RELATIONSHIP BETWEEN LOCUS OF CONTROL ORIENTATION AND SCHOOL ADJUSTMENT OF VULNERABLE ORPHANED PUPILS IN KISUMU CENTRAL SUB COUNTY, KENYA

Linah Anyango Ochieng'

A thesis submitted in partial fulfilment for the requirements of the award of the Degree of Master in Education Psychology of Masinde Muliro University of Science and Technology

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DECLARATION

This thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

Signature……

Linah Anyango Ochieng' Date…….

EPY/G/05/2015

CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a thesis entitled "**Relationship between Locus of Control Orientation and School Adjustment of Vulnerable Orphaned Pupils in Kisumu Central Sub County, Kenya**".

Signature ……

Dr. Sichari Manson Date…….

Department of Educational Psychology,

Masinde Muliro University of Science and Technology.

Signature …….

Dr. Ogutu Joel Date……..…

Department of Educational Psychology,

Masinde Muliro University of Science and Technology.

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DEDICATION

This piece of work is dedicated to my daughter, Nyaler J., for pragmatically enriching this study by her very nature.

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First and foremost, I appreciate the Lord God Almighty for favour, grace and strength He gave throughout the study and preparation of this document.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
FGD	Focused Group Discussion
GAC	Guidance and Counselling
GPA	Grade Point Average
HIV	Human Immunodeficiency Virus
IATTE	Inter Agency Task Team on Education
MOEST	Ministry of Education Science and Technology
N-SLOC	Modified form of Nowicki-Strickland Locus of Control Scale for Children
OVC	Vulnerable Orphaned Children
OVP	Vulnerable Orphaned Pupils
TRSSA	Modified form of Teacher Rating Scale of School Adjustment
UNAIDS	Joint United Nations Programme in HIV and AIDS
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

ABSTRACT

Several pupils in Kisumu Central Sub County aged between 10 and 12 years who are orphaned and vulnerable are either not in school, have dropped out of school, or are at lower class levels compared to most of their age-mates. Information from Kisumu Central Children's Office further indicate that orphaned pupils living in orphanages in the Sub County are doing poorly in school, suffer low self- esteem and tend to be psychologically disturbed. This study investigated the relationship between locus of control orientation and school adjustment of OVP in primary schools in Kisumu Central Sub County, Kenya. Specific objectives of this study were to: establish the relationship between external locus of control orientation and school adjustment of OVP in primary schools in Kisumu Central Sub County, Kenya; determine the relationship between internal locus of control orientation and school adjustment; examine gender differences in locus of control orientation and school adjustment; and investigate intervention strategies for locus of control orientation and school adjustment problems of OVP. The study was informed by Benard Weiner's attribution theory. It adopted a convergent parallel mixed methods design. Snowball, purposive, and simple random sampling techniques were used to select 295 participants. Data was collected using a modified form of Nowicki-Strickland Locus of Control Scale for Children, a modified form of Teacher Rating Scale of School Adjustment, questionnaires and focus group discussions. Analysis of quantitative data involved descriptive and inferential statistics done with the aid of SPSS version 25 at .05 level of statistical significance and 95% confidence level. Analysis of qualitative data followed deductive framework approach. Results from quantitative study showed a statistically significant negative relationship between external locus orientation and school adjustment, no statistically significant relationship between internal locus of control orientation and school adjustment, and no statistically significant gender differences in locus of control orientation and school adjustment of OVP in primary schools in Kisumu Central Sub County. Findings from qualitative study revealed that school counselling failed to help OVP resolve parental death and school adjustment problems, that teacher-OVP relationship was low in emotional support, and that a small number of OVP living in orphanages got adequate care while majority living with relatives got inadequate care. Researcher recommended that school counselling aims at minimizing tendency towards external locus of control among OVP, teachers to make school environment more comfortable to OVP by being sensitive and approachable, caregivers to step up quality and quantity of care to minimize distress among OVP under their care, and that Ministry of Education Science and Technology sponsors school counsellors to ensure that only individuals who meet minimum professional requirements offer counselling services to learners in primary schools.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter covers background of the study, statement of the problem, purpose of the study, objectives of the study, research hypotheses, research question, significance, assumptions, scope and limitations of the study, theoretical and conceptual frameworks and operational definition of terms.

1.2 Background of the Study

The Government of Kenya, in line with articles 28 (a) and 29 (a) of the United Nations (UN) Convention on the Rights of the Child, is dedicated to providing compulsory quality basic education for all children and to increase enrolment and completion rates for the most vulnerable pupils since education a major means to attaining social development (The United Nations, 1989; The Constitution of Kenya 2010; Ministry of Education Science and Technology (MOEST), 2015). However, early death of parent(s) often expose children to stress, emotional problems and psychological trauma which interfere with their efficient adjustment in the school environment (Magampa, 2014). Consequently, for pupils who are orphaned and vulnerable (OVP) to start the journey towards improvement of their wellbeing or to reach their full potential in future, there is need to find effective ways of helping them deal with the adjustment problems they face in the school environment.

Toheed (2012) maintains that adjustment to school is influenced by diverse individual and household features together with social trends. The present research studied personal characteristics of external and internal locus of control orientation in relation

to school adjustment of OVP aged 10 to 12 years who were being supported by various organizations or individuals other than their biological parents. Children this age are in their formative stage according to Erik Erikson's psychosocial stage of industry versus inferiority (Berk, 2013). According to Erikson, each stage presents conflicts which are resolved in continuum in a social context from positive to negative (Berk, 2013). Healthy resolution of the developmental tasks of each stage results in acquisition of adaptive personality while unhealthy negotiation of a stage results in development of dysfunctional personality.

This suggests that OVP who manage to negotiate this stage appropriately because of favourable experiences at home, school, or with peers also learn to work and cooperate with others. This makes them experience a confident sense of self which is associated with internal locus of control orientation, interpersonal competence (industry) and positive school adjustment (Myers & Dewall, 2015). On the other hand, OVP who fail to negotiate this stage appropriately due to negative experiences at home, school, or with peers tend to develop a negative view of their selves which is associated with external locus of control orientation, social incompetence (inferiority) and poor school adjustment. It was therefore important to ascertain the connection between personal characteristics of external internal locus of control orientation and school adjustment of OVP aged 10 to 12 years so that any malfunctioning in them caused by parental death is corrected early enough to still allow them adapt and succeed in life.

The term adjustment denotes a psychological process by which a person tries to resolve tension, pressure and struggles they are experiencing in attempt to maintain a congruous relationship with their environment (Opara & Onyekuru, 2013). Positive school adjustment can be realized when there is a match between OVPs competences

to deal with their stressors while at the same time meeting their needs and the demands placed on them by the school environment.

School adjustment is understood and has been studied differently according to varied authors. Ahmed (2017) defined it as the extent to which pupils are at ease, involved and effective in the school environment. It is further viewed as a broad construct which also includes academic achievement, school satisfaction and pro social behaviour (Winga, Agak & Ayere, 2011). Thus, a well-adjusted student values what he or she learns at school and is positively involved in classroom activities, while inadequate school adjustment is characterized by poor academic performance, indiscipline, conflicting educational aspirations and at its worst, students dropping out of school (Chirtes, 2010; Winga *et al*.,2011).

A study by Jaureguizar, Beraras, Soroa, Sarasa & Garaigorbil in agreement postulates that school adjustment is shown by the degree to which pupils are attracted, occupied and effectual at school, while school maladjustment on the other hand is indicated by learners largely feeling psychologically uneasy at school (Jaureguizar *et al*., 2015). Additionally, school adjustment takes into account academic achievement, personal growth as well as accomplishment outside the classroom, and is emphasized through analysing pupil's school efficiency, progress, success, ability to create relationships with the teachers and other pupils, and to internalize school rules and accepted social values (Adeusi, Adekeye & Babalola, 2015; Bhakta, 2016; Emilia, 2016).

The idea of school adjustment in this study was based on Betts and Rotenberg's notion. However, they only came up with a short scale for measuring school adjustment but did not actually measure participants' level of adjustment to school (Betts & Rotenberg, 2007). This study therefore measured school adjustment of OVP in the

school environment as indicated by on-task classroom involvement, social competence and positive orientation.

The idea of locus of control was put forward by Julian Rotter in 1954 to help explain people's traits and behaviours (Health Psychology, 2012; Choudhury & Borooah, 2017). Locus of control can be described as the prevalent attitude, conviction, or expectation concerning the kind of causal connection existing between an individual's own actions and their effects (Cobb-Clark, 2014). Locus of control therefore denotes extent to which people see an internal or external control of events in their lives. Individuals who perceive control of their life events as lying within them are described as demonstrating internal locus of control while those who perceive events in their lives as being influenced by forces external to them are described as demonstrating external locus of control.

Locus of control is therefore a two-dimensional notion which occurs in continuum with external dimension on one extreme end and internal dimension on the other (Suarez-Alvarez, Pedrosa, Garcia-Cueto & Muniz, 2016). Persons demonstrating internal location of control acknowledge that responsibility to get rewards they seek result from their own actions or is ultimately determined by factors within them for instance their hard work, decision-making skills, effort and persuasion (Hill, 2016; Mearns, 2018). On another hand those who exhibit outward location of control maintain that consequences of their behaviours depend on luck, fate, coincidence, other people, task difficulty, or chance (Rinn & Boazman, 2014; Hill, 2016; Suarez-Alvarez *et al*, 2016; Oguz, & Saricam, 2016; Choudhury & Borooah, 2017).

This study used the term locus of control orientation to refer to OVP's inclination to view outcome of their life events as being determined by forces that are either internal

or external to them. Thus, taking into account the continuum nature of locus of control, this study viewed internal locus of control orientation as being indicated by belief in effort and sense of responsibility, and external locus of control orientation by belief in fate and luck.

According to Adoption.org (2020), statistics from United Nations Children's Fund (UNICEF) indicate existence of about 153 million orphans worldwide. According to Karayel (2019) statistics from the United Nations show that the number of orphans continues to increase due to prevalence of such events as wars, natural disasters, plagues, social chaos, economic problems and criminal activities. Thus, according to Adoption.org (2020), additional 5700 children become orphaned everyday globally. Africa has the highest number of orphans with 56 million residing in sub Saharan Africa, out of which 27.9 million live in East and South Africa (Kavak, 2014). Uganda has 2.7 million orphans (Karayel, 2019; UNICEF, 2019). On the other hand, according to Lee, Muriithi, Gilbert-Nanda, Kim, Schmitz, Odek, Mokaya and Galbraith, there are 3.6 million vulnerable orphaned children (OVC) in Kenya below age of 18 (Lee *et al*., 2014). One third of Kenya's orphans are aged between 10 and 14 years ((Lee *et al*., 2014). Nyanza region has 27.4 % of Kenya's orphans, with 28.2 % of single and 42 % of all double orphans residing therein (Lee *et al*., 2014).

Nyanza region is in Western Kenya. Kisumu County is one of the seven counties in the region. The report of a survey done in 2013 by Kenya National Bureau of Statistics (KNBS) in conjunction with UNICEF indicate that 20 % of children below age of 18 in Kisumu County had lost one or both parents due to death, and that seven per cent of children aged 10-14 years had lost both parents (KNBS & UNICEF, 2013). In addition, MOEST (2014) put the number of OVP in primary schools in Kisumu County at

67008. Out of these, 12831 were found in primary schools in urban and semi-urban areas of the County. Although Kisumu County Children's Department (KCCD) did not have data on the specific number of OVP in primary schools in the County or in Kisumu Central Sub County, it had 13206 households with OVC which were benefitting from its cash transfer programme. This included 1027 families residing within Kisumu Central Sub County (KCCD, 2020). These statistics point to the fact there were many OVP in primary schools in Kisumu Central Sub County, Kenya.

Studies have shown that orphaned students perform poorly in school (Oyedele, Chikwature & Manyange, 2016). A report by Kiambi and Mugambi revealed that survival rate of OVP in Kenya through primary school was less than 40%, while those making it from primary school to completion of university education was less than 2 % (Kiambi & Mugambi, 2017). This shows that parental death is a major stressor which then hampers OVP from effectively coping in the school environment. However, most studies which exist on school adjustment have focused on mainstream learners and not special populations particularly OVP, for instance, (Winga, *et al*, 2011; Louis & Emerson, 2012; Paramanik, Saha & Mondal, 2014; Kiuru, Laursen, Aunola, Xiao, Lerkkanen, Leskinen, Tolvanen & Nurmi, 2016; Bundotich, Kisilu, & Too, 2016; Fernadez, Araujo, Vacas, Almeidal, & Gonzatez, 2017; Winga *et al*., 2017).

Similarly, studies which have explored locus of control orientation have focused on locus of control and: academic self-efficacy, educational achievement, commitment, engagement, academic achievement, maltreatment in children and adolescents, academic functioning, discipline referrals, and academic attitudes (Ogunmakin & Akomolafe, 2013; Sarwar & Ashrafi, 2014; Abid, Kanwal, Nasir, Iqbal & Huda, 2016;

Roazzi *et al*., 2016; Hill, 2016; Atibuni *et al.*, 2017). This shows that previous studies have given little attention to learners' personal characteristics of external internal locus of control orientation which may be a key determinant in pupils' adaptation to school.

As much as it is important to take into consideration that age, type of school where a child learns and support system of the pupil may downplay the relationship between locus of control orientation and school adjustment of the OVP, this study focused on OVP's external internal locus of control orientation and how it correlated with their adjustment to school to help formulate effective intervention strategies for the same.

1.3 Statement of the Problem

There are several orphaned children between the age of 10 and 12 years who are not in school or who have dropped out of school contrary to articles 3 and 7 of Children Act Chapter 141 (2012). There is also quite a number of 10 year old OVPs in pre-primary education, and many other 10 to 12 year olds in Grade 1, compared to some 12 year olds in Class 7 (Hope for Victoria Children (HOVIC), 2020). Furthermore, information obtained from Kisumu Central Sub County Children's Office in 2018 showed that most orphans receiving care and protection in various children's homes and orphanages in the Sub County are doing poorly in school, suffer low self-esteem and tend to be psychologically disturbed. A study by Owaa, Aloka and Raburu carried out in the Sub County further revealed that emotional progression factors affect adjustment of orphaned secondary school students to loss and grief (Owaaet *et al*., 2015). A counselling institute in Kisumu Central Sub County equally traced more than 60 % of cases of absenteeism they handled to orphans (Owaa *et al*., 2015). This scenario indicates that most OVP in schools in Kisumu Central Sub County are hindered from efficient adaptation in the school environment due to stress, psychological trauma, deprivation of parental love and emotional nurturing, negative

emotional progression factors, frustrations and stigma. They therefore risk not being able to learn effectively or may not be able to complete the basic phase of education. This means that they are under threat of remaining vulnerable even in their adulthood if nothing is done to help them deal with the school adjustment problems that arise from parental death. However, little is known about OVP's personal characteristic of external internal locus of control orientation and how it relates with school adjustment so that appropriate interventions are devised to alleviate the problems which hinder OVP from learning effectively. The present study investigated the relationship between external internal locus of control orientation and school adjustment of OVP in primary schools in Kisumu Central Sub County, Kenya, and explored possible intervention strategies for the same.

1.4 Purpose of the Study

The purpose of this mixed methods study was to examine the relationship between external internal locus of control orientation and school adjustment of vulnerable orphaned pupils. It also assessed gender differences and intervention strategies for locus of control orientation and school adjustment of OVP. The study adopted a convergent parallel mixed methods design in which quantitative data and qualitative data were collected in parallel, analysed separately, and then findings merged. It was done in Kisumu Central Sub County, Kenya. Both quantitative and qualitative data was collected so that the study creates a more complete understanding of the research problem hence filling the gaps.

1.5 Objectives of the Study

The specific objectives of the study were to:

1. Establish the relationship between external locus of control orientation and school adjustment of vulnerable orphaned pupils in Kisumu Central Sub County, Kenya.
2. Determine the relationship between internal locus of control orientation and school adjustment of vulnerable orphaned pupils.
3. Examine gender differences in locus of control orientation and school adjustment of OVP.
4. Investigate intervention strategies for locus of control orientation and school adjustment of OVP.

1.6 Hypotheses of the Study

This study was guided by the following null hypotheses:

H_{01} There is no significant relationship between external locus of control orientation and school adjustment of OVP in primary schools in Kisumu Central Sub County, Kenya.

H_{02} There is no significant relationship between internal locus of control orientation and school adjustment of OVP.

H_{03} There is no significant gender differences in locus of control orientation and school adjustment of OVP.

1.7 Research Question

What intervention strategies are being put in place to address locus of control orientation and school adjustment problems of OVP in primary schools in Kisumu Central Sub County, Kenya?

1.8 Assumptions of the Study

The researcher assumed that unresolved negative emotions which accompany or emerge from death of parent(s) of young children reinforce perception of loss of control over events in the life of pupils thus limited OVP's intrinsic capacity to adapt both to the death and in the school environment.

It was also assumed that the OVP, managers of orphanages, class teachers, and the teachers in charge of guidance and counselling (GAC) responded to items in the data collection instruments in an honest way.

1.9 Scope of the Study

The study was conducted in Kisumu Central Sub County, Kenya. Participants included primary school pupils aged 10 to 12 years who were orphaned and were receiving care and protection from organizations or individuals other than their biological parent. Other participants included class teachers, teachers in charge of GAC and managers of orphanages. The study was confined to relationship between external and internal locus of control orientation and school adjustment of OVP in primary schools in Kisumu Central Sub County, Kenya. It further examined gender differences in locus of control orientation and school adjustment of OVP, and intervention strategies for locus of control orientation and school adjustment problems OVP face in the school environment.

1.10 Limitations of the Study

Due to sensitivity surrounding issues to do with vulnerable orphans, who happened to be the most important respondents in this study, it proved difficult to access OVP in formal education. Nevertheless, the researcher used snowball sampling technique to identify schools where pupils who were orphaned and were supported by different organizations learnt. The researcher also obtained all necessary authorizations and

consents (see appendices 8 to 20) and explained that the study was purely for academic purposes.

Teacher Rating Scale of School Adjustment which generated data on OVP's adjustment behaviour in the classroom situation was responded to by class teachers and not OVP themselves. However, items in that instrument were carefully selected and resultant data counterchecked by responses to the focus group discussion tool hence this did not substantially affect the data.

1.11 Significance of the Study

The study generated new knowledge on relationship between external internal locus of control orientation and school adjustment of OVP in primary schools in Kisumu Central Sub County, Kenya. The findings further pointed out why intervention strategies already in place have failed to alleviate locus of control orientation and school adjustment problems of OVP. If teachers, caregivers and MOEST take positive steps to rectify ways of implementing these mitigation measures, then OVP would benefit from school counselling, teachers would make school environment comfortable for OVP and caregiving would minimize distress of OVP hence ensuring better school adjustment for OVP. Finally, findings of this study should help MOEST formulate policies which are clear on professional qualifications and job descriptions of school counsellors if school counselling is to be relied on to help distressed OVP achieve psychological wellbeing necessary for developing a healthy locus of control orientation and adequate school adjustment.

1.12 Justification of the Study

The Government of Kenya is committed to providing quality basic education which is free and compulsory to all children, and to increase enrolment and completion rates

for the most vulnerable pupils by means of various policy and management initiatives (Article 53 (1b) of the Constitution of Kenya, 2010; Article 7 (1 & 2) of the Children Act Chapter 141, 2012; Article 47 (1) of Education Act, 2015; Articles 32(i), 33(i) and 288 of NESP, 2015). However, OVP continue to face many challenges such as child labour, absence of teacher-support, sadness, depression, anger and deficiency in basic needs which not only interfere with their adjustment to school but also threaten their retention (Mwoma & Pillay, 2016; Majanga, Mukonyi & Vundi, 2018; Mutiso, 2018). This study explored how external and internal locus of control orientation correlated with school adjustment of OVP in primary schools in Kisumu Central Sub County, Kenya. It examined intervention strategies that if implemented in the right way should ensure that teachers, caregivers and MOEST respond to the needs of OVP in ways that help them develop resilience necessary for adequate school adjustment. This should enable pull through their education and become self-reliant in future.

1.13 Theoretical Framework

This study was informed by Benard Weiner's attribution theory (Weiner, 1986). Attribution theory illuminates causal inferences people make to explain their success or failure. Weiner (1986) recognised three scopes of attribution namely: locus of causality, stability and controllability. Locus of causality refers to the location of factors an individual believes to control events in their lives whether internal or external to them. For instance if causality is based on ability, effort, mood, personality or physical health then they are internal. On the other hand, causes based on task difficulty, luck or help from others are external (Weiner, 1986). Stability refers to whether the situation is likely to change or remain unchanged over a period of time, while controllability has to do with the degree to which a causal attribute is within a person's control so that they can intentionally choose to alter it, or if it is relatively

uncontrollable. These three dimensions of attributions have different emotional and motivational implications (Tuckman & Monetti, 2011).

Causes of behaviour are not observable therefore can only be decided by inference (Weiner, 1986). Thus, OVP grappling with school adjustment issues may need to establish cause to which they attribute their miseries: Vulnerable orphaned pupils who think that they have the ability but have not just put enough effort to deal with their bereavement and the ensuing negative emotions might be demonstrating internal locus of control orientation. Acknowledging their ability to cope if they can just put enough effort suggests that they also perceive their situation as unstable and controllable since it depends on the amount of effort they are putting which they can also intentionally vary to deal with their problems. This category of OVP is likely to deal with and overcome school adjustment problems and experience school success.

On the flip side, OVP who view the death of their parents as bad luck and think that their suffering is caused by difficulty of the task of trying to live without biological parent(s) could be demonstrating external locus of control orientation. Such pupils further equate the negative emotions they experience to failure by other people to help them. Attributing their misery to bad luck, difficulty of the task of living without biological parent(s) and failure by other people to help them make them feel powerless in the face of their problems. They therefore feel trapped and resign to fate. Consequently they continue to experience failure in the school environment.

Prevalence of school adjustment problems among OVP in primary schools in Kisumu Central Sub County may suggest that most of them experienced death of their parent(s) as bad luck and something they are not able to adapt to, and accompanying negative emotions as failure by other people to help them (Owaa *et al.*, 2015; HOVIC, 2020).

This study sought to establish whether this was an indication of prevalence of external locus of control orientation among the OVP which then made them perceive their situation as not likely to change and is out of their control. This would make them feel trapped and helpless. Subsequently, they correspondingly resigned to fate and avoided taking responsibility for their negative outcomes, ultimately experiencing consistent deterioration in on-task classroom involvement, interpersonal relationships in the school environment and enthusiasm with which they approached school tasks and teachers.

1.14 Conceptual Framework

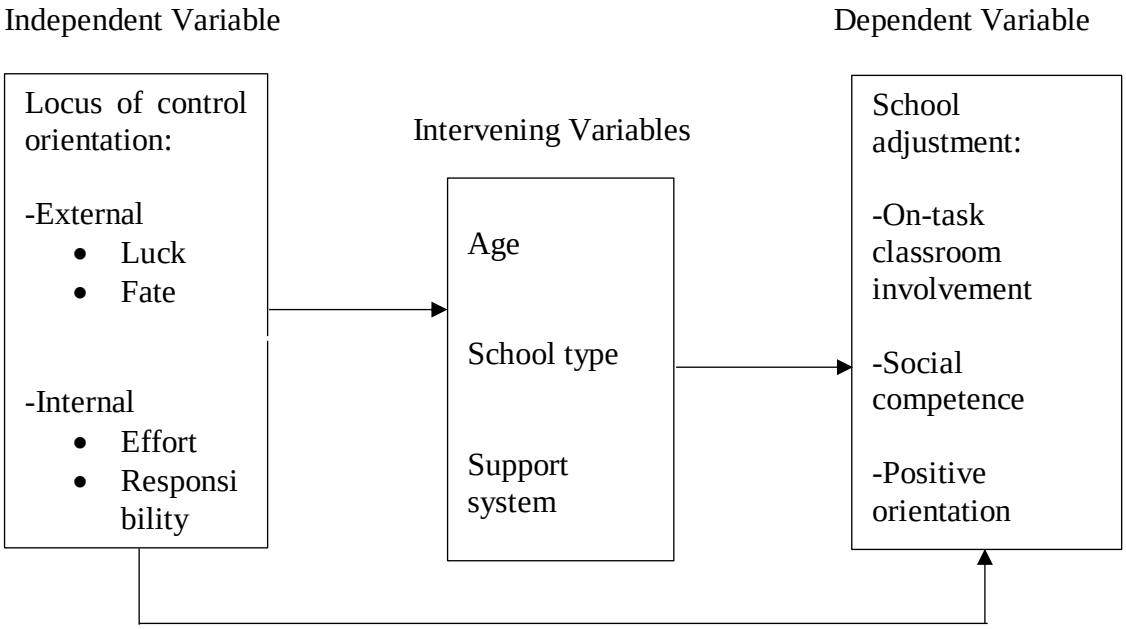

Figure 1.1: Conceptual Framework

Figure 1.1 demonstrates the relationship between locus of control orientation and school adjustment. In this study, locus of control orientation is the Independent Variable (IV) while school adjustment is the Dependent Variable (DV). Age, school type and support system are intervening variables. It is hypothesized that external and internal locus of control orientation may influence the three aspects of school adjustment specifically on-task classroom involvement, social competence and

positive orientation. Consequently, OVP who are high in external locus of control orientation may behave differently from those high in internal locus of control orientation. However, the intervening variables specifically age, school type and support system may downplay the relationship between external and internal locus of control orientation and school adjustment. Similarly, it should also be understood that locus of control orientation as an IV may have a direct relationship with the variables under school adjustment namely on-task classroom involvement, social competence and positive orientation as a DV.

1.15 Operational Definition of Terms

This section highlights the meaning of the following terms as used in the present study:

Locus of control orientation: referred to OVP's inclination to believe that outcome of events in their lives is determined by forces that are either internal or external to them. Internal locus of control orientation was defined as the general tendency of OVP to attribute outcome of their life events to effort, assertiveness and sense of responsibility, while external locus of control orientation referred to the general tendency of OVP to attribute outcome of their life events to fate, luck and sense of helplessness.

Orphan: According to UNICEF (2017), an orphan is a child below the age of 18 whose father, mother or both parents have died from any cause of death. In this study, an orphan referred to a pupil aged between 10 and 12 years whose one of the parents or both parents had died.

Pupil: referred to an orphaned and vulnerable boy or a girl aged between 10 and 12 years learning in a private or public primary school in Kisumu Central Sub County, Kenya.

School: referred to a public or private institution where formal primary level of education is given to children within Kisumu Central Sub County, Kenya.

School adjustment: comprised of on-task classroom involvement, social competence and positive orientation as demonstrated by OVP in the school environment. On-task classroom involvement was envisaged as the degree to which OVP appropriately engaged in classroom tasks from time to time. Social competence referred to OVP's ability to positively relate with and accept association with peers and teachers as a way of enhancing their interactions within the school environment, while positive orientation referred to the degree to which OVP are affirmative and enthusiastic towards school tasks and teachers.

Vulnerable person: according to Joint United Nations Programme in HIV and AIDS (UNAIDS) Inter Agency Task Team on Education (2004, p.13), vulnerable children are "children whose safety, well-being and development are for various reasons threatened… particularly because they do not have the emotional and physical maturity to adequately address and bear the psychological trauma associated with parental loss". In this study, a vulnerable person referred to a male or female pupil aged between 10 and 12 years whose one or both parents had died and was receiving care in an orphanage, from an organization, or from any other person other than a biological parent.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Overview

This chapter highlights reviewed themes from related literature. It was done as per the objectives hence addressed relationship between external and internal locus of control orientation and school adjustment, gender differences in locus of control orientation and school adjustment, intervention strategies for locus of control orientation and school adjustment of OVP, and summary of literature review.

2.2 Relationship between External and Internal Locus of Control Orientation and School Adjustment

This section addressed the relationship between external and internal locus of control orientation and school adjustment. However, in the current study, school adjustment was indicated by on-task classroom involvement, social competence and positive orientation as displayed by OVP in primary schools in Kisumu Central Sub County, Kenya. Consequently, review of related literature covered relationship between external and internal locus of control orientation and: on-task classroom involvement, social competence and positive orientation.

2.2.1 Relationship between External and Internal Locus of Control Orientation and On-Task Classroom Involvement

This subsection discusses literature related to relationship between external and internal locus of control orientation and on-task classroom involvement. On-task classroom involvement was posited to mean extent to which OVP appropriately engaged in classroom tasks from time to time.

Webber, Krylow and Zhang examined indicators of college student success and satisfaction to establish whether involvement was indeed important (Webberet *et al.*, 2013). They purposively sampled 1269 participants from Indiana University in the United States of America (USA). In that survey research data was collected through administering questionnaires. Results established that high involvement in a different curricular and co-curricular activities considerably contributed to the aggregate grade point average (GPA) and learners' general academic experience. One of the limitations observed by the researchers was lack of a measure to determine students' motivation to become involved in various academic activities.

In the reviewed study, student involvement was looked at in terms of participation in both curricular and co-curricular activities; in the current study the construct on-task classroom involvement was restricted to OVP's involvement in curricular activities that go on in the classroom. Besides, the reviewed study lacked a measure to determine students' motivation to become involved in various academic activities as it did not investigate students' personal characteristics which might influence their motivation to be involved in those activities. The present study investigated OVPs' personal characteristics of external and internal locus of control orientation and how it associates with on-task classroom involvement of OVP in primary schools in Kisumu Central Sub County. Four different data collection tools namely; N-SLOC, TRSSA, questionnaires and focus group discussions were also triangulated and responded to by varied participants as opposed to the reviewed study where only questionnaires were used hence the study was expected to yield more comprehensive findings.

In another study, Sarwar and Ashrafi analysed locus of control, engagement and commitment as predictors of educational accomplishment at advanced levels of

learning (Sarwar & Ashrafi, 2014). Study sample as made of 369 students from three public universities in Pakistan using multistage sampling technique. Analytical research model was used. Data was collected using Commitment Scale, Engagement Scale and Academic Locus of Control Scale. Analysis of data involved descriptive statistics, pearson's correlation and regression. Results showed statistically significant positive impact of locus of control, engagement and commitment on educational accomplishment. In the reviewed literature, locus of control, engagement and commitment were all independent variables, in this study, external internal locus of control orientation was the independent variable. Besides in the reviewed study, school adjustment was envisaged as commitment and engagement while in the present study, it referred to on-task classroom involvement of OVP among other concepts. Furthermore, whereas a statistically significant positive impact of locus of control, engagement and commitment on educational accomplishment on educational attainment, the link between external internal locus of control orientation and on-task classroom involvement still remained unclear, thus the need to conduct the present study.

Abid, Kanwal, Nasir,Iqbal and Huda also carried out a quantitative study to investigate the influence of locus of control on students' learning performance (Abid *et al.*, 2016). The study sample consisted of 100 university students in Pakistan. Data was collected using Rotter's Locus of Control and Gungor's Learning Scale. Results showed externally oriented students to be more passive and reactive as learning went on. The reviewed study focused on influence of locus of control on learning performance of university students who were not necessarily orphaned. Thus relationship between external and internal locus of control orientation and on-task classroom involvement remained unclear particularly among OVP in Kenya.

Hui, Prihadi, Arif, Yap, Chua, Chen, Chong and Yeow further carried out a research to find out whether learners' engagement in the classroom mediated the link concerning their internal orientation and postponement of school work (Hui *et al.*, 2019). Participants comprised of 302 students aged between 18 to 26 years selected from a Malaysian private institution of higher learning. Data was collected by means of three questionnaires which included an Internal-External Locus of Control Scale, Classroom Engagement Inventory, and Academic Procrastination Scale. Findings revealed that internal orientation had a significant direct impact on classroom engagement. These findings were similar with Laat's whose study found internal locus of control to have a direct impact on work engagement among Dutch workforce (Laat, 2016). The term classroom engagement as used in the reviewed study had the same meaning as classroom involvement in the present study. The reviewed study was done in Malaysia among adult university students, and it focused on classroom engagement as a mediator between students' internal orientation and postponement of school work. Thus, the relationship between external internal locus of control orientation and on-task classroom involvement as an element of school adjustment of OVP still needed to be explained.

In another study, Ndiewo, Aloka and Raburu (2016) carried out a correlational study in Bondo Sub County, Kenya to explore the impact of students' involvement on performance in academics. Twelve secondary schools were selected using stratified random and 387 students by simple random sampling. Collection of data was by using questionnaires and document analysis of Sub-County examination results. Findings revealed existence of statistically significant connection between involvement of learners and their academic performance. The reviewed study yielded results that were consistent with earlier findings that involvement in different school activities

significantly contributed to overall GPA (Webber, *et al*., 2013). Its findings further supported those by Sarwar and Ashrafi that engagement was one of the variables that significantly positively impacted academic achievement (Sarwar & Ashrafi, 2014). However, that study involved secondary school students who were emotionally mature and also not necessarily orphaned. As a result, very little remained known about how learners' involvement in classroom activities associated with external and internal orientation of young OVP in primary schools in Kisumu Central Sub County.

Wara, Aloka & Odongo (2018) also investigated the link between students' cognitive engagement and academic achievement in Nyamira County, Kenya. Mixed methods approach was used in that study. Participants was made up of randomly sampled 312 students, 11 teachers of GAC and 11 Principals. Interview schedules and questionnaires were used to collect data which was analysed through pearson's correlation, regression analysis and thematically. Results showed that cognitive engagement significantly predicted academic attainment. These results agreed with those by Webber *et al*. which established that high involvement in different school activities significantly contributed to the overall GPA (Webber *et al*., 2013). Sarwar and Ashrafi (2014) also found statistically significant positive impact of locus of control, engagement and commitment on educational accomplishment. However, the reviewed study did not focus on locus of control orientation besides involving secondary school students from a different Sub County who were also not necessarily orphaned. As result a need remained to find out the connection between external and internal orientation and on-task classroom involvement of OVP in primary schools in Kisumu Central Sub County.

From the reviewed literature, it appears that majority of studies focusing association of locus of control orientation and on-task classroom involvement had involved mature participants either from universities or secondary school. Besides, participants in those studies were not necessarily vulnerable orphans. At the same time, most of those studies were done outside Kenya while those done in Kenya involved adolescent learners outside Kisumu County. This study involved young OVP in primary schools. Findings might therefore not be the same due to regional and contextual differences. This study therefore made bare the association of external and internal locus of control orientation and on-task classroom involvement of OVP in primary schools in Kisumu Central Sub County.

2.2.2 Relationship between External and Internal Locus of Control Orientation and Social Competence

This subsection discusses literature related to relationship between external and internal locus of control orientation and social competence. Social competence in this study referred to OVP's ability to positively relate with and accept association with peers and teachers as a way of enhancing their interactions within the school environment.

Satici, Uysal & Akin (2013) examined how social support was linked to academic locus of control, both internal and external. They sampled 306 undergraduate students in Turkey. Data was collected using Academic Locus of Control Scale and another measure for several dimensions of perceived social support, while data analysis involved correlation and multiple regression. Results showed that dimensions of social support positively correlated with internal academic locus of control and negatively with external academic locus of control. In the reviewed study social support was the predictor variable while academic locus of control was the outcome variable unlike in

the current study where external internal orientation was the independent variable while social competence, as an aspect of school adjustment was the dependent variable. Additionally, that study was done in Turkey and the participants were mainstream university students who were likely to be more socially mature. This study was done in Kenya, the main participants were young OVP in primary schools. Reviewed study also focused on social support while the current study focused on social competence. Consequently, the relationship between external and internal locus of control orientation and social competence as an element of school adjustment of OVP still needed to be explored.

In another study, Legkhauskas, Magelinskaite & Kappalaite (2015) carried out a correlational research to examine relationship of indicators of adjustment to school and social competence among pupils in Grade 1 in Lithuania. Participants consisted of 408 pupils, majority of them aged 7 years, learning in 14 different schools in one of the largest cities. Five different types of questionnaires were used to collect data: Elementary School Social Competence Scale (ESSCS) was administered by teachers to rate pupils' social competence, academic achievement in Mathematics and Lithuanian language which were then averaged to obtain a total score, School Anxiety Scale used to measure school anxiety of children, Student-Teacher Relationship Scale was used to rate child-teacher relationship quality, and the Victim and The Bully Subscales of the Peer Relations Questionnaire used to measure involvement in bullying. The study established that social competence resulted in better social relationships in school. These results were consistent with that of Hamed that socially and emotionally competent children were also skilled in interacting with peers (Hamed, 2012). Data collection tools employed in the reviewed study appeared quite comprehensive. However, the study explored relationship between school adjustment

indicators and social competence among mainstream pupils while the current study explored relationship between external and internal locus of control orientation and social competence of OVP who were likely to show a different pattern of relating given their unique circumstances. The present study was also expected to show that OVP with good social competence adjusted well in school though not much was known concerning how their locus of control orientation correlated with social competence. This study was therefore necessary as it explored this relationship.

Bahrainian and Yari (2014) also conducted a correlational study on locus of control and social adjustment among Iranian students training to become accountants. Study sample consisted of 200 students. Data collection instruments comprised of Rotter's External-Internal Locus of Control Scale, Wax's Social Support Questionnaire and Bell's Compatibility Questionnaire. Results revealed a significant direct association between locus of control and social adjustment. Subjects in the reviewed study were all accounting students in Iran meaning they had different characteristics compared to the subjects in the present study who were young OVP in primary schools in Kenya. Its focus was also on social adjustment which is only a subset of social competence. Thus, as much as similar findings were expected, given contextual and conceptual differences, this study was still necessary to ascertain the trend of how the two variables related.

Ghartappeh, Talepasand, Manshaee, Abolfathi, Solhi & Gharatappeh (2015) carried out a descriptive cross-sectional study on the correlation among personal as well as social adjustment and locus of control together with gender among clever secondary school learners in Iran. A sample of 106 students were randomly selected. Data collection tools included Rotter's Locus of Control Scale, California Psychological

Inventory plus a Demographic Questionnaire. Findings showed locus of control to be connected to social adjustment among clever secondary school learners. The results corroborated those of a study by Satici *et al.* that dimensions of social support positively correlated with internal academic locus of control and negatively with external academic locus of control (Satici *et al.*, 2013). It also supported findings by Bahrainian and Yari which revealed a significant direct association between locus of control and social adjustment (Bahrainian & Yari, 2014). However, the reviewed study focused on intelligent high school students in Iran while this study investigated primary school OVP in Kenya. In addition, besides using Rotter's Locus of Control Scale, part of the California Psychological Inventory had items which addressed social adjustment and not social competence. These instruments did not therefore yield data that clearly showed the kind of relationship which existed between external and internal locus of control orientation and social competence particularly of a special population, specifically OVP.

It is important note that the reviewed literature indicated that most studies had focused on different subsets of social competence and not on the subject in its entirety. Besides, participants in those studies were either younger or older, and were not necessarily orphaned. This means that the pattern of relationship between their locus of control orientation and social competence might not be the same as that of the participants in this study who were vulnerable orphans in their late childhood. Moreover, dearth of related literature in the African context, Kenya included, was also noticed in this area. This study therefore contributed additional literature besides providing insight into how the two variables interacted among OVP in primary schools in Kisumu Central Sub County, Kenya.

2.2.3 Relationship between External and Internal Locus of Control Orientation and Positive Orientation

This subsection discusses literature related to relationship between external and internal locus of control orientation and positive orientation. Positive orientation in this study referred to the degree to which OVP are affirmative and enthusiastic towards school tasks and teachers. This encompassed positive attitude with which OVP approached school tasks and teachers.

Celik & Saricam (2018) examined correlation among academic locus of control, optimism and determination of Turkish secondary school learners. Two hundred and eighty eight students between age of 14 and 18 identified through convenient sampling participated in the research. Collection of data employed adolescent Academic Locus of Control Scale, Positive Thinking Skills Scale and Short Grit Scale. Results showed a significant negative correlation between external orientation and grit, a direct relationship between internal academic orientation and positive thinking skills, and a significant positive correlation between internal academic orientation and grit. These findings appeared consistent with the previous ones which found a statistically significant positive relationship between teachers' locus of control and attitude towards teaching of science in Turkey (Senler, 2016). They were also consistent with those of a study which found locus of control to significantly predict academic predisposition among learners in a Ugandan university (Atibuni, Ssenyonga, Olema, & Kemeza, 2017). However, these studies were done outside Kenya. They further involved older students who were mature and were not necessarily vulnerable orphans. It follows that little remained known about the link between external and internal locus of control orientation and positive attitude of young OVP in Kenya.

Senler (2016) explored correlation among teaching self-efficacy of trainee science teachers, their predisposition towards of teaching science subjects, locus of control and anxiety in Turkey. Study sample consisted of 356 college students in their final year in campus, training to become teachers of science in primary schools. Data was collected using the Science Teaching Efficacy Belief Instrument, the Locus of Control for Teachers, Science Teaching Attitude and Teaching Anxiety Scales. Analysis of data involved descriptive statistics, correlation and path analyses. The study established a significant direct link between locus of control of teachers and attitude.

Participants in reviewed study were teacher trainees in their last year of study hence could have developed favourable disposition towards teaching of science. On the other hand, this study was a convergent parallel mixed methods research whose main participants were primary school OVP. The reviewed study was also done in Turkey while the present in Kenya. Data collection instruments used in that study differed from the modified Nowicki-Strickland Locus of Control Scale for Children (N-S LOC), modified Teacher Rating Scale of School Adjustment, questionnaires and focus group discussion (FGD) used to collect data in this study. Consequently, regional, contextual and methodological differences involved made the current study necessary in order to establish how external and internal locus of control orientation varied with positive orientation of OVP in primary schools in Kisumu Central Sub County.

Atibuni *et al*. (2017) conducted a quantitative study using cross-sectional survey design on locus of control as a predictor of academic attitudes of undergraduate learners in Uganda. Data was collected from 203 students using structured closed-ended questionnaires. Data analysis involved both descriptive and inferential statistics. Results indicated that locus of control significantly predicted academic attitudes, that

externally oriented learners failed to take responsibly for their academic work hence also had unhealthy perception of sciences besides possessing negative academic attitudes. However, that study was done in Uganda among mainstream university students while the current in Kenya among OVP in their late childhood. That study focused on whether locus of control predicted academic attitudes of undergraduate learners. The current study focused on the link between external and internal locus of control orientation and positive orientation as an aspect of school adjustment. Because of the differences in study conditions, this study shed light on how external and internal locus of control orientation associated with positive orientation of OVP in primary schools in Kenya.

Langat (2015) carried out a descriptive survey on attitudes of students and effects of those attitudes on performance in Mathematics in Kiambu, Kenya. Participants included 7 schools and 140 form four students sampled purposively and randomly, respectively. A modified form of the Fennema-Sherman Attitudes Scale was used to collect data which was analysed by calculating simple frequencies and percentages. Findings showed majority of learners to have affirmative outlook to mathematics yet that was not reflected in high marks. Even though the reviewed study was done in Kenya, the participants were candidates preparing for nationwide summative evaluation. It also emphasized impacts of learners' attitude on performance in Maths which was a compulsory subject. It was therefore not clear how objectively the respondents answered to the questionnaires. Participants in the present study were young OVP in primary schools who were not preparing for any major event in their school life. This study therefore verified how external and internal locus of control orientation associated with positive orientation among OVP in Kisumu Central Sub County.

Review of related literature in this area revealed that not many studies had focused on the relationship between external and internal locus of control orientation and positive orientation. The studies which had been done had also involved participants who were not necessarily orphaned. This study was therefore expected to make contribution by increasing sum of literature available in this field. It also increased knowledge on the relationship between external and internal locus of control orientation and positive orientation of OVP in primary schools in Kisumu Central Sub County.

2.3 Gender Differences in Locus of Control Orientation and School Adjustment

This section reviewed literature related to gender differences in locus of control orientation and school adjustment. The term gender was used in this study to mean sex of pupils. Hence study sample ordinarily consisted of male and female pupils who were orphaned and vulnerable.

2.3.1 Gender Differences Locus of Control Orientation

This subsection highlighted literature related to differences in locus of control orientation of male and male OVP. Studying gender difference in locus of control orientation was important as it helped assess whether parental death affected male and female pupils' personality characteristics of locus of control orientation differently or similarly. This knowledge was particularly important as it would assist in ensuring that intervention was tailor-made to address a group of learners in a way that is most relevant to their needs.

A prior study by Ghazvini and Khajehpour (2011) explored variations in cognitive - motivational variables affecting school achievement learners in Iranian high schools. A sample of 363 learners aged 15–18 years drawn from first to third academic years in 10 schools in Tehran were selected using multistage sampling technique to

participate. Data was collected using Locus of Control Scale created by Rotter, self-made Self-Concept Scale, and Learning and Study Strategies Inventory constructed by Weinstein in 1987. That research revealed girls to show more expansive internal locus of control than boys. However, the reviewed study was done in Iran and participants included ordinary adolescents in high school while the current study was done in Kenya and participants comprised of primary school OVP in their late childhood. Contextual differences involved therefore made the present research necessary to establish what the trend would be for male and female OVP in primary schools in Kisumu Central Sub County.

In another study, Mkpae (2014) conducted a descriptive survey to evaluate how locus of control affected academic achievements of senior learners in secondary school in Ogoni River State of Nigeria. Three hundred girls and 300 boys who attended school regularly and consistently were identified using stratified random sampling. Data collection instruments used included Rotter's 29-item forced-choice questionnaire and a 20-objective-questions English and Mathematics test developed by the researcher. Findings revealed that internally controlled boys performed better than internally controlled girls, and that generally boys displayed internal orientation more extensively than girls. The reviewed study involved quite a large sample size selected by stratified random sampling hence findings could be reliable. However, the results still contradicted those of Ghazvini and Khajehpour that girls used internal locus of control more expansively than boys, though they agreed with those of Stocks, April & Lynton (2012) whose study found South African females to be more external than their male counterparts in locus of control orientation (Ghazvini & Khajehpour, 2011; Stocks *et al.,* 2012). Due to conflicting arguments, gender differentials in locus of control orientation particularly in the case of OVP in primary schools in Kenya still

needed to be examined to ascertain how these variables interacted among participants in this region.

2.3.2 Gender Differences in School Adjustment

This subsection discussed gender differences in school adjustment of male and female pupils. Studying gender differences in school adjustment helped evaluate whether parental death affected male and female pupils' adjustment to school differently or similarly. This knowledge would particularly be useful in assisting the learners in a differentiated manner according to their adjustment behaviours at school.

Xiang (2017) conducted a case study on engagement and participation in the classroom of Chinese graduate learners from a university in Canada. The sample was composed of 16 students from various faculties. Data collection involved one-on-one conversation. Results revealed no significant differences in engagement and participation in the classroom of male and female students. The findings differed from those of earlier studies which had found girls to be more engaged in their academic tasks (Webber *et al.,* 2013). The reviewed study was conducted among Chinese university students studying in Canada. They were also not necessarily orphaned and were more mature. On the other the current, the study involved young OVP learning in primary schools in Kenya. Contextual and cultural differences involved would probably make this study yield different results.

Becirovic (2017) further studied the link between sex, motivation and achievement in learning of a foreign language. Study sample consisted of 185 learners at the age 10, 14 and 18 years who were conveniently sampled from both primary and secondary schools in Sarajevo and Canton. Data collection involved use of questionnaires and results of a specific test for the purpose of that research, and analysis descriptive and

inferential techniques. Results showed existence of statistically significant correlation between gender and motivation, and that girls excelled more in learning English than boys at all grade levels. Results of this study agreed with that of Jaen and Baccay that female students were more curious, motivated, and had positive attitude towards mathematics (Jaen & Baccay, 2016). However, the reviewed study emphasized motivation in learning of English while the current focused on school adjustment. Additionally, participants in the reviewed study were aged 10, 14 and 18, and were not necessarily orphans. Some of them were therefore older hence more mature. Main participants in this study were OVP aged 10, 11 and 12.

Zsolnai & Kasik (2014) also carried out a cross-sectional study to describe social skills which basically affected social behaviour of learners in Hungarian schools. The sample consisted of 1398 students aged 7, 9 and 11. Data collection involved administering questionnaires to teachers, parents and the learners themselves. Results indicated female learners were more slightly developed in social skills than their male counterparts though from teachers' perspective the difference was larger. These results were partially similar to those from a study by Sheikhzakaryaie, Nikpour, Ameri and Haghani in which results from parents' perspective revealed that social skills were generally higher in girls (Sheikhzakaryaie *et al*., 2012). Earlier findings by Abdia (2010) further supported those of Zsolnai & Kasik (2014) that girls scored higher on social skills. However, those studies focused only on social skills and not the entire school adjustment as was the case in this study.

In a study, Sarwar and Ashrafi analysed locus of control, engagement and commitment as predictors of educational accomplishment at advanced levels of learning in Pakistan (Sarwar & Ashrafi, 2014). The study established that female students were more

committed and more engaged than their male counterparts. These findings agreed with those by Webber *et al*. (2013) whose study found female students to be more engaged academically hence generally higher in GPA and satisfaction than their male counterparts. However, in the reviewed literature, engagement was studied as one of the independent variables which predicted academic achievement while in the current study, on-task classroom involvement which is an aspect of school adjustment was explored as a dependent variable. The reviewed study was also done in Asia besides involving adult participants who were mature and not necessarily orphaned. Because of regional differences and dissimilarities in the characteristics and culture of participants involved, there was need to find out gender differences in school adjustment of OVP in primary schools in Kenya.

In addition, Khan, Ahmad & Ahmad (2014) conducted a research to establish how gender interacted with classroom involvement of learners at a University in Pakistan. Case study design was adopted and the sample consisted of two students of both gender from each class which was involved in the study. Collection of data was through direct observation in the classroom and interviews. Results revealed that female students constantly feared their male counterparts hence participated less in the classroom. These findings differed from Sarwar and Ashrafi as well as Webber *et al.* whose studies showed that girls were more engaged in their academic tasks (Webber *et al.*, 2013; Sarwar & Ashrafi, 2014). Moreover, the reviewed study was done in Pakistan. Participants were mature university students who were not necessarily orphaned. It employed case study design and qualitative data was collected. The current study was done in Kenya. Main participants were young OVP in primary schools. It embraced convergent parallel mixed methods design in which both quantitative and qualitative

was collected. A need remained to ascertain gender differences in school adjustment of OVP in primary schools in Kisumu Central Sub County.

In another study, Ghartappeh *et al.* (2015) conducted a cross-sectional descriptive research on association among personal as well as social adjustment and locus of control together with gender among clever secondary school learners in Iran. Results revealed that intelligent girls showed higher social adjustment than boys. These results were consistent with those from prior studies that preschool and university female students tended to display better adjustment than their male counterparts in various social contexts (Sheikhzakaryaie *et al*., 2012; Sarwar & Ashrafi, 2014; Webber *et al.*, 2013). However, these results differed from those of a study by Xiang which found no significant differences in engagement and participation in the classroom of male and female university students (Xiang, 2017). Nevertheless Xiang's study focused on engagement and participation while the rest studied social skills and social adjustment.

All those studies were done outside Africa. None of them specifically investigated orphans. They also only studied aspects of school adjustment. The current study was done in Kenya. It examined school adjustment and specifically involved OVP in primary schools. The previous studies had been done in different regions. It was therefore necessary to ascertain gender differences in school adjustment of OVP in primary schools in Kisumu Central Sub County.

Sangtam (2014) also examined achievement in academics, involvement in studies and emotional maturity among tribal secondary school learners in Nagaland, India. Study sample consisted of 1000 boys and girls aged between 13 to 15 years who were randomly selected. Data was collected by administering questionnaires one of which was the Study Involvement Inventory. Results revealed non-existence of significant

gender differences in students' involvement in studies. These findings were consistent with previous ones which had found no significant differences in engagement and participation in classroom of boys and girls (Xiang, 2017) However, the reviewed study involved Indian secondary school tribal students aged 13 to 15 years. Those participants were not necessarily orphaned, and were most likely more emotionally mature compared to the primary school OVP aged 10 to 12 who were participated in the current study. This study therefore ascertained gender differences in school adjustment of OVP in Kenyan primary schools.

Moreover, a study by Rajalekshmi (2017) explored social adjustment difficulties adolescent orphans faced in classroom situations. A sample of 130 adolescent orphans in 10 orphanages in five rural and urban districts of Kerala, India were involved in that study. Adolescent Orphans' Adjustment Problems Inventory was used to collect data. The study revealed that adolescent orphaned boys had more social adjustment problems than their girl counterparts. These findings supported those of Ghartappeh *et al.* which showed that social adjustment in intelligent girls was more (Ghartappeh *et al.*, 2015). However, the reviewed study involved 130 orphans living in orphanages both in rural and urban districts in India hence from a different sociocultural context. The current study involved 248 OVP living in urban setup though only 63 lived in orphanages while the rest lived with relatives. This study verified the trend of gender differences in school adjustment among OVP in primary schools in Kenya.

Jena (2018) further explored adolescent students' social competence and their sex and school of school. The study adopted descriptive survey approach. Two hundred learners aged 13 to 15 years from government rural and urban schools in India were randomly selected to participate in the research. Collection of data was done using a

standardized form of Social Competence Scale. Findings revealed that no significant gender differences existed in social competence among male and female adolescent students in rural schools, but the gender difference in social competence adolescent learners in urban schools was significant. The reviewed study used descriptive survey approach, sampled 200 involved learners aged 13 to 15 years in government rural and urban schools in India. It also studied social competence, an aspect of school adjustment. The present study was a convergent parallel mixed methods study involving 248 OVP aged 10 to 12 years learning in public and private primary schools within an urban locale in Kenya. It studied school adjustment. This study ascertained gender differences in school adjustment of OVP in primary schools.

In another study, Jaen & Baccay (2016) carried out a descriptive correlation research to examine curiosity, motivation, and attitudes of fourth year students of a public secondary school in Bulacan, Philippines in relation to their performance in Mathematics. Three hundred and twenty one 10^{th} Graders were selected by stratified random sampling for inclusion in that research. Collection of data involved the use of Curiosity Inventory, Motivation Inventory, Attitude Inventory, and a Mathematical Proficiency Test. Results revealed that female students were more curious, motivated, and had positive attitude towards mathematics than the males. These findings corroborated earlier findings of a study which explored gender differentials in attitudes in Maths and sciences as well as interest of students from basic to high school – a study which established existence of significant gender differences in efficacy, interest, value and expectancy in sciences. Significant differences in male and female learners' performance in Maths was only found in basic education (LeGrand, 2013).

Participants in the two previous studies came from different regions and were not necessarily orphaned. Those studies also examined gender differences in curiosity, motivation, and attitudes in relation to performance in Mathematics, and differences across elementary, middle, and high school boys' and girls' attitudes and interest in Maths and Sciences. This study was done in Kenya. Main participants were OVP. The study examined gender differences in school adjustment.

From the reviewed literature on studies on gender differences in school adjustment, it was apparent that most studies in this area had been done in North America, Europe and Asia. Very few of such studies had been done in Africa. This study therefore contributed the much needed literature besides filling knowledge gap on gender differences in school adjustment of OVP in primary schools in Kenya.

2.4 Intervention Strategies for Locus of Control Orientation and School Adjustment Problems of OVP

This section examined intervention strategies for locus of control orientation and school adjustment problems of OVP. Because of the complex nature of problems orphaned pupils face in school in relation to the death of their parents, intervention needed to be multifaceted in order to respond adequately to the needs of OVP. This study identified three facets of intervention namely: psychological counselling for OVP, quality of teacher-OVP relationship, and quality of care OVP got. This subsection discussed those intervention strategies.

2.4.1 Psychological Counselling for OVP

Egbo (2015) defines counselling as a face-to-face interaction in which a professional helps a person deal with difficulties they face in daily life situations so that they reach self-actualization and self-determination. School counselling services should help

OVP successfully navigate through loss and grief. It should also help them deal with the negative emotions which hinder them from being efficient in maintaining sense of control of their situations. It should further enable them build personal psychological resources or resilience necessary for enabling them pull through on-task classroom involvement, social competence and positive orientation to succeed in their education. This subsections explores psychological counselling as an intervention strategy for external and internal locus of control orientation and school adjustment problems of OVP.

Cooper (2015) carried out an audit and evaluation study of school counselling to come up with a clear understanding of the features and effects of secondary school counselling in the United Kingdom (UK). The study involved a meta-analysis of 30 studies drawn from Scotland, North Ireland, and England. Participants included 10830 clients averagely aged 13.86 years. Each had attended at least 6.35 counselling sessions. Findings revealed that counselling was generally linked to a substantial improvement in mental health of learners and that more girls than boys sought counselling. The reviewed study resulted from a meta-analysis of literature. It also involved lightly older participants drawn from secondary schools in the UK who were not necessarily orphaned. The current study was real-time and participants were OVP in primary schools in Kenya. It was therefore necessary to find out extent to which OVP in primary schools in Kisumu Central Sub County benefitted from school counselling services.

In another study, Ikiriko (2013) conducted a mixed methods study to investigate whether low-achieving externally oriented students who had gone through psychological therapy changed their attitudes towards learning by showing improved

habits of study. The sample was made up of 40 participants aged 15 to 21 selected from four schools in the capital city, urban and rural areas of Nigeria. They were further subdivided into treatment and control groups of 10 males and 10 females each. Semi-structured interviews were used to collect data alongside Rotter's Locus of Control Scale, a Study Habits Questionnaire, Study Habits Inventory and a Revised Study Process Questionnaire. All participants responded to the 4 questionnaires before and after measure assessment. The study established significant differences between the before-measure and after-measure scores, and that female participants in the treatment group showed a greater improvement than their male counterparts. The results were consistent with those of later researches: counselling was found to be linked to a substantial improvement in mental health of learners, even though, Cooper established that more girls than boys sought counselling (Cooper, 2015). Gatau further found GAC services to be highly effective in dealing with learners' social and emotional adjustment. Girls from rural schools were further found to benefit more from those services (Gatau, 2014). Nevertheless, the reviewed study was done in rural and urban areas of Nigeria. It adopted sequential mixed methods research design. The participants were low-achieving high school students who demonstrated external locus of control orientation and were not necessarily orphaned. This research employed a convergent parallel mixed methods design. Main participants were young OVP in primary schools from urban set-up in Kenya. Consequently, little remained known on how counselling intervention worked in the case of OVP in primary schools in Kisumu Central Sub County.

Shumba and Moyo (2014) also investigated the experiences of orphans in schools in Harare with regard to counselling support they received. A case study design was adopted and 13 students in secondary schools and four counsellors were purposively

selected for inclusion in the study. Collection of data was done by life narratives and interviews. Results found orphans to suffer numerous effects of parental death but they got inadequate help partly because schools did not have policies or laid down procedures on grief counselling, and also because some teachers did not feel confident enough to counsel orphaned youngsters. Findings of the reviewed study differed from that of the prior studies by Cooper, Ikiriko and Gatua which generally found school counselling to help improve mental health of students (Ikiriko, 2013; Gatau, 2014; Cooper, 2015. However, participants in those studies were drawn from secondary schools and were not necessarily orphaned. Notwithstanding, little was known about extent to which psychological counselling offered in primary schools in Kisumu Central Sub County was effective as an intervention strategy for external and internal locus of control orientation and school adjustment problems of OVP.

Munyori and Sindabi (2013) also conducted a survey research to explore importance of GAC offered in psychosocial adaptation of orphaned primary school learners in Nakuru County, Kenya. Two hundred and twenty orphaned pupils from ten institutions took part in that research. Results revealed that insufficient qualifications of teacher-counsellors restricted management of complicated psychosocial problems orphaned pupils experienced, and that a limited number of orphans benefited from school counselling services. These results agreed with those of Shumba and Moyo which revealed that orphaned learners got inadequate help partly because schools did not laid down procedures on grief counselling while some teachers also did not feel confident counselling orphaned youngsters (Shumba & Moyo, 2014). On the other hand, results of the reviewed study differed from those of other researches which showed that school counselling had positive impact on mental health of secondary students, their academic, social and emotional adjustments (Ikiriko, 2013; Gatau, 2014; Cooper,

2015). However, those studies did not involve orphans. The current study ascertained extent to which psychological counselling helped OVP in primary schools in Kisumu Central Sub County resolve their external internal locus of control orientation and school adjustment concerns associated with parental death.

Reviewed literature in this subsection indicated that conflicting findings had resulted from different studies. The studies had also employed varied research methodologies besides involving participants with different characteristics. This study ascertained extent to which school counselling helped OVP in Kisumu Central Sub County deal with various external and internal locus of control orientation and school adjustment problems they faced in the school environment.

2.4.2 Quality of Teacher-OVP Relationship

This subsection focused on the quality of relationship that was exhibited as OVP interacted with teachers in the school environment. High quality relationship was expected to provide emotional support and security needed to help distressed pupils calm down and be contented in the school environment. This would facilitate their sense of being in control and increase their level of school adjustment.

Longobardi, Prino, Marengo & Settami (2016) investigated pupils' perception of effects of the quality of relationship between teachers and learners on academic performance, problematic and prosocial behaviours as the learners moved from 8th to 9th grade. A longitudinal research approach was used. The sample consisted of 122 Italian students. Data was collected using self-reported questionnaires and analysed using regression analyses. Results showed that changes in academic performance were significantly predicted by both mean and different levels of relationship between teachers and students. The reviewed study used longitudinal research approach. It was

done in Italy. Participants were mainstream students moving from elementary to high school. On the other hand, the current study employed convergent parallel mixed methods design and participants were OVP in primary schools in Kenya. Consequently, little remained known on extent to which quality of relationship between teachers and OVP alleviated locus of control orientation and school adjustment problems of OVP.

In another study, Kiuru *et al*. (2016) conducted a longitudinal research to examine whether a high standard relationship either with a teacher or parent was able to cushion pupils against school adjustment problems. Participants consisted of 378 Finnish primary-school learners whose externalizing problems and pro social behaviours were rated successively by teachers in grades 1 and 2. The study revealed that high emotionally supportive teacher-pupil relationship in first grade shielded children whose mothers were not emotionally supportive from school adjustment problems. Thus pupils who felt emotionally supported by their teachers were more attached to school, presented less behaviour-problems, and showed better autonomy and social competency than those who did not feel supported. These findings were corroborated those of Longobardi *et al*. which established that high quality relationship between teachers and students was linked to a rise in academic attainment (Longobardi *et al*., 2016). The reviewed study was done in Finland, the current in Kenya. It assessed the protective role of high teacher or maternal affect against adjustment problems of mainstream first graders as they transited to grade two. However, the issue of transition aside, this research verified the nature of teacher-OVP relationship in primary schools in Kisumu Central Sub County, and the effect of that relationship on locus of control orientation and school adjustment of OVP.

Ahmed (2017) further explored the role played by the quality of relationship between teachers and pupils in moderating between shyness and school adjustment in primary schools in Norway. Five teachers with at least a shy pupil in their class and five shy pupils were sampled through purposive and snow ball sampling techniques. Data was collected using interviews. Analysis was done thematically. Finding suggested that close relationship between teachers and pupils protected shy children by improving their adjustment to school. This corroborated assertion by Toheed (2012) who posited that the classroom teacher plays the most strategic role in students' adjustment in the classroom environment. This was largely supported by findings by Kiuru *et al.* whose study revealed that high emotionally supportive teacher-pupil relationship in first grade shielded children from future school adjustment problems (Kiuru *et al*., 2016).

Notwithstanding, the reviewed study was done outside Africa. It adopted a case study design. Participants included shy learners who were not necessarily orphaned and their class teachers. Snowball and purposive sampling techniques were used to select participants and data collected through content analysis and interviews. The present study was done in Kenya. It adopted convergent parallel mixed methods design. Main participants were OVP selected by simple random sampling technique. This study therefore employed a different methodological approach to ascertain the degree to which teacher-OVP relationship alleviated locus of control orientation and school adjustment problems of OVP in primary schools in Kisumu Central Sub County.

Reviewing literature on quality of relationship between teachers and students as an intervention strategy for school adjustment problems showed that much studies had been done in European countries. This suggests that the same has been given little attention in Africa. This study generated new knowledge and made contribution by

increasing sum of literature available with regard to teacher-OVP relationship as an intervention strategy for locus of control orientation and school adjustment problems of OVP in primary schools in Kenya.

2.4.3 Quality of Care OVP Got

This subsection highlighted quality of care OVP got as an intervention strategy for school adjustment problems. Adequate care protected OVP from lacking materials needed for their school success, physical suffering and emotional pain. In this way their level of distress was minimized so that they feel comfortable and focus on activities and relationships in the school environment.

Dettloff (2012) reviewed literature related to effects of loss of parents on children, the needs of children who had lost their parents and factors which brought healing. The study revealed that intervention for bereaved children needed to focus on the quality of care the youngsters get after parental death. That research further established that psychological problems children experienced after the death of their parents were not necessarily consequences of bereavement but of what happened in the family afterwards. These findings corroborated those of a study by Nyamukapa *et al*. which showed that insufficient supply of basic needs is one of the effects of orphanhood that contributed more emotional suffering among orphans (Nyamukapa *et al.,* 2010). In the reviewed study, data was collected using content analysis. Besides, though it focused on effects of loss of parents on children, the needs of children who had lost their parents and factors which brought healing, it did not dig deeper on quality of care OVP got. The current research employed questionnaires which were responded to by mangers of orphanages and focus group discussions which involved OVP to collect data. It

sought to ascertain extent to which quality of care OVP got mitigated against locus of control orientation and school adjustment problems in Kisumu Central Sub County.

Furthermore, a 3-year longitudinal study by Huynh, Limber, Gray, Thompson, Wasonga, Vann, Itemba, Eticha, Madan, & Whetten, (2019) examined whether the psychological and social health of orphaned and separated children in societies with inadequate resources in relatively poor countries depended more on the existence of specific aspects care or situation in which the care was provided. Study sample consisted of 2,013 participants aged age 6 to 12 at baseline. The children were drawn from Cambodia, Hyderabad and Nagaland in India, Tanzania, Ethiopia and Bungoma, Kenya. Results revealed that quality of care and not the situations of care itself was the most important element in the well-being of children. These findings were consistent with earlier findings which showed that quality of post-loss child care greatly impacted emotional health of orphans (Nyamukapa *et al.,* 2010; Dettloff, 2012). Reviewed study adopted longitudinal design. It involved orphaned and separated children. On the other hand, the present study used convergent parallel mixed methods design in which caregivers and OVP participated. However, little remained known on the role of quality of care OVP got as an intervention strategy in dealing with locus of control orientation and school adjustment problems of OVP in primary schools in Kisumu Central Sub County.

Although findings of the reviewed literature seemed to be in agreement, none of those studies seemed to have been done in the field of Education. Consequently, much attention was still needed with regard to the role played by quality of care OVP got as an intervention strategy in dealing with locus of control orientation and school

adjustment problems in different parts of the world. This study therefore increased knowledge and the sum of literature available in this area.

2.5 Summary of Literature Review

Studies focusing on locus of control in the school set-up appears to have mainly emphasized locus of control and: academic self-efficacy, academic performance, commitment, engagement, academic achievement, maltreatment in children and adolescents, academic functioning, discipline referrals, and academic attitudes (Ogunmakin & Akomolafe, 2013; Sarwar & Ashrafi, 2014; Abid, Kanwal, Nasir, Iqbal & Huda, 2016; Roazzi *et al*., 2016; Hill, 2016; Atibuni *et al*., 2017). However, scanty literature seems to be available globally on locus of control orientation and school adjustment. Besides, most of these studies have been done outside Kenya, hence within different sociocultural backgrounds. This made the findings not necessarily applicable in Kenyan context. Thus, little remained known on the relationship of external internal locus of control orientation and school adjustment of OVP in primary schools in Kisumu Central Sub County.

In addition, school adjustment appears to have mainly been conceptualized and studied as pupils' success, school engagement, comfort, school satisfaction, academic achievement, pro social behaviour, adaptation to meet demands of school environment, progress, interest and personal growth, as well as achievement outside the classroom (Winga *et al*., 2011; Jaureguizar, *et al*., 2015; Bhakta, 2016; Emilia, 2016; Ahmed, 2017; Winga *et al*., 2017). However, it seems not to have been studied as extent of involvement in classroom activities, social competence and positive attitude and enthusiasm as displayed by OVP in the school environment. Hence relationship between external internal locus of control orientation and on-task

classroom involvement, social competence and positive orientation has not been adequately explored. These became the focus of this study.

Most of the existing studies on relationship of locus of control and school adjustment had also drawn their participants from among mainstream learners and not from special populations, particularly OVP. Thus, whereas their findings might explain school adjustment among non-orphaned students, they would more likely not adequately do the same for OVP. Consequently, this study ascertained the connection of external and internal locus of control orientation and school adjustment of OVP. Moreover, mixed findings had been obtained with respect to gender differences in locus of control orientation and school adjustment; yet again very few studies seemed to have focused on OVP. Another study was therefore necessary to verify trends in the case of young Kenyan OVP.

Besides, methodological strategies used in the reviewed studies, particularly research variables explored and category of participants involved, could lead to different results. Consequently, the researchers recommended different intervention strategies for locus of control orientation and the various aspects of adjustment they studied. The present study explored the relationship between external and internal locus of control orientation and school adjustment of OVP in Kisumu Central Sub County, Kenya. The main participants were OVP aged 10 to 12 years. A multifaceted approach to intervention including psychological counselling for OVP, quality of teacher-OVP relationship and quality of care OVP got was examined. The current study therefore made contributions by increasing sum of literature and body of knowledge available with regard to the area researched.

Finally, available literature on quality of care OVP get as an intervention strategy for dealing with locus of control orientation and school adjustment problems showed that most studies in this area had been done in other fields other than that of Education. Consequently, little remained known regarding extent to which quality of care OVP got mitigated against locus of control orientation and school adjustment problems they faced in school environment in Kisumu Central Sub County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Overview

This chapter focused on research design, area of study and study population, sampling techniques, sample size, data collection instruments, pilot study, validity and reliability of research instruments, data analysis techniques and ethical considerations.

3.2 Research Design

This study adopted convergent parallel mixed methods research design. This enabled concurrent collection of quantitative data and qualitative data, separate analysis of the same, and merging of findings into one overall interpretation. The researcher was therefore able to obtain different but complementary data which facilitated best understanding of the research problem (Creswell, Plano-Clark, Gutmann & Hanson, 2003). The study was based on philosophical assumption of pragmatism because locus of control orientation and school adjustment issues addressed were real life, practical and linked to actions (Creswell, 2007). Pragmatic worldview also allowed use of varied methods to collect quantitative and qualitative data needed to the test research hypotheses and answer research question in this study, respectively.

3.3 Area of the Study

The study was carried out in Kisumu Central Sub County, Kisumu County, Kenya. The locale is basically situated within Kisumu City - at latitude is $0^0\,06'\,0''$ South of the Equator and longitude $34^0\,45'\,0''$ East of the Prime Meridian (County Government of Kisumu, 2019). From the researcher's experience, inhabitants of Kisumu Central Sub County are diverse but individuals from Luo ethnic group are the majority. Poverty is an issue of concern particularly among the indigenous inhabitants of the

Sub County most of whom live in the informal settlements (County Government of Kisumu, 2019). Predominant income generating activities in the sub county include small scale fishing along the shores of Lake Victoria, trade and road transport mainly by public service vehicles and motorcycles, commonly known as boda-boda.

According to the information the researcher obtained from Kisumu Central Sub County Children's Office, there are several children's homes and orphanages in the sub county but only eight were registered with the Sub County Children's Office. Of the eight two were government institutions but one of them was also a remand home so the children were not attending school. Three other homes offered comprehensive care and therefore also offered formal education, while the rest were more of rehabilitation centres where children stayed preferably for not more than three months before being integrated back to their families or into the society except for those who had nowhere at all to go who were placed in nearby public schools to learn. The last category of homes offered only informal education. Majority of the OVP were therefore learning in public primary schools in the slums and periphery of the city as ordinary private schools and public schools in the Central Business District (CBD) were deemed expensive by majority of care givers.

Kisumu Central Sub County was selected as the study locale because it has a large number of OVP in primary schools (KNBS & UNICEF, 2013; MOEST, 2014; HOVIC, 2020; Kisumu County Children's Office, 2020). From the researcher's interaction with the Sub County Children's Office many orphaned children are negatively affected as majority of pupils from orphanages are doing poorly in school, suffer low self-esteem and tend to be psychologically disturbed. This suggests that their school success is threatened unless appropriate mitigation measures are identified

and implemented to reverse their situation. So if indeed there exists a statistically significant correlation between external and internal locus of control orientation and school adjustment of OVP and nothing is done to change the pattern of their lives, then they risk remaining vulnerable and may eventually exit school as vulnerable adults. But if appropriate mitigation measures are put in place then it is possible to change their destiny so that they became self-reliant in future.

3.4 Study Population

Kisumu Central Sub County had 29 public and 32 private primary schools (Sub County Director of Education, 2017). Vulnerable orphans basically learnt in the public primary schools and some other four of the private schools which were run by either orphanages or other sponsors. There were 5968 orphans in primary schools in the study area; 5272 in public schools and 696 in private schools (KNBS & UNICEF, 2013; MOEST, 2014; Kisumu Central Sub County Director of Education, 2017; HOVIC, 2020). All the orphans in the latter category were vulnerable while 1528 of those in public schools were, meaning a total of about 2224 of orphaned pupils in primary schools in study locale were vulnerable and were receiving care from individuals who were not their biological parents. Target population in the current study comprised of 700 OVP aged 10 to 12 years, 77 class teachers, 31 teachers in charge of GAC in the schools where the OVP were learning, and 4 managers of orphanages where some OVP resided.

The present study focused on OVP aged 10 to 12 years because these children are at a formative stage according to Erik Erikson's psychosocial stage of industry versus inferiority which occurs between ages 6 –12 years (Berk, 2013). At this stage, if the youngsters have favourable experiences with people at home, in school, or with peers, they learn to work and cooperate with others (industry) which is linked to being

internally oriented and having positive school adjustment. However, negative experiences with people at home, in school, or with peers may foster feelings of incompetence (inferiority) which is connected to being externally oriented and having poor school adjustment. This suggests that at this tender age, children are particularly vulnerable because they lack physical and emotional maturity to sufficiently deal with and endure the psychological pain linked to the experience of losing a parent (UNAIDS, 2004). Consequently, on their own, they have limited ability to determine for themselves the course of their lives. It is at this point that experiences with their social environment can make or break them. As a result, intervention is critically important at this stage to support the self of OVP to emerge resilient. It was therefore imperative to examine the link between their external internal locus of control orientation and school adjustment at this stage since impaired functioning, if identified, can still be corrected especially in a caring and trusting relationship to allow them cope and succeed in education to be self-reliant in future.

Class teachers were included because they interacted with OVP regularly especially in the classroom setting hence had private information about school adjustment of OVP in their classes that the investigator was unable to observe during the data collection process. Additionally, teachers in charge of GAC were included because they had privileged information on quality of teacher-OVP relationship and counselling interventions for OVP's external internal locus of control orientation and school adjustment issues which was part of the inquiry the researcher intended to make. Finally, managers of orphanages were included because of their caregiving role to some OVP whom they supported hence they also had privileged information about OVP's adjustment to school that would enrich the study.

3.5 Sampling Procedures

Snowball, purposive and simple random sampling techniques were used to select participants for inclusion in this study.

3.5.1 Snowball Sampling

Schools where OVP learnt at were selected through snowball sampling method. Snowball sampling is a non-probability sampling technique involving participants referring the researcher to other individuals with characteristics similar to their own, who in turn identify the other participants (Cooper & Schindler, 2014). For the purpose of this research, snowball sampling method was used because the specific schools at which OVP who were sponsored by various organizations and orphanages learnt were difficult to identify and were only located through referral networks (Cooper & Schindler, 2014). The researcher initially visited children's homes and orphanages but found that majority of the children underwent informal education hence were not eligible for inclusion in the study. Only very few were receiving formal education hence could be included in the study. The manager of one of the homes referred the researcher to other organizations which sponsored orphans and vulnerable children through school. Those organizations referred the researcher to the specific schools where the OVC they sponsored learnt.

3.5.2 Purposive Sampling

Purposive sampling is also a non-probability sampling technique. It involved the researcher deliberately selecting particular units of the study population who conformed to certain criteria for inclusion in the sample to represent the study universe (Cooper & Schindler, 2014; Kothari & Garg, 2019). Purposive sampling was used in this study because it helped the researcher to collect focused data since only individuals who interacted with OVP more closely and had privileged information

which enriched the study were included in the research (Oso & Onen, 2005). So for the purpose of this study, all the 3 managers of the orphanages were purposively sampled to enable collection of adequate and diverse data since they took care of OVP hence had privileged information about OVP's school adjustment that would enrich the study.

Other respondents who were purposively sampled were 36 class teachers who were selected by virtue of being class teachers of OVP who were participating in the study and because they interacted with OVP regularly especially in the classroom setting hence had private information about their school adjustment. The 8 teachers in charge of GAC were also purposively sampled because their schools had been sampled through snowball sampling and they also had privileged information on quality of teacher-OVP relationship and counselling interventions for OVP's external and internal locus of control orientation and school adjustment issues.

3.5.3 Simple Random Sampling

Vulnerable orphaned pupils who participated in the study were selected using simple random sampling technique. Simple random sampling is a probability sampling method used to select participants in an unbiased way from a definite target population. The technique was used because it gave each OVP within the target population an equal and independent chance of being included in the study (Kothari & Garg, 2019). Thus, the target population being 700, the researcher prepared 700 pieces of plain paper which corresponded to the target population. Out of the 700 pieces, 248 were marked "YES" while 452 pieces were marked "NO". Each paper was folded into a small round shape, placed inside a secure container and then all folded papers were mixed up thoroughly. Participating OVP were randomly selected by each picking a

piece of paper from the container without re-placing what they had picked back to the container. Only those who picked "YES" were included in the study.

3.6 Sample size

To determine the sample size, specifically of OVP who were included in the present study, the researcher applied Kothari & Garg's formula which they argue can be used to obtain an optimal sample size when the target population is known (Kothari & Garg, 2019). The formula takes into consideration percentage or proportion of target population (*p*) that may yield optimum sample size (n) at the desired confidence level. It also takes into account acceptable error (*e*) and size of the target population (N). The formula is therefore as follows:

"$n = z^2_{\alpha/2}. p. q . N \div e^2 (N -1) + z^2_{\alpha/2}.p.q$" (Kothari & Garg, 2019, p. 168)

Where $z^2_{\alpha/2}$ is the Z score for the given confidence level, and $q = (1-p)$.

For the purpose of this study, proportion of target population that might yield optimum sample size was taken to be 50%. Confidence level was set at 95 %, acceptable error set at .05. Thus applying the formula,

Sample size (n) became: $z^2_{\alpha/2}. p. q . N \div e^2 (N -1) + z^2_{\alpha/2}.p.q$

$= (1.96)^2 \times 0.5 \times (1-0.5) \times 700 \div (.05)^2 (700-1) + (1.96)^2 \times 0.5 (1- 0.5)$

$= (3.84 \times 0.5 \times 0.5 \times 700) \div (.0025 \times 699) + 3.84 \times 0.5 \times 0.5$

$= 672 \div (1.75 + 0.96)$

$= 247.97$

≈ 248 OVP

Other respondents included 3 managers of children's homes, 36 class teachers and 8 teachers in charge of GAC. Sample size distribution is presented in Table 3.1.

Table 3.1: Distribution of Target Population and Sample size

Participants	Target Population (N)	Sample Population (n)
Vulnerable Orphaned Pupils aged 10 to 12 years	700	248
Class teachers	77	36
Teachers in charge of Guidance and Counselling	31	8
Managers of Orphanages	4	3
Total	812	295

Source: Field data, 2020

3.7 Data Collection Instruments

This was a convergent parallel mixed methods research. Data collection tools therefore had to be those that facilitated collection of both quantitative and qualitative data. Accordingly, the instruments used included a modified form of Nowicki-Strickland Locus of Control Scale for Children (N-S LOC), a modified form of Teacher Rating Scale of School Adjustment (TRSSA), questionnaires and focus group discussions (FGD).

3.7.1 Nowicki-Strickland Locus of Control Scale for Children

The N-S LOC was adapted and used to collect data which assisted in establishing locus of control orientation of sampled OVP. The original Scale was developed in 1973 by Stephen Nowicki, and Bonnie Strickland (Nowicki, 2017). It was designed for children aged 8 to 16 years to measure generalized locus of control orientation of their behaviour. The original scale was a paper-and-pencil measure constructed on the basis of Julian Rotter's definition of external and internal locus of reinforcement dimensions (Nowicki, 2017). It consists of 40 items to which children responded by ticking "yes" or "no" to describe their reinforcement in interpersonal and motivational situations particularly affiliation, accomplishment and dependence (Nowicki, 2017).

This study adopted a 12-items external internal locus of control orientation scale which was responded to by each OVP who participated in the study (see appendix 1). Each participant completed the N-S LOC by ticking AGREE or DISAGREE box against each item. Restricting responses to AGREE or DISAGREE helped capture participants' subjective perception of location of their reinforcement in a more unequivocal manner. This scale was scored in the internal locus of control orientation direction. Consequently, each "correct answer" scored 2 (two), while each "wrong answer" scored 1 (one). Accordingly, scores ranged from 12 to 24 to bring out continuum nature of the generalized external internal locus of control orientation. This means that a score of 12 indicated the most external locus of control orientation while a score of 24 the most internal locus of control orientation in the continuum.

Because there is no absolute cut off point between external and internal locus of control orientation, the mean of 12 and 24 was used as the border of external and internal locus of control orientations (Nowicki, 2017). Thus, participants who scored 12 to 18 were categorized as demonstrating external locus of control orientation and those who scored 19 to 24 as demonstrating internal locus of control orientation. Data from this scale was mainly used to categorize participants as being externally or internally oriented, and hence to describe prevalence of external and internal locus of control orientation of OVP in Kisumu Central Sub County.

Two sub-scales were further created out of the 12-items scale based on whether responding with AGREE portrayed that an individual was externally or internally oriented. External locus of control orientation subscale was made up of items number 2, 4, 5, 7, 8, 10 and 12 in the N-S LOC. Each response in external direction scored 1 (one), responses in internal direction scored 0 (zero). Scores on this subscale therefore

ranged from 0 to7. A score of 7 indicated the most external orientation. On the other hand, internal locus of control orientation subscale was made up items number 1, 3, 6, 9 and 11 in the N-S LOC. Each response in internal direction scored 2 (two), responses in external direction scored 0 (zero). Scores on this subscale therefore ranged from 0 to 10. A score 10 indicated the most internal orientation. Data from these subscales were used in computing spearman's r_s correlation coefficients and hierarchical regression analyses.

3.7.2 Teacher Rating Scale of School Adjustment

Level of school adjustment of OVP who participated in the study was determined using an adapted form of Teacher Rating Scale of School Adjustment (TRSSA). The original TRSSA was developed by Lucy Betts and Ken Rotenberg in 2007. It measured three basic domains of pupils' adjustment behaviour in school, namely: "on-task classroom involvement, maturity and positive orientation" (Betts & Rotenberg, 2007 P. 154 - 155). The scale consisted of 16 items to which class teachers responded on a three-point Likert scale (Betts & Rotenberg, 2007).

This study adapted a 14-items version of the scale to make it more relevant in the Kenyan context (See appendix 2). Each class teacher rated adjustment behaviour of each OVP in their respective classes on a five-point Likert just as each OVP was responding to the N-S LOC. They rated the participants on three subscales namely: on-task classroom involvement (item 1 to 5), social competence (item 6 to 9) and positive orientation (item 10 to 14). Scores for on-task classroom involvement ranged from 5 to 25; score of 25 indicating the highest level of involvement. Scores for social competence ranged from 5 to 20 with the score of 20 indicating the highest level of social competence. Scores for positive orientation ranged from 5 to 25, score of 25 indicating the highest level of positive orientation. Items 3, 8 and 12 were stated in the

reverse hence were scored likewise. Overall school adjustment scores ranged from 26 to 70. Scores from 26 to 49 indicated poor school adjustment while those from 50 to 70 indicated that the individual was well adjusted in the school environment. Scores from the overall TRSSA was used to describe prevalence of OVP's school adjustment while scores from the subscales used in computing spearman's r_s correlation coefficients and hierarchical regression analyses.

Class teachers were best suited to rate school adjustment behaviour of participants in their classes because they viewed a wide range of pupils' classroom behaviours that the researcher was not be able to observe during the data collection process (Betts & Rotenberg, 2007). They were also thought to be able to respond to the items more objectively than the OVP thus minimize bias in resultant data.

3.7.3 Questionnaires for Teachers In Charge Of Guidance and Counselling and Managers of Orphanages

Questionnaires are a data collection tool which consists of several questions printed in a certain order which a respondent reads, comprehends and respond to by writing answers in the provided spaces on their own (Kothari & Garg, 2019). In the current study, teachers in charge of GAC in the sampled schools and managers of the orphanages were presented with questionnaires which they filled in and returned to the researcher, (See appendices 3 and 4). The questionnaires consisted of two sections: demographic information and intervention strategies put in place by teachers and orphanages to promote OVP's adaptation to school. Open-ended questions were included in the questionnaires to enable respondents freely express their opinions as guided by requirements of the specific items. Questionnaires were considered ideal for collecting data from teachers in charge of GAC and managers of the orphanages because the respondents interacted with OVP in their institutions at a more personal

level and had knowledge about intervention strategies related to psychological counselling for OVP, quality of teacher-OVP relationship and quality of care OVP got hence could easily describe the needed information in writing. The questionnaires yielded both quantitative and qualitative data which augmented data collected using N-S LOC and TRSSA but also addressed intervention strategies for locus of control orientation and school adjustment.

3.7.4 Focus Group Discussion

This is a special type of group made up of people with certain similar characteristics which are pertinent for a research (Kombo & Tromp, 2006). Focus group discussion (FGD) enables those participating to experience their situation from another individual's perspective as they share, paraphrase and reflect on their difficulties (Dorn & Biro, 2011). Using FGD in the present study helped the investigator to comprehend and construe shared realities of the members through meaning and responses they attached to their encounters (Punch, 2010). It also yielded data which augmented and explained findings from N-S LOC, TRSSA and the questionnaires for GAC teachers and managers of orphanages. This ensured a more complete understanding of the research problem hence filled the gaps in this study.

For the present study, FGD took place in two different sessions on separate days; one with 10 girls, and the other with 10 boys. To start the sessions, participants sat in a circle, the researcher introduced herself and her assistant. Each participant was then given opportunity to introduce themselves but were told not to mention their names. The researcher then clarified each party's role. Each participant was given an identification number to ensure anonymity. Confidentiality was assured. The researcher moderated the sessions hence facilitated sharing of experiences among the participants while the assistant took notes.

The sessions lasted 2 hours each. Participation was active though there was a lot of similarity in what participants within and between groups discussed which probably revealed commonality in much of their experiences. Items for discussion were prepared in advance mainly in form of open ended questions (See appendix 5). At the end, the researcher debriefed participant, reassured and thanked them before terminating the session.

3.8 Pilot Study

To validate the data collection instruments, a pilot study was carried out in two schools and one children's home which were excluded in the final study. Data collection instruments were administered to 43 OVP, 5 class teachers, 2 teachers in charge of GAC and a manager of a children's home to help determine whether the wording was clear, the instruments measured what they purported to measure, and whether they would yield consistent results when responded to by different participants. Validity and reliability are presented in the next two subsections.

3.8.1 Validity of the Study

According to Burns & Burns (2008), validity denotes to the degree to which a data collection tool practically measures the construct or variable it intends to measure. It therefore relates to the appropriateness of the tool to yield data that is relevant to the objectives of the study. External validity of N-S LOC and TRSSA was achieved by ensuring that OVP who were the main participants in this study were selected using simple random sampling technique. This ensured that findings were generalizable to all other OVP (Burns & Burns, 2008).

Besides, to achieve content validity of all the tools, the researcher ensured that items included in the instruments adequately tested the content she intended to examine so

as to realize aims of this research (Burns & Burns, 2008; Kothari & Garg, 2019). Content validity of the data collection tools was further established through incorporating suggestions and observations of the researcher's Supervisors both of whom were experts in the Department of Educational Psychology of Masinde Muliro University of Science and Technology (MMUST), and findings from the pilot study.

Finally, construct validity was achieved by ensuring that the researcher only included relevant items which measured known indicators or conceptions of external and internal locus of control orientation, on-task classroom involvement, social competence, positive orientation, psychological counselling, quality of teacher-OVP relationship and quality of care OVP got in the data collection instruments (Burns & Burns, 2008).

3.8.2 Reliability of the Study

Reliability measures degree to which an instrument used to collect data yields similar findings upon testing and retesting (Kothari & Garg, 2019). Reliability therefore assesses the accurateness of the data collection tools as measures of the variables under study. Reliability of N-SLOC, TRSSA and sections of the questionnaires with closed-ended questions was determined by split-half technique. Split-half technique was preferred because it required only one testing session hence eliminated chance errors associated with temporal factors which could influence other alternative methods of reliability testing (Burns & Burns, 2008).

Items in those tools were split into two halves by dividing them into odd-numbered items and even-numbered items. Reliability was then determined by correlating scores from the items in the respective halves. Spearman-Brown formula was applied to provide reliability estimates that were appropriate for original length of the instruments

(Burns & Burns, 2008). N-S LOC yielded a reliability coefficient of .793 after the scale was reduced from 20 to 12 items since 8 items which were removed would contribute reliability coefficient much lower than the acceptable .70 level. TRSSA on the other hand yielded a split-half reliability coefficient of .995, while Questionnaire for GAC Teachers .765. Lastly, Questionnaire for Managers of Orphanages yielded a reliability coefficient of .791.

In addition, trustworthiness of qualitative data was ensured by employing qualitative content analysis recommended by Elo, Kaariainen, Kanste, Polkki, Utriainen & Kyungas. The researcher purposively sampling GAC teachers, class teachers of OVP and all the 3 managers of orphanages for inclusion in the study to maximize data which specifically addressed OVP's adjustment to school (Elo, Kaariainen, Kanste, Polkki, Utriainen & Kyungas, 2014). In addition, similar data was collected using different instruments. Specifically, results generated by FGD enriched findings generated by questionnaires for GAC teachers and managers of orphanages. It further explained results from N-S LOC and TRSSA. This ensured qualitative data was quite comprehensive. Besides, results from the pilot study revealed that different respondents had given consistent answers to items in the open-ended sections of the questionnaires and FGD tool.

3.9 Data Collection Procedures

This was a convergent parallel mixed methods research. Because of that, quantitative data was collected alongside qualitative data (Creswell *et al.*, 2003). Having ensured that all protocols were observed, administration of data collection tools was done between September and November 2019 (see section 3.11). The researcher personally collected data from eight primary schools and three orphanages in Kisumu Central Sub County. The researcher first visited the sampled orphanages and primary schools in

advance to seek permission and consent of the head teachers, GAC teachers, class teachers and the caregivers or guardians, and to book appointments to collect data. The researcher visited the schools on the set dates and time of the day to administer the tools.

Class teachers and teachers in charge of GAC assisted in assembling OVP who had been selected by simple random sampling technique. Each participant was given an identification number to ensure anonymity. The same number was written at the top of the copy of TRSSA which was given to the class teachers; one for each pupil. Each pupil wrote his or her given number at the top of the copy of N-SLOC that was given to them. This helped the researcher to match each participant's ticked N-S LOC and the TRSSA that the class teachers marked.

Each OVP responded to the items in the N-S LOC by ticking AGREE or DISAGREE to measure their external internal locus of control orientation. Class teachers of the very participants also answered the items in the TRSSA on a five point Likert scale to rate OVP's adjustment behaviour at school. Similarly, teachers in charge of GAC were given a questionnaire which they filled and returned instantly. Data collect process lasted 30 to 40 minutes in all schools because the young participants were slow. The researcher received back all answered tools. Debriefing was done for the participants at the end of data collection sessions.

As far as focus group discussions were concerned, the researcher visited each of the two schools where FGD took place on the set dates and time of the day. Teachers in charge of GAC helped identify OVP who participated: 10 boys in one school and 10 girls in another on separate days. To start the discussion, participants sat in a circle, the researcher introduced herself and her assistant. Each participant was then given

opportunity to introduce themselves but were told not to reveal their identities. The investigator then clarified purpose of the discussion. Each participant was given an identification number to ensure anonymity. Confidentiality was assured. The researcher moderated the sessions hence facilitated sharing of experiences among the participants while the assistant took notes. The researcher debriefed participants after the sessions.

The researcher also visited three orphanages as they had agreed with the managers. Two had private schools where OVP they supported lived and learnt, but one was a government institution; OVP from this home learnt in nearby public school. The managers were issued with questionnaires to which they responded accordingly. Anonymity was observed. The researcher received back the filled questionnaires instantly.

3.10 Data Analysis

Being a mixed methods study, analysis of quantitative data and qualitative data was done separately. Quantitative data analysis involved descriptive and inferential statistics at 95% confidence level and .05 level of statistical significance done using statistical package for the social sciences (SPSS) version 25. Data was analysed as per the objectives. Spearman's rank correlation coefficients r_s were computed to test null hypotheses 1 and 2 which were: H_{01} there is no significant relationship between external locus of control orientation and school adjustment of OVP in primary schools in Kisumu Central Sub County, Kenya. H_{02} there is no significant relationship between internal locus of control orientation and school adjustment of OVP.

Spearman's rank correlation was used since this research was more interested in determining monotonic relationship between external internal locus of control

orientation and school adjustment of OVP. It was also a robust nonparametric measure since it did not require that the study sample meets such assumptions as of pearson *r* correlation. Hierarchical linear regression was then run to control for intervening variables namely: age, school type and support system to verify correlation between external and internal locus of control orientation and school adjustment of OVP.

Independent samples *t* tests were then run to test the third null hypothesis H_{03} which stated that there is no significant gender differences in locus of control orientation and school adjustment of OVP.

Finally, results of analysis of qualitative data helped to answer research question which was: What intervention strategies are being put in place to address locus of control orientation and school adjustment problems of OVP in primary schools in Kisumu Central Sub County, Kenya? Analysis of qualitative data followed a deductive framework approach (Pope, Ziebland & Mays, 2000). Deductive framework analysis is a qualitative technique in which codes are pre-defined by specific areas of interest of the study when analysing qualitative data. The researcher read through the transcripts over and over again to familiarize with the data from FGD and open-ended sections of questionnaires for GAC teachers and managers of orphanages. Codes which had been defined enabled classification of data on intervention strategies into global themes namely: psychological counselling for OVP, quality of teacher-OVP relationship and quality of care OVP got (Gale, Heath, Cameron, Rashid & Redwood, 2013). Another category named 'other' was also created to allow some open coding to ensure that no aspect of data was missed. Rich findings were therefore obtained that helped described these intervention strategies for external and internal locus of control orientation and school adjustment problems of OVP.

Findings from quantitative and qualitative studies were then merged and interpreted together to produce a more complete understanding of research problem hence filling gaps in this study.

3.11 Ethical Considerations

The researcher obtained letter of introduction and approval to carry out a research from MMUST (See appendices 6 and 7). The researcher then sought authorization to proceed with the planned study and obtained research permit from the National Commission for Science, Technology and Innovation (NACOSTI). Subsequent authorizations were obtained from the County Commissioner and County Director of Education, Kisumu County; Sub County Director of Education, Kisumu Central Sub County; and Director of Social Services, Kisumu Central Sub County. (See appendices 8 to 13). The researcher then visited the sampled orphanages and primary schools in advance to seek permission and consent of the managers, head teachers, GAC teachers, class teachers and the caregivers or guardians, and to set dates for data collection. Consent forms for caregivers (guardians) was sent and received back through the schools' GAC department. Each OVP was given a consent form which they took to their caregivers who signed and gave them to bring back to school. So only willing OVP participated with the consent of their guardians or managers of the orphanages (See appendices 14 to 20). Privacy and confidentiality was maintained during the data collection process as the study was anonymous. Debriefing was done to OVP after administration of N-SLOC and after the FGD. They were comfortable as at the time the researcher left them.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Overview

Specific objectives of this study were: First, to establish the relationship between external locus of control orientation and school adjustment of OVP in Kisumu Central Sub County, Kenya. Second, to determine the relationship between internal locus of control orientation and school adjustment. Third, to examine gender differences in locus of control orientation and school adjustment. And fourth, to investigate intervention strategies for locus of control orientation and school adjustment.

This was a mixed methods research. For this reason, data from quantitative study and that from qualitative study were analysed independently, then results combined, interpreted and discussed together. Quantitative data was collected using N-S LOC, TRSSA and closed ended questionnaires. Qualitative data was collected using open-ended questionnaires and FGD.

The N-S LOC was administered to 248 OVP selected using simple random sampling from 8 primary schools in Kisumu Central Sub County. It yielded data that helped to assess external and internal locus of control orientation of the participants. The TRSSA was administered to class teachers who used it to rate adjustment behaviours of OVP in their respective classes. One TRSSA was used to rate one participant. It yielded data related to OVP's level of school adjustment. Questionnaires were filled by teachers in charge of GAC and managers of orphanages. Together with FGD, questionnaires yielded data on intervention strategies for locus of control orientation and school adjustment problems of OVP. Focus group discussions involved 10 boys and 10 girls from different schools. Data from FGD augmented data yielded by N-S LOC, TRSSA

and the questionnaires. This chapter highlights presentation of findings of this study interpretation and discussion of results.

4.2 Demographic Characteristics of Vulnerable Orphaned Pupils

Main participants in this study were OVP aged 10 to 12 years. Frequency distribution of participants by gender and age is presented in Table 4.1, while their distribution by school type and support system in Table 4.2

Table 4.1: Frequency Distribution of OVP by Gender and Age

		Age			
		10 years	11 years	12 years	Total
Gender	Boy	36	44	23	103
	Girl	43	50	52	145
Total		79	94	75	248

Source: Field data, 2020

Results in Table 4.1 shows that 248 OVP participated in the study. It further reveals that most of the respondents 145 (58.5%) were girls while 103 (41.5%) were boys. The results also shows that 94 (37.9 %) were aged 11 years, 79 (31.9 %) 10 while 75 (30.2%) aged 12 years. The results suggest that majority of OVP in primary schools in Kisumu Central Sub County were 11 years old. These results also reveal that the number of female OVP increased steadily with increase in age. These findings suggest that more girls than boys in primary schools in Kisumu Central Sub County were vulnerable, and that the number of older girls who were vulnerable could be higher than that of younger girls.

These findings were corroborated by results from FGD which showed that girls remained more vulnerable despite being taken in by relatives. Female participants reported being given too much domestic work in the families where they lived. Some of them also expressed feeling unsafe in their environments and wished to be protected "*against abusive sponsors*", "*bad people*" and "*…against the society which is harmful*

to us". Findings of prior studies were in agreement that more girls than boys were vulnerable, and that orphaned girls were more distressed psychologically (Nyamukapa et al., 2010; Mutiso & Mutie, 2018).

Table 4.2: Frequency Distribution of OVP's by Type of School and Support System

		Support system				
		Relative	Orphanage	Organization	A Good Samaritan	Total
Type of school	Public	123	16	40	20	199
	Private	2	47	0	0	49
Total		125	63	40	20	248

Source: Field data, 2020

Results in Table 4.2 show that 199 (80.2 %) of the participants learnt in public schools while 49 (19.8 %) in private schools. The results further show that all children supported by various organizations and Good Samaritans, as well as majority (98.4 %) of those taken care of by relatives learnt in public schools, while majority (74.6 %) supported by orphanages learnt in private schools. This suggests that most OVP in primary schools in Kisumu Central Sub County learnt in public schools.

Results in Table 4.2 further reveal that 125 (50.4 %) of participant were supported by relatives, 63 (25.4 %) by orphanages, 40 (16.1 %) by sponsor or organizations and 20 (8.1 %) by Good Samaritans. These findings corroborated those from previous studies which found majority of orphaned children to remain under the care of relatives (Embleton, Ayuku, Kamanda, Atwoli, Ayaya, Vreeman, Nyandiko, Gisore, Koech & Braitstein, 2014; Cox, Gesiriech, Olson, & Porter, 2015; Mutiso & Mutie, 2018). Relatives are probably the most readily available alternative caregivers at the time of parental death. Additionally, not much legal procedures may be involved as they take

up orphaned children. This possibly explains why most OVP in Kisumu Central Sub County were taken care of by individuals who are related to them.

4.3 Demographic Characteristics of Class Teachers

Class teachers rated school adjustment behaviour of OVP in their respective classes by responding to the TRSSA. They filled one copy for each OVP who responded to N-S LOC from their classes. Distribution of class teachers by age and experience is presented in Table 4.3.

Table 4.3: Distribution of Class Teachers by Age and Experience

		Teaching Experience				
		Less than 1 year	1 to 5 years	6 to 10 years	Over 10 years	Total
Age	18 to 30 years	1	7	3	0	11
	31 to 43 years	0	5	5	4	14
	44 to 60 years	0	0	2	9	11
Total		1	12	10	13	36

Source: Field data, 2020

Results in Table 4.3 reveal that 36 class teachers participated in the study. The results further show that 14 (38.9 %) of the class teachers were aged between 31 to 43 years, 11 (30.6 %) 18 to 30 years, and another 11 (30.6 %) 44 to 60 years. Majority (69.4 % %) of the class teachers were therefore aged 31 years and above. This suggests that most class teachers were mature enough to handle pupils' issues. Results in Table 4.3 further indicate that 13 (36.1 %) of the class teachers had taught for more than 10 years, 12 (33.3 %) between 1 to 5 years, 10 (27.8 %) 6 to 10 years and 1 (2.8 %) for less than one year. Most class teachers had therefore taught for more than five years. Overall findings from Table 4.3 suggest that class teachers in primary schools in Kisumu Central Sub County had sufficient experience and knowledge needed to assess and deal with difficulties OVP faced in daily classroom situations.

4.4 Demographic Characteristics of Teachers in Charge of Guidance and Counselling

This study found that GAC services in primary schools in Kisumu Central Sub County were offered by teachers in the GAC department. Frequency distribution of characteristics of GAC teachers by designation and qualification in Guidance and Counselling or Counselling Psychology is presented in Table 4.4.

Table 4.4: Distribution of GAC Teachers by Designation and Qualification

		Qualification				
		Learnt G & C as a unit within teacher training	Certificate	Diploma / Higher Diploma	Degree and above	Total
Designation	Head of Department	0	0	1	0	1
	School Counsellor	4	2	0	1	7
Total		4	2	1	1	8

Source: Field data, 2020

Results in Table 4.4 show that eight teachers in charge of GAC participated in the study. These results further showed that seven (87.5 %) were school counsellors in their respective schools while only one (13.5 %) of the eight was a head of GAC department. This suggests that most of the GAC teachers actually offered counselling services to OVP in their respective schools. The results further revealed that 4(50 %) of the GAC teachers had only learnt counselling as a unit within their teacher training course, 2(25 %) had a certificate in GAC or counselling psychology and another 2(25 %) had a diploma and above. This suggests that only 25 % of the teachers offering counselling services to OVP in primary schools in Kisumu Central Sub County possessed adequate skills and techniques grounded on sound theories necessary for

fruitful counselling to occur. This probably explained results in Table 4.28 which showed that school counselling had not helped OVP resolve their parental death and the accompanying difficulties. According to British Association of Counselling and Psychotherapy (BACP), the minimum professional qualification a person needs to practise counselling or use counselling skills is a Diploma in Counselling or Psychotherapy (BACP), 2018).

Finding that only 25 % of the teacher counsellors in primary schools in Kisumu Central Sub County possessed adequate skills concurred with that of Munyori & Sindabi whose study established that insufficient qualifications of teacher-counsellors restricted management of complicated psychosocial problems orphaned pupils experienced (Munyori & Sindabi, 2013). This study therefore conclude that only 25% of school counsellors had adequate qualification for helping OVP resolve complexities that orphanhood imposed on them as children. The remaining 75 % might have just been engaging in trial and error practice which contravened ethical guidelines for counselling.

4.5 Demographic Characteristics of Managers of Orphanages

Managers of orphanages participated in this study because of their caregiving role to OVP who lived in orphanage. They responded to questionnaires which had closed- and open-ended questions (Appendix 4). Frequency distribution of characteristics of managers of orphanages by qualification in Social Work or Counselling Psychology and experience in working with orphans and vulnerable children is presented Table 4.5.

Table 4.5: Distribution of Managers of Orphanages by Qualification and Experience

		Experience.		
		1 to 5 years	Over 10 years	Total
Qualification	Diploma / Higher Diploma	1	1	2
	Masters and above	1	0	1
Total		2	1	3

Source: Field data, 2020

Results in Table 4.5 shows that three managers of orphanages participated in the study. The results further revealed that two managers had worked with orphans and vulnerable children for 1 to 5 years while one for more than 10 years. The results also showed that their qualifications ranged from higher diploma to master's degree in Counselling Psychology or Social Work. These findings suggest that they had adequate experience and knowledge for handling orphans and vulnerable children under their care.

4.6 Prevalence of External and Internal Locus of Control Orientation of OVP

To ascertain prevalence of external and internal locus of control among OVP, each participant responded to the 12-items modified form of the N-S LOC (Appendix 1). Score from 12 to 18 indicated external locus of control orientation, while 19 to 24, internal locus of control orientation. Frequency distribution of external and internal locus of control orientation of OVP is presented in Table 4.6.

Table 4.6: Frequency Distribution of External and Internal Locus of Control Orientation of OVP

External internal locus of control scores		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15.00	1	.4	.4	.4
	16.00	12	4.8	4.8	5.2
	17.00	16	6.5	6.5	11.7
	18.00	22	8.9	8.9	20.6
	19.00	42	16.9	16.9	37.5
	20.00	46	18.5	18.5	56.0
	21.00	48	19.4	19.4	75.4
	22.00	43	17.3	17.3	92.7
	23.00	17	6.9	6.9	99.6
	More internal locus of control orientation	1	.4	.4	100.0
	Total	248	100.0	100.0	

Source: Field data, 2020

Results in Table 4.6 revealed that 197 (79.4 %) of OVP scored 19.00 and above in the external internal locus of control orientation scale, while 51 (20.6 %) scored 18.00 and below. This shows that 79.4 % of OVP demonstrated internal locus of control orientation, while 20.6 % demonstrated external locus of control orientation. These findings suggested that majority of the OVP in primary schools in Kisumu Central Sub County demonstrated internal locus of control orientation. These results are corroborated by those of FGD which found 19 out of 20 participants to believe that it was their responsibility to ensure that they do well at school. In addition, 18 out of the 20 viewed being an orphan not as a sign of bad luck but as a normal part of life, though one girl reiterated; "*but painful*". This was interpreted to mean that majority of OVP perceived internal location of factors that determined their school success.

These results differed from Dettloff's which established that parentally bereaved children extensively showed external locus of control orientation (Dettloff, 2012). They were also inconsistent with earlier findings by Nowicki, Gregory, Iles-Caven, Ellis & Golding whose study found greater external locus of control orientation to be linked to very adverse experiences youngsters went through (Nowicki, Gregory, Iles-Caven, Ellis & Golding, 2018). Findings of this study therefore imply that majority of OVP in primary schools in Kisumu Central Sub County remained resilient; that inwardly they were strong and had not been bowed by their adversity. This is a personal resource that could be harnessed particularly by school counsellors to help OVP find solutions to their school adjustment problems.

4.7 Prevalence of School Adjustment of OVP

To establish level of school adjustment of OVP in primary schools in Kisumu Central Sub County, class teachers responded to the modified form of TRSSA to assess school adjustment behaviour of each OVP who responded to the N-S LOC from their respective classes. (The TRSSA in shown in appendix 2). Frequency distribution of OVPs' overall level of school adjustment is presented on Table 4.7

Table 4.7: Frequency Distribution of OVPs' Overall Level of School Adjustment

School adjustment scores		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	29.00	5	2.0	2.0	2.0
	30.00	1	.4	.4	2.4
	32.00	3	1.2	1.2	3.6
	33.00	3	1.2	1.2	4.8
	34.00	3	1.2	1.2	6.0
	35.00	2	.8	.8	6.9
	36.00	2	.8	.8	7.7
	37.00	3	1.2	1.2	8.9
	38.00	4	1.6	1.6	10.5
	39.00	4	1.6	1.6	12.1
	41.00	6	2.4	2.4	14.5
	42.00	9	3.6	3.6	18.1
	43.00	11	4.4	4.4	22.6
	44.00	11	4.4	4.4	27.0
	45.00	11	4.4	4.4	31.5
	46.00	13	5.2	5.2	36.7
	47.00	13	5.2	5.2	41.9
	48.00	20	8.1	8.1	50.0
	49.00	22	8.9	8.9	58.9
	50.00	6	2.4	2.4	61.3
	51.00	8	3.2	3.2	64.5
	52.00	12	4.8	4.8	69.4
	53.00	8	3.2	3.2	72.6
	54.00	8	3.2	3.2	75.8
	55.00	10	4.0	4.0	79.8
	56.00	2	.8	.8	80.6
	57.00	7	2.8	2.8	83.5
	58.00	4	1.6	1.6	85.1
	59.00	7	2.8	2.8	87.9
	60.00	1	.4	.4	88.3
	61.00	4	1.6	1.6	89.9
	62.00	4	1.6	1.6	91.5
	63.00	1	.4	.4	91.9
	64.00	1	.4	.4	92.3
	65.00	1	.4	.4	92.7
	66.00	9	3.6	3.6	96.4
	67.00	5	2.0	2.0	98.4
	68.00	2	.8	.8	99.2
	69.00	1	.4	.4	99.6
	Very well adjusted	1	.4	.4	100.0
	Total	248	100.0	100.0	

Source: Field data, 2020

Results in Table 4.7 shows that 146 (58.9 %) of OVP who were rated using TRSSA scored 49 and below, while 102 (41.1 %) scored 50 and above. This suggests that 58.9

% of OVP were poorly adjusted in the school environment while only 41.1 % were well adjusted. These findings suggest that majority of OVP in primary schools in Kisumu Central Sub County experienced school adjustment problems.

Managers of orphanage reported in section 4.91 of this study that sadness was one of the obstacles to school success among OVP. Teachers in charge of GAC also reported that OVP were "*emotional*", "*withdrawn*", had "*negative attitude*", were "*lazy*" and not efficient in school tasks. These findings suggest that OVP in primary schools in Kisumu Central Sub County suffered negative consequences of parental death. These negative consequences of parental bereavement accounted for OVP's widespread poor adjustment to school. Previous studies had shown that orphaned learners displayed sadness, anxiety, poor self-image and low achievement in school (Tsegaye, 2013; Magampa, 2014; Oyedele *et al.*, 2016).

4.8 Hypothesis Testing

Based on objectives 1 to 3, this study sought to test the following hypotheses:

H_{01} There is no significant relationship between external locus of control orientation and school adjustment of OVP in primary schools in Kisumu Central Sub County, Kenya.

H_{02} There is no significant relationship between internal locus of control orientation and school adjustment of OVP.

H_{03} There is no significant gender differences in locus of control orientation and school adjustment of OVP.

4.8.1 Relationship between External Locus of Control Orientation and School Adjustment of OVP

Objective 1 of this study was to establish the relationship between external locus of control orientation and school adjustment of vulnerable orphaned pupils in Kisumu

Central Sub County, Kenya. Two hundred and forty eight (248) OVP aged 10 to 12 years participated in this study. Each one of them responded to N-S LOC to generate data which was used to measure their generalized locus of control orientation. This scale was divided into two subscales with items 2, 4, 5, 7, 8, 10 and 12 making external locus of control orientation subscale (see appendix 1). Items in this subscale were responded to in external locus of control direction. Each "correct answer" scored 01 (one) while "wrong answer" scored 00 (zero). Score of 07 indicated most external locus of control orientation. Score of 00 implied that all items were responded to contrariwise.

School adjustment of OVP was measured using TRSSA (see appendix 2). It should be recalled that school adjustment was indicated by on-task classroom involvement, social competence and positive orientation. Consequently, TRSSA was divided into three subsections: the first subscale made up of items 1, 2, 3, 4, and 5 measured on-task classroom involvement. The second, items 6, 7, 8 and 9 measured social competence. Lastly, the third, items 10, 11, 12, 13 and 14 measured positive orientation. Items in all the subscales were scored on 5-point Likert scale. Each item in TRSSA carried a minimum of 01 (one) and maximum of 05 (five) points. This meant that on-task classroom involvement subscale carried a lowest score of 5 and highest of 25, social competence subscale lowest of 4 and highest of 20, while positive orientation subscale also lowest of 5 and highest of 25. Means and standard deviations of these variables are presented in Table 4.8.

Table 4.8: Means and Standard Deviations of OVP's Age, External Locus of Control and School Adjustment Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Age	248	10.00	12.00	10.9879	.78695
Scores of External locus of control items	248	.00	6.00	2.2016	1.45084
On-task Classroom Involvement Scores	248	9.00	25.00	17.9919	3.52319
Social Competence Scores	248	7.00	20.00	13.7661	2.68783
Positive orientation Scores	248	8.00	25.00	17.4274	3.64114
Valid N (listwise)	248				

Source: Field data, 2020

4.8.1.1 Relationship between External Locus of Control Orientation and On-Task Classroom Involvement

To test the first null hypothesis, spearman's r_s correlation coefficient was computed to determine the relationship between external locus of control orientation and on-task classroom involvement of OVP. Results are presented in Table 4.9

Table 4.9 Relationship between External Locus of Control Orientation and On-Task Classroom Involvement

			External locus of control scores	On-task Classroom Involvement Scores
Spearman's rho	External locus of control scores	Correlation Coefficient	1.000	-.212**
		Sig. (1-tailed)	.	.000
		N	248	248

**. Correlation is significant at the 0.01 level (1-tailed).

Source: Field data, 2020

From Table 4.9, results of spearman's r_s correlations indicate that there was a statistically significant negative relationship between external locus of control orientation and on-task classroom involvement, r_s (246) = -.212, p < .001. These results suggest that increase in external locus of control orientation was associated with decrease in on-task classroom involvement of OVP in primary schools in Kisumu Central Sub County, Kenya. This meant that the more external locus of control orientation a pupil demonstrated, the lower their level of involvement in activities which went on in the classroom from time to time. To verify this correlation, a four-stage hierarchical linear regression analysis was run to control for the intervening variables namely: age, school type and support system. These variables were entered in stage 1, 2 and 3 respectively and external locus of control scores entered in the fourth stage of the regression. Results are presented in Tables 4.10 and 4.11.

Table 4.10: Summary of Hierarchical Linear Regression Analysis for Variables Predicting On-Task Classroom Involvement

				Std.	Change Statistics				
Model	R	R Square	Adjusted R Square	Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.070[a]	.005	.001	3.52167	.005	1.213	1	246	.272
2	.173[b]	.030	.022	3.48429	.025	6.306	1	245	.013
3	.281[c]	.079	.068	3.40162	.049	13.053	1	244	.000
4	.384[d]	.147	.133	3.28008	.068	19.418	1	243	.000

a. Predictors: (Constant), Age
b. Predictors: (Constant), Age, Type of school
c. Predictors: (Constant), Age, Type of school, Support system
d. Predictors: (Constant), Age, Type of school, Support system , Scores of External locus of control items

Source: Field data, 2020

Results of hierarchical linear regression in Table 4.10 revealed that at stage one, age contributed R square value of .005 which can be interpreted that age contributed 0.5 % variance in on-task classroom involvement which was not significant, F (246) = 1.213, p = .272. When type of school variable was added in model 2, the value for R

square increased to .030 which can be interpreted that introducing the type of school variable explained an additional 2.5 % of variation in on-task classroom involvement and this change in R^2 was significant, F (245) = 6.306, p = .013. When support system variable was added in model 3, the value for R Square increased further to .079 which can be interpreted that introducing the support system variable explained an additional 4.9 % of variation in on-task classroom involvement and this change in R^2 was significant, F (244) = 13.053, p < .001. When external locus of control variable was added in model 4, the value for R square increased to .147 which can be interpreted that introducing the external locus of control variable explained an additional 6.8 % of variation in on-task classroom involvement and this change in R^2 was significant, F (243) = 19.418, p < .001. The relationship that the individual predictor variables had with on-task classroom involvement is shown in Table 4.11.

Table 4.11: Coefficients of Predictor Variables for all Stages of The Hierarchical Linear Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.546	3.137		4.637	.000
	Age	.314	.285	.070	1.101	.272
2	(Constant)	12.429	3.216		3.865	.000
	Age	.354	.282	.079	1.254	.211
	Type of school	1.398	.557	.158	2.511	.013
3	(Constant)	10.332	3.193		3.236	.001
	Age	.426	.276	.095	1.544	.124
	Type of school	1.265	.545	.143	2.323	.021
	Support system	.803	.222	.223	3.613	.000
4	(Constant)	12.030	3.103		3.877	.000
	Age	.379	.267	.085	1.420	.157
	Type of school	1.511	.528	.171	2.862	.005
	Support system	.769	.214	.214	3.585	.000
	Scores of External locus of control items	-.638	.145	-.263	-4.407	.000

a. Dependent Variable: On-task Classroom Involvement Scores

Source: Field data 2020

Results in Table 4.11 revealed that in model 1, the unstandardized regression coefficient, *B*, for age was .314. This represented a change of .314 in on-task classroom involvement for each unit change in age and this change was not statistically significant, $p = .272$. This result suggested that increase in age had no effect on on-task classroom involvement. This showed that age did not predict on-task classroom involvement of OVP.

In model 2, the unstandardized regression coefficient, *B*, type of school was 1.398. This represented a change of 1.398 in on-task classroom involvement for each unit change in type of school after controlling for age. This change was statistically significant, $p = .013$. This result suggested that type of school variable had effect on

on-task classroom involvement. This showed that the type of school OVP attended significantly contributed to their level of on-task classroom involvement.

In model 3, the unstandardized regression coefficient, *B,* for support system was .803. This represented a change of .803 in on-task classroom involvement for each unit change in support system after controlling for age and type of school. This change was statistically significant, $p < .001$. This result showed that support system variable had effect on on-task classroom involvement. This suggested that the support system of OVP significantly contributed to their on-task classroom involvement.

In model 4, the unstandardized regression coefficient, *B,* for external locus of control orientation was -.638. This represented a drop of -.638 in on-task classroom involvement for each unit change in external locus of control orientation after controlling for age, type of school and support system. This change was statistically significant, $p < .001$. This result showed that increase in external locus of control orientation was associated with a drop in on-task classroom involvement. These results confirmed existence of statistically significant negative relationship between external locus of control orientation and on-task classroom involvement of OVP. This meant that the more external locus of control orientation OVP displayed the lower their level of involvement was in the activities which went on in the classroom in primary schools in Kisumu Central Sub County, Kenya.

These findings were consistent with propositions put forward by the theoretical framework which posited that increase in external locus of control orientation was linked to deterioration in on-task classroom involvement. The results also agreed with those of earlier studies which found externally oriented students to be more passive and reactive as learning went on (Abid *et al.*, 2016). This

suggests that OVP with external locus of control orientation believed in luck and had resigned to fate. Subsequently, they lacked the inner drive to involve themselves in activities going on in the classroom. In this way it became a major hindrance to school success.

4.8.1.2 Relationship between External Locus of Control Orientation and Social Competence

Spearman's r_s correlation coefficient was computed to determine the relationship between external locus of control orientation and social competence of OVP. Results are presented in Table 4.12

Table 4.12 Relationship between External Locus of Control Orientation and Social Competence

			External locus of control scores	Social Competence Scores
Spearman's rho	External locus of control scores	Correlation Coefficient	1.000	-.175**
		Sig. (1-tailed)	.	.003
		N	248	248

**. Correlation is significant at the 0.01 level (1-tailed).

Source: Field data, 2020

From Table 4.12, results of spearman's r_s correlation indicated that there was a statistically significant negative relationship between external locus of control orientation and social competence, $r_s(246) = -.175$, $p = .003$. These results suggest that increase in external locus of control orientation was associated with decrease in social competence of OVP in primary schools in Kisumu Central Sub County. This meant that the greater the external locus of control orientation a pupil demonstrated, the lower their ability was to positively relate with and accept association with peers and teachers within the school environment. To verify this result, a four-stage

hierarchical linear regression analysis was run to control for the intervening variables namely: age, school type and support system. These variables were entered in stage 1, 2 and 3 respectively and external locus of control scores entered in the fourth stage of the regression. Results are presented in Tables 4.13 and 4.14.

Table 4.13: Summary of Hierarchical Linear Regression Analysis for Variables Predicting Social Competence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.014[a]	.000	-.004	2.69303	.000	.048	1	246	.827
2	.017[b]	.000	-.008	2.69841	.000	.019	1	245	.890
3	.159[c]	.025	.013	2.66971	.025	6.296	1	244	.013
4	.253[d]	.064	.048	2.62201	.038	9.958	1	243	.002

a. Predictors: (Constant), Age

b. Predictors: (Constant), Age, Type of school

c. Predictors: (Constant), Age, Type of school, Support system

d. Predictors: (Constant), Age, Type of school, Support system , Scores of External locus of control items

Source: Field data, 2020

Results of hierarchical linear regression in Table 4.13 revealed that at stage 1, age contributed R square value of .000 which can be interpreted that age contributed 00 % of the variance in social competence which was not significant, F (246) = .048, p = .827. When type of school variable was added in model 2, the value for R square did not increase which can be interpreted that introducing the type of school variable explained an additional 00 % of variation in social competence and this change in R^2 was also not significant, F (245) = .019, p = .890. When support system variable was added in model 3, the value for R square increased further to .025 which can be interpreted that introducing the support system variable explained an additional 2.5 % of variation in social competence and this change in R^2 was significant, F (244) = 6.296, p < .013. When external locus of control variable was added in model 4, the

value for R square increased to .064 which can be interpreted that introducing the external locus of control variable explained an additional 3.8 % of variation in social competence and this change in R^2 was significant, F (243) = 9.958, p = .002. The relationship that the individual predictor variables had with social competence is shown in Table 4.14.

Table 4.14: Coefficients of Predictor Variables for All Stages of the Hierarchical Linear Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	13.242	2.399		5.521	.000
	Age	.048	.218	.014	.219	.827
2	(Constant)	13.332	2.490		5.353	.000
	Age	.046	.219	.013	.210	.833
	Type of school	-.059	.431	-.009	-.138	.890
3	(Constant)	12.188	2.506		4.864	.000
	Age	.086	.217	.025	.395	.694
	Type of school	-.132	.427	-.020	-.308	.758
	Support system	.438	.174	.159	2.509	.013
4	(Constant)	13.161	2.480		5.306	.000
	Age	.058	.213	.017	.273	.785
	Type of school	.009	.422	.001	.022	.983
	Support system	.418	.171	.152	2.439	.015
	Scores of External locus of control items	-.365	.116	-.197	-3.156	.002

a. Dependent Variable: Social Competence Scores

Source: Field data, 2020

Results in Table 4.14 reveal that in model 1, the unstandardized regression coefficient, *B,* for age was .048. This represented a change of .048 in social competence for each unit change in age and this change was not statistically significant, p = .827. This result shows that age had no effect on social competence. In other words, age of OVP did not predict social competence of OVP.

In model 2, the unstandardized regression coefficient, *B,* for type of school was -.059. This represented a drop of -.059 in social competence for each unit change in type of school after controlling for age. This change was not statistically significant, $p = .890$. This result shows that type of school variable had no effect on social competence. This means the type of school OVP attended did not predict their social competence.

In model 3, the unstandardized regression coefficient, *B,* for support system was .438. This represented a change of .438 in social competence for each unit change in support system after controlling for age and type of school. This change was statistically significant, $p = .013$. This result showed that support system variable had effect on social competence. This suggests that the support system of OVP predicted their social competence.

In model 4, the unstandardized regression coefficient, *B,* for external locus of control orientation was -.365. This represented a drop of -.365 in social competence for each unit change in external locus of control orientation after controlling for age, type of school and support system. This change was statistically significant, $p = .002$. This result showed that increase in external locus of control orientation was associated with a drop in social competence of OVP. These results confirmed existence of statically significant negative relationship between external locus of control orientation and social competence of OVP in primary schools in Kisumu Central Sub County. Thus, the more external locus of control orientation OVP demonstrated, the lower their ability was to positively relate with and accept association with peers and teachers within the school environment.

This result was consistent with postulations of the theoretical framework that external locus of control orientation was linked to deterioration in social competence of OVP. The results were also consistent with findings by Satici *et al.* which showed that dimensions of social support negatively correlated with external academic locus of control (Satici *et al.*, 2013). However, finding of this study was relatively novel, hence more studies were needed in this area to find out how external locus of control orientation relates with social competence among different populations.

4.8.1.3 Relationship between External Locus of Control Orientation and Positive Orientation.

Spearman's r_s correlation coefficient was computed to determine the relationship between external locus of control orientation and positive orientation of OVP. Results are presented in Table 4.15

Table 4.15 Relationship between External Locus of Control Orientation and Positive Orientation.

			External locus of control scores	Positive orientation Scores
Spearman's rho	External locus of control scores	Correlation Coefficient	1.000	-.150**
		Sig. (1-tailed)	.	.009
		N	248	248

**. Correlation is significant at the 0.01 level (1-tailed).

Source: Field data, 2020

From Table 4.15, results of spearman's r_s correlation indicate that there was a statistically significant negative relationship between external locus of control orientation and positive orientation, $r_s(246) = -.150$, $p = .009$. These results suggested that increase in external locus of control orientation was associated with decrease in positive orientation of OVP. This means that the more external locus of control

orientation OVP demonstrated the lower the degree to which they were affirmative and enthusiastic towards school tasks and teachers in primary schools in Kisumu Central Sub County. To verify this result, a four-stage hierarchical linear regression analysis was run to control for the intervening variables namely: age, school type and support system. These variables were entered in stage 1, 2 and 3 respectively and external locus of control scores entered in the fourth stage of the regression. Results are presented in Tables 4.16 and 4.17.

Table 4.16: Summary of Hierarchical Linear Regression Analysis for Variables Predicting Positive Orientation

				Std.	Change Statistics				
Model	R	R Square	Adjusted R Square	Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.051[a]	.003	-.001	3.64373	.003	.648	1	246	.422
2	.257[b]	.066	.058	3.53348	.063	16.591	1	245	.000
3	.322[c]	.104	.093	3.46793	.038	10.350	1	244	.001
4	.370[d]	.137	.123	3.41000	.033	9.361	1	243	.002

a. Predictors: (Constant), Age
b. Predictors: (Constant), Age, Type of school
c. Predictors: (Constant), Age, Type of school, Support system
d. Predictors: (Constant), Age, Type of school, Support system , Scores of External locus of control items

Source: Field data, 2020

Results of hierarchical linear regression in Table 4.16 reveal that at stage one, age contributed R square value of .003 which can be interpreted that age contributed 0.3 % of the variance in positive orientation which was not significant, F (246) = .648, p = .422. When type of school variable was added in model 2, the value for R square increased to .066 which can be interpreted that introducing the type of school variable explained an additional 6.3 % of variation in positive orientation and this change in R^2 was significant, F (245) = 16.591, $p < .001$. When support system variable was added in model 3, the value for R square increased further to .104 which can be interpreted that introducing the support system variable explained an additional

3.8 % of variation in positive orientation and this change in R^2 was significant, F (244) = 10.350, p = .001. When external locus of control variable was added in model 4, the value for R square increased to .137 which can be interpreted that introducing the external locus of control variable explained an additional 3.3 % of variation in positive orientation and this change in R^2 was significant, F (243) = 9.361, p = .002. The relationship that the individual predictor variables had with positive orientation is shown in Table 4.17.

Table 4.17: Coefficients of Predictor Variables for all Stages of the Hierarchical Linear Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.821	3.245		4.567	.000
	Age	.237	.295	.051	.805	.422
2	(Constant)	11.340	3.261		3.477	.001
	Age	.303	.286	.066	1.060	.290
	Type of school	2.299	.564	.252	4.073	.000
3	(Constant)	9.436	3.255		2.899	.004
	Age	.369	.282	.080	1.311	.191
	Type of school	2.179	.555	.239	3.924	.000
	Support system	.729	.227	.196	3.217	.001
4	(Constant)	10.662	3.226		3.305	.001
	Age	.335	.277	.072	1.208	.228
	Type of school	2.356	.549	.258	4.292	.000
	Support system	.704	.223	.189	3.159	.002
	Scores of External locus of control	-.461	.151	-.184	-3.060	.002

a. Dependent Variable: Positive orientation Scores

Source: Field data, 2020

Results in Table 4.17 reveal that in model 1, the unstandardized regression coefficient, *B*, for age was .237. This represented a change of .237 in positive orientation for each unit change in age and this change was not statistically significant, p = .422. This

result showed that age had no effect on positive orientation. This suggests that age of OVP did not predict positive orientation of OVP.

In model 2, the unstandardized regression coefficient, *B,* for type of school was 2.299. This represented a change of 2.299 in positive orientation for each unit change in type of school after controlling for age. This change was statistically significant, $p < .001$. This result showed that type of school variable had a significant effect on positive orientation. This means that the type of school OVP attended did significantly predict positive orientation of OVP.

In model 3, the unstandardized regression coefficient, *B,* for support system was .729. This represented a change of .729 in positive orientation for each unit change in support system after controlling for age and type of school. This change was statistically significant, $p = .001$. This result showed that support system variable had a significant effect on positive orientation. This meant that the support system of a pupil who was orphaned and vulnerable significantly predicted positive orientation of OVP.

In model 4, the unstandardized regression coefficient, *B,* for external locus of control orientation was -.461. This represented a change of -.461 in positive orientation for each unit change in external locus of control orientation after controlling for age, type of school and support system. This change was statistically significant, $p = .002$. This result showed that increase in external locus of control orientation was associated with a drop in positive orientation of OVP. These results confirmed existence of statically significant negative relationship between external locus of control orientation and positive orientation of OVP. This suggest that the more external locus of control orientation OVP demonstrated the lower the degree to which they were affirmative

and enthusiastic towards school tasks and teachers in primary schools in Kisumu Central Sub County. This result was consistent with suppositions of the theoretical framework that external locus of control orientation was associated with deterioration in positive orientation of OVP.

Findings of this study also agreed with Atibuni *et al* whose study found students who displayed external locus of control to be also possessing undesirable academic disposition (Atibuni *et al.,* 2017). Celik & Saricam in their study also found a significant negative connection between external locus of control and grit (Celik & Saricam, 2018). However, those studies focused on academic attitudes and grit and not positive orientation. This suggests that result of this study, showing a statically significant negative correlation between external locus of control orientation and positive orientation, is relatively novel. Further research can be done with other populations or in other regions to establish whether this finding can be replicated

In conclusion, after controlling for the intervening variables namely: age, school type and support system, this study established existence of a statistically significant negative correlation between external locus of control orientation and all the three indicators of school adjustment specifically: on-task classroom involvement, $r_s(246) = -.212$, $p < .001$; social competence, $r_s(246) = -.175$, $p = .003$ and positive orientation, $r_s(246) = -.150$, $p = .009$. The first null hypothesis was therefore rejected.

These findings were consistent with propositions put forward by the theoretical framework that external locus of control orientation was associated with deterioration in school adjustment of OVP. Overall, results of this study suggest that external locus of control orientation is a hindrance to healthy school adjustment of OVP. This is because the more external locus of control orientation OVP demonstrated, the lower

their level of involvement in activities which went on in the classroom, the lower their ability was to positively relate with and accept association with peers and teachers within the school environment, and the less affirmative and enthusiastic they were towards school tasks and teachers in primary schools in Kisumu Central Sub County.

The three intervening variables were identified in this study. They included age, school type and support system. Age was not found to predict on-task classroom involvement, social competence and positive orientation. However, school type predicted 2.5 % variance in on-task classroom involvement, $p = .013$, and 6.3 % variance in positive orientation, $p < .001$, but it had no effect on social competence. On the other hand, support system predicted 4.9 % variance in on-task classroom involvement, $p < .001$, 3.8 % variance in social competence, $p = .002$, and 3.8 % variance in positive orientation, $p = .001$.

These findings suggest that age of OVP had no effect at all on the level of school adjustment displayed by OVP. They also show that whether OVP attended public or private school had effect on their on-task classroom involvement and positive orientation but not their social competence, $p = .890$. Finally, support system significantly predicted all the three aspects of school adjustment. This study conclude that factors within primary schools in Kisumu Central Sub County, and characteristics of OVP's support system significantly determine their level of adjustment in the school environment.

4.8.2. Relationship between Internal Locus of Control Orientation and School Adjustment of OVP

The second objective was to determine the relationship between internal locus of control orientation and school adjustment of OVP in Kisumu Central Sub County,

Kenya. The subscales of TRSSA used in section 4.9.1 above were used to measure OVP's level of on-task classroom involvement, social competence and positive orientation. However, internal locus of control orientation of OVP was measured using internal locus of control orientation subscale. It was made up of items 1,3,6,9 and 11 in the N-S LOC (see Appendix 1). It was scored in the internal direction. Each "correct answer" scored 02 (two) while "wrong answer" scored 00 (zero). Score of 10 indicated most internal locus of control orientation. Score of 00 implied that all items were responded to contrariwise. Mean and standard deviation of OVP's scores on this subscale is presented on Table 4.18.

Table 4.18: Mean and Standard Deviation of OVP's Scores on Internal Locus of Control Subscale

	N	Minimum	Maximum	Mean	Std. Deviation
Scores of Internal locus of control items	248	.00	10.00	7.4677	1.85479
Valid N (listwise)	248				

Source: Field data, 2020

4.8.2.1 Relationship between Internal Locus of Control Orientation and On-Task Classroom Involvement

Spearman's r_s correlation coefficient was computed to determine the relationship between internal locus of control orientation and on-task classroom involvement of OVP. Results are presented in Table 4.19.

Table 4.19: Relationship between Internal Locus of Control Orientation and On-Task Classroom Involvement

			Internal locus of control scores	On-task Classroom Involvement Scores
Spearman's rho	Internal locus of control scores	Correlation Coefficient	1.000	-.108*
		Sig. (1-tailed)	.	.045
		N	248	248

*. Correlation is significant at the 0.05 level (1-tailed).

Source: Field data, 2020

From Table 4.19, results of spearman's r_s correlation indicate that there was significant negative relationship between internal locus of control orientation and on-task classroom involvement, r_s (246) = -.108, p =.045. This suggested that increase in internal locus of control orientation was associated with decrease in on-task classroom involvement of OVP in primary schools in Kisumu Central Sub County, Kenya. This meant that the more internal locus of control orientation a pupil demonstrated, the lower their level of involvement in activities which went on in the classroom from time to time. To verify this result, a four-stage hierarchical linear regression analysis was run to control for the intervening variables namely: age, school type and support system. These variables were entered in stage 1, 2 and 3 respectively and external locus of control scores entered in the fourth stage of the regression. Results are presented in Tables 4.20 and 4.21.

Table 4.20: Summary of Hierarchical Linear Regression Analysis for Variables Predicting On-Task Classroom Involvement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.070[a]	.005	.001	3.52167	.005	1.213	1	246	.272
2	.173[b]	.030	.022	3.48429	.025	6.306	1	245	.013
3	.281[c]	.079	.068	3.40162	.049	13.053	1	244	.000
4	.290[d]	.084	.069	3.39996	.005	1.239	1	243	.267

a. Predictors: (Constant), Age
b. Predictors: (Constant), Age, Type of school
c. Predictors: (Constant), Age, Type of school, Support system
d. Predictors: (Constant), Age, Type of school, Support system , Scores of Internal locus of control items

Source: Field data, 2020

Results of hierarchical linear regression in Table 4.20 revealed that at stage one, age contributed R square value of .005 which can be interpreted that age contributed 0.5 % of variance in on-task classroom involvement which was not significant, F (246) = 1.213, p = .272. When type of school variable was added in model 2, the value for R square increased to .030 which can be interpreted that introducing the type of school variable explained additional 2.5 % of variance in on-task classroom involvement and this change in R^2 was significant, F (245) = 6.306, p = .013. When support system variable was added in model 3, the value for R square increased further to .079 which can be interpreted that introducing the support system variable explained additional 4.9 % of variance in on-task classroom involvement and this change in R^2 was significant, F (244) = 13.053, p < .001. When external locus of control variable was added in model 4, the value for R square increased to .084 which can be interpreted that introducing the external locus of control variable explained additional 0.5 % of variance in on-task classroom involvement and this change in R^2 was not significant, F (243) = 1.239, p = .267.

The relationship that the individual predictor variables had with on-task classroom involvement is shown in Table 4.21

Table 4.21: Coefficients of Predictor Variables for All Stages of the Hierarchical Linear Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	14.546	3.137		4.637	.000
	Age	.314	.285	.070	1.101	.272
2	(Constant)	12.429	3.216		3.865	.000
	Age	.354	.282	.079	1.254	.211
	Type of school	1.398	.557	.158	2.511	.013
3	(Constant)	10.332	3.193		3.236	.001
	Age	.426	.276	.095	1.544	.124
	Type of school	1.265	.545	.143	2.323	.021
	Support system	.803	.222	.223	3.613	.000
4	(Constant)	11.799	3.453		3.417	.001
	Age	.385	.279	.086	1.383	.168
	Type of school	1.226	.545	.139	2.248	.025
	Support system	.810	.222	.225	3.647	.000
	Scores of Internal locus of control items	-.131	.118	-.069	-1.113	.267

a. Dependent Variable: On-task Classroom Involvement Scores

Source: Field data, 2020

Results in Table 4.21 revealed that in model 1, the unstandardized regression coefficient, *B*, for age was .314. This represented a change of .314 in on-task classroom involvement for each unit change in age and this change was not statistically significant, $p = .272$. This result shows that age had no effect on on-task classroom involvement. This suggests that age of OVP did not predict on-task classroom involvement of OVP.

In model 2, the unstandardized regression coefficient, *B*, for type of school was 1.398. This represented a change of 1.398 in on-task classroom involvement for each

unit change in type of school after controlling for age. This change was statistically significant, $p = .013$. This result showed that type of school variable had effect on on-task classroom involvement. This suggest that the type of school a pupil who was orphaned and vulnerable attended predicted on-task classroom involvement of OVP.

In model 3, the unstandardized regression coefficient, *B*, for support system was .803. This represented a change of .803 in on-task classroom involvement for each unit change in support system after controlling for age and type of school. This change was statistically significant, $p < .001$. This result shows that support system variable had effect on on-task classroom involvement. It suggests that support system of OVP significantly predicted on-task classroom involvement of OVP.

In model 4, the unstandardized regression coefficient, *B*, for internal locus of control orientation was -.131. This represented a drop of -.131 in on-task classroom involvement for each unit change in internal locus of control orientation after controlling for age, type of school and support system. This change was not statistically significant, $p = .267$. These results show that internal locus of control orientation was not found to be linked to on-task classroom involvement of OVP in primary schools in Kisumu Central Sub County.

This result was confounding. It was expected that internal locus of control orientation would relate positively with on-task classroom involvement as proposed by the theoretical framework. This discrepancy might suggest that there are other factors other than internal locus of control orientation which are associated with OVP's on-task classroom involvement that were not investigated in the present study. Moreover, the result contradicted those of prior studies. Hui *et al.* found internal locus of control to significantly positively affect classroom engagement among Malaysian University

students (Hui, *et al*., 2019). Laat also found being internally oriented to have direct impact on work engagement among Dutch workforce (Laat, 2016). However, difference in findings might be explained by the fact that whereas those studies involved ordinary adults, the current involved young OVP.

4.8.2.2 Relationship between Internal Locus of Control Orientation and Social Competence

Spearman's r_s correlation coefficient was computed to determine the relationship between internal locus of control orientation and social competence of OVP in primary schools in Kisumu Central Sub County, Kenya. Results are presented in Table 4.22.

Table 4.22: Relationship between Internal Locus of Control Orientation and Social Competence

			Internal locus of control scores	Social Competence Scores
Spearman's rho	Scores of Internal locus of control items	Correlation Coefficient	1.000	-.056
		Sig. (1-tailed)	.	.189
		N	248	248

Source: Field data, 2020

From Table 4.22, results of spearman's r_s correlation indicate that there was no significant relationship between internal locus of control orientation and social competence, $r_s(246) = -.056$, $p = .189$. This suggests that no association was found between internal locus of control orientation and social competence of OVP. This means that whether or not OVP demonstrated internal locus of control orientation had nothing to do with their ability to positively relate with and accept association with peers and teachers in the school environment in Kisumu Central Sub County.

This result differ from what was expected, hence from postulations of the theoretical framework. It was expected that internal locus of control orientation would correlate positively with social competence of OVP. This inconsistency might suggest that there are other factors other than internal locus of control orientation which are related to OVP's social competence that were not investigated in the present study.

The results also largely differed from findings of previous studies. For instance, a study by Satici *et al.* had shown that dimensions of social support were positively associated with internal academic locus of control among undergraduate students in Turkey Satici *et al.,* 2013). Other studies had also found significant direct relationship between participants' locality of control and their social adjustment (Bahrainian & Yari, 2014; Ghartappeh *et al.,* 2015). However, those studies investigated relationship between locus of control and social adjustment among mainstream university and high school students. Besides, relatively little literature was available to compare and contrast findings. This suggests that findings of this study are relatively novel. More studies involving different category of participants could be done to verify the trend.

4.8.2.3 Relationship between Internal Locus of Control Orientation and Positive Orientation

Spearman's r_s correlation coefficient was computed to determine the relationship between internal locus of control orientation and positive orientation of OVP in primary schools in Kisumu Central Sub County, Kenya. Results are presented in Table 4.23.

Table 4.23 Relationship between Internal Locus of Control Orientation and Positive Orientation

			Scores of Internal locus of control items	Positive orientation Scores
Spearman's rho	Scores of Internal locus of control items	Correlation Coefficient	1.000	-.024
		Sig. (1-tailed)	.	.355
		N	248	248

Source: Field data, 2020

From Table 4.23, results of spearman's r_s correlation indicate that there was no significant relationship between internal locus of control orientation and positive orientation, $r_s(246) = -.024$, $p = .355$. This suggests that no association was found between internal locus of control orientation and positive orientation of OVP. This meant that whether OVP demonstrated internal locus of control orientation had nothing to do with the degree to which they were affirmative and enthusiastic towards school tasks and teachers in primary schools in Kisumu Central Sub County.

Findings contradicted those of a study by Senler which established a significant direct relationship among pre-service teachers' locality of control and attitude towards teaching science (Senler, 2016). Similarly, a study by Atibuni *et al*. showed that locus of control significantly predicted academic attitudes (Atibuni *et al*., 2017). However, these studies involved college / university students who were emotionally mature, while the current study involved young OVP in primary schools. This might explain the difference in findings between the current study and the previous ones.

In conclusion, no statistically significant association was found between internal locus of control orientation and all the three indicators of school adjustment specifically: on-

task classroom involvement, $r_s(246) = -.108$, $p = .045$ but this became insignificant when intervening variables were controlled for. Social competence, $r_s(246) = -.056$, $p = .189$ and positive orientation, $r_s(246) = -.024$, $p = .355$. The second null hypothesis was therefore not rejected.

These findings contradicted propositions put forward by the theoretical framework that increase in internal locus of control orientation would be associated with OVP's increased level of involvement in classroom activities, social competence and positive outlook in the school environment. This implied that there might have been other factors other than internal locus of control orientation that were linked to school adjustment of OVP in primary schools in Kisumu Central Sub County which were not investigated by this study.

4.8.3 Gender Differences in Locus of Control Orientation and School Adjustment of OVP

The third objective sought to examine gender differences in locus of control orientation and school adjustment of OVP in primary schools in Kisumu Central Sub County, Kenya. In this section, the third null hypothesis which stated there is no significant gender differences in locus of control orientation and school adjustment of OVP was tested.

4.8.3.1 Gender Differences in Locus of Control Orientation of OVP

A two – tailed independent samples *t* test was run to assess the differences in scores between locus of control orientation of male and female OVP. Means and standard deviations of these scores are presented in Tables 4.24 while results of gender differences in locus of control orientation of OVP are presented in Table 4.25.

Table 4.24: Mean and Standard Deviations of Male and Female OVP's Locus of Control Orientation scores

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Locus of control scores	Boy	103	20.1650	1.86872	.18413
	Girl	145	19.8966	1.89928	.15773

Source: Field data, 2020

Table 4.25: OVP's Gender Difference in Locus of Control Orientation

		Levene's Test for Equality of Variances		*t*-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Locus of control scores	Equal variances assumed	.206	.650	1.104	246	.271	.26850	.24312	-.21036	.74736
	Equal variances not assumed			1.107	221.958	.269	.26850	.24245	-.20930	.74629

Source: Field data, 2020

Results shown in Tables 4.24 and 4.25 reveal no statistically significant difference in the locus of control orientation scores for boys (M = 20.165, SD = 1.869) and girls (M = 19.897, SD = 1.899); t (246) = 1.104, p = .271. These results suggested that there was really no difference in locus of control orientation of the male and female OVP. This specifically suggest that male OVP in primary schools in Kisumu Central Sub County demonstrated locus of control orientation that was comparable to that of their female counterparts. These findings are consistent with those of Naik and Choudhury

and Borooah who found no significant differences in locus of control of male and female college students in India (Naik, 2015; Choudhury & Borooah, 2017). However, they differed from findings of a study by Ghazvini and Khajehpour which established that girls showed internal locus of control more expansively than boys (Ghazvini & Khajehpour, 2011). They were also not consistent with findings of Mkpae and Stocks *et al.* whose studies revealed that boys tended to be more internally controlled than their female equivalents (Stocks *et al.*, 2012; Mkpae, 2014).

4.8.3.2 Gender Differences in School Adjustment of OVP

Two – tailed independent samples *t* test was again run to assess the difference in scores between school adjustment of male and female OVP. Results are presented in Tables 4.26 and 4.27.

Table 4.26: Means and standard deviations of male and female OVP's school adjustment

	Gender	N	Mean	Std. Deviation	Std. Error Mean
OVPs' overall school adjustment scores	Boy	103	49.9417	9.32089	.91841
	Girl	145	48.6552	8.25242	.68533

Source: Field data, 2020

Table 4.27: Gender Differences in Male and Female OVP's School Adjustment

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Overall school adjustment scores	Equal variances assumed	1.950	.164	1.146	246	.253	1.28658	1.12256	-.92448	3.49763
	Equal variances not assumed			1.123	202.700	.263	1.28658	1.14593	-.97290	3.54605

Source: Field data, 2020

Results in Tables 4.26 and 4.27 reveal no statistically significant differences in school adjustment scores between boys (M = 49.942, SD = 9.321) and girls (M = 48.655, SD = 8.252); t (246) = 1.146, p = .253. These results suggest that there is really no difference in school adjustment of male and female OVP. This specifically suggest that male OVP in primary schools in Kisumu Central Sub County experienced level of school adjustment that was equivalent to that of the female OVP.

Overall, this study found no significant gender differences in locus of control orientation and school adjustment of OVP in primary schools in Kisumu Central Sub County. This suggest that male OVP experienced locus of control orientation and level of school adjustment that were comparable to those of their female counterparts. The third null hypothesis was therefore not rejected.

These findings are consistent with those prior studies which found non-existence of significant gender differences in school adjustment between male and female learners (Winga *et al.*, 2011; Louis & Emerson, 2012). The results were further supported by those of studies by Sangtam and Xiang which found no significant gender differences in study involvement and students' level of classroom engagement between boys and girls (Sangtam, 2014; Xiang, 2017)). Contrariwise, the results of the current study differed from some earlier findings which showed that girls had better inclination towards adjustment to school tasks compared to boys (Ghazvini & Kharjehpour, 2011; Webber *et al.*, 2013; Paramanik *et al*., 2014; Sarwar & Ashrafi, 2014), were higher in social adjustment and social skills (Abdia 2010; Zsolnai & Kasik, 2014; Ghartappeh *et al.*, 2015), and that girls showed more positive attitude in learning English and Mathematics among elementary and high school learners in different countries (LeGrand, 2013; Jaen & Baccay, 2016; Becirovic, 2017). The finding further contradicted those by Khan *et al*. (2014) whose study established that participation in the classroom of female learners in a University in Pakistan was hampered by persistent dread of their male counterparts.

4.9 Intervention Strategies for Locus of Control Orientation and School Adjustment of OVP

Objective 4 sought to investigate intervention strategies for locus of control orientation and school adjustment of OVP. Deductive framework analysis was used to analyse qualitative data in response to research question: what intervention strategies are being put in place to address locus of control orientation and school adjustment problems of OVP in primary schools in Kisumu Central Sub County? Consequently, codes were pre-defined by three specific areas of interest of this study namely: psychological counselling for OVP, quality of teacher-OVP relationship and quality of care OVP got.

The fourth area was coded 'other' to capture any other data that did not fall within any of these three main areas to ensure no data was lost.

4.9.1 Psychological Counselling for OVP

Psychological counselling services to OVP were found to be offered by teachers in the GAC department. This research found out that school counselling for OVP had focused on the following areas as demonstrated by majority of responses by GAC teachers which fell between "*agree*" and "*strongly agree*": helping orphans get in touch with, clarify and review what they thought about themselves and their circumstances; teaching them to modify their beliefs concerning what determined their success or failure at school; challenging their irrational view of themselves and their performance at school; training them to restore a positive sense of themselves including their self-worth; teaching them interpersonal skills to promote close relationship with fellow pupils and their teachers; training orphaned pupils to take charge of their lives; explaining to them the reality of death in age-appropriate language; dealing with contradictions they showed with regard to death of their parent(s); and helping them adjust externally and psychologically to the world without their parent(s).

However, most OVP still experienced disturbing negative emotions following death of their parents and were still in denial as one of the GAC teachers wrote

> *"Most of them are emotional. They do not want to be known as orphans. Some are lazy."*

While another GAC teacher wrote

> *"They are sometimes withdrawn due to issues they have. They have negative attitude towards things"*.

In addition, all the three managers of orphanages reported that

"Sadness is one of the obstacles to school success among most orphans"

Besides, all GAC teachers further confirmed these experiences negatively affected OVPs' adjustment to school and wrote

"Most orphans are neither efficient nor successful in their school tasks"

These findings were interpreted to mean that school counselling had not aided OVP to resolved parental loss and grief. The report that "*They do not want to be known as orphans"* indicate that some OVP were still in denial. This suggest that they had not even began Worden's four tasks of mourning (Worden, 2009) hence were far from resolving parental loss and grief. Consequently, the bereaved learners lacked motivation or strength to carry out the demands placed on them by the school environment, were withdrawn and depressed.

These findings were consistent with those of previous studies which showed that orphans tend to suffer diverse consequences of bereavement including stress, emotional problems and psychological trauma which interfere with their efficient adjustment in the school environment (Shumba & Moyo, 2014; Magampa, 2014). Results in Table 4.7 corroborating these findings revealed that 58.5 % of OVP were poorly adjusted in the school environment. These findings denote that most OVP in primary schools in Kisumu Central Sub County still experienced school adjustment problems despite receiving counselling at school. Thus, school counselling had failed to help OVP resolved parental loss and grief.

The study also established that most GAC teachers were not sure whether or not the counselling services they offered to OVP had really helped them resolve their parental loss and grief. GAC teachers were asked to show extent to which counselling had helped OVP find ways of maintaining enduring healthy connections with their

deceased parents in the midst of relocating them emotionally. Results are presented in Table 4.28.

Table 4.28: Extent to Which Counselling Has Helped OVP Maintain Healthy Connections with Their Dead Parent(s) In The Midst of Relocating Them Emotionally.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	4	50.0	50.0	50.0
	Agree	2	25.0	25.0	75.0
	Strongly agree	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

Source: Field data, 2020

Results in Table 4.28 revealed that 50 % of the GAC teachers were "*undecided*" as to whether or not the counselling services they offered really helped OVP resolve their parental loss and grief. Another 25 % "*agreed*", and the last 25% "*strongly agreed*". These findings suggest that only 25 % of school counsellors were certain that their counselling services helped OVP resolve their parental death and associated difficulties including school adjustment problems. This was consistent with findings by Shumba & Moyo that orphans suffered several consequences of bereavement but they did not get adequate counselling partly because some teachers lacked confidence in dealing with bereaved children (Shumba & Moyo, 2014). Findings in Table 4.4 may explain this: that only 25 % of teachers who offered GAC services in primary schools in Kisumu Central Sub County had sufficient professional training in that field. Consequently, school counselling helped OVP only to a limited extant.

4.9.2 Quality of Teacher-OVP Relationship

The present study sought to find out how easy OVP found it to approach their teachers to share their concerns and how sensitive the teachers were to the feelings of the OVP. Teachers in charge of GAC were asked give their honest assessment on how easy the

OVP found it to approach their teachers to share their concerns and how sensitive the teachers were to the feelings of the OVP. Results are presented in Tables 4.29 and 4.30.

Table 4.29: Frequency Distribution of How Easy OVP Found It to Approach Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	3	37.5	37.5	37.5
	Occasionally	3	37.5	37.5	75.0
	Frequently	1	12.5	12.5	87.5
	Very frequently	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

Source: Field data, 2020

The results in Table 4.29 revealed that from the point of view of GAC teachers, 75 % of OVP were not finding it easy to approach teachers to discuss their concerns. This was interpreted to mean that most OVP in primary schools in Kisumu Central Sub County, Kenya hardly approached their teachers to share the challenges they faced.

Table 4.30: Teachers' Sensitivity about the Feelings of OVP.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	12.5	12.5	12.5
	Rarely	3	37.5	37.5	50.0
	Occasionally	1	12.5	12.5	62.5
	Frequently	2	25.0	25.0	87.5
	Very frequently	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

Source: Field data, 2020

In addition, results in Table 4.30 revealed that 50 % of the teacher were not sensitive to the feelings of OVP, 37.5 % were sensitive while the remaining 12.5 % were only occasionally sensitive. These findings were interpreted to mean that most teachers

lacked sensitivity in the way they handled OVP in primary schools in Kisumu Central Sub County.

Findings that most OVP found it hard to approach teachers to discuss their concerns, and that most teachers were not sensitive to the feelings of OVP were corroborated by findings from FGD whereby participants were asked how easy they found it to approach their teachers for help. Nine of the ten girls, and five out of ten boys who participated particularly from public primary schools reported that it was

"not easy"

Findings from FGD revealed several reasons why most OVP found it hard to approach their teachers to discuss their problems. Many participants particularly from the public primary schools reported that at times teachers chased them away when they went to seek help, some did not understand nor trust them. Some punished them when they attempted to share their issues with them, while others talked badly to them. Different OVPs (G for girl and B for boy) stated as follows:

> **G_1**: *"some teachers will chase you away".*
>
> **B_{10}**: *"...kama nina shida najaribu kuwaeleza, wengine wanaelewa wengine hawaelewi." [...when I have a problem I try to explain to them, some understand others do not]*.
>
> **B_4**: "*they always think we are lying to them*".
>
> B_3: "*ninaogopa kuenda kwa sababu ninajua nikienda mimi ndiye bado nitachapwa… saa zingine mwalimu amekasirika, lazima ungoje atulie ndio uende. Lakini wengine wamekasirika kila wakati"* (*I fear going because I know that if I go I will still be the one to be caned …at times a teacher is annoyed, you have to wait for him or her to get composed. But some are annoyed all the times).*
>
> **G_2**: *"Teachers talk badly to us"*

G_1 felt out of place both at home and in school as she narrated her painful experiences and concluded

"*…even teachers… do not love me".*

Views of OVP concerning why they found it hard to approach teaches for help were corroborated by data from managers of an orphanage. One manager reported that some teachers stigmatized OVPs as they called the children by the name of the orphanage instead of referring to them just by their names. She wrote

> *"Treat them…without mentioning or calling them with the name like 'a child from Z orphanage'"* [where Z stands for the actual name of the institution].

However, in the contrary the current study established that most OVP longed for psychological support and trust from their teachers. Asked how they thought teachers needed to help them overcome problems they faced at school, some of the responses from FGD included

> **G_1**: "*teachers should make me feel that I have parents",*
> **G_4**: *"they should protect us against the society which is harmful to us",*
> **G_3**: *"they should protect us from other children's abuses"*
> **B_9**: "*to help us from...some children who abuse us, even teachers"*
> **B_4**: *"the teachers should know we are telling them the truth…"*
> **G_8**: *"teachers should understand us and allow us to understand what is taught",*
> **G_2**: *"teachers should listen to us".*

Some wished that teachers would provide for them school items they lacked. These responses were supported by those of Managers of orphanages. In an item which asked them what they wished teachers to do to enhance OVP's coping and success at school, one of the managers wrote

> "*To treat them just like any other child without mentioning or calling them with the name like 'a child from Z orphanage'"*

Another manager stated

> "*Treat them the same as other kids while motivating them that circumstances will not determine how their life turns out to be"*

The last manager reiterated

> *"Teachers should always take these children like their own children. They need to be understanding when the children are without school materials and try to find ways to assist them like informing school administration"*

The above findings from GAC teachers, OVP and managers of orphanages were interpreted to suggest that teacher-OVP relationship was low in sensitivity, warmth, intimacy, trust and understanding. This kind of relationship was deemed not to be emotionally supportive for young pupils struggling to cope with adverse experiences of parental death and the accompanying school adjustment problems. This study concluded that teacher-OVP relationship in primary schools in Kisumu Central Sub County failed to mitigate school adjustment problems OVP faced.

Results of hierarchical linear regression analysis in Tables 4.10 and 4.13 in which school type was one of the intervening variables revealed that the type of school OVP attended predicted their on-task classroom involvement by 2.5 % which was significant $p = .013$. It also predicted their positive orientation by 6.3 % and this was significant $p < .001$. Interpreted in the light of the conceptual framework, these results suggest that factors within the school environment including teachers' approachability and sensitivity to how OVP feel significantly affected school adjustment among OVP in primary schools in Kisumu Central Sub County.

These findings were corroborated by those of earlier studies by Kiuru *et al.,* Longobardi *et al.* and Ahmed which found that close teacher-pupil relationship characterized by warmth and open communication facilitated diverse desirable results for young learners (Kiuru *et al.*, 2016; Longobardi *et al.,* 2016); Ahmed, 2017). In fact according to Kiuru *et al.* (2016) a warm teacher–pupil relationship was adequate to cushion pupils against school adjustment problems even when they did not get emotional support from home.

4.9.3 Quality of Care OVP Got

Results in Table 4.2 at the beginning of this chapter revealed that OVP in primary schools in Kisumu Central Sub County were supported by relatives, orphanages, organizations and Good Samaritans. However, generally these children either lived with relatives or in orphanages. Qualitative data from managers of orphanages revealed that the management of orphanages in Kisumu Central Sub County ensured that children under their care were comfortable by providing their basic needs specifically clothing, education, medical care and food, and offering protection from danger and hostility as expressed by the managers of those orphanages

> **M_2**: "*clothing and beddings are given to them as need arises…provision of shelter…education and medical care*''.
>
> **M_1**: "*the home provides care and protection and ensures that all children have full uniforms and all school requirements"*
>
> **M_3**: *"we ensure the orphans get three meals in a day…and also rescue children from danger…and hostile homes".*

The study further found out that the management of the orphanages which participated in the study made effort to reduce feelings of estrangement among orphans in their care in different ways as described by managers of the orphanages;

> **M_1**: "*Children under our care are treated the same way, that is, a lot of humour from staff and we encourage the same from their fellow children No bullying take place in the home"*
>
> **M_2**: "*We have open sessions where they can share and express their feelings. Counsellors and social workers are there to assist them whenever need arises. They also have dorm fathers and mothers to help them out. The kids are put in groups with group heads which helps them improve.*
>
> **M_3**: "*We rehabilitate the children through trainings for them to feel equal to other children and we integrate by ensuring that the children reconnect with their families".*

Moreover, findings from managers of orphanages who participated in the study revealed that the institutions tried to ease sense of loss among orphans under their care in various ways:

> **M_1**:*"The home has counsellors who take the children through counselling process and staff is trained on how to deal with such children…children adopt to our environment faster".*
>
> **M_2**: *"We also try to connect them and their families to cash transfers and through provision of basic needs namely food, shelter, clothing, education and medical care"*.
>
> **M_3**: "*In our institution, we admit children with both parents with these* [orphans], *it helps the orphans feel loved by the community."*

Lastly, data provided by managers of orphanages revealed that strategies aimed at reducing OVP's feelings of estrangement had *'worked well"*, while those aimed at ensuring that the orphans were comfortable and those aimed at lessening sense of loss among orphans in their care had worked in varying degrees from *"moderately"* to *"very well".* Data from managers of orphanages therefore revealed that orphanages provided food, clothing, shelter, education, medical care, psychosocial support, family enactment, equal treatment, and rehabilitation, and attempted to reconnect the children to their families. Sense of humour and self-expression was also encouraged in the orphanages. These findings suggest that OVP who lived in orphanages received adequate care and were relatively comfortable.

On the other hand, the study found that most OVP who lived with relatives lacked basic school items for instance textbooks, school bags, school uniforms including shoes, story books and stationery. When asked what their guardians could do to make them happier or perform better at school, most participants in FGD expressed desire that their guardians would provide materials necessary for school success which they were lacking at the moment:

B_1: "…*story books, pencils and books. I do not have them right now*",

B_2: "…*story books and a bag. I don't have these now*…"

B_4: "*Sina school bag na uniforms, story books and text books, school shoes...*" (I don't have school-bag, school uniform, story books, text books, and school shoes).

B_{10}: *"Usaidizi napata saa hii haitosheki..."* (*The help I get right now does not suffice...").*

These shortages were echoed by 19 out of the 20 participants; only one girl said;

"*Mine provide for me*".

Further findings revealed that due to lack of school bags, most of OVP were also denied school course books and class readers which other pupils who had school bags were given by teachers. A participant said

"... kama hauna school bag haupewi vitabu vya shule" (*If you do not have school bag you are not given school books*).

This impacted negatively on their academic performance as shown by responses of four girls and four boys to a question which wanted to find out how they were performing at school from the time their parents died. Two of the eight just said

"*shida" (it is a problem*)

While the other six said

"I *have dropped in performance"*

But two girls remained silent and their facial expressions and body postures showed something not pleasant going on in their mind.

The study therefore revealed that about 95 % of OVP taken care of by relatives lacked basic school requirements and this contributed to a drop in their academic performance.

Data from FGD further revealed that girls remained more vulnerable despite being taken in by relatives, some were overburdened with work in the families where they lived, some felt unsafe in their environments while others were victims of discrimination and stigmatization. An 11 year old girl said

> "*When I reach home after school I am given a lot of work this makes me not complete doing homework. Teachers cane me always. I cannot tell them why I do not do homework. My guardian may cane me more because atafikiria nimemsema kwa walimu. Mimi ninaskia vibaya. Kama jana sahani yangu imepotea, nikikosa kuipata sitakula… (…she will think I report her to teachers. I am feeling bad. Like yesterday my plate got lost, if I fail to get it I will miss food…) I eat from one plate only. I was told never to mix it with other plates".*

The same experiences were reiterated by another 12 years old girl who said

> *"I live with my aunt. She gives me a lot of work after school. She does not buy for me clothes even uniform. Sometimes I miss food at home. Sometimes I don't come to school because of work at home. When I ask teachers for books they do not give me. I try to tell them my problems but they think I am cheating them…even teachers do not love me"*

This study also found that girls further wished that their guardians would provide them with personal effects and offer them protection as indicated by responses by two of the participants:

> "*protect us against abusive sponsors*",
> "*protect me against bad people"*.

In conclusion, the study revealed that many OVP who were in the care of relatives received inadequate care and low protection, that most of them lacked basic school items such as school bags, textbooks, story books, proper school uniforms and school shoes. Some reported physical abuse, being given too much work and occasionally missing food at home. One reported discrimination and stigmatization. This suggests that most OVP in the care of relatives in Kisumu Central Sub County were distressed due to inadequate care they got. This explained the prevalence of poor school

adjustment of OVP in primary schools in Kisumu Central Sub County, Kenya given that majority of OVP also lived with relatives (Table 4.2).

These findings were supported by the conceptual framework which suggested that level of OVP's adjustment to school could be mediated by support system among other intervening variables. Results in Tables 4.10. 4.13 and 4.16 showed that support system of OVP predicted their on-task classroom involvement by 4.9 % which was significant $p < .001$. It also predicted their social competence by 3.8 % which was significant $p = .002$, and positive orientation by 3.8 % which was significant $p = .001$. These results may imply that improving quality of support OVP get can contribute towards alleviating their school adjustment problems.

However, Wamanya in a study done in Uganda found that as much as most families were willing and indeed took up the challenge to support their orphaned relatives, they were not coping due to lack of adequate resources (Wamanya, 2010). Thus, most caregivers were unable to supply fundamental requirements of OVP in their custody. Nyamukapa *et al*. found that trauma, child labour, physical abuse, discrimination and insufficient supply of basic needs to be some of the effects of orphanhood which contributed more emotional suffering among orphans (Nyamukapa *et al.,* 2010). Dettloff (2012) further concurred that it was not just the death of a parent which caused emotional disturbance for most OVP, but rather the kind of care and treatment they got after the parent was deceased. A study by Kainja (2012) established that food was the most critical need among orphans while Mbangwa (2013) found the needs of 12 years to 15 years old OVP to be psychosocial support, food, health-care and schooling. This study established that OVP in Kisumu Central Sub County who lived in orphanages had these needs met hence were more comfortable.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

The purpose of this convergent parallel mixed methods research was to investigate the relationship between external internal locus of control orientation and school adjustment of vulnerable orphaned pupils in primary schools in Kisumu Central Sub County. It also assessed gender differences and intervention strategies for locus of control orientation and school adjustment problems of OVP. Quantitative and qualitative data were collected simultaneously, analysed separately, and then findings merged to create a comprehensive understanding of the research problem and adequately fill the gaps. This chapter highlights summary of findings, conclusions and recommendations of the study.

5.2 Summary of Findings

The first objective of this study was to determine the relationship between external locus of control orientation and school adjustment of OVP in primary schools in Kisumu Central Sub County. Spearman's r_s correlations were computed to test the first null hypothesis which stated: there is no statistically significant relationship between external locus of control orientation and school adjustment of OVP in primary schools in Kisumu Central Sub County. Results of spearman's r_s correlations in Table 4.9 revealed existence of a statistically significant negative relationship between external locus of control orientation and on-task classroom involvement, $r_s(246) = -.212$, $p < .001$. Results in Table 4.12 revealed existence of a statistically significant negative relationship between external locus of control orientation and social competence, $r_s(246) = -.175$, $p = .003$, while those in Table 4.15 revealed that there was a statistically

significant negative relationship between external locus of control orientation and positive orientation, r_s (246) = -.150, p = .009.

After the intervening variables, namely: age, school type and support system were controlled for, the findings in Table 4.10 showed that external locus of control orientation explained an additional 6.8 % of variation in on-task classroom involvement which was significant, F (243) = 19.418, p < .001, an additional 3.8 % of variation in social competence which was significant, F (243) = 9.958, p = .002 (Table 4.13), and additional 3.3 % of variation in positive orientation which was also significant, F (243) = 9.361, p = .002 (Table 4.16). This study therefore established existence of statistically significant negative relationship between external locus of control orientation and all the three indicators of school adjustment of OVP in primary schools in Kisumu Central Sub County.

These results suggested that the more external locus of control orientation OVP demonstrated, the lower their level of involvement in activities which went on in the classroom, the lower their ability was to positively relate with and accept association with peers and teachers within the school environment, and the less affirmative and enthusiastic they were towards school tasks and teachers in primary schools in Kisumu Central Sub County, Kenya. The first null hypothesis was therefore rejected.

Besides, concerning the intervening variables, age was found not to predict any of the studied aspects of school adjustment (refer to Tables 4.10, 4.13, 4.16). However, school type predicted 2.5 % variance in on-task classroom involvement, p = .013, and 6.3 % variance in positive orientation, p < .001, but it had no effect on social competence, p = .890 (refer to Tables 4.10, 4.16 and 4.13 respectively). On the other hand, support system predicted 4.9 % variance in on-task classroom involvement, p <

.001, 3.8 % variance in social competence, p = .002, and 3.8 % variance in positive orientation, p = .001 (refer to Tables 4.10, 4.13 and 4.16 respectively). These findings suggested that age of OVP had no effect at all on the level of school adjustment displayed by OVP. They also showed that whether OVP attended public or private school had effect on their on-task classroom involvement and positive orientation but not on their social competence. Finally, support system had significant effect on all the three aspects of school adjustment. This study concluded that factors within primary schools in Kisumu Central Sub County, and characteristics of OVP's support system played an important role in determining their level of school adjustment.

These results therefore agreed with the propositions of the theoretical framework which suggested that externally oriented orphaned learners would experience continued deterioration in their involvement in classroom activities, social competence as well as enthusiasm with which they approached teachers and school tasks because of belief in luck and their resignation to fate. Results were also partially consistent with the conceptual framework since school type and OVP's support system were found to significantly predict the various aspects of school adjustment.

The second objective of this study was to determine the relationship between internal locus of control orientation and school adjustment of vulnerable orphaned pupils in Kisumu Central Sub County, Kenya. Spearman's r_s correlations were computed to test the second null hypothesis which stated: there is no significant relationship between internal locus of control orientation and school adjustment of OVP in primary schools in Kisumu Central Sub County. Results of spearman's r_s correlations in Table 4.19 indicated that there was a significant negative relationship between internal locus of control orientation and on-task classroom involvement, r_s (246) = -.108, p =.045.

However, relationship between internal locus of control orientation and social competence and positive orientation were found not to be statistically significant, social competence, r_s (246) = -.056, p = .189 (Table 4.22), and positive orientation, r_s (246) = -.024, p = .355 (Table 4.23). Nevertheless after the intervening variables were controlled for, the findings in Table 4.20 show that introducing internal locus of control orientation explained only additional 0.5 % variation in on-task classroom involvement which was not significant, F (243) = 1.239, p = .267. Consequently no statistically significant relationship was confirmed between internal locus of control orientation and all the three indicators of school adjustment of OVP.

These results suggested that whether OVP demonstrated more or less internal locus of control orientation had no association with their level of involvement in activities which went on in the classroom, their ability to positively relate with and accept association with peers and teachers within the school environment, or their capability to be affirmative and enthusiastic towards school tasks and teachers in primary schools in Kisumu Central Sub County. The second null hypothesis was therefore not rejected.

These findings were unexpected and were inconsistent with the theoretical framework which proposed that increase in internal locus of control orientation would be associated with increase in school adjustment as internally oriented OVP were expected to feel in charge of their life events hence to experience increased involvement in classroom activities, social competence as well as enthusiasm with which they approached teachers and school tasks. Instead, these findings suggested that other factors other than internal locus of control orientation could be linked to positive school adjustment of OVP in primary schools in Kisumu Central Sub County.

The third objective was to examine gender differences in locus of control orientation and school adjustment of OVP in primary schools in Kisumu Central Sub County. Two-tailed independent samples *t* tests were run to test the third null hypothesis which stated: there is no significant gender differences in locus of control orientation and school adjustment of OVP. Results in Tables 4.24 and 4.25 show that no statistically significant gender difference was found in locus of control orientation, boys (M = 20.165, SD = 1.869) and girls (M = 19.897, SD = 1.899); t (246) = 1.104, p = .271. Additionally, results in Tables 4.26 and 4.27 show that no statistically significant gender difference was found in school adjustment, boys (M = 49.942, SD = 9.321) and girls (M = 48.655, SD = 8.252); t (246) = 1.146, p = .253. These findings suggested that male OVP in primary schools in Kisumu Central Sub County demonstrated locus of control orientation and level of school adjustment that was comparable to that of their female counterparts. The third null hypothesis was therefore not rejected.

The fourth objective was to investigate intervention strategies for locus of control orientation and school adjustment of OVP. The corresponding research question was: What intervention strategies are being put in place to address locus of control orientation and school adjustment problems of OVP in primary schools in Kisumu Central Sub County? The results of deductive framework analysis of qualitative data revealed that school counselling had failed to help OVP resolve parental death and the accompanying problems they faced in the school environment. This was probably because only 25 % of school counsellors had met the basic professional qualification requirements for practising counselling. In addition, teacher-OVP relationship was found to be low in sensitivity, warmth, intimacy, trust and understanding. Finally, the few OVP who lived in orphanages were found to be receiving adequate care while

majority of their counterparts who lived with relatives were found to be receiving inadequate care.

5.3 Conclusions of the Study

With regard to the first objective, the study concluded that there exists a statistically significant negative relationship between OVP's personality characteristic of external locus of control orientation and all the three indicators of school adjustment. This suggests that the more external locus of control orientation OVP demonstrated, the lower their level of involvement in activities which went on in the classroom, the lower their ability was to positively relate with and accept association with peers and teachers within the school environment, and the less affirmative and enthusiastic they were towards school tasks and teachers. Overall, findings from this study showed that external locus of control orientation was a hindrance to healthy school adjustment of OVP in primary schools in Kisumu Central Sub County, Kenya. These findings were therefore consistent with postulations of the theoretical framework since results showed that increase in external locus of control orientation was associated with a drop in school adjustment.

Additional conclusion here was that school type had effect on OVP's on-task classroom involvement and positive orientation but not their social competence, while support system had significant effect on all the three aspects of school adjustment. Age of OVP on the other hand was not found to predict any of the aspects of school adjustment. This shows that factors within OVP's school environment and characteristics of their support system, but not their age, played a role in determining the level of school adjustment of OVP in primary schools in Kisumu Central Sub County. These results were therefore partially consistent with propositions of the conceptual framework since school type and support system were found to

significantly predict the various aspects of school adjustment of OVP in primary schools in Kisumu Central Sub County, Kenya.

Concerning the second objective, no statistically significant relationship was found to exist between internal locus of control orientation and the three indicators of school adjustment of OVP. This shows that no association was found between internal locus of control orientation and all the three indicators of school adjustment of OVP in primary schools in Kisumu Central Sub County, Kenya. These findings were not expected and were also inconsistent with postulations of the theoretical which expected that increase in internal locus of control orientation would be associated with increase in school adjustment of OVP. A further conclusion on the second objective of the study is that there might have been other factors other than or alongside internal locus of control orientation which were not studied here which may be associated with school adjustment of OVP in primary schools in Kisumu Central Sub County, Kenya.

Regarding the third objective, the study concluded that there was no statistically significant gender differences in locus of control orientation and school adjustment of OVP in primary schools in Kisumu Central Sub County, Kenya. This suggested that male OVP experienced levels of locus of control orientation and school adjustment that were comparable to that of their female counterparts.

With regard to the fourth objective, the study found that school counselling had failed to help OVP resolve problems arising from their parental death and accompanying school adjustment problems. This could be attributed to the fact that only 25 % of school counsellors had met the basic professional qualification requirements for practising counselling. Teacher-OVP relationship was also found to be low in emotional support hence had largely failed to alleviate school adjustment problems

OVP faced in the school environment. The study further concluded that the few OVP who lived in orphanages in Kisumu Central Sub County received adequate care and were comfortable while majority of their counterparts who lived with their relatives received inadequate care and remained distressed. The study concluded that the three intervention strategies investigated barely helped alleviate locus of control orientation and school adjustment problems OVP faced in the school environment. These explained the widespread poor school adjustment exhibited by OVP in primary schools in Kisumu Central Sub County, Kenya despite majority of them demonstrating internal locus of control orientation (see Tables 4.7 and 4.6).

5.4 Recommendations of the Study

i. The results established existence of a significant negative correlation between OVP's personality characteristic of external locus of control orientation and all aspects of school adjustment. This suggests that the more external locus of control orientation OVP demonstrated, the lower their level of involvement in activities which went on in the classroom, the lower their ability was to positively relate with and accept association with peers and teachers within the school environment, and the less affirmative and enthusiastic they were towards school tasks and teachers. The researcher therefore recommends that school counselling should aim at minimising OVPs' tendency towards external locus of control orientation in order to help them improve their school adjustment.

ii. This research found no significant link between internal locus of control orientation and school adjustment of OVP in primary schools in Kisumu Central Sub County, Kenya. But whether OVP attended public or private school was found to significantly predict their on-task classroom involvement

and positive orientation. It also found that teacher-OVP relationship was low in emotional support hence did not mitigate locus of control orientation and school adjustment problems of OVP. On the other, support system was found to significantly predict OVP's on-task classroom involvement, social competence and positive orientation. Further findings showed that OVP who lived in orphanages were comfortable because they got adequate care while most of those who lived with relatives were distressed because of inadequate care. The study therefore recommends that teachers should strive to make the school environment comfortable for OVP by allowing themselves to be approachable and being sensitive to feelings of OVP in order to help them increase their adjustment at school. Similarly, caregivers should also strive to meet most needs of OVP as a way of alleviating their distress so that their minds can be freed to focus on learning and other useful interactions that go on in the school environment.

iii. The study found no significant gender differences in locus of control orientation and school adjustment of OVP in primary schools in Kisumu Central Sub County, Kenya. The researcher therefore recommends that MOEST, teachers and caregivers be more equally responsive to the needs of male and female OVP in order to increase their comfortability and ultimate adjustment in the school environment.

iv. The study also revealed that school counselling services had failed to alleviate locus of control orientation and school adjustment problems of OVP probably because only 25% of school counsellors met minimum qualification to practice counselling. The MOEST should therefore deliberately sponsor teacher counsellors for at least a Diploma course in counselling, or employ professional

counsellors in each primary school in Kisumu Central Sub County to provide psychosocial support to OVP if they are help them adequately resolve locus of control orientation and school adjustment problems arising from the difficulties orphan-hood impose on them as learners.

5.5 Suggestions for Further Research

i. Future research should investigate specific factors within the school environment and OVP's support system that can be strengthened in order for OVP to experience optimum adjustment in the school environment.

ii. Future research should also explore personal factors different from internal locus of control orientation that could be reinforced to enhance school adjustment of OVP in primary schools in Kisumu Central Sub County, Kenya.

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Appendices

Appendix 1: Modified Form of Nowicki-Strickland Locus of Control Scale for Children

Thank you for agreeing to participate in this study. Do not write your name or the name of your school on this paper. Write only the number given to you so that no other person gets to know who you are. Any information you give will not be shared with any other person. Please give answers to ALL questions in this paper. Be as truthful as possible.

Section A: Personal Information.

Please tick the choice that is true in your case.

1	Are you a boy or a girl?	A boy		A girl	
2	How old are you?	10 Years	11 Years		12 Years
3	Is your school private or public?	Public		Private	
4	Who is taking care of you, for example buying for you books?	A relative	An Orphanage	Sponsor or an Organization.	A Good Samaritan.

Section B

Read sentences number 1 to 12 below**.** If the message is true according to you, put a tick in the box under AGREE. But if the message is not true according to you, put a tick in the box under DISAGREE.

There is no correct or wrong response. All answers are important.

		AGREE	DISAGREE
1	I believe there is something I can do to solve the problems I have today.		
2	I think some children are just born lucky.		
3	When I plan my work, I get better marks.		
4	I believe that even if I work hard, I will still not do well.		
5	If something bad happens to me in the morning, I believe it will just be a bad day for me.		

6	I feel my guardian should allow me to make most of my own decisions.		
7	I feel that when a pupil same age as I decides to beat me, there is nothing I can do to stop him or her?		
8	I believe bad things will just happen to me even if I try to stop them.		
9	I feel that when good things happen to me they happen because of my hard work.		
10	I think I am just not lucky.		
11	I think I can get what I want from my guardian if I just keep on asking for it.		
12	I believe people just do not like me even when I do right things.		

Thank you for giving your answers.

Appendix 2: Modified Form of Teacher Rating Scale of School Adjustment

Dear Sir / Madam,

Thank you for agreeing to participate in this study. I am a student of Master of Education in Education Psychology at Masinde Muliro University of Science and Technology. This study investigates how orphaned pupils are coping in school. Findings will help to identify ways of improving orphans' and vulnerable pupils' adaptation in the school environment. The study is anonymous so do not write your name, that of the learner or the school. The material you give will be kept confidential.

Section A: Biographic data

Instructions: Please tick the appropriate box for you.

1	Gender	Male	Female		
2	Age	18 to 30 years	31 to 43 years	44 to 60 years	Above 60years
3	Teaching experience	Less than a year	1 to 5 years	6 to 10 years	Over 10 years

Section B: Orphaned Pupil's adjustment behaviour in class

Kindly respond to ALL items in this section. Be as honest as possible.

Please rate the pupil's adjustment behaviour in school on a scale of 1 to 5.

KEY: 1 never, 2 rarely, 3 neutral, 4 most of the times, 5 always.

		1	2	3	4	5
1	The pupil follows teacher's instructions and direction.					
2	The pupil uses classroom materials responsibly.					
3	The pupil is hardly interested in classroom activities.					
4	The pupil responds promptly to teacher's request.					
5	If the pupil's activity is interrupted, she / he is able to go back to the activity.					
6	The pupil notices when other pupils are absent.					
7	The pupil acts purposefully in the classroom					
8	The pupil is rarely interested in the teacher as a person.					

9	The pupil uses acceptable problem-solving strategies when resolving conflicts with peers					
10	The pupil is cheerful at school.					
11	The pupil approaches new activities with enthusiasm					
12	The pupil is reserved, withdrawing and cautious when approaching teachers.					
13	The pupil laughs or smiles easily.					
14	The pupil is comfortable approaching teachers.					

Thank you for taking time to rate the learners.

Appendix 3: Questionnaire for Teachers in charge of Guidance and Counselling

Dear Sir / Madam,

Thank you for agreeing to take part in this research. I am a student of Master of Education in Education Psychology at Masinde Muliro University of Science and Technology. This study investigates how orphaned pupils are coping in school. Findings will help to identify ways of improving orphaned and vulnerable pupils' adaptation in the school environment. The study is anonymous so do not write your name, that of the learners or the school. The material you give will be kept confidential. Kindly respond to all items. Be as honest as possible.

Section A: Biographic data

Instructions**:** Please tick whichever applies to you.

1	Gender	Male	Female			
2	Age	18 to 30 years	31 to 43 years	44 to 60 years	Above 60 years	
3	Designation	Head of Department	Member of Department	School Counsellor	Other: Specify	
4	Qualification in Guidance and Counselling or counselling psychology	Degree and above	Diploma	Certificate	Learnt as a unit within teacher training	None

Section B: Orphaned Pupils' adjustment behaviour

6. Do you find most orphaned learners in your school to be efficient and successful in their school tasks? Please respond with (YES) or (NO).

(YES), (NO).

7. Generally, how is the attitude of the above category of learners towards school tasks and teachers? Explain briefly.

8. On average, do you find most orphaned pupils to be in the same class / grade as their non-orphaned age-mates? (YES), (NO).

Section C: How Orphaned Pupils relate with their teachers in your school.

On a scale of 1 to 5, kindly indicate your honest opinion about how orphaned pupils relate with teachers in your school.
Key: 1 Never, 2 Rarely, 3 Occasionally, 4 Frequently, 5 Very frequently.

		1	2	3	4	5
9	Orphaned pupils find it easy to approach teachers to discuss their concerns.					
10	Most teachers are sensitive about the feelings of orphaned pupils.					
11	Most pupils are reserved and cautious when approaching teachers.					
12	Most orphaned pupils are interested in their teachers as individuals. .					

Section D: Counselling for Orphaned Pupils

Instructions: On a scale of 1 to 5, please put a tick in the box which shows your honest level of agreement with extent to which the following have been the focus of guidance and counselling for orphaned pupils in your school.
Key: 1 Strongly disagree, 2 Disagree, 3 Undecided, 4 Agree, 5 Strongly agree.

		1	2	3	4	5
13	Helping orphans get in touch with, clarify and review what they think about themselves and their circumstances.					
14	Teaching them to modify their beliefs concerning what determines their success or failure at school.					
15	Challenging their irrational view of themselves and their performance at school.					
16	Training them to restore a positive sense of themselves; for example their self-worth.					

17	Teaching them interpersonal skills to promote close relationship with fellow pupils and their teachers.					
18	Training orphaned pupils to take charge of their lives.					
19	Explaining to them the reality of death in age - appropriate language.					
20	Dealing with contradictions they show with regard to death of their parent(s).					
21	Helping them adjust externally and psychologically to the world without their parent(s).					
22	Helping them find ways of maintaining enduring healthy connections with their dead parent(s) in the midst of relocating them emotionally.					

23. Any final comments?

Thank you for taking time to fill in the questionnaire.

Appendix 4: Questionnaire for Managers of Orphanages

Dear Sir / Madam,

Thank you for agreeing to take part in this research. I am a student of Master of Education in Education Psychology at Masinde Muliro University of Science and Technology. This study investigates how orphaned pupils are coping in school. Findings will help to identify ways of improving adaptation of orphaned and vulnerable pupils (OVP) in the school environment. The study is anonymous so do not write your name, that of the learners or the institution. All Material you give will be kept confidential. Kindly be as honest as possible.

Section A: biographic data

Kindly tick right box as appropriate for you

1	Gender	Male		Female	
2	Qualification in Social Work or Counselling Psychology	Certificate	Diploma	Degree	Masters and above
3	Your experience in working with orphans and vulnerable children.	Less than a year	1 to 5 years	6 to 10 years	Over 10 years
4	Type of institution	Public / Government		Private	

Section B: How Orphaned Pupils are coping at school

If you agree with the following statements more than disagree respond with "YES". If you disagree more than you agree then respond with "NO".

5.	Most orphaned children staying in / supported by this home love going to school / learning.	YES	NO
6.	Most school-going orphans in / supported by this home freely and positively interact with their peers.	YES	NO
7.	Sadness is one of the obstacles to school success among most orphans.	YES	NO

Section C: Intervention strategies being put in place by children's home / orphanage to promote OVP's adaptation to school.

8. Kindly describe measures this institution is putting in place to ensure that orphaned children under its care are comfortable.

9. What are some of the ways in which the home tries to reduce orphans' feeling of estrangement during their stay here or as they receive support from where they stay?

10. How has the home attempted to ease sense of loss among orphans it is supporting?

On a scale of 1-5, rate extent to which the above strategies have worked in promoting school adjustment of children under your care.
Key: 1 Not worked well at all, 2 worked slightly well, 3 worked moderately well, 4 Worked well, 5 Worked very well.

		1	2	3	4	5
11	Ensuring that orphaned children at the home are comfortable					
12	Trying to reduce their feeling of estrangement in the children's home.					
13	Attempting to ease sense of loss among orphans.					

14. In your view, what would you wish teachers to do to enhance orphaned pupils' coping and success at school?

15. Please give your final comment.

Thank you for taking time to fill in the questionnaire.

Appendix 5: Focus Group Discussion for Orphans

1. For how long have you been living without your parent(s)?
2. Since you lost your parent(s), how do you get along with other pupils?
3. From the time your parent(s) passed on, how do you perform at school?
4. What is your view about being an orphan - Is it a sign of bad luck, or is it just a normal part of life?
5. What do you think your guardian / children's home can do to make you be happier or to perform better at school?
6. How easy do you find it to approach teachers for any help? What are the reasons for your answer?
7. In your opinion, how can teachers help orphans to overcome problems they face at school?
8. In your opinion, who should ensure that you are doing well in school – the teachers, your guardian or yourself?

Thank you for participating.

Appendix 6: Letter of Introduction from MMUST

MASINDE MULIRO UNIVERSITY OF SCIENCE & TECHNOLOGY

KISUMU CITY CAMPUS

Tel: 0722697879; 0729753489 **P.O.Box 190**

Fax: 05630836 **Kakamega-50100**

Website: www.mmust.ac.ke **Kenya**

Ref: MMU: COR/817027(69)

30TH JUNE 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: LINAH ANYANGO OCHIENG EPY/G/05/15 0721245360

The above mentioned is our Masters student in Educational Psychology in our Kisumu City Campus. It is a two year programme based course work and thesis. She has completed her course work and she is carrying out her research as required in the course.

Kindly extend to her academic, research and any other support that she may require as she pursues her course. It's our hope that you will give favourable consideration to our request.

Thank you

Dr. Kenneth Otieno
Director Kisumu City Campus

Appendix 7: Approval of Proposal

MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

Tel: 056-30870
Fax: 056-30153
E-mail: directordps@mmust.ac.ke
Website: www.mmust.ac.ke

P.O Box 190
Kakamega – 50100
Kenya

Directorate of Postgraduate Studies

Ref: MMU/COR: 509099

24th June, 2019

Linah Anyango Ochieng,
EPY/G/05/15,
P.O. Box 190-50100,
KAKAMEGA.

Dear Ms. Ochieng,

RE: APPROVAL OF PROPOSAL

I am pleased to inform you that the Directorate of Postgraduate Studies has considered and approved your Masters proposal entitled: ***"Relationship between Locus of Control Orientation and School Adjustment among Orphans and Vulnerable Pupils in Kisumu City, Kenya"*** and appointed the following as supervisors:

1. Dr. Sichari Manson – SEDU,MMUST
2. Dr. Ogutu Joel - SEDU,MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Director Postgraduate Studies. Such reports should be copied to the following: Chairman, School of Education Graduate Studies Committee and Chairman, Educational Psychology Department. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of two years from the date of registration to complete your Masters thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,

Prof. John Obiri
DIRECTOR, DIRECTORATE OF POSTGRADUATE STUDIES

Appendix 8: Research Permit

THIS IS TO CERTIFY THAT:
MS. LINAH ANYANGO OCHIENG
of MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY, 0-40100 KISUMU,has been permitted to conduct research in *Kisumu County*

on the topic: *RELATIONSHIP BETWEEN LOCUS OF CONTROL ORIENTATION AND SCHOOL ADJUSTMENT AMONG ORPHANS AND VULNERABLE PUPILS IN KISUMU CITY KENYA.*

for the period ending:
23rd July,2020

.....
Applicant's Signature

Permit No : NACOSTI/P/19/52017/31858
Date Of Issue : 25th July,2019
Fee Recieved :Ksh 1000

.....
Director General
National Commission for Science, Technology & Innovation

Appendix 9: Research Authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/52017/31858**

Date: **25th July, 2019**

Linah Anyango Ochieng
Masinde Muliro University of Science and Technology
P.O. Box 190 -50100
KAKAMEGA

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Relationship between locus of control orientation and school adjustment among orphans and vulnerable pupils in Kisumu City Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **23rd July, 2020.**

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

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

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

Copy to:

The County Commissioner
Kisumu County.

The County Director of Education
Kisumu County.

Appendix 10: Authority from County Commissioner

THE PRESIDENCY

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: Kisumu 2022219/Fax: 2022219
Email: ckisumucounty@gmail.com

COUNTY COMMISSIONER
KISUMU COUNTY
P.O. BOX 1912-40100
KISUMU

Ref: CC/KC/ED/3/VOL.4/220

Date: 5th August, 2019

The Deputy County Commissioner
KISUMU CENTRAL SUB-COUNTY

RESEARCH AUTHORIZATION: LINAH ANYANGO OCHIENG

Reference is made to a National Commission for Science and Technology and Innovation letter ref: NACOSTI/P/19/52017/31858 of 25th July 2019 on the above subject matter.

The above named is a student of Masinde Muliro University of Science and Technology. She has been authorized to carry out a research on ***"Relationship between locus of control orientation and school adjustment among orphans and vulnerable pupils in Kisumu City"***. The research ends on 23rd May 2020.

Kindly accord her any assistance that she may need.

ABDI M. HASSAN
COUNTY COMMISSIONER
KISUMU COUNTY

Copy to:

Linah Anyango Ochieng
Maside Muliro University of Science and Technology
P.O.Box 190-50100
KAKAMEGA.

Appendix 11: Authority from County Director of Education

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
State Department of Early Learning & Basic Education

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

When replying please quote

COUNTY DIRECTOR OF EDUCATION
KISUMU COUNTY
PROVINCIAL HEADQUARTERS NYANZA
3RD FLOOR
P.O. BOX 575 – 40100
KISUMU

REF: CDE/KSM/GA/19/3/VOL.IV/17

5th August, 2019

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
LINAH ANYANGO OCHIENG – NACOSTI/P/19/52017/31858

The above named is from Masinde Muliro University of Science and Technology.

This is to certify that she has been granted authority to carry out research on ***"Relationship between locus of control orientation and school adjustment among orphans and vulnerable pupils in Kisumu City, Kenya"*** for the period ending **23rd July, 2020.**

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

EVANS O. MOSE
For: COUNTY DIRECTOR OF EDUCATION
KISUMU COUNTY

Appendix 12: Authority from Sub County Director of Education

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
State Department of Basic Education

Telegrams:

Telephone: Kisumu
Email: deokisumucentral@yahoo.com
When Replying Please Quote

Sub-County Education Office
Kisumu Central Sub-County
P.O. Box 1914- 40100
KISUMU.

REF: KSM/C/MSC /5/VOL.1/59

8th August, 2019

The Headteachers
Primary Schools
Kisumu Central Sub County

RE:RESEARCH AUTHORIZATION- LINAH ANYANGO OCHIENG

This is to confirm that the above named person has been authorized by our office to visit primary schools within Kisumu Central Sub County to conduct her study project on Relationship between locus of control orientation and school adjustment among orphans and vulnerable pupils in Kisumu City

Further to that you are expected to share your findings with us in order to enable vus to address those areas.

Note that the research should not interfere with the teaching/learning in the school and MUST therefore be carried out during outside the teaching /learning hours.

FOR: SUB-COUNTY DIRECTOR OF EDUCATION
KISUMU - CENTRAL
P.O. Box 1914 - 40100, KISUMU
SIGN.

Omogi A. Jane
For: Sub County Director of Education
Kisumu Central.

Appendix 13: Authority to Access Mama Ngina Children's Home

COUNTY GOVERNMENT OF KISUMU
CITY OF KISUMU

Tel Nos: *Kisumu*
Office: *(057) 202 3812*
Tel:/Fax: *202 3812*
Email: *citymanagerkisumu@yahoo.com*

City Hall, Court Road
P.O. Box 105 40100
Kisumu,Kenya

Our Ref : .....

Your Ref : .....

August 26, 2019
Date : .....

LINAH ANYANGO OCHIENG,
MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY,
P.O. BOX 190 – 50100
KAKAMEGA

AUTHORITY TO ACCESS MAMA NGINA CHILDREN'S HOME

Reference is made to your letter dated 5th August 2019 on the above subject matter.

This is to inform you that your request has been approved to enhance your research on *'relationship between locus of control orientation and school adjustment among orphans and vulnerable pupils in Kisumu City, Kenya'* You will be required to share your findings and recommendations with us to facilitate improvements where and as necessary.

We wish you well in your research.

DORIS OMBARA
CITY MANAGER

CC: Director Social Services - City

All Correspondences to be addressed to the City Manager.

Appendix 14: Letter of Introduction to Orphanages

P.O. BOX 3169 – 40100,
KISUMU.
14 / 08 / 2019

THE MANAGER,

P.O. BOX
KISUMU.

Dear Sir / Madam,

RE: REQUEST TO INVOLVE THE IN-CHARGE AND SOME CHILDREN IN A RESEARCH.

I hereby request that you allow me to involve the in-charge of this home and children aged between 10 and 12 years who are receiving care here and are learning in primary schools within Kisumu Central Sub County in an academic study. If you do, they will participate through their respective schools.

The purpose of the study is to find out whether there is a relationship between orphaned pupils' perception of what controls outcome of events in their lives and how well they are able to adjust in the school environment.

I am a student of Master of Education in Education Psychology at Masinde Muliro University of Science and Technology. I have obtained necessary authorization for the study from the relevant offices. (See attached copies).

Yours faithfully,

Linah Anyango Ochieng.
Cell phone: 0732545708
E-mail: anyangolinah@gmail.com

Appendix 15: Letter of Introduction to Schools

P.O. BOX 3169 – 40100,

KISUMU.

02 / 09 / 2019.

THE HEAD TEACHER,

PRIMARY SCHOOL,

P.O. BOX

KISUMU.

Dear Sir / Madam,

RE: REQUEST TO INVOLVE SOME PUPILS AND TEACHERS IN AN A CADEMIC RESEARCH**.**

I hereby request the school to grant me access to totally and partially orphaned pupils aged between 10 and 12 years, at least 29 from each age group, who are receiving care and / or support from a children's home, orphanage, any organization or well-wishers to participate in the above mentioned study. The research will also involve class teachers of the identified learners as well as the teacher in charge of Guidance and Counselling.

The purpose of the study is to find out whether there is a relationship between orphaned pupils' perception of what controls outcome of events in their lives and how well they cope in the school environment. Findings should help identify ways of increasing orphaned and vulnerable pupils' adjustment to school.

I am a student of Master of Education in Education Psychology at Masinde Muliro University of Science and Technology. I have obtained necessary authorization for the study from the relevant offices. (See attached copies).

Yours faithfully,

Linah Anyango Ochieng.

Cell phone: 0732545708

E-mail: anyangolinah@gmail.com

Appendix 16: Information and Consent form for Managers of Orphanages

Purpose of the study

I wish to invite you to participate in this research. The purpose of the study is to find out whether there is a relationship between orphaned pupils' perception of what controls outcome of events in their lives and how well they are able to adjust in the school environment.

If you agree to participate: Kindly allow orphaned children residing in this home to participate through their respective public primary schools. You are further requested to fill the 15-items questionnaire to enable the researcher identify efforts the home is making to help the children it is taking care of cope in school.

Risks involved

Participating in such a study may make the children feel uncomfortable. It may also bring to mind some earlier memories related to issues under investigation. Kindly feel free to ask questions about this research, those questions will be answered before, during or even after the encounter with participants. Debriefing will be done to all pupils who will participate in the study.

Benefits of participating in the research

Findings of this study should help all participants come up with ways to help orphaned pupils adjust better to school.

Confidentiality

This study will require that you DO NOT identify yourself in any way. Neither will I collect or retain any information about your identity or that of the children. All information you give will be confidential.

Participant's Consent

I have read and understood what this study is all about. I also know that I can choose to participate or not to. By signing this form I have decided to volunteer to take part in the study and let willing orphaned children under my care volunteer do the same.

…… ……

Manager's signature Date

Appendix 17: Information and Consent Form for Head Teachers

Dear Sir / Madam,

I am a Master of Education student at Masinde Muliro University of Science and Technology.

Purpose of the Study

This study seeks to establish whether there is a relationship between orphaned pupils' perception of what controls outcome of events in their lives and how well they are able to adjust in the school environment.

If you agree to participate: kindly allow teachers in charge of Guidance and Counselling, selected class teachers and selected orphaned and vulnerable learners to take part in the study.

Risks involved: Participating in such a study may make the pupils feel uncomfortable. It may also bring to mind some earlier memories related to issues under investigation. Kindly feel free to ask questions about this research, those questions will be answered before, during or even after the encounter with participants. Debriefing will be done to all pupils who will participate in the study.

Benefits of participating in the study

Findings of this study should help all participants come up with the best ways of helping orphaned pupils adjust to school.

Confidentiality

This study will require that you DO NOT identify yourself in any way. Neither will I collect or retain any information about your identity, your school's nor that of the pupils. All information you give will be confidential

Head Teacher's Consent

I have read and understood what this study is all about. I also know that I can choose to let selected teachers and pupils participate or not to. By signing this form I have decided to let willing teachers and pupils volunteer to participate in this study.

…….. ……

Head Teacher's signature Date

Appendix 18: Information and Consent Form for Class Teachers

Purpose of the study

I wish to invite you to participate in this study. The purpose of the study is to find out whether there is a relationship between orphaned pupils' perception of what controls outcome of events in their lives and how well they are able to adjust in the school environment.

If you agree to participate: kindly respond to the 14-items questionnaire intended to help bring out the adjustment behaviours of the orphans in your class.

Risks involved

Participating in such a study may make the pupils feel uncomfortable. It may also bring to mind some earlier memories related to issues under investigation. Kindly feel free to ask questions about this research, those questions will be answered before, during or even after the encounter with participants. Debriefing will be done to all pupils who will participate in the study.

Benefits of participating in the study

Findings of this study should help all participants come up with ways to help orphaned pupils adjust better to school.

Confidentiality

This study will require that you DO NOT identify yourself in any way. Neither will I collect or retain any information about your identity, nor that of the pupils. All information you give will be confidential.

Participant's Consent

I have read and understood what this study is all about. I also know that I can choose to participate or not to. By signing this form I have decided to volunteer to take part in this study.

…… ……

Class teacher's signature Date

Appendix 19: Information and Consent Form for Teachers in charge of Guidance and Counselling

Purpose of the study

I wish to invite you to participate in this study. The purpose of the study is to find out whether there is a relationship between orphaned pupils' perception of what controls outcome of events in their lives and how well they are able to adjust in the school environment.

If you agree to participate: Please fill the 22-items questionnaire to help identify intervention strategies teachers are using to help orphans adapt well to school.

Risks involved

Participating in such a study may make the pupils feel uncomfortable. It may also bring to mind some earlier memories related to issues under investigation. Kindly feel free to ask questions about this research, those questions will be answered before, during or even after the encounter with participants. Debriefing will be done to all pupils who will participate in the study.

Benefits of participating in the study

Findings of this study should help all participants come up with the best ways to help orphaned pupils adjust better to school.

Confidentiality

This study will require that you DO NOT identify yourself in any way. Neither will I collect or retain any information about your identity nor that of the pupils. All information you give will be confidential.

Participant's Consent

I have read and understood what this study is all about. I also know that I can choose to participate or not to. By signing this form I have decided to volunteer to take part in this study.

…….. ……

G & C Teacher's signature Date

Appendix 20: Information and Consent Form for Caregivers

Dear Sir / Madam,

I am a Master of Education student at Masinde Muliro University of Science and Technology.

Purpose of the Study

This study seeks to establish whether there is a relationship between orphaned pupils' perception of what controls outcome of events in their lives and how well they are able to adjust in the school environment.

Request: Kindly allow orphaned child / children under your care to participate in the study. They have been selected through their respective primary school (s).

Risks involved: Participating in such a study may make the pupils feel uncomfortable. It may also bring to mind some earlier memories related to issues under investigation. Kindly feel free to ask questions about this research, those questions will be answered before, during or even after the encounter with participants. Debriefing will be done to all pupils who will participate in the study.

Benefits of participating in the study

Findings of this study should help all participants come up with the best ways of helping orphaned pupils adjust to school.

Confidentiality

This study will require that you DO NOT identify yourself in any way. Neither will I collect or retain any information about your identity, your school's nor that of the pupils. All information you give will be confidential

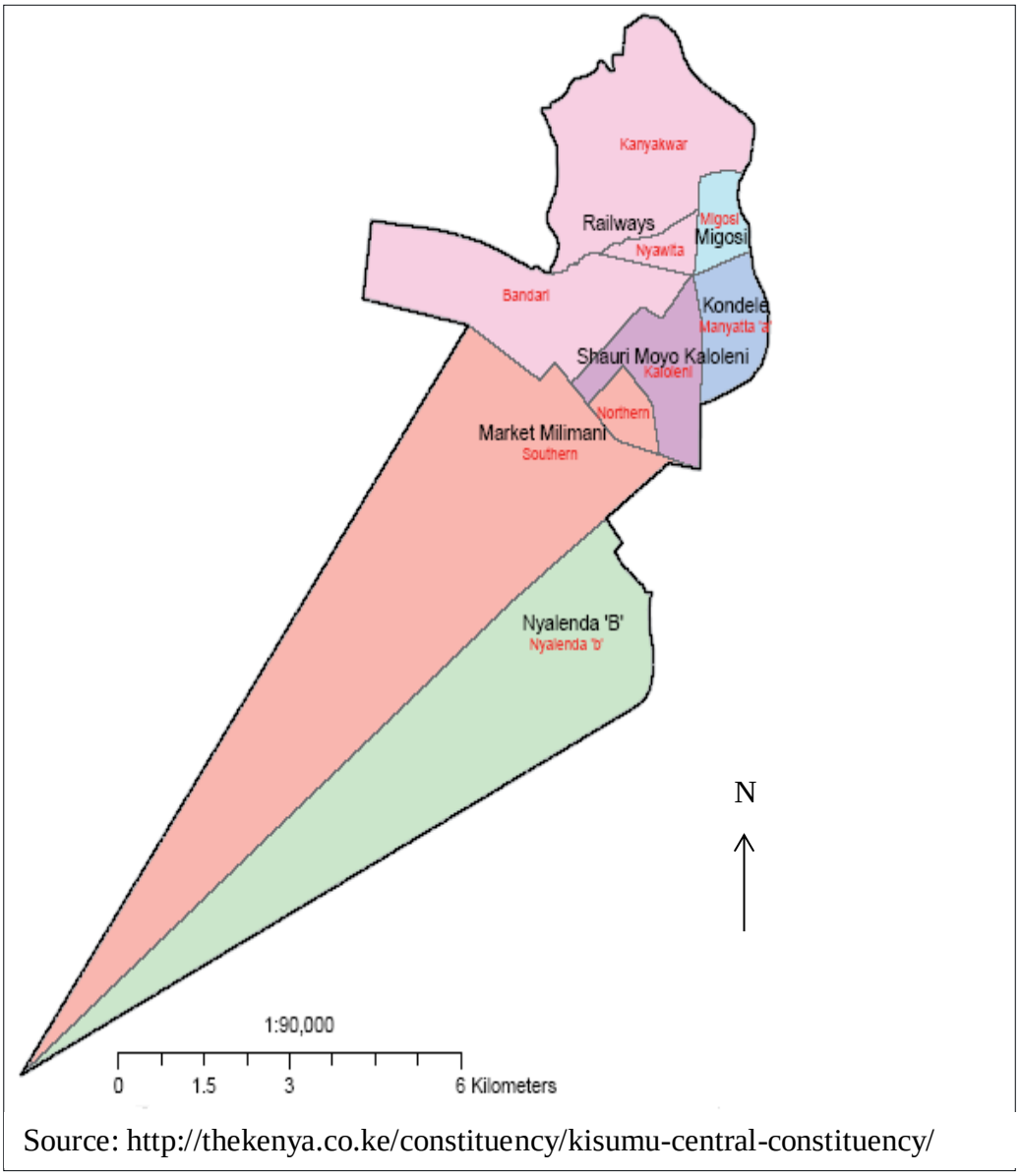
Caregiver's Consent

I have read and understood what this study is all about. I also know that I can choose to let selected pupils participate or not to. By signing this form I have decided to let willing children under my care volunteer to take part in this study.

…….. ……

Caregiver's signature Date

Appendix 21: Map of Kisumu Central Sub County



Source: http://thekenya.co.ke/constituency/kisumu-central-constituency/