

**PERCEPTION OF PREMARITAL COUNSELING AMONG UNIVERSITY
STUDENTS: A CASE STUDY OF UNIVERSITY OF ELDORET**

BY

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**A THESIS SUBMITTED TO THE SCHOOL OF ARTS AND SOCIAL
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DECLARATION

Declaration by Candidate

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DEDICATION

I dedicate this thesis to my loving wife Everline Jelagat and to my beautiful daughters, Elsy Cheptoo, Gloria Chepkurui, Clare Chepchumba, and Valarie Chelimo for their patience, support and encouragement throughout my study period, their understanding and contribution gave me comfort all through the period of my study.

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ABSTRACT

Marriage is the most important and serious step preceding establishing a family. Increasing year by year, the number of divorces leads to the obvious conclusion that couples' expectations from marriage were not fulfilled. Suicides, killings, high divorce rates and marital conflicts are evident in almost every newspaper and other media about university students. Divorce is catastrophic, leaving in its wake insecure and hurting children and spouses. Therefore, purpose of this study was to investigate the perception of premarital counseling among students at University of Eldoret. The study objectives were: to investigate the students' knowledge level of premarital counseling at the University of Eldoret; to assess the importance attached to premarital counseling by students at university of Eldoret; and to establish the perception of premarital counseling among students at university of Eldoret. This study was guided by solution-focused theory. The current study employed a case study research design. This study was conducted at the University of Eldoret. Students from 1st, 2nd, 3rd and 4th year from all the faculties were chosen to be the target population for this study. The total targeted population was composed of 10,600 students. The sample size for this study was derived from the target population using the Yamene formula. The sample size of this research was therefore going to be 99 university students. The sampling technique adopted was therefore probability sampling, specifically, simple random. This study will make use of interview schedule as the main data collection tool. The study conducted a pilot study using 10 students from Moi University to find out if the participants understood the questionnaire. Data for this study was analyzed both quantitatively and qualitatively. Quantitative data was analyzed descriptively. Descriptive statistics such as frequencies and percentages were used to analyze data. Tables and charts were used in presentation of data to allow visual simplicity of presented data. Qualitative data generated from questions was organized into themes, categories and patterns pertinent to the study. This helped identify information that was relevant to the research questions and objectives. The results of the study indicated that university students were aware of premarital counseling. The researcher also sought to find out the main source of knowledge about premarital counseling. Findings indicated that most of the respondents agreed that premarital counselling has values to the participants and others students who are preparing to get married. The areas usually given importance to premarital counselling are the couples interest and activities, self-expectations from the marriage, communication with each other, religion, family issues, children, finance and sexuality. Findings showed that premarital counseling can provide guidance so that each person can mature to their fullest potential within the boundaries of a vital, fulfilling relationship. Findings indicated that premarital counselling helps students to have skills on how to tackle their life experience; premarital counselling is a good idea and should be introduced to the university. This study concludes that University of Eldoret students have enough knowledge about premarital counseling program as a beneficial tool. The programs offered helps the couples to identify loopholes in the relationships: those that are likely to negatively affect their relationship and address them appropriately before the knot is tied. The study recommends that a curriculum should be designed by every University in consultation with the church to guide those who offer premarital counselling. This ensures that counseling becomes interesting and attractive to students thus encouraging them to participate in the programs. Premarital counseling should be maintained and encouraged in all the Universities.

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OPERATIONAL DEFINITION OF TERMS

Knowledge- refers to the amount of information or understanding the student has on the subject matter in this case premarital counseling.

Marriage- A legal relationship between the husband and wife

Perception- is some aspect of a person's self-awareness or awareness of his/her life. They include a person's thoughts, feelings, behaviors, and experiences.

In this study it is used to refer to the way in which a phenomenon is regarded, understood or interpreted. The ability to understand and make a judgment about something

Premarital counseling—refers to knowledge and skills –based training that provides couple with information on ways to sustain and improve their relationship once they are married.

ABBREVIATIONS

CCAR -	Central Conference in American Rabbis
DAS -	Dyadic Adjustment Scale
PICK -	Premarital Interpersonal Choice and Knowledge
PMC -	Premarital Counseling
PMCC-	Premarital Counseling and Care
RRA -	Reform Rabbinical Association
SPSS -	Statistical Package for Social Sciences
STD -	Students

CHAPTER ONE

1.1 Introduction

This chapter outlines the study background on perception of premarital counseling among the university students from global perspective to local perspective. This chapter also outlines the main purpose of the study and the specific objectives.

1.2 Background to the Study

Pre-marital counseling is a program that is typically educational in nature and is time-limited and content specific Young (2011). Sindabi, (2013) defines pre-marital counseling as a therapy oriented to couples who plan to marry and it aims at evaluating the relationship with the possibility for/ or deciding against marriage, sensitizes partners to potential problems and teach positive ways of communicating about and resolving conflict. Therefore, is based on a prevention perspective that has the goal of starting with happy couples and helping them maintain their relatively high levels of functions.

Marriage, as a very important part of individual and social life, means entering a new phase of life. Moreover, marriage establishes a family and secures the human survival. If done in favorable conditions and with sufficient knowledge, marriage has significant effects on individual and social health, including the reduction of diseases and violence and, consequently, enhancement of mental and physical health (Waite & Gallagher 2000) cited in Rajabi et al., 2017). However, one of the basic components of premarital counseling is the family life education; it provides the couples with knowledge about individuals as sexual beings, as well as addressing family roles and responsibilities, parenting, human development and inters personal relations (Labadi & Long, 2010).

In a review of PAIRS research, Gordon & Durana (1999) discuss several studies that suggest PAIRS can lead to improvements in several areas such as marital satisfaction,

cohesion and emotional well-being. A key limitation of the research, however, is that few controlled studies have been done with PAIRS. Gordon & Durana (1999) cite an unpublished study by Turner year that compared PAIRS participants to control participants, and found that the PAIRS intervention had a positive impact on interaction style, social support, and marital discord. Lee (2007) noted that, couples explore the pleasures of physical bonding and touch, as well as their sensuality and sexuality. Early sexual decisions, sexual myths, and jealousy are also addressed. The fifth and final section is devoted to clarifying expectations and goals. Using the skills and insights developed throughout the program, couples negotiate a contract or set of expectations for their relationship.

Rajabi et al., (2017) while citing Markman et al., (2004), reported that effectiveness of premarital counseling helps the university students develop a positive attitude toward marriage. Therefore, the evaluation of the fears and concerns of students before marriage can help as it is a good source of data for predicting the perception and formation of intimate relationships (Alexander, 2008). The literature on premarital counseling shows the significant effect of premarital programs (Larson, Blick, Jackson & Holman, 2010). Further effort is required towards providing premarital counseling and teaching communication skills to the students because of the high level of marital maladjustment and evidence suggesting a relationship between marital dissatisfaction and wide range of social issues (Bradford et al., 2016).

Malaysian university students have a slight preference for face-to-face premarital counseling as compared to online counseling, although both types of counseling were viewed positively. Responses indicated that the average participant was fairly open to receiving counseling services either online or face-to-face (Wong et al., 2018). These results also suggest that, aside from the majority of participants who are largely open

to either form of counseling, there is a sizable subset of university students (about 35% of this Malaysian sample) who would be unlikely to utilize face-to-face services but would be significantly more receptive toward the idea of online pre-marital counseling (Bathje et al., 2014).

In Uganda, the risk of unintended pregnancies and unsafe abortions remains high due to relatively low contraceptive use. There is paucity of data on knowledge, attitudes, perceptions and practices towards pre-marital counseling, sexual and reproductive health especially among the young female university students. Unintended pregnancies are associated with increased risk of unsafe abortions, maternal morbidity and mortality. In order to avert the unintended pregnancies and consequent adverse outcomes, pre-marital counseling has been prioritized as a key intervention. Improving the universal access to sexual and reproductive health services including contraceptives was a key target of the Millennium Development Goals.

In Nigeria, premarital counseling is one of the health promotion activities which provided in the maternal and child health services programs (Whitehead, 2004). It is the services offered to students in order to avoid early marriages, educate and prepare them for the establishment of a healthy family (Al- Kahtani, 2000). Premarital counseling is one of the most important strategies for prevention of genetic disorders congenital anomalies and several medical psychosocial marital problems.

Williams (2007) mentioned that several programs have been developed that teach couples skills for communicating and handling conflict in Kenyan universities. Some programs also address other topics, such as nurturing positive aspects of the relationship. These programs are traditionally offered in a group format, but the concepts can be used with couples in therapy. A brief description of four of the most

well-known and empirically-supported programs include: relationship enhancement, couple communication, prevention and relationship enhancement program (PREP). PREP is a 12-hour program that helps students develop better communication and conflict resolution skills, explore their expectations for the relationship, explore their attitudes and choices around commitment, and enhance their relationship bond through fun, friendship, and sensuality. Another programme is a practical application of intimate relationship skills (PAIRS) which is a comprehensive 120-hour program that emphasizes both learning skills and an in-depth exploration of the self (Gordon & Durana, 1999 cited in Williams, 2007).

In a review of PREP outcome studies, Halford et al., (2003) noted that in three of the four studies, PREP promoted sustained relationship satisfaction and stability. PREP couples, for example, had a lower incidence of divorce compared to control youth. In addition, one study found that PREP couples reported fewer instances of spouse physical abuse compared to control couples across three-, four-, and five-year follow-ups. PREP is the only program to have published outcome studies of more than 12 months (Halford et al., 2003).

In University of Eldoret premarital counseling is very important to students because they learn communication skills and skills for effectively resolving conflict. Students also learn to identify caring behaviors, and uncover hidden expectations or beliefs about love and relationships. Students uncover what early messages they learned about love and relationships, and explore how family-of-origin rules, myths, or loyalties may affect their current relationships. The impact that different roles or personality styles can have on intimacy is also addressed. Premarital counseling focuses on bonding, which includes partner, need for build bonding from differentiate incomplete for sex, and freeing repressed emotions from the childhood and recent past. Couples also

identify caring behaviors they would like from their partners, and identify- “turn-ons/turn-offs”(Williams, 2007).

In the University of Eldoret marriage to a student is a ghost which is not a priority anymore because of the false idea of losing personal freedom, economic problems, and cultural and psychological reasons such as fear of spouse, escaping responsibilities, superficial understanding of marriage, and seeking luxury. Marriage has become a subculture, losing its priority among the university students because it has lost its significance and the age that marriage has increased. It is currently the seventh priority, preceded by finding a job and education. This indicates that the university students lack the motivation to marry and delay it because of problems and crises (Amato & DeBoer 2001, cited in Rajabi et al., 2017).

In the University of Eldoret, the appropriate time for changing the perception among students toward marriage is before marriage since the university students rarely succeed in rationally evaluating their perceptions and expectations after marriage (Markman, et al., 2010). Parents and educators must help these students to develop a positive perception toward marriage.

1.3 Statement of the Problem

Marriage is the most important and serious step preceding establishing a family. Increasing year by year, the number of divorces leads to the obvious conclusion that couples' expectations from marriage were not fulfilled. Normally when mates are or were selected, they are chosen from the same level of education. Many reasons give rise to this pattern of choice mainly because time is spent with individuals more at these levels than anywhere else. As much as this is normal, the other ends of the -‘see saw’ is also rife. Some choose otherwise based, on the fact that familiarity breeds contempt.

Men marry women of the same level or a little lower whilst women marry of the same level or higher Benjamin (2008).

Experts frequently try to bring premarital counseling to the attention of the university students and emphasize the importance of preventative works to lower the rate of divorce. Several research studies have shown that the rate of divorce is 30% lower among couples who attend to and complete marriage preparation programs (Stanley, et al., 2012) reported that people generally allocate too little time to considering what awaits the couple in their future marriage

Suicides, killings, high divorce rates and marital conflicts are evident in almost every newspaper and other media about university students. Divorce is catastrophic, leaving in its wake insecure and hurting children and spouses. To help couples who are planning to marry is the best method of preventing the present statistics from increasing. There seems to be a lack of problem-solving techniques that is readily available in premarital counseling. The concept of traditional marriage is side-stepped making room for modern marriage (Bradford, et. al., 2016).

The presence of diverse perceptions puts the actual counseling at jeopardy and thus, this research seeks to fill the gap between the existing literature on perception of premarital counseling and the actual reality by investigating the perception held by university students. It sought to answer the questions, what are the existing perceptions on premarital counseling, and why the perceptions. The research also intended to test the knowledge of the students on premarital counseling.

1.4 Purpose of the Study

The purpose of this study was to investigate the perception of premarital counseling among students at University of Eldoret.

1.5 Objectives of the Study

The specific objectives were:

- i. To investigate the students' knowledge level of premarital of counseling at the University of Eldoret.
- ii. To assess the importance attached to premarital counseling by students at university of Eldoret.
- iii. To establish the perception of premarital counseling among students at university of Eldoret.

1.6 Research Questions

The study sought to answer the following research questions: -

- i. What is the level of knowledge of students on pre-marital counselling at University of Eldoret?
- ii. What is the importance of pre-marital counseling among students at University of Eldoret?
- iii. How is pre-marital counseling perceived among students at University of Eldoret?

1.7 Scope of the Study

This research was carried out in University of Eldoret within a period of three months beginning from March 2015 to June 2015. Study respondents were first year to fourth year university students in the aforementioned institution. The study sought to find out the existence of knowledge of pre-marital counseling, the importance of pre-marital counseling and perception of pre-marital counseling among students at university of Eldoret.

1.8 Significance of the Study

The outcome of this study is important to the university counselors, the university student fraternity, curriculum developers and religious institutions because the outcome will aid in the handling of different perceptions investigated in the study. University counselors are the most visible and accessible sources of help for the students. Therefore, they become a critical starting point of intervention for the students.

The study is an eye opener to the counselors on how to handle the information shared by the students during counseling interventions. Religious institutions deal firsthand with premarital counseling of university students and parents. The findings of the study are useful to curriculum developers for it will improve the collaboration of the three parties in relation to premarital counseling

The information gained from this research can be used by the student fraternity in general to understand and appreciate the aspects of premarital counseling. Scholars and academicians shall also benefit from the study; it will also act as a reference material in the future for those who aspire to pursue the same subject studied.

1.9 Limitations of the Study

The study only covered issues of pre-marital counseling and no other areas of focus in counseling. The findings of the study were only applicable to university students and not youth in other settings. The other limiting factors may be majorly on the tools of data collection and the respondents. This is because the instrument used in the study involved interview which has various limitations among them are: The use of an occasional spontaneous question makes the answers difficult to quantify and analyze. Spontaneous questions asked of some and not of others can be seen as unfair or possibly

misleading or can be time-intensive. The interviewer must be capable of performing reliable interviews, not generalizable and prone to possible bias.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the study based on the following research objectives: knowledge of premarital counseling, importance attached to premarital counseling and the perception of premarital counseling.

2.2 Theoretical Framework

This study was guided by solution-focused theory (SFT). It stated that the development of solution-focused therapy emerged from "feedback from the clients as to which elements of therapy were effective in increasing goal attainment. It is a brief therapy approach that emphasizes clients' strengths and attempts to produce desirable solutions to their problems after marriage (Brief Family Therapy Center, 2003). SFT is future-focused; goal directed and focuses on solution rather than on the problems that brought the clients to seek counseling. This theory originated in early 1980s at the brief family center in Milwaukee through the work of Steve De Shazer (1986) as cited in Mbunga, (2010). The Solution Focused Therapy according to Brief Family Therapy center (2003) assumes that, it is not possible to know one true reality.

In the University of Eldoret, students' is already working and how a client would like their lives to be rather than focusing on the past and the origin of the problem. Thus, knowledge and truth are culturally relative, and the focus is on clients' perceptions of problems rather than on objective facts. The meaning is that a client ascribes to situations and events that are changeable, and the practitioner helps clients to develop adaptive perceptions of their life experiences (O'Connell, 1998).

The importance of premarital counseling to a University student generally include to: teach students information about married life, enhance students communication skills, encourage couples to develop conflict resolution skills, and allow the couple to speak about certain sensitive topics, such as sex and money Stahmann & Hiebert, (1997) cited in Murray, & Murray, 2004).

In the university a solution-focused approach to premarital counseling aims to help students activate the skills and move toward their shared vision of their future (Friedman & Lipchik, 1999). In developing a shared vision, the practitioner's main function is to help link each partner's individual vision respecting each partner's unique resources and strengths. The premarital counselor should maintain a future orientation and should focus on the clients' goals and objectives in preparing for the marriage (Friedman, 1993).

2.3 The Concept of Premarital Counseling

Murray, (2006) cited Williams & Riley (1999) who examined the topics that participants in marriage preparation programs view as most helpful. Several different types of marriage preparation programs were considered, and all participants in the study were couples who had been married for one to eight years. The results indicated that nearly two-thirds of couples thought that marriage preparation was a valuable experience and some aspects were more valuable than others. Marriage preparation should focus primarily on dealing with the initial transitions of adjusting to married life.

Gamalat et al., (2010) explored and compared the knowledge and attitude about premarital counseling among Hadhramout University Students in Yemen. A comparative descriptive design was used on 400 students (males & females) from

Hadhramout University Colleges. The medical group was represented by College of Medicine & Health Sciences & College of Nursing and the non- medical group was represented by College of Arts & College of Administrative Sciences. Two types of tools were used for data collection were: questionnaire was designed to cover data about student's socio-demographic characteristics, knowledge and regarding premarital counseling and care, and a three-point likert-like scale was used to assess the student's attitude toward premarital counseling. The results of the study revealed that only 5.5% & 22.5% of non-medical and medical groups of students respectively scored high level of knowledge about premarital counseling ($P = 0.000$).

Risch et al., (2003) in Murray (2006) employed a different approach to identifying the topics that are most appropriate to address in premarital counseling. These researchers surveyed couples in their first five years of marriage in order to identify the most common problem areas faced by newly married couples. Their findings suggest that the most common issues faced by the couples in their sample included balancing job and family, the frequency of sexual relations, financial issues, expectations about household tasks, communication and conflict resolution, family-of-origin relationships, and spending time together as a couple.

Similarly, the study revealed that (68.5% & 59.5%) of medical and non-medical groups respectively expressed a positive attitude toward premarital counseling. The study findings also revealed that the females had high level of knowledge score (23.8%) than males (9.3%) about premarital counseling ($P = 0.000$). There are statistically significant differences between medical and non-medical groups in knowledge and attitude toward premarital counseling. Therefore, it was recommended that; conducting health education services about premarital counseling in every college, booklet about

premarital counseling should be available in every college in addition to every medical care service (Gamalat, Amany & Ahmed, 2010).

In a study conducted by Hoda et al., (2015) on improving knowledge and attitude of medical and non-medical students at El Minia University in Egypt regarding premarital screening and counseling used a quasi-experimental design. A convenient sample was employed which composed of 500 of female students enrolled in the previous mentioned settings. The sample was divided as follows: Two hundred students were recruited from the medical faculties, while three hundred students were recruited from non-medical faculties. A statistically significant difference was found between pre and post program regarding premarital knowledge related to the definition, importance, components and suitable time of premarital counseling.

The correct and complete answers increased from 30.0% to 60.5%, from 41.0% to 57.0%, from 8.5% to 23.0% and from 34.0% to 47.0% among medical students respectively regarding the previous items. Also, among the non-medical students, the correct and complete answers increased from 23.7% to 54.0%, from 13.7% to 36.3%, from 7.3% to 19.7% and from 29.3% to 34.7% respectively. The results reveal that 47.5%, 32.0% from medical students and 49.6%, 12.3% from non-medical students respectively reported physician and social worker as providers of premarital screening and counseling. In addition (70.0%) from medical group compared to (75.3%) from non-medical group mentioned that the Maternal and Child Health Center MCH is the place that provides premarital screening and counseling (Hoda et al., 2015).

In family and marriage premarital interpersonal choice and knowledge (PICK) program teaches interpersonal choice and knowledge to the university students and employed

the noted program in order to create beliefs regarding intimate relationships and marriage (Bradford et al., 2016).

Rajabi et al., (2016) in their study aimed to examine the effectiveness of premarital education based on interpersonal choice and knowledge program in reducing fear of marriage and increase motivation of marriage. The research was designed as an experimental study with pretest-posttest and follow-up with a control group. Thirty-nine volunteer single students were selected from universities of Ahvaz city in Iran if they obtained a standard deviation higher than the mean score of fear subscale and were assigned randomly to experimental group (n=20) and control group (n=19). The experiment group was given a premarital interpersonal choice and knowledge program of nine 90-minute sessions twice a week. The results of repeated measures analysis of variance showed that the premarital interpersonal choice and knowledge program reduced fear of marriage and increased motivation for marriage in the experimental group as compared with the control group at posttest and follow-up. From the results it was concluded that the premarital interpersonal choice and knowledge program is a suitable method for reducing fear of marriage and increasing motivation for marriage in single students.

PICK was developed as a model for examining close relationships based on the relationship attachment model. This theoretical model introduces relationship bonds. It comprises the components of knowledge, trust, reliance, commitment, and touch, providing a combination of these five relationship attachments, an image of the general feeling in a relationship, and meaningful information regarding love, attachment, and closeness in a relationship.

Knowledge points to the knowledge and understanding of a dating partner. The first part which comprises five areas: family background, attitudes and actions of the conscience, compatibility potential, examples of other relationships, and relationship skills. The second part comprises of the components of trust, reliance, commitment, and touch, emphasizes the cultivation of an emotional bond or feeling of love with a partner at any stage of the relationship. In this portion, university students learn how to cultivate, commit to, and expand attachment in a relationship and receive instruction on creating a balance between these factors and strengthening the boundaries in a relationship (Rajabi et al., 2016). In general, this program provides a comprehensive review of important grounds for romantic relationships and a comprehensive structure for understanding closeness and intimacy in premarital relationships.

Gabriel and Matthew, (2013) did a study to determine the knowledge, attitude and practice of youths in Yaba, Nigeria towards pre-marital genetic counseling. Data was collected using a questionnaire containing both open ended and closed ended questions. The questionnaires (n= 280) were analyzed by frequency counts, percentages and chi-square. The study shows that 80% of youths had knowledge, 86% had positive attitude and 65% had practiced things related to SCD and premarital counseling. There was a significant association between respondents' education qualification and knowledge, attitude and practices related to SCD and SCD premarital counseling, and between age and attitude and practices related to SCD premarital counseling. In conclusion, public education on the role of premarital genetic counseling should continue and avenues to allow individuals carry out genotype test should still be encouraged.

2.4 Importance attached to Premarital Counseling

Pre-marital counseling is where the counselor deals with engaged couples. In our society, prospective couples tend to spend a lot of time getting ready for the wedding

than preparing for the marriage. As a result, many beautiful weddings are followed by a lifetime of misery or, at best, minimal happiness. Pre-marital counseling is important for the following reasons that were identified by Collins (1980): Unrealistic expectations which lead to disillusionment because most prospective couples assume that their relationship is unique and invulnerable to the threats that destroy so many other relationships. Pre-marital counseling lets couples express, discuss and realistically modify their expectations for marriage. Personal immaturity that leads to insensitivity due to what comes out of a marriage depends primarily on what is brought into the relationship. If one or both of the participants is/are self-centered, hypercritical, impatient, and competitive or is/are striving for status, this type of characteristic puts a strain on marital stability.

The study further noted that during the time of dating, there often is high anticipation about the future and differences are overlooked. During pre-marital counseling the couples are taught how to resolve their differences and to develop an appreciation for each other's needs and individuality. Changing roles that lead to confusion especially when a couple comes to marriage with unclear roles and vague expectations about his/her own and not other's responsibilities as the stage will be set for both confusion and conflict. Premarital counseling provides an opportunity for a couple to discuss their views and expectations about male and female roles in marriage. Increased divorce rate that leads to unhappiness can be solved through pre-marital counseling, the University, more than any other institution, can work to build a stable foundation to undergird new marriages which will endure and not end in divorce. In the United States, divorce rate, is hovering above 50% and this has led to many couples to decide to become better prepared for the reality and challenges of marriage before taking a plunge. This

preparation is majorly attached to the importance attributed to seeking premarital counseling and its effectiveness.

Yarhouse & James (2008) gave an array of importance of seeking premarital counseling. To them, premarital counseling can identify the typology of a couple based on their relationship pattern and this thus helps in determining whether a marriage relationship can last or end at some point. In this case, they gave an example of a vitalized couple who had a high degree of overall relationship satisfaction quality and are satisfied with one another's personality and another couple named traditional couple who have a moderate dissatisfaction with interactional areas of their relationship and they report some dissatisfaction with their partners personal habits and discomfort in discussing feelings and dealing with conflict.

Early intervention with couples is beneficial because the risk of divorce is highest in the early years of marriage (Kreider & Field, 2001). The goal of premarital counseling is to enhance the premarital relationship and future marriage so that it might develop into a satisfactory, stable marital relationship (Poley, 2011).

Premarital counseling has been viewed by many institutions, including churches, as an effective means of fighting the high rate of divorce. The purpose of premarital counseling is to work out any problems in the relationship prior to the marriage as well as to prepare the couple for what is expected in a marital relationship. Additionally, it equips the couple with effective communication skills to enable them to solve problems as and when they arise (Poley, 2011).

Premarital counseling is also a good resource for learning more about each other as partners and thus, is a therapy intended to help develop a deeper level of communication among the program seekers. It also determines compatibility as well as giving a good

start towards building a strong relationship in a couple. According to Murray (2004), couples who participate in premarital counseling demonstrate overall positive psychological health and do not have serious relationship problems. Since couples receive formal education on marriage and family life, premarital counseling thus helps in facilitating change by preparing couples for an aspect of family life about which they may have limited knowledge and experience.

Premarital counseling teaches couples vital information about married life, aims at enhancing couple communication skills, encourages a development of a conflict resolution skill and allows them to speak about certain sensitive topics such as sex and money (ibid).

Premarital counseling enhances premarital relationship so that it might lead couples into developing a satisfactory and stable marital relationship. It also helps a couple dig deep down for the treasure that may, or may not exist (Sandra, 2008). Premarital counseling is important in that it helps in facilitating constructive conversations hence creating healthy patterns. It also aids in diffusing issues that would have become bigger later in a marriage relationship as well as having a couple be in a position to create a meaning in a marriage (Young, 2010).

According to Zikhali, (2009), premarital counseling helps in evaluating a relationship with the possibility of deciding for or against marriage, sensitizes partners to potential problems, teaches positive ways of communicating about and resolving conflict and also it is an important program especially for adult children of troubled, dysfunctional or divorced families. Premarital counseling gives couples a chance to enhance their core relationship skills, provides the opportunity to assess parental conflict areas stemming from different views on money, sex, parenting etc. gives better understanding on how

personality and family history can influence a relationship, strengths communication and conflict resolution skills ,helps one to openly discuss the respective views on love, infidelity and divorce as well as aiding in the definition and discussion of expectations for marriage, finance work and children.

Schonbuch, (2012) in a program called the starting healthy and long-lasting marriages has begun to teach engaged couples the skills needed to have a successful marriage. The program teaches specific, easily learned methods for successful communication and effective problem-solving. The goal was that participants would emerge with a deeper self-knowledge and the tools to build a happy, successful and long-lasting marriage. In just one or two sessions couples would cover important issues such as: increased understanding and, sensitivity communicating effectively through a sense of mutual respect, promoting self-confidence in each other and financial management. The workshop, which has been presented to over 1,000 couples, is an evidence-based, scientifically-validated program designed to teach core relationship skills focusing on the centrality of bonding (attachment) and to develop a unique understanding of the logic of love and emotions. It is important to note that the positive data from these pre- and post-test only reflected participants' attitudes time they took the workshop, either while they were engaged or shortly after marriage.

For an Orthodox couple, premarital counseling is important for several reasons. First, it creates shared meaning. As individuals, we respond to challenges such as financial stress, difficulties in the workplace, and child rearing in different ways. Exploring how couples can act as a team to face challenges together creates a deeper bond where each individual's ability habilities. By to participating in a premarital counseling program, couples are demonstrating that they are committed to collaborating together to solve problems that may arise. Second, it helps couples to assess potential conflict areas

stemming from different views on expectations concerning issues such as marriage, finances, work and children. Third, it gives couples a sense of confidence that if and when a problem arises, they have a set of skills that can help them resolve their challenges (Maybruch, 2012b).

In another study, eight hundred and thirty-two pre-marital counseling graduates were invited to participate in the online survey; 74 individuals (8 percent) completed the survey. A statistical test was conducted to determine whether or not there were differences in marital satisfaction as measured by the DAS between those who attended the program. The difference in marital satisfaction between these three groups was statistically significant. According to the study, those who participated in the pre-marital counseling program had the highest overall level of marital satisfaction, which was higher than both those who participated in another premarital workshop, and those who did not participate in any premarital workshop (Maybruch, 2012a).

Ntim, (2014) did a study to investigate the impact of premarital counseling on adjustment among university students Cape Coast in South Africa. A case study was used as the design for the study. Convenience sampling procedure was used to select the three churches from the Cape coast. A structured questionnaire was used to collect the data for the study. The study revealed that many Christian youth had positive attitude towards the views on premarital counselling as only few of them had negative attitude towards views on premarital counselling. It also revealed that many Christian youth found experience and knowledge gained from premarital counselling to be very relevant to their marriage life. There was no significant difference in Christian youth who had undergone premarital counselling, and those who had not.

Murrira, (2019) did a study to analyze factors influencing cohabitation among young adults in MCK Kaaga Circuit. Specifically, the study sought to establish the influence of financial ability, family of origin, peer pressure, premarital pregnancy and premarital counseling on cohabitation among young people. The study adopted the descriptive survey design. The study target population was 780 participants where a sample of 251 was realized using stratified random sampling and simple random sampling. The sample comprised 235 young adults, 11 youth counselors and 5 church ministers. A questionnaire was used to collect data from the participants while an interview schedule was administered to church ministers and youth counselors. A pilot study was conducted in MCK Kinoru Circuit, targeting 25 young adults, 2 church ministers and 2 youth counselors. The data was analyzed through SPSS and presented in percentages frequency tables and figures. The study established a strong and positive relationship between financial background and cohabitation among young adults. The study established that lack of financial ability specially to solemnize a wedding was the major cause of cohabitation among the young adults. further, family context influenced young adults to cohabit when they decide to form family unions; the more peers of young adults were cohabiting the higher the likelihood of young adults cohabiting and vice versa; premarital pregnancy was a key contributor to cohabitation as the welfare of the child had to be secured, and the church's premarital program had little influence in controlling cohabitation.

2.5 Perception of Premarital Counseling

In the perception of premarital counseling, studies have shown that Premarital Interpersonal Choices and Knowledge is an effective method for creating a positive perception and motivation for marriage. Researchers have realized that PICK can positively affect the perception, attitude, stress, and behavior of individuals (Behzad &

Jalilian 2014). Moreover, they concluded that participants in PICK program have acquired a more rational and realistic belief and attitude toward marriage and relationships (Ingersoll et al., 2012). This program significantly changes the attitude and motivation of the youth towards relationship building exercise. The participants in the experimental group acquired a more positive attitude toward marriage, making a choice, or being chosen compared to the control group (Fallahzadeh et al., 2012).

Perception of premarital counseling is an important preventive tool for families in order to avoid the costs of divorce. Thus, many preventive programs try to change the process of maladjustment and divorce rate by focusing on the society and those at risk, especially married couples or those about to be married, and few studies have focused on single youth in order to change their attitudes and motivation before marriage. As the motivations and attitudes of this group can be an important source of information for predicting marital problems (Kuo & Raley, 2016), the main focus of the present study was on premarital counseling as an effective preventive tool for reducing the stress and increasing the motivation for marriage in single university students. Having a good perception amongst the youth on pre-marital counseling is also important fault detection exercise which enables them avoid unintended pregnancies.

Premarital Counseling is an activity that actually takes place in all sets of life, whether modern way of living or old culturally based settings. It is readily available with different providers. Sandra (2008) states that, it is natural for most people to have different perceptions on premarital counseling because of several reasons among them, on healthy needs of relationships or a couple planning to marry is not simply ready to commit these reasons that is; especially those affecting readiness commit or status /type of a relationship lead to these rate is also an evident feature since it highlights the difficulty many couples have in achieving a happy and lasting marriage and this also

affects how people perceive premarital counseling whether it is a positive or a negative feature.

Previous research outcome also does lead to different perceptions for instance, in the United States, the Army Family Research, perceive premarital counseling as having had a very little effect on subsequent marital satisfaction. The outcome of the survey will definitely affect the perceptions of its recipients on premarital counseling (Schummet et al., 2000).

Al-Enezi & Mitra (2017) carried out a study on Knowledge, Attitude, entitled and Satisfaction of University Students Regarding Premarital Screening Programs in Kuwait” The participants’ perception toward premarital counseling was assessed through a score based on the responses to 6 attitudinal statements on the form of five to one points Likert scale. A prior cutoff point was selected at the first quartile value which was 20. A score from 6 to 20 reflected unfavorable attitudes whereas a score of 21 to 30 reflected favorable attitude. The level of perception towards premarital screening program was significantly associated with female gender ($P < 0.001$), marital status ($P = 0.023$), higher years of study ($P = 0.002$), higher family income ($P = 0.019$). Mandatory premarital screening program have been implemented into high-risk populations worldwide since with a remarkable the success 1970’s.

The success of thalassemia control program of Cyprus is a promising example of how measures such as health education, carrier screening, premarital counseling and prenatal diagnosis can reduce the incidence of B-thalassemia major. In Saudi Arabia, complete blood count, sickle cell test, and hemoglobin-electrophoresis were used in the premarital screening, resulting into more than 70% reduction of the prevalence of B-thalassemia during the period of 2004 –2009 (Memish & Saeedi, 2011). In multivariate

analysis, education in medical faculties and presence of hereditary disease in the family were significant predictors of knowledge about hereditary disease. This study identified some demographic factors which determined the outcome of knowledge about premarital screening and hereditary disease. Also, the study demonstrated that more than 90% of the people were not satisfied about the premarital screening program, and more than 70% had to wait for a long time before receiving the test results. These areas of dissatisfaction should be improved for a successful program (Al-Enezi & Mitra, 2017).

2.6 Critical Review of Literature

Reading through what scholars and researchers have written about premarital counselling, one gets impressed on a lot of interest that this subject has received over time. There are some specific tenets of premarital and marital counselling that are universal. For instance, almost all authors and researchers allude to the fact that premarital counselling is very essential for those planning to get married. It is a golden opportunity to make the marriage relationship worth living instead of enduring it. The approach to premarital counselling is also commendable. A good number of authors reviewed have taken the pastoral counselling approach (Young, 2010).

For the African traditional context, premarital counselling is more than just a program. Pre-marital counselling and guidance begins during initiation into adulthood ceremonies, and many more opportunities are available in the society. These opportunities are used to communicate to those not yet married, the key principles for marriage to succeed. Hence when a couple finally gets married, they have already been receiving counselling and guidance from several experts. There was no specific expert designated in a specific place to do counselling for couples who are preparing to get married, nor was there any structured curriculum to cover like in the formal counselling.

This aspect is yet to be appreciated and adopted in practice by those who study premarital counselling (Young, 2010).

It is undoubted that the sessions covered in premarital counselling are important for adjusting to each other. The key topics that the scholars have generally agreed include: finances, personality, in-laws, roles, sex, faithfulness, parenting, communication and family of origin. Perhaps an approach that brings a combination of all the above and more relevant topics is needed (Murray and Murray, 2004). The family of origin and personality topics should be given more emphasis. This is supported by psychoanalysis theory, which it bringing has a lot of impact in later years, especially during marriage. The emphasis has been placed on the outward appearances and what the society term as ideal marriage, when in the real sense, the past, unresolved businesses of the couple usually take the centre stage once they get married. This destabilizes marriage to a great extent.

There has not been an intensive research that is correlation, following up with the couples from the time premarital counselling begins to their early years of marriage. Many of the research findings available are based on participants from religious spheres. The data may have been given out of subjectivity as opposed to objectivity. Many researchers have recommended that a study needs to be carried out from the non-religious spheres. The method of collecting data has been largely relied on oral interviews and questionnaires. This may have been limited by the willingness of the participants to avail information freely (Ikenye, 2013).

A critical analysis of Family Life Cycle reveals a number of positive traits in this research. It justifies the need for couples preparing to get married to have a positive attitude towards premarital counselling. This is because each stage of marriage has got

its own unique challenges, developmental tasks and issues to handle. Premarital counselling comes in handy as a way to handle these challenges. The transitions from one stage of marriage to another are very important since they determine the success of the next stage.

However, there are several gaps that the model has in relation to the context of this study. First, it misses out on the need for communal aspect in the stages mentioned. Ikenye's model (2013:8) of 'African Christian Marriage' provides for a possibility for the communal involvement. He sees marriage in African societies as a communal event. If each stage is celebrated by the community, it strengthens the bond of the couple and members of the nuclear family. There is a high sense of belonging and accountability in Ikenye's marriage model. With the changing times in the African traditional societies, urbanization is slowly making people more individualistic than communal.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter covers the research design that was used in the study, which serves as a guide to obtain answers to the research questions and objectives. It also contains the study area, the target population, the sample size, sampling techniques, data collection instruments and procedure, pilot, reliability and validity of the research instrument, data analysis and ethical consideration.

3.2 Research Design

Schindler (2003) defines a research design as a blueprint for fulfilling objectives and answers to research questions. The author emphasizes that a research design is a plan and a structure of investigations so conceived as to obtain answers to research questions. The research design expresses both the structure of the research problem and the plan for investigation used to obtain empirical evidence on relations of the research problem. The current study employed a case study research design. A case study is an empirical research method used to investigate a contemporary phenomenon, focusing on the dynamics of the case, within its real-life context (Yin, 2003).

A case study recommends triangulation of data by giving the observant an opportunity of collecting data using interview schedule all under a single study (Eisenhardt, 1989). It involves incorporation of multiple sources of collecting information like observation and interviews schedules. In this case study, an in-depth understanding of the cases through collecting multiple forms of data was developed situating the case within its setting which may be physical, social, historical or economic in nature (Miller et al., 2009). Qualitative study is appropriate when human beings are the population of the study or when they are being studied (Denzin & Lincoln, 2008). This research design

was selected as it gave the researcher an opportunity to be more interactive with participants during collection of data. A qualitative approach gives the researcher an opportunity to investigate a phenomenon within the part offer a great understanding of how real life is (Kombo and Tromp as cited by Moeti, 2019). By using qualitative approach enabled the researcher to interact with the participants. It is through this interaction that the researcher was able to probe for further information.

Interpretivist paradigm was chosen as it aims to acquire new interpretations which are dependent on perspective and time. Interpretivist paradigm is of the view that in research, information can only be acquired if there is a dialogue between the participant and researcher and it is through this dialogue where an in-depth understanding of the phenomenon under study was achieved (Ponterotto, 2005). Researchers using the interpretivist paradigm mostly use qualitative methods during their study in order to make meaningful responses of a phenomenon (Tuli, 2010).

3.3 Location of the Study

This study was conducted at the University of Eldoret. The University of Eldoret is one of the 22 public Universities in Kenya and situated approximately 9 km along the Eldoret-Ziwa road in Eldoret town, Uasin Gishu County. It is located at a latitude of $0^{\circ} 16' 55.6''$ (0.2821°) north, a longitude of $35^{\circ} 17' 40.4''$ (35.2946°) east and an elevation of 2,210 meters (7,251 feet). 310 kilometers North West of Nairobi. The University is one of the best sciences and agriculture in the Western region of Kenya.

According to the university of Eldoret admission office the university had a total of 10600 students which formed the study population.

3.4 Target Population

The population of a study refers to a large group of people who take part in the study (Neuman, 2007). 12A target population was the subject on which the measurement is being taken in University of Eldoret. Students from 1st, 2nd, 3rd and 4th year from all the faculties were chosen to be the target population for this study. The total targeted population was composed of 10,600 students. As shown in table 3.1

Table 3.1: Target Population

Category	Target population
1 st year	3350
2 nd year	2850
3 rd year	2300
4 th year	1500
5 th year	600
Total	10600

3.5 Sample Size and Sampling Techniques

A sample is a representation of a population of interest (Charles and Mertler, 2002). The sample studied was obtained from the student's population enrolled in the university; this information was obtained from the University of Eldoret admissions office. A group chosen from a larger population with the aim of yielding information about this population as a whole is termed as a sample. It is a miniature picture of the entire group or aggregate from which it has been taken. It is a smaller representation of a larger whole. A good sample not only needs to be representative, but also adequate or of sufficient in size to allow confidence in the stability of its characteristics, Salaria (2012). Although the research onion is silent on population and sampling design, these

were instrumental in any research undertaken. The qualitative side had a small sample size and quantitative had a bigger sample size (Blumberg, Cooper & Schindler, 2014).

The sample size for this study was derived from the target population using the Yamene formula (Yamane, 1967) as illustrated in the following formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where: n= sample size, N= Population size, e= the level of precision / or error limits

For this research therefore;

N = 10600, e = 0.1%

$$\text{From } n = \frac{N}{1 + N(e)^2}$$

$$\text{Therefore, } n = \frac{10600}{1 + 10600(0.1)^2}$$

$$n = 100$$

The choice of Yamane (1967) formula to determine the sample was chosen because the researcher considers it suitable for determining an appropriate sample. According to Yamane (1967), this formula is advantageous because it gives the precision /sample error which can be determined. Sampling error or precision level is arranging in which the value of population is estimated to be and is usually expressed in percentage. The level of precision thus helps in the elimination of sampling errors.

The minimal sample size can easily be determined that the researcher wants to investigate for any given population size. Confidence level ensures that, at least a certain percentage of the selected respondents have the true population value within the range of precision specified. In practice, 95% confidence level with at least 5%

precision rate is assumed to be reliable. The sample size of this research was therefore going to be 99 university students. The sampling technique adopted was therefore probability sampling, specifically, simple random.

Table 3.2: Sample Size

Class	Target Population	Sampling Procedure	Sample Size
1st years	3350	$(3350 \div 10600) \times 99$	31
2nd years	2850	$(2850 \div 10600) \times 99$	27
3rd years	2300	$(2300 \div 10600) \times 99$	21
4th years	2100	$(2100 \div 10600) \times 99$	20
Total	10600		99

3.6 Data Collection Instruments

This study will make use of interview schedule as the main data collection tool

3.6.1 Literature Schedule

This study used primary methods of data collection to establish perception of University students towards pre-marital counseling. Also, with the presence of Secondary data, it was used to supplement the primary methods. According to Berri (2003), any data gathered from some earlier responses is secondary. In secondary data, the researcher made use of previous researchers on related fields. The research instruments that were mostly utilized during this study were interview schedule. Interview schedule is a data collection tool used because it is quite popular where case study or qualitative inquiry is carried out. Interviews have been used extensively for data collection across all disciplines of the social sciences, psychology and in educational research.

There are many interviews as suggested by literature; however, the researcher for the purpose of this research used in-depth interviewing. In-depth interviewing, also known

as unstructured interviewing is a type of interview which researchers use to elicit information in order to achieve point of view or situation. It can also be used to explore interesting areas for further investigation, such as this study. This type of interview involved asking respondents open-ended questions and probing whenever necessary to obtain data deemed useful by the researcher.

Berri (2003) considers that the general interview guide approach is useful as it allows for in-depth probing while permitting the interviewer to keep the interview within the parameters traced out by the aim of the study. A basic checklist was prepared to make sure that all relevant topics are covered. The interviewer was free to explore, probe and ask questions deemed interesting to the researcher. Therefore, an interview is a useful method in that it investigates in an in-depth way; also discovers how students think and feel about the topic of discussion, in this case premarital counseling. It adds a human dimension to impersonal data as well as deeper understanding and explains statistical data.

Table 3.3: Data Collection Procedure: Research objective Matrix

Research Objective	Method	Justification
To investigate students' on premarital counseling	Interview	Provided rich data and have high levels of ecological validity on students' knowledge on holistic, understanding of the interviewee's kno counseling
To assess the importance attached to premarital counseling among university students	Interview	Being a sensitive issue, the importance attached to premarital counseling was understood deeply when one on one interviews were conducted
To assess perception on premarital counseling	Interview	Since feelings, attitudes and perception of students towards premarital counseling, in-depth and holistic information seeking methodologies were relevant.

3.7 Pilot Study

A pilot study is a small study that is conducted prior to the large piece of research to determine if the methodology, the sampling, instruments and analysis are adequate and appropriate (Kothari & Garg, 2014). Consequently, a pilot can help identify the shortcomings that could be experienced during the actual study, and hence put in place corrective measures (Cooper & Schilder, 2011). In order for the study to get used to the logistical requirements of the actual study, for instance getting an adequate and a manageable number of students for interviews a pilot study was conducted. The study conducted a pilot study using 10 students from Moi University to find out if the participants understood the questionnaire. Piloting helped to review the questionnaire then pre-tested an open-ended and closed ended questionnaire which was used to collect quantitative data. Piloting also assisted in improving the questionnaires by reframing questions which would have otherwise been open to different interpretations by respondents. This also was to enhance both validity and reliability of the instruments of data collection.

3.7.1 Validity and reliability of research instrument

The study tested the validity and reliability of the research instrument as indicated below.

3.7.1.1 Validity of research instrument

Validity refers to the extent to which an instrument measures a good example of behaviour, skills and knowledge that it purports to measure (Kothari, 2003). The study tested content validity to ensure validity of instruments. Creswell (2012) describes validity as the extent to which the response from an instrument makes sense and is meaningful so as to enable the researcher draw a good conclusion. Content validity was tested in this study using the university counselors whose comments showed and extent

the instruments reflected the perception of students on premarital counseling. This is supported by the argument of Orodho (2004) who stated that validity is the degree to which empirical measures or several measures of the construct accurately measure the concepts.

3.7.1.2 Reliability of research instruments

Reliability is the extent to which a researcher provides sufficient detail and clarity of the entire research process in a way that would make it feasible for a reader to visualize and appreciate and for a researcher to replicate the study, if necessary (Jwan & Ongondo, 2011). This sentiment is echoed by Langdrige (2004), who says that reliability concerns the stability of what is being measured that getting the same result from our test (or study) on more than one occasion. Reliability also refers to the consistency and stability of scores obtained by the same person where examined with same test on different occasion or with different sets of equivalent items, or under offer variable examining condition (Cohen, 2003). In this Cronbach's coefficient alpha method was used to determine internal consistency of the items. As a rule of thumb, acceptable alpha should be at least 0.70 or above (Hair et al., 2012). The results indicated an alpha coefficient of 0.773 implying reliability of the research instrument.

3.8 Data Analysis

Data for this study was analyzed both quantitatively and qualitatively. Quantitative data was analyzed descriptively. Descriptive statistics such as frequencies and percentages were used to analyze data. Tables and charts were used in presentation of data to allow visual simplicity of presented data. Qualitative data generated from questions was organized into themes, categories and patterns pertinent to the study. This helped identify information that was relevant to the research questions and objectives.

3.9 Ethical Considerations

The researcher obtained an introductory letter and clearance from the Dean, school of Arts and Social Sciences Moi University. This enabled the researcher to obtain a research permit from the National Commission of Science and Technology and innovation, authorizing the researcher to carry out the study. The researcher further sought permission from the Dean of students, University of Eldoret who gave the authority for the research to be carried out in the area of study.

An introductory letter was given to the respondents explaining the purpose of the study. The information given to the respondents was regarding the voluntary of the study and how the answers were to be used. The main source of data was interview schedule. The researcher personally administered the interview to the respondents which had the research title to remind them over the topic of study. The respondents were given time to answer the interview, after the given period of one week. There were no incentives given to the respondents to influence them.

3.10 Summary

This chapter has presented the research methodological procedures followed during respondent' selection, data collection and analysis. A case study research design was employed with a target population of 10600 university of Eldoret students. The respondents were selected using simple random sampling and after filling the questionnaires were interviewed for in-depth information. Data was analyzed and represented using tables of percentages, pie charts and graphs.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the study findings; data analysis, interpretation and discussion. The general objective of this study was to investigate the perception of university students on premarital counseling.

The chapter comprises of the following sections: knowledge on premarital counseling, importance attached to premarital counseling among university students and perception of premarital counseling among university students. The above sections correspond with the research objectives and questions in chapter one.

4.2 Response Rate and data screening

From the study findings screening was done to determine whether data collected reflected the responses from the study participants and whether the questionnaires were properly filled and whether they were exaggerated responses which could distort the actual purpose of the study. Consequently, the response rate was calculated for the study. Response rate was important because a higher response rates indicate less of a potential for bias from non-response (Mariolis, 2001).

The study targeted a population of 10600 respondents of which a sample of 99 respondents, consequently 99 questionnaires were administered to the sampled students but a total of 97 questionnaires were returned giving a response rate of 97.9%. This response is deemed acceptable based on the consideration by Fowler (2012) who stated that a response rate of between 80 to 85 percent is rated as good.

This is further supported by Creswell (2012) who provides guidance that a 40% response rate is adequate. This response rate was achieved after the researcher

administered the questionnaires and made telephone follow-up calls to remind the respondents to fill-in and return the questionnaires. The respondents were quite cooperative and the information sought was taken to be a true demonstration of the respondents views due to independence of the study carried out.

Table 4.1 Response Rate

Category	Frequency	Percentage
Distributed	99	100 %
Returned	97	97.9%

4.3 Background Information

The researcher required the respondent to indicate the following characteristics: gender and age of the respondents. The background information was significant to the study as it helped to understand the demographic aspects of different respondents in the study.

4.3.1 Gender of the respondents

The study through the questionnaires sought to find out the gender of the respondents. This background information was useful to the study as it helped the researcher to balance the views of both males and females regarding perception of premarital counseling among university students. Of the 97 participants who made respondents to the questions, Majority of the respondents 52 (53.6 %) were male, while 45 (46.4%) were female; this implied that the study was not gender biased. Therefore, the variations in gender were not so significant to warrant the researcher to assume that the research responses were biased to a given gender.

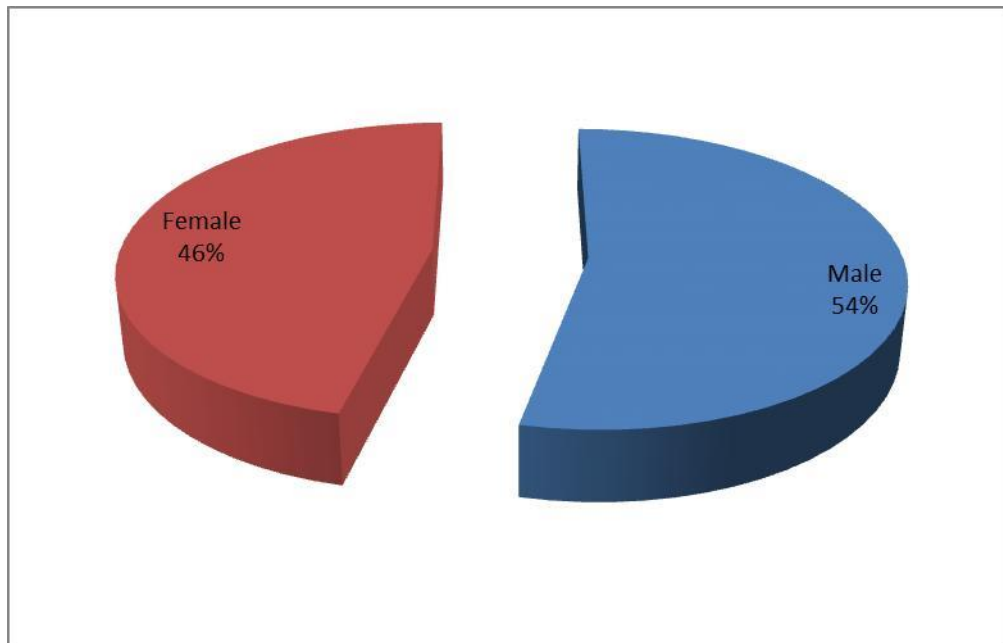


Figure 4.1: Gender of the respondents

4.3.2 Age of the respondents

The participants in this study were all asked to identify their age range. A total of 20(21%) participants identified themselves within the age range of 17-20. 46 (47%) participants reported in the age range of 21-25. of the 97 participants to this question, a total of 17 (18%) participants identified themselves in the age range of 26-30 and the remaining 14(14%) of the participants reported age above 30. These findings concur with those of Hoda et al., (2015) who conducted a study to assess knowledge and attitude towards pre-marital counseling among medical and non- medical female students at El Minia University in Egypt. In evaluating the effectiveness of educational program on improving the students' knowledge and attitude toward pre-marital counseling the study indicated that the age of more than three quarters from medical and more than one half of non-medical students ranged between 20-25, during this age we can encourage and teach the students the preventive health behavior for improving knowledge and attitude regarding premarital counseling and screening.

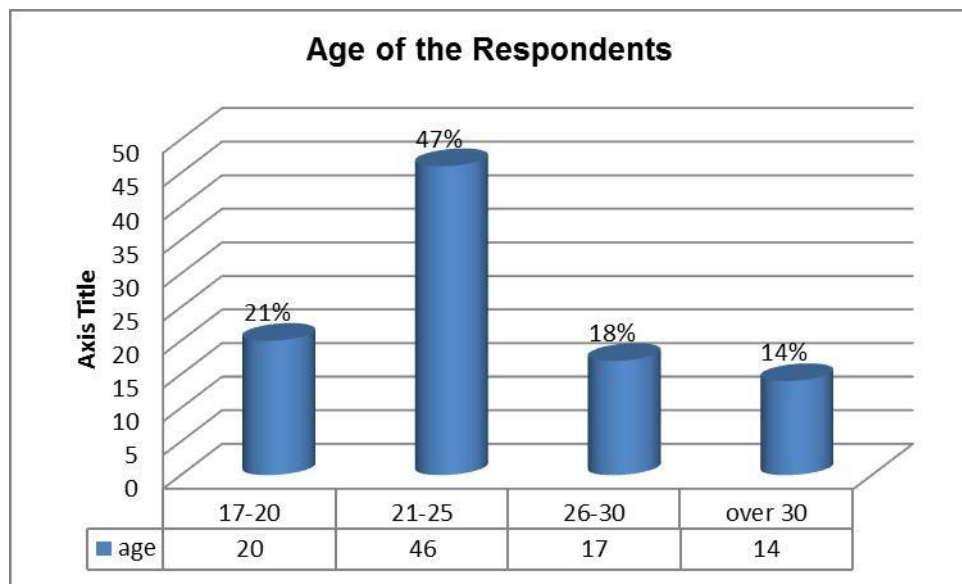


Figure 4.2: Age of the Respondents

4.4 Specific Information based on the Objectives of the Study

This section sought to establish the opinions of the respondents in accordance to the specified objectives and has been summarized and presented in tabular form in each category. The study sought to identify the perception of premarital counseling among university students, Study findings were interpreted through regarding responses with 5 = strongly agree, 4 = agree, 3 = neutral (not sure), 2= disagree and 1 = strongly disagree and the mean, the evaluation of mean is as shown in the table 4.2 below

Table 4.2 Mean Evaluation

Scale (Mean)	Evaluation
1.00 -2.49	Very weak
2.50 -3.49	Weak
3.50 -4.49	Strong
4.50 - 5.00	Very strong

Source: Aggesti, et al., (2009)

4.4.1 Knowledge of premarital counseling

Premarital counseling is good choices for people who are scared of getting in to the married life. Some people have some fears over getting married and some have doubts about it. It is a Premarital counseling given usually by a religious counselor that helps couples adapt real life skills and knowledge to prepare themselves and create awareness about future conflicts they may encounter as a married couple and how to resolve them. This would help in built confidence in your relationship before entering into one of the biggest, most wonderful commitments in life. The key domains addressed by the questions include, awareness of premarital counseling, having heard about premarital counseling previously, main source of knowledge on premarital counseling among others.

The researcher sought to investigate the knowledge of premarital counseling through the programs offered in the University. The results were tabulated in table 4.3 as follows;

Table 4.3 Knowledge on Premarital Counseling Programs

Program		SA	A	U	D	SD	T	M
Are you aware and understand premarital counseling	F	40	34	14	7	2	97	
	%	41.2	35.1	14.4	7.2	2.1	100	4.06
Have you ever attended any premarital counselling section?	F	37	32	10	5	13	97	3.86
	%	38.1	33.0	10.3	5.2	13	100	
Have you heard about premarital counseling previously?	F	46	32	13	5	1	97	4.21
	%	47.4	33.0	13.4	5.2	1.0	100	
Do your institution offer any premarital counselling	F	38	45	4	2	8	97	4.12
	%	39.2	46.4	4.1	2.1	8.2	100	

4.06

From the findings as indicated in Table 4.3 above, a cumulative total of 76.3% respondents agreed that they were aware and understood premarital counseling while a cumulative total of 9.3% disagreed. Also 71.1% agreed that they have for once attended premarital counseling while 13.2% disagreed. Further 71.1% agreed that they had previously heard about premarital counseling while 13.2% disagreed. Finally, 85.6% of the respondents agreed that the institution was offering premarital counseling while 10.3% disagreed. From the interview results on whether university students were aware of the existence of premarital counseling, most of the respondents disagreed that the students were aware of the existence of premarital counseling.

Karanja (not his real name) quoted:

The youths are not aware of premarital counseling because they tend to misuse their bodies in premarital sex which is against the moral rules of the church and there is a lot of abortion due to unwanted pregnancies.

Also, Deng (not his real name) noted that

The youths are not aware of premarital counseling because most youth are not interested doing right things or getting married in the right way.

Gamat & Abd (2010) from their study revealed that 50.4% of students who live in rural areas had low level of knowledge score about premarital counseling and care (PMCC) compared to 44.5% of them who live in urban areas and only 13.2% of students who live in rural areas had high level of knowledge score about PMCC compared to 14.3% of them who live in urban areas. On other hand, 57.9% of students who live in rural areas expressed positive attitude toward PMCC compared to 66.7% of them who live in urban areas and only 6.6 of students who live in rural areas expressed a negative attitude toward PMCC compared to 3.6% of them who live in rural areas, the difference was statistically not significant ($P > 0.05$).

Madam Chebet (not her real name) noted that.

The University students are not aware of premarital counseling because most of them believe they are right and reject attending the counseling sessions.

On the average, this study showed that most of the respondents have knowledge of premarital counseling. The majority of the participants were aware of premarital counseling. It appears that couples often approach premarital counseling with mixed feelings. While many recognize its potential value, there also is the feeling that our love is unique, “we do not need this especially no quite expected as University of Eldoret population is in urban area and not a rural area where the literacy rate is lower. This is in line with a study among students of the University of Lagos in 2007 which reported that 86% of the respondents were knowledgeable of premarital counseling.

One of the respondents Mr Kibet (not his real name) noted that:

Premarital counseling is a type of therapy/education that helps Students prepares for marriage. He further states that it is a lesson that students are awarded or taught before marriage.

Further Miss Carol (not her real name) noted that:

Premarital counseling is a way of advising students on how to behave when married as a man or woman, which helps them have an enjoyable marriage life.

4.4.2 Importance of Premarital Counselling

The researcher sought to investigate the importance of premarital counselling. Premarital counselling is of great importance because the counselor helps identify what the problem areas or differences are between the couples which may later cause misunderstanding. From the study the findings indicated that most of the respondents agreed that premarital counselling has values to the participants and other students who

are preparing to get married. The areas usually given importance to premarital counseling are the couples interest in marriages, their expectations, how to communicate to avoid disagreement, family issues, children, finance and sexuality.

Results showed that most of the respondents agreed that premarital counselling has value to the couples who are preparing to get married.

One of the participants Mr Kimosop (not his real name) stated that that:

Premarital counseling is of great importance to the youth as it will help them to identify and communicate their fears and help them understand themselves and what each one brings to marriage.

Madam Caro (not her real name) stated that that:

Premarital counseling helps individuals build commitment to the church, which will ensure continuous marital guidance through social support system.

In addition, another respondent Mr Mulongo (not his real name) stated that

Premarital counselling encourages the youth to discuss their fears and expectations about marriage. This discussion with the marriage counsellor will help relieve some of their fears and anxieties about marriage and teach the couple ways of dealing with challenges in marriage.

The results from the questionnaire were tabulated in table 4.4 as follows;

Table 4.4: Importance of Premarital Counselling

Importance		SA	A	U	D	SD	T	M
Opportunity for the counsellor to build an in- depth relationship.	F	40	33	5	7	12	97	3.85
	%	41.2	34	5.2	7.2	12.4	100	
Provide correction of faulty information concerning marriage relationships	F	46	33	4	4	10	97	4.10
	%	47.4	34	4.1	4.1	10.3	100	
Help the couple understand themselves and what each one brings to marriage	F	54	30	6	4	3	97	4.32
	%	55.7	30.9	6.2	3.1	4.1	100	
People seem to understand the importance of premarital counselling	F	44	36	5	9	3	97	4.12
	%	45.4	37.1	5.2	9.3	3.1	100	
Assist the couple in making their final decision, “should we marry?”	F	31	40	6	7	13	97	3.71
	%	32	41.2	6.2	7.2	13.4	100	
Average								4.02

Table 4.4, indicates the importance of pre-marital counseling, regarding the issue whether opportunity for the counsellor to build an in-depth relationship with the couple which could lead to a strong relationship in the future, a cumulative total of 75.2% agreed while a cumulative total of 19.6% disagreed and had an average mean of 3.85, regarding whether premarital counseling provide correction of faulty information concerning marriage relationships 81.4% of the respondents agreed while 14.4% disagreed this had a mean of 4.10, also on whether premarital counseling help the couple understand themselves and what each one brings to marriage 86.6% agreed while 7.2% disagreed and had a mean of 4.32%.

In the view of one participant, on the importance of premarital counselling, she says premarital counselling has been very beneficial for her because she never lived with her parents to even experience or see how marriage life is. She said she lost her father at age two and so lived with her grandmother. Therefore, when the time came for her to marry, she thought that the best place to go for premarital counselling was at Kenya Marriage Counseling Centre. She added that she would continue to thank God for such an initiative. Subsequently she had even recommended the marriage counselling centre

for another woman whose daughter is getting married very soon. She explained that her step mother in-law introduced her to Kenya Marriage Counseling Centre which took her through six months of premarital counselling. During the counselling she learnt how to treat her husband and make sure she looked neat and attractive at all times. She also advised her to learn to manage the money her husband gives her because it does not cost much to prepare nutritious meals. According to the participant premarital counselling has also taught her how to relate to her in-laws.

One participant Mr Montari (not his real name) indicated that:

Premarital counseling raise issues the couple may not have thought about such as finance issues, household chores, how they plan to handle holidays, how to discipline the children, and the like.

Another participant Madam Sheila (not her real name) stated that:

Premarital counseling teaches people the challenges of marriage and reduces the divorce rate; she further states that, lack of premarital counseling could lead to frustration, neglect, rejection and conflict resulting to eroded trust and loss of intimacy among couples.

Further on whether People seem to understand the importance of premarital counselling majority of the respondents agreed with a cumulative percent of 82.5 and disagreed with a cumulative percent of 12.4% and was supported by a mean of 4.20.

Lastly a cumulative percent of 73.2% agreed that premarital counseling assist the couple in making their finalwhile20.6% disagreed decision, and was supported by a mean of 3.71. This implies that premarital counselling can be effective if it adequately deals with the key factors that determine the success of marriage relationship.

These findings are consistent to that of Garry, (2007) who stated that premarital counseling helps couples to pause, think and assess their relationship. It helps the couples to identify loopholes in the relationships: those that are likely to negatively affect their relationship and address them appropriately before the knot is tied. In the

same manner premarital counseling reduces anxiety about marriage and its challenges, because during the premarital counseling sessions the couples are allowed to discuss their fears and insecurities together.

This finding concurs with Ikenye's (2013) recommendation that premarital counselling is important at a time when a member of the family has shown serious indication and commitment to get married.

4.3.3 Perception of Premarital Counseling

The researcher sought to investigate perception of premarital counseling among university students. The results were tabulated in table 4.5 as follows;

Table 4.5: Perception of Premarital Counselling

Importance		SA	A	U	D	SD	T	M
Opportunity for the counsellor to build an in- depth relationship.	F	28	43	6	7	13	97	3.68
	%	28.9	44.3	6.2	13.4	7.2	100	
Provide correction of faulty information concerning marriage relationships	F	33	42	7	11	4	97	3.92
	%	34.0	43.3	7.2	11.3	4.1	100	
Help the couple understand themselves and what each one brings to marriage	F	47	29	14	5	2	97	4.18
	%	48.5	29.9	14.4	5.2	2.1	100	
People seem to understand the importance of premarital counselling	F	35	46	4	9	3	97	4.04
	%	36.1	47.4	4.1	9.3	3.1	100	
Assist the couple in making their final decision, "should we marry?"	F	31	40	6	7	13	97	3.71
	%	32	41.2	6.2	7.2	13.4	100	
Average								4.02

From the study findings the student's perception on premarital counselling on programs as indicated in table 4.5, the findings on the issue that students would feel uneasy going to a counselor because of what some people might think, a cumulative

total of 73.2% agreed while a cumulative total of 20.6% disagreed. This was supported by a mean of 3.68.

Although there are people in the institution who offer counselling help, “I would not have much faith in them”, 77.3% of the respondents agreed while 15.4% disagreed this had a mean of 3.92. From the study the participants expressed their perception of premarital counseling. In relation to the perception of premarital counseling, the study findings showed that premarital counseling can provide guidance so that each person can live to the expectations of a partner hence a fulfilling relationship. Rating the student feelings regarding premarital counseling

One of the students Mr Onyango (not his real name) stated that:

Premarital counseling is good for students as it will give them the opportunity to discuss issues that do not come up in normal conversations such as past experiences, sex and individuals' expectations but we are scared of what people will think about us if we attend those sections.

Another respondent Madam Mary (not her real name) stated that:

Premarital counselling helps the couples to know each other better in term of their fear, dreams and what they like and they are able to understand one another in a better way but we don't trust the counselors in the institution for confidentiality.

Further Mr Nganga (not his real name) stated that:

Premarital counseling among students helps reduce the spread of HIV/AIDS, control unwanted pregnancies and gives individuals a sense of principality but we don't feel good.

Time and effort involved in seeking counselling, it is doubtful that it would really help a student, 78.4% agreed while 7.3% disagreed and had a mean of 4.18, further on whether there are certain problems, which is immediate family majority of the respondents agreed with a cumulative percent of 83.5 and disagreed with a cumulative percent of 12.4% and was supported by a mean of 4.04. One of the respondents

Most also felt that it equips the couple with effective communication skills to enable them to solve problems as and when they arise. Others viewed premarital counseling as a process which gives a chance to enhance their core relationship skills, provides the opportunity to assess parental conflict areas stemming from different views on money, sex, parenting etc, gives better understanding on how personality and family history can influence a relationship ,strengthens communication and conflict resolution skills, helps one to openly discuss the respective views on love, infidelity and divorce as well as aiding in the definition and discussion of expectations for marriage, finance work and children.

Lastly a cumulative percent of 73.2% agreed that the idea of talking about problems with a counsellor shrinks me as a poor way to solve one's problems while 20.6% disagreed and was supported by a mean of 3.71. This implies that majority of the students had no motivated to seek premarital counseling and were negative towards the counseling.

On the general perception of premarital counseling, the results showed that the students had a Negative perception towards premarital counseling. Results indicate premarital counselling helps students to have skills on how to tackle their life experience, premarital counselling is a good idea and should be introduced to the university since students are in a good position to be mentored especially college and university students who are in the bracket of courtship while others said it is important and should be brought to light for the student to know its advantages to facilitate their general growth and development.

Other respondents expressed dissatisfaction with what they saw as importance of premarital counselling. They perceived premarital counselling as a waste of time

because at their age most students try to learn more of which it does not contribute much to them. Response on the opinion if premarital counselling has changed students' Results lives indicate that the University has assisted them to create awareness, it has partly changed because most of the students got married before they completed their studies while a few complete before getting married.

One of the respondents Mr Oyola perceived that

Premarital counseling has not changed the students because many students are still engaging in sexual immoralities nor still have multiple girlfriends.

The majority of respondents felt that premarital counselling was useful in providing general but important information on how to work out problems in the relationship prior to the marriage as well as to prepare the couple for what is expected in a marital relationship. This meant they would know what services are offered, how much to bring with them. The majority of respondents felt that premarital counselling shows that most of the students perceive premarital counselling differently basing on how they were taught.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter provides a concise summary of the study findings, conclusions and areas suggested for further research. The study sort to achieve the following objective: to investigate students' knowledge on premarital counseling, assess the importance attached to premarital counseling by university students and to assess students' perception on premarital counseling.

5.2 Summary of the Findings

The results of the study indicated that University of Eldoret students were aware of premarital counseling. The researcher also sought to find out the main source of knowledge about premarital counseling. Results shows that majority of the respondents' main source of knowledge about premarital counselling was information from media, school, church, health workers, followed by magazines, and then friends. About one third of the participants reported that they were aware of the existence of premarital counseling. Religious bodies, hospitals and schools are some of the organizations helping to raise the level of awareness about premarital counseling. The religious bodies through their counseling sections or seminars inform the public and most of them mandate premarital counseling before couples could be joined together.

The second objective sought to find out the importance attached to premarital counseling. Findings indicated that most of the respondents agreed that premarital counselling has values to the participants and others students who are preparing to get married. The areas usually given importance to premarital counselling are the couples interest and activities, self-expectations from the marriage, communication with each other, religion, family issues, children, finance and sexuality. Results showed that most

of the respondents agreed that premarital counselling has value to the students who are preparing to get married. This shows that premarital counselling is of great importance because the counselor helps identify what the problem areas or differences are between the couples which may later cause, conflict, and help them resolve them earlier.

Findings showed that premarital counseling can provide guidance so that each person can mature to their fullest potential within the boundaries of a vital, fulfilling relationship. This finding indicates that 80 percent of students feel that premarital counselling helps the students to know the couple better in terms of their fear, dreams and what they like and they are able to understand one another in a better way.

Findings indicated that premarital counselling helps students to have skills on how to tackle their life experience, premarital counselling is a good idea and should be introduced to the university since students are in a good position to be mentor especially college and university students who are in the bracket of courtship while others said it is important and should be brought to light for the student to know its advantages to facilitate their general growth and development. Results indicate that it has assisted them to create awareness, it has partly changed because most of the students got married before they completed their studies while a few complete before getting married.

5.3 Conclusions

This study concludes that University of Eldoret students have enough knowledge about premarital counseling program as a beneficial tool. The programs offered helps the couples to identify loopholes in the relationships: those that are likely to negatively affect their relationship and address them appropriately before the knot is tied. Premarital counselling reduces anxiety about marriage and its challenges, because during the premarital counseling programs the couples are allowed to discuss their fears

and insecurities together. From the findings the results indicated that most of the university of Eldoret students are not aware of premarital counseling because most of them believe they are right and r premarital counseling programs.

The study also concluded that most of the students have different perceptions on premarital counseling because of several reasons as it brings values, opinions which are important in a relationship/marriage and can be seen as a solution to relationship which are prone to divorce and break ups.

5.4 Recommendations

Based on the findings of the study, the following three recommendations were suggested.

5.4.1 Policy

The study made the following recommendation for policy:

- i. A curriculum should be designed by every University in consultation with the church to guide those who offer premarital counselling. This ensures that counseling becomes interesting and attractive to students thus encouraging them to participate in the programs.
- ii. Premarital counseling should be maintained and encouraged in all the Universities. This means that universities should increase their intake of students in guidance and counseling so that more students can be help in their preparation for marriage.

5.4.2 Practice

The following practice recommendation was made:

- i. Conducting psychological training services about premarital counseling in every university should be encouraged. Students

5.4.3 Areas for Further Study

This study did not exhaust everything concerning premarital counseling and therefore found future research on the following areas relevant:

- i. A longitudinal study to be conducted from the time Students begin to prepare for premarital counselling to the time they are married for at least five years. This will provide a more grounded basis for evaluating the importance of premarital counselling.
- ii. A more detailed research on the issues affecting young couples in their adjusting to the marriage. This will strengthen the formation of a curriculum to be used in doing premarital counselling among the Students preparing to get married.
- iii. A similar study but on the perception of premarital counseling among newly married Students should be conducted. This will provide a basis for strengthening premarital counselling programs

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APPENDICES

Appendix 1: Yamane Formula Table for Determining Sample Size

The following is Yamane's table showing the population and the levels of precision.

Size of Population	Sample size (n) for Precision (e) of:			
	+/- 3%	+/- 5%	+/- 7%	+/- 10%
500	A	222	145	83
600	A	240	152	86
700	A	255	158	88
800	A	267	163	89
900	A	277	166	90
1,000	A	286	169	91
2,000	714	333	185	95
3,000	811	353	191	97
4,000	870	364	194	98
5,000	909	370	196	98
6,000	938	375	197	98
7,000	959	378	198	99
8,000	976	381	199	99
9,000	989	383	200	99
10,000	1,000	385	200	99
15,000	1,034	390	201	99
20,000	1,053	392	204	100
25,000	1,064	394	204	100
50,000	1,087	397	204	100
100,000	1,099	398	204	100
Over 100,000	1,111	400	204	100

Where: a - Assumption of normal approximation is poor, the entire population should be sampled. (Source: Yamane Taro, 1967)

Appendix 2: Questionnaire

My name is Josphat K. Telengech, a Master of Science student in Counseling Psychology in the school of arts and social sciences Moi University. I am carrying out a research on Premarital Counseling: Perception among University students. In this connection I am requesting you to fill this questionnaire to facilitate my data collection. This information will be confidential and only for academic purpose.

Thank you.

SECTION A: Personal bio-data

1. What is your gender?

(a) Male (b) Female

2. What is your age bracket?

(a) 0-20 years (b) 21-25 years (c) 26-30 years

(d) over 30 years (e) Over 60 years

3. What is your year of study?

(a) First year (b) Second year

(c) Third year (d) Fourth year

(e) Fifth year

4. This section deals with information pertaining premarital counselling programs offered in your institution. Please indicate the level of your agreement with the following statements by ticking the appropriate box.

Strongly agree (5) Agree (4) Undecided (3) Disagree (2) Strongly Disagree

(1)

Premarital Counselling Programs	5	4	3	2	1
Healing wounds that exist than about building a union					
Guidance and interpretation					
Counselling on success or failure of a marriage					
Legal aspects of marriage					

5. This section deals with information pertaining students understanding on the importance of premarital counselling. Please indicate the level of your agreement with the following statements by ticking the most appropriate box.

Strongly agree (5) Agree (4) Undecided (3) Disagree (2) Strongly Disagree (1)

Students understanding on the importance of premarital counselling	5	4	3	2	1
Opportunity for the pastor to build an in-depth relationship with the couple which could lead to a continuing ministry in the future.					
Provide correction of faulty information concerning marriage relationships.					

Help the couple understand themselves and what each one brings to marriage.					
People seem to understand the importance of premarital counselling.					
Assist the couple in making their final decision, “should we marry?”.					

6. This section deals with information pertaining to student’s knowledge on premarital counselling programs offered in the university. Please indicate the level of your agreement with the following statements by ticking the appropriate box

Strongly agree (5) Agree (4) Undecided (3) Disagree (2) Strongly Disagree (1)

Knowledge on premarital counselling programs	5	4	3	2	1
would feel uneasy going to a counsellor because of what some people might think					
Although there are people in the institution who offer counselling help, I would not have much faith in them					
Considering the time and effort involved in seeking counselling, it is doubtful that it would really help a student like me					
There are certain problems, which should not be discussed outside one’s immediate family					
The idea of talking about problems with a counsellor shrinks me as a poor way to solve one's problems					

7. This section deals with information pertaining to student’s perception of premarital counselling programs offered in the university. Please indicate the level of your agreement with the following statements by ticking the appropriate box

Strongly agree (5) Agree (4) Undecided (3) Disagree (2) Strongly Disagree (1)

Perception on premarital counselling programs	5	4	3	2	1
would feel uneasy going to a counsellor because of what some people might think					
Although there are people in the institution who offer counselling help, I would not have much faith in them					
Considering the time and effort involved in seeking counselling, it is doubtful that it would really help a student like me					
I would willingly confide intimate (very personal) matters to an appropriate person if I thought it might help					
There are certain problems, which should not be discussed outside one's immediate Family					
The idea of talking about problems with a counsellor shrinks me as a poor way to solve one's problems					

Appendix 3: Interview Guide

I want to thank you for taking the time to meet with me today. My name is Josphat K. Telengech. A Master of Science student in counseling psychology in the School Of Arts and Social Sciences Moi University and I would like to talk to you about your experiences on premarital counseling.

This interview is specifically for academic purpose. The interview should take less than fifteen minutes. I don't want to miss any of your comments. Therefore I will be taking some notes during the session, I can't possibly write fast enough to get it all down so I will go step by step. Please be sure to speak up so that I don't miss your comments.

All responses will be kept confidential. This means that your interview responses will only be shared with research team members and I will ensure that any information included in our report does not identify you as the respondent. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time. Are there any questions about what I have just explained? Are you willing to participate in this interview?

PART B: KNOWLEDGE ON PREMARITAL COUNSELING

1. Are you aware of the term premarital counseling?

- a. Yes () b. No ()

2. If yes, in your opinion, what is premarital counseling?

If yes, where did you first learn of premarital counseling?

3. Do you think most youth are aware of the existence of premarital counselling?

Give reasons for your answer.

a. Yes () reason(s) -----

b. No () reason(s)-----

c. If no in question 3 above, what do you think should be done in order to increase awareness on premarital counselling among university students?

4. Do you know of any existing premarital counselors around?

a. Yes ()

b. No ()

If yes, name them

5. Are these premarital counselors readily available?

Yes ()

No ()

If yes, where are they found

PART C: IMPORTANCE ATTACHED TO PREMARITAL COUNSELING

6. Do you think premarital counseling has any value to you and other students who are preparing to get married?

a. Yes ()

b. No ()

7. If yes in question 6 above, what in your opinion are some of the values of premarital counseling?

8. If no in question 7, why do you think premarital counseling has no value?

9. In your own opinion, what do you think are the advantages of seeking premarital counseling?

PART D: PERCEPTION ON PRE-MARITAL COUNSELING

10. How do you feel about premarital counselling among students?

11. Do you think premarital counselling has changed stu university?

12. What is your general perception on premarital counselling?

THANK YOU FOR YOUR COOPERATION

Appendix 4: Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
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Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

23rd March, 2015

NACOSTI/P/15/6992/5110

Josphat Kimagut Telengech
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Perception of premarital counseling among university students: A case of University of Eldoret.”* I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for a period ending **31st May, 2015.**

You are advised to report to **the Vice Chancellor, University of Eldoret, the County Commissioner and the County Director of Education, Uasin Gishu County** before embarking on the research project.

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The Vice Chancellor
University of Eldoret.

The County Commissioner
Uasin Gishu County.


The County Director of Education
Uasin Gishu County.



Appendix 5: Research Permit

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation


RESEARCH CLEARANCE PERMIT
Serial No. A 4559
CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MR. JOSPHAT KIMAGUT TELENGECH
of MOI UNIVERSITY, 0-30100 eldoret, has been permitted to conduct research in Uasin-Gishu County

on the topic: PERCEPTION OF PREMARITAL COUNSELING AMONG UNIVERSITY STUDENTS A CASE OF UNIVERSITY OF ELDORET

for the period ending: 31st May,2015

Permit No : NACOSTI/P/15/6992/5110
Date Of Issue : 23rd March,2015
Fee Recieved :Ksh 1,000



Applicant's Signature
Director General
National Commission for Science, Technology & Innovation