

**INFLUENCE OF EMOTIONAL INTELLIGENCE ON ACADEMIC
ACHIEVEMENT OF ORPHANS AND VULNERABLE PUPILS IN PUBLIC
PRIMARY SCHOOLS IN KENYA**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for the Award of
the Degree of Master in Counseling Psychology, Masinde Muliro University
Science and Technology**

November, 2024

DECLARATION

This research 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.

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DEDICATION

This work is dedicated to my dear wife Roselidah Odima for her support and prayer throughout this process, my late mum Mrs Janemary Oyugi for her sacrifice that made my education a success and my uncle Proffesor Charles Ochola..

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ABSTRACT

A technical report on improving the lives of vulnerable children in Kenya 2013, states that the number of Orphans and Vulnerable Children (OVC) in Kenya is about 2.6 million. The report further states that about 46% of Kenyans live on less than a dollar a day hence lacking primary needs making them exposed to different forms of abuse. With the growing concern on the academic achievement of orphans and vulnerable children in Kenya, a study was done to investigate the influence of emotional intelligence on academic achievement among orphans and vulnerable primary school pupils in Alego-Usonga Sub County-Kenya. The purpose of the study was to establish the influence of emotional intelligence on academic achievement of orphans and vulnerable pupils in public primary schools in Alego – Usonga Subcounty-kenya. The objectives of the study were; to determine the differences in levels of emotional intelligence among orphans and vulnerable public primary school pupils; investigate the relationship between self-awareness and academic achievement of orphans and vulnerable primary school pupils; establish the gender differentials in emotional intelligence between orphans and vulnerable pupils in public primary schools. Finally, finding the effect of guidance and counseling in the promotion of Emotional Intelligence among orphans and vulnerable primary public school pupils. The study was pivoted on two theories; Broaden and Build Theory of Positive Emotions and Ability theory of Emotional Intelligence. The study used *Ex-post facto* and descriptive research design. The study was carried out in Alego-Usonga Sub County-Kenya. The population of study was drawn from 136 Primary schools targeting total orphans and vulnerable children of adolescence age. The study sample comprised of 319 orphans and vulnerable primary pupils in classes six to eight of between 10 to 19 years old, 16 Guidance and Counseling teachers, 7 Curriculum support officers and 1 quality assurance officer. The pupils' sample was arrived at using proportional stratified random sampling method taking into considerations the school location, age, gender and learner language abilities. Respondents were willingly involved in the study. The parents of the OVCs were asked to sign consent forms. Purposive sampling technique was applied to select respondents and determine number of OVCs, GNC teachers, Curriculum Support Officers and Sub County Quality Assurance Officer. A modified version of Mahapel Emotional Intelligence test, Guidance and counseling teacher's questionnaire, interview schedule and learners progress records were used to collect data. Pilot study was done to ascertain validity and reliability. The reliability coefficient of the instrument was 0.8. Data analysis was done using descriptive and inferential statistics. SPSS version 27 was employed. Independent sample t-tests among orphans and vulnerable primary school pupils in public primary schools showed that emotional intelligence of OVCs in urban schools is higher than that of their counterparts in rural areas. OVCs in urban schools recorded ($m=23.74286$, $SD=94$) $t=25.147$ at $p=00$ as compared to their counterparts in rural ($m=22.6438$, $SD 149$) $t=17.458$ at $p=00$. The null hypothesis was therefore rejected. The results indicated that self-awareness statistically influenced academic achievement of orphans and vulnerable pupils given $r_s = 0.589$ at $p < 0.05$. The null hypothesis was thus rejected. Further, the results indicated that there was no statistically significant difference in emotional intelligence between orphans and vulnerable boys and girls with the student t-test value of 3.522 at $p > 0.05$. The null hypothesis was therefore not rejected. Finally, thematic analysis revealed that guidance and counseling has a significant effect in promotion of emotional intelligence among orphaned and vulnerable primary school pupils in public schools. It was recommended that guidance and counseling programs that promote emotional intelligence should be enhanced in primary schools so as to promote emotional intelligence among orphans in schools. The ministry of education should offer guidance and counseling training to teachers and employ guidance and counseling professionals in schools. The study will be useful in aiding the teachers and the community in harnessing the potentials that exist in the adolescent orphans, helping them to wade through their unique experiences in school.

ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ARVs	Anti-retroviral
ASCA	American School of Counselor Association.
CSO	Curriculum Support Officers
DSA	Drug and Substance Abuse
ECD	Early childhood Education
EI	Emotional Intelligence
GAC	Guidance and Counseling
HIV	Human Immunodeficiency Virus
IQ	Intelligent Quotient
KDHS	Kenya Demographic Health Survey
KIPPRA	Kenya Institute for Public Policy Research and Analysis
NGO	Non-Governmental Organization
OVC	Orphaned and Vulnerable Children
PLHIV	People living with Human Immune Deficiency Virus
STI	Sexually Transmitted Diseases
SGBV	Sex and Gender Based Violence
UNAIDS	United Nations Program on HIV and AIDS
UNICEF	United Nations Children's Fund
QASO	Quality Assurance Officers

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents the background of the study, statement of the problem, purpose and objectives of the study. The chapter further highlights the research hypotheses, significance, assumptions, scope and limitations of the study. Finally, the theoretical and conceptual frameworks and operational definition of terms are presented.

1.1 Background of the Study

With the emergence of emotional challenges as an indicator of academic achievement. There is need to establish how emotional intelligence benefit the Orphans and vulnerable pupils more so in academic achievement. Emotional intelligence is the capacity of an a person to understand and manage emotions. It has five components which includes self-awareness, self-regulation, social skill, empathy, and motivation. Self awareness as an extract has been billed as the foundation building block and a key component of emotional intelligence hence is of much interest in our current study (Cherry, 2018,Geaorge Obado, 2022 & Andrew Wallbridge, 2023).

Pupils with higher emotional intelligence are well positioned to take care of negative emotions which include restlessnes, dullness and despondency. The pupils may be able to form better relationships with teachers, manage social life, peers and family, which are a becon of academic success. Non-Orphans tend to be emotionally stable than orphans.This

is due to psychosocial problems that orphans go through which tends to work against balanced mental positioning.

Basically, peoples' perception and action depends on the levels of emotional intelligence. People with Low emotional intelligence are normally aggressive by nature, face challenges in getting along with others, are poor listeners, distracted with ease and have low confidence. People with high emotional intelligence have firm will power. They are soft, polite, patient and have good listening attributes which aggravates learning (Bhat 2014, Mac Cann 2019, Norvy & Twincy, 2017).

This study focuses on OVCs of adolescence age. Going by the World Health Organization (2020) report, the adolescence age falls between ages 10 to 19. During adolescence emotionality is intensified hence adolescents who cannot comprehend, grasp, regulate and function with their emotions experience remarkable effects on how they behave and their personality. The hormonal changes, the shifts and turns on social structures put together with high expectations exact a lot of pressure on adolescence. This may produce an overwhelming confusing responses in the children that may not be easy to contain or manage. Coupled with the challenges of orphanhood, the adolescent child holds too much on the mind. (Amanda 2017, Sathyamurthi, & Shefali, 2019).

The tally of OVCs stood at 16.5 million as at 2016 as per United Nations Program on HIV and AIDS (UNAIDS, 2017) globally. About 80 percent (13.8 million) of them lived in Sub-Saharan Africa. Kenya accounts for about 3.6 million OVC globally. Majority of OVC in Kenya are below 18 years old (Lee *et al*, 2014) hence falling within the adolescence age. One third (27.4%) of the orphans aged between 10 and 14 years live in former Nyanza

Region. The region is also a home to 28.2 % of Kenya's partial orphans and 42 % of all total orphans (Lee *et al.*, 2014. The Kenya Demographic Health Survey, 2014 and KIHBS 2005-2006 reports that Siaya, Kisumu, Homabay and Migori counties in comparison to other counties has a high rate of orphanhood and prevalence of the child-headed household placed at 12.5% (KDHS, 2014). The phenomenon has contributed immensely to high school dropout rate (11.6%), repetition and absenteeism which affects academic achievement (Ochieng, 2016).

Costa and Faria (2014) confirmed that emotional intelligence predicts academic achievement among Portuguese students. Similar findings were established by Gosh (2014). Other studies have been done to find out levels of emotional intelligence between rural and urban students. Warnalatha (2015) established that emotional levels of urban students are higher as compared to emotional intelligence levels of rural students. The same result was confirmed by Saikia, Anshu and Mathur (2015), who did a study to find out the difference in levels of EI adolescents in urban and rural set up in India.

Considering that heavy investment has been pumped to the support of the education of the OVCs over the years, the place of emotional intelligence and more so self-awareness in the light of boosting academic achievement is worth investigating. A study by Magampa (2014), found that performance of orphaned children tend to be poor when compared to non-orphaned children a clear indication that orphaned children could be undergoing challenges that are emotional in nature. This has necessitated the need to amplify the benefits of emotional intelligence in moderating the psychosocial risks that work against academic achievement of the OVCs.

The current study is to help in amplifying the need to unlock the emotional intelligence skills of OVCs so that they be able to overcome emotional challenges. A study on children's well-being in relation to performance by Jeskomboi (2017) brought out a strong link between the well-being in education and mental health. Neglecting this factor may break down OVCs emotional stability. Good academic outcome can only be achieved in a sound stable mind.

In line with the Government of Kenya National Policy on orphans and vulnerable children of 2005 which aimed at protecting and supporting the OVCs. One of the strategies put in place included improving institutional capacity of existing schools to accommodate and offer psycho-social support to these groups of learners. Programs have been put in place to prepare teachers to handle the special needs of OVCs and at the same time provide counselling support services for OVCs. For that effect of guidance and counselling in the promotion of emotional intelligence formed part of the study.

Fida, Abdul, Amir and Asif (2016), states that in investigations of students behaviour , gender comparison is a vital aspect. This study looked at correlation between EI and gender. The upshot of this study asserts that girls show pre-eminence in emotional intelligence. This may be due to the fact that females are usually preeminent in sensing, assessing and handling of emotions. The dominance of females over males in terms of emotional quotient skills is admitted by Chaudhry *et al.*, (2013), Makvana (2014) but denied by Meshkat & Nejali (2017) and Mokhlesi¹ & Patil (2018), who have posited that both male and females have no significant difference in relation to EI.

According to Ochieng (2016), previous research conducted in Siaya Sub-County among child-headed households and orphans/ vulnerable children indicated that there is a poor psycho-social adjustment amongst the orphans. The government, non-governmental organizations (NGOs) and parents have suggested a number of intervention plans to mitigate the situation of OVCs in Alego-Usonga Sub County. This includes monthly stipends to cushion households that house the orphans under Education and Social Support Program together with free and compulsory education.

However, OVCs are still likely to suffer stigma, mood disorders, apprehension, irritation, withdrawal, non-acceptance and post-traumatic stress. It is against this background that the primary intent of this study was to look at how emotional intelligence influences academic achievement.

1.2 Statement of the Problem

The role played by Emotional intelligence in academic achievement of children is very significant. (Chew, Zain and Hassan (2013); Singh (2015); Zeidner & Matthews, 2016); Ranasinghe, Wathurapatha, Mathagasighe and Ponnampereuma (2017); Dash and Bairiganjan (2021); Malik and Shahid (2016). Perera and Digiacomo, (2013); MacCann et al., (2019)

In Kenya Karimi and Anika, (2020) have looked at emotional intelligence among secondary students in Kilifi county. The outcome revealed that emotional intelligence positively affects academic achievement. At the same time Makewa and Ngila, (2018)

looked at emotional intelligence in relation to self-discipline; the two reported that emotionally intelligent school environment is determined emotional intelligence levels.

Siaya County Multiple Indicator Cluster Survey (2011) as cited by Mugambi and Kiambi, (2017) shows that eighteen per cent of children below 18 years in Siaya county are not under the care of guardians and about 1 in 5 (22 per cent) either partial or total orphans. The report states that eight per cent of children aged 10-14 years have lost both parents. Only 92 per cent of these children attend school as compared to 99.6 per cent of non-orphans. The rate of orphan hood in Siaya county is approximated to be 16.0% translating to about 519,000 children under the age of 18 years according to KNBS, (2018) report. Orphan hood between 0-14 years is approximately 12.5% translating to about 430,000 children presenting a dire need to act promptly

According to Ochanda (2016), Alego Usonga sub-county experiences a high school dropout rate. Most children drop out between age 16 and 17 years. Male learners tend to dropout at 16 years while females tend to dropout at 17 years with the lowest age of school dropout recorded being 14 years. Reports from the Kenya Institute for Public Policy Research and Analysis (KIPPRA) affirms that the progression of OVC from Class One to Class Eight is below 40%, (KIHBS 2005/6:47) due to juvenile delinquency, teenage pregnancies, learner personality, peer pressure and poor home environment. Eleanor (2020) states summarised these factors as socio-economic, psychological and physical factors.

The Kenyan government and many organizations working in Alego -Usonga continue to pump resources to addressing OVCs external challenges while internal factors have received minimal attention. Documented studies targeting emotional intelligence as a solution to the impediments to good academic outcome among OVCs in Alego-Usonga is scanty. This study, therefore aims to fill this gap by determining the place of emotional intelligence in mitigating the impediments to academic achievement of orphans and vulnerable children in public primary schools in Alego -Usonga Sub County- Kenya.

1.3 Purpose of the Study

The purpose of this study was to establish the Influence of emotional intelligence on academic achievement of orphans and vulnerable pupils in public primary schools in Alego-Usonga Sub County-Kenya.

1.4 Objectives of the Study

The specific objectives of this study were to:

- i. Determine the differences in levels of emotional intelligence among orphans and vulnerable pupils in rural and urban public primary schools.
- ii. Investigate the relationship between self-awareness and academic achievement among orphans and vulnerable pupils in public primary schools.
- iii. Establish the gender differentials in Emotional intelligence of orphans and vulnerable pupils in public primary schools.
- iv. Determine the effect of guidance and counseling on the promotion of emotional intelligence among orphans and vulnerable pupils in public primary school pupils.

1.5 Research Hypotheses

The study was founded on the following hypotheses:

H₀1. There is no significant difference in the levels of emotional intelligence of vulnerable orphans and pupils in rural and urban in public primary schools.

H₀2. There is no significant relationship between self-awareness and academic achievement of orphans and vulnerable pupils in public primary schools.

H₀3. There is no significant gender difference in emotional intelligence of orphans and vulnerable pupils in public primary schools.

1.6 Research Question

Q₁. What is the effect of guidance and counseling in the promotion of emotional intelligence among orphans and vulnerable pupils in public primary schools?

1.7 Significance of the Study

Emotional intelligence seems to be a relatively new phenomenon and there appears to be a dearth of empirical research on the concept. This study therefore hopes to contribute more knowledge on emotional intelligence and how it influences academic achievement of orphans and vulnerable learners in primary schools. The information gathered by the study will be useful in informing the educators and all other stake holders on the need to nurture emotional intelligence in the pupils, right from home to the school so as to help improve the pupils' academic performance. This is because the pupil thought process is so much dependent on his or her emotional state. The ability to master his or her own inner feelings will in essence aid in the control and management of external pressures. The significant

persons around the child should therefore be cognizant of this important aspect of a child's development that will in the long run boost the ability to tackle educational challenges.

The study will also be useful in helping the teachers to be aware of different emotional intelligence levels of orphans and vulnerable pupils and therefore improve their teaching methods so as to accommodate them. The teacher for that matter should explore the best method that will enable the vulnerable learner under the burden of loss of significant persons in his or her life to come out victorious by the end of the school experience.

Finally, the study will help in enforcing the need to incorporate emotional intelligence nurturing, as a means of empowering the orphans and vulnerable children of adolescent age to go through a successful learning process without the use of traditional methods of changing or deterring negative behaviour. The school administration should put in place practical programs that stimulates emotions so that learners may develop emotional intelligence skills. The guidance and counseling teachers should constantly go through training to help them in acquiring skills that would assist them to effectively guide OVCs to acquire EI skills.

1.8 Assumptions of the Study

Basic assumptions of the study were:

- i. The sampled respondents from rural and urban set up have undergone different experiences considering their place of stay.
- ii. The OVCs have benefited from counseling and guidance services.
- iii. Respondents selected will provide honest and true responses.

1.9 Scope of the Study

The study was carried out in Alego Usonga - Siaya county. According to Siaya County Multiple Indicator Cluster Survey (2011) eighteen per cent of children below 18 years in Siaya county are living with gurdians and about 1 in 5 (22 per cent) have lost one or both parents. The report states that eight per cent of children aged 10-14 years are total orphans. It further states that only 92 per cent of these children were in school compared to 99.6 per cent of children living with parents. The rate of orphan hood in Siaya county is put at 16.0% totaling to about 519,000 children under the age of 18 years according to KNBS, (2018) report.(Mugambi and Kiambi, 2017).

The study sort to Investigate the relationship between self-awareness and academic achievement among orphans and vulnerable pupils in public primary schools.Establish the gender differentials in Emotional intelligence of orphans and vulnerable pupils in public primary schools.Finally,it sort to determine the effect of guidance and counseling on the promotion of emotional intelligence among orphans and vulnerable pupils in public primary school pupils.

The study population was 982 vulnerable orphans and primary school pupils between class six to eight of adolescent age,136 guidance and counseling teachers drawn from 136 Primary schools,7 curriculum support officers spread across the three Divisions in Alego-Usonga Sub-County and 1 Quality assurance officer.Only OVCs of adolescence participated in the study as the exhibit vulnerable emotional tendecies.The study use ex post facto and descriptive research designs.Strutured interviews and questionnaires help in

collecting data. EI was tested using Mahapels emotional intelligence test. Learners performance were captured through the use of document analysis.

1.10 Limitation of the Study

The following are the limitations of the study:

- I. Some schools targeted were based in rural areas hence low language mastery may have posed challenge in administering of the questionnaires. The researcher gave orientation to the respondents on the content of the questionnaires and simplified the language for the effective understanding before they began answering the questionnaires.
- II. The items of the questionnaire may have been above the comprehending ability of the respondents. The researcher gave oral admission of the questionnare to the pupils to help in getting the real meaning of the items.

1.11 Theoretical Framework

The study was based on two theories: Ability theory of Emotional Intelligence developed by Peter Salovey and John Mayer, (1990) and Objective Self – awareness theory by Duval and Wicklund (1972).

1.11.1 Ability Emotional Intelligence Theory

Ability theory of Emotional Intelligence was developed by Peter Salovey and John Mayer in 1990. The theory initially had three processes namely emotions appraisal, emotions

expression and emotions utilisation. The model was later improved and a fourth process namely management of emotions included.

The theory is helpful in anchoring the study because accademic achievement is dependent so much on the proper manipulation of emotional intelligence skills. Stronger emotional skills makes the best use of intervening variables in the education set up to achieve the desired outcome. At the same time low emotional intelligence levels may be affected by the intervening variables either negatively or positively to produce poor or good outcome.

Emotional intelligence enhances the operationalization of Cognitive activities such as thinking and problem-solving abilities which enables pupils to achieve optimum results in school. As postulated by [Brackett et al. 2013](#), learners who are emotionally intelligent can capitalise fully on his or her changing moods to be able to perform the task at hand.

The theory posits that EI skilled persons understand that some emotional states are more optimal for targeted outcomes than others. For example very happy moments may yield disastrous result while as the same time it may be harnessed well to produce result in a learning environment.

The ability to comprehend emotions and to appreciate complicated relationships is fertile ground for growth and nurture of mental powers. Successfull discrimination of negative emotions is an important skill related to understanding of emotion and it may lead to more effective emotion management. OVCs in their state of emotional disorienatation are not in a position to perform education task consisently and be focused on success. The theory however justifies that an emotional intelligent OVC can challenge the circumstances and

produce better result. OVCs with low intelligence would completely be disoriented and the effect be noticed in the manner of his or her performance of task given in school and home.

Being able to regulate emotions within and without us. Emotion management includes the ability to remain open to a wide range of emotions, recognize the value of feeling certain emotions in specific situations. It also includes understanding which short- and long-term strategies are most efficient for emotion regulation (Gross, 1998). It is important to note that at adolescent age where the study majors, children tend to leave the parents or closer guardians to explore the outer relationships. At this level the peers are closer confidants. This change comes with a lot of distraction in the performance of activities or assignments. Age for that matter begins to play a big role in the general management of the pupils' school affairs eventually determining academic achievement.

Whereas Ability theory of Emotional Intelligence was relevant, it fails to capture the motivational and behavioral aspect in boosting EI hence the adoption of Broaden and Build theory of positive emotions as a second theory.

1.11.2 Broaden and Build theory of positive emotions

The aforementioned theory by Barbara Fredrickson was proposed because it explored changes caused by positive emotions. The theory postulates that positive emotions tend to enable the development of skills as they engage in social behavior. Children develop array of social and cognitive competencies as they enjoy playing. This can also be realized among adults who solve problems better as they work in teams due to enhanced positive attitude. This is further enhanced when people broaden their horizons and so have high

positive emotions eventually boosting good feedback. The model attempts to tie the phenomenon together making it easier to comprehend. Fredrickson suggests that for people to remain hopeful and proactive a 3 :1 ratio of positivity to negativity is ideal. (Gee, 2022).

Fredrick and Cohen 2008 states that positive emotions broaden people's momentary thought - action repertoires and lead to actions that build enduring personal resources. Attention, cognitive and behaviour is built by positiveness. Negative emotions narrow our attention and behaviors to the threat in environment. In addition, she states we do experience 'flexible' behaviours during the broadening moments. (Fredrickson & Cohn, 2008). That means that positive emotions gives more options in response as opposed to negative emotions which offers only one response; attack-avoidance. '(Guthrie Yarwood, 2022).

According to Corradino and Fogarty, (2023) states that Broaden and Build Model offers explanation to influence of positive emotions in class. (Fredrickson, 2001). Individuals who posses positive emotions has broadened awareness and tends to explore and act more than individuals with negative emotions which tend to operate on a narrowing effect. Negative emotions may at times experience positive results due to the fixating effect of negative emotions.

On the contrary positive emotions produces results based on an expanded outlook (Fredrickson & Losada, 2005). Whenever a person operates on a positive emotion then he or she will have a broad mind that is able to notice details of their surroundings and

generate solutions to beyond the immediate setting. (Gable & Harmon-Jones, 2010). Positive emotions activates agility to learning hence increasing the urge to actively engage with factors that enhance academic achievement.

Finally, according to Almaheria, (2021), 'Benefits of negative emotions have been explored by several researchers (Forgas, 2013, 2017; Kashdan & Biswas-Diener, 2014). It has been postulated that fear, worry and stress make people go over many obstacles in life. Further more , fear worry and stress are the reason behind most of our success story in school and life in general. Just as to mention that, avoidance and escape from pain (failure) are the driving force of continued strive for success. Depending with emotional intelligent levels, OVCs go through the forementioned factors in their daily life as they work towards academic excellence.

1.12 Conceptual Framework

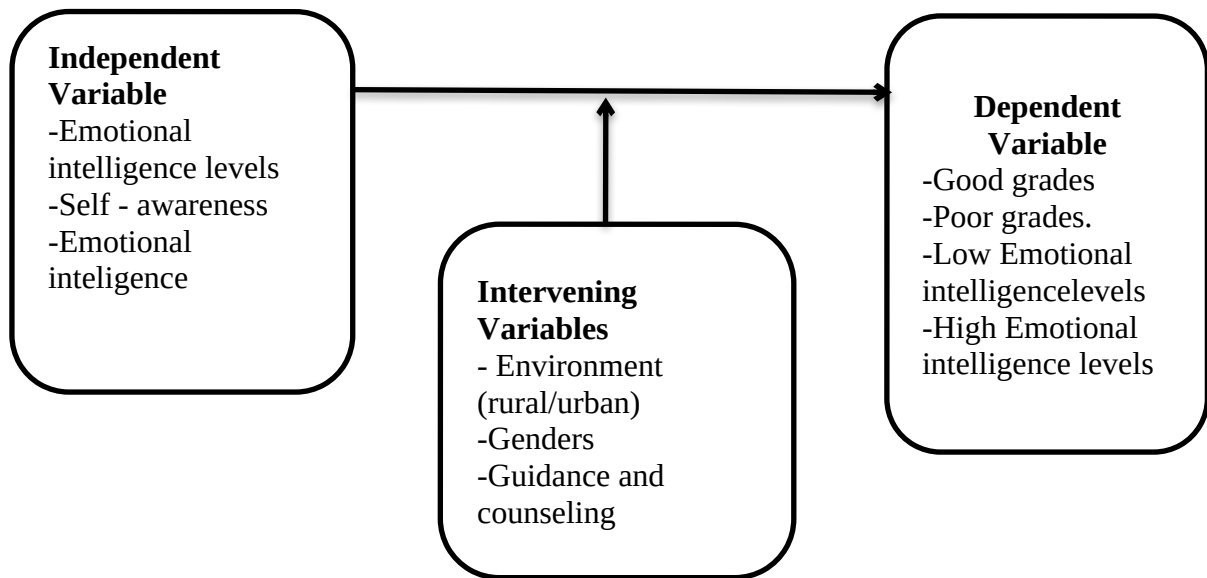


Figure 1.1: The conceptual framework

Emotional intelligence levels of OVCs are dictated by external factors. The conceptual model postulates that the environment (urban, rural) works to determine the EI levels to produce high or low EI levels.

As highlighted by Ability Emotional Intelligence theory, appraisal of emotions empowers the respondents with unique abilities to manipulate any intervening variable to achieve good grades. Appraisal of emotions opens up to self-awareness which is the main building block of EI. Intervening variables (environment, gender, G/C) may interact with self-awareness to produce a negative or positive result (poor, good grades). This directly influences the performance index of pupils. The theory framework depicts that any situation that is potentially emotive be it within or without the learner will impact on the

learner's educational outcome considering that our mental prowess does not work in isolation.

The conceptual framework model posit that Emotional intelligence skills (high,low) are dictated by gender. Boys and girls at the adolescent stage go through different emotional transformations dictated by hormonal growth spurts. The cultural orienatation on how to respond to situations is quite differet. Hence, the gender of child may moderate emotional intelligence in away that produces parity in EI levels..

Emotional intelligence skills depends on many aspects to be nurtured. In this study Guidance and counseling is an interveaning variable that interacts with EI abilities to produce an emotionally intelligent person.This therefore means that pupils need guidance to make the best use of their emotional intelligence skills.

1.13 Operational Definition of Terms

Academic Achievement: the term refers to the extent to which the pupils will have achieved the education goals. In this study it will refer to the pupils' performance as reflected in the learners progress record.

Emotional Intelligence: refers to the individual's capacity to understand and manage emotions. It incorporates five main components; self-awareness, self-regulation, social skill, empathy, and motivation. In this study the four constructs are considered namely Self-awareness, Self-management, Social awareness, Relationship management

Self-Awareness: Self-awareness refers to the capacity of an individual to understand his or her own thoughts, feelings and emotions.

Orphaned pupil: in this study an orphaned pupil refers to a pupil between the age of 12 and 19 who has lost one or both parents.

Pupil: this refers to a boy or a girl of between 12 and 19 years of class six to eight learning in primary schools in Alego/Usonga Sub County

School Counselor: refers to a trained teacher guidance and counselling who has been assigned the duty to handle students' academic, personal, social and career development needs

Vulnerable pupil: In this study the term refers to an orphaned pupil of an adolescent age who is in need of care and protection.

Guidance and Counseling teacher: refers to trained teachers responsible for guidance and counseling in their respective schools.

Standardised test: refers to the exams set by a panel of teachers that meets the expectation of the curriculum design.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, Literature was discussed based on the objectives of the study. The review was discussed under levels of emotional intelligence among orphans and vulnerable children, relationship between self-awareness and academic achievement, relationship between Emotional Intelligence and academic achievement, gender differentials in emotional intelligence. Finally, literature related to the role of the school counselors in promotion of emotional intelligence among learners is reviewed.

2.2 Levels of Emotional Intelligence of OVCc in Public Primary Schools

Various studies have revealed that people respond to situations depending on their emotional intelligence levels. Emotional intelligence levels of people differ significantly from one person to the other. Warnalatha (2015), studied levels of emotional intelligence in Vidyakethan institute of Management, targeting a sample population of 78 students (34 urban and 44 rural). The study used a questionnaire to collect data. Her findings revealed that emotional levels of urban students are higher as compared to emotional intelligence levels of rural students.

The same result was confirmed by Saikia, Anshu and Mathur (2015), who equally studied the difference in levels of EI of adolescents in urban and rural set up. The study was done among 325 adolescents (16-18 years) all from Jorhat district of Assam-India. The conclusion of the study was that a Majority of adolescents of urban culture were had more

skills in all the dimensions of emotional intelligence than the adolescents of rural culture. The adolescents of tribal culture were reported to possess low levels in all the facets of emotional intelligence. It is worth noting that just like the ongoing study this study considered a vulnerable group (adolescent orphans) despite the fact that the current sample size is bigger in comparison. The set-up of the study was more or less the same, although in this case the respondents were majorly of same language orientation.

Karimi, Kwena and Anika (2020) researched on whether academic achievement and emotional intelligence were related. The study that was done among public secondary school students of the year 2018 in Kilifi County Kenya. Correlational research design was applied in the study. Schools were selected through purposive, simple random and cluster sampling procedures. A study sample size of 271, comprising of 145 girls and 126 boys a lower sample size than the current study was used. The study established that a strong relationship existed between emotional intelligence and academic achievement of the participants. The aforementioned study was done among form four secondary school students with no consideration put on OVC status while the ongoing study targeted primary school pupils who are orphaned and vulnerable.

Lopamurda and Chirnmay (2021) looked at the connection between emotional intelligence and academic achievement of adolescents. The study was done among class 9 students of Puri District of Odisha where 40 boys and 40 girls making up a sample size of 80 students were subjected to study. The outcome of the study was a positive correlation. The study population was very small as compared to the current study. Both studies targeted boys and girls in elementary schools, however the current study was conducted amongst vulnerable

orphaned pupils with specific focus on the adolescent age. This was done intentionally so as to target a group that is battling with psychological and physiological changes.

Looking at a study done by Hussein (2017), which aimed at ‘discovering the existence of parity in levels of emotional intelligence with gender and parenthood forming the basis of the study. The study was done in various orphanages of Jaipur (Rajasthan). The study sampled 100 adolescent respondents. The sample was divided into two equal groups, one group considered boys and girls while the other group consisted of orphans and non-orphans. The findings of the study reported a notable contrast between orphan and non-orphan children on EI levels.’ Whereas, the above study was conducted among orphans living in orphanages, our study looked at differences in levels of orphaned pupils living within the home set up.

In a descriptive study by Ozlu, *et al.*, (2016) was done among students at Ataturk University in a study of emotional intelligence levels of senior students. The study selected 305 senior students from various fields (health, social, and natural) using a Simple random sampling procedure. Data was derived from personal information forms. The emotional intelligence levels of natural science students was low while moderate in students of health and social sciences. The study was done among non-orphaned university students who are mature and are able to cope with emotional challenges. The current study targets a disadvantaged lot of orphaned children at the onset of adolescence age. The sampled population in the aforementioned study has advantage of understanding of the study language and probably a beneficiary of a better social set up which the sample population in the current study lacked the same.

In another study by Kant, (2019) evaluating the levels of emotional intelligence of University students on the basis of gender, locality, level of course and School of study. It was realized that all the students had high levels of emotional intelligence. However students of School of Education reported lower levels of emotional intelligence when compared to students of School of Law and Governance. Female students had high emotional levels when contrasted with their male counterparts. The sample size of the study was 200 students coming from Central University of South Bihar in India. The study had similar objective as the current study. It had the advantage of being done among non- orphaned college student with a better understanding. The sample population was considerably in comparison to the current study which considered a higher sample population.

The discussion leaves no doubt that EI levels differ from one person to another. However, most studies (Hussein, 2017, Kant, 2019 & Warnalatha, 2015), relied on few respondents hence need to do more studies to reaffirm the findings. Furthermore, the Studies were a done among high school students in residential schools and day schools; this study was done among primary school pupils in day schools under almost similar conditions who face very challenging situations due to unfavorable home environment. This study targeted orphans who are considered the most vulnerable of the society unlike the other studies (Saikia, Anshu and Mathur 2015, Yurttas *et al.*, 2016) that considered non orphans. The locale of the aforementioned studies is outside Kenya, as it stands there is no evidence that studies have been done to find out EI levels of Kenyan adolescent orphans in our primary schools. The intended study will be done in Kenya among day primary schools in a rural urban set up the respondents facing almost similar social and cultural background.

2.3 Relationship Between Self- awareness and Academic Achievement

According Udoudo (2014) self-awareness is the main ingredient in the formation of an individual's emotional intelligence. He postulates that students reach in self awareness are able to asses their perfomance. Studies have portrayed self awareness as a component that offers solution to academic challenges. For example study by [Dost et ll.](#), (2018) who were interested on *self-awareness instructions effect on Iranian pre-university students' English language achievement* revealed a positive result. The study considered only 60 respondents taken from the university as compared to the current study which a had bigger sample from primary schools.

A study by David and Okon (2016) done in Federal Universities situated in South-South Nigeria to study influence of self - awareness on Business Education students' academic performance had a positive response. The study employed the use of ex-post facto research design. The study sampled 356 respondents using stratified sampling technique from a population of 513 second and third year students. Whereas the study investigated self-awareness among University students the current study only looked at self-awareness with the target group being primary school students. The sample population of the study was relatively small as compared to the sample population of the ongoing study.

Musinguzi, Aheisibwe, and Ahabwe, (2024) examined the relationship and implications of self-awareness on students' academic achievement. The study was done among 2,682 students in Senior 1 to Senior 3 O-level students in secondary schools in Kyabugimbi Sub County. The study used a cross-sectional study design. The sample size comprised of 235

students. Data was collected using a questionnaire and inferential statistics generated. The study findings revealed a strong positive significant relationship between self-awareness and students' academic achievement. The study concluded that self-awareness plays a significant role towards the students' academic achievement. Whereas the aforementioned study used a cross – sectional study design the current study used a mixed approach design.

Sahar, Masmeh, Nazbongo and Azizreza, (2014) did a study aimed to examine how self-awareness impacts on training on aggression and promoting educational achievement motivation. The study was done among 36 third graders third-grade students of Middle School. The research done through a quasi-experimental framework involved doing a pre and post-test involving two experimental groups. There was a confirmation from the study findings that affirmed self awareness would impact on emotional aggression to produce a motivation that finally will lead to better results.

The areas of departure from the ongoing study is that the number of sample population was very small. The study also divided the sample into two study groups making one an experimental group which is not the case with the ongoing study. Whereas the study looked at how self-awareness would impact on aggression and enhance academic motivation, this study set to look at self-awareness as a social skill that would wholesomely manage the orphaned children's psychosocial challenges and catapult them to academic success.

Ajai (2019), found out that four elements of emotional intelligence which include self-awareness, self-management, social-awareness and relationship management separately and in totality correlated with achievement in mathematics of the selected respondents.

The study that used a survey research design considered a sample of 312 secondary school students was conducted in Jalingo Education Zone of Taraba State, Nigeria. Whereas the study considered four elements of emotional intelligence the current study has considered only one domain that is self-awareness.

2.3.1 Relationship Between Emotional Intelligence and Academic Achievement

Several studies outlined below confirms that Emotional intelligence affects educational results. However, some studies tend to differ with the stated position. A study by Farah and Sultan, (2019) set to find out relationship of emotional intelligence with academic achievement in children of 4 to 8th grades with age 9 to 13 years recorded The results indicated a significant positive correlation between academic achievement and emotional intelligence hence affirming the same position.

The results indicated a significant positive correlation between academic achievement and emotional intelligence. The study sample 204 children consisting of 107 high and 97 low achievers drawn from eight public and private schools in two cities of Pakistan. The study however looked at a very small sample size. Moreover it considered children of grade four to eight whereas the current study was interested in learners of grade six to eight of adolescence age.

A study by Adane, Habtamu and Mulugeta, (2024) explored how emotional intelligence (EI) and academic achievement were correlated. The study was done among pupils in primary schools in Ethiopia. The study adopted the use of Goleman's Emotional Intelligence Assessment Scale adapted for local use. The sample size of the study was 444

primary school students. Inferential statistical methods, were employed for data analysis. The research revealed that self-regulation, self-awareness, empathy, and motivation significantly influenced academic outcomes. The study relates with the current study in the choice of primary schools, however the sample size was smaller. The study also limited data collection to inferential statistics whereas the current study used both descriptive and inferential statistics.

Costa and Faria (2014), did a study to examine the predictive validity of emotional intelligence over academic achievement of 380 secondary school students in Portuguese. The study reported that emotional intelligence predicted academic achievement. The same outcome was arrived at in another study by Gosh, (2014) who also sought to find out the extent to which emotional intelligence influence academic achievement among the advantaged and disadvantaged children.. The study sample was 200 respondents. A questionnaire relevant to emotional intelligence was used to collect data. It is however noted that both studies were done among secondary school students. The current study was done amongst the primary school OVCs of adolescence age.

The findings were also affirmed by Maraichelvi and Rajan (2013). The study equally looked at how emotional intelligence impacts academic performance. The study sample was 300 final year undergraduates. The study used a survey research design. Emotional intelligence was measured using Mangal and Mangol's Emotional Inventory test. The researcher in the current study explored the use of ex - post facto research design and Mohopel's EI test to reach the findings similar findings. In the aforementioned studies the sample size of the study was low in comparison to the ongoing study. The studies were

equally done among learners in higher levels of education having the advantage of good mastery of the research language. The respondents in the current study had the disadvantage of exposure and good mastery of language considering that it was done among primary school learners mostly in the rural set up..

The effect of emotional intelligence on academic achievement was also delved into by Halder, (2019). The researcher sampled 800 secondary students from eleven schools found in Dakshin Dinajpur district of West Bengal. The outcome of the study affirmed the fact that emotional intelligence and academic achievement were closely connected. The study was however done in a high school environment and never majored on the OVCs. This therefore meant that environmental challenges were far apart hence the study outcome may not be generalized.

Emotional intelligence continued to take credence of offering the learners a fair chance to succeed in their studies. The same result as depicted in the earlier literature reviews continue to manifest in the subsequent studies. Agrawal and Nahashuk (2017) evaluated predictors of academic performance with focus on emotional intelligence involving in a study that sampled 207 university students in Aligarh District. Similar findings were arrived at. The study however differed in the choice of respondents with the current study considering the local and age of the respondents. Local and age are two variables that determines the ability of the respondents to fully express themselves in all the aspects of the study. This study has been done among primary school's children with specific interest on the vulnerable orphaned learners of adolescent age.

Chew, Zain and Hassan (2013), examined how academic performance is affected by emotional intelligence among 163 year one and final year medical students in Malaysia. The study used cross-sectional research method. The students completed a questionnaire to provide the required data. The study also got information from the college results. The findings confirmed a better performance among those with a higher emotional intelligence hence affirming the position that emotional intelligence affects academic performance to the positive.

Ranasinghe, Wathurapatha, Mathagasighe and Ponnampereuma (2017) also looked at whether EI and academic performance of medical undergraduates of 2nd and 4th year of Colombo University Sri Lanka were related. The study used a descriptive and cross-sectional research designs. The study was done among 471 respondents. A self-administered Schutte Self-Report Emotional Intelligence Test (SEIT) was used to rate students. The outcome reported a correlation between emotional intelligence academic performance.

In other studies emotional intelligence has however been mentioned to have a mild impact on academic achievement. This was reported by Malik and Shahid (2016) who looked correlation between emotional intelligence and academic performance among 325 business students in Pakistan. The study was conducted using a Survey research design. Data was collected using a questionnaire. Similarly, Mohzan, Hassan and Halil (2013) who investigated the influence of Emotional intelligence on Academic achievement among students of education Faculty University Teknologi Mara said that they was insignificant

relationship. The study considered 278 respondents. The data was obtained through use of a questionnaire. The study relied on correlational research design.

The same findings are attributed to a study by Lawrence and Deepa, (2013). The study was done to find out if there was any significant relationship between emotional Intelligence and academic achievement of high school students in Kanyakumari District-India. The study that considered 400 respondents used survey method to arrive at the result. To collect data two tools namely self-made Trait Emotional Intelligence Questionnaire Short Form and the Achievement Test Questions were used. The finding of the study reported that there was no significant relationship between emotional intelligence and academic achievement of high school students contrary to the findings of current study. The difference in the locality and level of education considered was observed. Other difference was observed in the tools used to collect data and research method employed.

Manimozhi and Srinivasan (2018) reviewed how emotional intelligence and Academic achievement were related using a meta-analytic investigation. The study looked at 25 reviews from varied journal articles on the topic of study. Collection of data was done using a questionnaire. To get the intended materials, purposive sampling was used to sample 20 studies. The study adopted a quantitative approach as a methodology. The study findings postulated that only two aspects of emotional intelligence had a significant relationship with academic achievement. Whereas the mentioned study reviewed studies earlier done, the current study has been carried among respondents. The current study applied a mixed approach in analysis involving both quantitative and qualitative methods. Both questionnaires and data analysis guide were used to collect data as opposed to the aforementioned study.

This was however disputed by Suleman, Hussain and Syed (2019) who investigated the association between emotional intelligence and academic success. The study was conducted among 186 respondents sampled randomly from students of Kohat University of Science & Technology -Pakistan. The respondents undertook a standardized test using a tool called Emotional Intelligence Scale. The outcome of the study was that EI and academic success had a strong positive connection..

The glaring differences in the findings of the research as per the discussions by (Chew, Zain & Hassan, 2013; Ranasinghe, Wathurapatha, Mathagasighe and Ponnampereuma, 2017; Malik & Shahid, 2016; Mohzan *et al.*, 2013; Shailendra Singh, 2015) necessitates that a further research be done to determine the actual results. Studies by (Chew, Zain, Hassan, 2013 and Suleman, Hussain, Syed, 2019), enrolled a small number of respondents hence there was need to conduct a further study so as to have a better evaluation of the influence of emotional intelligence on academic achievement. This current study was tailored to determine the behavior of Orphans and vulnerable children in regards to handling circumstances that work against their progress in schools; the studies aforementioned studies did not concentrate on OVCs but were rather general in sampling of respondents.

One other difference is observed on the age of the respondents. The current study looked at adolescent children in primary schools who are just beginning to experience internal and physical changes unlike the aforementioned studies (Lawrence and Deepa, 2013), that basically looked at Secondary school students who to a larger extent have well developed in the understanding of themselves and their surroundings.

Most studies reviewed considered other research methods and emotional intelligence test. One other aspect that differs is the locale of the research which determines the respondents' unique social and cultural experiences. Social, cultural and economic differences may lead to varied results in a study, whereas the studies considered were done outside the Kenyan set up with most of them being done in European nations the study was done in Kenya which offers very different social-cultural and economic background.

2.4 Emotional Intelligence OVCs by Gender

Research has shown that emotional intelligence in girls and boys are significantly different. However other studies have equally found out very insignificant difference in the EI of girls and boys. A study by Abdo and Wei (2021) explored how emotional intelligence and academic intelligence were related. The study was done among 303 students of between twelve to sixteen years old in Arabic basic schools. The results of the study was that gender determines the emotional intelligence levels. This has been qualified by several other studies.

Katyal and Awatshi, (2017), opined that girls had higher emotional intelligence than boys. The study examined 150 class six students from several Schools sponsored by the government in Chandigarh. For the study to be successful EI of the respondents was assessed by taking them through a standardized Emotional Intelligence Test.

A study by Das and Sahu (2015), looking specifically at relationship between EI and gender differences gave a the same result. The objective of the study was to find out whether there were any differences in emotional intelligence with respect to gender. Data was collected using a standadised and validated questionnaire. The 100 post graduate

students who were enrolled in the study were randomly sampled among graduate students. To establish the Emotional intelligence of the sample respondents the researcher used a scale developed by Hyde, Pethe and Dhar (2002), which had 34 items. After analysing the data using SPSS, the female students outshined the male counterparts in emotional intelligence.

The outcome of the aforementioned results was however disputed by the findings of a study by Dimick, (2017) who equally postulated that EI and gender are correlated. The above outcome tended to depart from the results of the studies earlier mentioned who claimed that girls were of high emotional intelligence levels than boys. Female learners were found to lag behind their male counterparts in overall EI. The study sample consisted of 181 Division II athletes. The aim of the study was to investigate the associations between athletes' emotional intelligence and gender. The respondents were drawn from faith-based university. The researcher employed a quantitative correlation research method and used a questionnaire in data collection.

In another study by Sati and Gir (2016) who had interest in establishing the levels of emotional intelligence of boys and girls among nuclear families. The study found out that girls had better levels of emotional intelligence in intrapersonal awareness and interpersonal awareness than boys. The study equally reported that boys were better both in intrapersonal management and interpersonal management skills. This was established by administering Mangal's emotional intelligence inventory (2004) to 120 (60 boys and 60

girls) in their late years of adolescence sampled from 6 non co-educational government schools of Udaipur city.

A study by Singh (2015), took respondents through a questionnaire to investigate the gender differences in emotional intelligence among a sample of 500 undergraduate students in Uganda. The outcome of the study recorded that Female students scored relatively high in emotional intelligence as compared to male students. Other studies conducted on the same failed to find any gender disparities in emotional intelligence.

For example, Meshkat and Nejati (2017), in a study to investigate whether emotional intelligence depended on gender among undergraduate English Majors of three Iranian Universities found out that both gender do not exhibit any significant difference. The study considered 452 (200 females & 192 males) where respondents completed a questionnaire to collect data. The same result was reported by Mokhtesari and Patil, (2018) who conducted a study to assess the gender differences in emotional intelligence and learning behavior among 100 (50 boys and 50 girls) secondary school students of 5th and 6th grade located in Kolhapur district.

The findings were further ascertained by Lilathi and Weerasinghe, (2021) who whether gender and emotional differences were related. The study used a simple random sampling method to select a sample of 110 respondents (55 males and 55 females) who successfully completed an Emotional Quotient Inventory (EQ-i) to get the EQ levels. The relevant demographic information was obtained by using a personal information sheet. The study

outcome affirmed no significant Difference in Emotional Intelligence. It would be good to note that the study considered a small number of respondents.

The same position was affirmed by Kar, Saha and Monalal (2014), who measured emotional intelligence of secondary school students in relation to gender involving a sample of 235 high school students from 8 schools (4 rural, 4-urban) in Perulia-India. The outcome of the study was emphatic that gender does not affect the level of emotional intelligence. The study outcome does not conform to many other studies that have reported that female are ahead of males in emotional intelligence. Fida, Ghaffar, Zaman & Satti (2018) who sought to explore the discrepancy of the emotional cognizance of the male and female learners at a university in Khyber Pukhtunkhwa, a province in Pakistan affirms the mentioned position..

As per the forgoing studies, females strongly come out to be of high emotional intelligence than males. However, a few studies (Meshkat , Nejali, 2017 and Mokhlesi¹, Patil 2018), continue to oppose the findings. Other reports state that gender and emotional intelligence is not related in any way. There is therefore a need to do further investigation to establish the true position. The studies by Sati , Gir, (2016)and Das, Sahu, (2015), have relied on few respondents that may have compromised the result of their findings.

This study intends to use high number of respondents. This study will be important in establishing the exact position in relation to gender differences in emotional intelligence. The study will also look at the OVCs in primary schools unlike the above studies that concentrated on non orphaned high school and university students who were best endowed linguistically, able to comprehend and respond to study questions. The study will be done

in Africa and Kenya where respondents go through a different home and school environment.

2.5 Effect of Guidance and Counseling on the Promotion of Emotional Intelligence

Various studies done postulates that Guidance and Counseling has a big role to play in dealing with learners' psychosocial challenges in schools (Kourkoutas ,Giovazolias, 2015 and Zurakat, 2015). However, effect of guidance and counseling on promotion of EI in OVCs in Kenyan schools remains in doubt.

Rajkamal and Prema,(2019) analyzed whether Counselling impacts on the intensity of Emotional Intelligence of school students. An experimental research was carried out with standard seven students. The sample was taken from a school sponsored by the government in Kancheepuram District. The researcher used class teachers to identify twenty six students who were low achievers out a population of Forty six in the class VII. They were enrolled for the counselling sessions. A pretest was done by administering a standardized tool to assess the initial intensity of Emotional Intelligence.

The twenty six students was given counselling for a period of three months. Thereafter they were subjected to post test Emotional Intelligence test. The post test revealed emotion intelligence had been enhanced. The aforementioned study explored the use of experimental research while the current study used descriptive research. The respondents in the study were few when compared to the ongoing study. Whereas the study drew its respondents from class 6 pupils who were low achievers, the current study considered respondents from class 6 to 8 who were average performers.

Pearson and Wedbarg (2015), evaluated counsellor training impacted on emotional intelligence. The respondents of the study were 105 consisting of 45 undergraduates and 58 postgraduates. The study reported significant improvements suggesting that the training done enhanced intra and interpersonal aspects of emotional functioning. The study however considered G/C training where as in the ongoing study respondents underwent counselling sessions. The study equally considered a few respondents from the university level whereas the current study looked at a bigger number of respondents from the primary school showing a big parity in comprehension levels of the respondents.

Njagi (2016) did a study to examine how guidance and counseling sessions impact orphaned students' psychological and emotional adjustment. The study considered a total population of 1030 students and 63 teacher counselors. The study adopted a descriptive survey research design. The study eventually worked with a sample of 130 orphaned students and 7 teacher counselors drawn from 3 educational zones drawn from Kandara sub-county in Kenya. The study used Descriptive statistics in data analysis. The study established that guidance and counseling sessions helped play a big role in the emotional and psychological adjustment of orphaned learners. The study however did not look at the effect of guidance and counseling on emotional intelligence which was the interest of the current study.

Martin and Kuboja, (2022) sought to establish how students' emotional stability in higher learning institution can be enhanced by guidance and counseling. The study employed a descriptive-correlational design. A self-constructed questionnaire was used to for data

collection. The study used a sample of 354 out of the population of 4500 students based in two higher learning institutions. Data analysis was done through descriptive statistics. For research question three the study used Pearson product moment correlation coefficient. The study came to conclusion that guidance and counseling services in the area were partially done or not done at all. The study did not look at effect of G/C in the promotion of emotional intelligence but looked at emotional stability. The current study was basically descriptive and so employed the use thematic analysis.

Shumba and Moyo (2014), sought to investigate the orphaned learners experiences with counselling sessions in schools. The study used case study design as a methodology. The study was done among 13 purposively selected secondary schools. It involved 4 school counselors who were taken through an in-depth interviews and life narratives to get the required data. The study established that orphans do not get adequate counseling services. Whereas this study was done among secondary school students considering very few respondents, this current study was done in primary schools. The study however failed to find out how absence of adequate counselling services affects the emotional intelligence of the students.

The same result was affirmed by Ouma (2017) did a study among 127 respondents from ECD schools to find out whether guidance and counseling services were provided in pre-schools in Kasarani Division, Nairobi County. The findings of the study revealed that the administrators' did adequately support guidance and counseling programs. The study target population is pre-school students however this study was done among the primary

school orphans of adolescent age. The research was based in a largely rural set up as opposed to the Kasarani which is a cosmopolitan urban set up.

Masadia (2015) conducted a study to establish factors influencing implementation of guidance and counseling programs in public primary schools in Kikuyu Sub County-Kenya. The study sampled 116 respondents and took them through a questionnaires and interviews to collect the necessary data which was later subjected through a descriptive and inferential analysis. The findings ascertained that counseling programs are scheduled in the timetable. Other findings of the study were that teacher counsellor were appointed based on gender, interest and religion. The teacher workload was a main factor in the implementation of guidance and counselling services in schools.

The study did not look at the impact of the counseling services especially with regard to emotional intelligence. The ongoing study looked at whether G/C has effect on emotional intelligence development of the OVCs. The study also considered a bigger population of respondents as opposed to the study above which relied on few respondents. The study was done in Alego-Usonga Sub county former Nyanza region where counselling programs in schools were not given much preminence and does not feature on the school timetable.

Ochieng, (2016) carried a study on the education of orphans and schools social habits in post primary schools in Gem Sub County. The study involved 1706 respondents. The study was done using a Descriptive study design. Interviews were conducted to get indepth information of the necessary data. The study found out that most students had interrupted

with the G/C services on their own initiative. Most the learners interviewed concurred that G/C programs played a role in enhancing the psycho-social growth of the target students.

The study further established that majority of the respondents stated that the schools lacked trained school counselors. This results were also realized from the interview with the principals which indicated that most secondary schools lacked proper capacity due to understaffing. The study however did not proceed to find out to what extent the counselling services fortified emotional intelligence as key factor in stabilizing psychosocial challenges.

As per the forgoing discussion, G/C is a main ingredient in the psychosocial growth and development of orphaned learners, however the above discussions does not directly look at whether G/C plays a role in nurturing EI of orphan and vulnerable learners in the mentioned schools. Moreover, most of the studies (Ochieng, 2016; Shumba and Moyo, 2014) concentrated in secondary schools which by and large have benefited from institutional capacity to provide a good environment for guidance and counseling programs.

Apart from that, while there are studies targeting the OVCs (Njagi, 2016; Shumba and Moyo 2014) most of the studies were done in the boarding schools where learners may have benefited from services that enhance their Emotional intelligence like clubs, societies and enhanced roles played by community and school challenges. The current study was conducted in primary schools where the role of teacher counselors seems not to have clearly come to the knowledge of the learners.

2.6 Gaps in Literature Review

The discussion above leaves no doubt that EI levels differ from one person to another. However most of the studies cited relied on few respondents hence the need to carry out more studies to reaffirm the findings. Whereas some of the studies cited were done among high school students in residential schools and day schools; this study will be done among primary school pupils in day schools under almost similar conditions who face very challenging situations due to unfavorable home environment.

Given that populations studied varied in size, the results may be at variance. More so the studies cited targeted non orphan pupils with very few studies targeting orphans, this study will be done among orphans of adolescence age who are considered the most vulnerable of the society. This is because at adolescent children self-concept and their self-awareness is stands out (Weil *et al.*, 2013). Further as it stands, there appears to be no evidence that studies have been done to find out the levels of EI of Kenyan pupils, most studies reviewed were done in Europe and Asia. The intended study will be done in Kenya in primary schools. The socio-cultural, political and economic conditions in the Eurocentric countries are different from those in Kenya and therefore the results may not be the same. It has also emerged that most of the studies cited had the samples were rather small hence making generalizations would be difficult.

Besides, this study will be tailored to determine the behavior of OVCs in regards to handling circumstances that work against their progress in schools which appears to be absent in the cited studies. As per the forgoing studies females strongly come out to be of high emotional intelligence than males. However, a few studies continue to oppose the

findings. Other reports state that gender and EI is not related in any way. There is therefore a need to do further investigation to establish the true position.

Finally, it appears that no studies have been done to establish effect of G/C on Emotional intelligence in OVCs within the Kenyan context. The studies cited have not illustrated the place of school counselors in the equipping of learners with EI skills; the findings hopes to fill this gap by marking out the position of guidance and counseling programs in primary schools and their effect on the EI of OVCs. The glaring gap in the findings of the research studies highlighted therefore necessitates that there is need to research to have such on effect of G/C on emotional intelligence and its benefit to academic achievement among orphaned and vulnerable pupils in primary schools in Alego-Usonga Sub County- Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, location of study, population, sample and sampling techniques. The data collection methods and data analysis procedure and presentations are also presented. Finally, the ethical considerations are highlighted.

3.2 Research Design

The study used both qualitative and quantitative research designs. The mixed approach was preferred to help in augmenting each other. However, the study was largely quantitative. Jamshed, (2014) opines that diverse and varied opinions can only be realized when qualitative and quantitative findings are used together in a research experience. The complementary nature of the methodologies are of essence in the production of an enriched study outcome.

Ex post facto research design was employed. Cardron 2014 defines Ex-post facto as Predicting a possible effect that has already occurred. This study design is not only useful in getting the relevant data for the study but also allows for exploration of the correlations among the independent variable (local, gender, age, EI levels) and dependent variables (academic achievement and emotional intelligence). The research design helped in digging the detail and depth of data analysis to make findings relevant to practice (Otieno, 2012).

Descriptive research design has the dual benefit of being quantitative where survey are done to get quantitative data and qualitative where structured interviews and questionnaires are used in collecting information in thematic analysis (Cathy, 2023). The researcher used

Structured interviews to get in-depth information from the education officers, school counselors and the pupils. An interviews schedule was prepared in advance in each case so as keep to tract the expectation of the study (Schoonenboom, 2017).

3.3 Location of the Study

The study was carried out in Alego-Usonga sub-county, Siaya County. Siaya County has several neighbors. To the North there is Busia County, Kakamega County is found to the Northeast, Vihiga County to the East while Kisumu county is to the South East. Lake Victoria neighbors the county to the South and West. The county occupies the region between latitude 0° 26' to 0° 18' north and longitude 33° 58' east and 34° 33' West Alego-Usonga Sub-County is predominantly inhabited by the Luo however part of it is inhabited by the Abasonga community. The people in this region mainly practice subsistence farming as an economic activity. Socially the sub county boast of very strong cultural background with traditional music especially Ohangla dance being very common in the villages.

The location is suitable for the study because it covers both urban and peri-urban areas with high number of orphans in primary schools due to HIV/AIDS prevalence (National Aids Control Council, 2014). Latest reports continue to reveal that Siaya County stands in the second positions after Homabay County in HIV/AIDS prevalence. Other than the lack of mentorship for most pupils after the loss of significant persons in their lives they also face the temptation of dropping out of school apart from developing of truancy as a result of tough learning environment.

Teenage pregnancies and promiscuity tend to characterize the learners with very few students who begin class one in a single school making it to the top most classes. According to the Ministry of Education data, 100 drop-outs of learners occurred in the year 2013 and 90 in the year 2014 as result of teen pregnancy. To make it worse, out of the girls who dropped out, only 15 resumed learning after delivery (World Vision Kenya, 2016). The researcher purposefully sampled schools that generally had a good performance academically using school progress records. All the schools sampled had a mean score of 250 and above in 3 sampled exams done across all the schools in the subcounty.

3.4 Target Population

According to Ravikiran (2023), study population in a statistical study consists of the entire set of items from which you draw data. The population of study was 982 vulnerable orphans and primary school pupils between class six to eight of adolescent age, 136 guidance and counseling teachers drawn from 136 Primary schools, 7 curriculum support officers spread across the three Divisions in Alego-Usonga Sub-County and 1 Quality assurance officer. The G/C teachers, 7 Curriculum support officers and the quality assurance officer were included in the study to assess how far G/C services are applied in our schools and its success in handling challenges working against the academic success of OVCs. They were also helpful in assessing the effect of G/C in their prospective schools in learner's emotional development. The G/C teachers were helpful in identification of the OVCs in the targeted schools. Table 1. shows study population.

Table 1 Study Populations

Sampled Group	Population	Sampled population
Pupils	982	319
Guidance and Counseling teachers	136	16
Curriculum support officers	7	7
Quality Assurance Officer	1	1
TOTAL	1,127	343

Source: Field data, 2020

3.5 Sampling Procedure and Sampling Size

The study used simple random, stratified random and purposive sampling techniques in determining the sample. The simple random sampling was used to choose the specific classes to be engaged in the study. The stratified random sampling technique was used to group the samples into smaller groups of common attributes and characteristics. The common attributes and characteristics to be put into the consideration was the location of the school (urban and peri-urban) and the gender (male and female).

The study area was marked per division and zones with each division and zone getting same number of representation. This method was most appropriate because it ensured that the subgroups are proportionally represented. The purposive sampling technique was applied to select respondents considering specific characteristics and objectives of the study. It was

used to settle on the number of respondents to be used in the study. This included the OVCs, G/C teachers, Curriculum Support Officers and Sub County Quality assurance officer.

In this study the researcher considered schools with high number of total OVCs. He further considered their individual exposure to basic requirements to academic achievement such as learning materials and exposure to adequate teachers. It was also used to group the respondents into separate homogenous groups considering the locale of the schools. For this study, the researcher separated the respondents based on local (urban and rural) and gender (girls and boys).

The respondents were selected from primary school pupils of adolescence age from class six to eight.

Kibuocha (2021), defines sample size as the total number of participants involved a research study. The sample size is a representation of various demographics composed of age, gender, and location. The study sample comprised of 319 pupils (157 males and 162 females) of between 12 to 17 years, 16 G/C teachers, 7 CSOs and 1 quality assurance Director representing 30.5% of the study population. The current study used Krejcie and Morgan (1970) table to come up with a sample size.

Krejcie and Morgan formula is a made up of a table showing the population of a study and the corresponding sample size. This makes the work of the researcher much easier. Morgan and Krejcie table postulates that the population of the study determines the sample size. It states that increases in the population of the study is followed with increases in the sample

size at a diminishing rate. This remains relatively constant at slightly more than 380 cases (p.607). Distribution of sample size has been shown on table 2.

Table 2. Distribution of sample size of OVCs in sampled schools

DIVISION	SCHOOL	MALE	FEMALE	TOTAL
KAREMO	Siaya Township	13	16	30
	Siaya Central	27	31	58
	Ngiya Mixed	10	06	16
	Awelo	12	13	26
	Mulaha	17	18	35
URANGA	Mwer	14	10	24
	Rasugu	11	12	23
	Ulawe Apate	07	20	27
	Mahola	04	09	13
BORO	Gombe Komolo	10	09	19
	Oseno Komolo	10	09	19
	Obambo	14	12	26
	Boro	12	06	18
Total		157	162	319

Source: Field data, 2020.

Table 2.1 Sample Frame of OVCs in Urban/Rural Schools

School	Pop.	Sample	Pop.	Sample	Pop.	Sample	Total Sample
Category	Boys		Girls				
	N	N	N	N	N	N	
Urban	7	5	240	80	282	84	164
Rural	129	8	224	77	236	78	155
Total	136	14	464	157	518	162	319

Source: Field data 2020

3.6 Data Collection Instruments

To collect data the researcher used three tools which include; questionnaire, interview schedule and Learners progress records.

3.6.1 Questionnaire

Two questionnaires were used in the study; one to be completed by the pupils and the other was to be completed by GAC teachers. The questionnaire completed by pupils had two parts. The first part; the participants were asked to give their demographic background. While the second part consisted of a modified version of Mahapel's Emotional Intelligence test.

Mahapel Emotional Intelligence test consists of 35 statements covering four domains namely self-awareness, self-management, social awareness and relationship management. The test gives the researcher a quick assessment of the emotional intelligence scores of the respondents. It gives the respondents an interesting experience in the understanding of their strengths and weakness as they participate in the study.

Respondents were required to circle the option that closely represents their agreement and write the totals of each area. They later checked the key to determine their levels of emotional intelligence. Respondents who scored above 25 in all emotional intelligence areas were considered to be highly emotionally intelligent. The test was adopted to suite the learners language level. The OVCs were also taken through additional questions to find out their general interaction with the school environment and the guidance and counseling. The questionnaire was used because it is easier to administer and is consistent in relaying of information.

The second questionnaire was completed by the GAC teachers. The questionnaire consisted of guided questions where the respondents were expected to respond by placing a tick (✓) against the appropriate feedback. Guided questionnaire were preferred because they are very helpful in getting the accurate response as intended by the questionnaire. The respondents were taken through a pre test discussion to help them understand the meaning of key items in the survey tool.

3.6.2 Interview Schedule

An interview schedule was prepared in advance to help in gathering data from the CSOs and Sub County Quality Assurance director. The interviews were conducted in the office of the mentioned officers. The researcher sought prior permission of the officers, booked appointment before paying them visits. Interview schedule was given more preference in this study because of its effectiveness in getting necessary information and its ability to seek in-depth problems behind the information. The researcher opted to use semi structured interview schedule. The method was most appropriate because it allowed for questions to be prepared ahead of time.

As documented by Kabir (2016), structured interviews are most appropriate as it gives the interviewer the opportunity to make early preparations and enhance competence in the implementation process. Semi-structured interviews give a way for the expression of views in own terms. This allows genuineness in the tackling responses given. Other than the reasons given the Semi-structured interviews can provide dependable, comparable qualitative data. These gave credence to the use of structured interview schedule.

The respondents' demographic information was taken in first part of the interview schedule while the second part of the interview schedule had open ended questions. The main intention of the interview was to find out whether G/C was going on in the schools within their jurisdiction and if the government has put in place policies that favors promotion of emotional intelligence in primary schools within Alego Sub County.

3.6.3 Document Analysis Guide

The researcher went through the learner's progress records in school and recorded their performance scores. The deputy head teachers who are oversee curriculum implementation availed the learners progress records for analysis. The documents availed were records of the learner's performance based on three joint exams done within the sub county. The exams done had been set by a panel of teachers selected from various schools. The analysis of test helped in determining the levels of academic performance.

3.7 Pilot Study

This also means using a smaller size of a group similar to the study population to establish the surety of attaining the desired outcome from the prepared tools before commencing the actual study. This study used a test retest criteria to check reliability. It involves issuance of a questionnaires to a smaller number of respondents to complete so as to find out if the tool will be effective in delivering the intended purpose.

The objective of piloting therefore is to find out if the expected feedback is being attained. The pilot study involved 30 respondents from Bondo sub county. The tools were collected ,the outcome evaluated and necessary adjustments made to make the tool reliable.

The study thereafter used another group of 30 respondents to check on the variability in the response. This was done in an interval of two months.

3.7.1 Validity

This is the performance of the survey tools in producing the intended result (Kishton and Widaman, 2017). It is the ability of the tool to withstand the pressure of the study while in responding to the study expectations. The extent to which the study has adequate reliable questions that can deliver a firm and conclusive conclusion. The study questionnaires were checked for content, construct and face validity through the use of experts' opinion. This included the supervisors and other experts from department. This was done to be certain that tools cover the required information and that the study intentions came clearly from the questionnaires and interview schedule statements.

3.7.2 Reliability

According to Mahojan (2017), cronbach's alpha (α) is the most common internal consistency measure, also translated as the mean of all possible split half coefficients. It is a function of how the items are averagely internally correlated together with how many items are in the scale. It generally concerns itself with how close the connected portions are to the whole group what has been referred to as the degree of within itemized evenness. It has also been postulated to be a degree of scale consistency. A higher alpha value depicts proper consistency while lower alpha value has to do with improper consistency or no consistency. Cronbach's alpha is a statistic derived from the population as shown below:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N-1) \cdot \bar{c}}$$

Given that:

N – stands for subjects under study

C-bar represents normal inter-itemized variance among constructs

V-bar means normal inconsistency.

The steadfastness of research instrument was determined using Cronbach Alpha of measurement value. The reliability of research instruments was to check against the accepted 0.7 Cronbach Alpha of coefficient in social sciences (Cronbach, 1951). The piloting of the study produced a 0.811 Alpha coefficient in all the items of the questionnaire hence reliability of the research instruments was ascertained by considering the 0.7 recommended value.

3.8 Data Collection procedure

The researcher sought for authority to undertake the research from the Directorate of Graduate Studies Masinde Muliro University College having certified the set requirements. The college gave out a letter authorizing the researcher to conduct the study. The researcher then applied for a permit from NACOSTI furnishing them with the college certification letter. Having received a research license from NACOSTI the researcher thereafter notified the Sub county director of education, sub county commissioner; county government and schools administration of the intention to conduct a study in Alego-Usonga Sub County.

The researcher thereafter sort audiences with the various heads of institutions who then handed him over to the head of the curriculum and the guidance and counseling teachers in

the school. The researcher worked with the G/C teachers to sample the OVCs while at the same using the deputy head teachers to access the learner's progress record.

The researcher then enrolled the respondents into the study after making them understand the expectations of the study. They were informed of their voluntary involvement and their freedom to pull out. The respondents were asked to take the forms to the gurdians for consent purposes. The questionnaires were administered to the orphaned children on individual basis simplifying the language to the individual child. The researcher thereafter analyzed the learner's performance records based on the joint standardized exams did in the sub county to assess their academic ability.

The researcher thereafter sort audience with the school administration to express his gratitude to the support given. The researcher then booked appointment with the curriculum support officers and sub county quality assurance director to set time for the interview schedules. The respondents were given adequate instructions and explanations before responding to the items. The interview schedule was precise and administered within the time agreed. The researcher warmly thanked the interviewees before leaving the office.

3.8.1 Test of Statistical Assumption Analysis of Likert –Type Data

The study put to use a questionnaire put on a Liker scale, major diagnostic tests were carried out namely normality test. This test is important to justify why correlation was to be used in the latter sections of this chapter. This was also necessary to be done before the analysis of the linear regression model. Before then, it was prudent to find out whether all variables under study are distributed in the shape of a normal curve as expected. Kaiser-

Meyer-Olkin (KMO) was used to measure sampling normality and adequacy and the report displayed in Table 5.

Table 5: Test of Statistical Assumption Analysis of Likert –Type Data

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.846
	Approx. Chi-Square	15472.253
Bartlett's Test of Sphericity	Df	1035
	Sig.	.000

source: Field Data, 2021

Measure of sampling adequacy developed by Kaiser-Meyer-Olkin (KMO) is an index used to examine the appropriateness of factor analysis. The index places high values of between 0.5 and 1.0 to indicate factor analysis is appropriate and thus showing that data came from a normally distributed population. Values below 0.5 imply that the factor analysis may not have come from a normally distributed data hence not be appropriate (Kaiser, 1974).

The normality ranges were put between 0 and 1. Kaiser (1974) where 0.5 are defined as minimum (barely accepted); Values between 0.7 - 0.8 are chronicled as acceptable and values above 0.9 are stated as superb. From the results, Kaiser-Meyer-Olkin Measure of Sampling Adequacy was 0.846 for pupils meeting acceptable and significant levels since $p=0.000$, the sample sizes were therefore adequate and the data normally distributed. The study met the set criteria and as such regression model to establish the relationship between the independent and dependent variables could be carried out.

3.9 Data Analysis

The instruments were scored, coding of data was done and finally data files were prepared for computer analysis. The analysis was done using means, frequencies and percentages. Standard deviations were generated to bring out some of the quantitative data such as the demographic variables.

H₀₁. There is no significant difference in the levels of emotional intelligence of vulnerable orphans and pupils in rural and urban in public primary schools and H₀₃. There is no significant gender difference in emotional intelligence of orphans and vulnerable pupils in public primary schools were tested by employing Independent sample t-test. According to Mishra, Sign and Pandey (2019), independent sample t-test is used in the study of two independent groups. According to Partel (2020), it is a kind of testing used to find out how significant is statistical differences in the mean of two independent samples in a given study.

H₀₂. There is no significant relationship between self-awareness and academic achievement of orphans and vulnerable pupils in public primary schools, was tested using spearman rank order correlation coefficient. It was preferred because it's most ideal for ordinal scales. That is affirmed by Ramzai (2020) who stated that spearman is most suitable in evaluating monotonous relationships.

Finally, Q₀₄. What is the effect of guidance and counseling in the promotion of emotional intelligence in public primary schools was tested by employing thematic analysis.

The above information has been summarized in table 4

Table 5 Data Analysis

Objectives of Study	Data Analysis Techniques
1) Determine the levels of emotional intelligence among orphans and vulnerable pupils in public primary school pupils.	Independent Sample t-test
2) Investigate the relationship between correlations Self- awareness and academic achievement of public primary school pupils.	spearman rank order
3) Establish the gender differentials in emotional intelligence between orphaned boys and girls of in public primary schools.	Independent sample t-test
4) Determine the effect of the school counselor in the promotion of emotional intelligence among public primary school pupils.	Thematic analysis

3.9.1 Ethical Considerations

The foundation of academic research is publication after a successful research (Akaranga and Makau 2016). The information must be obtained and disseminated in keeping set standards and guiding principles (Blumberg, Cooper & Schindler, 2005). The researcher sought relevant authority from NACOSTI, County Director of Education, County Commissioner, Subcounty Commissioner and County Government of Siaya before

commencing research. The respondents were fully informed of their expectations before they were enrolled in the study. They were not persuaded or coerced to give information.

The respondents entered in the study on their own volition. The respondents right to drop out of study was respected. All the information got from the document analysis, questionnaires and interviews were handled carefully and treated with utmost confidentiality.

The respondents signed consent forms which stated clearly purpose, risk involved, benefits and confidentiality vow. The consent form was important more so for the pupils as a sign of commitment and surety that the learners willingly took part in the study having full knowledge of the purpose and requirements of the study. The parents of the respondents gave the final consent by signing the forms since the study was dealing with minors.

Finally, the study participants were barred from putting their identity on the forms for anonymity. Coding was done to the OVCs so as to block identity and their uphold privacy. The researcher acted in a manner that upheld the respondents' integrity. He maintained strict objectivity to avoid deception of any manner.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter outlines the study findings, interpretation and result discussions. The chapter has two sections: the general and demographic information, the results, interpretation and results discussions. The chapter was arranged as per the order of objectives.

4.2 Questionnaire Return Rate

The two sampled groups made up pupils and guidance and counseling teachers were exposed to different sets of questions in primary schools in Alego- Usonga Sub County. The questionnaire return rate is recorded in Table 6.

Table 6: Questionnaire Return Rate

Sampled Group	Total Issued	Total Returned	Percentage returned
Pupils	302	245	81.12
Guidance and Counseling teachers	17	17	100
Curriculum support officers	7	7	100
Quality Assurance Officer	1	1	100

Source: Field Data, 2021

Data in Table 6 revealed that of 302 questionnaires were issued out to pupils out of which 245 were correctly filled and returned in a usable state to the researcher, 30 (9.9%) questionnaires were returned but not correctly completed hence could not be used, 10 (3.3%) were returned but were not in a good state while 17 (5.6%) questionnaires were never returned. On the other hand, all the 17 questionnaires issued to guiding and counseling teachers were returned. This meant at least 81.12% of questionnaires issued were returned. This meets the threshold as outlined with Mugenda and Mugenda (2012) who rates the return rate at more than 50%. A response rate of 60% is therefore generally good while a response rate of above 70% is excellent.

4.3 Demographic Data

Several questions were asked in order to establish the demographic data (background information). The information enquired from the learner included age, education level and years of experience as discussed in the following subsections.

4.3.1 Distribution of Respondents by Gender

Pupils indicated their gender under the demographic information. The outcome was summarized in Table 7.

Table 7: Distribution of Respondents by Gender

Gender	Frequency	Percent
Male	121	49.2
Female	124	50.8
Total	245	100.0

Source: Field Data, 2021

According to the results in Table 7, 121(49.2%) of the respondents were male while the remaining 124 (50.8%) were female. This findings posit a near gender parity. Gender parity as articulated in constitution of Kenyan, (2010) suggest that gap between the boy child and the girl child is wide with the boy child being the majority. This has been narrowed in the current study with the girl child slightly over taking the boy child in this sample. This mean that the campaign on girl child education is bearing fruit.

The findings seem to justify the recent calls for the government to begin placing emphasis on the male child. A study on the status of boy the child in Kenya reported that the boy child is lagging behind in gender equality due to concerted interventions led by government and non-government organizations (National Gender and Equality commission on status of boy child in Kenya 2015).

4.3.2 Distribution of Pupils by Class

Pupils were asked to state their class. The results were as shown in Table 8.

Table 8. Distribution of Pupils by Class

Class	Frequency	Percent
Six	67	27.3
Seven	95	38.8
Eight	83	33.9
Total	245	100.0

Source: Field Data, 2021

From the results in Table 8, 67 (27.3%) of pupils learnt in class six, 95(38.8%) were in class seven while 83(33.9%) were in class eight. The results show that the number of pupils were not evenly distributed across the classes. Majority of the respondents were sampled from grade seven and eight. This is probably due to differences in ages. Majority of the sampled learners were falling between ages 13 to 18. This can be observed in table 9.

4.3.3 Distribution of Pupils by Age

The pupils were required to state their age, in the last section of social demographic information.

The outcome is recorded in Table 9.

Table 9: Distribution of Respondents by Age

Age Bracket	Frequency	Percent
10 to 12	30	12.2
13 to 15	180	73.5
16 to 18	34	13.9
19 to 21	1	0.4
Total	245	100.0

Source: Field Data, 2021

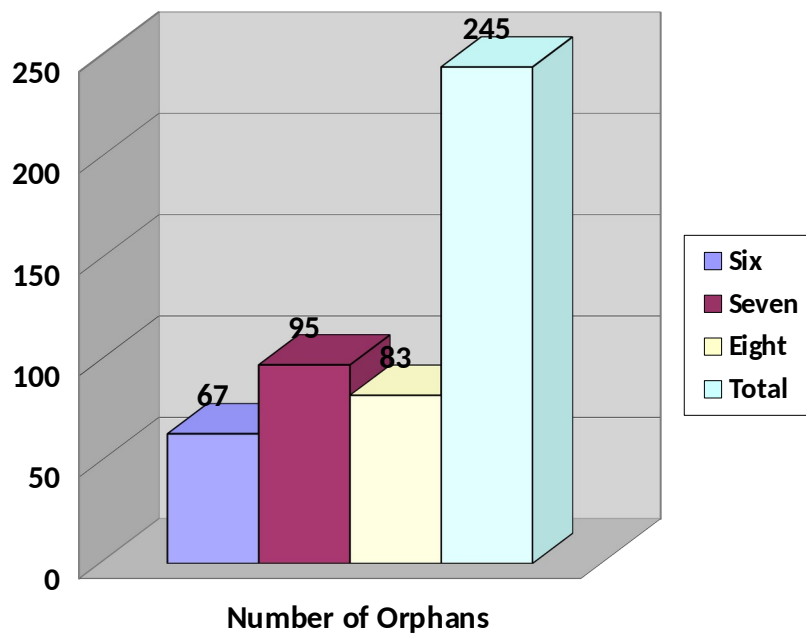
From the results in Table 9, 30 (12.2%) were aged between 10 to 12 years, 180 (73.5%) were between 13 to 15 years, 34 (13.9%) were between 16 to 18 years while only 1 pupil (0.4%) was 19 years. Most of the pupils were aged 13 to 15 years with just 35 falling above 16 years old. This was due to the fact that ages 13-15 are primary school going children. From the analysis of the table, schools seem to be abiding by the Kenyan Constitution

(2010) and the Basic Education Act (2013). These are legal documents that protect the child from any form of discrimination as regards education.

The common form of discrimination in Kenyan schools is class repetition which is against the basic education act. Schools have to adhere to the legal framework that ensures that pupils participate fully in education. In a study by Kipnetich, (2017) targeting 277 respondents, 126 (48.8%) of the respondents agreed that schools, have to implement the aspects of the constitution that provides the child with the right to education and no challenges should be a stumbling block to this endeavor (Kipnetich, 2017)

4.3.4 Number of Orphans and Vulnerable Children.

The Guidance and Counseling teachers indicating the total number of OVCs in each class. The summary were displayed in Figure 2.



Orphans and Vulnerable Children

Figure 2: Numbers of

Looking at Figure 2 most of the pupils in Alego - Usonga Sub County are orphans. In class six, there were 64 orphans, class seven had 76 orphans while in class eight had 53 orphans. This has been aggravated by the impact of HIV/AIDS in Siaya County which has been reported to stand at a percentage rate of 17.8 per cent HIV/AIDS prevalence compared to the national prevalence of 5.6 percent as mentioned in KAIS 2012 report (Siaya County Integrated Development Plan 2013/2017).

Kenya takes the 4th position in the entire world when countries with high HIV prevalence are ranked. The estimates of the population living with HIV virus (PLHIV) in Kenya stands at 126,411 (county HIV profiles report 2016). The report further states that 58% of the people are on life saving anti-retroviral treatment (ARVs). Adults and children have been numbered at 60% and 48% respectively (Kenya AIDS Indicator Survey 2014). (Siaya County HIV & AIDS Strategic Plan 2015/16 – 2018/2019).

4.3.5 Staff Establishment

The teachers participating in guidance and counseling were tasked to indicate the sum of untrained, trained and G/C teachers in their schools. The results are summarized in Table 10.

Table 10: Staff Establishment

Category	Number of Teachers
Untrained	12
Trained	81
Trained teachers assigned G/C Roles	19

Source: Field Data, 2021

Analyses of the above table indicates that there are 19 trained teachers assigned guidance and counseling roles. That's about 7.8 % of the sampled population. According to a research published in a *Professional School Counseling* journal CSCORE (2012) by the American School Counselor Association; low school counselor-to-student ratios are reported to support better results, good career progression, attendance to semotional challenges, school safety, learner discipline and school attendance. The lower ratios are also of great help in helping the school counselors to provide evidence effectiveness of the programs in relation to school mission and in assisting emotional adjustment of students. So as to achieve direct contact with the learners and proper linkage to resource persons the numbers handled by the school counselors should be manageable (ASCA, 2012).

Latest ASCA reports advocates for lower ratios. Results posted in ASCA report (2019), denotes that school-counselor-to-student ratio should be based on the prevailing factors and the intended objective. Some of the factors that should help decide on the ratio should be grade level and socioeconomic factors of the school. The report currently has put the optimal level at 1:250. The impact of a good ratio has been confirmed by a study done in Connecticut School Districts where lower ratios were confirmed to give out more graduations, more learners proceeding to college and better persistence in studies, reduction both in chronic absenteeism and suspensions. This has been supported by the Indiana study that was in support of a one to between two hundred to two hundred and fifty. The Indiana study considered 1,529 schools, 1565 counselors and 874,156 students' where the trials were done between 1:100, 1:200, 1:250 and 1:471 (Asca Report 2019).

The scenario in Alego Usonga indicates that student – counselor ratio is inadequate. This therefore shows that the counselling needs of the OVCs are not adequately met.

4.4 Descriptive Statistics

In this section, the results of the study are presented in line with the objectives and hypothesis. Relevant analysis, interpretation and discussion of results for each objective/hypothesis were made.

4.4.1 Levels of Emotional Intelligence of OVCs in Public Primary School pupils

The first objective of the study sought to assess differences in levels of emotional intelligence among orphans and vulnerable urban and rural primary school pupils. To respond to this objective, the pupils were exposed to several questions seeking their level of agreement/disagreement with the statements provided. Scale were ranged between 1- 5 where: Always (A) =5, Often (O) = 4, Sometimes (S) = 3, Rarely (R) =2 and Never (N) = 1 to establish their level of EI. The results are recorded in Table 11.

Table 11: Descriptive Statistics of Pupils' Emotional Intelligence.

No	Statements	A f (%)	O f (%)	S f (%)	R f (%)	N f (%)	Min	Max	Mean	Std Deviation
1.	I am always aware of my feelings	118(48.2)	26(10.6)	23(9.4)	21(8.6)	57(23.3)	1	5	3.5184	1.67083
2.	Emotions control my life	128(52.2)	42(17.1)	0(0)	32(13.1)	43(17.6)	1	5	3.7347	1.60143
3.	My moods affect people around me	144(58.5)	26(10.6)	13(5.3)	29(11.8)	33(13.5)	1	5	3.8939	1.56594
4.	It is easy to explain my feelings	67(27.3)	13 (5.3)	79 (32.2)	51 (20.8)	35(14.3)	1	5	3.1061	1.38677
5.	My moods affect the people around me	117 (47.8)	16(6.5)	14 (6.5)	14 (5.7)	74 (30.2)	1	5	3.5224	1.5521
6.	I can easily sense when I am going angry	73 (29.8)	27 (11)	28(11.4)	67(27.3)	50(20.4)	1	5	3.0245	1.54953
7	I readily tell others my feelings	77(31.4)	13 (5.2)	67(27.3)	39(15.9)	49(20)	1	5	3.1224	1.50454
8	I find it easy to describe my feelings	87(35.5)	23(9.4)	30(12.2)	45(18.4)	60(24.5)	1	5	3.1306	1.63444
9	Even when I am upset, I'm aware of what is happening to me	91 (37.1)	20(8.2)	40(16.3)	42(17.1)	52(21.2)	1	5	3.2286	1.59559
10	I can explain my thoughts and feelings	84 (34.3)	22(9)	37(15.1)	63(25.7)	39(15.9)	1	5	3.200	1.52466
11	I accept responsibilities of my actions	76(31)	47(19.2)	17(6.9)	27(11)	78(31.8)	1	5	3.0653	1.68035
12	I find it easy to make goals and stick to them	58(23.7)	62(25.3)	23(9.4)	47(19.2)	55(22.4)	1	5	3.0857	1.51387
13	I can manage my emotions	76(31)	59(24.1)	5(2)	34(13.9)	71(29)	1	5	3.1429	1.66448
14	I do not get angry when criticized	80(32.7)	24(9.8)	39(15.9)	42(17.1)	60(24.5)	1	5	3.0898	1.59921
15	I remain calm during stressful times	72(29.4)	43(17.6)	55(22.4)	34(13.9)	41(16.7)	1	5	3.2898	1.44351

16	If an issue does not affect me directly, I don't let it worry me	102(41.6)	35(14.3)	72(29.4)	12(4.9)	24(9.8)	1	5	3.7306	1.31233
17	I direct my energy into creative work or hobbies	79(32.2)	55(22.4)	41(16.7)	32(13.1)	38(15.5)	1	5	3.7306	1.31233
18	I am able to show love	126(51.4)	30(12.2)	51(20.8)	14(5.7)	24(9.8)	1	5	3.8980	1.35267
19	I enjoy relating with my friends	109(44.5)	32(13.1)	30(12.2)	39(15.9)	35(14.3)	1	5	3.5755	1.52285
20	I find it easy to accommodate other people's feelings and options	91(37.1)	35(14.3)	38(15.5)	38(15.5)	43(17.6)	1	5	3.3796	1.53337
21	I am aware of good and bad	84(34.3)	72(29.4)	38(15.5)	20(8.2)	31(12.7)	1	5	3.6449	1.35820
22	I find it easy to share my deep feelings with others	52(21.2)	73(29.8)	34(13.9)	44(18)	42(17.1)	1	5	3.2000	1.40724
23	I am good at motivating others	88(35.9)	79(32.2)	39(15.9)	20(8.2)	19(7.8)	1	5	3.8041	1.22908
24	I am a fairly cheerful person	59 (24.1)	83(33.9)	54(22)	17(6.9)	32(13.1)	1	5	3.4898	1.28870
25	It is easy for me to make new friends	79(32.2)	113(46.1)	20(8.2)	10(4.1)	23(9.4)	1	5	3.8776	1.18447
26	People tell me I am sociable and fun	98(40)	47(19.2)	54(22)	28(11.4)	18(7.3)	1	5	3.7306	1.29346
27	I like helping people	165(67.3)	64(26.1)	10(4.1)	0(0)	6(2.4)	2	5	4.5592	0.79029
28	Others can depend on me	141 (57.6)	62(25.3)	42(17.1)	0(0)	0(0)	3	5	4.4041	0.76554
29	I am able to calm down someone if they are very upset	95 (38.8)	40(16.3)	68(27.8)	30(12.2)	12(4.9)	1	5	3.7184	1.23402
30	I can easily tell when people around me are becoming annoyed	88(35.9)	29(11.8)	85(34.7)	30(12.2)	13(5.3)	1	5	4.1388	1.02286
31	When a person's mood changes I sense it	120(49)	46(18.8)	40(16.3)	20(8.2)	19(7.8)	1	5	3.9306	1.29599
32	I become supportive when giving bad news to others	72(29.4)	45(18.4)	64(26.1)	36(14.7)	28(11.4)	1	5	3.3959	1.34682

33	My friends find it easy to share with me their secrets	136(55.5)	47(19.2)	22(9)	14(5.7)	26(10.6)	1	5	4.0327	1.35462
34	I feel concerned when I see people suffer	152 (62)	55(22.4)	27(11)	6(2.4)	5(2)	1	5	4.4000	1.34682
35	I usually know when to speak and when to be silent	140(57.1)	33(13.5)	26(10.6)	15(6.1)	31(12.7)	1	5	3.9633	1.43816

Source: Field Data, 2021

The outcome of Table 11 reports that when the interviewees were asked ‘if they are always aware of their feelings’’, out of 245 pupils whose opinion were sought, 118(48.2%) were of the opinion they are always aware of their feelings, 26(10.6%) said that they are often aware, 23 (9.4%) said that they are sometimes aware, 21 (8.6%) stated that they are rarely aware while the remaining 57 (23.3%) revealed that they are never aware. Majority (58.8%) of the respondents as per the findings are often aware of their feelings.

When they were asked if emotions control their life; of the 245 pupils who were interviewed, 128 (52.2%) were of the view emotions always control their life, 42 (17.1%) felt emotions often control their lives, 32 (13.1%) indicated that emotions rarely control their life while the remaining 43 (17.6%) said emotions never control their lives. From the response of the pupils, a larger part of the respondents, 170 (69.3%) opined that emotions often control their lives.

When the respondents were asked whether their moods affect the people around them, from 245 pupils who were involved in the study, 144 (58.8%) gave their opinion that their moods always affect people around them, 26 (10.6%) reported that their moods often affect the people around them, 13 (5.3%) stated that their moods sometimes affect the people around

them, 29 (11.8%) said their mood rarely affect people around them while the remaining 33 (13.5%) were of the opinion that their moods never affect people around them. The study therefore revealed that a good number of participants 150 (69.4%) of the pupils agreed that their moods often affect the people around them.

Of the 245 respondents who responded to the question I get it easy to explain my feelings, 67 (27.3%) reported that they always get it easy to explain their feelings, 13 (5.3%) indicated they often get it easy to explain their feelings, 79 (32.2%) said they sometimes get it easy to explain their feelings, 51 (20.8%) stated that they rarely get it easy to explain their feelings while 35 (14.3%) revealed that they never find it easy to explain their feelings. The study ascertained that most of the pupils 265 (69.4%) was of the opinion that sometimes they find it easy to explain their feelings.

The pupils were then expected to state if their moods affect people around them. Out of the 245 pupils who participated in the study, 117 (47.8%) agreed that their moods always affect the people around them, 14 (6.5%) reported that their moods often affect the people around them, 14 (5.7 %) said that their moods sometimes affect the people around them, 74 (30.2%) were of the opinion that their moods it rarely affect the people around them while the remaining 24 (9.8%) ascertained that their moods never affect the people around them. The study therefore concluded that a most of the respondents, 131(54.3%) were gave their opinion that their moods affect the people around them.

The pupils also looked at the question expecting them to state if they can always sense when they are going angry of which 73 (29.8%) of the 245 respondents indicated that they always easily sense when they are going angry, 27 (11%) reported that they often sense when they are going angry, 28 (11.4%) said that they sometimes sense when they are easily going angry, 67 (27.3%) said they rarely sense when they are going angry while 50 (20.4%) agreed that they never sense when they are going angry. The study was able to confirm that a larger number of the respondents 136 (52.6%) maintained that they sometimes easily sense when they are going angry.

The study further enquired if they readily tell others their true feelings. The study found out that out of 245 pupils who responded, 77 (31.4%) reported that they always tell others their true feelings, 13 (5.3%) revealed that they often do tell others their true feelings, 67 (27.3%) indicated that they sometimes tell others their true feelings, 39 (15.9%) were of the opinion that they rarely tell others their while the remaining 49 (20%) said that they never tell others their true feelings. Looking at the outcome, most of the participants 155 (63.2%) responded that they sometimes are ready to tell others their feelings.

When asked to state if they find it easy to describe their feelings. Of the 245 pupils who participated in the study, 87 (35.5%) said they do always find it easy to describe their feelings, 23 (9.4%) confirmed that they often find it easy to describe their feelings, 30 (12.2%) said they rarely find it easy to describe their feelings while the rest of the respondents numbering 60 (24.5%) revealed that they never find it easy to describe their feelings. Majority of the respondents 135 (55.3%) responded that they sometimes find it easy to describe their feelings.

When the pupils were asked their position on whether they are aware of what is happening to them even if they are upset. Out of 245 pupils who gave their opinion, 91 (37.1%) stated that they are always aware of what happens to them when upset, 20 (8.2%) indicated that they are often aware of what happens to them when upset, 40 (16.3%) of the respondents revealed that they are sometimes aware of what is happening to them when upset, 42 (17.1%) said they are rarely aware and 52 (21.2%) quipped that they are never aware of what is happening to them even when they are upset. Majority of the respondents 134 (54.6%) confirmed that they are sometimes are aware of what is happening around them when they are upset.

While responding to statement I explain my thoughts and feelings. From the 245 pupils who were involved in the study, 84 (34.3%) stated that they always explain their feelings and thoughts, 22 (9%), reported that they often explain their thoughts and feelings, 37 (15.1%) stated that they sometimes they explain their thoughts and feelings, 63 (25.7%) were of the opinion that they rarely explain their thoughts and feelings while the remaining 39 (15.9%) responded that they never explain their thoughts and feelings. A bigger number of the respondents 139 (56.7%) maintained that they sometimes explain their thoughts and feelings.

While reacting to the Statement I accept responsibility of my actions, 76 (31%) of the 245 pupils who were involved in the study responded that they always accept responsibility for their actions, 47 (19.2%) indicated that they often accept responsibility for their actions, 17 (6.9%) revealed that they sometimes accept responsibility for their actions, 27 (11%) stated that they rarely accept responsibility for their actions while the remaining 78 (31.8%) were

of the opinion that they never accept responsibility for their actions. The study reported that most of the respondents forming 51.2 % of the participants often accepts responsibility for their actions. On the other hand, it was established that, 48.8% of the respondents sometimes accept responsibility of their actions. The general observation is that the respondents somehow fell into two categories in this specific statement.

Of the 245 respondents in this study who responded to the Statement I find it easy to make goals and stick to them, 58 (23.7%) said that they always find it easy to make goals and stick to them, 62 (25.3%) stated that they often find it easy to make goals and stick to them, 23 (9.4%) were of the opinion that they sometimes find it easy to make goals and stick to them, 47 (19.2%) said they rarely find it easy while the remaining 55 (22.4%) responded that they never find it easy to make goals and stick to them. The analysis further proved that Majority of the pupils 125 (51%) sometimes find it easy to make goals and stick to them.

The respondents went further to state whether they can manage their emotions giving us the following results from the 245 pupils who participated in the study; 76 (31%) did agree that they always manage their emotions while 59 (24.1%) stated that they often manage their emotions. Another 5 (2%) were categorical that they sometimes manage their emotions. 34 (13.9%) of this respondents said that they rarely manage their emotions with the remaining 71(29%) saying that they never manage emotions. Majority of the pupils 135 (55.1%) were of the opinion that they often manage their emotions.

When tasked to mention if they get angry when criticized, the analysis of the response of the 245 pupils were as follows; 80 (32.7%) reported that they always get angry when

criticized, 24 (9.8%) responded that they often get angry when criticized, 39 (15.9%) confirmed that sometimes they get angry, 42 (17.1%) stated they rarely get angry while the remaining 60 (24.5%) said that never get angry when criticized. Most of the respondents 141 (67.5%) felt that they sometimes get angry when criticized.

Looking at responses of the respondents on whether they remain calm during stressful times, considering 245 pupils study participants, the findings indicated 72 (29.4%) were of the opinion that they always remain calm during stressful times, 43 (17.6%) stated they often remain calm during stressful times, 55 (22.4%) said that they sometimes remain calm during stressful times, 34 (13.9%) stated that they rarely remain calm during stressful times while 41 (16.7%) were of the view that they never remain calm during stressful times. Majority of the respondents 130 (53%) of the pupils did state that they sometimes remain calm during stressful times.

The respondents were also required to give their view on how they get worried if an issue does not affect them directly with the findings revealing that of the 245 learners who took part in the study, 102 (41.6%) of them responded that if an issue does not affect them directly they always don't let it worry them, 35(14.3%) said that they often don't what affects them to worry them, 72(29.4%) stated that they sometimes don't let them worry them, 12 (4.9%) said that they rarely let it worry them while 24 (9.8%) were of the view that they never let an issue which does not affect them directly worry them. Most of the respondents 135(55.9%) responded that they do not let issues which does not affect them directly worry them.

The learners were required to state whether they direct their energy into creative work or hobbies. Varied responses were got, of the 245 pupils who were took part in the study, 79 (32.3%) confirmed that they always direct their energy into creative work, 55 (22.4%) said that they often direct their energy into creative work, 41 (16.7%) sated that they sometimes direct their energy into creative work, 32 (13.1%) stated that they rarely direct their energy into creative work while 38(15.5%) said that they never direct their energy into creative work or hobbies. The final analysis revealed that majority of the pupils 134 (54.4%) often direct their energy into creative work or hobbies.

The study also expected the respondents to state if they are able to show love. Out of 245 pupils who participated in the research 126 (51.4%) said that they are always able to show love, 30(12.2%) said that they are often able to show love, 51(20.8%) revealed that they are sometimes able to show love, 14 (5.7%) were of the view that they are rarely able to show love while 24 (9.8%) emphatically stated that they are never able to show love. Majority of the pupils, 156 (63.6%) were of the opinion that they are often able to show love.

The study further asked the respondents to respond to the question I enjoy relating with my friends. The response was us follows, of the 245 interviewees, 109 (44.5%) said that they always enjoy relating with their friends, 32 (13.1%) stated that they often enjoy relating with their friends, 30(12.2%) were of the opinion that they sometimes enjoy relating to friends, 39 (15.9%) said that they rarely enjoy relating with friends while 35 (14.3%) quipped that they never enjoy relating with their friends. Majority of the respondents 141 (57.6%) said that they often enjoy relating with their friends.

When the pupils were asked to state if they find it easy to accommodate other people's feelings and options, of 245 pupils involved in the study, 91(37.1%) said that they always find it easy to accommodate people's feelings, 35(14.3%) stated that they often find it easy to accommodate people's feelings, 38 (15.5%) said that they sometimes find it easy to accommodate people's feelings, 38 (15.5%) said that they rarely find it easy while the remaining 43(17.6%) were categorical that they never find it easy to accommodate people's feelings. Most of the learners interviewed, 126 (51.4%) acknowledged that they often find it easy to accommodate other people's feelings and options.

Asked whether they were aware of good and bad, out of 245 participants in the study, 84(34.3%) said that they are always are aware of good and bad, 72 (29.4%) said that they are often are aware of good and bad, 38 (15.5%) stated that they are sometimes aware of good and bad, 20(8.2%) said that they are rarely aware of good and bad while the remaining 31 (12.7%) were emphatic that they are never aware of good and bad. Majority of the pupils 156 (63.7%) were of the view that they are often aware of good and bad.

They were also asked whether they find it easy to share deep feelings with others also and varied results were received. Of the 245 who participated; 52 (21.2%) said that they always find it easy to share their deep feelings with others, 73 (29.8%) posted that they often share their deep feelings with others, 34 (13.9%) stated that they sometimes share their deep feelings with others, 44 (18%) revealed that they rarely share their deep feelings with others while 42(17.1%) stated that they never share their deep feelings with others. Majority of the

pupils who gave their opinion 125 (51%) reported that they often find it easy to share their deep feelings with others.

The respondents were asked to state whether they were good at motivating others. Out of 245 respondents, 88 (35.9%) responded that they are always good at motivating others, 79 (32.2%) said that they are often are good at motivating others, 39 (15.9%) stated that they are sometimes good at motivating others, 20 (8.2%) stated that they rarely motivate others while the remaining 19 (7.8%) revealed that they are never good at motivating others. Majority of the pupils 167 (68.1%) were opinion that they are often good at motivating others. When asked whether they are fairly cheerful persons, the results were as follows, 59 (24.1%) are always fairly cheerful, 83 (33.9%) are often fairly cheerful, 54 (22%) are sometimes fairly cheerful, 17 (6.9%) are rarely cheerful while the remaining 32 (13.1%) indicated that they are never cheerful. Majority of the pupils 142 (57%) were of the opinion that they are often fairly cheerful.

The respondents were asked if it was easy for them to make friends. The research findings showed that out of the 245 pupils, 79 (32.2%) reported that it is always easy for them to make friends while 113(46.1%) said that it is often easy to make new friends while 20(8.2%) indicated that it is sometimes easy for them to make new friends. Whereas 10(4.1%) of the respondents stated that it is rarely easy for them to make new friends and 23 (9.4%) said that it is never easy for them to make new friends. Majority of the pupils 192(78.3%) were of the opinion that it is often easy for them to make new friends

. The respondents view on whether people tell them they are sociable and fun was varied. Of the 245 respondents, 98(40%) said that people always tell them they are sociable and fun, 47 (19.2%) said that often people tell them that they are sociable and fun, 54(22%) recorded that sometimes people say they are sociable and fun, 28 (11.4%) were of the view that people rarely tell them they are sociable and fun while the remaining 18 (7.3%) are of the view that people never tell them that they are sociable and fun. Majority of the respondents 145(59.2%) stated that people tell them they sociable and fun.

The learner's response on whether they like helping people was recorded as follows. Out of 245 respondents, 165(67.3%) said they always like helping people, 64(26.1%) said they often like helping people, 10(4.1%) stated that they sometimes like helping people while 6 (2.4%) stated that they rarely like helping people. Majority of the respondents 229(93.2%) stated that they often like helping people. When they were subjected to the question on whether other people can depend on me, the same number of respondents who participated in the study, 141 (57.6%) of them stated that others can always depend on them, 62(25.3%) were of the opinion that others often depend on them while the remaining 42(17.1%) stated that sometimes others depend on them. Majority of the respondents 203(82.9%) said that others often depend on them.

The respondents were challenged on their ability to calm someone down if they are very upset. The analysis of the response revealed that 95(38.8%) of the respondents are always able to calm someone down if they are very upset, 40(16.3%) of the respondents said they are often able to calm down someone, 68(27.8%) stated that sometimes they can calm down

someone if they are very upset, 30(12.2%) said that they rarely can calm down someone when very upset while the remaining 12 (4.9%) stated that they can never calm down someone if they are very upset. Majority of the pupils 145 (55.1%) declared that they are often able to calm down someone if they are really upset.

When they were questioned if they can easily tell when people surrounding them are becoming annoyed, the respondents who participated in the study gave the following responses, 88(35.9%) said that they can always easily tell when people surrounding them are becoming annoyed, 29(11.8%) stated that they can often easily tell when people surrounding them are getting annoyed, 85 (34.7%) stated that they sometimes are able to tell if the people surrounding them are becoming annoyed, 30(12.2%) were of the view that they rarely can tell if the people surrounding them are becoming annoyed while 13 (5.3%) were of the opinion that they can never tell easily when people surrounding them are becoming annoyed. Majority of the respondents 128 (52.2%) declared that they sometimes can easily tell when people surrounding them are becoming annoyed.

The respondents were also given a chance to express their opinion on if they can sense it when a person's mood changes. Out of the 245 pupils who responded to the study, 120 (49%) candidly stated that they can always easily sense when a person's mood changes, 46 (18.8%) are often able to sense it when a person's mood changes, 40 (16.3%) stated that they are sometimes able to sense, 20(8.2%) reported that they are rarely able to sense while the remaining 19(7.8%) stated that they are never able to sense it when a person's mood

changes. Majority of the respondents 166(67.8%) declared that they often sense it when a person's mood changes.

According to the respondents' view on their ability to become supportive when giving bad news to others. Out of the 245 pupils who participated in the study, 72(29.4%) stated that they always become supportive when giving bad news to others, 45 (18.4%) are of the view that they often become supportive when giving bad news to others, 64(26.1%) declared that they sometimes become supportive when giving bad news to others, 36 (14.7%) said that they rarely become supportive when giving bad news to others while the remaining 28 (11.4%) said that they never become supportive when giving bad news to others. Majority of the pupils 117 (46.8%) stated that they often become supportive when giving bad news to others.

The respondents were also called to respond to whether their friends find it easy to share with them their secrets. Out of the 245 pupils who participated in the study, 136 (55.5%) said that their friends always find it easy to share with them their secrets, 47 (19.2%) declared that they often find it easy to share with them with them their secrets, 22(9%) stated that their friends sometimes find it easy to share with them their secrets, 14(5.7%) said their friends rarely find it easy to share them their secrets while 26 (10.6%) stated that their friends never find it easy to share with them their secrets. Majority of the pupils 183 (74.7%) were of the opinion that their friends often find it easy for to share with them their Ssecrets.

The respondents were asked to express their opinion on whether they feel concerned when they see people suffer. Out of 245 pupils who participated in the study, 152(62%) said that they always feel concerned when they see people suffer, 55(22.4%) declared that they often feel concerned when they see people suffer, 27(11%) revealed that they sometimes feel concerned when they see people suffer, 6 (2.4%) stated that they rarely feel concerned when they see people suffer while the remaining 5 (2%) were of the opinion that they never feel concerned when they see people suffer. Majority of the respondents 205(84.4%) were of the opinion that they always feel concerned when they see people suffer.

Finally, the respondents were challenged to state their feeling on whether they can sense when to speak and when to go silent. Out of 245 respondents, 140(57.1%) felt that they always sense when to speak and when to go silent, 33(13.5%) said they often sense when to speak and when to go silent, 26(10.6%) stated that they sometimes sense when to speak and when to be silent, 15(6.1%) were of the view that they rarely sense when to speak and when to be silent while the remaining 31 (12.7%) responded that they usually never sense when to speak and when to be silent. Majority of the pupils 173 (70.6%) were of the opinion that they often usually sense when to speak and when to be quiet.

Fig 3: Levels of Emotional Intelligence of OVCs of Public Primary School pupils

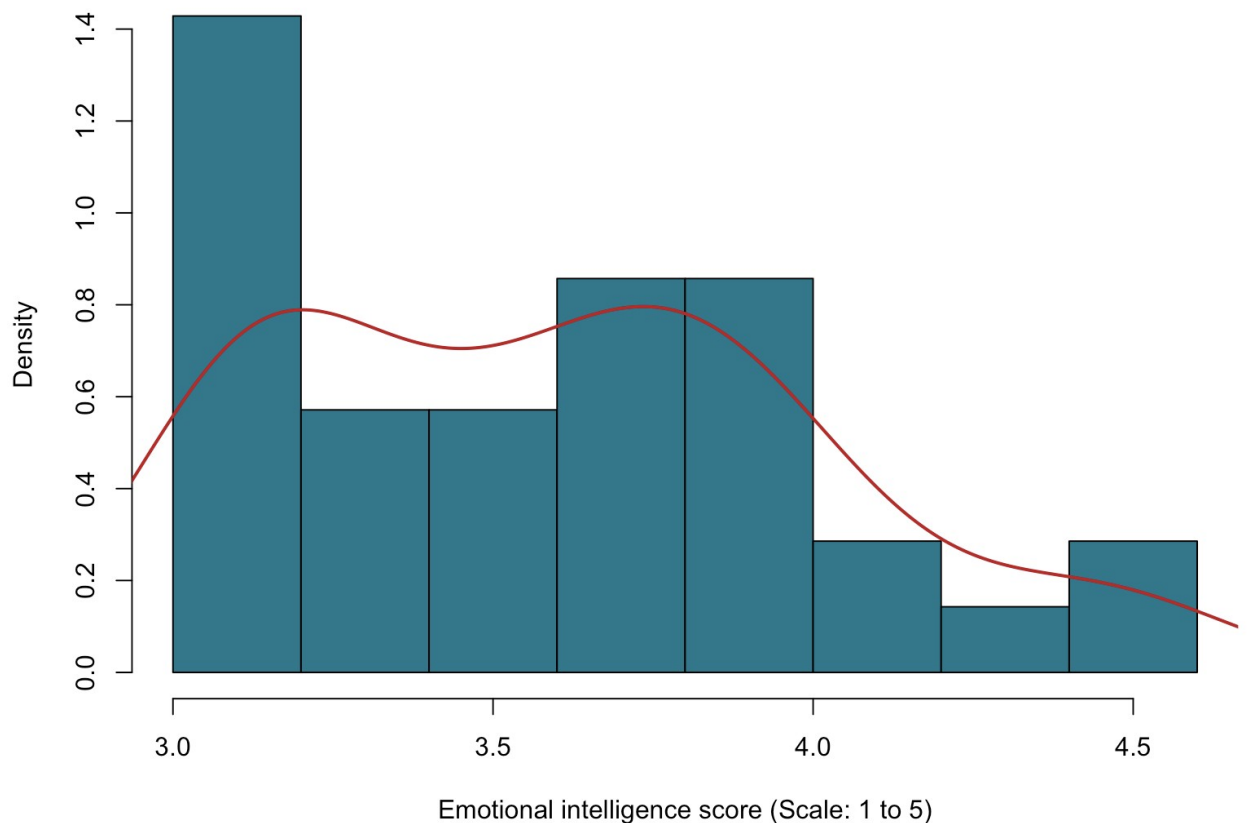


Figure 3. Histogram and density plot showing the distribution of mean scores of pupils for 35 emotional intelligence indicators.

In the first instance, this study sought to estimate the level of emotional intelligence among adolescent pupils in Alego-Usonga Sub County in western Kenya. For a total of 35 indicators of emotional intelligence in the survey, the mean of all student's scores in the scale of 1 to 5 (Always =5, Often = 4, Sometimes = 3, Rarely =2 and Never = 1) was averaged for each indicator. A histogram and density plot was used to visualize the distribution of the mean scores over the 35 indicators. As seen in figure 3, the mean scores for the indicators spread out widely with double peaks between 3 and 4 scores. The mean of the means was estimated as 3.593 (SD = 0.421), indicating a moderate level of emotional

intelligence capability among the pupils. In addition to that, a total score was obtained for the responses from each of the 245 study participants to the 35 emotional intelligence survey indicators. The overall emotional intelligence level of the pupils in this study was further assessed by averaging the sum of each pupil's score, giving a mean score of 22.9514 with a standard deviation (SD) of 2.04388 and a standard error (SE) of 0.13058.

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Moderate levels of EI, even though not very bad but has bad implications on the child overall ability to tackle very competing issues that require good decisions making ability. Moderate emotional intelligence would jeopardize the learner's ability to manage emotional pressures that surge during the adolescent development stage which in turn may affect overall performance of pupils. According to Sanju et al. (2019), it is not acceptable to have moderate emotional intelligence amongst adolescence as they may develop mental challenges in their development. The position is also supported by Sabah (2015) who postulated that moderate intelligence levels are not sufficient for adolescence to face daily challenges. Emotional intelligence has been reported to be linked with self-discipline by (Ngila and Makewa, 2017).

4.5 Hypothesis Testing

The study hypothesized that *there is no significant difference in levels of emotional intelligence of OVCs in urban primary school compared to those in rural public primary schools.*

In order to test this hypothesis, computed summary statistics for the level of emotional intelligence was done. The average emotional intelligence levels in these groups were then

compared through the independent sample t - test and the results appeared in Tables 12 and 13.

Table 12. Difference in Emotional Intelligence Levels of Urban and Rural Schools

Group statistics				
School category	N	Mean	Std. Deviation	Std. Error Mean
Urban	95	23.7429	1.65063	0.10546
Rural	150	22.9306	2.27947	0.14563

As shown in table 12, OVCs in urban primary schools scored a higher mean emotional intelligence of 23.7429 (SD 1.650) compared to their counterparts in rural schools, whose average emotional intelligence score was 22.9306 (SD 2.2794). A comparison by t-test was displayed in table 13.

Table 13: Test of Significance in the Difference of Intelligence Levels between pupils in Urban and Rural Schools

The Comparison by t-test statistics, with the p-value of 0.003 as shown in Table 13, is lesser than the critical value (0.05). This indicate a significant difference in emotional intelligence between the two groups, leading to rejection of the null hypothesis.

		Levene's Test for Equality of Variances		t-test for Equality of Means				Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Significance One-Sided p	Two-Sided p			Lower	Upper
Emotional intelligence	Equal variances assumed	7.734	0.006	2.792	243	0.003	0.006	0.73795	0.26434	0.21726	1.25865
	Equal variances not assumed			2.973	235.901	0.002	0.003	0.73795	0.24825	0.24887	1.22703

The findings are in consonance with the report by Warnalatha (2015 who found out that emotional levels of urban students are higher compared to emotional intelligence levels of students in rural settings. The study was however disputed by Makvana's (2014) findings that rural students are more emotional intelligent than urban school students.

The same scenario was depicted from interviews carried out on CSO and quality assurance officers. One of the officers said the following;

“The issue of emotional intelligence dependents on the external environment of the pupil. I believe pupils from urban schools are exposed to more learning

opportunities as opposed to those from rural schools. The social settings in urban schools are different compared to that in rural schools. Therefore, given the difference in their environment, I'm sure there will be difference in terms of their emotional intelligence.”

The current findings go hand in hand with those in a study by Joices Warnalatha (2015), on the Emotional intelligence levels in Sree Vidyakethan institute of Management, targeting a sample population of 78 students (34 urban and 44 rural). Her findings revealed that Emotional levels of urban students are higher as compared to Emotional intelligence levels of rural students.

The same findings were posted by Saikia, Anshu & Mathur, (2015) who did a study to find out levels emotional intelligence of adolescents and to determine whether disparity in sociocultural background impacted on EQ. It was reported that Adolescents of urban culture had more skills in emotional intelligence dimensions when compared to the adolescents of rural culture. Therefore, the respondents had sharp variations in emotional intelligence levels both at school and home environment.

4.5.2. Relationship between Self-awareness and Academic Achievement of OVCs

The second null hypothesis was tested using spearman rank order correlation. The hypothesis stated that there is no significant relationship between self-awareness and academic achievement of orphans and vulnerable primary school pupils. The results are shown in table 14.

Table 14: Relationship between Self-awareness and Academic Achievement

Correlations			1	2
Spearman's rho	Self-awareness (1)	Correlation Coefficient	1.000	.589*
		Sig. (2-tailed)	.	.004
		N	245	245
	Performance (2)	Correlation Coefficient	.589*	1.000
		Sig. (2-tailed)	.004	.
		N	245	245

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Field Data, 2020

From Table 14, Spearman rank order correlation was determined between self-awareness and academic achievement among orphans and vulnerable primary school pupils. The results showed a strong positive correlation between self-awareness and academic achievement among orphans and vulnerable pupils statistically significant $r_s = 0.589$ at $p < 0.005$. Thus, implying that there is a statistically significant positive relationship between self-awareness and academic performance. Therefore, the findings indicated that self-awareness statistically has a significant relationship with academic achievement. The null hypothesis was therefore rejected. The findings suggested a significant relationship between self-awareness and academic performance. The findings are in consonance with the findings from interview schedule reports that were in agreement that self-awareness being an element of emotional intelligence enhanced academic excellence.

“Being self-aware allows the child to be able to respond to the environmental challenges, internal and external pressures of life. Such a child being an orphan will therefore put away so many distractors and concentrate on his or her studies which definitely will be seen in the academic outcome”

The findings are in harmony with the results posted by Ajai (2019) who did a study on the mathematics achievement of a sample of secondary school students, numbering 312 in Jalingo Education Zone of Taraba State, Nigeria in relation to emotional intelligence in Four specified domains namely: self-awareness, self-management, social-awareness and relationship management. The findings were that separately as well as totally the domains correlate with achievement in mathematics. Similar study by [Dost et al., 2018](#) who set to find out how self-awareness affects instruction on Iranian pre-university students' English achievement confirmed the same outcome.

The outcomes were however contrary to the study by Nizam & Ebinagbome (2016), who examined how Emotional intelligence impacts on education performance of information technology and Business students. In their study, the independent variables included self-awareness, self-motivation, empathy, emotional management and interpersonal skills while dependent variable was academic performance. The study concluded that self-awareness does not influence academic performance.

4.5.3 Relationship between Emotional Intelligence and Academic Achievement

Further analysis was done using Spearman rank order correlation. The hypothesis stated that there is no significant relationship between emotional intelligence and academic achievement of orphans and vulnerable public primary school pupils. To achieve this, the list of academic performance of pupils from the schools that were involved in the study was used. The mean of performance of each school is shown in Table 15

Table 15: Academic Achievements of Pupils

Total number of Pupils	245
Sum of pupil's marks	61,351
Mean Mark	250.4122
Median Mark	247.0000
Mode	234.00 ^a
Std. Deviation	51.34939

a. Multiple modes exist. The smallest value is shown

Source: Field Data, 2020

From Table 15 the mean mark for all the 245 pupils who participated in the study is 250.4122. The sum of their marks was 61351. The specifics of the study are enumerated in table 16.

Table 16: Relationship between Emotional Intelligence and Academic Achievement

Correlations			1	2
Spearman's rho	Emotional Intelligence (1)	Correlation Coefficient	1.000	.536*
		Sig. (2-tailed)	.	.024
		N	245	245
	Academic Achievement (2)	Correlation Coefficient	.536*	1.000
		Sig. (2-tailed)	.024	.
		N	245	245

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Field Data, 2020

From results in Table 16. The study used Spearman test (R coefficient) to establish the relationship between the variables. The results show that the Spearman's rho coefficient value $r = 0.536$ at $p < 0.05$. This therefore implied that there is a statistically significant positive relationship between emotional intelligence and academic achievement. The null hypothesis was therefore rejected. The conclusions are in agreement with the findings from

the interview which sought to establish the observation of the of quality assurance officers on whether emotionally intelligent pupils are likely to do better in academic. The officers were largely in agreement.

In addition, the relationship between emotional intelligence and academic achievement of orphaned adolescents in public primary schools was affirmed to be positive. They also agreed that emotional intelligence is generally a better indicator of academic performance put side by side to intelligent quotient (IQ). Similar findings were posted by Halder, (2019) after exploring the relation between emotional intelligence and academic achievement of higher secondary students in Dakshin Dinajpur district of West Bengal.

4.5.4 Differences in Emotional Intelligence of OVCs by Gender

The third hypothesis was tested using independent sample t-test. The t-test was carried out to establish the gender differentials in emotional intelligence between orphans and vulnerable boys and girls. The hypothesis stated that there is no significant difference in emotional intelligence between orphans and vulnerable primary school boys and girls. The findings were summarized in Table 17.

Table 17: Gender differentials in Emotional Intelligence**Independent sample t-tests**

Variable	N.	Mean.	Std Deviation	Std Error Mean	t.value	Sig
Male	121	46.4793	3.72626	0.33875		
Female	124	46.7190	3.61299	0.32845	3.522	0.431

Source: field Data 2021

From Table 17, the results indicated no significant statistical relationship between gender (M=1.5061, SD= 0.50099) and emotional intelligence (M=6.6735, SD=0.59182) among orphans and vulnerable children. The difference in mean values between gender and emotional intelligence showed there exist difference in EI with respect to gender. To establish whether the difference was statistically significant, the findings were presented in Table 18

Table 18: Significance of t-Test

Variable	Test Value = 0					
	T	Sig. (2-tailed)	Mean	95% Confidence Interval of the Difference		
				Lower	Upper	
Your gender	47.056	.0896	1.50612	1.4431	1.5692	
Emotional Intelligence	23.394	.6763	6.67347	46.2215		47.1255

Source: Field Data, 2021

Table 18 reveal the t-test value of 47.056, at p=0.0896 while t-test value for emotional intelligence was 23.394 at p=0. 6763. Since the P-values were none significant, the

investigation found out no statistically significant variance between gender and emotional intelligence. This led to non-rejection of the null hypothesis.

Similar results were posted by the interview schedule. When asked of whether girls and boys in public primary schools differ in emotional intelligence. The results ruled out any statistical significant difference in emotional intelligence between boys and girls in public primary schools. The results therefore suggested that boys and girls tend to be similar in emotional intelligence. The same outcome was got from the interviews carried out on CSO and quality assurance officers as can be observed in the following comments;

“I don’t think that gender is one of the factors that contribute to the variation in emotional intelligence of the pupils. I believe the issues like socio-cultural difference affects emotional intelligence whether the pupil is a boy or a girl. In other words, the environment has an effect on the emotional intelligence on pupils with little effect on whether they are boys or girls”

The findings are in agreement with several past studies. For instance, Meshkat and Nejali (2017) in a study investigating whether emotional intelligence depended on gender that was done among undergraduate English Majors of three Iranian Universities considered 452 (200 females and 192 males) respondents employing the use of a questionnaire to collect data that gender does not cause significant variation in emotional intelligence.

Similar findings were reported by Mokhlesil and Patil (2018) who ventured into a study to assess the gender differences in emotional intelligence and learning behavior among children. The study that took into consideration 50 boys and 50 girls in secondary schools in

Kolhapur district sampled randomly. Meshkat and Nejali (2017) found the same outcome in a study investigating whether emotional intelligence depended on gender among undergraduate English Majors of three Iranian Universities considered 452 (200 females and 192 males) respondents where a questionnaire was employed to collect data with the same conclusion being ascertained.

However, Sati and Gir (2016) took an interest in evaluating emotional intelligence of adolescent boys and girls numbering 120 (60 boys and 60 girls) from 6 non co-educational government schools of Udaipur city. To achieve their objective, they administered Mangal's emotional intelligence inventory (2004), girls were found to have better levels of emotional intelligence in intrapersonal awareness and interpersonal awareness as compared to boys in nuclear families. Whereas boys proved to be better than girls in intrapersonal management and interpersonal management skills. The same result was equally amplified by a study by Katyal and Awatshi, (2017) who carried a random selection of 150 class six students sampled from several schools sponsored by the government in Chandigarh and assessed them for gender differences in emotional intelligence.

4.5.5 Effect of Guidance and Counseling on Promotion of Emotional Intelligence

The research question 'What is the effect of guidance and counseling on Promotion of Emotional Intelligence among Orphans and Vulnerable Public Primary School Pupils?' was tested using descriptive statistics. According to Caulfield (2020), thematic analysis is a suitable research approach to gather appropriate information on people's views, opinions,

knowledge, experiences or values especially when dealing with qualitative data. As per the study question, the sole interest is in finding out whether guidance and counseling has an effect on promotion of emotional intelligence among orphans and vulnerable primary school pupils? The results of the findings are illustrated in Table 19;.

Table 19: Descriptive Statistics on the effect of Guidance and Counseling on Promotion of Emotional intelligence

S/N	Statements	Mean	Std Deviation
1	I have been equipped with the necessary skills to effectively nurture the orphan emotional intelligence	3.4706	0.2391
2	Guidance and counseling program has been accommodated within the schools schedule	3.3219	0.4531
3	Most teachers appreciate and support guidance and counseling programs	3.8274	0.7633
4	Orphans who have been exposed to emotional intelligence skills exemplify good behavior in school	3.9211	0.28624
5	Most problems affecting the academics performance of vulnerable orphans originate from home	3.9289	0.4382
6	The school frequently invites guidance and counseling experts to give talks to the pupils	3.3423	0.3456
7	Girls tend to have a higher ability to handle emotional issues that affect their studies and general wellbeing	3.1023	0.4314
8	Peer counseling is appreciated by most of the pupils in school	3.3342	0.87447
9	The number of adolescent orphans seeking counseling intervention in school is pleasing	3.2301	0.3218
10	The emotional intelligence of boys seems to be high as compared to girls of the same age	3.2104	0.6231
11	The orphans in my school seek guidance and	3.4531	0.8702

	counseling support frequently		
12	Adolescent orphans equipped with emotional skills	3.8312	0.8132
	generally perform better in academics		
13	The school completion rate of adolescent orphans who	3.8401	0.4522
	exemplify emotional intelligence skills is generally		
	high		
14	The family support given to the orphaned and	3.0124	0.8712
	vulnerable pupils in my school is satisfactory		
15	Guardians of the socially challenged vulnerable	2.0132	0.4328
	orphans seek the intervention of guidance and		
	counseling teachers in school		
Grand Mean and Standard Deviation		3.38928	0.54772

Source: Field Data, 2020

From table 20 descriptive statistics was run to determine the perception of G/C teachers on effect of guidance and counseling on the promotion of emotional intelligence among orphans and vulnerable public primary school pupils. The score of the reaction to the questions was between neutral score and agreed score. However, some statements for instance number 3 had a mean of 3.8274, statement 4 had a mean of 3.9211; statement 5 had a mean of 3.9289, statement 12 had a mean of 3.8312 and statement 13 had a mean of 3.8401. This mean scores were above 3.5 almost 4. The overall mean score stood at 3.38928. The overall results therefore affirmed that guidance and counseling has a significant effect on the promotion of emotional intelligence of vulnerable orphaned pupils in primary schools.

From the analysis, guidance and counseling teachers were of the opinion that guidance and counseling activities are going on well in schools in Alego Usonga Sub County. This however differs with the opinion of some pupils who indicated that they have very low contact with the guidance and counseling teachers with a some of children who participated in the study reporting that they do not know the names of their guidance and counseling teachers. Furthermore, earlier analysis had indicated that number of teacher counselor in Alego Usonga Sub County stood at 7.8% of the study population. The position is also supported by a survey of ASCA state of the Profession 2020 where case load has been reported as 250 or few. The reports further indicate that many pupils lack sufficient access to school counselors with pupils from low families often shortchanged because they attend schools with too few counselors.

The findings can also be confirmed by the views of the CSOs and QASOs who were of the opinion that guidance and counseling teachers are ill-trained to handle guidance and counseling programs and have no specific programs aimed at assisting their clients and no meaningful programs put in place intended to mitigate challenges that require guidance and counseling in schools. The same position is reiterated by the findings by Ouma (2017), who did a study targeting 127 respondents from ECD schools when investigating the determinants of pre-school teachers' provision of guidance and counseling services in pre-schools in Kasarani Division, Nairobi County. The study reported that the program lacked the support of the school administration.

A further look into responses of the interview schedules supplied to Quality Assurance, Standard and Curriculum support officers, noted that guidance and counseling teachers do not have specific programs and tools aimed at equipping learners with emotional intelligence skills. This is in agreement with Shumba and Moyo (2014), who investigated the experiences of the orphans with regard to counseling support the children received in schools using phenomenological in-depth interviews and life narratives which established that orphans do not get adequate counseling support even though they went through a lot following the loss of their significant persons in their lives.

The officers and the guidance and counseling teachers were in concurrence that emotional intelligence offers a solution to challenges affecting adolescent orphans in schools. The officers further stated that they are creating awareness and monitoring guidance and counseling departments in schools. They were in agreement that there is no difference in emotional intelligence between boys and girls in primary schools.

This was equally supported by the guidance and counseling teachers. On the factors contributing to emotional intelligence, the Quality Assurance, Standards and Curriculum support officers noted that the child's background and individual traits contribute to emotional intelligence. Furthermore, they were in agreement that self-awareness being an element of emotional intelligence enhanced academic excellence. On the effect of guidance and counseling on the promotion of emotional intelligence, the officers noted that guidance and counseling has an effect in the promotion of EI; however, they should create more programs that enhance EI skills.

On the attitude of teachers towards employing guidance and counseling as a better means of correcting pupil's behavior in schools, the officers noted that there is generally a negative attitude towards the use of guidance and counseling services. The same opinion was stated by Masadia (2015), who did a study to establish the school-based factors influencing implementation of guidance and counseling program in public primary schools in Kikuyu Sub County, Kenya. The study population consisted of 116 respondents. To collect the required data the study used questionnaires and interviews guides. Analysis of the data was done using both descriptive and inferential statistics. The study outcome revealed that counseling services were well scheduled within the school timetable it was however observed that the headteacher preferred female teachers to offer counseling services.

The officers were also asked whether the G/C teachers had the requisite skills needed to handle the guidance and counseling programs in which they noted that teachers lacked the training hence were ill prepared to handle their mandate. They recommended that the G/C teachers need to be given specific training in guidance and counseling programs that would enable them support the orphans and vulnerable children in primary schools in Alego - Usonga Sub County well. There is also need for schools to focus on guidance and counseling of pupils given that it is a government requirement. The government is also required to post teachers in schools to handle the guidance and counseling docket well. This will enforce the effect of guidance and counseling in nurturing emotional intelligence among adolescent orphans.

It is important to note that similar results were captured by Njagi (2016) who did a study to examine how guidance and counseling services are effective in dealing with psychological and emotional adjustment of orphaned students in Kandara sub-county. The study recommended that teacher counselors need to be equipped with knowledge and skills to effectively administer counselling programs. The study further stated that the government needs to employ more teacher counselors for the elaborate welfare of the orphaned students.

Finally, the study sought to establish the officers' perception on whether emotionally intelligent pupils are likely to do better in academic performance. The officers were in total agreement. They also agreed that emotional intelligence is generally a better predictor of academic performance than intelligent quotient (IQ). The officers' recommendation was that orphans and vulnerable pupils should be involved in activities that shape build emotional intelligence so as to enhance their academic achievement in schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a presentation on a summary of the findings, conclusions, recommendations and areas for further research.

5.2 Summary of Findings

The following was a summarised discussion of the key findings of the study objectives.

5.2.1 Levels of Emotional Intelligence of OVCs in Public Primary Schools

From summary of the Independent Sample t-tests done to determine the differences in levels of emotional intelligence among orphans and vulnerable primary school pupils. The results revealed that the mean for urban schools was 23.7429 with standard deviation of 1.650 while the mean for rural schools was 22.9306 with standard deviation of 2.2794. Therefore, the t-test findings indicate that emotional intelligence levels of the orphans and vulnerable pupils in public urban schools is higher as compared to their counterparts in public rural primary schools in Alego- Usonga Sub County, Siaya County.

5.2.2 Relationship between Self Awareness and Academic Achievement of OVCs

From the summary of finding of Spearman rank order of correlation determine relationship between self-awareness and academic achievement of vulnerable orphaned school pupils in public urban and rural primary schools. The results show that the Spearman's rank correlation coefficient value $r = 0.589$ at $p < 0.05$. This implied that there is a statistically significant positive relationship between self-awareness and academic achievement. Thus, rejecting the null hypothesis.

5.2.3 Emotional Intelligence of OVCs by gender

The results indicated the mean of male students as 46.4793 with standard error mean of 0.33875 while the female students had a mean 46.7190 with standard error mean of 0.32845. The differences in the mean values between gender and emotional intelligence showed that there is difference in EI with respect to gender. To establish whether the difference was statically significant, the study analyzed t-test value of 3.522 at $p>0.05$. Given that the P-values were not significant, ($p>0.05$), the study concluded that there was no statistically significant difference in emotional intelligence between boys and girls. The null hypothesis was therefore non rejected.

5.2.4 Effect of guidance and counseling on the Promotion of Emotional Intelligence

The results of the structured interviews given on perception of G/C teachers on the effect of G/C in the promotion of EI was a mean score of 3.38. The curriculum support officers and quality assurance officers were unanimous that guidance and counseling in Alego-Usonga Sub County had a significant effect on the promotion of emotional intelligence among the orphans and vulnerable primary school pupils.

5.3 Conclusion

The following conclusions were made from the study findings. From the first objective; the findings indicated that emotional intelligence levels of the orphans and vulnerable pupils in public urban schools is higher when compared to OVCs in public rural primary schools in Alego- Usonga Sub County, Siaya County. The findings therefore affirms that learner environment is a factor in development of emotional intelligence.

From the second objective the study further reported significant association between self - awareness and academic achievement among orphans and vulnerable public primary school pupils in Alego-Usonga sub County. With regard to third objective, the results indicated that there is no gender difference in emotional intelligence among the orphans and vulnerable public primary school pupils in Alego-Usonga-Sub County.

Finally, respondents perception revealed that guidance and counseling has a significant effect on promoting emotional intelligence among orphans and vulnerable public primary school pupils in Alego-Usonga sub - County. However, the findings reported that school counselors have a myriad of challenges ranging from very limited skills, inadequate numbers and lack of adequate time to enable them be effective in enhancing emotional intelligence skills of the OVC in schools.

5.4 Recommendations

In concluding this study a number of recommendations are considered appropriate and worth being implemented. The outcome of study revealed that emotional intelligence levels seem to differ depending on the orphans' local set up (environment). The school administration should therefore consider programs that boost emotional intelligence with the environment of the learner in mind. Much efforts should be put in the programs that build EI in rural schools such as adequate exposure to media, visits and community engagement. Exposure to international language of instruction should also be enhanced to boost emotional intelligence levels.

The findings of the study also reported that self-awareness positively influenced academic achievements. The report necessitates that educators run educational programs that enable the learners enhance their self-awareness skills. Involve pupils in activities that would help them label their emotions and validate their feelings.

Further, the study found out that there is no significant relationship between gender and emotional intelligence. Taking into consideration that there is no significant variance in emotional intelligence; the Ministry of Education, school administration and parents should emphasize programs that enhance emotional intelligence equally irrespective of gender of the pupils. Those who are tasked with handling the orphans and vulnerable pupils should treat the OVCs equally without being over sympathetic to one gender.

Finally, the perception of respondents was that guidance and counseling has effect in the promotion of emotional intelligence in public primary schools. The ministry of education should consider boosting the place of school counselors in public primary schools by posting guidance and counseling teachers in schools and offering guidance and counseling training to teachers to tool them with skills that would empower them to enhance emotional intelligence among the orphans and vulnerable pupils in public in primary schools in Alego-Usonga Sub County.

5.5 Suggestions for Further Research

The following were suggestions for further research.

The current study was done to determine the differences in levels of emotional intelligence among orphans and vulnerable primary school pupils in rural and urban public primary schools. However, there is need to conduct further study on the extent the school and home environment determines the level of intelligence.

The current study was to investigate relationship between self-awareness and academic achievement among orphans and vulnerable pupils in public primary schools in Alego-Usonga Sub County. From this study there is need for additional study on the relationship between other elements of emotional intelligence and academic achievement.

The current study was done to establish the gender differentials in Emotional intelligence of orphans and vulnerable pupils in public primary schools. There is need to find out how the OVCs emotional intelligence levels relate with academic achievement.

The present study was to determine the perception of G/C officers, curriculum support officers and OVCs on effect of guidance and counselling on the promotion of emotional intelligence among orphans and vulnerable pupils in public primary school pupils however it was evident that further study should be done to establish whether effective guidance and counseling is taking place in public primary schools in Alego-Usonga Sub County.

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APPENDICES

APPENDIX I: Questionnaire for Guidance and Counseling teachers

These questions are meant for research purposes on influence of emotional intelligence in academic achievement of orphans and vulnerable Children in primary school pupils in Alego/ Usonga Sub County-Kenya. The information given will be treated with respect and utmost confidentiality.

Part one

To be completed by Guidance and Counseling teachers

Social – Demographic Information

Male (☐) Female (☐) *tick appropriately*

Qualification: 1. Certificate (☐) 2. Diploma (☐) 3. Degree (☐) 4. Masters (☐) 5. Others; Specify.....

Length of service in school: 1-2. (☐) 3-4. (☐) 5-6. (☐) 7-8. (☐) 9-10. (☐) Above 10 (☐) years

Name of school: _____

Division: _____

Total number of Orphans in classes 6-8

Class	Male	Female	Total
--------------	-------------	---------------	--------------

Six			
Seven			
Eight			

Staff Establishment

Untrained	
Trained	
GAC Teachers	
Total no of teachers	

Kindly feel free to give accurate information by placing a tick (✓) against the appropriate answer on the columns drawn. 5 (Strongly agree) 4(Agree) 3(Undecided) 2 (Disagree) 1 (Strongly disagree).

S/N	ITEM	SA	A	N	D	SD
		5	4	3	2	1
1	I have been equipped with the necessary skills to effectively nurture the orphan emotional intelligence					
2	Guidance and counseling programs has been accommodated within the school schedule					
3	Most teachers appreciate and support guidance and					

	counseling programs					
4	Orphans who have been exposed to emotional intelligence skills exemplify good behavior in school.					
5	Most problems affecting the academics performance of adolescent orphans originate from home					
6	The school frequently invites guidance and counseling experts to give talks to the pupils					
7	Girls tend to have a higher ability to handle emotional issues that affect their studies and general wellbeing					
8	Peer counseling is appreciated by most of the pupils in school					
9	The number of adolescent orphans seeking counseling intervention in school is pleasing					
10	The emotional intelligence of boys seems to be high compared to girls of the same age					
11	The orphans in my school seek guidance and counseling frequently					
12	Adolescent orphans equipped with emotional skills generally perform better in academics					

13	The school completions rate of adolescent orphans who exemplify emotional intelligence skills in generally high					
14	The family support given to the orphaned and vulnerable pupils in my schools in satisfactory					
15	Guardians of the society challenged adolescent orphans seek the intervention of guidance and counseling teachers in school.					

Appendix II: Questionnaire for Pupils

These questions are meant for research purposes on influence of emotional intelligence in academic achievement of orphans and vulnerable children in primary school pupils in Alego/ Usonga Sub County-Kenya.

Part one

Social – Demographic Information

Name of School: _____

Class: _____

Age: _____

Gender: Male ()

Female () *tick appropriately*

Emotional Intelligence Self-Assessment Tool

Adopted from Paul Mahopel Intelligence assessment tool

Rank each statement as by placing a tick () against your preferred answer on the columns drawn.

Try to be as accurate as possible. 0(Never) 1(Rarely) 2 (Sometimes) 3 (Often) 4 (Always)

S/N	ITEMS	N	R	S	O	A
		0	1	2	3	4
1	I am always aware of my feelings.					
2	Emotions control my life.					
3	My moods affect the people around me.					
4	I find it easy to explain my feelings.					
5	My moods are affected the people around me.					

6.	I can easily sense when I am going angry.					
7.	I readily tell others my true feelings.					
8.	I find it easy to describe my feelings.					
9.	Even when I am upset, I am aware of what's happening to me.					
10.	I can explain my thoughts and feelings.					
11	I accept responsibility for my actions.					
12	I find it easy to make goals and stick to them.					
13	I can manage my actions.					
14	I do not get angry when criticized.					
15	I remain calm during stressful times.					
16	If an issue does not affect me directly, I don't let it worry me.					
17	I direct my energy into creative work or hobbies.					
18	I am able to show love.					
19	I enjoy relating with my friends.					
20	I find it easy to accommodate other people's feelings and opinion.					
21	I am aware of my goodness and badness.					
22	I find it easy to share my deep feelings with others.					
22	I find it easy to share my deep feelings with others.					
23	I am good at motivating others.					

24	I am a fairly a cheerful person.					
25	It is easy for me to make friends.					
26	People tell me I am sociable and fun.					
27	I like helping people.					
28	Others can depend on me.					
29	I am able to calm someone down.					
30	I can easily tell when people around me are becoming annoyed.					
31	I sense it when a person's mood changes.					
32	I become supportive when giving bad news to others.					
33	My friends find it easy to share with others their secrets.					
34	I feel concerned when other people suffer.					
35	I usually know to speak and when to be silent.					
	TOTAL					

Additional questions to assess whether OVCs benefit from guidance and counseling.

36. Where do you live? Home () Orphanage () School ()
37. Do you normally get advise from your family members? Yes()No ()
38. Do you attend guidance and counseling sessions in school? Yes () No (). If Yes, how often? Weekly () monthly () termly () Fortnightly ()
39. Do you know the name of your Guidance and counseling teacher? Yes () No ()
40. How active are you in school activities such as sports? Active()Very active ()Not Active ()
41. What is your general performance in school? Good () Average () Poor ()

APPENDIX III: Interview Schedule For Quality Assurance and Standard

Officer and Curriculum Support Officers

These questions are meant for research purposes on influence of emotional intelligence in academic achievement of orphans and vulnerable children in primary school pupils in Alego/ Usonga Sub County-Kenya.

Social Demographic information

Kindly feel free to give accurate information as you respond to the interview. The information given will be treated with respect and utmost confidentiality.

1. Are you aware of the importance of emotional intelligence to orphaned pupils in their academics? _____
2. Do guidance and counseling teachers in our schools have specific programs aimed at enhancing learner's emotional intelligence? _____
3. Are guidance and counseling teachers in our schools well equipped to nurture pupils' emotional intelligence? _____
4. It is believed that emotional intelligence could be the solution to many challenges affecting adolescent orphans in our schools. What is your office doing to boost its application in schools? _____
5. Is there a difference in emotional intelligence levels of boys and girls? _____
6. Who do you think is better equipped with emotional intelligence skills between boys and girls? _____
7. In your opinion which factors tend to contribute to gender differences in emotional intelligence levels _____

8. What is the effect of G/C in the nurturing of emotional intelligence of learners in schools? _____
9. What is the general attitude of teachers towards the use guidance and counseling as an alternative means of correcting pupils' behavior in schools?

10. How best can adolescent orphans be helped to tackle challenges that work against their academic achievement? _____
11. What can be done to enforce the role of guidance and counseling teachers in solving issues that impede the general school environment of adolescent orphans?

12. Most people tend to believe that emotionally intelligent pupils will most likely do better in academics, what is your opinion on the same?

13. In your own assessment what is the relationship between emotional intelligence and academic achievement of orphaned adolescence in primary schools?

14. Emotional intelligence is generally believed to be a better predictor of academic performance than IQ, Is that true? _____

APPENDIX IV: Information and consent form for guidance and counseling 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 influence of emotional intelligence on academic achievement of vulnerable orphaned pupils in public primary school in Alego-Usonga sub-county.

If you agree to participate kindly respond to the 15 items in the questionnaire intended to bring out influence of emotional intelligence on academic achievement of orphans.

Risk involved

Participating in the study may expose the School counselors' inability or failure in helping the orphaned pupils accept achieve their academic goal. The researcher will ensure that the participant's opinion is respected and kept in secrecy.

Benefits of participating in the study

It is expected that findings of this study will help all participants appreciate the importance of nurturing the pupils' emotional intelligence.

Confidentiality

The study will be cognizant of your right to confidentiality.

Participants consent

I have read and understood the content of this study. I am aware of my right to choose to participate or not. I therefore voluntarily sign this form as a show of my consent to take part in the study.

GAC teachers sign-----

Date-----

APPENDIX VI: Information and consent form for vulnerable orphaned pupils.

Purpose of the study

I wish to invite you to participate in this study. The purpose of the study is to find out whether influence of emotional intelligence on academic achievement of vulnerable orphaned pupils in public primary school in Alego-Usonga sub-county. If you agree to participate kindly respond to the 41 items in the questionnaire intended to bring out influence of emotional intelligence on academic achievement of orphans.

Risk involved

The study may arouse memories of the painful moments. It may also give the false hope of an immediate solution to the present predicament. The participants will clearly be briefed of the intention of the study and its overall future benefit if the findings and recommendations are implemented.

Benefits of participating in the study

It is expected that findings of this study will help all participants appreciate the importance of emotional intelligence in dealing with hindrances to academic achievement.

Confidentiality

The study will be cognizant of the right to confidentiality. Your opinion will be handled with top most secrecy. Coding will be done to seal your identity.

Participants consent

I have read and understood the content of this study. I am aware of my right to choose to participate or not. I therefore voluntarily sign this form as a show of my consent to take part in the study.

Pupil's sign_____

Date-----

Parent's sign_____

Date_____

APPENDIX VII:Information and consent form for Quality Assurance & Standard officer and Curriculum Support Officers

Purpose of the study

I wish to invite you to participate in this study. The purpose of the study is to find out whether influence of emotional intelligence on academic achievement of vulnerable orphaned pupils in public primary school in Alego-Usonga sub-county.

If you agree to participate kindly respond to the 14 items in the questionnaire intended to bring out influence of emotional intelligence on academic achievement of orphans.

Benefits of participating in the study

It is expected that findings of this study will help all participates appreciate the importance of nurturing the pupils' emotional intelligence.

Confidentiality

The study will be cognizant of your right to confidentiality.

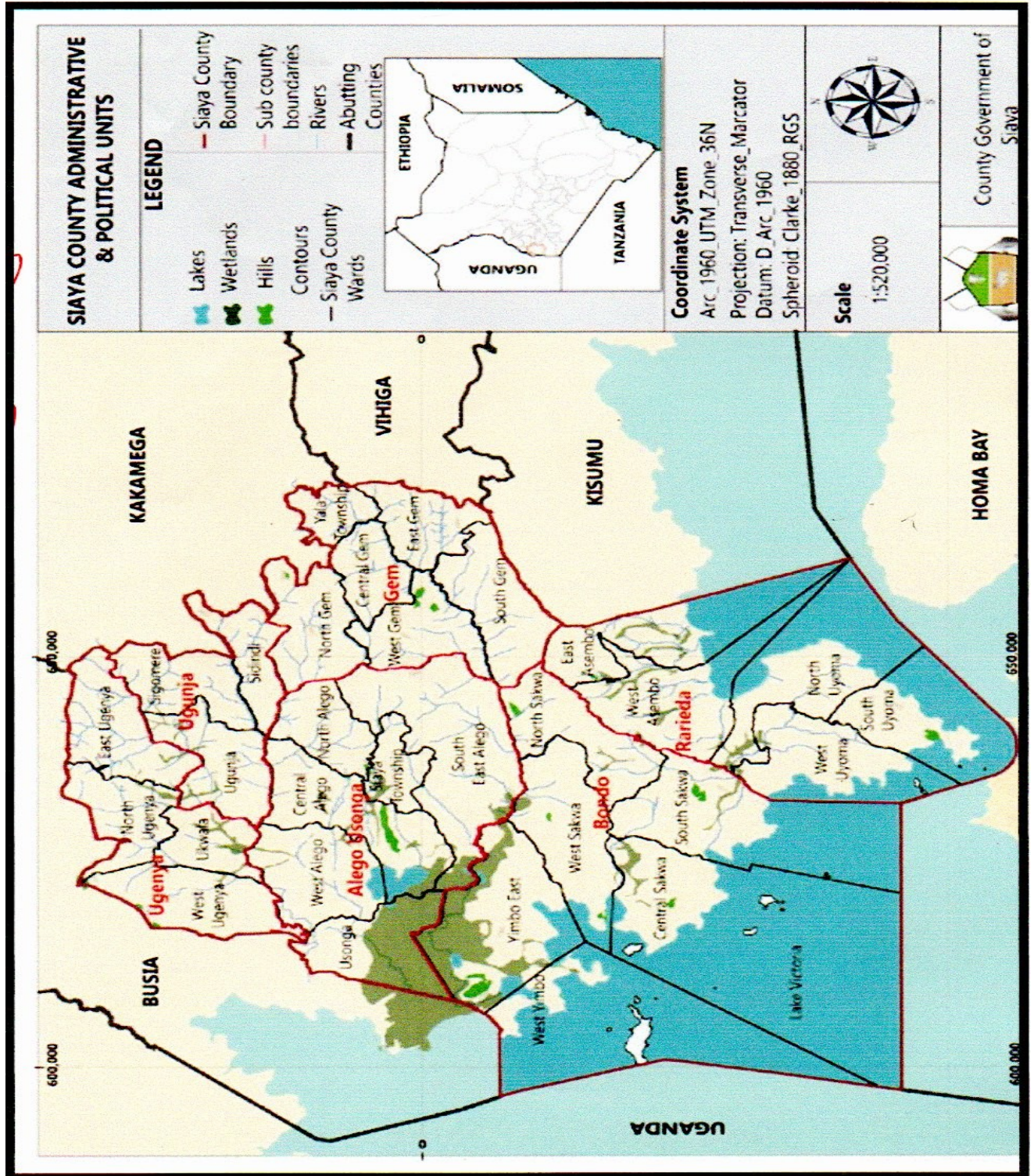
Participants consent

I have read and understood the content of this study. I am aware of my right to choose to participate or not. I therefore voluntarily sign this form as a show of my consent to take part in the study.

Participant's sign-----

Date-----

Appendix IX :Map of Siaya County



Appendix X: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 706956	Date of Issue: 16/October/2020
RESEARCH LICENSE	
	
This is to Certify that Mr.. BILLY MAHRIONE of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Siaya on the topic: Influence of emotional on academic achievement of orphaned and Vulnerable children in Primary School Alego Usonga Sub county for the period ending : 16/October/2021.	
License No: NACOSTI/P/20/7171	
706956 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	

Appendix XI: Research Authorization I



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

State Department for Early Learning and of Basic Education

COUNTY DIRECTOR OF EDUCATION
SIAYA COUNTY
P.O. BOX 564
SIAYA

E-mail: cdesiaya2016@gmail.com

When replying please quote
CDE/SYA/URA/10/VOL.11/12

Tuesday, October 27, 2020

TO WHOM IT MAY CONCERN

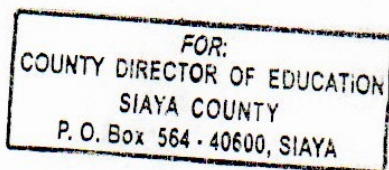
RESEARCH AUTHORIZATION - MR. BILLY MAHRIONE

The above-named person has been mandated to carry out research in Siaya County vide research License No. NACOSTI/P/20/7171 dated 16th October, 2020. This research study ends on 16th October, 2021

The research title is: *"influence of emotional on academic achievement of orphaned and vulnerable children in primary school Alego Usonga Sub County"*

Please accord him the necessary assistance in this County as she may require.

SAMUEL ONDIEKI
FOR: COUNTY DIRECTOR OF EDUCATION
SIAYA COUNTY



Appendix XII: Research Authorization II

REPUBLIC OF KENYA



THE PRESIDENCY

MINISTRY OF INTERIOR & CO-ORDINATION OF NATIONAL GOVERNMENT

E-Mail cc.siaya@yahoo.com

When replying please quote ref. & date

CC/SC/A.31 VOL.III/106

COUNTY COMMISSIONER

SIAYA COUNTY

P O Box 83-40600

SIAYA

29TH OCTOBER, 2020

The Deputy County Commissioner

SIAYA SUB-COUNTY

RE: RESEARCH AUTHORIZATION –BILLY MAHRIONE

The person referred to above from Masinde Muliro University of Science and Technology, has been authorized by the Director General, National Commission for Science, Technology and Innovation vide letter Ref. No. NACOSTI/P/20/7171/706956 dated 16th October, 2020 to carry out research on **"INFLUENCE OF EMOTIONAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT OF ORPHANED AND VULNERABLE CHILDREN IN PRIMARY SCHOOLS IN SIAYA SUB-COUNTY"**, for the period ending **16th OCTOBER, 2021**.

The purpose of this letter therefore is to ask that you accord him the necessary support as he carries out research in your Sub County.

NOTE: Due to the prevailing COVID - 19 situation, he must adhere to containment protocols as directed by Ministry of Health.

A handwritten signature in black ink, appearing to read 'Dennis Obiero', with a long horizontal stroke extending to the right.

DENNIS OBIERO

For: COUNTY COMMISSIONER

SIAYA COUNTY

Copy to; BILLY MAHRIONE
Masinde Muliro University
of Science and Technology

Appendix XIII: Research Authorization III

REPUBLIC OF KENYA



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR & CO-ORDINATION OF NATIONAL GOVERNMENT

Deputy County Commissioner
Siaya Sub County
P.O BOX 83
SIAYA

E-Mail dcc.siaya@yahoo.c

When replying please quote

ED.12/12 VOL.III/86

3rd November 2020

To
All Assistant County Commissioners
SIAYA SUB COUNTY

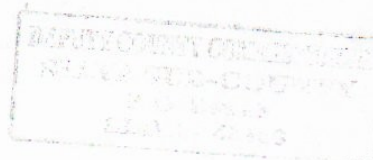
RE: RESEARCH AUTHORIZATION -MR. BILLY MAHRIONE

The person referred to above from Masinde Muliro University of Science and Technology, has been authorized by the Director General, National Commission for Science, Technology and Innovation vide letter Ref. No.NACOSTI/P/20/7171/706956 DATED 16th October 2020 to carry out research on ***"INFLUENCE OF EMOTIONAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT OF ORPHANED AND VULNERABLE CHILDREN IN PRIMARY SCHOOLS IN SIAYA SUB-COUNTY"***, for the period ending 16th October 2021.

The purpose of this letter therefore is to ask that you accord him the necessary support as he carries out research in your area of jurisdiction.

NOTE: Due to the prevailing COVID-19 situation, he must adhere to containment protocols as directed by Ministry of Health.

W.G. WACHIRA
FOR: DEPUTY COUNTY COMMISSIONER
SIAYA SUB COUNTY



Appendix XIV: Research Authorization IV

REPUBLIC OF KENYA



COUNTY GOVERNMENT OF SIAYA

OFFICE OF THE COUNTY SECRETARY AND HEAD OF PUBLIC SERVICE

All Correspondence should be addressed to:
The County Secretary
Email: cs@siaya.go.ke
In reply please quote:

Executive Department
P.O. Box 803 -- 40600
SIAYA

REF: CGS/OCS/EDU/17/VOL VI (46)

5th November, 2020

Mr. Bill Mahrione
P.O. Box 564 - 40600
SIAYA

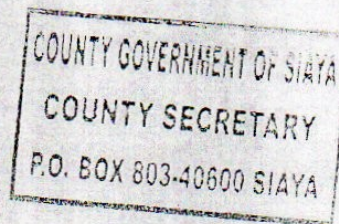
RE: RESEARCH AUTHORIZATION – BILL MAHRIONE

Reference is made to a letter Ref. CDE/SYA/URA/10/VOL.II/12 dated 27th October, 2020 on the above subject and wish to inform you that your request has been accepted on condition that the research will be used strictly for academic purposes.

You should therefore go ahead to carry out the exercise as per your request.

A handwritten signature in black ink, appearing to read 'Joseph Ogutu'.

Joseph Ogutu
COUNTY SECRETARY



Cc:

- H.E. the Governor
- CECM – Education, Youth Affairs, Gender & Social Services
- County Attorney