Examining the Influence of Individual Guidance and Counseling Services on the Self-Efficacy of Children Living in Orphanages in Bungoma County

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ABSTRACT:
The purpose of this study was to examine the influence of individual guidance and counselling services on the self-efficacy of orphaned children living in orphanages in Bungoma County. The researcher adopted the *ex-post facto* research design. The population of the study was 2132 orphans in the 20 orphanages. 280 of the orphans in all the 20 orphanages were interviewed. One (1) caregiver and one (1) administrator (again per orphanage) were interviewed. Out of a total of 20 Children's Homes in Bungoma County, the researcher purposively sampled 280 orphans that were interviewed. Questionnaires and interview schedules were used to collect data from the respondents who included the orphans, orphanages administrators and caregivers. The self-efficacy scale of 1-4 was converted to between 0-100. The data was prepared, coded and analyzed using the Statistical Package for Social Sciences (SPSS) version 20. Strict ethical considerations were observed during the study. The study established that there was a positive and significant relationship between self-efficacy of orphaned children and individual guidance and counselling services. The study's recommendations were that the government should come up with policies to guide all the orphanages in Kenya, including the process of guiding and counselling. Every orphanage should also engage the services of a qualified guiding and counselling specialist for the orphans and should be paid well to avoid high turnover. Individual guiding and counselling services should be encouraged in orphanages as they are effective. They help the orphans open up and share challenges and enable them to solve serious life's challenges.

Key Terms: orphanage, self-efficacy, vulnerable children: individual guidance and counselling

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Introduction

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

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

Relationship between Guidance and Counselling and Self Efficacy

Some studies have been conducted to show the relationship between guidance and counselling and children performance in schools. Devaki, Renuka, Madhanika, and Saikumar (2013) conducted a study to explore the effect of counselling on the academic performance of college students. The study showed that there was an increase in average marks among students.

The study showed that counselling services in colleges had been effective in easing out the students' difficulties. The constructive support which was received from individual counselling seemed to have a positive influence on the academic performance and the number of sessions correlated positively with the academic achievement.

METHODOLOGY

This research adopted the survey research design. The researcher endeavoured to investigate the influence of individual guidance and counselling services on the self-efficacy of orphaned children living in orphanages in Bungoma County. The study was done in Bungoma County, Kenya. The target population was the entire 20 Children's homes/orphanages within Bungoma County. There are a total of 2000 orphans in the 20 orphanages put together. 250 of the orphans in all the 20 children's homes were involved. One (1) caregiver and one (1) administrator (again per orphanage) were interviewed. A total of 290 respondents formed the accessible population of this study. These homes were under different arms of management. A majority were under NGOs, CBOs and FBOs. However, other orphanages were run by philanthropic organizations, trusts and even independent individuals and families. Purposive sampling technique was used to select the most affected orphans regarding poor self-efficacy of its children. The sample comprised of all the 20 orphanages spread across the 9 Sub-counties within Bungoma County. Twelve children (preferably 6 boys and 6 girls), a caregiver and an administrator were selected from each of the 20 orphanages. In total, 250 respondents were used in this study. Two instruments were used in the collection of data for this study. These were a questionnaire and an interview schedule. The questionnaire comprised of both open-ended and closed-ended questions. Two sets of questionnaires were applicable, one for the orphans and the other set for the orphanage management and caregivers. A pilot study was undertaken in two (2) orphanages from the neighbouring Trans-Nzoia County in the North Rift Region of this country. The researcher administered the questionnaire through the drop personal administration. The data that was collected was further processed and analyzed to facilitate answering the research objectives and questions. The data was first edited, coded, entered into the Statistical Package for Social Sciences (SPSS), which also aided in the data analysis. This study was expected to generate qualitative and quantitative data. Descriptive statistics were adopted for this study. Quantitative data was analyzed using descriptive statistics. Descriptive statistics included measures of central tendency (the mean), frequency distribution tables, measures of variability (standard deviation) and measures of relative frequencies. Quantitative data was presented using tables, charts and graphs. Qualitative data was analyzed by the use of content analysis technique. The analyzed data was then presented in the form of narratives, where verbatim reports of respondents were quoted.

LITERATURE REVIEW
Self-Efficacy Defined

Bandura (1997) espouses self-efficacy as the belief in ones capabilities in organizing and executing the course of actions in a way that perspective situations are kept in check. This also refers to a person's belief in his or her ability to succeed in a particular situation. Bandura described these situations as determinants of how people think, behave and feel. Since his publication of his seminal paper in 1977 entitled "Self-efficacy: Toward a unifying theory of behavioural change", the subject has become one of the most studied topics in psychology. As Bandura and other psychologists have demonstrated, self-efficacy has become such an important topic that has had an impact on everything from psychological states to behaviour to motivation. Researchers in self-efficacy have found that an individual's self-efficacy plays a significant role in how goals, tasks and challenges are approached (Schunk, 1983).

A strong sense of self-efficacy considerably enhances personal well-being and human accomplishment. People with high confidence in their capabilities deal with difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious attitude fosters intrinsic interests and deep engagement in activities. They set challenging goals for themselves and remain strongly committed to them. They enhance and sustain their efforts, even when faced with failure. They also easily recover their sense of efficacy after failure or setbacks. They often attribute failure to insufficient effort or deficient knowledge and skills, which can be acquired. They approach threatening situations with the confidence that they have control over them. This kind of efficacious perspective reduces stress, produces personal accomplishments, and lowers vulnerability to depression.

Bandura (1997) explains that perceived self-efficacy serves to regulate the quality of an individual's functioning and emotional well-being that is attained through motivational, decisional, cognitive and affective processes. Regarding the motivational process, perceived self-efficacy determines the amount of effort that people put into a task and how much they will persevere when faced with challenges. The above suggests that individuals with high self-efficacy are more likely to exert more effort and to persevere than do those with low self-efficacy.

In terms of the decisional process, perceived self-efficacy determines people's choice of behaviour. People are more likely to pursue the tasks that they believe they have the ability to perform and tend to avoid the tasks that they perceive are way beyond their capabilities. Perceived self-efficacy, thus, exerts its influence on an individual's psychosocial functioning by way of the accuracy of the judgment of one's own abilities (Bernard, 2014). Bandura further asserts that if such a judgment slightly exceeds one's abilities, it is perhaps the most functional, as it then

leads one to undertake practical, challenging tasks. Doing so, in turn, motivates the enhancement of capability. In contrast, misjudgment of one's abilities (whether in the form of overestimation or underestimation) can lead to severe consequences. Those who underestimate their abilities tend to undertake self-limiting tasks that reduce their exposure to rewarding tasks and that also limit their ability to perform tasks, due to the self-doubt within them. On the other hand, those who overestimate their abilities tend to undertake tasks that are beyond their capabilities and to end up experiencing difficulty and failure (Magampa, 2014).

Sources of Self-Efficacy
There are four main sources of influence for people's beliefs about their efficacy (Bandura, 1997) The best way of creating a strong sense of efficacy is by mastery of experiences. Success tends to bolster a robust belief in one's efficacy while failure undermines it, especially if it occurs before a sense of efficacy is firmly rooted. Some setbacks and challenges in human endeavours serve a useful purpose in teaching that successes usually require sustained effort. They emerge stronger from adversity by sticking it out through tough times.

The second way of creating and strengthening self-efficacy is through social models that provide vicarious experiences. People with similar experiences helps one to sustain effort and belief that one can also activate the capabilities to master activities shared. Observing others fail despite high effort lowers observer's judgments of their efficacy and undermines their efforts. The third source of self-efficacy is social persuasion. Under this source, it is believed that people can be persuaded to think that they have the skills and capabilities to succeed. Self-efficacy achieved through social persuasion is measured regarding self-improvement. People depend on somatic and emotional states when they are given a chance to judge their abilities. In so doing, their stress reactions and

tensions are seen as signifiers of poor performance. Mood also affects people's judgment of their self-efficacy. Positive mood is known to enhance perceived self-efficacy, whereas despondent mood diminishes it (Ombuya et al., 2012).

Overview of Guidance and Counseling

According to Fall (2011), guidance and counselling is an essential part of any education system, and all schools should have some form of structured guidance and counselling services for all levels. It is unfortunate, however, that not all schools and institutions can meet this requirement due to the lack of qualified personnel to offer these services. They further state that in schools where these services are not formally organized, it is still expected that guidance and counselling should be afforded to the children through alternative advisors. Kobugube (2013) says that there are lots of ways that guidance and counselling can be defined, but they eventually point out to a single essential fact. Guidance and counselling services are helping an individual to make wise choices from the many alternatives available to him/her to be able to face life's conflicting situations.

To sum it all, counselling is a relationship that brings together the counselee who need help and the counsellor who is professionally trained and educated to offer that help. The purpose of this relationship is to help the counselee to learn and be able to deal with their situation more effectively. The client, through understanding himself, his strengths and weaknesses, will be able to make the best choice and decision geared towards a favourable personal adjustment and growth regarding education, vocation, family and other moral considerations (Fall, 2011).

The concept of Guidance and Counseling

It is almost impossible for one to succeed in life without guidance and counselling services (Gudyanga, Wadesango, Manzira, & Gudyanga, 2015). Since creation, man has managed to face life's hurdles through guidance and counselling. Even though it was not known formally as it is today, it was very much in practice. Taylor and Buku (2006) mention that even before 250 BC, the concept of guidance and counselling had been identified among the Greek community.

Individual Guidance and Counseling

Individual counselling is a one on one discussion between the counsellor and the Counselee or client. The 2 form an alliance of sorts, a relationship or a bond that enables trust and personal growth. It is aimed at helping you to cope with addiction, mental health, and trauma and with other life-stressors that can cause anxiety and depression. It is all about helping you to heal from the negative challenges that may have happened in the recent or distant past. Such may include losses, separation and divorce, family strife, violence or abuse. Individual counselling comes in many different types and forms, depending on several factors (Rowell, & Hong, 2013). They can be differentiated depending on the reason or purpose of counselling, such as career counselling, grief counselling, couples counselling and family counselling. Concerning the mode of delivery or method of execution, we can classify them as either sessions conducted over the telephone, face-to-face sessions, or via other forms of correspondence.

Why Guidance and Counselling In Orphanages?

Due to the increase in the number of endangered children, their physical and psychological health, the increase in crimes and drug abuse cases have been of great concern to society. She further states that there are four significant factors that influence the solutions to these problems; socio-economic, psychological, educational and health-related. Fleming (2015) reveals that from a study conducted on abandoned children, it was reported that growing up in an orphanage inhibited both mental and physical development. The study also showed that orphanages could only undo these adverse effects up to a certain

extent, especially in the case of girls. A total of 136 children who were tested were put in institutional care as part of an early intervention program. Of the initially institutionalized children, 69 were randomly selected and placed in orphanages. Sixty-seven remained in the orphanage as parents to foster them could not be found.

The researchers tested the intelligence, verbal skills, emotional and behavioural problems, and the physical characteristic of children of different ages. They found significant differences between the boys and the girls.IQ tests that were conducted on children between 4 and five years revealed a difference between the girls in the orphanage and those in orphanages, but there was no difference in the boys' results. Girls in foster care scored a mean of 82 while those in the orphanage scored a mean of 70. The boys scored an average of 60 regardless of whether they were in orphanages or not. The IQ average in the general population is 100, and the below-average scores for these children may have been because of what they have experienced in early life (Embleton et al., 2014).

TogeDana Johnson from the University of Minnesota and her colleagues studied the physical development of children in orphanages and found that their progress had delayed. She states that the children had a noticeably lower level of natural growth hormones. They also discovered that in the case of girls, puberty was delayed by an average of two years while in the case of boys, it was delayed by about one and a half years. The implications of children being orphaned early are very harmful to children. According to her, being orphaned has a destructive effect on the emotional connection of a child to her social environment. The ability to love and attach is an essential characteristic of a healthy development which is a criterion of psychological health by major psychologists and physiotherapists, starting with Sigmund Freud. Orphanages take in children who are already suffering from psychological deprivation and lack of parental care, both of

which can be a significant impediment to academic excellence. Stopping this lengthy deprivation in early childhood can lead to normalization in a child's development. Through counselling services in orphanages, this can be achieved.

In recent years, Kenya has experienced a high death rate due to HIV/AIDS pandemic and other causes. Consequently, massive numbers of children of school-going age are becoming orphaned due to the loss of one or both parents. Many of these children become vulnerable as a result. Aidar (2013) argues that a good number of these orphans go to the street to "hustle" for survival. With luck, many of them are rescued and taken to children's homes dotted across the country. Many of these orphans (whether in orphanages or school) seem to suffer the brunt of the realities of their orphanhood. Apart from these socio-economic burdens, the bereaved children carry heavy psychological baggage, which renders them eligible for counselling. Parentally, bereaved children endure social, physical and mental consequences (Urdan, & Pajeras, 2013). Grief makes them vulnerable and renders them a population at risk. Over and above grief, additional risk factors include poverty, severe chronic illness of a parent or caregiver, lack of access to services, inadequate clothing or shelters, hunger, overcrowding, physical or sexual violence among many other ills. All children are susceptible and deemed at risk by virtue of there being children (UNICEF, 2014). This has a bearing on how bereaved children should be handled, especially after the death of their parents as they would be vulnerable.

FINDINGS AND DATA ANALYSIS
Influence of individual guidance and counselling services on the self-efficacy
The objective of the study was to establish the influence of individual guidance and counselling services on the self-efficacy of orphaned children living in orphanages in Bungoma County. To achieve this objective, the

respondents were asked tailored questions in establishing how individual guiding and counselling services influence self-efficacy of orphaned children. Data collected was analyzed under the hypothesis;

> *"There is no statistically significant influence of individual guidance and counselling services on the self-efficacy of orphaned children living in orphanages in Bungoma County."*

To establish the influence, the respondents were asked if they remembered well how long they had lived in the Children's Home, and their responses are shown in table 1.

Table 1: if they remembered well how long they had lived in the Children's Home

		Frequency	Per cent
if they remembered well how long they had lived in the Children's Home	True	240	93.4%
	False	5	1.9%
	do not remember	12	4.7&
	Total	257	100.0%

The results in table 1 show that 240 (93.4%) of the respondents agree that they remembered well how long they had lived in the Children's Home, 5(1.9%) disagree and 12(4.7%) did not remember well how long they had lived in the Children's Home.

The respondents were required to respond to the statement "There is a permanently employed counsellor who offers individual guidance and counselling services", and their response is shown in table 2.

Table 2: If there was a permanently employed counsellor who offers individual guidance and counselling

		Frequency	Per cent
There is a permanently employed counsellor who offers individual guidance and counselling services	True	98	38.1%
	false	125	48.6%
	do not remember	34	13.2%
	Total	257	100.0%

The results in table 2 show that 98 (38.1%) of the respondents agree that there was a permanently employed counsellor who offers individual guidance and counselling, 125 (48.6%) disagree and 34(13.2%) did not remember if there was a permanently employed counsellor who offers personalized guidance and counselling.

The respondents were required to respond to the statement "There is a part-time counsellor who comes periodically to offer individual counselling services on a needs-basis", and their responses are shown in table 3.

Table 3: If there was a part-time counsellor who comes periodically

		Frequency	Per cent
There is a part-time counsellor who comes periodically to offer individual counselling services on a needs-basis	true	177	68.9%
	false	67	26.1%
	do not remember	13	5.1%
	Total	257	100.0%

The results in table 3 show that 177 (68.9%) of the respondents agree that there was a part-time counsellor who comes periodically to offer individual counselling services on a needs-basis, 67 (26.1%) disagree and 13 (5.1%) did not remember if there was a part-time counsellor who comes periodically to offer individual counselling services on a needs-basis.

The respondents were required to respond to the statement "On various occasions, I have felt the need to open up and share my life's challenges to a professional counsellor or a trusted person", and their responses are shown in table 4.

Table 4: Need to open up and share my life's challenges to a professional counsellor or a trusted person

		Frequency	Per cent
On various occasions, I have felt the need to open up and share my life's challenges to a professional counsellor or a trusted person	true	186	72.4%
	false	62	24.1%
	do not remember	9	3.5%
	Total	257	100.0%

The results in table 4 show that 186 (72.4%) of the respondents agree that on various occasions, they have felt the need to open up and share my life's challenges to a professional counsellor or a trusted person, 62 (24.1%) disagree and 9 (3.5%) did not remember if, on any occasions, they felt the need to open up and share my life's challenges to a professional counsellor or a trusted person

The respondents were required to respond to the statement "I have felt relaxed and at ease to open up freely to the specialists brought in by the management of the Children's home to offer individual Guidance and Counseling services" and their responses are shown in table 5.

Table 5: If orphans felt relaxed and at ease to open up freely to the specialists

		Frequency	Per cent
I have felt relaxed and at ease to open up freely to the specialists brought	True	174	67.7%
	False	60	23.3%
	do not remember	23	8.9%
in by the management of the Children's home to offer individual Guidance and Counseling services	Total	257	100.0%

The results in table 5 show that 174 (67.7%) of the respondents agree that they have felt relaxed and at ease to open up freely to the specialists brought in by management of the Children's home to offer individual Guidance and Counseling Services, 60 (23.3%) disagree and 23 (8.9%) did not remember to have felt relaxed and at ease to open up freely to the specialists brought in by management of the Children's home to offer individual Guidance and Counseling services.

The respondents were required to respond to the statement "I have found the individual guidance and counselling sessions to be enjoyable and resourceful" and their responses are shown in table 6.

Table 6: The individual guidance and counselling sessions to be enjoyable and resourceful

		Frequency	Per cent
I have found the individual guidance and counselling sessions to be enjoyable and resourceful	true	207	80.5%
	false	34	13.2%
	do not remember	14	5.4%
	No response	2	.8%
Total		257	100.0%

The results in table 7 show that 207 (80.5%) of the respondents agree that they have found the individual guidance and counselling sessions to be enjoyable and resourceful, 34 (13.2%) disagree and 14 (5.4%) did not remember having encountered personalized guidance and counselling sessions to be pleasant and resourceful while 2 (0.8% did not respond to the statement.

The respondents were required to respond to the statement "Occasionally, I have noted that some individual counselling sessions have been boring" and their responses are shown in table 7.

Table 7: individual counselling sessions have been boring

		Frequency	Per cent
Occasionally, I have noted that some individual counselling sessions have been boring	true	101	39.3%
	false	132	51.4%
	Do not remember	23	8.9%
Total		257	100.0%

The results in table 7 show that 101 (39.3%) of the respondents agree that they occasionally, noted that some individual counselling sessions have been boring, 132 (51.4%) disagree and 23 (8.9%) did not remember noting that some individual counselling sessions had been boring.

The respondents were required to respond to the statement "I have always managed to solve serious life's challenges on their own after confiding to a counsellor", and their responses are shown in table 8.

Table 8: managed to solve serious life's challenges

		Frequency	Per cent
I have always managed to solve serious life's challenges on their own after confiding to a counsellor	true	196	76.3%
	false	33	12.8%
	do not remember	28	10.9%
	Total	257	100.0%

The results in table 8 show that 196 (76.3%) of the respondents agree that they have always managed to solve

serious life's challenges on my own after confiding to a counsellor, 33 (12.8%) disagree and 28 (10.9%) did not remember having always managed to solve serious life's challenges on my own after confiding to a counsellor.

The respondents were required to respond to the statement "I can confidently confirm that Individual Guidance and Counseling Services are offered in the Children's home" and their responses are shown in table 9.

Table 9: Confirmation that Individual Guidance and Counseling Services are offered in the Children's home

		Frequency	Per cent
I can confidently confirm that Individual Guidance and Counseling Services are offered in the Children's home.	true	205	79.8%
	false	41	16.0%
	do not remember	11	4.3%
	Total	257	100.0%

The results in table 9 show that 205 (76.3%) of the respondents agree that they can confidently confirm that Individual Guidance and Counseling Services are offered in the Children's home , 41(16.0%) disagree and 11(4.3%) did not remember that Individual Guidance and Counseling Services are provided in the Children's home.

The respondents were required to respond to the statement "I have had confidence in the counsellors who provide individual Guidance and Counseling Services in the Children's Home" and their responses are shown in table 10

Table 10: confidence in the counsellors who provide individual Guidance and Counseling Services

		Frequency	Per cent
I have had confidence in the	true	167	65.0%
	false	72	28.0%

counsellors who provide individual Guidance and Counseling Services in the Children's Home	do not remember	18	7.0%
	Total	257	100.0%

The results in table 10 show that 167 (65.0%) of the respondents agree that they have had confidence in the counsellors who provide individual Guidance and Counseling Services in the Children's Home, 72 (28.0%) disagree and 18 (7.0%) did not remember having confidence in the counsellors who provide individual Guidance and Counseling Services in the Children's Home.

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

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

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	985.931[a]	169	.000
Likelihood Ratio	309.118	169	.000
Linear-by-Linear Association	62.247	1	.000
N of Valid Cases	254		
a. 183 cells (93.4%) have expected count less than 5. The minimum expected count is .00.			

In table 11, the significance value (Asymp. Sig.) Has the information we are looking for. The lower the significance value, the less likely it is that the two variables are independent (unrelated). In this particular case, the significance value is so low that it is displayed as .000, which means that it would appear that the two variables are, indeed, related, i.e. individual counselling and self-efficacy of orphans are significantly related. We, therefore, reject the null hypothesis and accept the alternative hypothesis.

To establish the type and magnitude of the relationship, a correlation analysis was done between individual counselling and self-efficacy of orphans and results shown in table 12.

Table 12: A correlation analysis between individual counselling and self-efficacy

		Individual guiding and counselling services	efficacy of the orphans
Individual guiding and counselling services	Pearson Correlation	1	.496[**]
	Sig. (2-tailed)		.000
	N	255	254
efficacy of the orphans	Pearson Correlation	.496[**]	1
	Sig. (2-tailed)	.000	
	N	254	256
**. Correlation is significant at the 0.01 level (2-tailed).			

The analysis results in table 12 show that there is a positive and significant relationship between individual guiding and counselling services and self-efficacy of orphans at r=.496**,P<.001 considerable level. The coefficient of determinant R= r^2 established that individual guiding and counselling contributes 24.6% variability to self-efficacy of orphans when other factors are held constant.

These findings are in agreement with many scholars. According to Fall (2011), guidance and counselling is a significant part of any education system, and all schools and orphanages should have some form of structured guidance and counselling services for all levels. It is unfortunate, however, that not all schools and institutions can meet this requirement due to the lack of qualified personnel to offer these services. They further state that in schools where these services are not formally organized, it is still expected that guidance and counselling should be accorded to the children through alternative advisors. It is almost impossible for one to succeed in life without guidance and counselling (Gudyanga, Wadesango, Manzira, & Gudyanga, 2015). Since creation, man has managed to face life's hurdles through guidance and counselling. Even though it was not known formally as it is today, it was very much in practice. Taylor and Buku (2006) mention that even before 250 BC, the concept of guidance and counselling had been identified among the Greek community.

Guidance may be defined as a process through which a person is assisted to better their lives (Koos, & Kefauver, 1932). In most of the cases, a person who needs guidance does not know much about what they are doing and thus do things in a way they deem best, but it often turns out to be the wrong way. These have been various views from different authorities regarding the concept of Guidance. Kobugube (2013) looks at guidance as a systematic profession where an individual is assisted through an interpretive and educative procedure to have a better understanding of his/her potentialities and characteristics and relate to the social opportunities and requirements satisfactorily. Kobugube (2013) has cited the opinions of Fall (2011) on guidance as for the use of professional school personnel and materials to provide a developmental climate that would promote pupils to understand themselves, direct themselves, exercise and utilize their potential to their satisfaction and to that of the society.

Lunenburg (2010) defines guidance as a set of organized specialized services that are established as an integral part of the school environment and are designed to promote the development of the students and help them to realize a wholesome sound adjustment and maximum accomplishment that commensurate with their potential. A close study of these definitions will reveal that Guidance is a discipline that is designed with the aim of helping individuals to make useful and diligent decisions in life and relate well to the rest of society. The place of individual counselling was established by Adlerian Theory founded by Alfred Adler and championed in America by Rudolf Dreikurs (Mosak, & Maniacci, 2013). Central to the Adlerian approach is to see the personality as a whole and not as the mere net result of component forces. Thus the term individual (indivisible) psychology. Adlerian psychology places its emphasis on a person's ability to adapt to feelings of inadequacy and inferiority relative to others. He believed that a person would be more responsive and cooperative when he or she is encouraged and harbours a sense of adequacy and respect (Ansbacher, 1992). Adlerians adopt a radical stance that cuts across the nature-nurture debate by seeing the developing individual at work in creating the personality in response to the demands of nature and nurture but not entirely determined by them. The self-created personality operates subjectively and idiosyncratically. The individual is endowed with a striving both for self-development and social meaning., what Adler himself called "the concept of social usefulness and the general well-being of humanity." Ansbacher (1992) expressed in the sense of belonging, usefulness and contribution, and even cosmic consciousness.

Adlerian Psychology emphasizes the proactive, form-giving and fictional nature of human cognition and its role in constructing the "realities" that persons know and to which they respond. The Adlerian theory asserts that

humans construct, manufacture, or narrative ways of viewing and experiencing the world. It is an optimistic, positive psychological theory affirming that humans are not determined by heredity or environment. Instead, they are creative, proactive, meaning-making beings, with the ability to choose and to be responsible for their choices. Adlerian theory is a holistic, phenomenological, socially oriented, and teleological (goal-directed) approach to understanding and working with people.

Adlerian theory helps to understand the need to identify, understand the purpose of, and modify repetitive self-defeating behaviours; and the importance and benefit of counsellors and clients developing realistic and mutually agreed upon counselling goals (goal alignment). The theory also recognizes that having problems, difficulties, and differences is a regular part of life and can be viewed as opportunities for growth rather than "pathology". The theory views that counselling as educational, preventative, and growth-promoting, not merely a remedial one. Adlerian counselling is a growth/wellness model. It is an optimistic perspective that views people as unique, creative, capable, and responsible. Adlerian counselling emphasizes prevention, optimism and hope, resilience and growth, competence, creativity and resourcefulness, social consciousness, and finding meaning and a sense of community in relationships. As Prochaska and Norcross (2010) put it, many of Adler's ideas have quietly permeated modern psychological thinking. Adlerian theory is the most effective personal counselling theory that most people and institutions can identify with.

Wang, Zhang, and Liu (2015) state that one downside to this theory is that it lacks in a firm, supportive research base. There have not been many empirical studies that clearly show the effectiveness of the Adlerian theory. The Adlerian approach is vague about some of its terms and concepts. Although others have attempted to clarify this approach, there are still some Adlerian ideas and remain

unclear. Adler was also vague about how to work with clients. Yet another factor that may be looked at as a drawback to Adlerian technique is that it may be too optimistic when it comes to human nature. Also, a possible limitation of the Adlerian approach focuses on some of its basic principles, such as the concept with individuals whose cultural context purports a linear social relationship. At last, because the Adlerian approach relies strongly on verbal erudition, logic and insight, it may be limited in its ability to help individuals who are not intellectually bright (Wang, Zhang, & Liu, 2015). This theory was therefore critical in this study as it helps to understand how counselling services on academic performance and self-efficacy of destitute children in children's homes in Kenya.

Conclusion and Recommendations

The objective of the study was to establish the influence of individual guidance and counselling services on the self-efficacy of orphaned children living in orphanages in Bungoma County. Data analysis and interpretation of questionnaire responses from the orphaned boys, orphaned girls, Administrators and Caregivers revealed that individual guidance and counselling services is an assurance to the self-efficacy of orphaned children. The study established that there was a positive and significant relationship between individual guidance and counselling services and the self-efficacy of orphaned children at $r=.496**,P<.001$ significant level contributing 24.6% variability to the self-efficacy of orphaned children when other factors are held constant. These findings indicate that individual guidance and counselling services is a significant factor for the self-efficacy of orphaned children.

The study established that there was a positive and significant relationship between self-efficacy of orphaned children and individual guidance and counselling services. This means that for improved efficacy of orphaned children to be realized, guidance and counselling referral services are critical. The researcher recommends that the

government needs to formulate policies to guide all the orphanages in Kenya, including the process of guiding and counselling. Moreover, it will be prudent if individual guiding and counselling services are encouraged in orphanages, as they are effective, help the orphans open up, share challenges, and most specifically, enable the orphans to solve serious life's problems. In addition, individual counselling provides an opportunity for the development of an alliance of sorts, a bond or a relationship that enhances trust and personal growth.

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