To Establish Whether Peer Pressure Influence The Academic Achievement of Vulnerable and Orphaned Children in Ainabkoi Sub County in Kenya

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Abstract

Orphaned and Vulnerable Children academic achievements at all levels are a major concern for all stakeholders in education in Kenya and the rest of the world. The core components for academic achievement of orphaned and vulnerable children in early childhood development include the opportunity to receive instructive education, physical, mental and social education in a nurturing and stable learning environment. This opportunity is characterized as a constructive setting that is amenable to child's overall well-being. This study was guided by the following objective to establish whether interpersonal relationship and peer pressure are psychosocial factors affecting achievement of orphaned and vulnerable children in Ainabkoi Sub- County. The study adopted descriptive survey design. The target population comprised of 99 Early Childhood Schools in Ainabkoi Sub-County 580 teachers in selected schools. The study employed Bronfenbrenner's Bio-Ecological system theory. Cluster and random sampling techniques was used to select the respondents. Interview guide and questionnaires were used to collect data. Cronbach's Alpha coefficient was used to test reliability of the questionnaire. To ensure validity of the research instruments expertise of early childhood specialists and psychologists was sought. Quantitative data was analyzed using descriptive statistics such as measures of central tendencies, standard deviation, percentages and frequency tables with the aid of SPSS version 25. Analyzed data was presented using tables, graphical illustrations and narrations. The study concluded that peer pressure has a positive influence on academic achievement of vulnerable and orphaned children in Ainabkoi Sub County in Kenya. The study recommended that there is a need to realistically have a discourse of this phenomenon. Strategic and deliberate efforts aimed to eradicate disparities and the inequality in this marginalized subpopulation.

Keywords: Peer Pressure, Children, Influence, Vulnerable, Orphaned

Background of the Study

Psychosocial factors are among many things that matters human day-to- day activities. The success and failure we face in various activities we perform each day most often depends on our everyday psychology. As such people can suffer from various psychological and social problems that severely disrupt their daily functioning in various occasions. These problems

mainly emanate from psychological factors such as stress, anxiety, depression, lack of motivation, loneness, helplessness and phobias. Psychological and social problems can lead pupils in early education institution to failure in their academic achievements, test anxiety, poor performance, low self-confidence, unrealistic worry and fear or uneasiness that interfere with their ability to function normally (Simpson, 2018).

Globally, Orphans and vulnerable children (OVC) are at greater risk of dropping out of school than children with their parents due to psychosocial problems facing them, and this poses an immediate and long term economic and social threat to the development. Hence, focusing on their early education childhood development is crucial since research shows that the development of children into adults largely depends on the education and care that they are exposed to during their childhood years. This sets the foundation for their success in later education, and thus their preparedness for the future workplace. Clearly, the psychosocial fabric of a society is influenced by the performance of its young Children. The author contends that it is essential to integrate knowledge about education and care for Orphans and vulnerable children (OVC) in their early years of school so as to promote their optimal development (Pillay, 2018).

In Ethiopia, early childhood education development of OVC has received intense support from the government but not all the support pupils are free from psychosocial challenges facing them daily. According to Shiferaw, Bacha and Tsegaye (2018) OVC experience strong feelings of sadness and anger because of their disadvantaged environmental conditions. Not having parental or adult guidance often leaves them feeling helplessness and hopelessness, especially when they did not receive any psychological support to help them cope with the death of parents or caregivers. Since the death of parents and caregivers are mainly due to HIV/ AIDS orphans had to commonly deal with stigmatization, victimization and intimidation. Anxiety, depression and stress appear to be common amongst OVC (Shiferaw et al., 2018).

In Kenya, statistics show that OVC constitute over 2.6 million. Special attention should be paid to OVC to prevent further vulnerability and ensure their well-being and development as they transition into adulthood. Among orphans, 15% are double orphans. Over one-third of all the OVC are aged below 10 years. Households with ≥1 OVC (12% of all households) are usually in the lowest 2 wealth quintiles, and 22% of OVC households had experienced moderate or severe hunger. Receipt of OVC support services is low for medical (3.7%), psychological (4.1%), social (1.3%), and material support (6.2%); educational support was slightly more common (11.5%). Orphan hood among children aged <10 years increased from 1993 to 2003 (P < 0.01) but declined from 2003 to 2018 (P < 0.01) (Nyakundi, 2017).

Statement of the Problem

Orphaned and Vulnerable Children academic achievements at all levels are a major concern for all stakeholders in education in Kenya and the rest of the world. Personal communication with ECDE programme officer in Ainabkoi Sub County indicates that this cadre of learners performs dismally in academics across all elementary classes. This state of affairs, therefore, is likely to predispose them to challenges like poor self-esteem, low performance and delinquency. There are varied psychosocial factors that influencing academic achievement of pupils in early childhood development including the orphaned and vulnerable; low self-esteem, indiscipline, absenteeism, lack of parental involvement, high poverty levels. These are among the key psychosocial factors that contribute to low academic performance of the pupils that need to be addressed. In Ainabkoi Sub-county, there are numerous Orphaned and Vulnerable Children projects. The performance of these projects has not been adequately

addressed given that the county has recorded significant number of street children and orphans dropping out of school. These projects have failed to offer quality a follow up services to Orphaned and Vulnerable Children mainly due to lack of available adequate resources. This is what motivated the researcher to carry out the study.

General Objective
The purpose of the study was to establish whether peer pressure influence the academic achievement of vulnerable and orphaned children in Ainabkoi Sub County in Kenya.

Research Questions
To what extent does peer pressure affect the academic achievement of the vulnerable and orphaned children in Ainabkoi Sub County in Kenya?

Literature Review
This chapter looks at the theoretical framework, the conceptual framework and empirical review

Theoretical Framework
This study was guided by; Bronfenbrenner's Bio-Ecological Systems theory
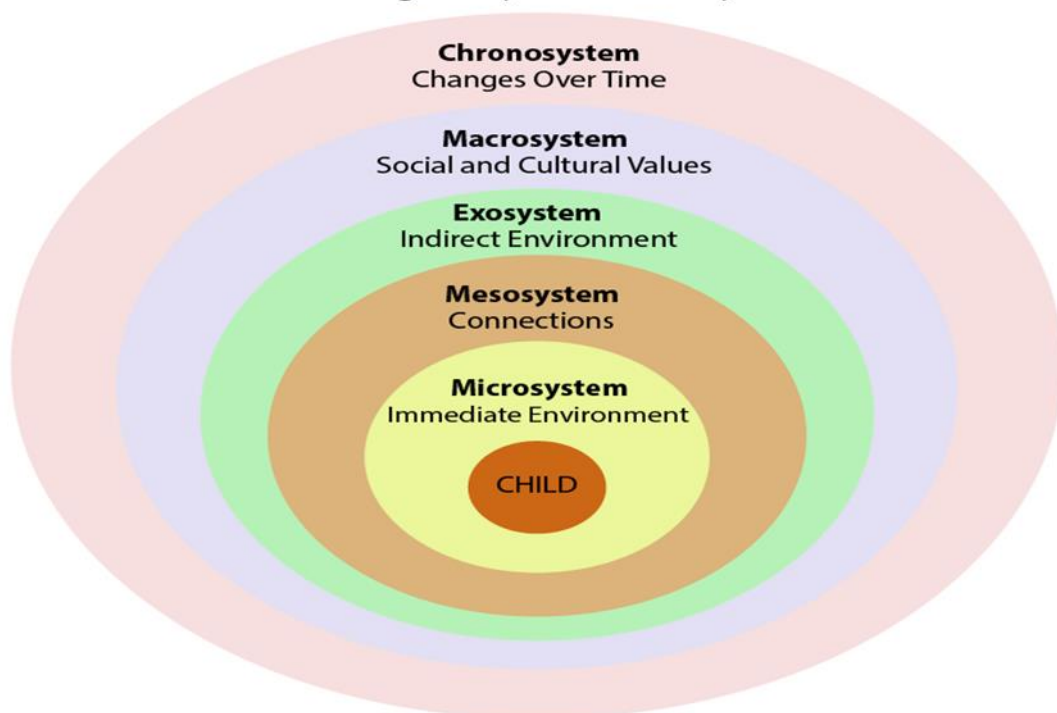
This is illustrated in Figure 1.1
Figure 1.1: The interaction of Brofenbrenner's Bio-Ecological System theory

This study was guided by Ecological System Theory (EST) proposed by Urie Bronfenbrenner in 1977, and revised it in 1979 to explain child development in relation to environmental dynamics and interactions (Neal & Neal, 2013). The theory based the model upon ecological systems and the experiences the child had within them. This study applied the EST theory as a theoretical framework to highlight the ecological or environmental elements unique to the

orphan and vulnerable children in comparison to the other children in view of the four objectives: a) peer pressure; b) parental support; c) cultural and d) religious backgrounds' interpersonal relationship among others (Mwoma & Pillay, 2016).

This theory looks at a child's development within the context of the system of relationships that form his or her environment. Bronfenbrenner's theory defines complex layers of environment, each having an effect on a child's development. This theory has recently been renamed "bioecological systems theory" to emphasize that a child's own biology is a primary environment fueling her development. The interaction between factors in the child's maturing biology, his immediate family/community environment, and the societal landscape fuels and steers his development. Changes or conflict in any one layer will ripple throughout other layers. To study a child's development then, we must look not only at the child and her immediate environment, but also at the interaction of the larger environment as well.

The system in the Bronfenbrenner's bio-ecological systems – micro system, mesosystem, exosystem, macro system and chronosystem are identified as environments in which a child grows in and has interaction in, and consequentially impact the way a child develops and grows. The closest relations within the closest environment have the most impact and influence on the child (Mwoma & Pillay, 2016). The Micro System setting is the direct environment we have in our lives. Your family, friends, classmates, teachers, neighbors and other people who have a direct contact with you are included in your micro system. The micro system is the setting in which we have direct social interactions with these social agents. The theory states that we are not mere recipients of the experiences we have when socializing with these people in the micro system environment, but we are contributing to the construction of such environment (Hepworth, Rooney, Rooney & Strom-Gottfried, 2016).

The Mesosystem involves the relationships between the microsystems in one's life. This means that your family experience may be related to your school experience. For example, if a child is neglected by his parents, he may have a low chance of developing positive attitude towards his teachers. Also, this child may feel awkward in the presence of peers and may resort to withdrawal from a group of classmates. The Exosystem is the setting in which there is a link between the context where in the person does not have any active role, and the context where in is actively participating. Suppose a child is more attached to his father than his mother. If the father goes abroad to work for several months, there may be a conflict between the mother and the child's social relationship, or on the other hand, this event may result to a tighter bond between the mother and the child (Hepworth et al., 2016).

The Macrosystem setting is the actual culture of an individual. The cultural contexts involve the socioeconomic status of the person and/or his family, his ethnicity or race and living in a developing or a third world country. For example, being born to a poor family makes a person work harder every day. The Chronosystem includes the transitions and shifts in one's lifespan. This may also involve the socio-historical contexts that may influence a person. One classic example of this is how divorce, as a major life transition, may affect not only the couple's relationship but also their children's behavior. According to a majority of research, children are negatively affected on the first year after the divorce. The next years after it would reveal that the interaction within the family becomes more stable and agreeable (Hepworth et al., 2016).

In his research, Bronfenbrenner (1979) showed that children are susceptible to any changes in their immediate environments. These environments include the family structure; the cultural and religious dogma; the interaction in the school with their peer; and other intrapersonal interactions. In the early years of development, these factors can have a great

impact on school performance. This is of great concern since education is a fundamental framework that facilitates proper socialization of individuals to produce responsible, well-adjusted and proficient citizens that make meaningful contributions in the society. The influence of ECDE is a predecessor's factor as in every educational endeavor. It is therefore imperative to explore factors and variable in susceptible demographics that would have inevitably affected by the dynamics in their lives that would affect the proper acquisition of education. This Theory therefore fits well into this study.

Empirical Review

Peer Pressure as A Psycho-Social Factor Influencing the Academic Achievement of Vulnerable and Orphaned Children

Peer relations and pressure should positively be inclusive, and preclude overt special treatment that would make a child feel different from others. Positive peer relationships are influential in cultivating therapeutic experiences through a camaraderie atmosphere of belonging, feelings of safety and acceptance optimal for psycho-social outcomes. Coping mechanisms and feelings of self-worth can be acquired through teaching experiences on how to interact with peers while handling adversity and establishing necessary boundaries (Jacobs, 2011). Studies found that there was great importance attached to educators having and practicing life orientation skills of interacting and addressing OVC. To bridge any foreseeable gaps in the school systems this can be universal training to all teachers (Mwoma & Pillay, 2015).

Peer interactions ought to have oversight and guiding principles from the school systems and authorities that would adequately prevent unfortunate incidences of bullying, prejudice, which would increase susceptibility of poor performance and truancies due to deficits of psychosocial growth and development. Creating awareness to peers through integrated culturally and age-appropriate teaching can eliminate misperception in peers. The provision of life skills on how to interact in ways that ensure psycho-social support is crucial. However, this means that the educators are competent and proficient with skills of supporting and nurturing OVC in the school setting. Educators and supervisors should implicitly monitor the progress and well-being of OVC and the interaction with their peers and those in their social environment. It is therefore crucial for educators to be equipped with skills to help OVC to navigate and transcend experiences that would adversely affect their performance and retention in school system (Phillips, 2015).

There is a need to realistically have a discourse of this phenomenon. Strategic and deliberate efforts aimed to eradicate disparities and the inequality in this marginalized subpopulation. It is essential to execute collaborative efforts with community- based organizations such as World Vision, SOS among others, and other relevant groups under the auspice Ministry of Education (Mwoma & Pillay, 2015). Partnership with county government to secure grants with additional support from private and public partner-based programs can be explored to undergird the cost and improve pupil's academic performance.

Third world countries are disproportionately impacted by economic instability and infrastructural breakdown. Similarly, these countries including Kenya have some of the highest numbers of OVC children globally, resulting to unfortunate phenomena such as street children (Mwoma & Pillay, 2015). For instance, more than 80 % of orphan children as a result of AIDS are found in Sub-Saharan countries. The statistics of orphans constitute of over 17 million children. Most unfortunate is the increasingly rising numbers of child-headed families, without any support infrastructure from the extended family or community (Daniel &

Mathias, 2012). Naturally, this has a heavy toll towards cognitive, psychological and social development and sabotages the process of optimal growth and progression. This is reflected in the academia and the outcomes thereof (Heath et al., 2014).

Olanrewaju et al., (2015) estimates the proportion of Orphans and Vulnerable Children (OVC) attending school in 89 districts of Uganda from 2011 – 2013 and investigates the factors influencing OVC access to education among this population. 19,354 children aged 5-17 were included in the analysis. The study estimated that 79.1% of OVCs attended school during the 3-year period. Logistic regression revealed the odds of attending school were lower among OVCs from Western and Northern regions compared to the Central region. Female OVCs had a significantly higher odds of attending school compared to their male counterparts. When adjusting for all variables simultaneously, we found the odds of school attendance reduced by 12% between 2011 and 2012 among all OVCs.

Compared to general children, orphans and vulnerable children (OVC) are more exposed to negative outcomes in life such as abuse and neglect. Consequently, OVC are more susceptible to depression. Ong et al., (2015) investigated factors associated with depressive symptoms among OVC in Cambodia. Factors such as physical health and exposure to violence may affect mental health of OVC in Cambodia. As health is of utmost importance, better healthcare services should be made easily accessible for OVC. Schools have the potential to act as a buffer against depressive symptoms. Therefore, efforts should be made to keep OVC in school and to improve the roles of school in Cambodia.

Results of a study by Harrison et al (2015) indicate that AIDS orphans and vulnerable children had disadvantages in school performances in comparison to their peers from the same community who did not experience AIDS-related death and illness in their family (comparison children). AIDS orphans had the lowest academic marks based on the reports of both children and teachers. Educational expectation was significantly lower among AIDS orphans and vulnerable children than comparison children from teacher's perspective. AIDS orphans were significantly more likely to demonstrate aggressive, impulsive and anxious behaviors than non-orphans. Moreover, orphans have more learning difficulties. Vulnerable children were also at a disadvantage on most measures. The data suggest that a greater attention is needed to the school performance and behavior of children affected by AIDS. The findings also indicate that AIDS relief and assistance program for children should go beyond the school attendance and make efforts to improve their school performance and education aspiration.

Mwoma and Pillay (2015) lead to a better understanding of the difficulties teachers face in offering psychosocial assistance to OVCs, as well as potential intervention methods to address these difficulties. The research included 42 educators and 65 OVC in Grade Seven from seven public primary schools in Soweto. The findings show that public primary schools have insufficient psychosocial help, which is hampered by a number of issues, including a shortage of clinicians to provide advice and counseling services, a lack of teachers trained in life orientation, and a lack of parental/guardian support for OVC. Based on the findings, several intervention strategies are presented.

Mutie (2016) looked into the impact of educational support systems (ESSs) on the inclusion of orphans and vulnerable children (OVCs) in primary schools in Kenya's Kalama division. The research was conducted using a descriptive research design. Free primary education, school feeding programs, and guidance and therapy were among the ESSs provided to OVCs, according to the results. However, the ESSs were insufficient, resulting in low OVC participation in primary schools. Community sensitization on OVC issues and government

participation in promoting OVCs were suggested intervention steps for improving educational support systems for OVCs.

Mutiso and Mutie (2018) assessed the challenges affecting orphans and vulnerable children (OVCS) in Embu County. The study's results show that the condition of orphans and disabled children is worsening. According to this report, family members are currently caring for over 90% of OVC, and unless governments and international development partners redouble their current efforts to increase the capacity of families to cope, the situation could worsen, the quality of lives of foster OVC and all children in vulnerable households remain in danger.

Kalaba (2019) did a study on Factors Affecting Orphans and Vulnerable Children (OVC) Dropping Out from School: The study of OVC relevant in relation to education as there is increase in OVC and proving to be a social problem. This research found out some underlying factors influencing OVC school drop. Peer pressure and the environment influences school drop outs. HIV/AIDS and high unemployment factors influencing child labour and parental guidance and emotional abuse: Review of the 'free' education policy, (terms and conditions). Alternative mode of schooling for OVC. Income and Generating Activities (IGA), to support family units to support households with basic needs. Additional funding for community schools to reach the same level of standard of learning as that of government schools and build capacity of teachers.

Conceptual Framework
The conception framework illustrates the relationship between independent and dependent variables. It is a schematic presentation of the theory which is presented as a model where research variables and the relationship between them are translated into visual picture to illustrate the interconnections between the independent and dependent variables (Onen, 2016).

The independent variables under investigation are peer pressure while the dependent variable is academic achievement. Peer pressure constitutes degree of peer from friends, the time spend with friends, the activities commonly practiced by friends or age mates.

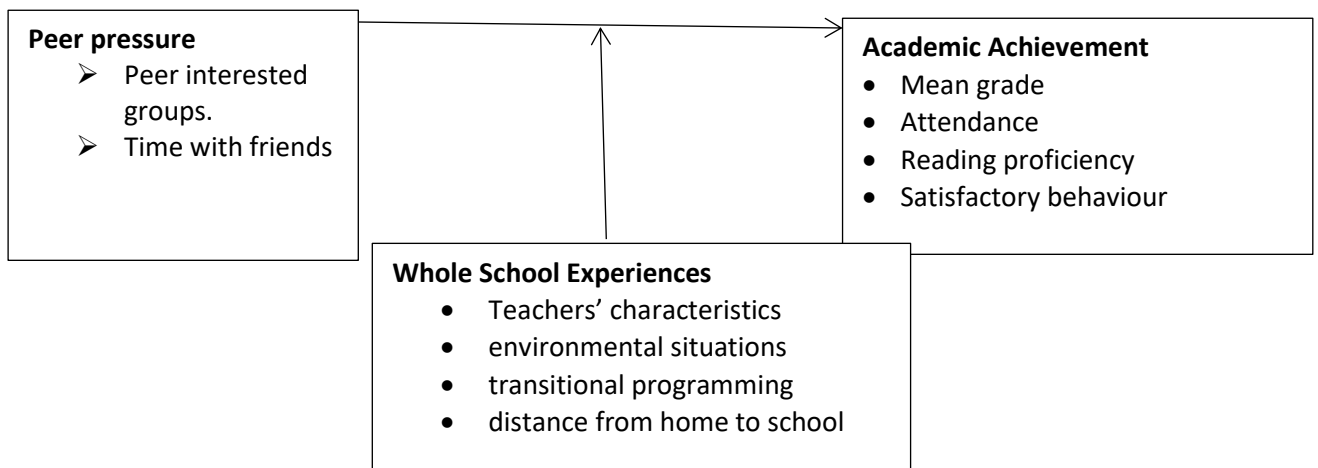**Independent Variable**   **Dependent Variable**

Peer pressure
➢ Peer interested groups.
➢ Time with friends

Academic Achievement
- Mean grade
- Attendance
- Reading proficiency
- Satisfactory behaviour

Whole School Experiences
- Teachers' characteristics
- environmental situations
- transitional programming
- distance from home to school

Figure 1.2 Conceptual Framework
(Source: Author, 2021)

Research Methodology
Research Design
The study adopted a descriptive survey research design. This design was chosen to describes how psychosocial factors can influence academic achievement among orphaned and vulnerable early childhood education children (Heppner, Bruce & Kivlighan, 2009). This survey gathered data at a particular point in time to describe the nature of academic achievement among orphaned and vulnerable early childhood education children (Kothari, 2016). Furthermore, survey, according to Cohen, Manion, and Morrison (2000), gathers data on a one-shot basis and hence is efficient; provides descriptive, and explanatory information; gathers standardized information (i.e., using the same instruments and questions for all participants); generates reliable research instruments through their piloting and revision; presents material which is uncluttered by specific contextual factors, and gathers data which can be processed statistically.

Target Population
This study evaluated 580 early childhood teachers in 99 schools on psychosocial factors influencing academic achievement among orphaned and vulnerable children in AINABKOI Sub-County. Early childhood education is conceptualized as all formal programmes provided to children from birth to eight years (Rao & Sun, 2015). Consequently, the accessible population for this study are all teachers handling preprimary one and two, and also those in charge of grade one, two and three in Ainabkoi Sub County The rationale is that they teach all learning areas and generally run all activities in classes with children under eight years and are therefore versed within the psychosocial factors affecting performance of orphaned and vulnerable children. Statistics from Education Office in Ainabkoi Sub County (2018) indicates that the sub county has 99 public primary school (with pre-school unit) with a teacher population of 580 teachers spread over three educational zones. Additionally, 32 head teachers were targeted in this study to provide in-depth information. The distribution of the early childhood teachers is shown on Table 1

Table 1 Distribution of the Target Population

Zones	Total Number of Schools	Total Number of Teachers
Zone 1	31	216
Zone 2	24	131
Zone 3	22	110
Zone 4	22	123
Total	99	580

Source: (Author, 2021)

Sampling Procedure and Sample Size

A sample is a representative selection of a population that is examined to obtain information about the whole population (Saunders *et al.,* 2013). The purpose of sampling is to gain a clear understanding about characteristics of the whole population based on such observable characteristics of the sample. In this study, a sample size of 280 teachers were used. Orodho (2013) asserts that sampling is that part of the statistical practice concerned with the selection of an individual intended to give knowledge about a population of concern, particularly for the purposes of statistical inferences. The study population composed of 580 teachers handling early childhood programmes in Ainabkoi sub-county. Out of this population, the final sample size was determined by relying on Yamane (1967) formula. According to Fetcher (2009), if the target population is less than 10,000, then the sample can be determined using a Yamane (1967) formula. The sample size of this study was drawn using the formula as follows:

$$n = N / (1 + Ne^2)$$

Where

n represents corrected sample size,

N represents population size, and

e represents Margin of error (MoE) (0.05) based on the research condition.

$n = 580 / (1 + 580 * 0.05^2)$

n=236

Based on this, the final sample size was 236.

Table 2 Summary of Sampling Procedure and Size

Zone	Population	Proportion	Sample
1	216	$216/_{580} \times 236$	88
2	131	$131/_{580} \times 236$	53
3	110	$110/_{580} \times 236$	45
4	123	$123/_{580} \times 236$	50
Total	580		236

Source: (Author, 2021)

Data Collection Procedures

A letter of introduction was obtained from Kisii University to facilitate granting of research permit from National Commission for Science, Technology and Innovation (NACOSTI). Thereafter, the researcher sought approval to conduct research from County Commissioner and County Director of Education in Uasin Gishu. The researcher then proceeded to the schools and sought permission from headteachers to conduct research in their respective institutions. After granting of research approval, respondents' consent in filling

questionnaires was sought. After receiving consent from respondents, the questionnaire was administered to Early Childhood Teachers.

Data Analysis and Presentation
Quantitative data collected were analyzed using descriptive Statistics such as frequencies, proportions, percentages, mean score and standard deviation was estimated for all the quantitative variables and information presented inform of tables. Qualitative data were analyzed using thematic method and verbatims.

Research Findings and Discussions
Response Return Rate
The study respondents were early childhood teachers and headteachers from the primary school in Ainabkoi Sub-County. Data collected statistics revealed that out of the anticipated total sample population of 268(100%) respondents, 213(79.5%) responded and their responses analyzed. This response comprised of 181(78.4%) early childhood teachers out of the anticipated 236 and 32(100%) headteachers out of the anticipated 32. The high response rate was as a result of the researcher personally administering research instruments after explaining to respondents the purpose of the study. This response rate was considered appropriate for analysis as it surpassed 50%, as recommended by Mugenda and Mugenda (2003), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. Based on the assertion, the response rate was excellent. The results are presented in Table 3.

Table 3 Response Rate

	Response rate	Frequency	Percent
Early childhood teachers	Responded questionnaires	181	76.7
	Non-response	55	23.3
Headteachers	Responded questionnaires	32	100

Peer Pressure Influence on Academic Achievement of Vulnerable and Orphaned Children
The study sought to determine the extent to which respondents agreed with the following. To achieve this, a five-point Likert scale was used where; 1=Strongly Disagree, 2=Disagree, 3=Undecided.4=Agree, 5=Strongly Agree. Results are presented in Table 4.

Table 4 Peer Pressure Influence on Academic Achievement of Vulnerable and Orphaned Children

Statements		SA	A	UD	D	SD	Mean	Std. dev.
1. Orphaned and vulnerable children take long to be accepted in their social group which drives them to make rush decisions that impact their academic work negatively	F	48	111	2	9	11	3.97	1.01
	%	26.5	61.3	1.1	4.9	6.1		
2. Orphaned and vulnerable children engage in defiant behavior as they do not know how to stand up to peer pressure which impact their academic work negatively	F	46	104	8	10	13	3.88	1.07
	%	25.4	57.5	4.4	5.5	7.2		
3. Orphaned and vulnerable children are not able to withstand sustained pressure from their friends which impact their academic work negatively	F	50	109	1	11	10	3.98	1.01
	%	27.6	60.2	0.5	6.1	5.5		
4. Orphaned and vulnerable children are not able to choose to do things differently from their friends which impact their academic work negatively	F	30	111	16	13	11	3.75	1.02
	%	16.6	61.3	8.8	7.2	6.1		
Valid	**N**	**181**						

Table 4 shows that 48(26.5%) of the respondents strongly agree, 111(61.3%) agree, 2(1.1%) were undecided, 9(4.9%) disagreed and 11(6.1%) strongly disagreed with the statement that Orphaned and vulnerable children take long to be accepted in their social group which drives them to make rush decisions that impact their academic work negatively. Further the study findings showed in terms of means and standard deviation that Orphaned and vulnerable children take long to be accepted in their social group which drives them to make rush decisions that impact their academic work negatively (Mean=3.97, Std. dev=1.01). Positive peer relationships are influential in cultivating therapeutic experiences through a camaraderie atmosphere of belonging, feelings of safety and acceptance optimal for psycho-social outcomes. Coping mechanisms and feelings of self-worth can be acquired through teaching experiences on how to interact with peers while handling adversity and establishing necessary boundaries (Jacobs, 2011).

One of the Headteachers Expressed the Following
'I have noticed that, performance of the orphaned and vulnerable children is negatively affected by peer pressure due to rush decision due to non- acceptance from the society.''
………………………………………………………………………

Another, 46(25.4%) of the respondents strongly agree, 104(57.5%) agree, 8(4.4%) were undecided, 10(5.5%) disagreed and 13(7.2%) strongly disagreed with the statement that Orphaned and vulnerable children engage in defiant behavior as they do not know how to stand up to peer pressure which impact their academic work negatively. Further the study findings showed in terms of means and standard deviation that Orphaned and vulnerable children engage in defiant behavior as they do not know how to stand up to peer pressure which impact their academic work negatively (Mean=3.88, Std. dev=1.07). Studies found that there was great importance attached to educators having and practicing life orientation skills of interacting and addressing OVC. To bridge any foreseeable gaps in the school systems this can be universal training to all teachers (Mwoma & Pillay, 2015).

Also, 50(27.6%) of the respondents strongly agree, 109(60.2%) agree, 10(0.5%) were undecided, 11(6.1%) disagreed and 10(5.5%) strongly disagreed with the statement that Orphaned and vulnerable children are not able to withstand sustained pressure from their friends which impact their academic work negatively. Further the study findings showed in terms of means and standard deviation that Orphaned and vulnerable children are not able to withstand sustained pressure from their friends which impact their academic work negatively (Mean=3.98, Std. dev=1.01). Educators and supervisors should implicitly monitor the progress and well-being of OVC and the interaction with their peers and those in their social environment (Phillips, 2015).

During Interviews, one of Female Headteachers Revealed that
"The families taking care of orphaned and vulnerable children are not always much concerned with the children's wellbeing as it should be, resources are always spent on other needs and not of Education of the orphaned and vulnerable children"
………………………………………………………………………..
Finally, 30(16.6%) of the respondents strongly agree, 111(61.3%) agree, 16(8.8%) were undecided, 13(7.2%) disagreed and 11(6.1%) strongly disagreed with the statement that Orphaned and vulnerable children are not able to choose to do things differently from their friends which impact their academic work negatively. Further the study findings showed in terms of means and standard deviation that Orphaned and vulnerable children are not able to choose to do things differently from their friends which impact their academic work negatively (Mean=3.75, Std. dev=1.02). The results concur with (Daniel & Mathias, 2012) who asserts that naturally, this has a heavy toll towards cognitive, psychological and social development and sabotages the process of optimal growth and progression. This is reflected in the academia and the outcomes thereof.

Headteachers of School 8 Interviewed Indicated that
"Negatively academic performance of the Orphaned and vulnerable children is due to inability to perform under pressure from their fellow children"
………………………………………………………………………….

Academic Achievements
The study sought to determine the extent to which respondents agreed with the following Statements relating to academic achievement of vulnerable and orphaned children in Ainabkoi Sub County in Kenya. Results are presented in Table 5.

Table 5 Academic Achievements

Statements		SA	A	UD	D	SD	Mean	Sd
1. Provision of sufficient support on academic efforts to Orphaned and vulnerable children by guardian/parents has increased the academic achievements.	F	40	117	3	9	12	3.91	1.01
	%	22.1	64.6	1.7	4.9	6.6		
2. Orphaned and vulnerable children take long to be accepted in their social group which drives them to make rush decisions that impact their academic work negatively	F	43	108	9	9	12	3.89	1.04
	%	23.8	59.7	4.9	4.9	6.6		
3. The culture values and attitudes where orphaned and vulnerable children were brought up affect their academic achievement	F	41	116	2	11	11	3.91	1.01
	%	22.6	64.1	1.1	6.1	6.1		
4. Orphaned and vulnerable children have low academic achievements because they are poor in communication	F	27	113	15	14	12	3.71	1.03
	%	14.9	62.4	8.3	7.7	6.6		
Valid N		**181**						

Table 5 shows that 40(22.1%) of the respondents strongly agree, 117(64.6%) agree, 3(1.7%) were undecided, 9(4.9%) disagreed and 12(6.6%) strongly disagreed with the statement that provision of sufficient support on academic efforts to Orphaned and vulnerable children by guardian/parents has increased the academic achievements. Further the study findings showed in terms of means and standard deviation that Provision of sufficient support on academic efforts to Orphaned and vulnerable children by guardian/parents has increased the academic achievements (Mean=3.91, Std. dev=1.01).

One of the Headteacher Noted that
"Because of the insufficient academic support, from the parents and guardians, low academic achievements among Orphaned and vulnerable children"
…………………………………………………………………………….
Further, 43(23.8%) of the respondents strongly agree, 108(59.7%) agree, 9(4.9%) were undecided, 9(4.9%) disagreed and 12(6.6%) strongly disagreed with the statement that Orphaned and vulnerable children take long to be accepted in their social group which drives them to make rush decisions that impact their academic work negatively. Further the study findings showed in terms of means and standard deviation that Orphaned and vulnerable children take long to be accepted in their social group which drives them to make rush decisions that impact their academic work negatively (Mean=3.89, Std. dev=1.04).

Further another Headteacher Noted that
"The society always takes long to accept the Orphaned and vulnerable children according to their social class; in this situation they end up making rush decision which later affects their academic Performance"
………………………………………………………………………..

Also, 41(22.6%) of the respondents strongly agree, 116(64.1%) agree, 2(1.1%) were undecided, 11(6.1%) disagreed and 11(6.1%) strongly disagreed that the culture values and attitudes where orphaned and vulnerable children were brought up affect their academic achievement. Further the study findings showed in terms of means and standard deviation that the culture values and attitudes where orphaned and vulnerable children were brought up affect their academic achievement (Mean=3.91, Std. dev=1.01). Finally, 27(14.9%) of the respondents strongly agree, 113(62.4%) agree, 15(8.3%) were undecided, 14(7.7%) disagreed and 12(6.6%) strongly disagreed that orphaned and vulnerable children have low academic achievements because they are poor in communication skills. Further the study findings showed that orphaned and vulnerable children have low academic achievements because they are poor in communication skills (Mean=3.71, Std. dev=1.03).

Summary, Conclusions and Recommendation
Summary of the Study
Peer Pressure Influence on Academic Achievement of Vulnerable and Orphaned Children
The study first objective was to establish whether peer pressure influencing the academic achievement of vulnerable and orphaned children in Ainabkoi Sub County in Kenya. The respondents agreed in all aspects of peer pressure. They agreed that, orphaned and vulnerable children take long to be accepted in their social group which drives them to make rush decisions that impact their academic work negatively, orphaned and vulnerable children engage in defiant behavior as they do not know how to stand up to peer pressure which impact their academic work negatively, Orphaned and vulnerable children are not able to withstand sustained pressure from their friends which impact their academic work negatively and orphaned and vulnerable children are not able to choose to do things differently from their friends which impact their academic work negatively

The study findings also showed that peer pressure was statistically significant and have positive influence on academic achievement of vulnerable and orphaned children in Ainabkoi Sub County in Kenya. The study findings also revealed that peer pressure have a positive influence on academic achievement of vulnerable and orphaned children in Ainabkoi Sub County in Kenya. This implies that orphaned and vulnerable children take long to be accepted in their social group which drives them to make rush decisions that impact their academic work negatively. Also, they engage in defiant behavior as they do not know how to stand up to peer pressure which impacts their academic work negatively. Further, they are not able to withstand sustained pressure from their friends which impact their academic work negatively and orphaned and vulnerable children are not able to choose to do things differently from their friends which impact their academic work negatively.

Conclusion of the Study
The study concluded that peer pressure has a positive influence on academic achievement of vulnerable and orphaned children in Ainabkoi Sub County in Kenya. This implies that orphaned and vulnerable children take long to be accepted in their social group which drives them to make rush decisions that impact their academic work negatively. Also, they engage in defiant behavior as they do not know how to stand up to peer pressure which impacts their academic work negatively. Further, they are not able to withstand sustained pressure from their friends which impact their academic work negatively and Orphaned and vulnerable children are not able to choose to do things differently from their friends which impact their academic work negatively.

Recommendations of the Study

That there is a need to realistically have a discourse of this phenomenon. Strategic and deliberate efforts aimed to eradicate disparities and the inequality in this marginalized subpopulation. It is essential to execute collaborative efforts with community- based organizations such as World Vision, SOS among others, and other relevant groups under the auspice Ministry of Education.

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