

Examining the Influence of Mentorship Programs on the Self-Efficacy of Orphaned Children Living In Orphanages in Bungoma County, Kenya

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Cite this article in APA

Nasongo, B. M. (2025). Examining the influence of mentorship programs on the self-efficacy of orphaned children living in orphanages in Bungoma County, Kenya. *Journal of psychology and behavioural sciences*, 4 (1), 48-59. <https://doi.org/10.51317/jpbs.v4i1.750>



A publication of Edition Consortium Publishing (online)

Article history

Received: 2025-04-25

Accepted: 2025-05-27

Published: 2025-06-26

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Abstract

This study examined the impact of mentorship programs on the self-efficacy of orphaned children living in orphanages in Bungoma County. A descriptive survey research design was utilised for the study. The study population comprised of 2,132 orphans across 20 orphanages in Bungoma County. A purposive sample of 240 orphans from all 20 orphanages was interviewed, alongside one caregiver and one administrator per orphanage, totalling 280 respondents. Data were collected using questionnaires and interview schedules from orphans, orphanage administrators, and caregivers. The self-efficacy scale, originally ranging from 1 to 4, was converted to a 0–100 scale for analysis. Data were coded and analysed using the Statistical Package for the Social Sciences (SPSS) version 20. Strict ethical considerations were adhered to throughout the study. Findings show a positive and significant relationship between individual mentorship programs and the self-efficacy of orphaned children. The study concluded that mentorship programs significantly enhance self-efficacy. It is recommended that the government develop a policy to guide all orphanages in Kenya, particularly in standardising guidance and counselling processes.

Key terms: Adoption, destitute, self-efficacy, orphans, mentorship programs.

INTRODUCTION

The growing challenge of supporting orphaned and vulnerable children underscores a critical societal issue: the inadequate psychosocial support provided in orphanages, which hinders the development of self-efficacy necessary for successful reintegration into society. The challenge of supporting orphaned and vulnerable children has gained increasing global attention, particularly in Kenya. Although orphanhood has existed throughout human history, the dire circumstances faced by many modern orphans highlight a pressing need for improved care. In developing countries like Kenya, best practices in orphanages are often not prioritised. Consequently, the lack of psychosocial support, which is critical for achieving developmental milestones, leaves many orphaned children ill-equipped to reintegrate into society upon leaving care homes. This vulnerability underscores the need for a more holistic approach to orphanage care.

The main focus of many orphanages in Kenya remains the provision of basic needs, such as shelter and food, with limited investment in psychological care. This gap in psychosocial support frequently results in low self-esteem among children raised in orphanages, a challenge that may persist into adulthood. Moreover, most orphanages impose an age limit for residents, after which support is discontinued. However, a significant proportion of these children are discharged before attaining the self-efficacy necessary for successful reintegration into mainstream society. As a result, many former orphans face destitution and are at risk of engaging in antisocial or maladaptive behaviours, highlighting the long-term consequences of inadequate psychological support.

Research has identified several factors contributing to the high rates of unsuccessful reintegration among orphaned children released from care homes (Escapa & Julia, 2018). Nevertheless, the role of psychological behaviour management strategies, such as guidance and counselling, remains underexplored in the Kenyan context. This gap in the literature suggests that little is known about how psychological interventions can foster self-efficacy among orphaned children in managed care. Addressing this gap is essential to developing effective strategies for improving outcomes for these vulnerable populations.

Existing studies provide some insights but fail to fully address the specific context of orphanages in Kenya. For instance, Ooi et al. (2018) investigated the relationship between sources of counselling self-efficacy and counselling self-efficacy among school counsellors in Malaysia. Their findings indicated a strong and significant connection between mastery experience and counselling self-efficacy. However, this study was conducted in Malaysia and focused on school settings, omitting considerations of guidance or orphanage contexts. Similarly, Salgong et al. (2016) explored the impact of guidance and counselling towards student discipline in secondary schools in Koibatek, Kenya. Their study revealed a significant positive relationship between guidance and counselling and both discipline and academic performance. Yet, this research created a conceptual gap by focusing on discipline rather than self-efficacy.

In another study, Muthondeki and Musita (2021) examined the effectiveness of guidance and counselling programs on the self-efficacy of police officers in Nairobi. Their findings suggested that individual counselling services did not significantly enhance the officers' self-efficacy. However, this study's focus on police officers rather than orphaned children or orphanage settings limits its applicability to the present context. These studies collectively highlight a critical research gap regarding the influence of psychological interventions in orphanage settings. To address these shortcomings, the present study investigates the influence of mentorship programs on the self-efficacy of orphaned children living in orphanages in Bungoma County. By focusing on this specific population and context, the study aims to contribute to a more comprehensive understanding of how mentorship can enhance self-efficacy and support successful societal reintegration.

LITERATURE REVIEW

Self-Efficacy

According to Bandura (2001), self-efficacy is the belief in one's capabilities to organise and execute the courses of action required to manage prospective situations. In other words, it is a person's belief in his or her ability to succeed in a particular situation. Bandura described these situations as determinants of how people think, behave and feel. Since the publication of his seminal paper in 1977 entitled "Self-

efficacy: Toward a unifying theory of behavioural change", the subject has become one of the most studied topics in psychology. As Bandura and other psychologists have demonstrated, self-efficacy has become such an important topic that it has had an impact on everything from psychological states to behaviours to motivation. Researchers in self-efficacy have found that an individual's self-efficacy plays a significant role in how goals, tasks and challenges are approached (Schunk & Luthans, 2010).

A robust sense of self-efficacy boosts human achievement and personal well-being in various ways. Individuals who have a strong belief in their abilities view challenging tasks as opportunities to be conquered rather than as dangers to be evaded. This confident perspective encourages intrinsic motivation and deep involvement in their activities. They establish ambitious goals for themselves and remain dedicated to achieving them. They increase and persist in their efforts when faced with setbacks. After experiencing failure or obstacles, they swiftly regain their sense of efficacy. They attribute failure to insufficient effort or deficient knowledge and skills, which are acquirable. They approach threatening situations with the assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.

Bandura (2002) explains that perceived self-efficacy serves to regulate the quality of an individual's functioning and emotional well-being that is attained through motivational, decisional, cognitive and affective processes. Regarding the motivational process, perceived self-efficacy determines the amount of effort that people put into a task and how much they will persevere when faced with challenges. The above suggests that individuals with high self-efficacy are more likely to put more effort and persevere than those with low self-efficacy.

In terms of the decisional process, perceived self-efficacy determines people's choice of behaviours. People are more likely to pursue the tasks that they believe they have the ability to perform and tend to avoid the tasks that they perceive are way beyond their capabilities. Perceived self-efficacy, thus, exerts its influence on an individual's psychosocial

functioning by way of the accuracy of the judgment of one's abilities (Bernard, 2012). Bandura further asserts that if such a judgment slightly exceeds one's abilities, it is perhaps the most functional, as it then leads one to undertake practical, challenging tasks. Doing so, in turn, motivates the enhancement of capability.

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

Cognitively and affectionately, efficacy beliefs influence one's ways of thought and emotional reaction during the actual or anticipated encounter with situations (Moturi, 2012). Bandura goes on to explain that when people perceive themselves as infectious, they tend to focus on their deficiencies and perceive potentially difficult situations as more daunting than they are! The result is the creation of more stress on the individual and a reduction in the use of competencies. In contrast, when people perceive themselves as highly efficacious, they are more likely to exert added effort and to pay extra attention to challenging tasks, being incited by the motivation to achieve. Such individuals are also more likely to blame their effort than their ability when they fail in challenging tasks (Mwoma & Pillay, 2015).

Self-efficacy theory posits that both the degree and intensity of self-efficacy will influence various outcomes. For example, whether or not behaviours will be initiated, how much effort will result, and how long the effort will be sustained in the face of obstacles are all determined by self-efficacy. Self-efficacy provides individuals with the ability to influence their own course of action and alter their environments (Bandura, 1997). Bandura (1997) hypothesised that an individual's choice of activities, persistence, and effort is affected by self-efficacy beliefs. For example, people who have a low sense of efficacy for accomplishing a task may avoid it, and

those who believe they are capable should participate readily. Those individuals who feel efficacious are hypothesised to persist longer and work harder when they encounter difficulties, as opposed to those who doubt their capabilities. The most reliable guide for assessing self-efficacy is the individual's performance. Self-efficacy may go up or down depending on success or failure, but once self-efficacy is developed in an individual, failure may not have much of an impact.

According to Usher and Pajeras (2013), accurate and strong expectations of personal efficacy are crucial to the initiation and persistence of behavioural performance in human development. Self-efficacy theory has been applied to several areas of psychosocial functioning, such as anxiety, phobias, health behaviours, and school achievement, with largely supportive results. For example, there is evidence that self-efficacy predicts such outcomes as academic achievement, social skills, pain tolerance and athletic functioning (Synder, 2010).

Mentorship Programs and Self-Efficacy

Career Mentorship Program (CMP) serves diverse groups of students with tailor-made modules for students from different socio-economic and cultural backgrounds, students enrolled in academic or vocational-technical programs, and students in need of character development or drug-related issues (Irby et al., 2017). The objective of (CMP) is to develop student's awareness of the relationship between academic studies and their life occupation, motivate information for improved self-esteem and self-confidence, help students make informed decisions and choices in schools as a preparation for their future careers and to stimulate student's participation in curriculum and co-curriculum activities that are essential for successful career life.

Irby et al. (2017) state that benefits of students (CMP) include increased and accurate knowledge of career choices available; improved motivation levels in their studies; healthier relationships and lifestyle choices; informed choices during subject selection in form II; better attitude about school and schooling challenges; enhanced self-esteem and self-confidence; improved behaviours, both at home and at school; improved relationships with parents, teachers and peers;

improved interpersonal skills and stable career lives. The interactive and practical engagement entails electrifying facilitation with mentally stimulating perspectives. Each session is conducted in a comfortable style that supports adult and student learning based on the most successful change and conditioning technologies of Neuro-Linguistic Programming (NLP) and Neuro-Associative Conditioning (NAC) that encompasses both indoor and outdoor learning activities. The Career Planning Course is a six (6) hour training delivered in three sessions of two hours each (Irby et al., 2017).

The youths are mentored on the potential that exists in their areas of specialisation/engagement. The mentorship program involves personal interaction with mentors in one-to-one interaction, seminars and training sessions intending to increase their capacity and unlock their potential in their areas of interest. The mentorship program intends to identify any gaps or potential for interaction in their areas of specialisation. Through this program of engagement with the youths, hands-on experience is developed so that the theoretical knowledge and skills that the youths have may be put to fair use. The foregoing may entail visiting related enterprises or sites for interactive sessions and further training through exposure.

Experts and specialists in different fields and trades are invited periodically to provide the youths with valuable insights into various opportunities. These training sessions are formulated with a view to impacting the youths with the requisite background knowledge, particularly on how to integrate ICT skills to enhance their work output. Some mentorship programs are aimed at strengthening the sustainability of the projects that the youths may be engaged in through capacity development tailored for young social entrepreneurs.

In order to understand the phenomenal growth of mentorship programs, it is prudent to investigate the meaning and the origins of mentorship. Mentorship is a relationship where an experienced older person (mentor) guides a younger individual (mentee) in their development (Ministry of Education Task Force, 2014). By remaining engaged, the adult mentor provides support, guidance, and assistance as the young person

navigates a difficult period, confronts new life challenges, or strives to rectify previous issues. As a result, mentorship brings about sustainable growth and development in the academic career and social or personal goals of a mentee (Pardini, 2014). Mentorship programs are quite critical in orphanages, especially for the youths and young adults who are due for disengagement to start charting their own course of life. In order to avoid "fall-backs" to the orphanage, mentorships ought to be strengthened to equip them with robust and vibrant employability skills that are in tandem with the current needs of the job market.

METHODOLOGY

This study employed a descriptive survey research design to examine the influence of mentorship programs on the self-efficacy of orphaned children in 20 orphanages across Bungoma County. The research was conducted in a region significantly impacted by the 2004–2008 Sabaot conflicts, which resulted in a large population of orphaned children. The study targeted a population of 2,000 orphans, 103 caregivers, and 29 administrators spread across the county's nine sub-counties. Using purposive sampling, 240 orphans were selected (12 from each orphanage, ideally balanced by gender, six boys and six girls) based on observed indicators of low self-efficacy, such as reluctance to take on tasks or low self-confidence, as identified by caregivers and administrators. Additionally, 20 caregivers and 20 administrators were selected, bringing the total number of respondents to 280.

Data collection involved two sets of questionnaires: one tailored for the orphans and another for caregivers and administrators. These instruments

included both open- and closed-ended questions and were supplemented with interviews to enhance clarity and encourage higher response rates. A pilot study was conducted in two orphanages in Trans-Nzoia County with 28 participants to evaluate and enhance the accuracy and dependability of their research instruments, yielding acceptable levels of internal consistency. Quantitative data were analysed using SPSS, applying descriptive statistics—frequencies, means, and standard deviations—to evaluate the impact of mentorship on self-efficacy. Qualitative data from open-ended responses were analysed through thematic content analysis and presented as narrative summaries supported by verbatim quotes from participants. Findings were displayed in tables, charts, and graphs aligned with the study's objectives and research questions. Ethical considerations were strictly observed, including obtaining informed consent, ensuring confidentiality through the use of pseudonyms, securely storing data, and obtaining all necessary approvals from relevant authorities.

FINDINGS AND DISCUSSION

Mentorship Programs and Self-Efficacy of Orphaned Children

The fifth objective of this study was to determine the influence of mentorship programs on the self-efficacy of orphaned children living in orphanages in Bungoma County. In order to achieve this objective, the respondents were asked questions to establish how mentorship programs influence the self-efficacy of orphaned children.

Descriptive Statistics on Mentorship Programs

Table 1 summarises the descriptive statistics on Mentorship Programs.

Table 1: Descriptive Statistics on Mentorship Programs

	True		False		Do not remember	
	n	%	n	%	n	%
For the time I have lived in the orphanage, I have been well matched to a mentor/mentor from among fellow orphans living in the children's home.	180	70	66	25.7	10	3.9
The support and growth I have received from this paired mentorship program are immense	149	58	89	34.6	18	7
Arising from this healthy mentorship program, I feel well prepared to face life's challenges long after I exit from this orphanage	212	82.5	36	14.0	9	3.5
Most mentorship programs are well attended by all children in the orphanage	153	59.5	97	37.7	7	2.7
I have been free and confident in opening up to the mentors I have been offered	149	58	101	39.3	7	2.7
We have separate sessions for senior youths for the various mentorship programs	181	70.4	56	21.8	18	7
In some situations, I have witnessed cases where these mentorship programs have not worked well for me	106	41.2	128	49.8	23	8.9
These mentorship programs need to accelerate in our orphanage for more gainful interaction between mentors and mentees	214	83.3	31	12.1	12	4.7
The specialists brought in to take us through Mentorship programs exhibit a lot of professionalism in matters related to children living in orphanages	179	69.6	62	24.1	16	6.2
The orphanage management has confirmed that mentorship programs are too expensive and, therefore, way above its ability to foot the Bills	113	44.0	107	41.6	36	14

The respondents were required to respond to the statement, "For the time I have lived in the orphanage, I have been well matched to a mentor from among fellow orphans living in the children's home", and their responses are shown in Table 1. The results in Table 1 show that 180(70%) of the respondents agree that for the time they had lived in the orphanage, they had been well matched to a mentor from among fellow orphans living in the orphans. Conversely, 66(25.7%) disagreed, and 10(7.8%) were not sure if, for the time they had lived in the orphanage, they had ever been well matched to a mentor/mentors from among fellow orphans living in the children's home. 1(0.4%) did not respond to the statement.

The respondents were required to respond to the statement, "The support and growth I have received from this paired mentorship program is immense". The

results in Table 1 show that 149(87.2%) of the respondents agree that the support and growth they have received from this paired mentorship program is immense, 89(34.6%) disagree, and 18(7.0%) did not remember the support and growth they have received from this paired mentorship program is immense. 1(0.4%) did not respond to the statement.

The respondents were required to respond to the statement, "I feel the mentorship program has prepared me to face life's challenges when I exit from this orphanage". The results in Table 1 show that 212(82.5%) of the respondents agree that they felt the mentorship program had prepared them to face life's challenges when they exited from the orphanage. Contrariwise, 36(14.0%) disagreed, and 9(3.5%) were not sure that they felt the mentorship program had

prepared them to face life's challenges when they exited from the orphanage.

The respondents were required to respond to the statement, "The mentorship programs are attended by all children in the orphanage", and their responses are shown in Table 1. The results in Table 1 show that 153(59.5%) of the respondents agree that most mentorship programs are attended by all children in the orphanage, compared to 97(37.7%) who disagreed and 7(2.7) who were not sure if most mentorship programs are attended by all children in the orphanage.

The respondents were required to respond to the statement, "I have been free and confident in opening up to the mentors I have been offered", and their responses are shown in Table 1. The results in Table 1 show that 149(58.0%) of the respondents agree that they were free and confident in opening up to the mentors they were offered, 101(39.3%) disagree, and 7(2.2%) were not sure if they were free and confident in opening up to the mentors they were offered.

The respondents were required to respond to the statement, "We have separate sessions for senior youths for the various mentorship programs", and their responses are shown in Table 1. The results in Table 1 show that 181(70.4%) of the respondents agree that they had separate sessions for senior youths for the various mentorship programs, 563(21.8%) disagree, and 18(7.0%) were not sure if they had separate sessions for senior youths for the various mentorship programs. Finally, 2(0.8%) did not respond to the statement.

The respondents were required to respond to the statement, "In some situations, the mentorship programs have not worked well for me". The responses are shown in Table 1. The results in Table 1 show that 106(41.2%) of the respondents agree that, in some situations, the mentorship programs did not work well for them, compared to 128(49.8%) who disagreed and 23(8.9%) who indicated they were not sure if in some situations, the mentorship programs did not work well for them.

The respondents were required to respond to the statement, "These mentorship programs need to

accelerate in our orphanage for more gainful interaction between mentors and mentees". The observed responses are shown in Table 1. The results in Table 1 show that 214(87.2%) of the respondents agree that these mentorship programs need to be accelerated in orphanages for more gainful interaction between mentors and mentees. On the other hand, 31 (12.1%) disagreed, and 12 (4.7%) were not sure if it was necessary for these mentorship programs to be accelerated in orphanages for more gainful interaction between mentors and mentees.

The respondents were required to respond to the statement, "The specialists brought in to take us through mentorship programs exhibit a lot of professionalism in matters related to children living in orphanages". The results in Table 1 show that 179(69.6%) of the respondents agree that the specialists brought in to take them through mentorship programs exhibit a lot of professionalism in matters related to children living in orphanages. In addition, 62(24.1%) disagreed, and 16(6.2%) were not sure if these specialists brought in to take them through Mentorship programs exhibited a lot of professionalism in matters related to children living in orphanages.

The respondents were required to respond to the statement, "The orphanage management has confirmed that mentorship programs are too expensive". The results in the above Table show that 113(44.0%) of the respondents agree that the orphanage management has confirmed that mentorship programs are too expensive. In comparison, 107(41.6%) disagreed, and 36(14.0%) were not sure if the orphanage management had confirmed that mentorship programs are too expensive.

In order to further establish the respondents' perception of referral services, selected interviewees were sampled, and the data from the interview guide was collected. The sampled interviewees were asked to respond to the following question: *How have the mentorship programs influenced the self-efficacy of orphaned children living in orphanages in Bungoma County?* A general theme was that respondents felt they had gained self-efficacy due to mentorship programs. A sample response is presented in the excerpt:

For a long time, I had a very simplistic sense of where my potential lay. Because of my poor Grades generally, I had come to conclude that I would be a total failure in life! This made me look hopeless and even helpless. Little did I know that I had some hidden potential in me! When the administrator brought in an expert in the area of mentorship who talked to us on a range of issues, I realised that I had a lot of strength in the area of martial arts that was lying untapped! Gradually, I was introduced to the only Martial Arts Centre in town for mentorship and growth in my field. Since then, things have never been the same! Am now officially a member of the Acrobatic Crew in town where we perform at a fee. I can now

afford my basic needs without necessarily depending on food rations from the orphanage.

Chi-Square Tests Between Mentorship Program and Self-efficacy

In order to find out the relationship between mentorship programs and the self-efficacy of orphans, the researcher applied inferential statistics to generate data. Therefore, the researcher generated a null hypothesis H_0 : There is no statistically significant impact of mentorship programs on the self-efficacy of orphaned children residing in orphanages in Bungoma County. A chi-square analysis was performed to evaluate the hypothesis at a significance level of 0.05. The results are shown in Table 2.

Table 2: Chi-Square Tests between Mentorship Program and Self-efficacy

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1028.626 ^a	182	.000
Likelihood Ratio	307.831	182	.000
Linear-by-Linear Association	52.390	1	.000
N of Valid Cases	253		
a. 197 cells (93.8%) have an expected count of less than 5. The minimum expected count is .00.			

Data presented in Table 2 indicates a chi-square value of 307.831 with 182 degrees of freedom and an observed significance level of 0.000, which is less than the expected 0.05. It was inferred that the two variables are. Indeed, related, i.e. mentorship programs and the self-efficacy of orphans are significantly related. The null hypothesis is dismissed, and the alternative hypothesis is upheld.

These findings indicate that mentorship programs are a significant factor in the self-efficacy of orphaned children. These findings are in agreement with many scholars. Career Mentorship Program (CMP) is designed for diverse groups of students with tailor-made modules for students from different socio-economic and cultural backgrounds, students enrolled in academic or vocational-technical programs, students in need of character development or drug-related issues (Irby et al., 2017). The objective of (CMP) is to develop student's awareness of the relationship between academic studies and their life

occupation, motivate and inform them of improved self-esteem and self-confidence, and help students make informed decisions and choices in schools as a preparation for their future careers and to stimulate student's participation in curriculum and co-curriculum activities that are essential for a successful career life.

Irby et al. (2017) state that benefits to youths/orphans arising from career Mentorship Programs (CMP) include increased and accurate knowledge of career choices available, improved motivation levels in their studies, healthier relationships and lifestyle choices; informed choices during subject selection in form II; better attitude about school and schooling challenges; enhanced self-esteem and self-confidence; improved behaviours, both at home and at school; improved relationships with parents, teachers and peers; improved interpersonal skills and stable career lives.

The interactive and practical engagement entails electrifying facilitation with mentally stimulating

perspectives. Each session is conducted in a comfortable style that supports adult and student learning based on the most successful change and conditioning technologies of Neuro-Linguistic Programming (NLP) and Neuro-Associative Conditioning (NAC) that encompasses both indoor and outdoor learning activities. The Career Planning Course is a six (6) hour training delivered in three sessions of two hours each (Irby et al., 2017).

These findings are supported by the Self-Determination Theory. According to Niemiec and Ryan (2009), people are centrally concerned with motivation. Parents, teachers, coaches, and managers everywhere often face challenges in motivating those they mentor. At the same time, individuals struggle to find energy, mobilise their efforts, and persist in both work and life tasks. Many people are influenced by external factors, such as rewards.

Self-Determination Theory (SDT) is a comprehensive theory of human motivation and personality that explores people's natural growth tendencies and essential psychological needs. It focuses on the motivation behind the choices individuals make without external influence or interference. SDT emphasises the extent to which a person's behaviours are driven by self-motivation and self-determination.

Self-determination theory (SDT) is a framework conceptualizing the motivation which underlies the choices people make (Gagné & Deci, 2005). The theory was created by Edward L. Deci and Richard M. Ryan in the mid-1980s. Self-determination theory is all about humans' motivation. This theory indicates that there

are two types of motivation. Intrinsic and extrinsic. Intrinsic motivation comes from within. Deci and Ryan identify three basic needs that fuel intrinsic motivation: Competence, the ability to control the outcome of an activity and experience mastery of that task; relatedness, the universal need to be connected to and care for others; autonomy, the desire to be an independent agent in your own life.

Van den et al. (2016) state that conditions supporting the individual's experience of autonomy, competence and relatedness are argued to foster the most volitional and high-quality forms of motivation and engagement for activities, including enhanced performance, persistence and creativity. Also, SDT proposes that the degree to which any of these three psychological needs is unsupported or thwarted within a social context will have a robust detrimental impact on wellness in that setting (Deci & Ryan, 2000).

Self-determination theory clearly lacks a developmental focus in that it does not look at the above-mentioned distinction in developmental terms (Van den Broeck et al., 2016). Those who are acquainted with the developmental literature know quite well that the more a child is young, the more s/he is focused on external outcomes, not on internal motives. Thus, it is likely that intrinsic motivation increases with increasing age. To think of an intrinsically motivated baby seems to defy our imagination. The same might be said of, for example, a 4-year-old child as far as meta-cognition is concerned. I cannot imagine such a child engaged in the following chain of thinking: "I know that you know what I know about you."

Table 3: Correlations between Mentorship Program and Self-efficacy

N=280		1
1. Mentorship programmes	Pearson Correlation	
	Sig. (2-tailed)	
2. Self-efficacy programmes	Pearson Correlation	.456**
	Sig. (2-tailed)	.000

Correlation Results Between Mentorship Program and Self-efficacy

Table 3 gives the correlation results between Mentorship Program and Self-efficacy.

The results show that there is a positive and significant relationship between the mentorship program and the self-efficacy of orphans at $r=0.456^{**}$, $P<.001$ significant level. The coefficient of determinant $R= r^2$ established that mentorship program contributes 20.8% variability

to the self-efficacy of orphans when other factors are held constant.

Regression Analysis for Predicting Mentorship Program and Self-efficacy

In this section, the researcher sought to come up with a regression model to explain the efficacy of orphaned children. This enabled the determination of how well multiple independent variables (variables characterizing each of the five categories) predict the value of a dependent variable. The dependent variable

can be characterised as the efficacy of orphaned children.

Multiple regression was used to predict the efficacy of orphaned children in a situation in which effect factors: individual guidance and counselling services, group guidance and counselling services, career guidance services, guidance and counselling referral services and mentorship programs influence the efficacy of orphaned children. Table 4 gives the model summary.

Table 4: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Change	R Square Change	F Change	df1	df2
5	.588 ^e	.346	.332	2.41532	.043	16.035	1	242	.000
e. Predictors: (Constant) mentorship programs offered by orphanages									
f. Dependent Variable: efficacy of the orphans due to counselling programs									

The findings in Table 4 indicate that the R-square value is 0.346; this means that a 34.6% change in self-efficacy

is explained by mentorship programs in place. Table 5 gives the ANOVA findings.

Table 5: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
5	Regression	745.770	5	149.154	25.567	.000 ^f
	Residual	1411.778	242	5.834		
	Total	2157.548	247			
a. Dependent Variable: efficacy of the orphans due to counselling programs						
f. Predictors: (Constant) mentorship programs offered by orphanages						

The output in Table 5 shows the next part of the output, which contains an analysis of variance (ANOVA) that tests whether the model is significantly better at predicting the outcome than using the mean as a "best guess". The F-ratio indicates the improvement in prediction from the model compared to the remaining inaccuracies in it. This Table is split into three sections: one for each model.

The sum of squares SS_m for the model indicates how much better predictions are when a regression line is

fitted to the data instead of relying on the mean to estimate the outcome. When the enhancement from applying the regression model significantly surpasses the model's inaccuracies, the value of F will exceed one. For the fifth model, the value of F is 25.567, which is also highly significant ($P < .001$). The output in Table 6 helps us to come up with future predictions if the independent variables are implemented optimally through a multiple linear regression equation. Table 6 gives the beta coefficients and significance.

Table 6: Regression Coefficients

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
5 (Constant)	.658	1.070		.615	.539	-1.450	2.766
mentorship programs offered by orphanages	.314	.078	.279	4.004	.000	.159	.468

a. Dependent Variable: efficacy of the orphans due to counselling programmes
 $\text{Self-efficacy of orphans} = 1.070 + 0.279X_5$

Where

$\alpha_0 = 1.070$ is a constant, shows that if all independent variables were rated zero, the Self-efficacy of orphans rating would be 1.070. Mentorship program (standardise $\beta = .078$). This value indicates that as the mentorship program increases by one standard deviation, the Self-efficacy of orphans increases by .078 standard deviations when other factors are held constant.

CONCLUSION AND RECOMMENDATIONS

Conclusion: The study established that there was a positive and significant relationship between mentorship programs and the self-efficacy of orphaned children at $r = .456^{**}$, $P < .001$ significant level

contributing 20.8 per cent variability to the self-efficacy of orphaned children when other factors are held constant. These findings indicate that mentorship programs are a significant factor in the self-efficacy of orphaned children.

Recommendations: The study recommends immense mentorship programs in orphanages should be supported and made to grow as they prepare the orphans to face life's challenges, especially in their world of work. Mentorship programs enhance student's participation in curriculum and co-curriculum activities that are essential for successful career lives, especially after disengagement from their respective orphanages. Through intensive mentorship programs, the orphans are strengthened and equipped with robust and vibrant employability skills that are in tandem with the most current trends and needs in the job market.

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