities in schools and these practices include: individual, group and peer counseling how issues that are addressed in counseling sessions, confidentiality, services evaluation, and referral cases (MOEST, 2014). Children in CCIs may be faced with psychological issues that require referral such as severe disorders, rape or defilement, sexual abuse, suicidal tendencies, depression, drug and substance abuse and family related problems or issues (MOEST, 2014). Guidance and counseling role may involve activities that meet individual students' immediate responsive need, usually necessitated by situation and condition in their lives (American School Counselor Association [ASCA], 2012).

The ASCA (2012) specifically included school counselors' practices of individual, group and peer counseling program that will fruitfully affect school improvement and student academic achievements (ASCA, 2012).

According to Metsola (2012), all pupils are entitled to receive individual guidance and counseling on study skills, self-knowledge, further education and training options, occupations, occupational sectors and the world of work. Metsola (2012) also advised children on how to use different tools to search for information and the guidance and counseling services provided by the society. Its immediate responsive need for guidance and counseling is to determine individual counseling role in academic achievements among children in CCIs (Hollingtonsworth, 2012). However, Hollingtonsworth(2012) and Metsola (2012) did not investigate the role of guidance and counseling in addressing these counseling roles in Kisumu city. The present study filled the gap by addressing the perceived role of individual guidance and counseling in dealing with challenges faced by children.

Studies conducted by Egbochuku (2013) in Nigeria and Afework (2013) in Ethiopia shed more light on this subject. The study by Egbochuku (2013) on secondary school students revealed that there was a significant relationship between individual guidance and counseling and student adjustment to life in Nigerian secondary schools. In addition, Afework (2013) in Addis Ababa, Ethiopia, conducted a comparative study to assess the well-being of orphan and children in public primary school. The number of participants in that study was 240 of which 120 orphan children and 120 children in public school, and 3 representatives of charity clubs in

the selected schools. Both quantitative and qualitative methods were used; percentages, t-test, and Pearson correlation analysis were used to measure the relationship. The findings revealed that orphan children had serious academic achievements. However, neither Afework (2013) nor Egbochuku (2013) studied the role of individual guidance and counseling in addressing the academic achievement of OVC in CCIs. In the present study the researcher therefore decided to examine the perceived role of individual counseling in addressing the academic achievements faced by children in CCIs.

Subsequently, a study conducted in Uganda by Mghweno and Baguma (2015) on the influence of individual guidance and counseling services on career choices among students showed a high mean range (2.30 to 3.79) with a high grand mean score (2.92). This meant that individual guidance and counseling services helped students to know their career. However, the study by Mghweno and Baguma (2015) only investigated the challenges of career choices and not the academic achievements. The present study therefore, filled this gap in literature by studying the role of individual guidance and counseling in addressing academic achievements faced by children in CCIs.

In Kenya, Onyango (2015) reported that the Kenyan government attaches special significance to the provision of education to all children in all parts of the country (RoK, 2012). However, Njuguna (2011) conducted research among orphans in Nairobi city and found significant low scores of academic achievements among children  $r = 0.163$  at  $p < 0.05$ . The studies reviewed indicate that orphans register low

academic achievement which perhaps could be addressed by individual guidance and counseling. This study thus aimed at determining the role of individual guidance and counseling on academic achievements among the children in CCIs of Kisumu City. Nevertheless, neither Njuguna (2011) nor Onyango (2015) focused on the role of guidance and counseling in addressing the academic achievements faced by children in CCIs.

Children affected by HIV often suffer from sickness which often makes it hard for them to attend school regularly and over long periods of time and that can also have an impact on their ability to achieve academically (Ruto,Chege&Wawire, 2014). Sickness could also contribute to disturbance of stigma, low self-esteem, low confidence, and stress. This requires guidance and counseling so that the child can feel well again.

On the other hand, Mwoma and Pillay (2015) observed in their study that lack of support through guidance and counseling in education has a direct influence on how children in CCIs perform in education. Interventions of individual guidance and counseling to overcome academic achievement are therefore critical as academic achievement gives a child hope for life and work and it's a strong protector against health issues to which these children may be susceptible (Mwoma& Pillay, 2016). However, Mwoma and Pillay (2015) and Ruto, Chege and Wawire (2014) did not consider the role of individual counseling in addressing the academic achievement faced by children.

In Kenya, Kuperminc (2016) compared the self-concept and academic performance of institutionalized and non-institutionalized AIDS-orphaned children in Kisumu municipality. They interviewed 138 AIDS orphans, who lived in the institution and with extended families, guardian homes and in parental homes. The ex-post facto research design was adopted, while Rogers' (1951) theory of self-concept guided the study. Data was analyzed using the t-test and the correlation coefficient,  $r$ . The results showed a difference in self-concept and academic performance between AIDS orphaned children living in CCIs and those living with extended families, guardian homes and in parental homes. It was also found out that children in CCIs performed better academically than those who were not in CCIs. However, the study confined itself to AIDS orphans. The present study filled this gap by considering all the children in CCIs and not only those orphaned by AIDS.

On the other hand, Mboya (2015) carried out a study in Machakos and recommended that schools should enhance individual counseling. The study further recommended specific efforts be made to tailor-make guidance and counseling to address emerging academic achievements faced by pupils. However, Mboya (2015) used a purely quantitative approach that lacked the in-depth probing that could only be provided by a qualitative approach. The present study filled this gap by using interview schedules that provided qualitative in-depth views from the study respondents

Findings of a research conducted in Murang'a County by Tiego and Kamore (2014), identified Guidance and Counseling teachers' narrow view of guidance and counseling services among factors leading to strikes and unrest in schools. In

addition, Onganyi, Ayiamba and Ngala (2015) in their study of orphan migration in Kisumu found education statistically affected by stigma. They argued that although these intermediate independent factors were statistically significant in triggering orphan migration, the contribution of the other factors was equally important, though not statistically significant at  $p < 0.05$ . However, although Onganyi, Ayiamba and Ngala (2015) and Tiego and Kamore (2014) identified the challenges faced by orphans in schools, they did not address the perceived role of individual counseling in tackling academic achievement issues faced by those children.

### **2.3 Group Counseling and Academic achievements among Children in CCIs**

In the United States of America, school administrators spell out policy of school group guidance and Counseling as a value in the Education system and provide reasons as to why students need to acquire competencies in practices (ASCA, 2012). United Nations Millennium Development Goals Evaluation Report (2013) indicated that "Sub-Saharan Africa has the highest rate of children leaving school early in the world with slightly more than two out of five children who started primary school in 2010 and did not make it into the last grade" (UN, 2013, p.16). This raised the question of the necessity of group counseling in addressing academic achievements.

Group counseling might be necessary in addressing the academic achievements of children in CCIs because of the huge need for counseling (Changara,2013). The number of children orphaned and those made vulnerable by other factors has risen worldwide, creating peculiar circumstances that may affect children's ability to benefit from regular education. However, Changara (2013) did not study how

guidance and counseling might be used to address the academic needs of such children through group guidance and counseling, thus reason for the current study.

In addition, Mwoma and Pillay (2015) found out that there were an overwhelming number of children who need care and support from group guidance and counseling on their academic achievement for successful life. This was supported by Abebe (2014) who argued that children in such circumstances are at risk of losing opportunities for schooling. This is a worrying trend that calls for attention from all stakeholders in education to ensure that children at risk are supported to complete education with good academic achievement (Mwoma& Pillay, 2016). However, neither Abebe, (2014) and Mwoma and Pillay (2015) studied the role of group guidance and counseling in addressing the academic achievements faced by the children. The present study fills this gap by studying the perceived role of group counseling in addressing the academic achievements faced by children in CCIs.

Group counseling services include school counselor led services to assist students who face problems that can interfere with their personal, social, academic or career development (ASCA, 2012) and can consist of only one session or several on-going sessions (Sally, 2011). In Nigeria, a study conducted on vulnerable children found practices of group psychosocial care and support were deficient and there was evidence of lack of knowledge and skills to offer such care (Olowokere & Okanlawon, 2016). In addition, Eyo and Esuong (2013) found that students were positive towards group guidance and counseling practices provided by counselors in Calabar schools in Nigeria. Moreover, in Botswana, Gysbers and Henderson (2011)



observed that group counseling practices are based on groups' uniqueness, dignity, value, respect and that evaluation services are provided that included questionnaires, tests, interviews, observations and inspection of records. However, ASCA (2012), Eyo and Esuong (2013), Gysbers and Henderson (2011), Olowokere and Okanlawon (2016) and Sally (2011) did not examine the perceived role of group guidance and counseling in addressing academic achievement in CCIs. The present study filled this gap in literature by examining the role of group counseling in addressing the academic achievements of children in CCIs.

Anecdotal evidence indicates that education stakeholders' are increasingly giving much attention to academic achievement in national examinations in Kenya (Onyango, 2015). Okoth (2012) explains that group guidance is concerned with an effective discussion about the impact of information and problems arising from some personal adjustment and difficulties and that group guidance and group counseling overlap. On the other hand, Wango and Mungai (2014) emphasized that groups are counseled and guided in order to help them develop their potentials. In addition, according to Muted (2010), nothing influences the outcome of a counseling session more than the helper's attitude is either positive or negative. Positive attitude can be learned and practiced and includes the following: respect, sincerity, unconditional positive regard, empathy, self- disclosure, and confrontation. However, Mutindi (2010), Okoth (2012), Onyango (2015) and Wango and Mungai (2014) did not consider the role of guidance counseling on academic achievements.

Guidance and counseling practices include functional educational group guidance and counseling program which plays an important role in creating a conducive environment for learning and enables pupils to realize their fullest potential, minimize frustrations, balance academic work and recreation, and undergo smooth transition from primary to secondary schools (MOEST, 2014). KIE (2014) states that a viable group guidance and counseling program strives for three things, namely: open communication, trust and confidentiality. Similarly, Kute (2014) did a study in Kenya and noted that students, particularly the adolescents valued the level in which their issues are treated; they are concerned about their self-image/esteem. They value confidentiality and do not wish to be seen to be having issues or problems. This might indicate that the children would prefer group counseling on academic achievements.

Auni (2012) reported in her study that guidance and counseling programs had inadequately contributed to students' social adjustment in Public Secondary Schools and that ineffective strategy of group guidance and counseling were being used in Schools. This was supported by findings from Ajowiand Simatwa (2015) who reported that guidance and counseling was minimally used to address students' disciplinary problems which were dominated by punishment. However, Ajowiet al(2015), Auni (2012) and Simatwa (2010) did not address the perceived role of group guidance and counseling among public and CCI children in Kisumu city.

Links (2012) argued that students had negative attitude towards group guidance and counseling due to lack of confidence in teacher counselors, lack of professionalism in the service and scarcity of time for guidance and counseling. Eyo and Esuong (2013)

and Kimathi (2012) that students sought for guidance and counseling services for their personal difficulties contradicted with the ones Mutindi (2010) and Links (2012) which found that students have negative attitude towards guidance and counseling. These gaps indicated that a study should be carried out on the role of guidance and counseling in addressing the academic achievements faced by children in CCIs. Therefore there was need for the present study to examine the perceived role of group counseling in addressing the academic achievements among children in CCIs.

Kenya Institute of Education (2014) has prescribed the qualities of a viable guidance and counseling program which strives at confidentiality, trust, and open communication. Subsequently, Kute (2014) also emphasized on the value of confidentiality on the counselor, which are necessary qualities for guidance and counseling services. However, the study did not associate guidance and counseling and academic achievements.

Ogonya (2013) in Kenya, observed that pupils' discipline was at its lowest ebb in primary schools contributing to low academic achievement calling for effective group guidance and counseling. This study differed with Ogonya (2013) which dwelt on students' and pupils' discipline but did not find out perceived role of group guidance and counseling among primary children in CCIs. Therefore, the present study examined the role of group guidance and counseling on academic achievements among children in CCIs.

## **2.4 Peer Counseling and Academic Achievement**

Coleman (2008) defined peer counseling as a therapeutic process where trained students help other students come out of their problem situation or develop coping mechanisms. This underlines the near suitability of peer counseling in schools but leaves a lingering question on its role on academic achievement. The current study viewed peer counseling as a therapeutic process where trained students offer help to peers who find themselves in problem situations with a view of helping the children find solutions or coping mechanisms in academic achievement.

In China, Chen (2009) in his study asserted that, peer support occurs when people provide knowledge, experience, and practical help to each other and is a sure way of helping students in their adjustments. In Nigeria, Ngosi (2009) revealed that peer group counseling had a significant positive effect on the self-concept of the adolescent students. In Zimbabwe, Chireshe (2013) revealed that most of the secondary schools lacked trained peer counselors and because of that, peer counseling in Zimbabwean Secondary Schools was ineffective.

However, in Uganda according to Rutondoki (2011), peer counseling enabled the adolescents to discuss freely and express personal problems in groups about parents, authority and themselves in a free manner. However, although Chen (2009), Chireshe (2013), Ngosi (2009) and Rutondoki (2011) highlighted the importance and relevance of peer counseling and peer counselors in schools, none of them examined the extent which perceived role of peer counseling might play in addressing academic achievements of learners. On the other hand, Sigilai and Bett (2013) found that head

teachers and teacher counselors perceived that peer counseling was ineffective. Literature documents a number of advantages for using peer counselors. Moreover, Racho, Aloka, Wambiya and Raburu (2014) in their study on perceptions towards career guidance in public secondary schools in assisting individuals deal with career issues found a mean of 4.56 in Likert scale of 5, thus regarded as very high, agreeing that peer counseling assist in academic achievements. Therefore, Racho et al (2014) found that there was a strong positive correlation between peer counseling and adjustment with  $r=0.730$ . This indicated a difference in the findings of Racho et al (2014) on one hand and Sigilai and Bett (2013) on the other hand. Little is known on extent perceived role of peer guidance and counseling especially in CCIs.

The Kenya Institute of Education (KIE, 2014) argued that peer counseling is successful in reducing drug and substance abuse as well as risky sexual behavior. The KIE has further observed that although peer counseling is a recent phenomenon in Kenyan schools, it is rapidly gaining momentum and is therefore an important alternative tool in enhancing positive behavior change and academic achievement among students. The KIE (2014) showed that peer counseling contributes to an environment conducive for learning but they were not consider preference levels of types of counseling particularly peer.

A Study in Kisumu East by Otieno (2015) found out that 75% of peer counseling influences children in CCIs participation in primary education. During focus group discussion with orphaned and vulnerable children, it was clear that they are freer with their fellow peers than adult counselors are during focus group discussion with

orphaned and vulnerable children. It was also revealed that they were freer with their peers than they were with adult counselors. However, Otieno (2015) did not study the perceived role of peer counseling on the academic achievements children in CCIs. (Kute, 2014) effective strategic program's aim was to address behavioral, social, and academic adjustment of at-risk children and adolescents so that they can receive maximum benefits from their school experiences. Nevertheless, the study did not examine how peer counseling might be used to address children's academic achievements, as was the case in the present study.

Kute (2014) study was based on the general significance of peer counseling irrespective of the orphaned and vulnerable children's academic achievement. The present study fills the gap by establishing perceived role of guidance and counseling on academic achievements among children in CCIs in Kisumu city.

## **2.5. Perceived Challenges Faced by Counselors in CCIs on Academic Achievement**

American School Counselor Associations National Model (ASCA, 2012) defined the role of the school counselor to make academic achievement as part of the roles played by the school counselor. In spite of this clarity, many counselors continue to find their job challenging due to large students-to-counselor. Large caseload negatively affects counselor effectiveness (Cervoni & DeLucia-Waack, 2011). As a result, there continues to be challenges in the role of the counselor among some teachers and administrators. A widely circulated report from the public policy organization, Public Agenda entitled, "*Can I Get a Little Advice Here?*" reported dissatisfaction with the college counseling services provided by school counselors (Johnson, 2010).

However the Johnson study was conducted in college and never captured perception of role of guidance and counseling on academic achievement of among CCI.

The American School of Counseling Association recommends a counselor ratio of 250 students for each counselor (ASCA, 2012). However, most schools do violate that recommendation by having a larger number of students assigned to one counselor. As a result, students and parents sometimes express dissatisfaction with their counselors rather than the ratio that creates the problem. Additionally, counselors express concern about their changing role and the challenges that they face in trying to concentrate on appropriate counselor activities (Ruff, 2011). The reviewed study indicated that large student to counselor ratio contributes to challenges encountered by counseling and guidance among the children while current study is to establish counselors perceived challenges.

The America School Counselor Association (2012) recommends that school counselors spend 80% of their time to offer indirect services such as individual and group counseling, consultations with stakeholders in regard to strategy for effective outcome. A study in the USA revealed that excessive non-counseling duties were seriously detrimental to the capacity school counselors engage themselves in providing students with effective services for success (ASCA 2012). However, in Kenya, counselors in schools and CCIs might not be able to spend the recommended amount of time on counseling because of the challenges that they face from non-counseling duties. Therefore the present study examined these challenges that counselors face.

The need for school counselors to carry out quality guidance and counseling services in the school are numerous. Therefore, Egbochuku (2013) listed accommodation, bookshelves, table with drawers, and cupboard for storing pamphlets, finance, time, and psychological test material. Furthermore, Egbochuku (2013) mentioned that without private accommodation, counseling was not successful while delivery of counseling was effective. In addition, Lapan and Gysbers(2011) noted that when school academic and counselors have the time, resource, and the structure of the comprehensive guidance program to work with they contribute to positive and career development.

Therefore, a study by Carrel and Carrel (2006) offered evidence of a 7.4% decrease in disciplinary recurrence with reduction of student to counselor ratio from 544 students to 250 students per counselors. From the reviewed studies, it is clear on changes encountered by counseling and guidance among the orphaned and vulnerable children. However, the research evidence on the ground to shed light on the challenges faced by counselors in addressing the academic achievements among children in CCIs in Kisumu City and hence the need for the present study.

In addition, in South Africa, Mwoma and Pillay (2016) conducted another study involving 107 participants comprising of 65 children in CCIs and 42 teachers. Questionnaires were utilized to collect descriptive and qualitative data. Findings suggest that, although the South African Government has put mechanisms in place to support children in CCIs to attain basic education; they still face numerous academic achievements (Mwoma& Pillay, 2016). In Nigeria, a study by Egbochuku (2013),



revealed that guidance and counseling facilities had significant impact on guidance and counseling services.

However, in Uganda, it was found that time and resources were key for success of guidance and counseling programs (Chereshe, 2014). In addition, according to Workye (2015), millions of children who live in orphanages and other forms of residential care, are among the most vulnerable in the world. Nevertheless, Chereshe (2014), Egbochuku (2013), Mwoma and Pillay (2016) and Workye (2015) did not study the challenges faced by counselors in CCIs. The present study filled this gap by examining the challenges faced by counselors in CCIs in Kisumu City.

According to Wambu, Fisher and Boulevard (2015) Kenyan high schools are currently faced with many challenges such as drug abuse among youth, socially unacceptable sexual ventures, academic underachievement, poor study habits, teenage pregnancies and truancy in this study it seeks to examine perceived challenges of guidance and counseling in CCI. In addition, Gitome (2013) found significant relationship between time and resource allocation to guidance and counseling activities and success of guidance and counseling. However, Gitome (2013) and Wambu et al (2015) did not investigate the challenges faced by counselors in addressing academic achievements. Therefore, the present study examined the challenges faced by counselors in addressing the academic achievements of children in CCIs in Kisumu City.

In Kikuyu Sub-County, Masada (2015) in her study found that majority of the respondents (74.5%) indicated that the teacher counselor should have a reduced

teaching time to accommodate counseling duties. Furthermore, Masada (2015) found need to sensitize the school head teachers on the role of guidance and counseling program in the school, since most of the head teachers do not understand what is counseling. This implies that the counseling teachers lack adequate time to conduct counseling in the school. There was therefore need to examine the challenges faced by counselors in addressing academic needs among the pupils.

Subsequently, Ondima, Nyamwage and Nyakan(2012) observed that guidance and counseling teachers are not sufficiently relieved from their teaching duties to have adequate time to devote to guidance and counseling. On the other hand, Owino and Odera (2015) agreed that teacher counselors are overburdened with heavy work. Policies alone without adequate supporting programs couldn't be expected to increase participation of girls in mathematics (Onyango, 2015). Program supporting guidance and counseling is still a challenge. In addition, Mukiti (2016) observed challenges facing ECDE as funding, policy formulation, lack of curriculum content informed by research based data, inadequate qualified educators, lack of schemes of service for educators, rising number of orphans, conflict in medium of instruction among others.

However, Mukiti (2016), Ondima, Nyamwage and Nyakan (2012), Onyango (2015) and Owino and Odera (2015) studies were conducted among children from mixed backgrounds and not with orphans and vulnerable children. The present study targeted children living in Charitable Institutions

Wango and Mungai (2014) cited a challenge faced by counselors, which was that since the counselor keeps certain information about students' secret due to the

requirements of confidentiality, some teachers view them as private investigators into their shortfalls in teaching performance. In addition, the study established that such a misconception leads to suspicion and isolation of the counselor from recognition and support. However, the study did not consider the challenges faced by counselors in addressing academic achievements among children in CCIs. The present study therefore, sought to determine the challenges faced by counselors in addressing academic achievements among children in CCIs.

In a study conducted by Tiego and Kamore (2014) in Kiambu, Kenya, it was found that guidance and counseling programs are not adequately supported by school, administration and teachers. The study found out that in some schools guidance and counseling services are given very little concentration, no budget to equip the department and no time created for guidance and counseling. According to Tiego and Kamore (2014), some uncooperative school administrators who view guidance and counseling as a weak soft and ineffective approach frustrate teacher counselors. Although, Tiego and Kamore (2014) identified the opinions of administrators as a challenge faced by the counselors, the study did not examine other challenges that might be faced by counselors in addressing pupils' academic achievements. The present study therefore aimed at filling this knowledge gap.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers research design, area of study, sample size and sampling techniques, study population, instruments of data collection, validity and reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations.

#### **3.2 Research Design**

In the present study, descriptive survey research design was adopted. According to Franklin and Wallen (2002), a survey is a method that involves asking large group of people questions about particular issues. In this study, descriptive survey design seeking opinion on phenomena was chosen because it describes the state of affairs as they exists and allows collection of sufficient information in a relatively short period from a large representation of the population (Cresswell, 2009). It was therefore appropriate for collecting information with reference to the variables involved by administering the questionnaire and use of the interview schedule to establish the role of guidance and counseling on academic achievements among children in the CCIs in Kisumu City, Kenya.

#### **3.3 Area of Study**

The study was conducted in Kisumu City, Kenya, in the rehabilitation centers or homes referred to as Charitable Children Institutions (CCI). The City lies within longitudes of 33<sup>0</sup> 20' E and 35<sup>0</sup>20' E and latitudes of 0<sup>0</sup>50' S and 5<sup>0</sup> 24' S. It covers a

total area of 557.7 km out of which 259km is covered by Lake Victoria. The City is bordered by Vihiga Sub-County to the North, Nandi Sub-County to the North East, and Kisumu West Sub-County to the West. According to the census report of 2009, Kisumu City had a population of 404,160 people, of whom 51% were female while 49% were male. Educationally, the City has 116 public and 45 private primary schools, 3 special primary schools and 11 units of integrated programs, and 13 Children's Charitable Institutions.

This study was conducted in Kisumu City because Mounie (2011), in his study on Kisumu needs assessment, showed a high dropout rate especially due to early pregnancies, child sex commercial exploitation of which it was perceived as the desperate orphan who could not cope with academic achievement. In addition, among the 47 counties, Kisumu led with a dropout rate of 5.5% (KAIS, 2007). Therefore, Kisumu City CCIs might be the recipient of a large proportion of these children because most of the CCIs in Kisumu County is found in Kisumu City. There was, therefore, the need to conduct a study involving the CCIs of Kisumu City.

Furthermore, in the KCPE results between 2010 and 2013 for Kisumu City, there was low academic achievement among the children in CCIs compared to those in the public primary schools. KCPE candidates from CCIs had a negative deviation of -20.47 marks while those in public schools had a positive deviation of 31.15 marks. Therefore, it was necessary to investigate the role of guidance and counseling in the academic performance of children in CCIs.

### 3.4 Study Population

The study population comprised of 854 children in CCI, 7 heads in the Charitable Children Institutions (CCI) and 7 Guidance and Counseling workers.

### 3.5 Sample Size and Sampling Techniques

Proportionate sampling technique of 33% was used to select 282 children in CCIs. Proportionate sampling was used because it ensured that the entire subgroups related to in the population was adequately represented (Mason, 2010).

Saturated sampling technique was used to select 6 heads of the institutions and 6 heads of guidance and counseling. Although the technique does not allow generalization, it was used because the participants were few and was therefore selected deliberately to provide important information that cannot be obtained from other choices (Taherdoost, 2016). Information on population and sample size is provided in Table 2.

**Table 2: Study Population and Sample Size**

S.No.	Categories	Population N	Sample Size n	Percentage %
1	Institutions	7	6	84.6
2	Children in CCI	854	282	28.2
3	HOD G& C	7	6	84.6
4	CCI Heads	7	6	84.6

**Source:** Kisumu City Adult and Continuing Education (2016)

### **3.6 Instruments of Data Collection**

Data was collected by use of questionnaire and interview schedules.

#### **3.6.1 Questionnaire for Children in CCIs**

The study entailed the use of a questionnaire, which had closed-ended. A questionnaire was used in this study because it gives opinion on phenomena as in this study (Milne, 2018). Closed-ended questionnaire was used to collect data from the children in CCIs on the role of guidance and counseling on academic achievements among orphans and vulnerable in Kisumu City CCI (Appendix B). Open-ended questions were used to collect data from head teachers and counselors of the institutions (Appendix C).

#### **3.6.2 Interview Schedule for Heads of Guidance and Counseling and Heads of Institution**

The structured interview schedule was used to collect data from the heads of the institution, heads of guidance and counseling in charge (Appendix D). Interview schedule was used in the present study because it allows for in-depth probing of meanings that the questionnaire lacks due to the standardized nature of the questionnaire (Mason, 2010) and complement to questionnaire.

### **3.7 Validity and Reliability of the Instruments**

The data collection instruments were tested for both validity and reliability.

#### **3.7.1 Validity**

Validity is the degree or extent to which an instrument measure what it ought to measure. Results gotten from analysis of data actually represent the phenomenon under investigation (Orodho 2008). Content validity was undertaken to ascertain

whether the content of the questionnaires is appropriate and relevant to the study objectives with opinion sought from the two supervisors who are experts in this field of study to review independently.

The face and content validity of the instruments was ascertained by experts in the area from the Department of Educational Psychology of Maseno University. Their suggestions and recommendations were used to improve the instruments.

### **3.7.2 Reliability of instrument**

Is defined as when the instruments measure considerably what it what it should measure.

### **3.7.3 Piloting instruments**

The researcher administers the questionnaire then revised version the questionnaire where ambiguity and prejudicial words were removed from the questionnaire. Again the revised questionnaires were presented to the same respondent yielding data to be correlated with the data attained before. It's this two data which were computed using Pearson r to get reliability coefficient of 0.72. This was deemed as acceptable as its slightly above threshold of 0.70 required.

## **3.8 Data Collection Procedures**

The researcher sought permission for data collection from Maseno University Ethics and Review committee (Appendix F) and School of Graduate Studies (S.G.S) Maseno University (Appendix G). Researcher thereafter obtained research permit from National Commission for Science, Technology and Innovation (NACOSTI, Appendices D & E). Using the permit from NACOSTI, the researcher obtained



permission from Kisumu County Director of Education Ministry of Education (Appendix H). Courtesy call was paid to the Sub County Director of Education Kisumu Central about the intended study (Appendix A). The researcher made familiarization visits to the CCI to explain the purpose of the intended research and to assure secure date for data collection. The researcher, thereafter arrived in time on due date, administered the questionnaires. The researcher collected the completed instruments at the end of the session in each study Institution. The completed questionnaires were collected on the same day after they were filled in and safeguarded for confidentially.

### 3.9 Methods of Data Analysis

The data collected was analyzed at two levels namely; quantitative and qualitative.

- 1]. Descriptive statistics such as percentages and mean were used
- 2]. Qualitative data was also collected then organized' it was further transcribed and categorized thematically then reported.

**Table 3: Demographics of Interview Respondents**

Resp.	Characteristics			
	Position	Gender	Exp.	Age
T1	Head Teacher	Male	30	62
T2	Head Teacher	Male	5	28
T3	Head Teacher	Male	6	31
T4	Head Teacher	Male	8	34
T5	Head Teacher	Male	7	33
T6	Head Teacher	Male	6	31
T7	Head Teacher	Male	8	35
T8	HoD G&C	Female	2	26
T9	HoD G&C	Female	3	29
T10	HoD G&C	Male	3	28
T11	HoD G&C	Female	5	32
T12	HoD G&C	Female	2	26
T13	HoD G&C	Female	4	27
T14	HoD G&C	Female	12	48

### **3.10 Ethical Considerations**

Ethics in research controls the relationships between the researchers and participants and between the researchers and the fields they wish to study (Flick, 2006). The study involved children, hence prior information was sought from parents/guardians to allow the research to collect data from them. In addition all the respondents were assured on confidentiality on the information received from them.

## CHAPTER FOUR

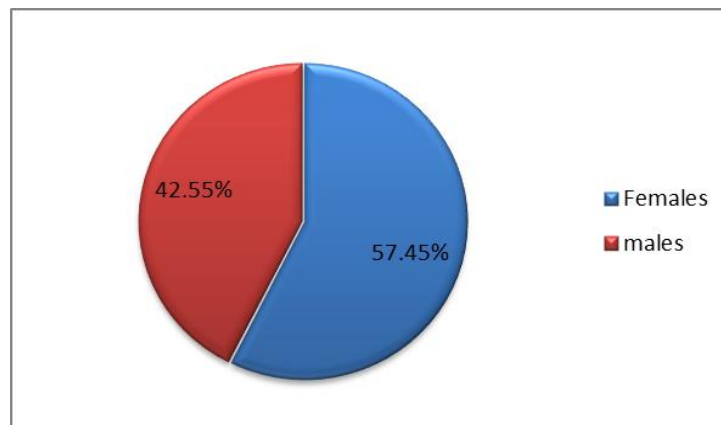
### DATA ANALYSIS AND DISCUSSION

#### 4.1 Introduction

This chapter presents quantitative and qualitative results of the study and discussion together with interpretations. The first section is on the demographic characteristics of the respondents followed by presentation of results for each objective and subsequent discussion.

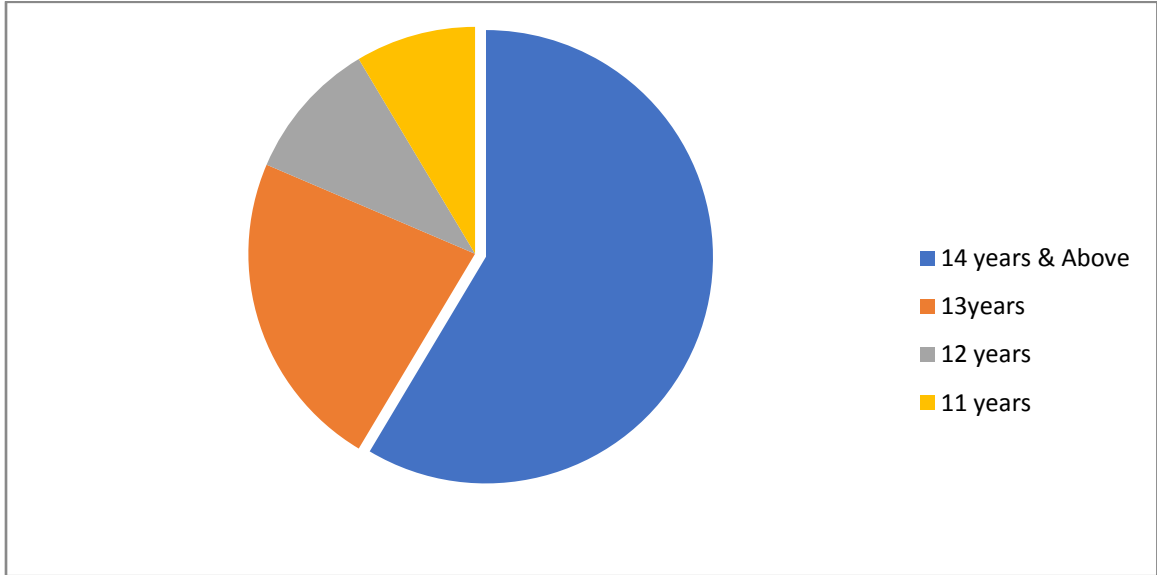
#### 4.2. Demographic Characteristics

The data used in this study was drawn from a population of 282 children from charitable children institutions in Kisumu City. The present study used the demographic translation procedure to collect data from all respondents because demographic characteristics have a significant impact on respondents (Beel, Langer, Nürnberger & Genzmehr, 2013; Dudek, 2010). Demographic characteristics focused on gender, age, education background and orphan hood status as summarized, Figures 2, 3, 4 and 5.



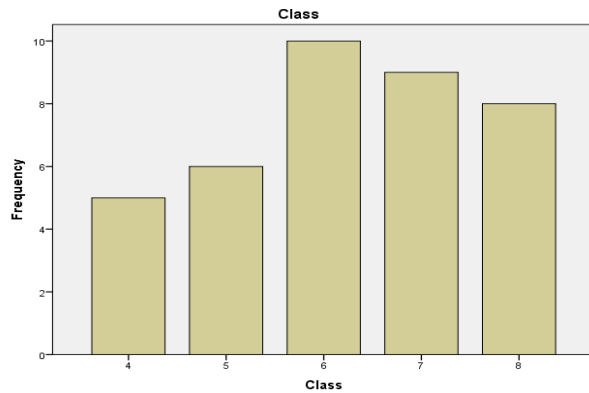
**Figure 2: Gender of the Children in CCIs**

According to Figure 2, majority of the children in CCIs who participated in the study, 162(57.45%) were female orphans and vulnerable children. However, 120(42.55%) orphans and vulnerable children were males.



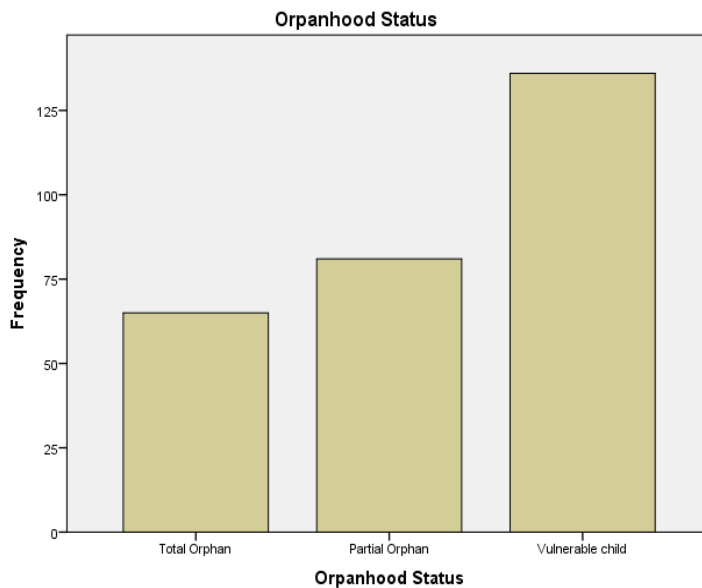
**Figure 3: Age of the Children in CCIs**

Findings in Figure 3 represent the ages of the children in CCIs. The figure shows that majority of the children, 102(36.20%) were 14 years and above followed by 66(23.40%) children who were 13 years old. In addition, 59(20.90%) were 12 years old while 28(9.90%) and 27(9.60%) children were 10 and 11 years old respectively.



**Figure 4: Class of the Children in CCIs**

Based on the class of the children in CCIs, the results in Figure 4 illustrate that most of the children 81(28.7%) were in class 6. Furthermore, the finding demonstrates that 65(23.0%) children were in classes 7 although 60(21.3%) were in class 8 respectively. In addition, there were 54(19.1%) and 21(7.4%) children in classes 5 and 4 respectively.



**Figure 5: Orphan Hood Status of the Children in CCIs**

Figure 5 gives an interpretation of the orphan-hood status of the interviewed orphans and vulnerable children. Findings show that majority of the orphans and vulnerable children were 136(48.2%) vulnerable children. Furthermore, results pointed out that 81(28.7%) and 65(23.0%) were partial orphans and total orphans respectively.

The data used in this study was drawn from the population of 121 class eight and 161 from class four to class seven. In addition, 7 head teachers and 7 counselors from 7 charitable institutions in Kisumu city were also in cooperated. Majority of the children in CCI were females at 162 (57.45%). However, 120 (42.55%) children in

CCI were males. Similarly, all head teachers (100%) were males whereas 3 (37.50%) counselors were males while 5 (62.50%) were females. In addition, 102 (36.20%) of the children in CCI were 14 years and above followed by 66 (23.40%) children in CCI who were 13 years old. In addition, 59 (20.90%) children in CCI were 12 years old while 28 (9.90%) and 27(9.60%) children in CCI were 10 and 11 years old respectively.

The study also established that based on the class of the children in CCI, most of the children in CCI 81(28.70%) were in class 6 and 65 (23.00%) children in CCI were in classes 7. However, 60 (21.30%) were in class 8. In addition, there were 54 (19.10%) and 21(7.40%) children in CCI in classes 5 and 4 respectively. Likewise, the study established that majority of the children in CCI 136 (48.20%) were vulnerable children. Furthermore, results indicated that 81 (28.70%) and 65(23.00%) were partial orphans and total orphans respectively.

#### **4.3 Perceived Role of Individual Guidance and Counseling on Academic achievements**

The first objective of the study was to establish the perceived role of individual guidance and counseling on academic achievement among children in CCIs. The research questions that targeted this objective were, ‘what is the role of individual guidance and counseling on academic achievement of children in CCI? To obtain scores on individual Guidance and Counseling each respondent was asked to indicate how often they are being met with 10 items in section1 of part A of student’s questionnaire (see Appendix B).

Their responses were then scored on the Likert Scale as follows: Very Often=5; Often=4; Sometimes=3; Rarely=2; Not at All =1. The midpoint set at 3, any point below 3 or above is either not or often. For each respondent score from the 10 items were summed up. Each of the 10 items on individual Guidance and Counseling had possible maximum score of 5 and minimum 1. The mean response for each item was computed by dividing the sum of scores with the number of respondents, expressed as a percentage and located on the Likert Scale while the standard deviation showed the mean deviation from the mean response. These computations are shown in Table 4.1.

**Table 4.1: Individual Guidance and Counseling**

<b>Counselor Attributes</b>	<b>Percentage Preferred</b>	<b>Preferred Mean; Responses</b>	<b>Not Preferred Percentages</b>	<b>Not Preferred Mean Responses</b>
Individually meeting pupils and encourage you to work hard	45.4	2.27	54.6	2.73
Individually meeting pupils and discuss academic achievement	71.7	3.585	28.3	1.415
Individually meeting pupils for academic encouragement	25.5	1.245	74.5	3.725
Counselors address assignment work and academic skills	46.8	2.34	53.2	2.66
Counselors give accurate and timely academic information	61.3	3.04	38.7	1.93
Counselors mentor and role model you to pass exams	54.6	2.73	45.2	2.27
Counselors build your confidence for test taking	75.8	3.79	24.2	1.21
Counselors empower you individually to consult teachers	49.3	2.46	50.7	2.54
Counselors use academic video presentation	67.7	3.385	32.3	1.615
Counselors meet you to review academic plan and follow it	63.8	3.9	36.2	1.81
<b>Mean</b>	<b>51.65</b>	<b>2.59</b>	<b>48.35</b>	<b>2.41</b>

The above Table 1 shows that the mean response on the pupils' perception on the role of individual guidance and counseling in addressing academic achievements was "Often" (Mean = 51.65; SD = 2.58; n= 282). This showed that slightly above half of the children preferred individual guidance and counseling used to address their academic achievements.

In qualitative data analysis, respondents (T2, T3, T 8 and T14) reported, "*Individual guidance and counseling mostly has a positive influence on dealing with children's academic achievements*". However, T 8 and T14 also reported, "*A few of the children were not helped by individual guidance and counseling*", without elaborating the reasons for their opinions.

*Verbatim report (T13) "One on one dealing with children has more impact for you are able to handle feelings of the individual"*

The results were in support of the study on peer and individual counseling done by Ministry of Youths and Sports (2008) which found that peer counseling and guidance contributed to an environment conducive to learning and care needed by educational institutions to reduce vandalism, truancy and school drop-out. Individual counseling never inspires academics advancement. The findings were in support of the study done by (ASCA, 2012). It showed that strategies involved individual counseling activities that met individual student`s immediate responsive need, In addition, the study established that individual guidance and counseling strategies assisted the orphans to meet their academic problems (Hollingtonsworth, 2009).



#### **4.4 Perceived Role of Group Guidance and Counseling on Academic achievement**

The second objective of the study was to determine the role of group guidance and counseling on academic achievements among children in CCI. The research questions that targeted this objective were, ‘what is the role of group guidance and counseling on academic achievements of children in CCI? To obtain scores on group Guidance and Counseling each respondent was asked to indicate how often they are being met with 10 items in section in 1 of part A of student’s questionnaire (see appendix B). Their responses were then scored on the Likert Scale as follows: Very often=5; Often=4; Sometimes=3; Rarely =2; Not at all=1. The midpoint set at 3, any point below 3 or above is either not or often. For each respondent score from the 10 items were summed up. Each of the 10 items on group Guidance and Counseling had possible maximum score of 5 and minimum 1. The mean response for each item was computed by dividing the sum of scores with the number of respondents on the Likert Scale while the standard deviation showed the mean deviation from the mean response as shown in Table4.2.

**Table 4.2: Group Counseling**

<b>Attributes</b>	<b>Percentage Preferred</b>	<b>Preferred Mean; Responses</b>	<b>Not Preferred Percentages</b>	<b>Not Preferred Mean Responses</b>
Counselors meet you as a group and encourage you to work hard	95.1	4.75	4.9	0.25
Counselors meet you and discuss test taking skills in group	79.1	3.955	20.9	1.04
Counselor’s meet you in a group and encourage you when you fail exam	39.3	1.97	60.7	3.03
Counselors address assignment skills of improvement in group	58.5	2.93	41.5	2.07
Counselors meet you in group and give accurate and timely information	69.9	3.495	30.1	1.87
Counselors mentor and role model you to pass exams	62.5	3.12	37.5	1.87
Counselors meet you and build your confidence for test taking	75.8	3.79	24.2	1.21
Counselors do not empower you in a group to consult teachers	50.0	2.5	50	2.5
Counselors use group video presentation	68.4	3.635	27.3	1.36
Counselors review academic plan and follow it in a group	72.7	3.635	27.3	1.36
<b>Mean</b>	<b>67.1</b>	<b>3.36</b>	<b>32.9</b>	<b>1.64</b>

The results revealed that most of the respondents indicated 67.1% (mean 3.36 n = 282) that they preferred group counseling for better academic achievement while 32.9% (mean 1.64 N=282) never preferred group counseling in academic achievement.

Data from interview schedules were analyzed using thematic data analysis to yield qualitative findings. It was revealed that a majority of the respondents (T 4, T 5, T 6 and T 11) reported, “*Group counseling improves children’s academic performance because it improves their attitude as they see similar students perform well*”. In

addition, T 6 and T 11 said, “*Group counseling helps children to solve social problems among themselves*”. Respondent T8 said, “*Group counseling enables children to understand each other, themselves, and what they have in common and therefore allows you of understanding*”.

T1 reported “group guidance and counseling enables counselor to handle many students in test taking skills and other activities”

These findings were similar to those from the study carried out in Bureti by Simatwa and Cheruiyot (2015), which reported that guidance and counseling services were useful in academic performance of pupils in public schools in Kenya. This finding was also in support of the study conducted by Mwoma and Pillay (2015) which pointed out that good counseling equips children with test-taking skills to enhanced academic achievement for successful life of children in CCI. The findings also concurred with the study done by Kuperminc (2016) which found evidence that group counseling after exam failure is useful in fostering at least short-term improvements in academic achievement. The results concurred with the findings of the research conducted by Auni (2012) and Wangai (2002) which found that guidance and counseling programs greatly contributed towards students’ academic in Public Secondary Schools by motivating students.

#### **4.5 Perceived Role of Peer Counseling in Addressing Academic achievements**

The third objective sought to determine perceived role of peer counseling in addressing academic achievements among children in CCIs. To obtain data on these; Counselor was asked to indicate how often counselors peer address their challenges

with 10 items in Section C of the students questionnaire (see Appendix C). Their responses were then scored on the Likert Scale as follows: strongly agree =5; agree = 4; undecided =3; disagree = 2 strongly disagree = 1. The midpoint set at 3, any point below 3 or above is either not or often. For each respondent, the scores were summed up. Each of the 10 items on the perceived role of peer Guidance and Counseling had a possible maximum of 5 and minimum of 1. The mean response for each item was computed by dividing the sum of scores with the number of respondents expressed as a percentage and located on the Likert Scale while the standard deviation showed the mean deviation from the mean response as shown in Table 3.

**Table 4.2: Group Counseling**

<b>Attributes</b>	<b>Percentage Preferred</b>	<b>Preferred Mean; Responses</b>	<b>Not Preferred Percentages</b>	<b>Not Preferred Mean Responses</b>
Counselors meet you as a group and encourage you to work hard	82.6	4.75	17.4	0.87
Counselors meet you and discuss test taking skills in group	32.6	3.955	67	3.37
Counselor's meet you in a group and encourage you when you fail exam	63.0	1.97	37	1.85
Counselors address assignment skills of improvement in group	70.9	2.93	29.1	1.45
Counselors meet you in group and give accurate and timely information	32.6	3.495	67.4	3.37
Counselors mentor and role model you to pass exams	59.5	3.12	40.5	2.025
Counselors meet you and build your confidence for test taking	60.6	3.79	39.4	1.97
Counselors do not empower you in a group to consult teachers	73.8	2.5	26.2	1.37
Counselors use group video presentation	69.2	3.635	30.8	1.54
Counselors review academic plan and follow it in a group	70.9	3.635	29.1	1.46
<b>Mean</b>	<b>61.6</b>	<b>3.081</b>	<b>38.4</b>	<b>1.919</b>

Table 3 shows respondents' responses related to peer guidance and counseling in addressing academic achievements among orphan and vulnerable children in charitable children institutions in Kisumu City. Descriptive analysis revealed that most of the children in CCI 61.6% (mean 3.081n = 282) reported they preferred peer counseling for their academic achievement.

Moreover, the findings indicated that a half of the children in CCIs (n = 208; 73.8%) reported that peer counselors enable them to form good group studies. In addition, most respondents reported that counselors address strategies for improvement in academic achievement (n = 171; 60.6%). However, a minority of the respondents (n = 168; 59.5) reported that peer counselors help them set goals in addressing academic achievements. A minority of the respondents (n = 92; 32.6%) reported that peer counselors give timely and accurate information in addressing academic achievements.

In qualitative data analysis, the role of peer counseling in addressing academic achievements was highlighted. Respondent T 13 said, *"Peer counseling is helpful because children tend to understand their peers better than when an adult is counseling them"*. Respondent T 7 reported that the reason for this as, *"Children readily open up to their peers because they are not shy with one another"*. Therefore, respondent T 9 reported that, *"Peer counseling is very effective in addressing academic achievements because the children understand one another better"*. However, another respondent (T 5) reported, *"Peer-to-peer counseling is not effective because of negative peer influence, which makes the children despise the advice that a peer might give"*. Moreover, another respondent T 10 reported, *"Only some of the peer counseling is positive in influencing the academic performance of the children because children lack the wisdom to help each other"*.

Report from T 6 “peer counselors who are trained deal with fellow children who are having problems which they are not able to disclose to adult people”

The results were in similar to the findings of America School Counselor Association (2012) which recommended that school counselors should focus on peer counseling to boost the academic performance of children in CCIs. The findings of the study, however, were contrary to the study done in Nigeria by Egbochuku, (2013) which revealed that peer counseling enabled grade improvement. This finding was in agreement with America school counselor Association (2003) which established that peer counselor meet them whenever there is exam failure and encourage you.

The findings concurred with the study done by Gysbers, Lapan and Jones (2009) which found that peer counseling improves attention in their academics. This finding concurred with the findings of the study conducted by (Cervoni & DeLucia-Waack, 2011) which found that peer counselors give accurate and timely information about academic achievement. Similarly, the outcome supported Chivonivoni, (2006) study which established that peer counseling discouraged academic achievement. Results confirmed the findings of the study conducted by Wango & Mungai, (2007) which established that peer counseling reduces time management.

#### **4.6 Perceived Challenges Facing Counselors in Addressing Academic achievements**

The fourth objective examined challenges facing counselors in addressing academic achievements among children in CCIs. To obtain data on the challenges facing counselors, each counselor was asked to indicate the challenges facing counselors (Appendix C). Their responses were then scored on the Likert Scale as follows:

Strongly Agree =5; Agree = 4; Undecided =3; Disagree = 2 Strongly Disagree = 1. The midpoint set at 3, any point below 3 or above is either Disagree or Agree. For each respondent, the scores were summed up. Each of the 10 items on the perceived role of peer Guidance and Counseling had a possible maximum of 5 and minimum of 1. The mean response for each item was computed by dividing the sum of scores with the number of respondents, expressed as a percentage and located on the Likert Scale while the standard deviation showed the mean deviation from the mean response, as shown in Table 4.

**Table 4: Guidance and Counseling Challenges**

**Table 4.2: Group Counseling**

<b>Attributes</b>	<b>Percentage Preferred</b>	<b>Preferred Mean; Responses</b>	<b>Not Preferred Percentages</b>	<b>Not Preferred Mean Responses</b>
Counselors meet you as a group and encourage you to work hard	70.9	3.53	29.1	1.45
Counselors meet you and discuss test taking skills in group	9.9	0.5	90.1	4.5
Counselor's meet you in a group and encourage you when you fail exam	24.8	1.24	75.2	3.76
Counselors address assignment skills of improvement in group	60.6	3.03	39.4	1.97
Counselors meet you in group and give accurate and timely information	32.6	1.63	67.4	3.03
Counselors mentor and role model you to pass exams	63.8	3.19	36.2	1.81
Counselors meet you and build your confidence for test taking	59.5	2.975	40.5	2.03
Counselors do not empower you in a group to consult teachers	73.8	3.69	26.2	1.31
Counselors use group video presentation	70.9	3.55	29.1	1.45
Counselors review academic plan and follow it in a group	32.6	1.63	67.4	3.37
<b>Mean</b>	<b>49.9</b>	<b>2.5</b>	<b>50.1</b>	<b>2.5</b>

Descriptive data analysis in Table 4 showed that 49.9% of the children in CCI (mean 2.495 n = 282) reported to be facing challenges in their services while 50.1% (mean 2.505 n=282) do not face challenges. Most of the respondents (n = 233; 82.6%) indicated that inadequate facilities was a major challenge.

Another challenge identified by majority of the respondents (n = 194; 69.2%) was the guidance and counseling environment which was reported as unfriendly. A third challenge reported by a majority of the respondents (n = 171; 60.6%) was the uninspiring nature of guidance and counseling materials. Moreover, since results showed that most of the children in CCI (n = 180; 63.8%) reported that the ratios of counselors and number of orphans were good; counselor-child ratio was identified as not being a challenge. A majority of the respondents reported that time allocated for counseling was a challenge (n = 180; 63.8%).

Qualitative data analysis revealed that, *“The challenges are a lot of work for the teacher from their other duties that robs them of time to counsel”* (T 10 and T 6).

According to respondents T 1 and T 12,

Report from T8 *“counselor’s challenges are many as the work itself is overwhelming”*

Another challenge is lack or low level of understanding of children and their psychology, which could be because the teachers lack adequate training in guidance and counseling skills and techniques to employ to facilitate the guidance and counseling process.



Another challenge according to respondents T 2 and T 4 was, *“Lack of guidance and counseling facilities such as guidance and counseling room and helpful materials such as sanitary towels also hinder the effectiveness of guidance and counseling services.*

The results of the present study were similar to findings of the study conducted by Wango & Mungai, (2007) which established that most counselors lack modern facilities. Similarly, the outcomes concurred with Chivonivoni (2006) study that established that bad counseling environment discouraged academic achievement.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1: Introduction**

This chapter deals with summary of the findings, conclusions and recommendations.

#### **5.2 Summary of the findings**

The findings of the present study were summarized objective-wise as below.

##### **5.2.1 Objective one; Perceived Role of Individual Counseling on Academic achievements**

Findings on the perceived role of individual guidance and counseling pointed out that individual counseling was preferred by 51.65% (Mean = 2.58; N = 282) in addressing academic achievements while 48.35% never preferred (mean = 2.42; N=282) in addressing academic achievement.

##### **5.2.2. Objective Two; Perceived Role of Group Counseling on Academic achievements**

Findings on the role of group guidance and counseling indicated they preferred group guidance and counseling in addressing academic achievement by 67.1% (Mean = 3.36; N = 282) while 32.9% (mean 1.64 N=282) never preferred group guidance and counseling in addressing CCI children's academic achievements.

### **5.2.3 Objective Three; Perceived Role of Peer Counseling in Addressing Academic achievements**

Findings showed that peer counseling was preferred by 61.7% (Mean = 3.08; N = 282) in addressing children's academic achievements while 38.4% (Mean=1.919; N=282) never preferred peer guidance and counseling in addressing academic achievement.

### **5.2.4 Objective Four; Challenges Faced by Counselors in Addressing Academic achievements**

Findings on the challenges facing Counselors in addressing academic achievements among children in CCIs indicated that 49.9% (Mean = 2.5; N = 282) face challenges while 50.1% (Mean=2.5; N=282) faced challenge in addressing academic challenge.

## **5.3 Conclusions**

The following conclusions were made on the perceived role of guidance and counseling on academic achievement objective wise as follows,

- (i) The Individual guidance and counseling was perceived to be preferred not as high as neither group counseling nor peer counseling hence it is considered to be the least used in this study among the children CCI in Kisumu City.
- (ii) Group guidance and counseling on academic achievements on the other hand is the highly preferred used mode of guidance and in addressing counseling by the children in CCI.
- (iii) Peer counseling was perceived to be second most preferred by children in CCI to addresses their academic achievements.
- (iv) Perceived challenges faced by counselors were rated as average in this study among the CCIs Kisumu City. Some of the challenges considered are; time

allocation, facilities, environment children ratio, and administrative style among others.

#### **5.4 Recommendations**

The purpose of the study was to establish the perceived role of guidance and counseling on academic achievements facing children in charitable children institutions (CCIs) in Kisumu City, Kenya. From the findings of the present study, the following recommendations are made:

- i. Counselors in CCIs should use preferred method of counseling for academic achievement of OVCs in CCIs
- ii. The CCIs management should encourage group guidance and counseling programs to address the academic achievements of children in CCI in Kisumu city.
- iii. Children in CCIs should be trained further in guidance and counseling to have peer counseling skills and techniques to aid the other children in CCIs in Kisumu city.
- iv. The management of CCIs and other stakeholders in education should look into the challenges faced by counselors in CCI in Kisumu city with a view to alleviating them.

#### **5.5 Suggestions for Further Research**

The following suggestions for further research arose from the gaps between the findings of this study and those of previous research.

- i. Impact of individual guidance and counseling on academic progress
- ii. Influence of group guidance and counseling in alleviating academic achievements

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**Appendix A: Introduction Letter**  
**Department of Educational Psychology**  
**Maseno University**  
**Private Bag Maseno**

Dear Sir/Madam,

Date.....20.....

To Mr. /Mrs.....

**REF: Nyayal Richard Onyango**

Dear Respondent,

I am Nyayal Richard Onyango, a masters' student from Maseno University in the Department of Educational Psychology. I am currently carrying out a research on "Role of Guidance and Counseling on Academic achievements among Orphan and Vulnerable Children in CCI in Charitable Children Institutions, Kisumu City, Kenya." I have identified you as my potential respondent in regard to the role of guidance and counseling on academic achievements among orphans and vulnerable children in charitable children institutions in Kisumu City, Kenya.

You are required to give information on how Guidance and Counseling address academic issues and needs of orphans and vulnerable children in CCIs on Kisumu City.

Kindly note that the information that will be obtained from you will be treated with utmost confidentiality since it will be vital in helping to understand the academic achievement needs of orphans and vulnerable children in CCIs in Kisumu City and the extent to which guidance and counseling departments address them.

You will be assisted in case you need any help in areas you fail to understand.

Thank you.

Richard O. Nyayal

## APPENDIX B: STUDENTS' QUESTIONNAIRE

The questionnaire is designed to facilitate the collection of data for academic research to establish **The Role of Guidance and Counseling on Academic achievements among Children in CCI in Charitable Children Institutions in Kisumu City**. The information you give was treated as confidential as possible and will only be used for the study. Please do not write your name anywhere on this questionnaire.

### SECTION A: GROUP COUNSELING

Give your responses by ticking (√) in the blank spaces what you know about group counseling in your institution using the provided Likert scale: **Very Often, Often, Sometimes, Rarely and not at all**

	Very Often	Often	Sometimes	Rarely	Not at all
01. Counselors meet you as a group of pupils and encourage you to work hard in addressing academic achievements?					
02. Counselors meet you and discuss test taking skills in group in addressing academic achievements?					
03. Counselor's meet you whenever there is exam failure and encourage you in group					
04. Counselors address assignment work and skills of improvement in group in addressing academic achievements					
05. Counselors meet you in group and give accurate and timely information about academic achievement					
06. Counselors help in setting own academic goals for achievement in group					
07. Counselors help you make strategies to own goals in addressing academic achievements					
08. Counselors give in group effective study methods in addressing academic achievements.					
09. Counselors use video presentation for the group in areas of academic achievement.					
10. Counselors review academic plan and follow it in a group which enable your academic achievement					

**SECTION B: INDIVIDUAL COUNSELING**

**Activities carried out by individual counseling**

	V er v	Of te	So m	ra re	N ot
11. Counselors meet you as individual pupil and encourage you to work hard in addressing academic achievements?					
12. Counselors meet you individually and discuss test taking skills in addressing academic achievements?					
13. Counselor's meet you whenever there is academic problem and encourage you					
14. Counselors address your assignment work and skills of improvement in addressing academic achievements					
15. Counselors give you accurate and timely information about academic achievement					
16. Counselors help in setting own academic goals for achievement					
17. Counselors help make strategies to meet your own goal in addressing academic achievements					
18. Counselors enable you individually to consult teachers and form good study skills in addressing academic achievements.					
19. Counselors use video presentation in areas of academic for individual success					
20. Counselors meet you to review academic plan and follow it in a group which enable your academic achievement					

## SECTION C: PEER COUNSELING

Activities of peer counselors in the institution

	St ro	A gr	U nd	Di sa	St ro
21. Peer counselors meet you as pupils and encourage you to work hard in addressing academic achievements?					
22. Peer counselors meet you and discuss test taking skills in addressing academic achievements?					
23. Peer Counselor's meet you whenever there is exam failure and encourage you					
24. Peer counselors address your assignment work and skills of improvement in addressing academic achievements					
25. Peer counselors give accurate and timely information about academic achievement					
26. Peer counselors help I setting own academic goals for achievement					
27. Peer counselors meet you and help make strategies to meet own goals in addressing academic achievements					
28. Peer Counselors enable you to consult teachers and form good study skills in addressing academic achievements.					
29. Peer counselors make appropriate academic referrals					
30. Peer counselors review academic plan and follow it which enable your academic achievement					

**SECTION D: Challenges Faced by Counselors**

Answer by ticking (√) in the blank spaces provided using the following Likert scale; **strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD)**

	S	A	U	D	S
	tr	ag	nd	is	tr
31. Guidance and counselors have enough time allocated for its sessions?					
32. Counseling has modern facilities in addressing academic achievements?					
33. Guidance and counseling environment is friendly in addressing academic achievements?					
34. Guidance and counseling materials inspire in addressing academic achievements?					
35. The ratio of counselors and number of orphans is well balanced					
36. Counselors utilize time allocated in academic achievement					
37. Counselors use modern facilities in addressing academic achievements					
38. Counseling friendly environment is very useful in addressing academic achievement					
39. Counseling materials are well used in addressing academic achievement					
40. Counselors conduct investigation into problems affecting orphans academics in the institution					

**APPENDIX C: INTERVIEW SCHEDULE FOR HEADS OF GUIDANCE AND  
COUNSELING**

**Name of the center** \_\_\_\_\_

**Number of Guidance and Counseling** \_\_\_\_\_ **Number of learners** \_\_\_\_\_

1. Explain how counseling pupils in groups impacts on their academic achievement.
2. Explain how counseling guide pupils who have failed in their performance.
3. How does the encouragement given to children in CCIs help in their academic achievement?
4. Briefly explain how academic needs are addressed by counselors.
5. Describe how individual Counseling helps in addressing the academic achievements among children in CCI in Kisumu City.
6. How does counseling orientation help pupils in CCIs improve in academic achievement?
7. Describe how peer counseling address academic issues of children in CCI in Kisumu City, Kenya.
8. Explain how peer counseling on academic achievement help improve academic performance of orphans and vulnerable children in CCIs?

## Appendix D: NACOSTI Research Authorization



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349,3310571,2219420  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref No. **NACOSTI/P/17/94087/18626**

Date: **6<sup>th</sup> September, 2017**

Richard Onyango Nyayal  
Maseno University  
P.O. Box Private Bag  
**MASENO.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Role of guidance and counseling on academic achievement of orphans and vulnerable children in charitable institution in Kisumu City, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **5<sup>th</sup> September, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Kisumu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

A handwritten signature in black ink, appearing to read 'Godfrey P. Kalerwa', is positioned above the typed name of the Director-General/CEO.

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kisumu County.

The County Director of Education  
Kisumu County.

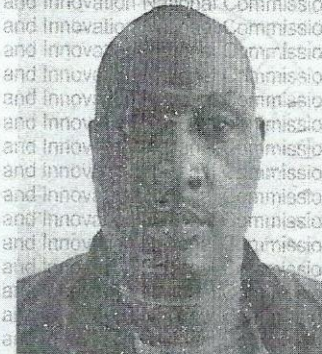


**Appendix E: NACOSTI Research Permit**

**THIS IS TO CERTIFY THAT: Permit No: NACOSTI/P/17/94087/18626**  
**MR. RICHARD ONYANGO NYAYAL Date Of Issue : 6th September, 2017**  
**of MASENO UNIVERSITY, 2353-40100 Fee Received :Ksh 1000**  
**KISUMU, has been permitted to conduct**  
**research in Kisumu County**

**on the topic: ROLE OF GUIDANCE AND**  
**COUNSELING ON ACADEMIC**  
**ACHIEVEMENT OF ORPHANS AND**  
**VULNERABLE CHILDREN IN CHARITABLE**  
**INSTITUTION IN KISUMU CITY, KENYA**

**for the period ending:**  
**5th September, 2018**



*[Handwritten Signature]*  
Applicant's  
Signature

*[Handwritten Signature]*  
Director General  
National Commission for Science,  
Technology & Innovation



## Appendix F: MUEC Authorization



### MASENO UNIVERSITY ETHICS REVIEW COMMITTEE

Tel: +254 057 351 622 Ext: 3050  
Fax: +254 057 351 221

Private Bag – 40105, Maseno, Kenya  
Email: muerc-secretariate@maseno.ac.ke

**FROM:** Secretary - MUERC

**DATE:** 4<sup>th</sup> October, 2016

**TO:** Richard Onyango Nyayal  
PG/MED/032/2008  
Department of Educational Psychology  
School of Education, Maseno University  
P. O. Box, Private Bag, Maseno, Kenya

**REF:** MSU/DRPI/MUERC/00299/16

**RE: Role of Guidance and Counseling on Academic Achievement of Orphans and Vulnerable Children in Charitable Institutions in Kisumu City, Kenya. Proposal Reference Number: MSU/DRPI/MUERC/00299/16**

This is to inform you that the Maseno University Ethics Review Committee (MUERC) determined that the ethics issues raised at the initial review were adequately addressed in the revised proposal. Consequently, the study is granted approval for implementation effective this 4<sup>th</sup> day of October, 2016 for a period of one (1) year.

Please note that authorization to conduct this study will automatically expire on 3<sup>rd</sup> October, 2017. If you plan to continue with the study beyond this date, please submit an application for continuation approval to the MUERC Secretariat by 4<sup>th</sup> September, 2017.

Approval for continuation of the study will be subject to successful submission of an annual progress report that is to reach the MUERC Secretariat by 4<sup>th</sup> September, 2017.

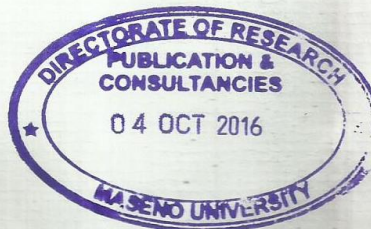
Please note that any unanticipated problems resulting from the conduct of this study must be reported to MUERC. You are required to submit any proposed changes to this study to MUERC for review and approval prior to initiation. Please advise MUERC when the study is completed or discontinued.

Thank you.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Dr. Bonuke Anyona'.

Dr. Bonuke Anyona,  
Secretary,  
Maseno University Ethics Review Committee.



Cc: Chairman,  
Maseno University Ethics Review Committee.

MASENO UNIVERSITY IS ISO 9001:2008 CERTIFIED



## Appendix G: SGS Authorization



### **MASENO UNIVERSITY** **SCHOOL OF GRADUATE STUDIES**

#### *Office of the Dean*

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**Our Ref:** PG/MED/032/2008

Private Bag, MASENO, KENYA  
Tel:(057)351 22/351008/351011  
FAX: 254-057-351153/351221  
Email: [sgs@maseno.ac.ke](mailto:sgs@maseno.ac.ke)

Date: 19<sup>th</sup> MAY, 2016

#### **TO WHOM IT MAY CONCERN**

**RE: PROPOSAL APPROVAL FOR NYAYAL RICHARD ONYANGO—  
PG/MED/032/2008**

The above named is registered in the programme of Master of Education in guidance and counseling in the School of Education, Maseno University. This is to confirm that his research proposal titled "**Role of guidance and counseling in enhancing academic achievement of orphans and vulnerable children in charitable institution in Kisumu City, Kenya**" has been approved for conduct of research subject to obtaining all other permissions/clearances that may be required beforehand.

Prof. J.O. Agure  
**DEAN, SCHOOL OF GRADUATE STUDIES**



*Maseno University*

*ISO 9001:2008 Certified*






## Appendix H: Ministry of Education Director Authorization

**MINISTRY OF EDUCATION**  
**State Department of Basic Education**

Telegrams: 'schooling', Kisumu  
Telephone: Kisumu 057 - 2024599  
Email: countyeducation.kisumu@gmail.com



COUNTY DIRECTOR OF EDUCATION  
KISUMU COUNTY  
PROVINCIAL HEADQUARTERS NYANZA  
3<sup>RD</sup> FLOOR  
P.O. BOX 575 - 40100  
KISUMU -

When replying please quote

CDE/KSM/GA/19/3A/V.II/115

22<sup>nd</sup> September, 2017

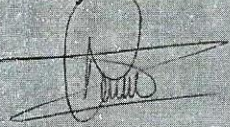
**TO WHOM IT MAY CONCERN**

**RE: RESEARCH AUTHORIZATION**  
**RICHARD ONYANGO NYAYAL - PERMIT NO.NACOSTI/P/17/94087/18626**


The above named is a student at Maseno University.

This is to certify that he has been granted authority to carry out research on *"Role of Guidance and Counseling on academic achievement of orphans and vulnerable children in charitable institution in Kisumu County, Kenya"* for the period ending 5<sup>th</sup> September, 2018.

Any assistance accorded to him to accomplish the assignment will be highly appreciated.



NYANKIRA ORINA  
For: COUNTY DIRECTOR OF EDUCATION  
KISUMU COUNTY





## Appendix I: Map of Kisumu

