

**ROLE OF GUIDANCE AND COUNSELING IN ADDRESSING
PSYCHOSOCIAL NEEDS OF ORPHANED PUPILS IN PUBLIC
PRE-SCHOOLS IN NAKURU MUNICIPALITY, KENYA**

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**A Research Project Report Submitted in Partial Fulfillment of the
Requirements for the Award of the Degree of Master of Education in
Early Childhood Education in the Department of Educational
Communication and Technology of University of Nairobi**

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DECLARATION

I declare that this research project report is my original work and has not been submitted for an award of a diploma or degree in any other institution:



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DEDICATION

This research project report is dedicated to my husband Paul Maina, my beloved children Wanjiru, Njeri and Mwangi whose unconditional love, support and understanding made me determined to complete my studies.

To my parents Joel Maina and Grace Njeri for their selflessness in my upbringing and great inspiration to my education.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACA	American Counseling Association
AIDS	Acquired Immune Deficiency Syndrome
GOK	Government of Kenya
HIV	Human Immunodeficiency Virus
NASCOP	National AIDS and STI Control Program
STI	Sexually Transmitted Infection
UNICEF	United Nations International Children Emergency Fund
UNESCO	United Nations Educational Scientific and Cultural Organization
USAID	United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Healthy child development depends, to a great extent, on the continuity of social relationships and development of a sense of competence. The loss of parents can undermine the fundamental human attachments essential for normal family life and child development (Sengendo and Nambi, 1997). Like adults, children are grieved by the loss of their parents. They suffer from anxiety and fear during the years of parental illness followed by grief and trauma after the death of parent(s). However, unlike adults, children often do not feel the full impact of the loss as they may not immediately understand the finality of death. This prevents them from going through the grieving process which is necessary to recover from the loss (Phiri and Webb, 2000; Brodzinsky, Gromly and Ambrown, 1986). Children therefore are at risk of growing up with unresolved negative emotions which are often expressed with anger and depression. Adults may also experience negative emotions in time of emotional support that enable them to control their anger and depression (Brodzinsky et al, 1986). Unfortunately, little attention is given to the children's emotions. Children are not given the required support and encouragement to express their emotions nor are they guided to deal with them (Sengendo and Nambi, 1997).

The death of parent(s) also introduces a major social change in the life of a child. The social changes can easily affect not only the physical but also the psychological wellbeing of the child. This can be very stressful as they pose new demands and constraints to the child's life. It is feared that many children may find it difficult to adapt to the new changes (Sengendo and Nambi, 1997). It is argued that it is not the social change itself that may cause psychological problems; rather it is failure of the individual to adapt to social changes. Like bereavement, social change and the resultant need to adapt to it may create stress which may be shown in symptoms of confusion, anxiety, depression and behavioural disorders. The same symptoms

may cause learning problems. Children who are frustrated, fearful and depressed may fail to concentrate in class and thus perform poorly. The social and psychological problems, if not well managed, are likely to negatively affect the learning process and behaviour of children. This is in addition to the other social, economic, personal and academic challenges that all pupil face at school and at home. Failure by the school and whole systems to recognize these symptoms and address them will aggravate the child's psychological problems.

According to NASCOP (1981), the situation is more complicated when the cause of the parental death is HIV/AIDS due to the associated social stigmatization. Though levels of HIV/AIDS are lower in children than adults, children remain the most highly vulnerable. The pandemic has turned millions of children into orphans in the 43 countries hardest hit by AIDS (UNAIDS, 2002:2001). Africa is home to 90% of the children orphaned by AIDS. As the number of orphaned children continues to increase, their psychological needs are being recognized as being equal in importance to the needs relating to subsistence, health and education (Cook, Fritz and Mwonya, cited in Singal and Howard, 2003). The orphans must deal with a lot more than the death of their parent(s); they must cope with the psychological impact, "common reactions of children of the death of a parent include: depression, hopelessness, loneliness, anger, confusion, helplessness, anxiety and fear of being alone" (Phiri and Webb, 2000). These feelings are constant and even terminology used to describe their effect of HIV/AIDS on children creates feelings of pain and resentment. A USAID report to Congress suggests that singling out children orphaned by AIDS exacerbated the stigma attached to the disease (Stein, 2003; Phiri and Webb, 2002). All in all, the number of orphans is increasing while there are a few support systems or networks for them outside the family which compromises their future (Gobley and Cosdagh, 2004).

A significant factor in how a child deals with parental death is the type of care given before and after the death. Without sufficient psychological support, children can experience severe developmental, behavioural, social and emotional problems.

Lines Davies 2003, argues that schools offer the best environments for psychosocial rehabilitation for orphans since it exposes them to peer interactions and opportunity to develop their mental faculties.

Stearns (1984) argues that the orphaned pupils come to school and are expected to compete and perform equally in academic work as all others. However, most programmes for orphans focus on psychosocial needs. Being intangible, psychosocial needs are critical as they have a direct bearing on the child's overall development. In light of the problems that the orphaned pupils face, the school should be more involved in conducting needs assessment through development of comprehensive guidance and counseling services so as to better understand and address the psychological needs of the orphaned pupils (Elkin, 1990; Kameen, Robinson and Rotter, 1985).

Kenya is faced with a huge problem of orphans resulting from poverty, sickness, violence and armed conflicts, accidents and more so from HIV/AIDS. The death of parent (s) leaves such orphans in the hands of aged grandparents or other relatives or simply on their own. The loss of the parents causes social, psychological and economic trauma in the affected children. This distracts the orphaned pupil's attention and concentration on academic work and adjustment to school life.

1.2 Statement of the Problem

According to Central Bureau of Statistics (2003), the number of orphaned pupils in the country has been increasing over the years and it has been estimated that is likely to continue as a result of the rising HIV/AIDS infection rate. Orphaned pupils in primary schools in Nakuru

Municipality, like many others in several parts the country, also face the same psychological and social challenges in their academic work and life. For instance in the year (2010) alone, there were 240 known orphaned pupils in the 60 public pre-schools in Nakuru Municipality (Nakuru Municipal Education Office 2010). The effects of being orphaned are in addition to the prevailing social, personal and academic challenges, facing the pupils without parents. Without sufficient psychological support, these pupils can experience severe developmental, behavioral, social and emotional problems. The support allows them to appreciate their loss and live healthy emotional lives. However, most of the existing programmes for orphans focus on material support and meeting children's physical needs. This has necessitated the need to find out the extent to which guidance and counseling services provided in pre-schools address the psychological and social needs of orphaned pupils in public pre-schools in Nakuru Municipality.

1.3 Purpose of the study

This study sought to assess the role of guidance and counseling services in addressing the psychosocial problems facing orphaned pupils in public pre-schools in Nakuru of Municipality.

1.4 Objectives of the Study

This study was guided by the following specific objectives:

- (i) To investigate the nature and extent of psychosocial problems facing orphaned pupils in public pre-schools.
- (ii) To establish the extent to which guidance and counseling services offered to orphaned pupils in public pre-schools address their psychosocial problems.
- (iii) To investigate the level of training and performance of preschool teacher counselors who handle orphaned pupils in public preschools in Nakuru Municipality.

- (iv) To identify the challenges facing guidance and counselling services in offering psychosocial services to orphaned pupils in public preschools.

1.5 Research Questions of the Study

The study attempted to address the following research questions:

- (i) What is the nature and extent of psychosocial problems facing orphaned pupils in public pre-schools?
- (ii) What is the extent to which guidance and counselling services offered to orphaned pupils in public schools address their psychological problems?
- (iii) What is the level of training and performance of preschool teacher counselors who handle orphaned pupils in public preschools in Nakuru Municipality?
- (iv) What are the challenges facing guidance and counselling programme in offering psychosocial services to orphaned pupils in public preschools?

1.6 Significance of the Study

This study investigated the role of guidance and counselling in offering psychosocial support to orphaned pupils. It sought to establish the extent to which teacher counselors were prepared to handle challenges facing these pupils and the challenges that the programme faces. The study may give force to the Ministry of Education to finance guidance and counselling services and employ more teachers in preschools to alleviate the current shortage in public preschools. It may also add to the limited literature on orphaned pupils in Kenya.

1.7 Limitations of the study

The study encountered a number of limitations.

- (i) There is little documented information on orphaned pupils in pre-schools. The researcher therefore relied to greater extent on information from materials by non-governmental organizations and Western countries findings.
- (ii) The orphaned pupils lost their parents at different ages.
- (iii) Extensive research was not possible as the researcher being a self-sponsored student had limited finances therefore results may not be generalizable to the whole country but Nakuru Municipality only.

1.8 Delimitations of the study

This study was carried out in Nakuru Municipality in Rift Valley Province Kenya. It involved orphaned pupils in public pre schools who were between the age of three and seven years. Also targeted were teacher counselors and head teachers in the five educational zones.

1.9 Assumptions of the study

The study assumed that the responses provided by the participants during the study were true reflection of what was on the ground. It also assumed that the orphaned pupils face psychological and social problems as a result of their status.

1.10 Definition of terms

Counselling: It refers to an enabling process designed to help pre-school orphaned pupil to come to terms with his or her life as it is and ultimately grow to greater maturity through learning to take responsibilities and to make decisions for him /herself.

Counselee or client: This refers to the individual in need of guidance and counseling services. In this study, it will refer to the orphaned primary school pupils in need of guidance and counseling services to address their psychological and social challenges.

Emotional needs: This refers to self-esteem, love, joy, fear, sadness, shame and guilt.

Guidance: In this study, it refers to the practice or process of bringing orphaned pupils into contact with the world of reality in such a way that they acquire life skills and techniques which allow them to direct themselves completely in the educational, personal and social spheres and the world of work in order to progress and survive effectively.

Guidance and Counselling Services: In this study, guidance and counseling refer to all the services aimed at assisting orphaned pupil and all others in understanding themselves, their attitude, interests, abilities, physical, mental and social maturity for normal development.

Orphan: This refers to a child under the age of seven years who has either lost one or both parents. A child who has lost his or her mother (maternal orphan), his or her father (paternal orphan /or both parents (double orphan).

Psychological factors: This refers to issues that have to do with both the cognitive aspects of the mind (how the children think about the world around them).

Psychosocial adjustment: This refers to the relationship of a person's mind (intra-relationship) and body to be able to interact with others (Inter-relationship) and environment.

Psychosocial needs: This refers to emotional, social, mental and spiritual needs, all which are considered essential elements of meaningful and positive human development.

Psychosocial support: This refers to an on-going process of meeting emotional, social, mental and spiritual needs, all of which are considered essential elements of meaningful and positive human development.

Teacher counsellor: This refers to the school teacher charged with responsibility of providing guidance and counseling services in pre-schools.

Pupil: In this study it refers to a child who is in the public pre-school and is below seven years.

Social needs: These are the needs of companionship, friendship, cooperation and kindness.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature on guidance and counseling and psychological support for orphaned children. The discussion included: an overview of guidance and counseling, role of guidance and counseling in schools and psychosocial support for orphaned children. The chapter also outlined the theoretical and conceptual frameworks used in guiding this study.

2.2 Overview of Guidance and Counselling

The concepts of guidance and counseling carry differing but overlapping meanings. They are closely interrelated and cannot be overly separated from one another. They complement one another and none can do without the other. Guidance encompasses those services and programmes of the school, which are specifically intended to promote educational, career and personal-social development of pupils (Ngaroga, 1996). Counselling deals with wellness, personal growth, and psychological concerns. In other words, counselors work in areas that involve relationships. These areas include intra-and interpersonal, conflict emotional abuse, violation of children's right, delinquency, suicidal tendency and truancy that concerns related to finding meaning and adjustment in such settings as schools, families and career.

2.2.1 Guidance

Patterson (1964) define guidance as a term referring to a broad area of education activities and services aimed at assisting individuals in making and carrying out adequate plans and achieving satisfactory adjustments in life. The Kenya Ministry of Education (1977) views guidance as a continuing process concerned with determining and providing for the developmental needs of 'learners'. Guidance is considered as a life long process that involves helping individuals both as part of a group and at the personal level. Guidance services include processes of counseling,

consultation, co-ordination, collaboration, instruction, information-giving, appraisal, referral and institutional support (Murwira 1993).

Guidance is therefore a lifelong process that is supposed to equip a person with knowledge and techniques that will enable him/her identify and handle problems early enough. Makinde (1984) simply defines guidance as a process of helping an individual to know and understand him/herself and his/her environment.

GOK (2002) (Division of policy formulation project) summarizes guidance as that expert direction given to young children and youth through educating, directing, opinion giving, explaining, discussing or instructing.

Considering the above principles, guidance can therefore be defined as a process of dynamic interpersonal relationship designed to influence the attitude and subsequent behaviour of the person.

2.2.2 Counselling

Although attempts have been through the years to define counseling, there has been disagreement as well. The governing council of the American Counselling Association (ACA) (1997) accepted a definition of the practice of professional counseling that appears to satisfy the different constituencies in the counseling profession and that gives a clear picture of counseling practices to the public. According to the ACA, the practice of professional counseling is ‘the application of mental health, psychological or human development principles, through cognitive, affective, behavioural or systemic interventions, strategies that address wellness, personal growth, or career development, as well as psychopathology’

(www.counselling.org/consumersmedia).

Hansen, Rossberg and Grammer (1994) argue that counseling is largely concerned with the so-called “normal individuals” in a bid to increase such individuals’ self-awareness, helping improve problem-solving skills, educating the individual and supporting that individual. In this

study, counseling means helping pupils to help themselves. In this regard, school/teacher counselors assist pupils and their opportunities in order to make appropriate adjustments and decisions in the light of this insight, to accept personal responsibility for their choices and to follow courses of action in harmony with their choices (Patterson, 1964).

According to Patterson (1973), counseling refers to that part of guidance process which essentially helps normal individuals to deal with or remove frustrations and obstacles that interfere with their lives. Counselling is reserved for more personal aspects of guidance that demands highly specialized skills. Counselling is understood as a major guidance service and thus incorporated in the guidance programme.

Hoffman and Spelet (1984) observed that effective counseling involves the following steps: listening, problem presentation; finding the cause of the problem; recognition and admission of feelings; criticism; and finally problem solving. The main purpose of counseling includes helping and individual to achieve self realization and build on his/her strength and minimize weaknesses.

2.3 Role of Guidance and Counselling in Schools

A school has two broad and different roles; there is the traditional role of teaching and the role of care and concern for the individual pupil's personal circumstances, problems and crises (Mutie, 1999). It is therefore acts as tools for social as well as personal change. Guathard & Goodhew (1987) and Kariuki (2002), however, observed that more focus has been placed on academic results than on the emotional, social and psychological welfare of the children. World Bank Report on Kenya (1995) supports this view by adding that the school curriculum is deficient in areas pertaining to personality development, situational and stress coping mechanisms. In harmonizing and addressing both educational and personal concerns of the pupils, schools are required to implement the guidance and counseling programme. School counselling is therefore

a multi-dimensional form of counseling which encompasses personal, academic and occupational counseling.

The overall aim of a school counseling program is to support the intellectual development, human and social development and career development of each student so that he or she can become a responsible, productive citizen. Kromboltz (1965) adds that, the central reason for the existence of guidance and counseling is that people have problems that they are unable to resolve by themselves. They come to a school counselor to be assisted in resolving these problems. Guidance and counseling promotes self-understanding, helps one to make realistic decisions and overcome personality deficits. It is a process of helping individuals to learn to deal with difficulties and to think critically about themselves, their lives and their future. The objective of the programme is to bring about the maximum development and self –realization of human potential for the benefit of the individual and society.

The school counselor is concerned with facilitating the optimum development of pupils (Makinde; 1984). This is supported by Bennars, Otiende and Boisvert (1994) and Mutie and Ndambuki (1999) who argue that the programme is supposed to develop the learner's intellectual abilities, develop a balanced personality and to have a complete person intellectually, spiritually, morally and socially. It helps them to develop personal discipline, proper use and management of time, work and leisure and self-reliance (The Kamunge Report, 1988). Mutie and Ndambuki (1999) add that guidance and counseling is therefore aimed at assisting pupils to harmonize their abilities, interests add value thereby enabling them to develop their potential fully. Self-knowledge helps one to formulate life goals and plans which are realistic. Through guidance and counseling, pupils will discover themselves, their potentials and interests.

The programme also plays the role of intercepting and assisting disadvantaged pupils and also checks on school drop-out. Orphans are affected more because of lack of a support system; they may experience difficulty in adjustment with peers, teachers and the environment. One of the

roles of the school counselor is to help pupils deal with experienced difficulties and needs. Majority of the disadvantaged pupils like orphans acquire low self-esteem, and low qualifications in their academic performance which, if not intervened can lead to poor performance; some may even dropout of school (Mutie & Ndambuki, 1999).

In summary, guidance and counseling services in a school include, but not limited to: (Mungai, 2007)

- (i) Promoting guidance and counseling in support of the education of pupils
- (ii) Keeping and updating cumulative record cards
- (iii) Referring pupils to other services and agencies according to their needs
- (iv) Facilitating parenting skills programme and delivering talks
- (v) Organizing seminars, talks and preventive programmes on guidance related topics
- (vi) Contacting parents regarding pupils' holistic development and other specific problems.

2.4 Guidance and Counselling and Psychosocial support to Orphans

According to Nyawasha (2008), the society is often perceived as enabling to all those in a psychosocial crisis. It is the same society that can complicate grief, inhibit social support or incapacitate the sick. Though social support may not always be negative, in many circumstances, social support may help bereaved people move through physical provisions, it important that orphan care programmes should have explicit non-material support, for orphans which will give them a feeling of being loved. Beyond the material support, these orphans have critical need for psychological support after the loss of their parents. This calls for the use specialized psychosocial counseling.

According to UNESCO (1998), psychological counseling deals with emotional distress and behavioural difficulties that arise when an individual struggles to deal with a developments stage and task. Throughout life, individuals may experience significant levels of distress and enhance

the achievement of pupils' individual, relational and academic goals. In reference to orphans, specialized psychosocial counseling is essential for orphans to provide them with the emotional base for facing new realities. It also assists orphaned pupils to develop and maintain healthy and effective interpersonal relationships, self-understanding and self-esteem. Guidance and counseling is a good place to discuss and explore questions and problems affecting orphaned pupils. Some concerns can be addressed in a single session, while others may require additional time and (Wango and Mungai, 2007)

Children in orphanages need counseling, love and care in order to cope with life without their parents. Given the fact that orphaned children suffer emotionally just like adults, counseling is needed to help fight fear, grief, poor performance, nightmares and headaches brought about by over-thinking and trauma (Sifuna, 1975). This is better done in schools where there is availability of trained counselors. Schools offer one of the best environments for psycho-social rehabilitation for orphans since it exposes them to peer interaction and opportunity to develop their mental faculties. This means that reintegrating orphans into schools is an important aspect of orphan care especially since orphan hood may lead to discontinuation of school for a variety of reasons (Davies, 2003).

The pupil should be let to take part in funeral arrangement so as to realize that other people are also affected by the death. The pupil should be regularly visited after the funeral to give more comfort and encouragement. If the pupil is seriously affected, professional help should be sought. According to Fieldman (1998), the essence of psychological counseling is to give the orphaned pupil an opportunity to talk. Govey & Casdali (2004) adds that children need to be encouraged to talk about death and how they feel about it. They need some understanding of death so that they really understand that death is 'a pattern of nature'. They need to know that "people also have a life cycle. All people are born, grow up, may have their own children and usually grow old before they die". The counselor will apply modeling approach while assisting

the grieving pupils. The psychoanalysis approach will be handy when dealing with feelings of denial and anxiety. While humanistic approach will help the counsellor empathize with the client's feeling of loss (Santrock, 1999).

According to Nyawasha(2008), pscho-social support is 'an ongoing process of meeting the social, mental and spiritual needs, which are considered essential element for positive human development'. Culture also needs to be seen as pivotal point for the enrichment of children's identity. It goes beyond simply meeting children's physical needs. It places great emphasis on children's psychological and emotional needs, and their need for social interaction. Many programmes of support to orphans and other vulnerable children have focused almost completely on physical needs only. Orphans and other vulnerable children require psychosocial support because of the trauma and stress they experience. According to Santrock (2005), trauma is an emotional shock that produces long-lasting, harmful effects on the individual. Parental illness and death are causes of emotional trauma for children. Stress is an emotional condition, experienced or felt when an individual has to cope with unsettling, frustrating of harmful situations. It is a disturbing sense of helplessness, which is uncomfortable and creates uncertainly and self-doubt. Psychosocial support aims at helping orphaned and other vulnerable children cope with emotional trauma and stress (Bowsky et al., 2002).

2.4.1 Core Elements in Psycho-Social Support

The important components of psycho-social support are

(a)Emotional needs which include: security, encouragement, confidence, self esteem, motivational and a sense of affiliation or belongingness.

(b)Physical needs: These include water, food, shelter and clothing. They are concerned with survival.

Security: This is the need to create an enabling environment for the children in the school set up where they are supposed to make the right choices in a conflicting environment, supportive classroom environment, friendliness from the teachers and teacher counselors.

Encouragement: At time, pupils go through so many losses. These pupils require professional psychosocial counseling so as to appreciate the loss of their parents and regain normality.

Confidence: In all developmental stages, if the resolution is positive, the outcome is acquiring a sense of confidence and hope which is vital to the well-being of the child.

Self Esteem: This is how you feel about yourself. Self-esteem is made through social interaction, identification with the values of peers and the interaction with the social environment and heredity. Self-esteem can also change and develop due to the maturing and learning, feedback and social interaction.

(c) Mental Needs

Mainly refers to children's areas of mental growth. Formal and informal educations are essential elements. Within the mental framework, opportunities for observational knowledge, adaptation skills and general life skills are fundamental in the development of the child. Children are especially vulnerable to feelings of inferiority because they place too much emphasis on comparison with their friends and schoolmates. Other children are perceived as stronger, more intelligent, more attractive as and with more resources than themselves (Julian 2008). In a school set up, teachers, teacher counselors need to use frequent words of approval and encouragement. Use positive messages, 'avoid comparisons, not to tease them on their limitations or defects and prevent the development of the undue guilt. (Julian 2008)

(d) Spiritual needs

Spiritual needs enable children to develop a hope for their future. They also need to develop trust and security in the survival. They can even call for spiritual guidance and support from "Higher Being".

2.5 Theoretical Framework

There are several theories that explain the developmental stages that a child goes through and how each of the stages should be handled in order to ensure a normal and healthy development. These theories are important in relationship to orphans as they struggle to appreciate the loss of their parent(s) and regain normality. This study was be guided by the psycho-social theory.

2.5.1 Psycho-Social Theory of personality Development

Erik Erikson (1950) believed that childhood is very important in personality development. Erickson's psychosocial theory essentially state that each person experiences eight "psychosocial crisis" (internal conflicts linked to life's key stages) which help to define his or her growth and personality. People experience these "psychosocial crisis" stages in a fixed sequence, but the timings vary according to persons and circumstances. This is why the stages and the model are represented primarily by the names of the crises or emotional conflicts themselves for example, trust versus mistrust rather than strict age or life stage definitions. Age and life stages do feature in the model.

Erikson observed that the interaction between and individual and the environment produces eight psychosocial development stages. All of the stages are implicitly present at birth (at least in latent form), but unfold according to both an innate scheme and one's up-bringing in a family that expresses the values of a culture. Each stages builds on the preceding stages, and paves the way for next stage. Each stage is characterized by a psychosocial crisis, which is based on physiological development, but also on demands put on the individual by parents and/or society. Ideally, the crisis in each should be resolved by the ego in that stage, in order for development to proceed correctly. The outcome of one stage is not permanent, but can be altered by later experiences.

Successful development through each crisis requires "achieving" a healthy ratio or balance between the two dispositions. Successful passage through each stage is dependent on striking

the right balance between the conflicting extremes rather than entirely focusing on the 'ideal' or 'preferable' extreme in each crisis. In this respect Erikson's theory goes a long way to explain why too much of anything is not helpful for developing a well-balanced personality. A well-balanced positive experience during each stage develops a corresponding 'basic strength or hopeful personality, each of which enables a range of other related emotional and psychosocial strengths. Where passage through a crisis stage is less successful then to a varying extent the personality acquires an unhelpful emotional or psychosocial tendency, which corresponds to one of the two opposite extremes of the crisis concerned. Neglect and failure at any stage is problematical, but so is too much emphasis on the apparent 'good' extreme.

Erikson was keen to point out that the transition between stages is 'overlapping'. Crisis stages connect with each other like inter-laced fingers, not like a series of neatly stacked boxes. People don't suddenly wake up one morning and be in new life stage. Changes don't happen systematically, they are gradual. In this respect the 'feel' of the model is similar to other flexible human development frameworks. Where a person passes unsuccessfully through a psychosocial crisis stage, they develop a tendency towards one or other of the opposing forces, which then becomes a behavioural tendency, or even a mental problem.

The Ego Developmental Stages

Although the psycho-social theory of personality development identifies eight stages of development in a person's life, this study utilized the first four stages which relate to children who are more likely to be in pre schools. The relevance of this theory to this study is that child development is a complex phenomenon which requires that all stages of development be followed and fulfilled. Parental absence according to Hoffman (1984) can jeopardize normal security feelings of the child, undermine his or her self-esteem and induce a feeling of helplessness and frustration which can permanently disable the child in his or her adjustment.

Table 2.1: The first four stages of ego development

Stage	Estimated Age	Ego Crisis	Ego Strength
1. Oral-sensory	Birth – 1year	Basic trust v/s mistrust	Hope
2. Muscular –anal	2 -3 years	Autonomy v/s shame and doubt	Will
3. Loco motor-genital	4-5 years	Initiative v/s guilt	Purpose
4. Latency	6-12 years	Industry v/s Inferiority	Competence

In stage 1 (infancy stage), there is basic trust versus mistrust which occurs in the period of between 0 and one and a half years. The infant will develop a healthy balance between trust and mistrust if fed and cared for and not over-indulged or over-protected. Abuse or neglect or cruelty will destroy trust and foster mistrust. Mistrust increases a person's resistance to risk-exposure and exploration. "Once bitten twice shy" is an apt analogy. On the other hand, if the infant is insulated from all and any feelings of surprise and normality, or unfailingly indulged, this will create a false sense of trust amounting to sensory distortion, in other words a failure to appreciate reality. Infants who grow up to trust are more able to hope and have faith that 'things will generally be okay.'

If the resolution in this stage is a positive one in which more trust than mistrust emerges, the outcome is a sense of confidence and hope (Erickson, 1964: pg 153).

In stage 2(childhood stage), there is autonomy versus shame and doubt which occurs in the period of between 1-3 years. Autonomy means self-reliance. This is independence of thought, and a basic confidence to think and act for one self. Shame and Doubt mean what they say, and obviously inhibit self-expression and developing one's own ideas, opinions and they say, and sense of self. Toilet and potty training is a significant part of this crisis, as in Freud's

psychosexual Anal stage, where parental reactions, encouragement and patience play an important role in shaping the young child's experience and successful progression through this period. The significance of parental reactions is not limited to bottoms and pooh – it concerns all aspects of toddler exploration and discovery while small children struggle to find their feet – almost literally – as little people in their own right. The parental balancing act is a challenging one, especially since parents themselves have to deal with the influence of their own emotional triggers which were conditioned when they themselves passed through earlier formative crisis stages. What are the odds that whenever a parent tells a child, “That’s dirty...” it will be an echo from their own past experience at this very stage?

In stage 3 (play-age stage), there is initiative versus guilt which occurs in the period of between 3-6 years. Initiative is the capability to devise actions or projects, and a confidence and belief that is okay to do so, even with a risk of failure or making mistakes. Guilt means what it says, and in this context is the feeling that is wrong or inappropriate to instigate something of one's design. Guilt results from being admonished or believing that something is wrong or likely to attract disapproval. Initiative flourishes when adventure and game-playing is encouraged, irrespective of how daft and silly it seems to the grown-up in charge. Suppressing adventure and experimentation, or preventing young children doing things for themselves because of time, mess or a bit of risk will inhibit the development of confidence to initiate, replacing it instead with an unhelpful fear of being wrong or unapproved. The fear of being admonished or accused of being stupid becomes a part of the personality. Parents, caretakers and older siblings have a challenge to get the balance right between giving young children enough space and encouragement so as to foster a sense of purpose and confidence, but to protect against danger, and also to enable a sensible exposure to trial and error, and to the consequences of mistakes, without which an irresponsible or reckless tendency can develop. What's more is essential is to recognize that children of this age are not wicked, bad or naughty, they are exploring.

In stage 4(school age stage), there is industry versus inferiority which comes at the age of 6-12 years. Industry here refers to purposeful or meaningful activity. It is the development of competence and skills, and a confidence to use a (method), and is a crucial aspect of school years experience. A child who experiences the satisfaction of achievement- of anything positive-will move towards successful negotiation of this crisis stage. A child who experiences failure at school task and work, or worse still who is denied the opportunity to discover their own capabilities and strengths and unique potential, quite naturally is prone to feeling inferior and useless. Engaging with others and using tools and technology are also important aspects of this stage. It is like a rehearsal for being productive and being valued at work in later life. Inferiority is feeling useless; unable to contribute, unable to cooperate or work in a team to create something, with the low self esteem that accompanies such feelings. Child may still want their mothers more than knowledge; or they still compare themselves to their bigger and skilled fathers, producing acute feeling of inadequacy. In Erickson view, parents can help to minimize these feelings by gradually preparing children for rigors of the school environment and by encouraging them to trust their mentors. Positive identification is necessary for children to develop a strong ego.

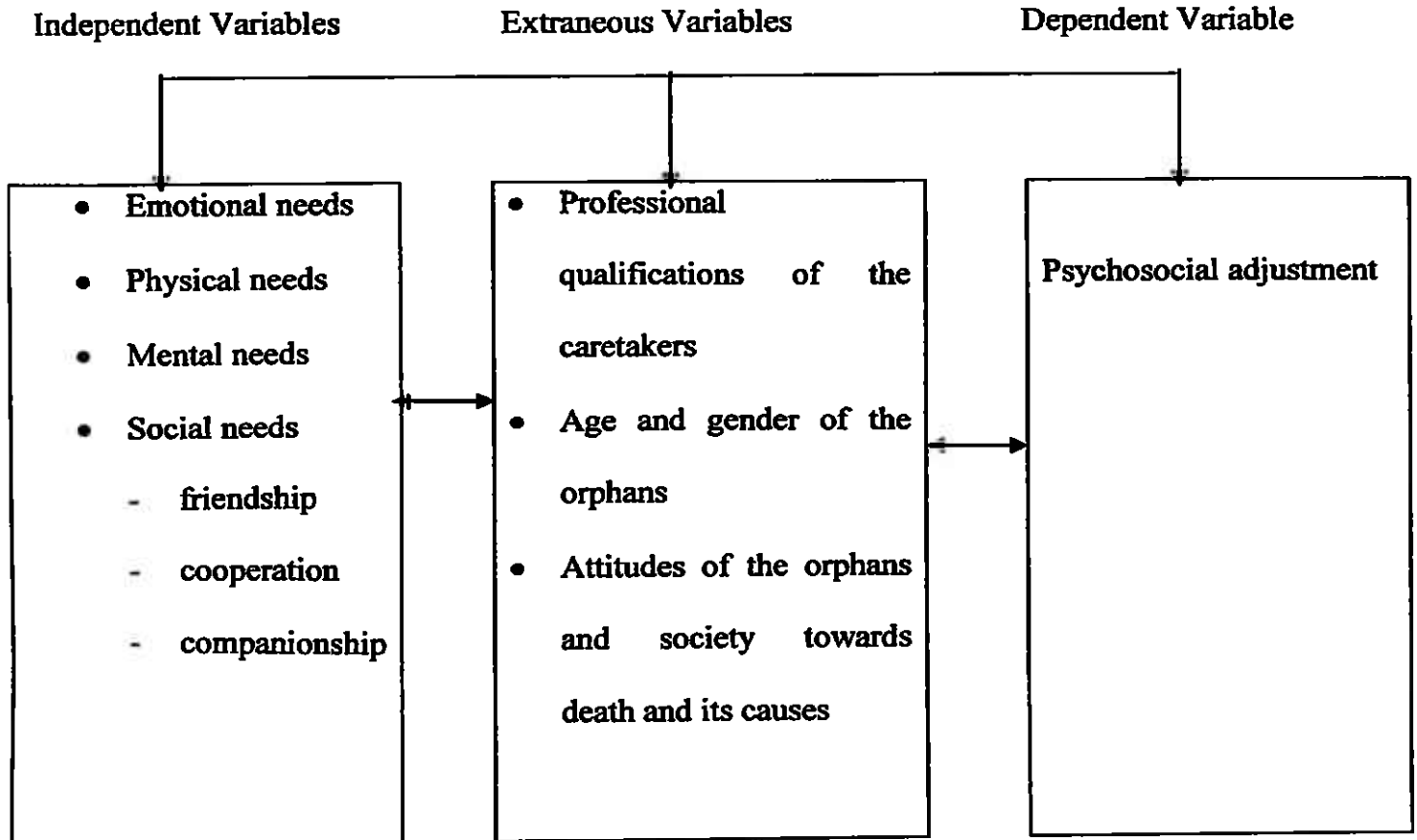
In line with the psycho-social theory, the counselors are to be well informed of these stages of development and the needs of children in each of these stages. Caretakers should understand that some specific behavior is simply related to developmental stages. At every stage, an individual is supposed to acquire developmental tasks which follow a pattern and are related hierarchically. Unless each stage is successfully handled, the individual is likely to meet with greater stresses in his/ her adult life.

2.6 Conceptual Framework

This study conceptualizes that orphaned children have physical, social and psychological needs following the demise of their parent(s). However, being intangible, psychosocial needs are

critical as they have a direct bearing on the child's overall development (independent variable). In order to address these psychosocial needs, these children require professional psychosocial counseling so as to appreciate the loss of their parents and regain normality. This is best done in schools which offer one of the best environments for psychosocial rehabilitation for orphans since it exposes them to peer integration, interaction and opportunity to develop their mental faculties (dependent variable). However, the role and effectiveness of guidance and counseling services in offering psychosocial counseling will be influenced by a number of intervening variables including the qualifications of the teacher counselors, the age, gender and attitudes of the orphans and the society towards the cause of death of the parent(s) among others. In this study these intervening variables will be controlled by building them into the study and studied alongside dependent and independent variables. The above relationships are illustrated in Figure 1.

Figure 1: Conceptual framework



Source: Own conceptualization.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodological procedures that were used in data collection and analysis. The discussion include the research design; location of the study; population of the study; sampling procedure and sampling size; instrumentation; data collection procedures; and data analysis.

3.2 Research design

This study adopted a survey research design. A survey research design involves the selection of a sample of respondents and administering questionnaires or conducting interviews to gather information on variables of interest (William and Smith, 2001). Information was collected from respondents about their experiences and opinions in order to generalize the findings to the population that the sample was intended to represent (Gall, Borg and Gall, 1996). Since this study sought to obtain descriptive and self-supported information from orphaned pupils and teacher counselors on the role of guidance and counseling services in addressing psychological and social needs of orphaned pupils and teacher counselors on the role of guidance and counseling services in addressing psychological and social needs of orphaned pupils, the survey allowed the researcher to expose the respondents to a set of questions to allow comparison. It assumed that all the respondents had information or experience that bore on the problem that was being investigated.

3.3 Population of the study

Nakuru Municipality had a population of about 3548 pre-school children. The number of girls was 1807 while the number of boys was 1741. The target population for this study comprised 240

known and registered orphaned pupils in public pre-schools spread across the five educational zones. In this study, orphaned pupils were targeted because they are the ones facing psycho social challenges as a result of the loss of their parents and are in need of psycho social support from guidance and counseling services. Teacher counselors were used as the persons charged with the mandate of offering guidance and counseling services including psycho social support to orphaned pupils. They were therefore well placed to give the required information on the role of guidance and counseling services in addressing the psycho social needs of orphaned pupils. The following was a breakdown of the population in the five educational zones.

Table 1: Education zones and public pre-schools in Nakuru Municipality

Zone	No. of Pre-schools per Zone	No. of Orphans
Central	11	45
Eastern	15	52
Southern	13	46
Northern	9	48
Western	12	49
Total	60	240

Source: Municipal Education Office, Nakuru Municipality (2011)

3.4 Sampling and Sample Size

Sampling is the act, process or technique of selecting sample or a representative part of a population for the purpose of determining parameters of characteristics of the whole population (Gay, 1981). For descriptive studies 20% of the population is enough for smaller samples 20% of 240 orphans in public preschools was used to get a sample of 48 pupils.

All the five education zones in Nakuru Municipality were involved in the study. According to Frankel and Wallen (1993), simple random sampling ensures that each element within population has equal and independent chance of being selected.

From each of the five zones, simple random sampling was used to select six (6) public preschools. Pieces of paper with name of preschools in each zone were put in a bag shuffled then drawing from it without replacement. Lastly, purposive sampling was used to select one teacher counsellor for each of the sampled and the headteacher of the institution. The above preschool sampling procedure gave the following respondents: 30 teacher counselors, 30 head teachers and 48 pupils who formed the final sample for this study.

3.5 Instruments

Three instruments were used. One was an observation schedule with the orphaned pupils. The other two were questionnaires for the head teacher and school counselor mainly of closed-ended items and a few open-ended items. The orphaned pupils' questionnaire elicited information on pupils' psycho social needs. The school counselor questionnaire sought information on the various aspects of effective guidance and counseling services in their pre schools and challenges encountered. The headteacher questionnaire had almost similar information with the preschool teacher counselor's. This information was used to counter check the information provided by the teacher counselor.

3.6 Validity and Reliability

Validity:

According to Mugenda and Mugenda 2003, validity is the accuracy and meaningfulness of inferences based on research results. It is the ability of the instrument to measure well what it purports to measure. Content validity of the research instruments was established in order to

make sure that they reflected the content of the concepts (effective guidance and counseling services) in question. The researcher had the instruments validated by three different research experts from the department of Educational Communication and Technology who assessed the instruments independently to scrutinize the relevance of the questionnaire items against the set objective of the study.

Reliability:

To establish the reliability of the instruments the measures should give consistent results from the test. In this research, the results of the pilot study were compiled and correlation calculated after piloting. The researcher used test- retest technique to ascertain the instrument reliability. This involved administering the same instrument twice to the same group of respondents.

The researcher allowed a time lapse of one week between the first and the second test. The scores from both testing periods were then correlated. If the correlation is high, the instrument had high test- retest reliability (Mugenda and Mugenda, 2003).

3.7 Pilot Testing

Prior to visiting the schools for data collection, the researcher pre-tested the questionnaires using one public pre-school in Nakuru Municipality which was not included in the final sample. The purpose of the pilot study was to enable the researcher to improve reliability and validity of the instruments. The pilot study was thus used to identify those items that could be misunderstood, and such items were modified accordingly, thus increasing face validity. Content validity was not represented numerically but it was determined subjectively by a thorough examination of the instrument, Kathuri and Pals (1993).

3.8 Data Collection Procedure

The researcher proceeded to collect data from the selected respondents after receiving permission from the Municipal Education Office in Nakuru Municipality. Permission was also sought from the head teachers of the pre schools involved in the study. The researcher then visited the

selected pre schools before actual data collection for familiarization and acquaintance with the head teachers about the purpose of the intended study and booked appointments for data collection. After familiarization, data was then collected from the respondents using the mentioned instruments. Follow up was enhanced by assigning serial numbers to the questionnaires and observation schedule. The completed instruments were verified and collected from the target schools within a period of three days of distribution

3.9 Data Analysis

Data was analyzed using descriptive statistics. A scientific calculator was used to analyze data. Descriptive statistics (percentage and frequencies) presented in tables and pie charts were used to summarize data and to describe the characteristics of the sample.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the demographic characteristics of the respondents and the research results.

The discussion addresses the research objectives of the study which include:

- (i) To investigate the nature and extent of psychosocial problems facing orphaned pupils in public schools.
- (ii) To establish the extent to which guidance and counselling services offered to orphaned pupils in public pre-schools address their psychosocial problems.
- (iii) To investigate the level of training and performance of pre-school teacher counselors who handle orphaned pupils in public preschools in Nakuru Municipality.
- (iv) To identify the challenges facing guidance and counseling services in offering psychosocial services to orphaned pupils in public pre-schools.

The data was analyzed using descriptive statistics using a scientific calculator.

4.2 Demographic data

There were 108 respondents from the selected public preschools in the five zones in Nakuru Municipality. There were three categories of the sample that was pupils, pre-school teacher counselors and headteachers. The information provides a clear picture of those who participated in the study and a better understanding of the respondents and forms a good foundation for detailed discussion of the results. The demographic characteristics include gender, age, experience and pupils deceased parents.

Distribution of Teacher Counsellors by Gender

Gender is a very important factor as it relates to the distribution of teacher counsellors. This creates balance as some preschool children may feel comfortable sharing with either a male or female teacher counsellor.

Table 2: Distribution of Teacher Counsellors by Gender

Gender	Frequency	Percentage
Male	10	35.7%
Female	18	64.3%
Total	28	100

N= 28

Table 2 indicates that distribution of teacher counselors by their gender was 10 (35.7%) male while 18(64.3%) were female. This may be attributed to the fact that women are regarded to be more nurturing and therefore may be appointed as teacher counselors in preschools. This is confirmed by Early and Cowley (1986) who reviewed 172 studies which showed that women experience greater will for others needs than men and are more attentive to others needs which would predict greater helping skills. Further studies by Early (1987) observed that the female gender role involves communal helping, caring for others, providing friends with more personal favours, emotional support and counselling about personal problems. One of the great qualities of women leaders is that they often tend to cultivate relationships through collaboration and team building which is needed in guidance and counselling departments.

Distribution of sampled pupils by gender

Gender of the pupils is important as it strikes a balance in a social setting like in a learning institution. The study sought to have both boys and girls because all have psychosocial problems.

Table 3: Distribution of sampled pupils by gender

Gender	Frequency	Percentage
Male	28	58.3
Female	20	41.7
Total	48	100.0

Source: Own field data

N= 48

Table 2 indicate that 28(58.3%) of the sample pupils were male while female were 20(41.7%). This may be an indication that there are more male preschool pupils than are female pupils.

Distribution of Head teachers by gender

The study sought to find out the distribution of headteachers by gender in order to assess the role of leadership played by women in pre-school set ups.

Table 4: Distribution of Head teachers by gender

Gender	Frequency	Percentage
Male	11	40.7
Female	16	59.3
Total	27	100.0

N=27

Table 4 indicates that 11 (40.7%) were male Headteachers while 16(59.3%) were female Headteachers. The variance could be attributed to the fact that women in the urban preschools set up have joined their husband counterparts in their working places and also cohesion of families and pooling of resources. As a result, women have had equal opportunities to contribute to the society especially in decision making leadership.

Age of Head teachers

Age is an important factor in respect with leadership and wisdom. Information was therefore sought on the age of the respondents and the results are shown in table 5

Table 5: Age of Head teachers

Age (Years)	Frequency	Percentage
24 – 30	1	3.7
31 – 37	2	7.4
38 – 44	9	33.3
44 and above	15	55.5
Total	27	100

N= 27

According to the results, majority of the Headteachers are 44 years and above. Half of the respondents 15(55.5%) are above 44 years followed by 38 – 44 years 9 (33.3%). This clearly shows that headship in public pre0-schools belongs to those who are elderly or have a longer experience in teaching.

Age of teacher counselors

Age of the teacher counsellors just like in headship of the school was another pertinent issue.

Table 6: Age of teacher counselors

Age (years)	Frequency	Percentage
24-30	4	14.3
31-37	5	17.8
38-44	8	28.6
44 and above	11	39.3
Total	28	100.0

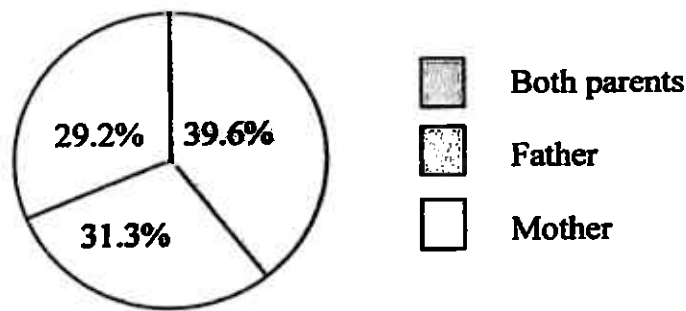
N=28

Majority of the teacher counselors are aged above 44 years, 11 (39.3%), 38 – 44 years are 8 (28.6), 5(17.8%) are between 31 – 37 years while 4 (14.3%) are between 24 – 30 years. This is a clear indication that majority of teacher counselors are elderly ones and may have encountered a variety of issues as counsellors.

Parents lost by sampled pupils

The loss of parents can undermine the fundamental human attachments essential for normal family life and child development. It is on this premise that the study sought to find out parents lost by the sampled pupils.

Figure 2: Parents lost by sampled pupils



Results indicate that there were more fathers who had succumbed to diseases and other causes of death than mothers. This could be attributed to the level of susceptibility of males to death in comparison to females in the society. A survey research reported by KDHS (2003) showed that male mortality exceed female mortality by wider margins as age advances. Erickson (1968) argued that children identify themselves with both parents as they develop hence; they develop a sense of purpose. Failure to do that makes them develop an imbalance in personality. Lack of a father figure can produce an imbalance in the personality of orphans. Successful development requires achieving a healthy balance. This denotes that persons interact both with self and the social environment (Erickson, 1950)

Guardian staying with the orphaned pupils

The death of parent(s) introduces a major social in the life of a child. The social changes can easily affect not only the physical but also the psychological wellbeing of the child. The study sought to find out the guardians staying with the orphaned pupils.

Guardian staying with the orphaned pupils

The death of parent(s) introduces a major social change in the life of a child. The social changes can easily affect not only the physical but also the psychological well being of the child. The study sorts to find out the guardian staying with the orphaned pupils.

Table 7: Guardian staying with the orphaned pupils

	Frequency	Percentage
Relatives	6	12.5
Brother or sister	0	0
Well wishers	4	8.3
Grand parents	23	47.9
Father	5	10.4
Mother	10	20.8
Total	48	100.0

Table 7 shows persons staying with the orphaned pupils. Out of 48 respondents 23 (47.9%) stayed with their grandparents, 10(20.8%) lived with their mothers, 6 (12.5%) with their relatives, 5(10.4%) with their fathers while 4(8.3%) stayed with well wishers. The immediate psychosocial adjustment depends on the persons that the orphans stay with. Most orphans lived with their relatives apart from one of the parents in the study. This may have increased their social and psychosocial problems that affect their normal development as a result of anxiety, fear, grief and trauma following the death of their parents.

4.3 Role of Guidance and Counseling

The first research question of the study sought to investigate the nature and extent of psychosocial problems facing orphaned pupils in public preschool. This research question

was based on the fact that guidance and counseling services are offered in preschools and that teacher counselors can identify the orphans and the common problems they face and therefore be in a position to offer services for them to adjust to their plight.

This was done by identifying the orphans in the schools, identifying their social and psychosocial needs, types of guidance and counselling services provided and other assistance provided. Items in pupils and teacher counsellors questionnaire were used to elicit this information.

Procedure for identification of orphans in schools

Psychosocial needs are critical as they have a direct bearing on the child's overall development. The school should be more involved in conducting needs assessment through development of comprehensive guidance and counselling services. The study sought to find out the procedure for identification of orphans in schools.

Table 8: Procedure for identification of orphans in schools

Statements	Frequency	Percentage
Orphans report to teacher counselor	2	7.1
Orphans report to class teacher	2	7.1
Guardian/caretaker reports to teacher counselor	14	50.0
Investigate suspect behaviour	9	32.1
Other pupils inform the teacher	1	3.6
Total	28	100.0

N= 28

Table 8 indicates the procedure used by teacher counselor to identify orphans in their preschools. The highest number of orphans 14(50%) was reported by guardian/caretaker while 9 (32.1%) was by teacher counselor investigating suspect behaviour of the pupil.

Orphans report to teacher counselor was 2(7.1%) and an equal 2(7.1%) report to the classteacher. A small percentage of 1 (3.6%) inform the teacher. This shows the school keep a record of the orphans and that the orphaned pupils used various ways to report their status to the teacher counselors.

Social and psychological problems faced by orphans (observed by Teacher counselors).

Psychosocial support is an on-going process of meeting the social, mental and spiritual needs which are considered essential element for positive human development. Stress is experienced when an individual has to cope with unsettling, frustrating or harmful situations which creates uncertainty and self doubt.

Table 9: Social and psychological problems faced by orphans (observed by Teacher counselors).

Problems	YES		NO		TOTAL	
	Frequen cy	%	Frequen cy	%	N	%
Social						
Isolation	22	78.6	6	21.4	28	100
Aggression	15	53.6	13	46.4	28	100
Uncooperative	11	39.3	17	60.7	28	100
Truancy	19	67.8	9	32.2	28	100
Psychological						
Lack of concentration	25	89.3	3	10.7	28	100
Sleep in class	18	64.3	10	35.7	28	100
Cry when asked questions	26	92.8	2	7.2	28	100

N=28

The items from the teacher counselor were used to elicit information on orphans behaviour.

A majority of the pupils 26(92.8%) cry when asked questions.

A big percentage 22 (78.6%) felt isolated. From this information there is evidence that most of the orphans isolate themselves. This could be attributed to the status of the orphans. This is in line with Erickson's theory which asserts that unsuccessful psychosocial crisis stage develops a tendency towards a negative opposing force which becomes behaviour of isolation, aggression, anger, depression and low self esteem. This can also be confirmed

from table 9 which shows aggression 15 (53.6%), uncooperative 11(39.3%) and 17(60.7%) indicated truancy.

The table further indicates a high percentage lack concentration in class. Out of 28 respondents, 25(89.3%) agreed that most if the orphans do not concentrate in class. Two respondents did not respond to the item. This may be attributed to fear and a low self-esteem developed as one is trying to interact with the environment. Brophy (1993) asserts that if the developmental stage is positive, then the outcome is acquiring a sense of confidence, one may not express his/her feelings through communication.

In line with Maslow's hierarchy of needs, it indicates that a high self-esteem is established through social interaction. 26(92.8%) show that orphans cry when asked questions. This is in line with a research done by Raphael (1983) which showed that children who lose their parents during war time had difficulty answering questions and learning. He further said that they had a feeling of not being loved which resulted to crying when asked a question. From these results, the teacher counselors are able to identify some of the problems faced by orphaned pupils with an aim of addressing them in order for them to adjust to normality.

General appearance of the orphaned pupil

Although education perhaps holds the key to solving the problems of malnutrition, it is very important to realize that these problems are best solved by team-work by people in quite different jobs cooperating with one common aim in view. The preschool teacher should have a good understanding of nutrition and should use his/her abilities to spread the knowledge to parents/guardians.

Table 10: General appearance of the orphaned pupil

Appearance	Frequency	Percentage
Healthy	21	43.8
Unhealthy	27	56.2
Total	48	100

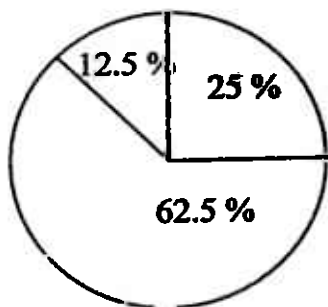
N=48

Table 10 indicates the general appearance of the orphaned pupil. The number of the healthy looking was 21(43.8%) while unhealthy was 27(56.3%). This may be attributed to the fact that the guardians of the orphans may not be providing foods with the adequate nutrients as many of them stay with the grandparents who may not be knowledgeable on nutrition issues. Others live with one parent who bears all the responsibility of bringing the pupil up hence resources may not be sufficient.

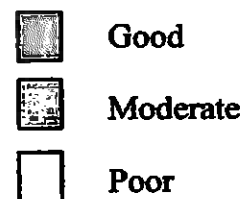
Relationship of the orphaned pupil with the teacher

Pre-school orphaned children and children who grow up to trust are more able to hope and have faith that things will generally be okay, mistrust increases a person's resistance to risk exposure and exploration. With these in mind, the study sought to find out the relationship between the preschool teacher counsellor with orphaned pupil.

Figure 3: Relationship of the orphaned pupil with the teacher counselor



Relationship of the orphaned pupil with the teacher counselor

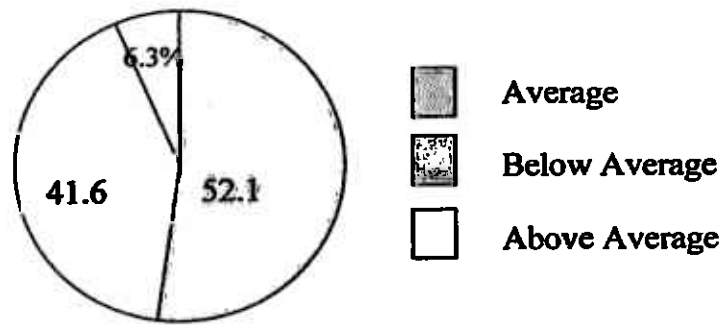


The above pie chart reveals that the relationship between the teacher counsellor was: good 12(25%) moderate 30(62.5%) while poor 6(12.5%). This could be attributed to the fact that most of the teacher counselors have teaching subjects. Children may fear approaching teacher counselors to share their problems. Tolbert (1959) observed that counselling is a personal face to face relationship between two people in which one person (client) is being helped to understand his/her potentials and limitations, more has been placed on emotional, social and psychological welfare of the children, pupils may not know the boundaries therefore may not be comfortable. This is in line with Kariuki (2002) who observed that more focus has been placed on academic results than on emotions which prevent pupils to talk about their feelings.

Orphaned pupils personal hygiene

Washing facilities water and soap at the school are essential in training preschool children to keep their persons and clothes clean. These are concrete examples to the children of the elementary equipment necessary for cleanliness and the prevention of disease. The study sought to find out orphaned pupils personal hygiene.

Figure 4: Orphaned pupils personal hygiene



The above pie chart reveals that orphaned pupils personal hygiene was: above average 3 (6.3%) average 25(52.1%) while below average was 20 (41.6%). Personal hygiene is of paramount importance because if not checked properly may lead to skin problems like scabies, body parasites which may cause irritations on the skin. This may lead to be pupils having to go to clinics regularly to seek for treatment thus not attend preschool.

4.4 Services provided by teacher counsellors

The primary role of guidance and counselling is to assist the orphaned pupils adjust in their day to day life and minimize their challenges.

Table 11: Services provided by the teacher counselors

Services	Percentage response				TOTAL	
	YES		NO		N	%
	Frequency	%	Frequency	%		
1. Group counselling	16	57.1	12	42.9	28	100
2. Individual counselling	12	42.9	16	57.1	28	100
3. School facilitated visits to orphans homes	16	57.1	12	42.9	28	100
4. Link with sponsors	26	92.9	2	7.1	28	100

N=28

Table 11 showed that out of 48 preschool orphans, 16(57.1%) had met the counselor as a group. 12 (42.9%) had not met the teacher counselor as a group.

The teacher counselor may not have found the need of bringing the orphans together if he/she has not been trained in this approach. Bandura (1969) argues that group counselling is ideal for social and emotional support for participants with common problems. Individual counselling 12 (42.9%) was also not preferred the fact that there is a greater assurance of confidentiality and the counselor may understand the pupil more by using both verbal and non-verbal communication skills.

On school facilitated visits to orphans homes 16 (57.1%) had been visited 12 (42.9%) had not been visited.

All orphans cannot be visited at the same time and that death of a parent does not occur at once for all the orphans. Euvrand (1992) recommend that if the parent dies while the pupil is in school, there is need to pay home visits and attend funeral to give emotional support to the orphaned pupils. Out of 48 pupils, 26(92.9%) were sponsored while 2(7.1%), were not sponsored from the teacher counsellor’s record of orphans. This is confirmed by Nyawasha (2008) who observed that many programmes of support to orphans have focused mostly on physical needs. This implies that guidance and counselling is not commonly used, most services offered to orphans is through visitors from outside.

4.5 Psychosocial adjustment of orphaned pupils

Orphans need specialized counseling to provide with emotional base for facing new realities in life. It also assists in maintaining healthy and effective interpersonal relationships, self understanding and self esteem. It was on this ground that the study sought to find out the feedback received by teacher counselors after offering guidance and counseling services.

Table 12: Feedback received by preschool teacher counselor after offering guidance and counselling services.

Counseling Issues	Frequency	Percentage Response		
		%	N	%
1. Feel better after counseling session	18	72	25	100
2. Feel discouraged and fearful	1	4	25	100
3. Need more time with you	4	16	25	100
4. Counseling after parents death (debriefing)	4	16	25	100

Table 12 indicates that 18(72%) preschool teacher counselors felt they helped the orphaned pupil. This contradicts the information given on table 8 that orphans 2 (7.1%) report to the preschool teacher counselor, 4 (16%) of teacher counselors said that orphaned pupils needed more time with them. This could be attributed to the fact that most of the teacher counselors have teaching subjects. Only 1 (4%) teacher counselor gave a feedback of the orphan feel discouraged and fearful after counselling.

According to Fieldman (1998), pupils are supposed or are encouraged to seek counselling anytime they feel they need help. They need to have some understanding of death so that they readily understand that death is a pattern of nature. This will make them accept death and adjust to their normality. Further 4 (16%) said that they had not debriefed orphaned pupil after parents death. This matches with the orphaned pupil relationship with the teacher counselor in figure 3 which is 20 (41.1%) which is below average.

4.6 Service providers qualification

The objective sought to investigate the level of training in guidance and counseling of teacher counselors. The information was got from teacher counsellors' and headteachers questionnaires. It was based on the fact that guidance and counselling is handled by qualified professionals who are able to identify need of training of the teacher counselors.

Table 13: The level of training of teacher counselors

Qualifications	Teacher counsellor	Percentage Responses
	Frequency	%
Key resource teacher Certificate	13	46.4
Diploma	7	25
Higher Diploma	2	7.1
Bachelors	2	7.1
Masters	-	0
No response	4	14.3

N=28

From Table 13 majority of teacher counselors 13 (46.4%) were key resource teachers. Diploma 7(25%), degree 2(7.1%), Higher Diploma 2 (7.1%)

Masters 0% and 4 did not respond. Some teachers even said that they just did counselling as just a unit in their course. The results show inadequate level of professional qualifications in guidance and counselling. The study further sought out other courses relevant in handling orphaned pupils.

Table 14 shows other areas of training. This information was elicited from teacher counselors questionnaire.

Other courses attended in counselling by preschool teacher counselors.

The training of Key Resource Teachers was introduced to all primary schools in Kenya as school based teacher development training model in the years (2002). The training was to enable those trained to establish guidance and counselling panels to handle psychosocial challenges in primary schools including HIV & AIDS (MOE, 2004).

Table 14: Other courses attended in counselling by preschool teacher counselors.

Training	Percentage Reponses	
	Frequency	Percentage
Trauma counselors certificate	6	21.4
Loss and grief counselling	8	28.6
Attending seminars and workshops	14	50

N=28

Table 14 indicates that 6 (21.4%) attended course on trauma counselling certificate, 8 (28.6%) loss and grief counselling while 14 (50%) attended seminars and workshops. The findings suggest that the relevant courses attended by the teacher counsellor were not adequate to handle complicated issues and be in apposition to refer where necessary.

Wango (2007) observed that there is need for teacher counsellors to attend relevant seminars, conferences and workshop, undertake specific courses, read books and journals throughout their professional performance period to sharpen counselling skills and enhance knowledge of contemporary issues like ethnic clashes which were experienced in Kenya since 1992.

4.7 Challenges in offering guidance and counselling services

The objective sought to find out the challenges facing teacher counselors in offering guidance and counselling services. Teacher Advisory Centres in the educational zones and head teachers are supposed to assist for the programme to run easily. In social systems like schools, the teacher counselors and headteachers have the duty to implement and monitor the progress of the programme. The following were the responses given.

Table 15: Challenges faced by the teacher counsellors

Challenges	Percentage Response			
	Frequency	%	Frequency	%
	YES		NO	
1. Lack of facilities (counselling rooms)	16	80	4	20
2. Inadequate trained counselors	11	57.9	8	42.1
3. Lack of financial support	18	81.8	4	18.2
4. Inadequate time for guidance and counselling	14	63.6	8	36.4
5. Uncooperative pupils	9	47.4	10	52.6
6. Lack of administrative support	12	57.1	9	42.9

N=28

The results from table 15 show that there is lack of financial support 18 (81.8%) in the preschools. This may hinder assistance given to the orphaned pupils. 16(80%) indicates lack of facilities that is counselling rooms in the preschools. Teacher counselors felt counselling rooms were important for confidentiality. Without enough financial support, buying materials like toys which are essential when pupils are being guided and counseled so that they express their

feelings through them, invite other professionals for referral among other things may not auger well. Results indicate that time for guidance and counselling is inadequate, 14(63.6%). This may be attributed to the fact that all the hours pupils are in preschool are timetabled, no allocation of specific time to carry out guidance and counselling. The teacher is now left with the option of creating his/her own time for counselling (MOEST, 2002). This is in line with Wango (2007) who made the same observations. There were inadequate trained teacher counselors 11(57.9%) for carrying out guidance and counselling services.

Challenges faced by the Head teachers

Headteachers indicated various challenges they face when handling issues related counselling in their schools. This is because they are first counselling in the preschools when need arises internally and also from external sources.

Table 16: Challenges faced by the Head teachers

Challenges	Percentage Responses					
	YES	%	NO	%	N	%
	Frequency		Frequency			
1. Lack of facilities (counselling rooms)	17	63.3	10	36.7	27	100
2. Inadequate trained counselors	15	55.6	12	44.4	27	100
3. Inadequate time for guiding and counselling	20	74.1	7	25.9	27	100
4. Lack of financial support	21	77.8	6	22.2	27	100
5. Do teacher take more time in counselling	9	33.3	18	66.7	27	100

N=27

From table 16 the Headteachers questionnaire, lack of facilities indicated 17(63%) lack of financial support 21(77.8%), inadequate time for counselling 20(74.1%), while 18 (66.7%) said that preschool teacher counselors do not take more time when counselling. The variation in the percentage could be attributed to the fact that the teacher counselors are the ones with the orphaned pupils most of the time and they are aware of their needs.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings based on the research objectives, conclusions from the findings and recommendation derived from the conclusions. It also provides suggestions for further research.

5.2 Summary of Major Findings

The main purpose of this study was to find out the role of guidance and counseling in addressing psychosocial needs of orphaned pupils in public schools in Nakuru Municipality. The findings were:

- (i) Most of the orphaned preschool pupils had not been debriefed.
- (ii) Majority of the orphaned pupils had not interacted well socially.
- (iii) Results also indicated that the orphaned pupils do not concentrate in class, cry when asked questions and many are not attentive. There is little psychosocial adjustment.
- (iv) There is lack of facilities and financial support for guidance and counselling.

5.3 Conclusions

Based on the major findings, the study made the following conclusions:

- (i) Orphaned preschool children had psychosocial problems which needed attention to enable them to adjust.
- (ii) Majority of preschool teacher counselors were not professionally qualified to handle complex issues faced by the orphaned pupils.
- (iii) Lack of resources in the preschool leads to inadequate psychosocial adjustment.

5.4 Recommendations

The study made the following recommendations in view of the above conclusions:

- (i) Guidance and counseling teachers should regularly go for in-service courses or further training so that they are able to handle the orphaned pupils with psychosocial problems.
- (ii) Government should extend the policy of free primary education to cater for preschool education so that the necessary facilities and other resources are made available.
- (iii) There is need to motivate the preschool counselors so that their extra duties and commitments are undertaken with the seriousness they deserve.

5.5 Suggestions for further Research

The study suggests the following areas for further research.

- (i) There is need for further research on how psychosocial messages can be infused and integrated into the Early Childhood Education curriculum both at the teachers colleges training and in the preschool syllabus.
- (ii) A study should be done to compare gender differences in psychosocial adjustments.
- (iii) A research on role of guidance and counselling should be carried out in the rural public preschool set up.

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APPENDIX A

OBSERVATION SCHEDULE FOR ORPHANED PUPIL

Instructions

Please put a tick against the choice that you feel is most appropriate.

Background information

1. Name of the preschool.....

2. Age in years.....

3. Gender Male Female

4. Which parent did you lose?

Mother

Father

Mother and father

Psychosocial information

5. Who stays with you?

Relatives Brother or Sister Well wishers Grandparents Father

Mother

6. General appearance of the orphaned pupil

Healthy Unhealthy

6. Interaction with peers Good Moderate Cool

7. How does the pupil relate with the teacher counsellor?

Good Moderate Poor

8. Confidence when answering questions in class Above average Average

Below average

9. Control of emotions Aggressive Composed Outbursts

10. How is the orphaned pupil's personal hygiene?

Above average Average Below average

11. Concentration in the classroom Low High Moderate Poor

APPENDIX B

PRE-SCHOOL TEACHER COUNSELLOR QUESTIONNAIRE

SECTION I: Background Information

1. Age (in complete) 24-30 31-37 38-44 45 and above

2. Sex Male Female

3. State then highest level of professional training in guidance and counseling

Key Resource Teacher (KRT) (Certificate) course.

Diploma certificate

Higher diploma certificate

Degree

Masters

Any other (specify).....

Section II: Orphans in preschool

1. Who identifies orphans in your pre-school?

a) The orphaned pupils report to the teacher counselors

b) The orphans report to class teacher

c) Other pupils inform the teacher counselor

d) Guardian/caretaker of the pupil report to the teacher counselor

e) We always investigate any suspect behavior from the pupils

f) Others

(specify).....

2. The common social problems I have noted among orphaned pupils in my school are

	Yes	No
a) They isolate themselves	<input type="checkbox"/>	<input type="checkbox"/>
b) They are aggressive	<input type="checkbox"/>	<input type="checkbox"/>

- c) They don't co-operate
- D) Truancy
- e) Any other specify.....

3. The common psychological problems I have noted among orphaned pupils in my school are

- | | Yes | No |
|--|--------------------------|--------------------------|
| a) Lack of concentration in class | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Sleep in class | <input type="checkbox"/> | <input type="checkbox"/> |
| c) They sometimes cry when asked questions | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Any other (specify)..... | | |

4. Given the above problems, what kind of assistance do you as the teacher offering guidance and counseling services in the school provide to such pupils?

- | | Yes | No |
|--|--------------------------|--------------------------|
| A) Organize group guidance and counseling | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Organize one-on -one counseling for orphans | <input type="checkbox"/> | <input type="checkbox"/> |

5. What kind of assistance does the school administrations give to the orphaned pupils?

- a) Give the affected pupils some time off to attend funeral.
- b) Facilitate the school visiting of the bereaved home and pupils.
- c) Organize a sponsor to come and talk to them
- d) None of the above
- e) Any other specify.....

6. What kind of assistance do other pupils give to orphaned pupils?

- a) Give them financial support
- B) Attend funeral ceremonies
- c) None of the above
- d) Any other specify.....

Section III Guidance and Counseling Services

1. Does your pre-school offer any formal guidance services?

Yes No

2. How many seminars/workshops in guidance and counseling have you attended in the last two years? One Two More than two none

3. How many years have you served this school as a teacher counselor.

0-1 2-4 5-7 8 and above

4. Do orphaned pupils seek for guidance and counseling? Yes No

5. Do pupils feel comfortable sharing with you yes No

6. What specific aspect of psychological and social counseling have you trained in?

	Yes	No
a)Trauma counseling	<input type="checkbox"/>	<input type="checkbox"/>
b) Loss and grief counseling	<input type="checkbox"/>	<input type="checkbox"/>
c) None of the above	<input type="checkbox"/>	<input type="checkbox"/>
d) Any other (specify).....		

7. Do you have guidance and counseling program for orphans in your pre-school?

Yes No

8. Do you organize for group counseling after the death of the pupil's parent?

Yes No

9. Do you offer individual counseling?

Yes No

10. What kind of feedback do you receive?

I feel better after having session with you

I feel discouraged and fearful after talking to you

In still need more time with you

Any other

(specify).....

Section IV: Challenges in Offering Guidance and Counseling Services

1. Given the role of guidance and counseling services you are expected to play in assisting orphaned pupils there are some challenges that you might be experiencing. Tick against the list of challenges below the ones you are experiencing.

	Yes	No
i) Lack of administrative support	<input type="checkbox"/>	<input type="checkbox"/>
ii) Facilities (counseling rooms)	<input type="checkbox"/>	<input type="checkbox"/>
iii) Personnel (Other counselors)	<input type="checkbox"/>	<input type="checkbox"/>
iv) Financial support (From within or outside)	<input type="checkbox"/>	<input type="checkbox"/>
v) Time (Adequate)	<input type="checkbox"/>	<input type="checkbox"/>
vi) Uncooperative orphaned pupils	<input type="checkbox"/>	<input type="checkbox"/>
vii) Any other specify.....		

2. Suggest ways in which guidance and counseling services can be improved or be made efficient and affective orphans in your preschool.....

.....
.....

APPENDIX C

HEAD TEACHER'S QUESTIONNAIRE

Section I: Background Information

Please tick the most appropriate

1. Name of the pre-school.....

2. Age 24-30 31-37 38-44 44and above

3. Sex Male Female

4. What are common social problems have you noted among orphaned pupils in your school?

	Yes	No
They isolate themselves	<input type="checkbox"/>	<input type="checkbox"/>
They are aggressive	<input type="checkbox"/>	<input type="checkbox"/>
They don't co-operate	<input type="checkbox"/>	<input type="checkbox"/>
They always come late to school	<input type="checkbox"/>	<input type="checkbox"/>

Any other specify.....

5. How does the teacher offering guidance and counseling services in this school assist orphaned pupils?

	Yes	No
Talk to them individually immediately after funeral of their parents	<input type="checkbox"/>	<input type="checkbox"/>
Use group counseling	<input type="checkbox"/>	<input type="checkbox"/>
Continuous guidance and counseling programme	<input type="checkbox"/>	<input type="checkbox"/>

Any other (specify).....

6. What is the highest level of training in guidance and counseling in the school teacher counselor?

- Key resource teacher (KRT)
- Diploma certificate
- Degree
- Masters
- None of the above

7. What challenges does the guidance and counseling face in providing this kind of service?

	Yes	No
Is there time allocated for guidance and counseling in your time table?	<input type="checkbox"/>	<input type="checkbox"/>
Do teacher counselors take more time in counseling?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have enough room for counseling?	<input type="checkbox"/>	<input type="checkbox"/>

Any other (specify).....

8. Being the head of the school, please tick against the list of challenges below some of the challenges that you face in maintaining guidance and counseling programme in school.

- i) Facilities (counseling rooms)
- ii) Personal (Counselors)
- iii) Financial support (By the government)
- IV) Time (Adequate)
- v) Uncooperative orphaned pupils

Any other (Specify)

.....

9. Suggest ways in which guidance and counseling services can be improved and be made effective to assist orphaned pupils in your school.

.....

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Our Ref: MN/21/74/MAY/NB

19th January 2011

**All Headteachers
Public Primary Schools
NAKURU MUNICIPALITY**

RE: RESEARCH AUTHORIZATION - JECINTA WANJIRU MAINA

The bearer of this letter who is undertaking masters in Education Early Childhood has been authorized to carry out research on psychosocial needs of orphaned pupils in public schools for the period 20th January 2011 to 15th February 2011 in Nakuru Municipality.

Kindly accord her the necessary assistance to facilitate the successful conduct of her research.


**MILLCENT A. YUGI
MUNICIPAL EDUCATION OFFICER
NAKURU MUNICIPALITY.**