USE OF BIBLIOTHERAPY IN ADDRESSING BEHAVIOURAL CHALLENGES FACING SECONDARY SCHOOL STUDENTS: A CASE STUDY OF THIKA MUNICIPALITY, KENYA.

ESTHER WANJERI MWANGI

Thesis submitted in fulfillment of the requirement for the award of the Degree of Master of Philosophy in Library and Information Studies

Department of Library, Records Management and Information Studies,
School of Information Science.
Moi University, Nairobi Campus, Kenya

OCTOBER 2012

DECLARATION

DECLARATION BY CANDIDATE

This thesis is my original work and has not been presented for a degree award in any other University. No part of this thesis may be reproduced without the permission of the author or Moi University.

Esther Wanjeri Mwangi
IS/M.PHIL./ 067/07

Signature…… Date…….

DECLARATION BY THE SUPERVISORS

This thesis has been presented for examination with our approval as University Supervisors.

Dr. Andrew Chege
Department of Library, Records Management and Information Studies,
School of Information Science
Moi University, Kenya

Signature …… Date…….

Prof. Justus M. Wamukoya
Department of Library, Records Management and Information Studies,
School of Information Science
Moi University, Kenya

Signature …… Date…….

DEDICATION

This thesis is dedicated
To my husband,
John
and our children
Shekinah and Shalom.

You were my enduring pillar of strength.

ACKNOWLEDGEMENTS

To the Almighty God for His profound strength, guidance and wisdom throughout the research work.

I gratefully and sincerely acknowledge my supervisors Dr. A. Chege and Prof. J. Wamukoya for their dedication, scholarly advice and suggestions that formed an invaluable part of my research work.

Special mention goes to my loving husband for his immeasurable inspiration, and unfailing moral and financial support. Thank you for financing the program. I am grateful to my children for their prayers, patience and happiness they gave me that inspired me to complete my work. Special thanks to my dear mother, and a heartfelt posthumous appreciation to my departed father. Thank you for initiating early, the zeal of acquiring new knowledge in me.

Thanks to my in-laws, my sisters Miriam, Loise, Naomi, and their families for their concern, prayers and encouragement. Special thanks to my brother Muigai for his immense support, patience and endurance during data collection. Thanks to my home helpers for their dedication to work during my long absence.

Finally, I am grateful to all who have contributed both directly and indirectly to my work especially the Library staff of Nairobi Campus, for their invaluable professional service.
My God bless you abundantly.
Esther W. Mwangi

ABSTRACT

Psychological, emotional and physical challenges facing secondary school students have become great concerns to parents, educators and the government. Positive behavioural change among the adolescent requires a more complex psychological approach that would address their thoughts, fears, feelings and values. Although bibliotherapy has been known to address such challenges by promoting positive values in society the extent to which it can be applied to address challenges facing secondary schools students in the country has not yet been investigated. The aim of the study was to investigate ways in which bibliotherapy could be used to address the diverse challenges facing secondary school students in Kenya. The objectives of the study were: to identify behavioral challenges facing students and their causes; to examine strategies used by schools in addressing these challenges; and to suggest ways in which bibliotherapy could be used to address challenges experienced by students.

The study was informed by Albert Bandura's (1989) Social Learning Theory which emphasized learning through modeling and observation. The study was carried out in eleven (11) out of twenty-one (21) secondary schools in Thika Municipality, constituting both public and private schools. The study applied a mixed methods approach. The study population comprised of students, school heads, guidance and counseling teachers, school librarians and key informants from the Ministry of Education and KIE. Students were randomly selected while the schools and the other respondents were purposefully selected. Both interviews and questionnaires were used to collect data. Data was analyzed qualitatively by the use of content analysis and summary sheets.

The key study findings were: students encountered various behaviour challenges which were caused by many factors, among them, peer pressure, influence of mass media, inadequate intervention measures by school administrators; failure of school libraries to offer reading guidance and failure to use bibliotherapy to promote positive values among school students. Among the key recommendations of the study were: initiate a course on bibliotherapy in teacher training institutions, introduce bibliotherapy in secondary schools; improve the state of school libraries; provide bibliotherapeutic materials and enact a policy to facilitate the use of bibliotherapy. The study further provides a proposed bibliotherapy model to address behaviour challenges facing secondary school students.

TABLE OF CONTENTS

DECLARATION II

DEDICATION III

ACKNOWLEDGEMENTS IV

ABSTRACT V

TABLE OF CONTENTS VI

LIST OF TABLES X

LIST OF FIGURES XI

LIST OF APPENDICES XII

LIST OF ABBBREVIATIONS AND ACRONYMS XIII

CHAPTER ONE 1

INTRODUCTION AND BACKGROUND INFORMATION 1

1.1 INTRODUCTION 1
1.2 CONCEPTUAL BACKGROUND 4
2.1.1Historical Overview 4
1.2.1BIBLIOTHERAPY IN EDUCATION: A GLOBAL PERSPECTIVE 8
1.3 CONTEXTUAL SETTING 10
1.3.1 Education in Kenya: An Overview of Social and Cultural Context 10
1.3.2 Behavioural Challenges facing Secondary Schools in Kenya 12
1.3.3 Intervention Measures to the Behavioural Challenges 16
1.4 STATEMENT OF THE PROBLEM 18
1.5 AIM OF THE STUDY 20
1.6 OBJECTIVES OF THE STUDY 20
1.7 RESEARCH QUESTIONS 21
1.8 ASSUMPTION OF THE STUDY 22
1.9 SIGNIFICANCE OF THE STUDY 22
1.10 SCOPE AND LIMITATIONS OF THE STUDY 22
1.11 CONCLUSION 23
1.12 DEFINITIONS OF OPERATIONAL TERMS 24

CHAPTER TWO 26

LITERATURE REVIEW 26

2.1 INTRODUCTION 26
2.2 THEORETICAL FRAMEWORK 26
2.2.1 Behaviourism 27
2.2.2 Behaviour Therapy 27
2.2.3 Albert Bandura - Social Learning Theory (SLT) 29
2.3 BIBLIOTHERAPY 38
2.3.1 Bibliotherapy in Behaviour Modification 38
2.3.2 Types of Bibliotherapy 40
2.3.3 Stages of Bibliotherapy 42
2.3.4 Purposes of Bibliotherapy 44
2.3.5 Benefits of Bibliotherapy 45
2.4 EDUCATION DEVELOPMENT IN KENYA 46
2.4.1 The 8+4+4 Education System in Kenya 47
2.4.2 Traditional Moral Values and Ethics 49
2.4.3 The Impact of Western Civilization on Traditional Moral Values 51
2.4.4 The Impact of Western Education System 51
2.5. BEHAVIOURAL CHALLENGES FACING SECONDARY SCHOOLS IN KENYA 52
2.6 THE ROLE OF GUIDANCE AND COUNSELING IN BEHAVIOUR MODIFICATION 55
2.6.1 Challenges facing Guidance and Counseling in Secondary Schools 57
2.7 THE ROLE OF SECONDARY SCHOOL LIBRARIES IN BEHAVIOUR MODIFICATION 57
2.7.1 Challenges facing School Libraries in Secondary Schools 58
2.9 CONCLUSION 59

CHAPTER THREE 61

RESEARCH METHODOLOGY 61

3.1 INTRODUCTION 61
3.2 RESEARCH DESIGN 61
3.3 THE SURVEY 63
3.4 STUDY POPULATION 64
3.5 STUDY SAMPLE 65
3.6 SAMPLING METHOD 67
3.6.1 Sampling Techniques 68
3.7 DATA COLLECTION METHODS 70
3.7.1 Self – Administered Questionnaires 71
3.7.2 Interviews 71
3.8 DATA COLLECTION INSTRUMENTS 72
3.8.1 Interview Schedules 72

3.8.2 Questionnaires 72
3.9 Pre-test of Data Collection Instruments 73
3.10 Documentary Analysis 73
3.11 Data Collection Procedures 74
3.12 Data Presentation, Analysis and Interpretation 74
3.12.1 Coding Qualitative Data 75
3.12.2 Triangulation 76
3.13 Ethical Considerations 76
3.14 Problems encountered in data Collection 77
3.15 Conclusion 77

CHAPTER FOUR 78

DATA PRESENTATION, ANALYSIS AND INTERPRETATION 78

4.1 Introduction 78
4.2 Characteristics of the Respondents 79
4.2.1 Gender of Respondents 80
4.2.2 Level of Education 80
4.3 Behaviour Challenges Facing Secondary School Students 81
4.4 Factors Contributing to Student's Negative Behaviour Change 83
4.5 Intervention Measures Practiced by Secondary School Administrators in Addressing Student's Behaviour Challenges 85
4.6 The State of School's Behaviour Modification Strategies 86
4.7 State of School Libraries/Book Stores 87
4.8 Students Reading Habits 88
4.9 Legal Policy Frameworks and Strategies in Student's Behaviour Modification 89
4.10 Use of Bibliotherapy Activities in Student's Behaviour Modification 92
4.11 Imitation/Modelling of Book Characters 93
4.12 Conclusion 95

CHAPTER 5 96

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS 96

5.1 Introduction 96
5.2 Summary of Research Findings 96
5.2.1 The Implication of Student's Background 97
5.2.2 Causes and Effects of Student Behaviour Challenges 97
5.2.3 Access the State of School's Behaviour Modification Strategies. 98
5.2.4 State of School Libraries/Book Stores 99
5.2.5 Students Reading Habits 99
5.2.6 Legal Policy Frameworks and Strategies in Student's Behaviour Modification 100

5.2.7 Use of Bibliotherapy in Student's Behaviour Modification..... 100
5.3 CONCLUSION..... 101
5.4 RECOMMENDATIONS..... 105
5.4.1 Initiate a Course on Bibliotherapy in Teacher Training Institutions..... 105
5.4.2 Introduce Bibliotherapy in Secondary Schools..... 105
5.4.3 Improve the State of Secondary School Libraries..... 106
5.4.4 Provision of Bibliotherapy Materials..... 107
5.4.5 Strict Censorship of Multimedia and Internet Sources..... 107
5.4.6 Formulation of a Policy..... 107
5.4.7 Initiate a National Association for Bibliotherapy Practitioners..... 108
5.4.8 Proposed Bibliotherapy Model for Addressing Behavioural Challenges faced by Secondary School Students..... 108
5.5 DISSEMINATION OF STUDY FINDINGS..... 110
5.6 SUGGESTIONS FOR FURTHER RESEARCH..... 112
REFERENCES..... 114
APPENDICES..... 123

LIST OF TABLES

Table 1: List of Secondary Schools in Thika Municipality 65

Table 2: Sampled Thika Municipality Secondary Schools and Students (N=440) 70

Table 3: Responses of Students (N=343) 79

Table 4: Gender of Respondents (N = 343) 80

Table 5: Level of Education of The Respondents (N = 343) 81

Table 6: Respondents View On Measures Used by Secondary Schools in Addressing Student's Challenges (N=11)……..……...….85

Table 7: Distribution of Information Resources in School Libraries (N = 11)…….…86

LIST OF FIGURES

Figure 1: Model of Reciprocal Determinism..... 30

Figure 2: Conceptual Framework for Observational Learning and Modeling Process.....36

Figure 3: Stages of Bibliotherapy 44

Figure 4 : Challenges faced by students……...…….82

Figure 5: Favorite Multimedia Information Materials Access By Respondents (Dvds, Cd-Roms Etc.)..... 83

Figure 6: Internet Sites Accessed By Students..... 84

Figure 7: Kind of Books Respondents Preferred to Read..... 89

Figure 8: Respondents' Reasons For Attending School 92

Figure 9: Imitation of Role Model in Books 93

Figure 10: Levels of Imitation..... 94

Figure 11: The Proposed Model For Using Bibliotherapy in Addressing Challenges Experienced by Secondary School Students..... 109

LIST OF APPENDICES

Appendix II: Interview Schedule For School Librarian/Teacher Librarian…….....123

Appendix II: Interview Schedule For Guidance and Counseling Teacher 131

Appendix III: Interview Schedule For School Principals/ Deputy Principal 139

Appendix IV: Questionnaire For Students..... 143

Appendix V: Pre-Test Checklist For Interview Schedules And Questionnaires. 148

Appendix VI: List Of Secondary Schools -Thika District..... 150

Appendix VII: Proposed Bibliotherapy Policy Framework For Secondary Schools..... 151

Appendix VIII: Chief Inspector of Schools Guidance and Counseling Circular to Schools154

Appendix IX: Research Permit No Nsct/5/002/R/506 158

Appendix X: Research Authorization by National Council For Sciencea and Technology159

Appendix XI: Research Permit by District Education Officer..... 160

Appendix XII:Research Permit by District Commissioner- Thika West District 161

LIST OF ABBBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ALA	American Library Association
ASCL	Association of Specialized and Cooperative Library Agencies.
DEO	District Education Officer
G & C	Guidance and Counseling
HIV	Human Immune Virus
HOD	Head of Department
HRLSD	Health and Rehabilitative Library Services Division
KIE	Kenya Institute of Education
KNEC	Kenya National Education Council
MDGs	United Nations Millennium Development Goals.
MOE	Ministry Of Education
MOHEST	Ministry of Higher Education Science and Technology.
SCT	Social Cognitive Theory
SEE	Social Education and Ethics
SLT	Social Learning Theory
SPSS	Statistical Package for Social Sciences
7+6+2+3	7 years of Primary Education, 6 years of Secondary Education, 2 years A- Levels and 3 years of University Education.
8+4+4	8 years of Primary Education, 4 years of Secondary Education, 4 years of University Education.

CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

1.1 Introduction

Education remains an important milestone to Kenya's national development and in making progress towards achievement of the Millennium Development Goals (MDGs). Further, education has been identified as a powerful tool for poverty reduction and economic growth (UNESCO, 2003, 2005; World Bank, 2000). It is through education that the youth are provided with economic empowerment and opportunities to exploit their potential and ensure them a bright future. However, the increasing magnitude of negative behaviour change among secondary school students has become an issue of great concern to everybody. For instance, the wanton destruction of learning facilities due to violent nature of strikes and unrest is a major setback in efforts targeted at realizing Education for All (EFA), MDGs and Vision 2030 (Kane 2004). This therefore calls for urgent concerted efforts to address the issues affecting student's behaviour patens, hence the need to explore the use of bibliotherapy.

Bibliotherapy is an interdisciplinary concept with many professionals actively involved. The concept has been defined by professionals in the fields of medicine, librarianship, education, psychologists, among others to denote the therapeutic use of carefully selected and evaluated books and other related materials with individuals or groups of people with the aim of gaining insight and promoting personal growth.

Differences that occur in the definitions of the term bibliotherapy appear in the emphasis laid on who should be prominent in administering the program; for example the psychiatrist observes that they are the only ones who can prescribe books to a client since they know the mind status of the client. On the other hand, Bostle, (1998) observed that librarians argue that in every aspect of reading, there is a therapeutic experience termed as 'implicit' bibliotherapy and if the reading is administered through a specialist's guidance, it becomes 'explicit' bibliotherapy.

Despite the differences in definition, there is a general consensus that reading has an effect on the human mind. Pardeck, (1998) noted that, the vast amount of professional literature that is available on bibliotherapy naturally mirrors the point of view of the helping professional who wrote it and the field in which he or she is an expert. Thus they complement each other.

The study found that, across centuries, books and literature have doubled as educational teaching tools and as instruments to build character and develop positive values (Pardeck, 1998). It has long been believed that reading can be a means of cultivating the inner life and gaining wisdom and comfort in times of distress. This 'healing' effect of books and literature is referred to as bibliotherapy. However, it is worth noting that bibliotherapy does not claim to 'cure' but to enlighten and to promote insight. In this respect, power is released within the individual to become more self- actualized.

According to Bostle, (1998) bibliotherapy is derived from two Greek words *biblio* meaning "book" and *therapia* meaning "healing" and refers simply to "the use of reading materials to help in solving personal problems or for psychiatric therapy." Noruzi (2007) noted that bibliotherapy has many alternatives; some of them are synonymous such as: Reading therapy, Book therapy, Literatherapy and others are semi-synonymous such as: Bibliocounseling, Bibliopsychology, Audio/video therapy and more recently is; Web therapy, Cyber therapy or Internet therapy. These approaches have a similar concept which is; the use of appropriate literature within a therapeutic supportive program designed and conducted by trained therapeutic professionals for instance the information specialist, psychiatrist, psychologist, social worker or guidance and counseling teacher. Bostle, (1998) also noted that bibliotherapy was a deliberate course of action that required careful planning.

Having examined various definitions, this study adopted the following definition: 'bibliotherapy refers to the use of literature both print and non-print, by a trained person, to facilitate a therapeutic activity, usually guided discussions with the aim of promoting personal growth of the participant(s)'.

The purpose of this study was therefore, to explore the possibilities of using bibliotherapy as an adjunct approach with traditions patterns of guidance and counseling in secondary school so as to address student's behaviour challenges that they experience. This would result to gaining insight, self-understanding and identifying solutions to normal development problems of adjustment and growth. This would consequently lead to

improved quality of life. On the other hand, bibliotherapy promotes literacy, cognitive development and positive attitudes towards books, which are key elements in fostering learning.

1.2 Conceptual Background

2.1.1 Historical Overview

The historical background of bibliotherapy is characterized by sporadic and decentralized application of the technique in the fields of librarianship, medicine, education, rehabilitation as well as institutions of the aged. Hussein, (2008) noted that, the idea of healing through books is not a new one – it can be traced far back in history, from the days of the first libraries in Greece. The relationship between bibliotherapy and libraries is as old as ancient civilization itself.

Clarke, (1998) observed that, at around 300 B.C., an inscription was found on a library in Alexandria which read, "The nourishment of the soul". In ancient Thebes, a library entry was inscribed "The healing place of soul." There was belief in the healing power of books and the value of books as a source for improving the quality of life. The Romans also associated medicine and reading. Aulus Cornelius Celsus, an encyclopedist, suggested that the works of great orators be read by patients in order to improve their judgment.

Noruzi (2007) argued that, formalized use of books for therapeutic purposes developed in the Arab world during the middle- ages where hospital patients and prisoners in Egypt were given readings from the Koran. Europeans began providing reading materials as

recreation for the insane by 1700s. This practice spread to America where, in early 1800s, non-religious materials were also recommended for both the sick and mentally ill. The self-help book described as non-fictional literature designed to help individuals understand their personal or physical characteristics began its development at this time. Along with religious and fictional materials, it also became widely prescribed for therapeutic reading.

Major articles on the practice and theory of bibliotherapy for the mentally ill appeared in 1846 and 1853. Such articles brought even greater light the idea of reading as a treatment. With major changes in library services during the late 1800s and early 1900s, books became more readily available. Thus, with outside circulation, reference services, and reader assistance program in libraries, provision was made for increasing interesting and the coming growth of formalized bibliotherapy.

Clarke, (1998) also observed that in 1904, bibliotherapy was first accepted as an aspect of librarianship, when a trained librarian became Administrator of Libraries at Mclean Hospital at Waverly, Massachusetts. The use of books, assumed a leading role as therapy. During this period bibliotherapy tended to be more reactive in its approach in that the process focused on getting individuals to react positively or negatively to the reading material. Counselors, working in conjunction with librarians "prescribed" selected literature for clients experiencing problems. Clients responded directly to the materials they were given, and change was brought about through catharsis, insight, or the copying of character behaviour. More recent approaches however, assumed that the therapeutic

process is actually a more interactive one. This is whereby the reader becomes part of the unfolding intellectual and emotional process of the story and in struggling to understand what is being communicated at the deepest levels, the reader responds by making a positive alteration or modification in behaviour or attitude. In interactive bibliotherapy, participants engage in activities that help them reflect on what they read, such as group discussion and dialogue writing.

Bostle (1998) noted that, in the 1920s, Sadie Peterson-Delaney, a librarian of the Veterans' Hospital in Tuskegee, Alabama, had an outstanding bibliotherapy program that used books to treat the psychological and physical needs of African- American war veterans. Her method received worldwide recognition.

During the 1930's two doctors Karl and William Menninger became strong advocates of the practice of bibliotherapy and endorsed it as an actual treatment technique. Their endorsement led to an increase in use of literature as a mental health tool. Many hospitals began offering the treatment through hospital library programs. The number of self-help books proliferated at the same time. The five year program at Menninger's clinic involved many of the assumptions of the therapeutic value of reading that are still popular today, although his program was designed in the medical model. "Reading is a treatment method and as such it should be directed by a physician" was Menninger's dictum. In his program medical doctors approved library purchases, went over patients' reading assignments and held book discussions. The librarian's role was subsidiary.

Noruzi (2007) observed that: in 1939, Health and Rehabilitative Library Services Division (HRLSD) of the American Library Association (ALA) established a Bibliotherapy Committee, to explore the possibility of using books as a treatment to re-shape attitudes. It was also to bring together and disseminate information on current concepts and practices in bibliotherapy. This was to stimulate the further development and use of the technique and materials of bibliotherapy as a library services. This committee became later a part of Association of Specialized and Cooperative Library Agencies (ASCLA). In 1973, under the wing of the Bibliotherapy Committee, a Bibliotherapy Discussion Group was founded to provide a forum for communication and discussion of issues and topics in the area of bibliotherapy between people who had interest in it. Formerly it met at both the winter and annual meetings of the American Library Association. From 1976 it published a quarterly newsletter, a clearing house type of document which included information on bibliotherapy such as announcements of courses, workshops, bibliographies, and programs on bibliotherapy.

In 1950s and 60s bibliotherapy was expanded beyond the confines of the hospital and beyond the medical model. The term preventive bibliotherapy was coined to include any reading program that might prevent future problems not only among hospital patients but anywhere books and readers could be brought together as in the case of secondary school students.

Clarke and Bostle (1998) argued that, although bibliotherapy was first used in the field of mental health, its uses today vary greatly. Initially bibliotherapy was used to treat mental problems ranging from depression and anxiety to sexual dysfunction and schizophrenia as well as medical issues of illness and disability, disease and dying. Noruzi (2007) also noted that most educators from the developed countries have in deed embraced bibliotherapy as a means of helping young people to adjust and to adopt acceptable social values.

The study therefore, sought to establish the existing wealth of literature on the subject of bibliotherapy, revealing an apparent development of bibliotherapy from a strictly medical aspect to education, correction institution, libraries and even non-institutionalized social services. Areas of education and development have used bibliotherapy for social skills, reading ability and promoting changes in attitudes toward people and situations. Bibliotherapy has also been used in promoting intellectual existential and personal enrichment.

1.2.1 Bibliotherapy in Education: A Global Perspective

Current studies from peer reviewed journals indicated that, many students in today's classroom exhibit a variety of emotional, psychological and social difficulties. Most of these challenges are as a result of peer pressure, influence of the mass media, inadequate parenting, wrong role models, and access to pornographic sites through internet, western cultural imperialism and lack of patriotic feelings among other causes. Behaviour modification among the students requires a more complex psychological approach like

bibliotherapy that would addresses their thoughts, fears, feelings and values. Clarke (1998) observed that bibliotherapy was increasingly being used in educational setting in the USA by teachers and librarians to help meet student developmental needs or solve adjustment problems.

Sullivan and Strang (2003) discussed the use of bibliotherapy as an approach that used literature as an effective way to remediate such difficulties faced by the current student. Morrison and Rude (2002) observed that bibliotherapy promoted the increased use of literature in addressing student's altitude. Using quality literature for bibliotherapy, students were able to grow socio-emotionally by identifying with the main characters in the story which lead to personal insight and growth. In essence, bibliotherapy promoted development of the socio-emotional competence which was necessary for success in school and beyond.

Heath, M. A. et al. (2008) observed that children literature was a therapeutic tool for facilitating emotional growth and healing. Stories provided a catalyst for change, providing children with other perspectives and options for thought, feeling and behaviour. Appropriate shared stories provided opportunities for children to gain insight and learn healthier ways to face challenges.

Melnick, S. (2002) indicated that, fictional characters that display good qualities and traits such as honesty, bravely, creativity, kindness among others, could teach a student the same traits or qualities in their own lives. However, it was the role of both parents and teachers to recommend books that have positive role models to the students.

Although bibliotherapy is widely practiced in the developed countries, the concept was rarely explored in the African context and especially in Kenya. This was quite evidence in the literature review since very few scholars had explored on this issue.

1.3 Contextual Setting

1.3.1 Education in Kenya: An Overview of Social and Cultural Context

Traditional African Education that existed beforehand aimed at training individuals to fit into the society as useful and productive members of that society (Eshiwani, 1993; Kenyatta, 1961). It provided skills, knowledge and values relevant to society and socialized the individuals to participate adequately and positively in the development of the society. The age-group defined the system of education for that status in life while the homestead was the school (Bogonko, 1992). The system of education was concerned with the economy, religious and social-political aspects of life. It consisted of the language, oral literature, customs and traditions of the family and the people.

In the 19th century, the missionaries introduced formal western education where learning and teaching activities were formalized in classroom situation (Eshiwani, 1993). Missionaries controlled and dominated the provision and administration of education until 1911 when the colonial government stepped in. The establishment of formal schooling and a strong western tradition undermined most of the traditional practices (Njoroge and Bennars, 1986; Sifuna, 1990). This meant that the schools had to take in again most of the traditional role and reform to adopt the new status (Sifuna, 1990).

However, this modernization process of education has inadvertently and negatively affected the shared traditional ethical values. Consequently, the adult community is a transition stage and hence a victim of this process for it belongs neither to the old nor the new style of life. This has led to the emergence of a generation of young people without firm moral values to guide their behaviour.

Moral Values

Moral values are described as the sum total of modes of conduct which are commonly acceptable by the society as a rule of life which when followed leads to harmonious and happy life for the individual and the society as a whole (Republic of Kenya, 1991). Therefore, when these values are eroded or neglected, consequences manifest themselves in various sectors of societal interactions. The decline of moral value of the society is reflected by the present way of life of our youth. Indeed, this is one of the contributing factors for negative behaviour change and indiscipline in our educational institutions.

Students are members of the society and are likely to be influenced by what goes on in it. This explains the apparent moral decline that seems to have permeated our school settings.

1.3.2 Behavioural Challenges facing Secondary Schools in Kenya

The Kenya society today is faced with many challenges resulting from the rapid economic and social changes consequently affecting the young generation and in particular the secondary school students. This is a critical stage of human development since it at this stage a person experiences rapid growth in intellectual, linguistic, physical and the desire to have an identity (Meligosa, 2002) .Thus, the need for appropriate intervention to students behavioural challenges encountered mainly from the following factors:

Peer Pressure

Research indicates that there is always a tendency for students to emulate their colleagues in whatever they do in search for self-identity. Some take advice from their friends more seriously than from adults who in most cases mislead them (Republic of Kenya, 2008). Due to peer pressure, most students feel insecure and intimidated. Other students fall prey and become involved in unbecoming behaviours. Further, students from poor backgrounds are susceptible to manipulation by students from rich backgrounds resulting to differences in the social class which leads to conflicts among students.

Parental Guidance

The role of the parent in the upbringing of children cannot be underrated. Meligosa, (2002) argued that the way parents handle their children in the formative years always have an impact on the behaviour of children in later years. In Kenya today, most parents have neglected their children and relegated their responsibility to teachers who are too busy to guide them. Some affluent parents give excess pocket money to their children and drive them to school in expensive cars which makes the latter to exude certain undesirable behaviour like drinking, smoking and generally being rude to everybody in school (Republic of Kenya, 2008). On the other hand, some parents are poor role model to their children for instance, they drink and fight in the presence of their children and the children extend the same to school. Also, some parents over-protect their children whenever they make mistakes in school and this add to the increase of student's indiscipline behaviour. Other studies indicate that many parents do not impart the relevant cultural values to their children (Ngwiri 2008). This is due to the fact that they fail to create time out of their busy schedules in the name of making more money to improve their livelihood. However, this has always resulted to students who have inappropriate moral value system.

Drug and Substance Abuse

The students are under threat from drug abuse which influences them to do strange things; thereby posing a serious threat to schools. Research indicates that, drugs are easily available around schools, markets, homes and bus stages (Republic of Kenya, 2008). Examples of these drugs include bhang, miraa, marijuana, cigarettes, and local brews

among others. Some students and workers especially support staff peddle drugs. These drugs affect the user's reasoning capacity. Escandon, (2005) argues that most students who use drugs are influential and intimidate others. They also do not perform well academically or in extra-curriculum activities. This reflects the current state of some of the secondary school students.

Mass Media Effects

Media is a powerful and inexpensive tool of education, information, communication, entertainment and political mobilization. The Kenyan youth has been most vulnerable to the influence of foreign mass media since they have become they value system and point of reference (Republic of Kenya, 2008). Students like to watch emotional movies, cartoons and action programs. There are lot of violent demonstrations in key news items and fighting being relayed by television and the print media. These actions inculcate violent behaviours among students in schools. Pornographic literature that litters the street has become a threat to students. Excessive adverts of alcohol especially when it appeals to the youth's ego and sense of heroism has also negatively influenced the student's behaviour.

Foreign ideologies and culture

The assimilation of foreign ideas and practices has resulted to a complete disregard of African values, culture and heritage (Republic of Kenya, 2008).

This practices includes; homosexuality, lesbianism, extortion and exploitation of the poor which have permeated in the school settings (Republic of Kenya, 2001). This in return

has led to lack of understanding and appreciating the intrinsic sense of belonging resulting to misdirected values among students. For instance, some students lack respect for authority, property and human life due to the 'don't care altitude'.

.

Inadequate Guidance Counseling (G&C)

Wango, (2007) noted that many secondary school students did not obtain adequate guidance and counseling as expected due to various challenges experienced by this noble department. For instance, teacher appointed as counselors are also assigned teaching duties and therefore they have no ample time to counsel the students (Republic of Kenya, 2008). As a result, students are left to grope for what comes on their way which at times misleads them. On the other hand, there are no policy frame works to guide the teacher counselors on how to practice the G&C programs except for the circular letter from the Ministry of Education (MOE) as attached in the appendix (Wango, 2007). This vacuum is felt by the students who are usually on the receiving end.

Examinable Set Books

Some recommended books by Kenya Institute of Education (KIE) for use in secondary schools are known to have inciting learning materials and advocate rebellion (Republic of Kenya, 2008). For instance, a Kiswahili book 'Mayai Waziri wa Maradhi na Hadhithi Nyingine' contains a story on 'Ndimi za Mauti' which portrays details of a strike being organized and a dormitory set on fire to punish a head teacher. These sentiments were also conquered by parents of Karoti Girls as indicated in the report on the "Inquiry into Student's Unrest and Strikes in Secondary Schools (Republic of Kenya, 2008) as follows;

"Parents were candid to the committee that the teaching of violent plays in some set books incites students to wanting to act or imitate them."

However, students with inadequate moral values fall prey to such enticements since no author neither KIE would want to orientate students on such unproductive aspects of life.

Internet

Irrespective of the many benefits that accompany the proliferation of Information Technology (IT) as discussed by Onunga (2003), there is also some negative side of it which poses as a challenge to secondary school students. Internet has improved the communication across the board. However, some internet sites contain uncensored pornographic information which is favored by many students. As a result, some students get hooked to undesirable behaviour patterns due to the addiction of surfing detestable sites.

1.3.3. Intervention Measures to the Behavioural Challenges

Kottler, (1993) observed that many school children experience emotional and behavioural problems which were estimated to be about 20% of school age children. One of the objectives of education system is to produce people with ability to contribute fully towards national building as well as derive maximum satisfaction from the adult life (Republic of Kenya, 1991). Essential to this process is the acquisition of skills, discipline, behaviour and value systems which enable a student to assimilate and evaluate facts about him or herself and the external environment. The student also ought to act in the best way beneficial to him or herself, to his/her society and the nation.

As observed earlier, while traditional societies made a collective and conscious effort to ensure that the youth were brought up to fit in with the norms, customs, traditions and values of the society, to-days society has mostly abdicated this role to schools. This therefore led to the establishment of Guidance and Counseling (G&C) section in the Ministry of Education (MOE) after realizing that academic work alone could not produce an all rounded person who would be useful to self and the community (Wango 2006).

G&C programs were to be conducted by a mature teacher. They were meant to intervene due to the increased anti-social behaviours observed in students. They were also meant to assist students affected by HIV/AIDS. G&C programs were essential in order to help students grow towards responsible adulthood. In this regard, the programs ought to offer the student guidance on educational, vocational, health, social ethics and personal matters (Republic of Kenya, 1991).

Corporal punishment was also another intervention measure used in secondary schools in the effort of promoting good morals and inculcating discipline among students. However, in March 2001, corporal punishment in school was abolished through Legal Notice No. 56 (Republic of Kenya, 2008). This form of punishment was seen as one way that discouraged children from attending school due to fear instilled in them through this form of punishment. As a result, teachers had to turn to G&C as an alternative to corporal punishment.

However, though G&C were such an essential component of student development, most secondary schools were inadequate and the programs were not administered appropriately hence the need for a complement program which is more holistic.

1.4 Statement of the Problem

In Kenya today, there is an increase in psychological, emotional and physical challenges facing secondary school students. These challenges include; peer pressure, drugs and substance abuse, stress, early pregnancies, homosexuality, irresponsibility and other cases of indiscipline which have affected the adolescent readers.

In our society, some of the causes of these problems include negative influence of the mass media, inadequate parenting, wrong role models, and access to pornographic sites through internet, western cultural imperialism and lack of patriotic feelings among other causes. These have resulted in a national decadence which has become a great concern to parents, educators and the government

In the recent past, Kenya witnessed a wave of unrest and strikes in secondary schools in which two hundred and ninety (290) schools were involved and more than half were burnt down leading to loss of life and property worth of millions (Republic of Kenya, 2008). These colossal losses, and undignified behaviour, elicited varied responses from duty bearers and the general public. The government's reactions towards this mayhem included; the re-introduction of caning students as a form of punishment, freezing the transfer of students, and expulsion of students involved in leading the riots in their

schools. Some students also faced prosecution. The government set up adhoc-committee to investigate these underlying issues.

It appears that current national decadence in the country has seriously eroded the African value-system among contemporary youth. Students are a direct product of the moral decay in our society as witnessed in the 2007 -2008 post-electoral violence which engulfed many regions in the country. For instance, there is lack of respect for seniors by the younger generation, and a complete disrespect of taboos and expected norms. The political class, religious and professional elites have all failed to rise to the occasion in teaching values to the youth who have been left to assimilate all that goes on in the multimedia's and internet equating it with development and modernity. The challenges facing secondary schools students are as a result of misdirected values. This has made the students to be undisciplined, disrespectful, irresponsible, and unpatriotic among other vices.

Judging by the recent newspapers reports, it appears that these challenges have not been holistically addressed with a view to provide appropriate interventions. It is therefore evident that the educators seem not to have clear ways of addressing these challenges. The guidance and counseling department also appears to be neither effective nor efficient. The attempt to re-introduction of canning in order to instill discipline may not fully address challenges as values cannot be instilled through corporal punishment alone. Behaviour change among the secondary school students requires a more complex psychological approach that addresses their thoughts, fears, feelings and values.

To facilitate behaviour modification, application of bibliotherapy has been known to address these challenges by promoting positive values in society. It also deals with the psychological aspect of an individual's thoughts, feelings and behaviour. Bibliotherapy is known to help an individual identify with literary characters in a book similar to them and therefore help release negative emotions, gain new directions in life, identify with appropriate role models and explore new ways of interacting with the external environment.

However, the extent to which bibliotherapy can be applied to address these various challenges among our secondary school students has not yet been investigated in the country. This study therefore, investigated ways in which bibliotherapy could be used to address these challenges.

1.5 Aim of the Study

The aim of the study was to investigate ways in which bibliotherapy could be used to address behavioural challenges facing secondary school students in the country and to propose a model that can be used to address negative behaviour change in students.

1.6 Objectives of the Study

This study was guided by the following objectives:

1. To examine behavioural challenges facing secondary schools students in Thika Municipality.

2. To identify factors that contributes to negative behaviour change in secondary schools.
3. To establish the extent to which the Education Act (1980) and the Children Act (2001) address student behaviour challenges.
4. To examine strategies used by schools to address behaviour challenges facing secondary school students.
5. To ascertain the extent to which books are used to promote positive behaviour change in students.
6. To find out ways in which bibliotherapy can be used to address behaviour challenges among secondary school students.
7. To propose a model that can be used to address behaviour challenges among secondary school students.

1.7 Research Questions

In order to achieve the above objectives, the following research questions were formulated:

1. What behavioural challenges are encountered by secondary school students and what factors contribute to these challenges?
2. What measures have been put in place by the school administrators to address challenges facing secondary school students?
3. How do government policies address students' negative behaviour related issues?
4. How are students influenced by what they read?

5. What is the current state of secondary school libraries/book stores?
6. How can bibliotherapy be applied in student's behaviour modification?

1.8 Assumption of the Study

The study considered the following assumptions.

- Students are influenced by what they read and can imitate what they read.
- Therapeutic reading if applied could help students understand themselves and be in a position to promote positive behaviour.

1.9 Significance of the Study

The study will shed light on behavioural challenges faced by secondary school students with a view of addressing them. Also the study will serve to create awareness to educational stakeholders on the need for the provision of bibliotherapy in education settings. Further, the study will influence the revision of the Education Act (1980) and the Children Act (2001) to include bibliotherapy as a behaviour intervention measure. The study will also form the basis of determining the guidelines by which Kenya Institute of Education (KIE) can recommend reading materials to be used for psychological, social and spiritual enrichment of students in schools. Thus, the country will benefit by having holistic approach to behavioural challenges affecting the secondary school students.

1.10 Scope and Limitations of the Study

The study focused on secondary schools within Thika Municipality. It sought to establish the behaviour challenges facing secondary school students and the extent to which bibliotherapy could be used to facilitate student's behaviour change. Data was also

collected from the Ministry of Education (MoE) and Kenya Institute of Education (KIE) Offices respectively, with officers from these institutions serving as informants.

One major limitation the study encountered was shortage of literature on bibliotherapy in our Kenyan libraries. To address this, the researcher relied more on electronic sources which at times were available at a cost.

The study also experienced some difficulties during data collection. Irrespective of the fact that the researcher made prior arrangements and appointments, still some private schools were not ready to receive the researcher due to their rigid schedule which could not be altered. This lengthened the time that was allocated for data collection.

On the other hand, the student population in the municipality was quite large. This meant that in as much as all students were supposed to participate in the study, the researcher had to sample a number of them as a representative sample.

1.11 Conclusion

The chapter gives introductory remarks as well as background information of bibliotherapy and education overview in Kenya. It also discussed the problem statement of the study and also points out the aim and the objectives of the study. Other key issues that have been discussed in this chapter include: scope of the study, assumption, significance as well as limitations of the study.

1.12 Definitions of Operational Terms

Adolescent – the transition period between childhood and adulthood

Behaviour – a particular way of doing something or the way someone behaves.

Behaviour modification – the application of experimentally established principles of behaviour change.

Bibliotherapy –a concept that relates reading to the content of books, poetry, play, music or art as therapy.

Challenge – an issue that requires someone to tackle it successfully.

Character formation – how much the students have been informed about values that translate into positive behaviour.

Education – the totality of experiences individual go through in learning to cope with their physical and social environments.

Educational resources – print and non-print materials for teaching and learning in schools.

Discipline – the practice of making people obey rules of behaviour and punish them if they don't obey.

Learning and motivation – the study of how behaviour depends on the outcome of the past behaviours, and on current motivations.

Motivation – an internal state that activates, guides, and sustains behaviour.

Punishment – the act of presenting an aversive stimulus; for example, spanking, or withdrawal of a reinforcing stimulus event like withdrawal of privileges, during or after the performance of an undesirable behaviour.

Reinforcement – a situation where behaviour is strengthened by presenting favorable events or by omitting favorable events; part of education that results from an individual's contact with schools.

Self-efficacy - the perception that, one is able to perform a task successfully.

Social values – what is acceptable, good, worthwhile or meaningful in terms of human efforts to promote societal welfare, or the common good in avoidance of moral decadence or chaos. Social values are therefore the ethical foundation of the society irrespective of religious or other doctrinal inclinations.

Therapy – an activity that makes one feel happy or that helps one to deal with issues of life.

Value – denotes what is acceptable, good, worthwhile or meaningful in terms of human efforts to promote societal welfare, or the common good in avoidance of moral decadence or chaos.

Value clarification – a method or a process by which a person is helped to discover through behaviour, feelings and ideas what important choices they make and continually act upon them throughout their life.

Webotherapy – reading web resources for problem solving; bibliotherapy through web resources.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature from related studies. It also discusses the theoretical framework that guided this study.

Literature review in a research study accomplishes various purposes. It sharpens and deepens the theoretical foundation of the research thus enabling the researcher to gain clarity and better understanding of the theoretical foundation related to this study. On the other hand, the researcher gains an insight of what has already been done, pinpoint the strengths and weakness and aiming at addressing the identified gaps. This also helps the researcher to avoid duplication of works. The review of related literature also helped in developing an analytical framework or a basis for analyzing and interpreting data. In essence, literature review helped the researcher to legitimize one's argument and to have a better understanding of the discipline under study. This chapter therefore reveals the views of many writers on the topic of bibliotherapy, student's behaviour change and modification.

2.2 Theoretical Framework

Importance of Theories in Social Science

Anderson, (1988); Bandura, (1986) observed that theories in social science were essential for understanding foundations for social sciences. A social scientist tries to organize a set

of facts into a systematic theoretical pattern. Precisely, social theories visualize individuals embedded in their social and cultural context. They tend to focus on social norms, relationships and gender imbalances that create the meaning and determinants of behaviour and behaviour change. These theories are helpful for understanding and predicting both individual and group behaviours and identifying methods in which behaviour can be modified or changed. On the other hand, theories offer the conceptual tool and provide a framework upon which the bibliotherapist can work with the student during therapy sessions. The researcher therefore gathered information on theories related to the study and agreed on Social learning Theory which informed the study. This theory can be well understood by considering briefly basic concepts in behaviourism as follows;

2.2.1 Behaviourism

Behavioural approach integrates thoughts and behaviour. It has its origins in the 1950s and 1960s as a departure from the psychological perspective as expounded by Frued. Its founders like Lazarus Arnord, B.F. Skinner, Pavlov, Albert Ellis, Wolpe and Albert Bandura believed that behaviour is not influenced by past experiences. According to them, behaviour can be learnt, unlearnt or re-learnt (Coon, 2006). They adopted the view that human beings are both the products and the produce of their environment.

2.2.2 Behaviour Therapy

Behaviour therapy is a set of theoretical hypothesis on the emotional behaviour functioning of humans and how it can be changed (Baron, 1998). It offers various action-oriented methods to help people take steps to change what their behaviour. Many

behaviour techniques particularly those developed in the last decade emphasize cognitive process (Nelson-Jones, 2001). Behaviourists help the client by teaching them how to act or behave appropriately in congruence with their world. This is meant to bring about a healthy and stable self mentally and physically. Behaviour therapists deal with a client's current problems and the factors that influence them rather than the reasons leading to the problems or historical determinants. They assume that behaviour should be measurable and observable, based on procedures and principles of scientific method. Behaviour change is therefore based on the idea of learning and that behaviour can be learnt and unlearnt. Behaviour change largely depends on three major areas of development namely;

- Classical Conditioning
- Operant Conditioning and
- Social learning Theory

Classical Conditioning

Underlying this belief is that behaviour can be controlled and that human beings can be made to do things without being aware of then just as Palvol was able to condition a dog to salivate at the sound of a bell (Irwin 2004). Thus the environment can be manipulated to produce desired behaviour or response. For instance, teacher's positive and welcoming altitude towards students can lead to mutual trust and enhance learning.

Operant Conditioning

According to B. F. Skinner, rewards and punishment make people behave in certain ways (Coon, 2006). He argued that there is negative and positive reinforcement in that, positive

reinforcement increased the frequency of a response by filling it with a favorable event (reward) while negative reinforcement makes use of punishment or withdrawal of rewards. Behaviour could be reinforced continuously in a scheduled way or intermittently. It is the responsibility of the school to continually reinforce positive behaviour for example hard work and discipline by highlighting and rewarding.

Social learning Theory

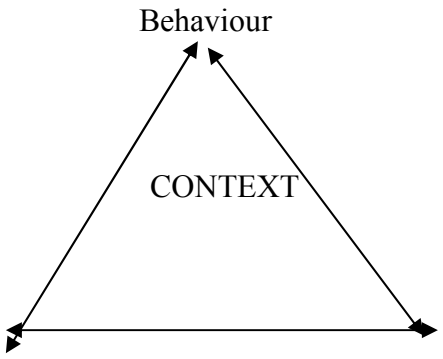
Social theories asserts that society is broken into smaller subcultures and its members of one's immediate surroundings, the peer group that someone most identifies with, that the most significant influenced on an individual. Albert Bandura argues that people are capable of learning vicariously by observing the behaviour of others as well as its consequences and by initiating that behaviour (Bandura, 1986). Key aspects of social learning include; observation, retention, motivation and imitation as discussed further in the study.

2.2.3 Albert Bandura - Social Learning Theory (SLT)

The theoretical framework guiding this study was based on Social Learning Theory (SLT), developed by educational psychologist Albert Bandura who has become perhaps the most influential in theory of learning and development (Bandura, 1986). He later renamed the theory as Social Cognitive Theory (SCT). This was to distance it from prevalent social learning theories of the day and to emphasize that cognition plays a critical role in people's capability to construct reality, self-regulate, encode information and perform behaviours (Pajares, 2002). Bandura (1986) proposed that people are neither

driven by inner forces nor automatically shaped and controlled by external stimuli; rather, human functioning is explained in terms of a model of triadic reciprocal determinism. In his model which can be visualized as an equilateral triangle; behaviour, cognitive, personal factors and environmental events all operate as interacting determinants of each other. The nature of persons would then be defined within this triadic perspective as shown in ***Figure 1.***

Figure 1: Model of Reciprocal Determinism



Source: Bandura's (1977; 1986)

The reciprocal nature of the determinants of human functioning in SCT makes it possible for therapeutic and counseling efforts to be directed at personal, environmental or behaviour factors. Strategies for increasing well-being could be aimed at improving emotional, cognitive or motivational process, increasing behavioural competencies, or altering the social conditions under which people live and work. For instance in

secondary schools, teachers have the challenge of producing an all-round student who is well oriented to the society. Using SCT as a framework, teachers can work to improve the student's emotional state and to correct their fault self-beliefs and habits of thinking (personal factors), improve their academic skills and self-regulatory practices (behaviour) and alter the school and classroom structures that may work to undermine student success (environmental factors)

Ndurumo (1993) noted that, Social Learning Theory's element of interaction between an individual and their environment explains the development of deviant behaviour as a function of an individual's exposure to certain behaviour and their acquaintances, which can reinforce either socially acceptable or socially unacceptable behaviour.

Coon (2006), Hergenhahn (2005) and Irwin (2004) all argued that social learning theory identified several factors that determined whether observing a model was affecting behavioural or cognitive change. These factors include: the learner's developmental status, the perceived prestige and competence of the model, the consequences received by the model, the relevance of the model's behaviours and consequences to the learner's goals, and the learner's self-efficacy which refers to the learner's belief in his or her ability to perform the modeled behaviour.

2.2.3.1 Observational Learning

SLT states that new behaviours are learnt either by modeling the behaviour of others or by directs experiences. Bandura (1986) suggested that we observe others and encode the

information that will serve as a guide for later action. He emphasized on the process of observational learning in which a learner's behaviour changes as a result of observing others' behaviour and its consequences as quoted;

"Learning would be exceedingly laborious, not to mention hazardous if people had to rely solely on the effects of their own action to inform them what to do. Fortunately, most human behaviour is learned observationally through modeling; from observing others one forms an idea and how new behaviours are performed, and on later occasion this coded information serves as a guide for action." (Bandura, 1977)

Bandura noted that direct learning could not account for all types of learning. His theory added on a social element, arguing that people learn new information and behaviour by watching others people, that is; observational or modeling. This type of learning therefore can be used to explain a wide variety of people's behaviours. Some of the social behaviours that can be learned through observation of others are:

- new cognitive skills and behaviours
- strengthened or weakened previously learned inhibitions
- social promotes or inducement and;
- how to use the environment

Further to the explanation of learning through modeling, in his 'Bobo doll' studies, Bandura demonstrated that children learn and imitate behaviour they have observed in other people (Bandura, 1986). The children in Bandura's studies observed an adult acting

violently towards a Bobo doll. When the children were later allowed to play in a room with the Bobo doll, they began to imitate the aggressive actions they had previously observed. This explains the current deviant behaviours in secondary schools as a result of poor role models in the society being imitated by the students.

Models in Observational learning

Bandura identified three basic models of observational learning as follows;

- A live model which involved an actual individual demonstrating or acting out behaviour.
- A verbal instruction model which involved descriptions and explanation of a behaviour.
- A symbolic model, which involved real fictional characters displaying behaviours' in books, film, television program or online media.

All these models emphasized the effect behind learning by modeling which is relevant in the school settings.

Intrinsic Reinforcement

Bandura noted that external environment reinforcement was not the only factor to influence learning and behaviour (Bandura, 1986). He described intrinsic reinforcement as a form of internal reward, such as pride, satisfaction and a sense of accomplishment. This emphasis on internal thoughts and cognitions help connect learning theories to cognitive development theories, thus the approach of 'Social Cognitive Theory.' In SCT, people are viewed as self-organizing, proactive, self-reflecting and self-regulatory rather than a reactive organism shaped and shepherded by environmental forces or driven by

concealed inner impulses (Pajares, 2002). It is the responsibility of the school to continually reinforce positive behaviour for example hard work and discipline by highlighting and rewarding while on the other hand, discourage and deter negative behaviour by all means.

2.2.3.2 The Modeling Process

Not all observed behaviours are effectively learned. Factors involving both the model and the learner play a role in whether social learning is successful as explained below;

- The status and position of the model – There is generally a better chance of the behaviour of a model of a high socio-economic status being imitated than one of low status.
- The characteristics of the observer or the learner - The more the person is aware of himself or herself and has a strong self-concept and stable personal values, the less susceptible he/she is to imitating undesirable behaviour.
- The rewards for imitating the behaviour – This determines the durability and the strength of the learned behaviour. If the person perceived by the potential learner does not recognize or appreciate the learner, the learned characteristics decrease in their potency.
- Societal recognitions – If the model is not recognized by society, the learner may gradually disregard the behaviour he/she had imitated.

The following steps are involved in observational learning and modeling process as also outlined in ***Figure 2;***

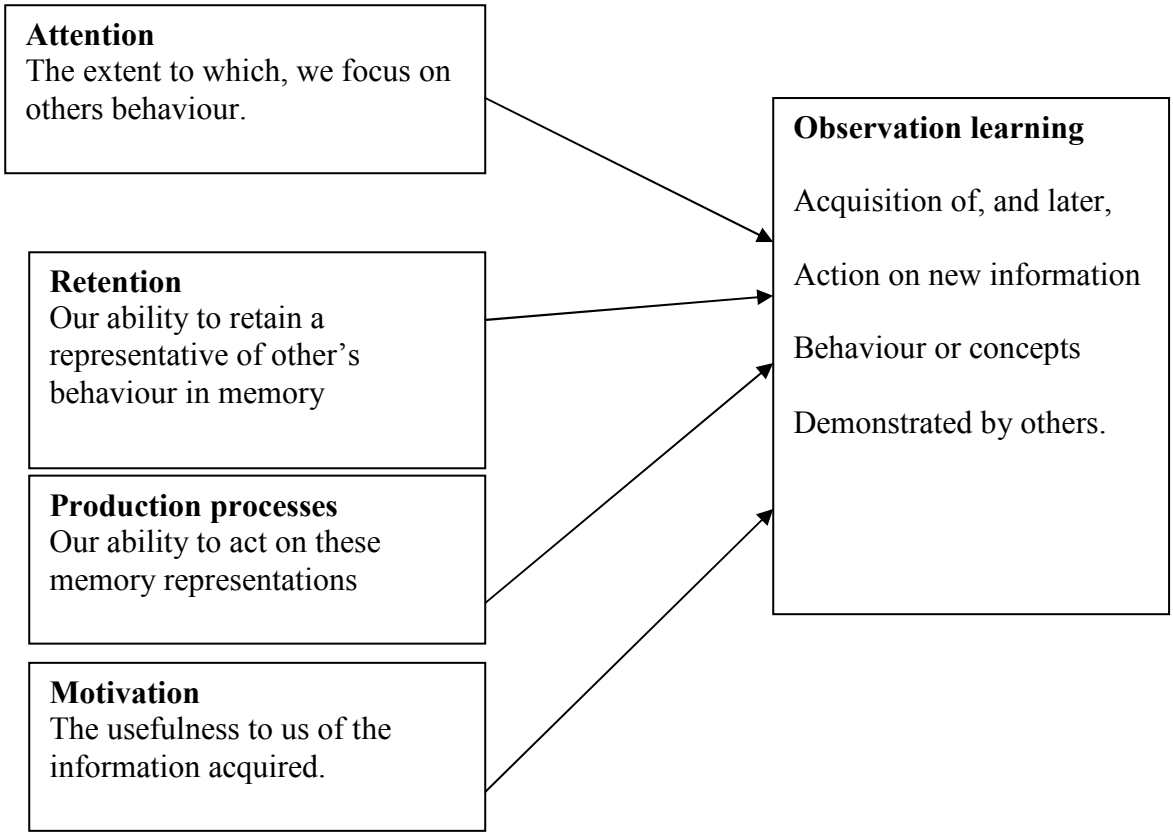
Attention – In order to learn, one must always pay attention. Anything that distracts the attention will have a negative effect on observational learning. If the model is interesting and there is a novel aspect to the situation, one is likely to dedicate full attention to learning.

Retention – The ability to store information is an important part of the learning process. Retention can be affected by a number of factors, but the ability to pull up information later and act on it is vital to observational learning.

Reproduction – On paying attention to the model and retaining the information, what follows is to actually perform the behaviour observed. Further practice of the learned behaviour leads to improvement and skill advancement.

Motivation – For observational learning to be successive, one need to be motivated to imitate the behaviour that has been modeled. Reinforcement and punishment play an important role in motivation.

Figure 2: Conceptual Framework for Observational Learning and Modeling Process



2.2.3.3 Application of the Social Learning Theory to the Study

In essence, dealing with students who have behaviour disorders, social-emotional problems, presents a host of challenges to educators, parents and the society as a whole. Therefore, this creates a fundamental need for a varied repertoire of behaviour management strategies for implementation (Kerlinger 1987). A cognitive-behavioural intervention constitutes one strategy in which a student can learn acceptable behaviour through modeling.

Social Learning Theory was quite relevant to the study since bibliotherapy involves a dynamic interaction between the personality of the reader and literature. This interaction can be utilized for personality assessment, adjustment and growth. For instance, a student may read a book, watch a movie or a play in which the actor or the character show very clearly how to respond effectively to situations e.g. being assertive, diligence, resourceful, patient, grateful among other quality characters that are in every aspect of daily life. Later, the students practice the adaptive behaviours themselves and so, acquire new and more appropriate ways of behaving in various situations (Salfino 1996).

In conjunction with the views of Ndurumo (1993), learning by modeling or example is quite rampant with children as well as the adolescent, who constitute the secondary school students. Students watch violence on television; hear family members quarrel and neighbours' children use crude language; they read vulgar language in novels, magazines and cartoons. They also hear adult models use harsh words. The students in turn copy the models. Bandura, however, stated that the characteristics of the model exert a strong influence. If the characteristics of the model are similar to those of the learner, the possibility that the model's behaviour was imitated is strong. Thus, students tend to copy behaviour of their same sex parent, older children and even other older adults who are not related to them. However, as the students grow older, they imitate the behaviour of peers, and persons they consider important, or those whom they idolize. It is supposed that peer modeling is particularly effective for students who have low self-efficacy Coon (2006).

Modeling techniques have also been used successfully to modify the behaviour of highly aggressive children and adolescents (Kerlinger 1987). Students are known to behave aggressively because they lack in basic social skills e.g. not able to ask questions in a non-aggressive manner and how to refuse a request without annoying the requester.

2.3 Bibliotherapy

As explained earlier, bibliotherapy is the use of literature, both print and non-print, by a trained person to facilitate a therapeutic activity with the aim of promoting personal growth of the participant(s). For instance, a school librarian working in conjunction with the guidance and counseling teacher may prescribe selected literature to students experiencing problems. The premise underlying this approach was that clients' identification with literary characters similar to themselves was helpful in releasing emotions, gaining new directions in life and promoting new ways of interacting.

2.3.1 Bibliotherapy in Behaviour Modification

Baron (1998) described therapy as the art of avoiding pain. There are several types of therapies; however this study focused on behaviour therapy and how bibliotherapy as a therapy, could be used as an intervention measure in addressing challenges faced by secondary school students.

Behaviour Modification

This is the application of established principles of behaviour change. Behaviour therapy argues that many psychological disorders stem from faulty learning and it focuses on the

individual's current behaviour. Either the persons involved have failed to acquire the skills and behaviours they need for coping with the problems of daily life, or they have acquired maladaptive habits and reactions-ones that cause them considerable distress. The key task is to change current behaviour not to correct fault, self-concepts or resolve hidden inner conflicts. Behaviour therapists seek to provide individuals with behaviours and strategies they can use to overcome their problems. This could be applicable through guided programs like bibliotherapy.

Bibliotherapist

Clarke (1998) defined a bibliotherapist as a facilitator of bibliotherapy process who uses techniques usually based on guided discussions where readers are encouraged to analyze, respond, evaluate and relate to the literature. This could be a teacher, a librarian or a social worker. Clarke also noted that a therapist must value people as individuals and as human beings so as to have motivation to help. Relating this to the study, the guidance and counseling teacher and the school librarian needed to build confidence with the students and be able to communicate well, reading non-verbal cues of the students. This would enhance responsibility and commitment without which there can be no building up of trustworthy relationship; hence the therapy would not be effective.

Pardeck (1984) emphasized the importance of a therapist in bibliotherapy activities. He pointed out that, 'although it is possible for a client to experience projection through reading a book on his/her own, normally the stages of catharsis and insight occur only as a result of interaction between the client and therapist'. Taking into consideration the

views of the already mentioned scholars, the study acknowledged the importance of assessing the student's readiness before embarking on the therapy. The therapist needed to have good knowledge of the student's challenges. Echoing the voice of Ranganathan; 'right book at the right time', school librarians needed to value this important aspect of timing if they were to apply bibliotherapy activities in addressing challenges experienced by students. Proper timing of therapy was seen as paramount as inappropriate timings would impede the process.

The study concluded that, educators and librarians have been using literature for many years as an aid in their helping role though they may have been unaware of the bibliotherapy approach (Clarke 1998).

2.3.2 Types of Bibliotherapy

As previously discussed, bibliotherapy refers to the use of literature, both print and non-print, by a trained person, to facilitate a therapeutic activity, usually guided discussions with the aim of promoting personal growth of the participant(s)'. According to Hussein (2008) and Noruzi (2007), there are three types of bibliotherapy approaches which require careful planning. These are: developmental bibliotherapy, clinical and interactive.

Developmental

Developmental bibliotherapy involves helping clients in their normal health and development. It focuses on helping clients cope with developmental needs rather than relying on a clinical or individualized approach. The advantage of this approach is that

therapists can identify the concerns of their clients and address the issues before problems arise. This type of bibliotherapy is defined as the use of literature and facilitative processes by skilled helpers to assist individuals in dealing with life transitional and normal developmental issues. The study focuses on this type bibliotherapy since it is more relevant in addressing the challenges experienced by secondary school students.

Clinical

In clinical bibliotherapy, skilled practitioners use therapeutic methods to help individuals experiencing serious emotional and behavioural problems. It is defined as the use of literature and facilitative processes by skilled mental health or medical clinicians in meeting a deliberate therapeutic goal for the purpose of assisting individuals in dealing with severe disorders and traumatic life experiences. This type of bibliotherapy is more practiced by psychiatrists (Hussein 2007).

Interactive

In interactive bibliotherapy, participants engage in activities that help them reflect on what they read, such as group discussions and dialogue journal writing. The reader becomes part of the unfolding intellectual and emotional process of the story, and in struggling to understand what is being communicated at the deepest levels, the reader responds by making a positive alternation or modification in behaviour or attitude (Hussein 2007).

2.3.3 Stages of Bibliotherapy

Noruzi (2008), (Hussein 2007) and (Clarke (1998) in their previous studies indicates that bibliotherapy is an adjunct to other therapies, consisting of four stages as discussed below:

1) **Identification of the student's needs –** This includes the emotions, physical, psychological or even social behavioural challenges. The identification is done by the guidance and counseling teacher or the librarian.
2) **Projection –** This refers to real or imagined affiliation of oneself with another person, a character, situation in a story or symbol (Clarke 1998). It involves the selection of appropriate reading resources that directly address the student's socio-emotional difficulties, that allow the student to identify personally with the source's main character, and that provide correct information about a given challenge. The therapist ought to read the resource before recommending it to a student so as to be aware of the complexity and length of the resource. He/she should also take into account the student's age, gender, background, reading level, and interests. The selection process involves skill and insight, as the reading resources ought to provide correct information about a problem while not imparting a false sense of hope.
3) **Catharsis –** Clarke (1998) notes that this is the process of purging of the emotions which involves an uncensored and spontaneous release of feelings expressed either verbally or non-verbally. Reading resources are carefully and strategically presented to students so that they are able to see similarities between themselves and the characters in the selected resources. They, then apply the

technique through developmentally appropriate strategies by holding discussions with the student and asking some questions like:

- What was the story about?
- How did the story make you feel?
- Who was the main character?
- What problem did the main character encounter?
- How did the main character solve the problem?
- If you faced a similar problem, what might you do?

These discussions provide the therapists with the opportunity to determine whether the student adequately understands the selected material.

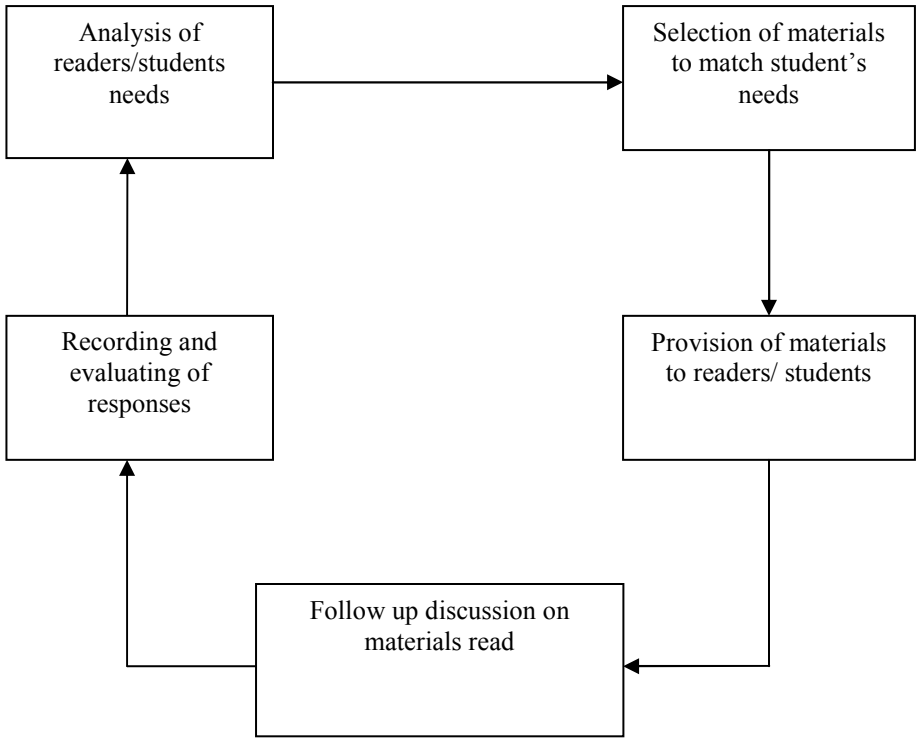
4) **Insight and Integration –** This is achieved when students gain awareness and apply the self-knowledge in problem solving. Follow-up the student after reading the resources. This involves; retelling of the story, analyzing decisions of characters, role-playing, creative problem-solving, discussing right and wrong, morals, the strong and weak points of the main character and resolving the story in a different way. This encourages the students to think about how to relate to the self. Each of these stages must be carefully considered by the therapist.

The main criteria used in selecting a reading resource are:

The resource is to offer useful content on the problem area covered and has to be clearly appropriate to the implementation of the therapeutic process.

The following ***Figure 3*** is a flow chart on stages of bibliotherapy.

Figure 3: Stages of Bibliotherapy



2.3.4 Purposes of Bibliotherapy

Noruzi (2008) and (Hussein 2007) note that the first documented use of bibliotherapy as an intervention technique was recorded in 1840 and in 1916. The term "bibliotherapy" was used in a published article in *The Atlantic Monthly* to describe the process of presenting books to medical patients who needed help understanding their problems. Bibliotherapy, though, as a type of brief intervention in which patients receive written materials on the harmful effects of alcohol and guidelines for reducing drinking, has been found to reduce alcohol consumption and associated problems. These interventions

represent a potentially powerful and cost-effective tool for the early treatment of heavy drinkers identified in a variety of settings. However, the purposes of bibliotherapy are diverse. They include the following among others:

- to rebuild thought structures;
- to impart information;
- to refocus the emotions;
- to provide insight;
- to stimulate discussions about problems;
- to redirect the will;
- to communicate new attitudes and values;
- to teach new solutions to problems;
- to enhance self-esteem; and
- to furnish relaxation and diversion

2.3.5 Benefits of Bibliotherapy

Bibliotherapy helps the client to develop insight into his or her problems and it encourages the verbalization of problems. It serves as an indirect communication channel between the client and the bibliotherapist. The following is a list of some of the benefits of bibliotherapy that are most frequently mentioned by experienced therapists. They include the following:

- Provides a window – increases awareness of and empathetic understanding for other cultures, lifestyles and lived experiences;

- Provides a mirror – increases appreciation of, pride in and identification with one's own ethnic/cultural identity;
- Promotes coping skills;
- Provides information and alternatives;
- Stimulates discussion of feelings and ideas;
- Increases enjoyment of literature and reading; and
- Enhances insight and integration.

2.4 Education development in Kenya

At independence in 1963, Kenya had a racially segregated education for Africans, Asians and Europeans. The country was faced with the need to Africanize the economy and the public service and ensure economic growth (Republic of Kenya, 1964; 1965). The educational goals were outlined by the first post-independence education commission commonly known as the Ominde Commission (Republic of Kenya, 1964) that stressed access, equity, quality and relevant education and training and the abolition of segregation of schools along racial lines. The government through Sessional Paper No. 10 on *African Socialism and Its Application to Planning in Kenya* (Republic of Kenya, 1965) singled out poverty, ignorance and disease as major impediments to national development. As a result, the government committed itself to providing education among other services. This was further reinforced in subsequent policy documents which form the basis of education activities and programs. These policy documents include;

- Recommendations by various Education Commission Reports
- Sessional Papers

- Acts of Parliament governing education and education institutions such as the Education Act(Republic of Kenya, 1980)
- National Development Plans

The country has experienced massive expansion in education both in enrollment and education institutions at all levels with greatest expansion experienced in secondary education (Republic of Kenya, 2005a). At independence, the Ominde Commission recommended a 7+4+2+3 system of education that was implemented in 1965. Thereafter, *The Presidential Working Party on the Second University* commonly known as the Mackay Report (Republic of Kenya, 1981) recommended an 8+4+4 system of education that commenced in 1985 until today.

2.4.1 The 8+4+4 Education System in Kenya

The introduction of the 8 + 4 + 4 system of education in 1985, accompanied by the abolition of the A-Level education system as recommended by Mackay Report (Republic of Kenya, 1981) was based on the need to expand middle level colleges. Such expansion was expected to increase opportunities for skills training and also open more avenues for entry into higher education. Unfortunately, this expansion did not take place. Many problems had to do with the content of education than the structure itself as reported in the Koech Report (Republic of Kenya, 1999). On the other hand, the curriculum overload in this system of education also posed a challenge to learners and teachers in that is became hard to introduce other programs that were not provided for.

Secondary Education in Kenya

This stage forms the second cycle of the system of education and the transition stage between elementary education and higher education, training and the world of work. In traditional African society, great importance was attached to this stage of youth development in preparing them for the responsibilities of adulthood. Secondary education prepares young people between the ages of 14 years and 17 years for further education, training and employment. According to Kamunge Report (Republic of Kenya, 1988), the objectives of the four (4) years in secondary education are as follows;

- To provide for an all-round mental, moral and spiritual development
- To provide relevant skills towards positive contribution to the development of society.
- To ensure balanced development in cognitive (knowledge), psychomotor (manipulative and practical) and effective (attitude and value) skills
- To lay a firm foundation for further education, training and work
- To lead to the acquisition of positive altitudes and values towards the well-being of society.

Although the country has experienced a remarkable growth in education, several factors affect this development. It is evident that the government appears committed to education as articulated in the various commissions setup to look into education. It also acknowledges the importance of guidance and counseling as one strategy that could intervene in some of the issues affecting the learners and especially in secondary schools. However, this strategy seems to be overwhelmed by the diverse emerging issues faced by

the students due to the lack of policy framework guiding the programs among other problems. This therefore necessitates the need of a holistic approach to student's challenges that is more student oriented. Bibliotherapy is appropriate since it helps the student to cope with daily issues of life. In order to have some insight to the apparent behavioural challenges that has permeated the educational settings and especially secondary schools resulting to moral decline, it is paramount to reflect on the traditional moral values and ethics that guide the various communities.

2.4.2 Traditional Moral Values and Ethics

As earlier discussed, moral values are described as the sum total of modes of conduct which are commonly acceptable by the society as a rule of life which when followed lead to harmonious and happy life for the individual and the society as a whole (Republic of Kenya, 1999). When these values are eroded or neglected, consequences manifest themselves in various sectors of societal interactions. A good example is in the educational settings.

The Traditional African Society had rules and conduct relevant to all stages of life. From childhood, an individual underwent an intense education and socialization process which prepared him/her for life in society. The traditional education process, though informal, was continuous and was therefore provided for by the society throughout one's lifetime. It started in early childhood and was marked by initiation rites which continued through adulthood to old age. This provided long time preparation and reinforcement of the individual as a useful member of the society, and made it easy for the youth to be fully

integrated. The youth acquired practical instructions and assignments in specific tasks, which were tailored to their needs and those of society as they graduated from one status to another.

During the socialization process, different people came in to help prepare the child for his/her role in the society. Guidance and counseling was provided for in matters pertaining to family and interpersonal relationships including sex and sexuality. Similarly, counseling was given against vices such as; laziness, irresponsible parenthood, neglect of duty to the wider society among other vices. The youth were socialized and taught the importance of enduring hardships, living in peace and harmony with others, obedience to elders and societal law, thereby inculcating into them a sense of identity, maturity and integrating them into the mainstream of society.

The traditional society had a communal lifestyle and as such, the individual did not exists alone but corporately with the other members of the society, on whom he depended for social, economic, psychological and physical support and security. Corporate existence in the African traditional life also meant intense concern for human welfare and wellbeing of every person in the community. Maintenance of peace and order within the community was an important duty and ideal. It was incumbent upon each member of the society to maintain and preserve these virtues. Any act which threatened them was considered morally wrong and was condemned and punished accordingly. Going against societal norms was not deemed conducive to peaceful co-existence within the society.

It is also important to note that, within the traditional set-up, there were certain character traits that were admired, encouraged and rewarded. These included; ability to listen, openness to dialogue, proper use of logic, self-control among others. However, vices such as rape, pre-marital sex, theft, incest, murder and arson were detested and severely punished.

2.4.3 The Impact of Western Civilization on Traditional Moral Values

With the coming of the European missionaries and colonialism at the turn of the last century, most of the elaborate traditions codes of conduct and moral values were interfered with. This was due to the fact that the missionaries misunderstood some important traditions and practices whose role was to mould the character and behaviour of an individual especially the younger generation. As a result, the African was left at the cross-road and his social life and moral values began to drift apart, setting in motion a gradual process of moral and social alienation which has continued to the present day (Republic of Kenya, 2001).For example, people have developed an individualistic altitude in that the traditional corporate responsibility has been eroded. Today, our youth are unfortunately the social product of this process and consequently their experiences are very different from their counterparts in traditional society.

2.4.4 The Impact of Western Education System

The adoption of a western education system undermined the traditional social education set-up which was vested in the nucleus, the extended family and the clan elders. The modern education system promotes academic or intellectual pursuit through rational,

scientific methods at the expense of appropriate cultural practices and moral behaviour (Republic of Kenya, 2001). Through a series of set examinations and interviews, the youth are rewarded progressively with graded certificates based on examinations results. On the basis of these certificates, and on attainment of the highest academic achievement, one is rewarded with the assignment of position of authority and leadership in the various sectors of the society. This is done with little or no reference to one's moral preparedness and capability of such positions.

Further, boarding schools also had a share in weakening African beliefs and culture in that they separated the individuals from corporate morality, customs and traditional communal solidarity

2.5. Behavioural Challenges facing Secondary Schools in Kenya

Secondary school students are usually in the teenage stage ranging between 14 to 18 years (Tuju, 1996). A person is neither a child nor an adult. This is a period full of challenges which ought to be understood and addressed both by young and the old. Nevertheless, the impact of western civilization and education on traditional moral values, has also contributed to the challenges experienced by the students. Some of the behavioural challenges facing the student are discussed below:

Lack of Role Model

Research indicates that good moral conduct and adherence to appropriate cultural practices are no longer seen as relevant to the social and economic status enjoyed by

certain individuals in Kenya. As a result, the society spends little time practicing and inculcating in its youth such long cherished values as integrity, moral rectitude, obedience, courtesy and humility. In such a situation, it is difficult if not impossible to expect our present day youth and even their parents and guardians to show interest in any social responsibility and moral values. Moreover, the modern Kenyan society abounds with examples of individuals who have been involved in serious incidents of morally and unacceptable conducts but who continue to enjoy high social and economic status thus robbing the youth positive role models (Republic of Kenya, 2005a; 2005b).

Moreover, students seem to have emulated the wider society on how to solve their problems through wrong role modeling. The lawlessness in schools is a manifestation of the wider society, for instance, the mass demonstrations and destructions often witnessed in homes and towns by communities, lawyers, teachers, counselors, parliamentarians among others demanding for their rights.

Influence on Mass Media

It is the media that people turn to in order to comprehend the problems and issues affecting the society. Consequently, journalists are well trained to use innovations, creativity and initiatives to captivate the audience and hold their interest psychologically and emotionally. However, most students have been most vulnerable to the influence of foreign mass media such as printed magazines, televisions, radio and other forms of multimedia. They have become their value system and point of reference thus affecting

them negatively due to misdirected values. For instance, there has been a constant endorsement of sex especially casual sex in the media through many adverts (Tuju 1996).

Sexual Promiscuity

Wango and Mungai (2007) noted that, the modern methods of birth control have seriously affected the moral conduct of the students. The indiscriminate distribution and ease access of birth control devices and contraceptives originally intended for adults have now been extended to the youth. The consequence of this is that sexual promiscuity has been taken as a norm to the detriment of the same youth which includes the students.

Social Economic Pressure

The majority of urban community is faced with social economic pressures such as; inadequate housing, high cost of living and poorly developed social amenities. This means that both parents are forced to look for employment so as to sustain the pressure. As a result of the isolation from the rural community, the role played by grandparents or other relative has been left to parents who in most cases, and for the reasons given above, spend little time with their children. The children are therefore left with adolescent babysitters or housemaids who have little or no experience in child care and who themselves need moral and social counsel. Some values that children learn from these caregivers influence their behaviour at the teenage stage which is usually accompanied with a lot of experimentation (Tuju, 1996).

HIV/AIDS

HIV/AIDS is one of the major issues in Kenya. Increased adult mortality rate has contributed to slow economic growth and an increased dependency ratio among the population that continue to affect all sectors of the economy including education (Republic of Kenya, 2005a; 2005b). As a result, students encounter challenges due to the effects of this pandemic and thus require guidance on how to cope with such circumstances.

2.6 The Role of Guidance and Counseling in Behaviour Modification

The term guidance and counseling are often used interchangeably to mean the same thing yet they are distinct concepts as indicated;

UNESCO, (2000) defines guidance as a process which is developmental in nature, by which an individual is assisted to understand, accept and use his/her; abilities, aptitudes, interests and attitudinal patterns in relation to his/her aspirations. In education therefore, guidance involves those experiences that assist learners to understand and accept themselves, and live effectively in his or her society. Guidance is linked with the role of mentoring and modeling of students by teachers who are expected to have knowledge of information of what to guide on.

On the other hand, counseling is defined as a helping process that uses safety engendered by a special kind of relationship to help individuals to get access to a greater part of their personal resources as a means of responding to the challenges of their life (McGuiness,

1998). Counseling uses specific skills and techniques in the relationship to help people become more competent, contented and creative. It deals with individuals facing all difficulties to help them grow in emotional fitness and health.

The role of guidance and counseling in addressing behavioural challenges facing secondary school students cannot be overemphasized as this has been outlined by a circular from the Ministry of Education, (see Appendix VIII). However, students seem to encounter more challenges irrespective of such ministerial directives, thus necessitating the need of a more holistic approach to students' behavioural challenges.

Guidance and Counseling of the students in Secondary Schools was essential in helping in the identification of their individual interest, needs and the correction and assistance to enable them face the realities of life. However, it was observed that the current education system did not foster mutual social responsibility as evidenced by rampant violence, destruction of property through arson and selfishness in majority of educational institutions (Republic of Kenya, 1999).

From the reviewed literature; it was evident that the adolescence stage, in which the secondary school students belong, was a challenging development stage. The stage was complicated or threatened by the effect of family dissolution and the fast changing society, thus the challenges were overwhelming. Guidance and counseling that was expected to address issues affecting students was also facing its own difficulties. As such, students often needed and could benefit from holistic counseling interventions. One

particular appropriate intervention was bibliotherapy so as to promote insight, enhance solutions of normal developmental problems of adjustment and growth.

2.6.1 Challenges facing Guidance and Counseling in Secondary Schools

Research indicated that there are various challenges encountered by guidance and counseling in secondary schools. Some of these challenges include:

- Inadequate trained personnel
- Limited resources to enhance the services
- Lack of formal guidance and counseling syllabus and curriculum and guidelines
- Insufficient time allocation for teachers-counselors to render the services effectively.

This indicated the need for another program to complement the already existing one, thus the need for bibliotherapy.

2.7 The Role of Secondary School Libraries in Behaviour Modification

According to the IFLA/UNESCO School Library Guidelines, (2000) states that school libraries equip students with lifelong learning skills and develop their imagination, thereby enabling them to live as responsible citizens. Therefore, the school library should provide access to a wide range of resources that meet the needs of the users regarding education, information and personal development.

Libraries used to be regarded as store house of knowledge where books were kept for preservation (Kumar, 1987). This approach originated at a time when books were rare as well as difficult to produce. However, a modern library is a social institution whose goal is to maximize the social utility of documents.

Echoing the voice of other researchers, a school library exists to serve the objectives of the school (Baird, 1994; Kumar, 1987). It supports the school's work of literacy and education. As well as providing access to information, a school library allows students to develop the skills of searching for information on their own. This help to develop a problem-solving and active approach to learning.

One of the services offered by school libraries is that of reader's advisory service. This is concerned with providing reading guidance to students. Therefore, bibliotherapy if practiced in schools would integrate well with the service of reader's advisory service which in return would help in modifying the student's behaviour. On the other hand, research has shown that school libraries have the tools to inspire literacy in learners of all ages. For instance, when students choose meaningful literature and explore the information that matters to them, many forms of literacy emerge and develop.

2.7.1 Challenges facing School Libraries in Secondary Schools

The literature review revealed various challenges that were experienced by secondary schools. Githiora, (2009) noted that there were no official policies requiring schools to have libraries. The construction of school libraries was left to the schools. As a result,

some secondary schools did not have libraries. The few who had libraries were not purpose-built, most of them were book stores converted into libraries. This made it difficult for students to access information sources.

In line with previous studies, many secondary school libraries were not considered as an academic organ in the school. As a result, no/very minimum budget was allocated to this vital section of the school. The operations were therefore very limited due to insufficient funds.

regarding the stock, many secondary school libraries stocked course textbooks and very few supplementary books. Others were irrelevant and outdated stock. The students therefore had inadequate information sources that they would refer to in times of need. On the other hand, many secondary schools never had trained librarians. As a result, the students were not in a position to benefit from services such as reader's advisory services as well as having a free access of other reading materials.

2.9 Conclusion

Bibliotherapy can be used as an adjunct to individual or group therapy and is a form of self-administered treatment in which reading resources provide a means of self-improvement or help to alleviate distress, to increase awareness and enhance lifestyle changes. Bibliotherapy is a suitable way to learn new skills in problem-solving, coping and troubleshooting. It promotes spirituality and self-help and leads to mutual help. It is worth noting that a single bibliotherapeutic session is not sufficient to effect real change

in students. Therefore, a variety of follow-up activities can be used to help students bridge the gap between their readings and personal application to their own lives.

Essentially, bibliotherapy is an interesting and an effective method that can be used to address the challenges faced by secondary school students. For instance, it can be used to promote societal values in students. On the other hand, it can help them in their personal as well as cognitive growth and development. Further, bibliotherapy if applied could promote literacy, cognitive development and positive towards books which are key elements in fostering learning.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that was used in carrying out the study; the research design, the population of the study, sample and sampling techniques, data collection procedure and pilot study. It highlights the development of research instruments, validity and reliability of the instruments; administration of the instruments, method of data analysis and ethical considerations.

3.2 Research Design

Kombo and Tromp (2006) note that; a research design is the structure of the research, it is the "glue" that holds all the elements in a research project together. Therefore, design is used to structure the research, to show how all the major parts of the research work together to try to address the central research questions.

The nature of research determines the methods to be used in collecting and analyzing the data. Anderson (1998) asserts that there are two main research paradigms which can be used by researchers to carry out their research i.e. qualitative and quantitative research. He defines qualitative research as a form of inquiry that explores phenomenon in their natural setting and uses several methods to interpret, understand and bring meaning to them. Quantitative research on the other hand focuses on measuring and testing relationships between variables systematically and statistically. On the other hand, qualitative research is subjective in nature. It posits that it is difficult for a researcher to

stand back and be objective since they are really part of the process being researched. Its data is usually collected in the form of descriptions. However quantitative research is objective in nature. It is scientific in approach. It aims to be objective and collects and uses numerical data. It examines cause - and - effect of relationships. The methodology chosen for the study was mixed methods. This involved philosophical assumptions that guided the direction of collection and analysis of data and also the mixture of qualitative and quantitative approaches in many phases in the research process (Creswell 2006). Its central premise was that the use of qualitative and quantitative approaches in combination provided a better understanding of the research problems. Therefore, the researcher sought to develop a more complete understanding of the behavioural challenges experienced by students so as to triangulate the results. This would enhance and enrich the meaning of the study.

Qualitative research was adopted for this study because it permits research to go beyond the statistical results reported in quantitative research and it can be used to explore and understand people's beliefs, experiences, attitudes, behaviour and interactions. Qualitative research includes an array of interpretive techniques that seeks to describe, decode, translate and otherwise come into terms with the meaning of a phenomenon in the social world. It is designed to tell the researcher how (process) and why (meaning) things happen as they do. Quantitative techniques were used in presenting the findings through tables, graphs, and pie charts to show relationships between variables. Thus, both methodologies were needful since some data was best collected using qualitative research design while others were best collected using the quantitative method. Hence, the

subjectivity associated with qualitative research was minimized by the objectivity of quantitative research. As a result, the findings derived from one approach validated the other.

3.3 The Survey

The study was conducted through a survey method based on samples. The study aimed at; investigating ways in which bibliotherapy could be applied in addressing behaviour challenges facing secondary school students in the country, and propose techniques that could be used to address negative behaviour change in students. White, (2000) refers a survey as a way of describing and explaining some aspects of a population. Mugenda (2003) defines survey as the attempts to collect data from members of a population in order to determine the current status of that population within respect to one or more variable. Therefore, survey was found to be the best method of investigating behavioural challenges faced by secondary school students. One of the key aspects of using survey as a primary data collecting approach was its versatility. Survey would help the researcher to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes behaviour or values. Another advantage of using a survey is that it was the best method available to a social scientist and an educator who was interested in collecting original data for the purpose of describing a population which is too large to observe directly. Thus, a survey was an excellent vehicle for the measurement of characteristics of a large population. A survey also allows data to be collected by use of interviews, questionnaires or both.

3.4 Study Population

Kombo (2006) states that, a population refers to an entire group of person or elements that have a common observable characteristic. It also refers to a group of individuals or objects from which samples are taken for measurement. Thika Municipality, the case study area has twenty-one (21) secondary schools as shown in ***Table 1***. The study population comprised form two and three students from public, private and special secondary schools in the municipality. These categories of students were selected since they were more conversant with student's behaviour challenges and they were not hard pressed by final examinations.

In addition, School Principals, Head of Department (HOD) in guidance and counseling, school librarian or language teacher of the selected secondary schools also participated in the study since they were in one way or another involved in addressing the behaviour challenges encountered by secondary school students. Key informants from the Ministry of Higher Education Science and Technology (MoHEST) and Kenya Institute of Education (KIE) were consulted. These were key people who were involved in formulating policies that govern secondary schools and especially when it comes to the selection and approval of educational resources which are supposed to address behaviour challenges experienced by students. They included; the Directorate of Tertiary and Secondary Education (MoHEST) and the Director of Secondary Educational Resources (KIE) respectively.

The study focused mainly on secondary school students because it is at this educational level that a person's character can be easily influenced. This personal development level is characterized by search of self-identity.

Table 1: List of Secondary Schools in Thika Municipality

No	School	No	School
	Public Schools		**Private Schools**
1	Mary Hill Girls	1	St. David's
2	Thika High	2	Equator Boys
3	Chania Boys	3	Trikha Girls
4	Chania Girls	4	St. Bakita
5	Kenyatta Girls	5	Juja Township
6	Broadway High School	6	Kalimoni Secondary School
7	Mangu High	7	St. Xavier
8	Juja Farm Secondary School		**Special Schools**
9	Kenyatta Secondary.	1	Thika School for the Blind
10	St. Teresa Secondary School	2	Joy Town
11	Matopeni Secondary School		
12	Murera Secondary		

3.5 Study Sample

This refers to the representative sample of the accessible population. This was of essence since it is not always possible for a researcher to study an entire population, therefore one must draw a sample size from the targeted population. Kothari (2004) notes that the size of the sample should be an optimum sample. This is a sample which fulfills the requirements of efficiency, representativeness, reliability and flexibility. Further, the

population was more heterogeneous and thus required a larger sample. These, among other arguments guided the researcher.

The sampling frame was derived from the list of secondary schools in Thika District within Thika Municipality which were availed by the District Education Officer (DEO) and the class registers of the selected schools (schools population list from DEO 2009). There were approximately 3,360 secondary school students in the municipality. This was a large population from which a sample size of 440 students was selected to participate in the study. A sample of 11 secondary schools comprising of six (6) public schools, two (2) special schools and three (3) private schools was drawn purposively from a total of twenty-one (21) secondary schools. In each of the selected schools, only twenty (20) form two and three students, respectively, were randomly selected to participate in the study representing a sample size of 440 (13%) of the population secondary school students in the municipality. The following formula shown below was used to derive the sample size:

$$\textbf{Sample} = 11 \times 2 \times 20 = \textbf{440 students}$$

$$= (440/3{,}360) \times 100$$

$$= 13\%$$

Form two and form three students were selected since they were more conversant with student's behaviour challenges and they were not hard pressed by final examinations (Kenya Certificate of Secondary Education). On the other hand, different types of schools

were selected to cater for equal representation of students in terms of gender and the status of the school.

School principals, Head of Guidance and Counseling Department (HOD) and school librarians of the selected secondary schools also participated in the study. In addition key officers from Ministry of Higher Education Science and Technology (MoHEST) and Kenya Institute of Education (KIE) also participated in the study.

Baker (1999) and Mwangi (2006), observe that qualitative inquiry typically focuses in depth on a relatively small sample, even single cases (n=1). They argue that there are no rules for sample size in qualitative inquiry, and that the sample size depends on: what one wants to do; the purpose and the goal of inquiry; what will be useful; what will have credibility; and what can be done with available time and resources. These views were noted in this study, and consequently, only a small sample was selected. It is worth noting that the sampling frame consisted of similar types of respondents, thus, a large sample was not required. More important was the accuracy and the relevance of the information collected from the sample.

3.6 Sampling Method

Sampling is a technique used to obtain a representation from a population Kombo, (2006). A sample is therefore obtained from a large group and the information gathered from this representative group is assumed to reflect the views of the total population. In order to ensure that the inferences were representative of the entire population, the

researcher ensured that the elements in the sample were similar to those in the entire population.

The study applied both probability and non-probability sampling methods. Probability sampling (simple random) was used since it works best with accurate and up-to-date sampling frames. Also, every unit or member of the population would have an opportunity of being selected thus reducing the element of being biased. On the other hand, the researcher used non-probability sampling method (purposive) since the study is more of qualitative research. As a result, the researcher needed to sample with a definite purpose since the approach is subjective.

3.6.1 Sampling Techniques

The study adopted two types of sampling techniques which were in line with the study's concern. The first one was simple random technique which was used to sample secondary schools students. The required sample was chosen from the sampling frame. From the sampling frame (class registers), the researcher obtained a sample by selecting student's names ensuring equal representation of gender and class. This entailed, selecting twenty (20) students randomly from form two and three classes respectively, making a total of forty (40) students from each selected school. Kombo (2006) argues that simple random sampling yields data that can be generalized to a larger population. This technique also provided equal opportunity of selection for each element of the population.

The second sampling technique was purposive sampling which was used to sample eleven (11) secondary schools in Thika Municipality and the key informants. Schools comprised of six (6) public schools, two (2) special schools and three (3) private schools were selected purposively from a total of twenty-one (21) secondary schools in the Municipality. Kerlinger (1986) defines purposive sampling as the use of judgment and deliberate effort to obtain a representative sample by including presumable typical areas of the group in the sample. Purposive sampling is often called judgmental sampling because the researcher picks the sample they think would deliver the best information in order to satisfy the research objectives in question. This kind of sampling was appropriate for the study since it allowed the researcher to use subjects that have the required information with respect to the objectives of the study. The researcher purposively selected the key informants taking into consideration their role in providing students with information that would help in dealing with behaviour related challenges.

The following ***Table 2*** gives a summary of schools and number of students sampled. Also, the table in Appendix VII shows a list of secondary school in Thika District as availed by DEO. This was used as a sampling frame to select schools that were in the Municipality.

Table 2: Sampled Thika Municipality Secondary Schools and Students (n=440)

No	Schools	Sampled students		Total Sampled students
		Form 2	Form 3	
	Public Schools			
1	Mary Hill Girls	20	20	40
2	Thika High	20	20	40
3	Chania Boys	20	20	40
4	Chania Girls	20	20	40
5	Kenyatta Girls	20	20	40
6	Broadway High School	20	20	40
	Sub-Total	**120**	**120**	**240**
	Private Schools			
7	St. David's	20	20	40
8	Equator Boys	20	20	40
9	Trikha Girls	20	20	40
	Sub-Total	**60**	**60**	**120**
	Special Schools			
10	Thika School for the Blind	20	20	40
11	Joy Town	20	20	40
	Sub-Total	**40**	**40**	**80**
	Grand- Total	**220**	**220**	**440**

3.7 Data Collection Methods

The primary data collection method for this qualitative, interpretative study was semi-structural questionnaires and interviews. Secondary data collection methods included field notes and documentary sources. Data was collected through a variety of methods: questionnaires were administered to the sampled students; interviews were used to collect data from school principals, the guidance and counseling teacher, the school librarian and from key informants since they are considered most appropriate for in-depth information.

3.7.1 Self – Administered Questionnaires

This study adopted self-administered questionnaires as the primary data collection method. The tool contained both open-ended and closed-ended questions. The sampled secondary school students were given the questionnaires. Each item in the questionnaire was developed to address a specific objective of the study. Questionnaires were preferred because they provide a way of collecting data from a large sample over a short period of time. They also allow respondents adequate time to respond to the questions. The students had time to answer the questions than in an interview resulting to meaningful answers. The students completed the questions during their free time to avoid disrupting the classes. This was done within the time frame that was agreed between the researcher and the school administration. The questions was distributed by hand and collected at an agreed time by the researcher.

3.7.2 Interviews

Face-to-face interview method was used to collect data from the school principals, the guidance and counseling teacher, the school librarian and the key informants. This was appropriate in obtaining in-depth information in relation to the objectives of the study. Slater (1999) states that, if one needs to go deeply and in details into the experiences and reactions of respondents one would do better research by interview. Mugenda (2005) explains interviews as an oral administration of a questionnaire or an interview schedule. They further argue that interviews were recommended by experts especially in Africa because communities traditionally communicated by word of mouth rather that in written form. Oral communication gives respondents a chance to state their problems the way

they perceive them and participate in seeking solutions to these problems. Interview technique provides in-depth questioning which would not be possible with the use of questionnaire.

The researcher asked the respondent questions designed to obtaining pertinent answers to the research questions. The researcher was in a position to adapt to different approaches during the interviews thus being able to deal with all kind of respondents. Non-verbal communication during the interviews was taken into consideration since they enhance participation. The researcher would clarify and re-phrase questions when necessary.

3.8 Data Collection Instruments

3.8.1 Interview Schedules

The interview schedules were prepared using structured and semi-structured questions. This is a set of questions that the researcher used in guiding the interview sessions while obtaining in-depth information from the respondents. Semi-structured questions were used since they allowed the respondents to discuss issues more openly and exhaustively. Patton (1990) argues that interview schedules help in providing structures and maintain a relative high degree of flexibility. The schedules ensured appropriate limited time utilization and assisted in keeping the discussions focused.

3.8.2 Questionnaires

On the other hand, semi- structured questions comprising of closed and open ended questions were prepared to be used in the administration of questionnaires to the sampled

students. The closed ended questions required respondents to select an option from the given alternatives while as closed ended questions gave the respondents freedom of response. The free response allowed great depth of response.

3.9 Pre-test of Data Collection Instruments

A pilot study was carried out to verify the validity and the reliability of the instruments. The study was conducted in a school setting which was of significance in that it, allowed for study in an actual school environment. A similar group of people as the anticipated respondents participated. The school where the pilot study was conducted was Juja Senior School. A pre-test check-list in the form of a questionnaire was used (see Appendix V). The areas that were analyzed include; spell-check, font size, vocabulary, clarity and sequence of questions and coverage of objectives. The researcher analyzed the data and made necessary corrections to ensure the reliability of the instruments.

3.10 Documentary Analysis

The use of multi-method approach in the enquiry was advantageous because each method has its strengths and weakness. Therefore, documentary reviews were used to complement the interviews and the questionnaires. Thus, the researcher analyzed available sources of information that related to the subject of study. These resources included public libraries from MoHEST and KIE, Municipal Education Office, and secondary schools. Newspaper articles on student's unrest were also analyzed. This provided the most current information. Policy documents – Education Act (1980) and Children Act (2001) were also analyzed. Relevant data was noted in a notebook.

3.11 Data Collection Procedures

The researcher collected data with the help of a research assistant. After preparing a work plan, the researcher obtained research permit from the Ministry of Higher Education Science and Technology. Thereafter, the researcher reported to the District Commissioner and District Education Officer in Thika district. This was to inform them about the intention to conduct the research.

Courtesy was exercised while conducting the interviews and in the administration of questionnaires. Where needed, appointments for interviews were made in advance. The researcher explained the objectives of the subject of study before conducting the interviews. Respondents were assured that the information they gave would only be used for the research and it would be handled with uttermost confidence. Responses were recorded in the schedules. The questionnaires were collected at the agreed time between the researcher and the school administration.

3.12 Data Presentation, Analysis and Interpretation

The data collected was more qualitative than quantitative and hence detailed statistical analysis method was avoided. The data collected was analyzed with the Statistical Package for Social Sciences (SPSS) software. Taking into consideration the views of Nachmias (1996), SPSS was preferred since it had the capacity to handle with ease the recurring needs of data analysis. For instance, SPSS enabled the researcher to recode variables; to deal with missing values; to sample, weight and select cases; and to compute new variables.

Qualitative data was inform of text, written words, phrases or symbols describing or representing people, actions and events in social life. Patton (2000) defines qualitative data analysis as working with data, organizing it, breaking it, discovering what is important and what is to be learned and deciding what to tell others. Therefore, qualitative analysis required creativity so as to translate the raw data into logical, meaningful categories and to examine them holistically so as to have appropriate interpretation.

3.12.1 Coding Qualitative Data

In qualitative research, researcher organized raw data into conceptual categories and created themes and concepts which were used to analyze data. Seidel (1998) observes that codes serve to summarize, synthesize, and sort many observations made on the data; thus coding becomes the fundamental means of developing the analysis. Coding involved two simultaneous activities; mechanical data reduction and analytic categorization of data. The researcher imposed order on data. There are three kinds of qualitative data coding. The first one is open coding which was performed during a first pass through recently collected data. Open coding brings themes inside the data. The themes were at a low level of abstraction and came from researcher's initial research questions, concepts in the literature. Axial coding is the second pass through data to identify causes and consequences; conditions, interactions, strategies, process and looks categories or concepts cluster together. This was to assist the researcher identify major themes of the research project. Selective coding involved scanning data and previous codes, and

facilitated an in-depth understanding of the interpretation and definitions of the situation presented.

3.12.2 Triangulation

In social research, triangulation means using different types of measures or data collection techniques in order to examine the same variable and to evaluate research strategies – theory (Lacey & Luff. 2001).The purpose of triangulation is to gain fuller perspective of the situation the researcher is investigating with the aim of enhancing validity, provide guidance and reduce bias. Denzin & Lincoln (2003) propose four kinds of triangulations: i.e. data, investigation, theory and methodological triangulations. An example of triangulation in this study was that data collection instruments – help in gaining insight into the same situations and greater validity than if a single of similar method had been used. Triangulation help researcher to uncover complex issues and find different views which were meant to demonstrate rigor of the study. This enabled the researcher of this study to be more confident of the study conclusions.

3.13 Ethical Considerations

Findings were treated with the utmost confidentiality and were only used for purposes of this research. To avoid plagiarism, all sources used were acknowledged. All discussions remained confidential in relation to other organizations participants and during the reporting of findings. The researcher also took the necessary precautions to avoid imposing her beliefs about secondary school students and biases on the data.

3.14 Problems encountered in data Collection

The study experienced some difficulties during data collection process. Irrespective of the fact that the researcher made prior arrangements and appointments, still some private schools had many activities thus the researcher had to re-schedule the appointments. This affected the time schedules.

On the other hand, the student population for all the students in the municipality was quite large. Ideally, all students were supposed to participate in the study but the researcher had to sample a number of them as a representative sample.

Finally, some targeted students with physical disabilities encountered some problems when filling the questionnaires since they required a helper. This also affected the time schedules since the researcher wanted to have their views too. In such cases, more time was allocated for the students.

3.15 Conclusion

This chapter has described the research methodology that was utilized and justified its adoption. The data collection techniques that were used to collect data enabled the researcher to collect enough data which helped to achieve the purpose of the study. Triangulation and ethical consideration which enhanced the quality of the study are also discussed.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The data collected was organized, categorized and the relationship between the categories established. Questionnaires were transcribed in text rich format and entered into a computer software program known as Statistical Package for Social Sciences (SPSS) to enhance data analysis. Themes and categories were generated using codes. These codes were used to identify specific information, facts, attitudes and feelings from the text. The researcher then analyzed the findings which related to the problem of the study, the objectives and research questions.

Table 3 indicates the distribution of the questionnaires, the number of respondents and the response rate.

Table 3: Responses of Students (*n=343)*

No	School	Questionnaires	Response	Percentage
	Public Schools			
1	Mary Hill Girls	40	40	100%
2	Thika High	40	40	100%
3	Chania Boys	40	40	100%
4	Chania Girls	40	40	100%
5	Kenyatta Girls	40	32	80%
6	Broadway High School	40	30	75%
	Sub-Total	**240**	**222**	**93%**
	Private Schools			
7	St. David's	40	25	63%
8	Equator Boys	40	27	68%
9	Trikha Girls	40	31	78%
	Sub-Total	**120**	**83**	**69%**
	Special Schools			
10	Thika School for the Blind	40	16	40%
11	Joy Town	40	22	55%
	Sub-Total	**80**	**38**	**48%**
	Grand- Total	**440**	**343**	**78%**

The overall questionnaire response was 343 (78%) of which public schools respondents rate was 222 (93%), private schools being 83 (69%) and special schools was 38 (48%). The study findings are presented using the categories and themes shown below:

4.2 Characteristics of the Respondents

The researcher obtained data from three groups of respondents. The first group was 343 respondents from the eleven (11) sampled Thika Municipal secondary school students. The researcher obtained information on; respondents' background, behaviour challenges encountered by the student and how information materials they access could be used to address those challenges. The second group comprised of eleven (11) school principals,

G & C teachers and school librarians from the respective schools, who were in one way or another involved in addressing the challenges faced by secondary school students. Key informants consisting of officials from MoHEST and KIE also provided data related to policy frameworks, regulations and guidelines on how to address behaviour challenges faced by secondary school students.

4.2.1 Gender of Respondents

The students respondents were asked to indicate their gender. The responses obtained are as shown in ***Table 4*** below.

Table 4: Gender of Respondents (n = 343)

Gender(students)	**Frequency (F)**	**Percentage (%)**
Female	179	52.2
Male	164	47.8
Total	**343**	**100**

A total of 179 (52.2%) of respondents were female students while 64 (47.8%) were male students.

4.2.2 Level of Education

Table 5 below provides an analysis of the level of education of the participants.

Table 5: Level of education of the respondents (n = 343)

Level of education	**Frequency (F)**	**Percentage (%)**
Form 2	156	45.5
Form 3	187	54.5
Total	**343**	**100**

A total of 156 (45.5 %) students who participated in the study were in form two class while 187 (54.5%) were in form three.

4.3 Behaviour Challenges Facing Secondary School Students

The student respondents were required to indicate behavioural challenges that they encountered. **Figure 4** indicates that, a total of 242 (70.6%) respondents indicated that they encountered challenges as a result of peer pressure. Influence of the mass media was also another factor that was cited as having contributed to student's challenges having a total of 132 (38.5%) respondents. In addition, lack of positive role model as indicated by a total of 126 (36.7%) respondents was also another issue that the student's encountered. A total of 107 (31.2%) indicated that they faced challenges due to ineffective school guidance. Unstable domestic background was another cause of challenges as indicated by 100 (29.2%) respondents. Poverty was another factor that contributed to student's challenges as indicated by 93 (21.7%) respondents.

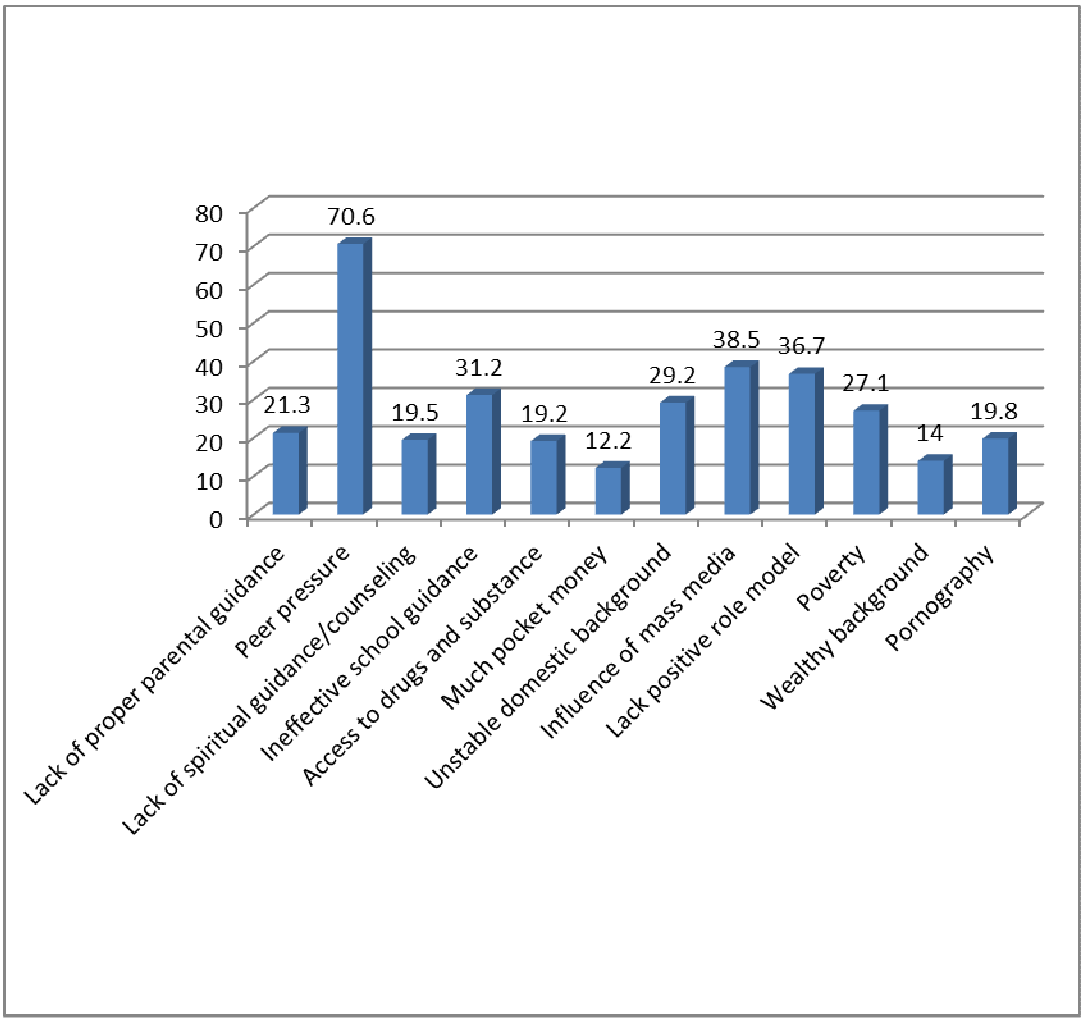


Figure 4 : Challenges faced by students

In addition, lack of proper parental guidance was also a factor that contributed to student's challenges as indicated by 73 (21.3%) respondents. Pornography as a challenge was cited by 68 (19.8%) respondents, lack of spiritual guidance was cited by 67 (19.5%) while 66 (19.2%) respondents regarded access to drugs and substance abuse as a source of behavioural challenges that they faced. Wealthy background was also a factor that contributed to challenges faced by students as indicated by 48 (14%) respondents while

42 (12.2%) cited too much pocket money as a factor that contributed to their negative behaviour change.

4.4 Factors Contributing to Student's Negative Behaviour Change

The respondents were asked to indicate their favorite multimedia information materials. ***Figure 5*** gives a summary of respondents' preference.

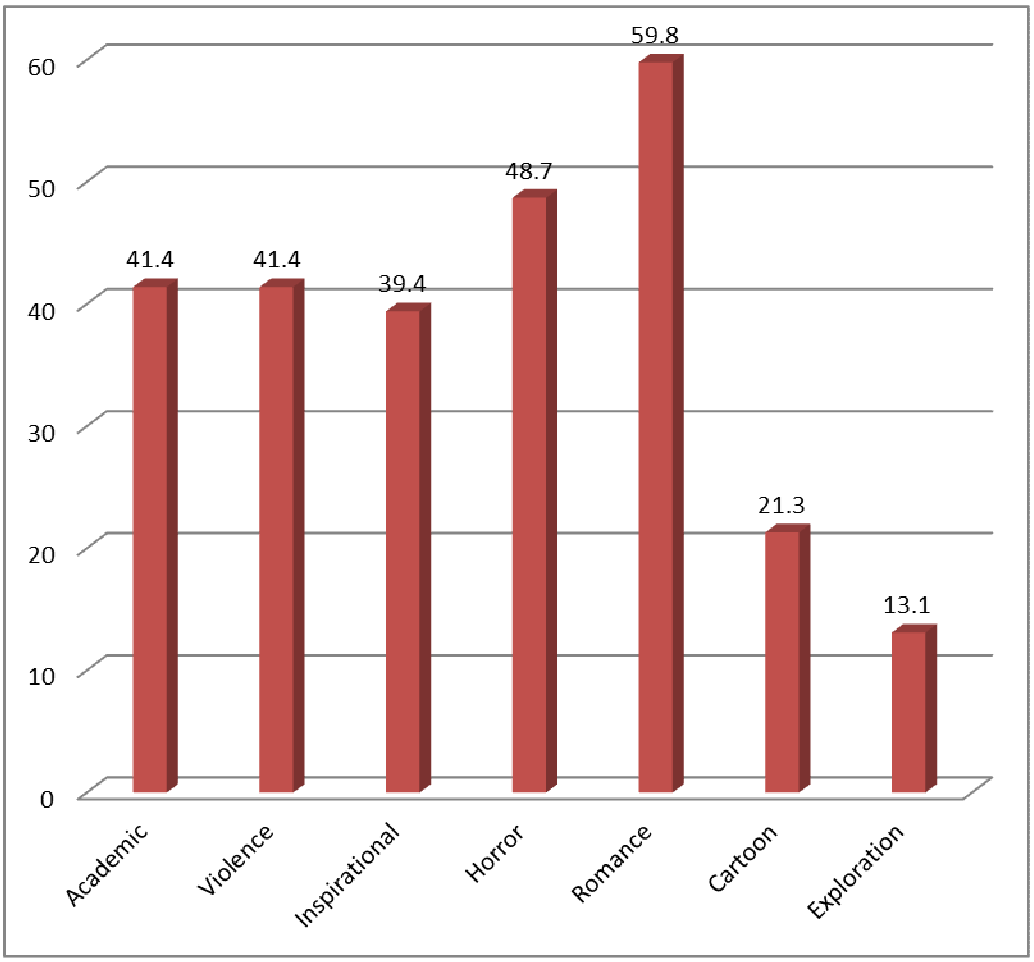


Figure 5: Favorite multimedia information materials access by respondents (DVDs, CD-ROMs etc.)

A total of 205 (59.8%) respondents indicated that they preferred to watch or listen to romantic multimedia materials. Another total of 167 (48.7%) said they like horror materials. Academic and violence materials were preferred by a total of 142 (41.4%) respondents respectively. Some 167 (48.7%) respondents indicated that they like inspirational materials, 73 (21.3%) liked cartoon while 45 (13.1%) preferred exploration materials.

In addition, respondents were asked to indicate their favorite internet sites. ***Figure 6*** gives a summary of respondents' preference.

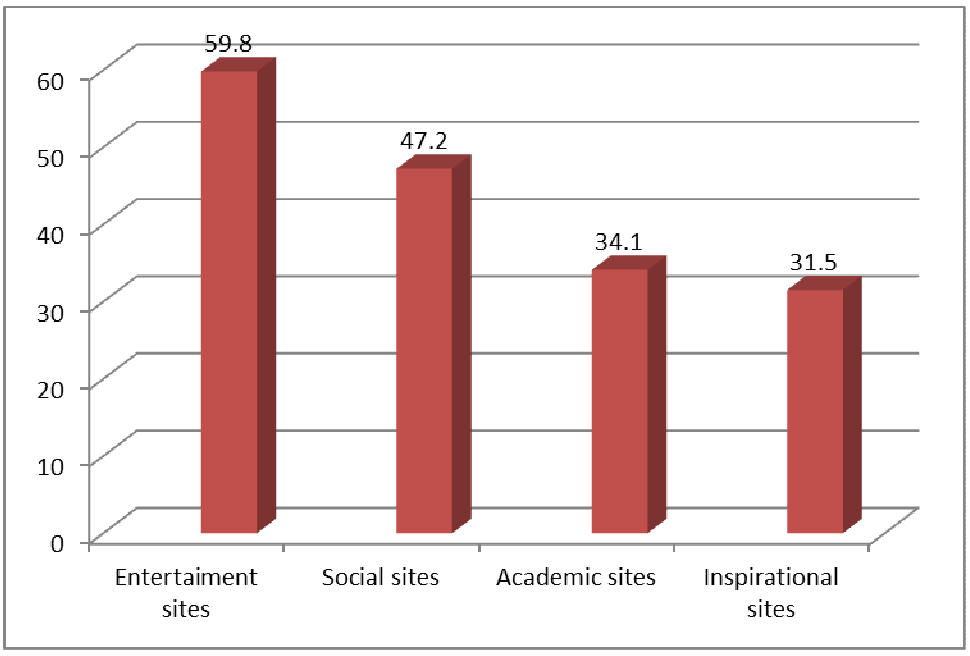


Figure 6: Internet sites accessed by students

A total of 138 (59.8%) respondents indicated that they preferred to access to entertainment sites, 162 (47.2%) respondents liked social sites, 117 (34.1%) respondents preferred academic sites while 108 (31.5%) liked inspirational sites.

All the respondents admitted that multimedia materials they watched or listened to and the internet sites they accessed had an influence on their character behaviour.

4.5 Intervention Measures Practiced by Secondary School Administrators in Addressing Student's Behaviour Challenges

Respondents were required to indicate the intervention measures they used in addressing the behaviour challenges faced by secondary school students as shown in ***Table 6***.

Table 6: Respondents view on measures used by secondary schools in addressing student's challenges (n=11)

Intervention measures	**Frequency (F)**	**Percentage (%)**
Psychological counseling	8	73%
Academic counseling	8	73%
Peer counseling	10	91%
Punishment	6	55%
Corporal punishment	2	18%
Suspension	5	45%
Dismissal	3	27%
Police intervention	2	18%
Conducting motivational programs	10	91%
Recommending self-help information materials	9	82%

Intervention measures	Frequency (F)	Percentage (%)
Pastoral programs	10	91%
Recommending biographies of exceptional role models	7	64%

***Multiple responses**

A total of 8 (73%) indicated that they used psychological and academic counseling respectively. 10 (91%) respondents used peer counseling, 6 (55%) use various kind of punishment as a deterrent measure while 2(18%) respondents use corporal punishment. In rare cases, a total of 5 (45%) respondents and 3 (27%) respondents used student's suspension and dismissal methods respectively as a way of dealing with behavioural challenges faced by the students. 2 (18%) respondents used police interventions, 10 (91%) respondents conducted motivational programs. 9 (82%) respondents recommend self-help informational materials to students who had behaviour challenges, while 7 (64%) respondents recommend biographies and autobiographies of exceptional role models. Also, a total of 10 (91%) respondents conducted pastoral programs as a way of addressing behavioural challenges faced by students.

4.6 The State of School's Behaviour Modification Strategies

The data in *Table 6* indicates that majority of school administrators addressed student behaviour challenges through organized counseling programs and activities which was a major commitment in addressing student issues. However, some intervention measures like corporal punishment as indicated in *Table 6* did not address behaviour challenges in

a holistic manner. For instance, it was noted by a respondent in the guidance and counseling department that,

> *"..... Corporal punishment often does not address the real problem, instead it only hardens the students making it hard for them to open up and share the distressing issues."*

This created room for other avenues which were more holistic and planned activities like bibliotherapy which could be used in addressing student behaviour challenges.

4.7 State of School Libraries/Book Stores

Respondents were asked to indicate whether they had access to a school library. A total of 308 (88.9%) students respondents accessed school library while 38 (11.1%) had no access to a school library; instead, they had book stores. School librarians were asked to indicate what they stocked in their libraries.

Table 7: Distribution of information resources in school libraries (n = 11)

Information Resources	**Frequency (F)**	**Percentage (%)**
Academic	11	100%
Life skills	3	27%
Personal development	5	45%
Audio visual	3	27%

Information Resources	Frequency (F)	Percentage (%)
Leisure	2	18%
Periodicals	4	36%

*** Multiple responses**

All the 11 (100 %) respondents indicated that most of their collection comprised of academic resources. However, 3 (27%) respondents included life skills books in their collection, 5 (45%) respondents stocked personal development resources, 2 (18%) stocked leisure resources, 3 (27%) stocked audio visual resources, while 4 (36%) respondents included periodicals in their collections. *Table 7* gives a summary of the respondents view on the different kind of resources stocked in secondary school libraries.

4.8 Students Reading Habits

The respondents were required to indicate the different kinds of books they desired to read in the order of preference. A total of 228 (66.5%) preferred to read academic books, 194 (56.6%) opted to read life skills books, 183 (53.4%) choose motivational books, 147 (42.9%) favored romance books, 136 (39.7%) would read comic books, 111 (32.4%) preferred horror books while 96 (28%) respondents preferred violence books as summarizes in ***Figure 7***.

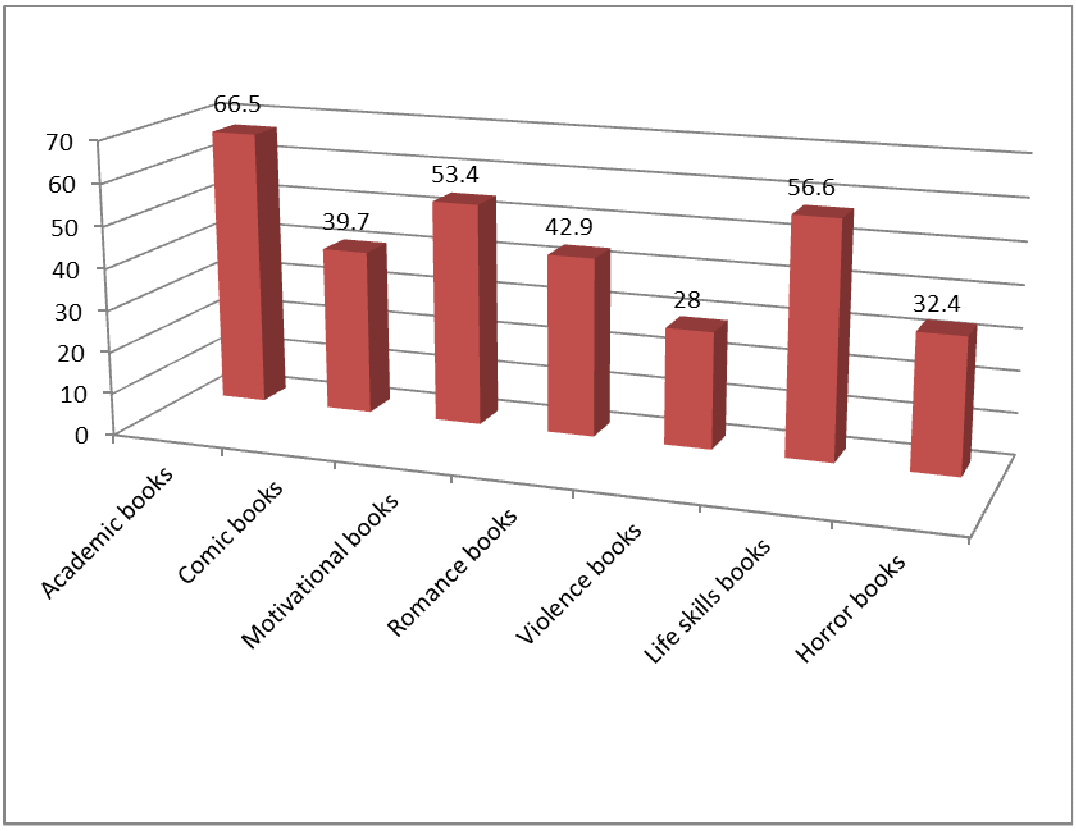


Figure 7: Kind of Books Respondents Preferred to Read

The respondents reading habits were influenced by many factors among them, the availablity of the books both in the schools and at home. They also agreed that they shared popular books among themselves.

4.9 Legal Policy Frameworks and Strategies in Student's Behaviour Modification

The researcher critically analyzed two key policy documents that were related to the study, that is; The Children Act (2001) and Education Act (1980). Some irregularities were noted which hindered the school administrators when addressing indiscipline cases among students which was a major challenge. This was also affirmed by one of the respondents during the interview process as quoted;

"……I have a concern in the current policy frameworks;
The Children Act (2001) has outlawed corporal punishment
while the Education Act (1980) has a provision for the same.
This brings conflicts between us and the parents/guardians
while addressing grievous indiscipline cases among the students.
Some of us end up in court cases. It is very serious.
Something needs to be done"

Key respondents from KIE were required to discuss the ways in which they responded to behaviour challenges experienced by the secondary school students. Other than developing the school's curriculum and syllabuses, it was evident that the institute had a rigorous procedure of approving educational resources to be used in secondary schools. The respondent noted that they worked in conjunction with the curriculum implementers and evaluators that is; Directorate of Quality Assurance and Standards and The Kenya National Education Council (KNEC) respectively. The respondent agreed that all educational resources were guided by specific secondary school objectives which were also derived from the national goals of education. The respondents noted that they consistently scrutinized the content of resources to ensure that they had incorporated the national goals of education. They observed that there were many behaviour challenges experienced by secondary school students. To respond to these challenges, one respondent had the following remarks;

"…….we as an Educational Institute ensures that we provide
educational resources which incorporate the development
of knowledge, skills and attitudes that will enhance the acquisition
of sound moral values and help the students in growing up
into self-discipline, self-reliant and integrated citizens."

However, it was noted that a subject like Social Education and Ethics (SEE) which was earlier recommended by Kamunge Report (Republic of Kenya, 1988) had been scrapped out. This subject was primarily developed to focus on student's ethics, moral and social issues. The respondent was quick to note that though SEE was dropped due to subject overload, its contents had been integrated in other subjects.

On the other hand, key respondent from MoHEST was required to shed light on how they participated in managing behaviour challenges encountered by the secondary school students. The respondent noted that the ministry coordinated the development and production of secondary educational materials for both teachers and the learners. To address the behaviour challenges experienced by secondary schools students, the respondent affirmed that;

> *"……we as the ministry provide capacity building activities for guidance and counseling teachers through our DEOs' offices so as to boost the secondary school's taskforce in dealing with behaviour challenges affecting the current student."*

The respondent was also required to respond on the issue of provision of a policy framework for guidance and counseling in secondary schools. The remark was as follows;

> *"…….yes, it's about two years since we advertised for a consultancy for the development of a guidance and counseling policy. We have already received the first draft. It is being refined. We can say it is now in the advance stage."*

This indicated that there were no policy frameworks that would guide the guidance and counseling department in secondary schools.

4.9 Use of Bibliotherapy Activities in Student's Behaviour Modification

Respondent were asked to indicate the reasons for going to school.

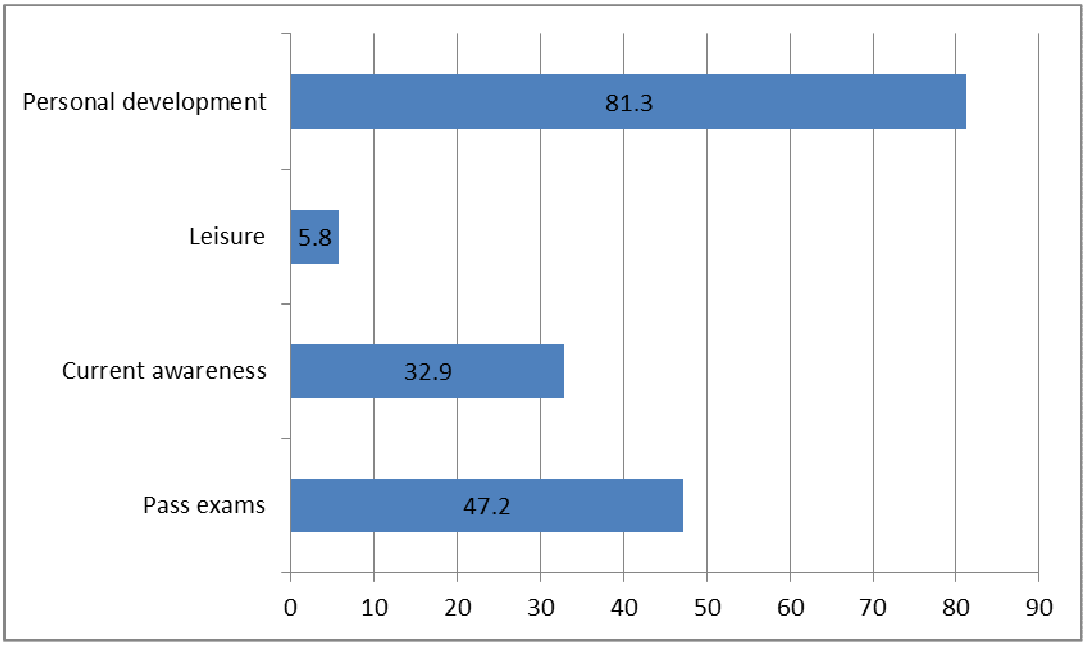


Figure 8: Respondents' reasons for attending school

A total of 279 (81.3%) indicated that they attended school for personal development reasons, 162 (47.2%) were in school so as to pass exams, 113 (32.9%) attended school for current awareness purposes while 20 (5.8%) were in school just for leisure. ***Figure 8*** gives a summary.

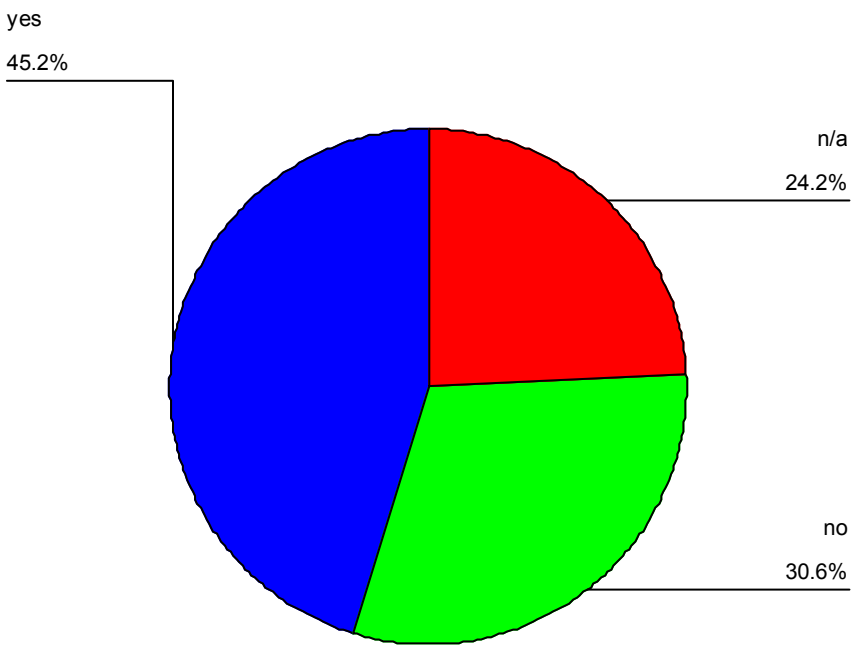
From ***Figure 8,*** its was worth noting that a number of respondent did not have strong urguments why they attended secondary school. This indicated that they were still discovering themselves, hence bibliotherapeutic activities could come in hardy in helping

them to cope up with the bahavior challenges that they would encounter in this decisive moment in their lives.

4.11 Imitation/Modelling of Book Characters

The respondents were asked to indicate, whether they imitated characters of role models from the books they were provided for by the librarian in dealing with behaviour challenges that they experienced.

Figure 9: Imitation of role model in books



A total of 155 (45.2%) agreed that they imitated characters of role models, 105 (30.6%) did not imitate while 83 (24.2%) were indecisive. ***Figure 9*** gives a summary. This indicates that students can easily be influenced by what they read.

The respondents were also required to indicate the extent to which they imitated the characters bahaviors of role model from books that they preferred to read.

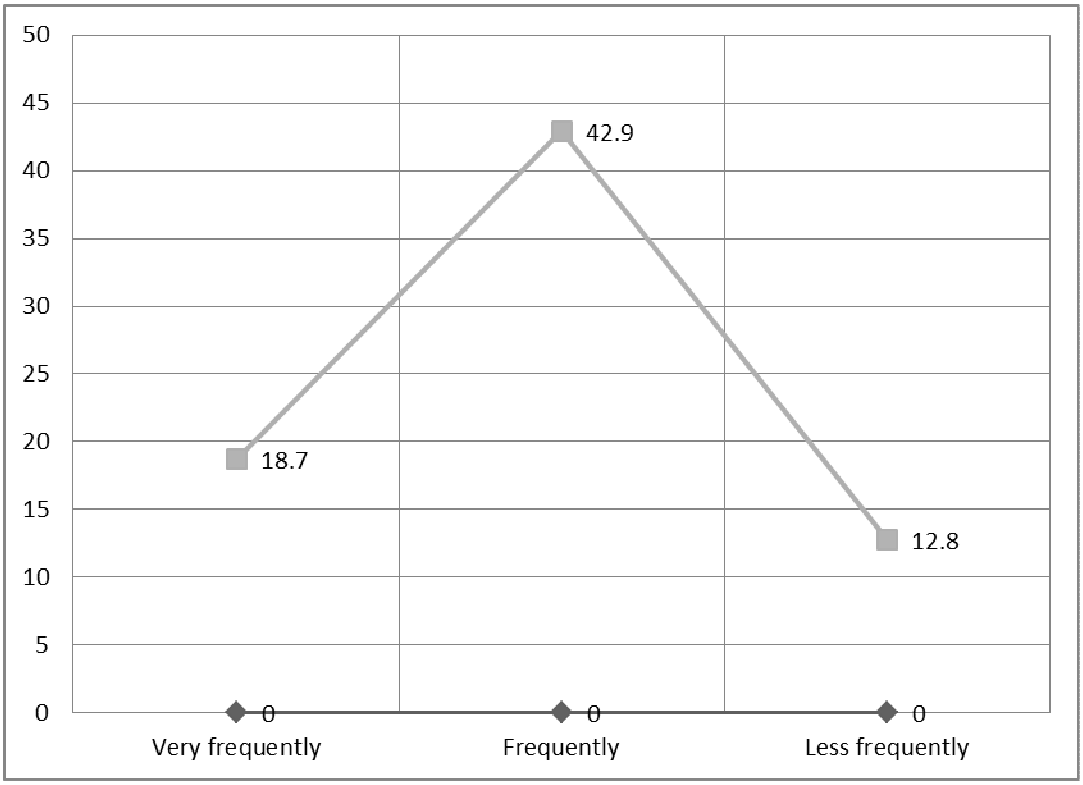


Figure 10: Levels of Imitation

A total of 64 (18.7%) respondents imitated book characters more frequently, 147 (42.9%) imitated frequently while 44 (12.8%) imitated less frequently as shown in ***Figure 10***. This confirms that if bibliotherapeutic activities was given an opportunity to complement what was already in place, student would be in a position to confront behavioural challenges in a more holistic approach.

4.12 Conclusion

The chapter presented data in form of tables and figures. The researcher then analyzed and gave interpretation of the data in line with the research questions.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter presents the summary of the findings, conclusions, recommendations, based on the exposition in the preceding chapters. Recommendations and a model have been proposed to help students address behaviour challenges in a holistic approach. Finally, the chapter suggests areas for further research.

The study set out to investigate how bibliotherapy could be used to address behavioural challenges facing secondary school students in the country and to propose techniques that can be used to address negative behaviour change in students.

5.2 Summary of Research Findings

The study revealed various findings which have significant implications to the decision makers whose responsibility is to help secondary school students manage behaviour challenges that they encounter.

The salient findings of the study are summarized according to the respective research objectives and questions as follows:

5.2.1 The Implication of Student's Background

The study established that student from high income background were more accessible to a variety of informational resources than those from low income backgrounds. A number of them imitated character behaviours from their favorite books, multimedia or internet sources which affected their value systems. This led them in influencing other students who were not accessing such informational resources through peer pressure. Negative behaviour influence was more observed amongst students.

5.2.2 Causes and Effects of Student Behaviour Challenges

The study established a variety of behaviour challenges experienced by secondary school students. They are summarized as follows;

- Lack of proper parental guidance
- Peer pressure
- Lack of spiritual/pastoral guidance
- Ineffective school guidance and counseling programs
- Access to drugs and other substance
- Accessing too much pocket money
- Unstable domestic backgrounds
- Influence of the mass media
- Lack of positive role models
- Poverty
- Wealthy backgrounds
- Access to pornography

Majority of the secondary school students experienced behaviour challenges as a result of peer pressure. This indicated that majority of the students required more guidance and counseling since they were still in the stage of identity crisis. They needed guidance on how to relate with people, how to handle life challenge and even on how to handle finances. Another challenge that the students experienced was as a result of influence of the mass media. Most of their negative behaviour change was due to the aping of the characters from the media. Also, access to pornographic sites through internet, western cultural imperialism and lack of patriotic feelings were other causes that contributed to negative behaviour change among students. These resulted into a national decadence which has become a great concern to parents, educators and the government.

5.2.3 Access the State of School's Behaviour Modification Strategies.

The study revealed that the secondary schools in the municipality had common ways on how they dealt with behaviour challenges experienced by students. One of them was the school's philosophy. It was noted that the school's mission, vision and motto all embraced a holistic approach by aiming at developing students physically, psychologically spiritually and socially.

Other strategies included: conducting guidance and counseling programs, motivational talks, punishment - including corporal punishment, suspension and even dismissal. The study established that most of these strategies encountered some limitations like the corporal punishment which was against the law. Some schools also did not have qualified guidance and counseling teacher hence the programs could not be conducted effectively.

This paved way for a more holistic approach that is bibliotherapy, to support the already existing strategies in dealing with the challenges faced by secondary school students.

5.2.4 State of School Libraries/Book Stores

The study established that majority of the school libraries were not purposefully built, stocked academic books specifically course textbooks and they were run by untrained librarians. Therefore the students were not in a position to obtain reading guidance to help them address behavioural issues affecting them due to lack of qualified personnel. Some secondary schools used their book stores as libraries. The study also revealed that there were no official policies requiring schools to have libraries. The construction and the management of the libraries were left to the schools. Many schools admitted that these were expensive projects since they operated on a tight budget. Some of the schools which had libraries also expressed their concern on the issue of donation of information materials. Most of the books donated to them by well-wishers were very old and irrelevant and therefore they just occupied space.

5.2.5 Students Reading Habits

The study revealed that the students reading habits were not encouraging since most students only read so as to pass examinations. Their reading habits were mainly influence by examination seasons. Without reading, it is difficult for students to develop skills of locating, selecting, organizing, analyzing, evaluating and processing information which ought to help them in addressing behavioural challenges.

5.2.6 Legal Policy Frameworks and Strategies in Student's Behaviour Modification

The study recognized that the government had established national education goals which were supposed to be achieved by all the students through the secondary educational goals. These goals were further attained through the secondary school curriculum. The Ministry of Education through its three agencies that is; KIE, Directorate of Quality Assurance and Standards and KNEC were the one responsible for formulating the curriculum, implementing it and evaluating. The study revealed that this curriculum was quite wide thus bringing in the issue of subject overload. As a result, some subjects like Social Education and Ethics which had initially been set aside to focus on student's ethics and morals had been scrapped and its contents integrated in other subjects.

However, the study established that some of the existing policies had some contentious issues. It was also noted that it had taken rather long in coming up with a policy framework that would act as a guideline in the guidance and counseling department in secondary schools.

5.2.7 Use of Bibliotherapy in Student's Behaviour Modification

The study revealed that majority of the students needed personal development while in school. This indicated a good platform for practicing bibliotherapy. Taking the example of books, literature is known to be a therapeutic tool for facilitating emotional growth and healing. It is a catalyst for change, providing students with other perspectives and options for thought, feeling and behaviour. Appropriate shared stories in a book provide opportunities for students to gain insight and learn healthier ways to face challenges.

Using fictional stories with students in groups and individual counseling sessions facilitates exploration of difficult topics in a safe and non-threatening environment. Those stories deepen awareness and increase problem solving skills. These observations are in agreement with existing literature on bibliotherapy.

Most of the secondary school students are usually in the adolescence stage which is a challenging developmental stage. If the students are encountered by other challenges like family dissolutions, peer pressure, negative influence of the mass media just to mention but a few, the challenges can be overwhelming. The students often need and could benefit from counseling intervention. One particular appropriate intervention could be bibliotherapy if given an opportunity to be professionally practiced in secondary schools.

5.3 Conclusion

The study set out to investigate ways in which bibliotherapy could be applied to address behavioural challenges facing secondary school students in the country and to propose techniques that can be used to address negative behaviour change in students. From the study findings, conclusion has been drawn as follows:

One of the key findings revealed that many secondary school students in today's classroom exhibit a variety of psychological, emotional and social challenges. These behavioural challenges are attributed by many factors; key among them being the erosion or neglect of moral values as pointed out in the educational report (Republic of Kenya, 1999). The consequence of moral erosion is seen in education sector and especially

secondary school settings, resulting to high levels of indiscipline cases among secondary school students (Republic of Kenya, 2000). This has become a great concern to parents, educators and the government.

(Tuju, 1996) point out that, secondary school students are usually in the teenage stage ranging between 18 – 21 years. In this stage, a person is neither a child nor an adult. This is a period full of challenges which ought to be understood and addressed both by young and the old. Therefore, to cultivate positive behaviour change among the secondary students, it would require a more complex psychological approach like bibliotherapy that would address their thoughts, fears, feelings and values.

The study goes further to highlight intervention measures put by school administrators as a way of addressing the challenges faced by students (Wango, 2007). Based on the findings, the use of self-help information materials was cited by 9 (82%) respondents as a measure put by school administration to help in addressing behavioural challenges experienced by students. This view has also been observed by Clarke, (1998) who argues that, the idea of 'healing through books' is not a new one for it can be traced for back in the beginning of twenty-first century in ancient Greece where a library entry was inscribed as 'The healing place of soul'.

Consequently, it can be concluded that students recognize the power of therapeutic reading. One identifies with the world described in the pages of a book or appearing in the scenes of a movie, and become involved with the characters and empathizes with them. Thus reading high-quality literature and watching or listening to appropriate

multimedia can help students solve emotional problems and promote mental health leading to personal growth and insight.

Bibliotherapy complements traditional patterns of counseling with both individual and groups. It does not replace other techniques but it is an adjunct to other types of helping relationships. This technique is useful to school counselors and teachers as part of developmental programs for students to help them gain an understanding of self and environment, find solutions to problems and broaden interests and attitudes. It is worth noting that bibliotherapy does not claim to 'cure' but to enlighten and to promote insight. In this way, power is released within the individual to become more self-actualized. This leads to improved quality of life.

As previously stated in the literature review, bibliotherapy has been found to be effective in the following areas which touch the secondary school students:

- Assertiveness
- Altitude change
- Behaviour change
- Self-development

This indicates that the use of books and other artifacts are clearly capable of assisting students confront challenges, whether they turn to them independently for solace or instruction or whether they are guided by a bibliotherapist. This technique, if embraced in the secondary schools has opportunities for helping the students manage enormous

challenges that the experience. This would complement other traditions patterns of counseling since educators and librarians have been using literature for many years as an aid in their 'helping' role though they may have been unaware of the bibliotherapy approach Clarke, (1998).

Based on the study findings too; students behaviour is influenced by what they read, watch or listen to, and especially if they lack firm moral values. This was also noted in the report on the, 'Inquiry into Students Unrest and Strikes in Secondary Schools' (Republic of Kenya, 2008). The report indicated that some students went on strike for they imitated a Kiswahili set book that had a story that advocated rebellion. This was worsened by peer pressure. There is therefore the need to provide students with information materials that promote positive values. This was also noted by Noruzi, (2007) who indicated that educators from the developed countries have embraced bibliotherapy as a means of helping young people to adjust and to adopt acceptable social values.

Finally, assumptions made at the beginning of this study were verified. For example it was confirmed that most of the student's behaviour is influenced through modeling or observational learning as noted by Bandura, (1986) and Ndurumo (1993). Based on the findings, many students preferred to read, watch or listen to information about war, horror, action and romance which influenced their character behaviour negatively. This was as a result of aspiring to imitate character behaviour of their favorite characters. It is

therefore concluded that proper reading guidance would help students face up challenges in a more holistic approach.

5.4 Recommendations

Arising from the findings and conclusions of this study, the following recommendations can be made:

5.4.1 Initiate a Course on Bibliotherapy in Teacher Training Institutions

The study acknowledges that bibliotherapy was a new concept to many educators despite its valuable contribution towards assisting students in addressing their behaviour challenges. It is an area that is explored by a few.

The study therefore recommends bibliotherapy to be introduced in all teacher training institutions which offer education and information science programs. The graduates who are likely to work hand in hand with the secondary school students would be in a position to assist them on how to handle behaviour challenges more professionally. This would ensure a stable foundation for the practice of bibliotherapy.

5.4.2 Introduce Bibliotherapy in Secondary Schools

It was established that bibliotherapy as a means to assist students cope with behaviour challenges that they experience did not take place professionally. A few guidance and counseling teachers and librarians recommended bibliotherapeutic materials to students experiencing problems as an aid to help them address their issues without having a clear

program. It was also revealed that students admired and imitated role models. These models were from characters of literature in books or in multimedia.

In respect to these, the study proposes that bibliotherapy be introduced in secondary schools. The Ministry of Education could start by assigning it one of the library lessons. The lessons should be handled by well-trained guidance and counseling teachers in conjunction with information specialists/school librarian so as to offer appropriate reading guidance.

5.4.3 Improve the State of Secondary School Libraries

The study verified that most of the libraries had similar issues; they were not well stocked, not purpose-built and were run by untrained personnel. The study recommends that government through the Ministry of Education to allocate funds for stocking school libraries with relevant materials and the employment of trained school librarians and preferably teacher librarians. This would ensure that student would be in a position to access a wide variety of information materials. On the other hand, they would attain proper reading guidance through the librarian to help them address behaviour challenges. The school could also be mandated to initiate and supervise projects without relying on the government aid holily. This would help the school to construct purposeful built libraries through cost sharing with the parents and other well-wishers.

5.4.4 Provision of Bibliotherapy Materials

The study revealed that bibliotherapy has very limited information materials in Kenya both in academic and public libraries. The study recommends the acquisition of bibliotherapeutic materials in the respective libraries. It is essential to consider this factor since the availability of the reading materials and other sources of information is a prerequisite to any practice of bibliotherapy.

5.4.5 Strict Censorship of Multimedia and Internet Sources

The study established that, excessive access to most multimedia bombards one with negative stereotypes and also presents a message that the most important qualities to possess are physical and aesthetic. However, fictional characters that display good quality traits such as honesty, bravery, creativity and kindness can teach students the same qualities in life. Both teachers and parents have a role to play in recommending materials that have positive role models.

The study therefore recommends a radical scrutiny of the media content in order to try and repair some of the damage that has already been done. It also urges the parents and teachers to block inappropriate and malicious internet site so that the students can be safe on-line.

5.4.6 Formulation of a Policy

The study also recommends that the government under the Ministry of Higher Education Science and Technology to formulate an education policy that gives emphasis on the use of bibliotherapy as an additional measure in addressing behaviour challenges experienced

by secondary school students. The policy should be formulated by the ministry in collaboration with various relevant parties like the curriculum developers and implementers, publishers, school librarians among others. It was established that there was no policy, legislation, regulation or guidelines for the practice of bibliotherapy in secondary schools. The researcher provides a proposed bibliotherapy policy for secondary schools, (see Appendix VII).

The researcher therefore recommends the need for a policy to be formulated that would provide guidelines and regulations on how to practice bibliotherapy in secondary schools. Otherwise, if not addressed, the achievement of the United Nations Millennium Development Goals and Vision 2030 will not be fully realized since education remain key to Kenya's national development and in making progress towards the achievement of such milestones.

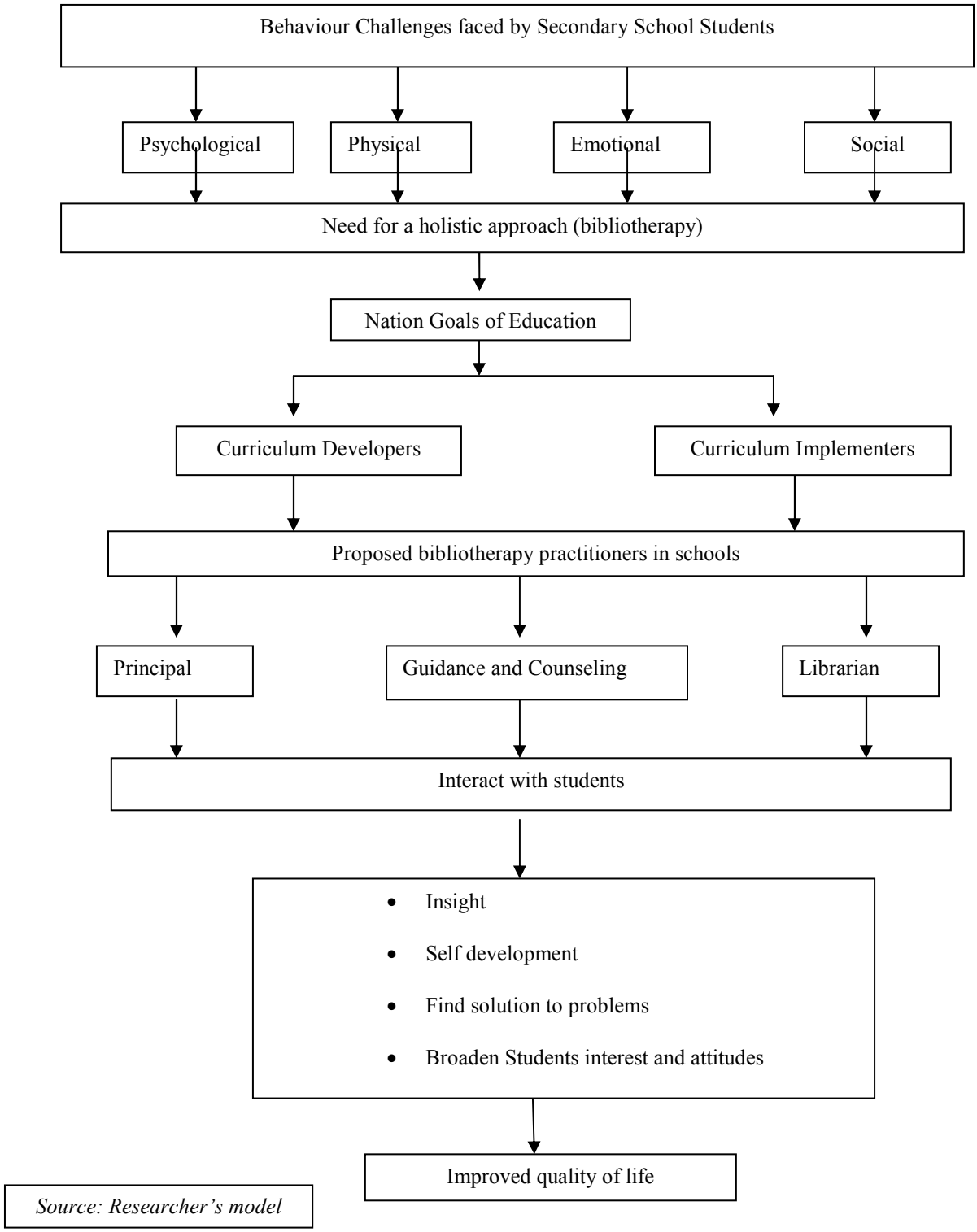
5.4.7 Initiate a National Association for Bibliotherapy Practitioners

The body should be responsible of standardizing the methods of practice, evaluate the practice and recommend changes where necessary. This body should incorporate concerned parties in the education sector like curriculum developers, publishers, teachers, information specialists, social workers, among others.

5.4.8 Proposed Bibliotherapy Model for Addressing Behavioural Challenges faced by Secondary School Students

The following ***Figure 11*** is a proposed bibliotherapy model for addressing behavior challenges experienced by secondary school students.

Figure 11: The proposed Model for using bibliotherapy in addressing challenges experienced by secondary school students



Source: Researcher's model

As indicated in the proposed model ***(Figure 11)***, secondary school students in Thika Municipality were facing psychological, emotional and social challenges which affected their behaviours and values in diverse ways. It was revealed that these behaviour challenges were contributed by a number of factors; key among them being peer pressure, lack of proper guidance, unstable domestic backgrounds, access to drugs and substance abuse, ineffective school guidance and counseling programs and negative influence of the mass media as well as multimedia's. The proposed model recommends these challenges could be looked into in a more holistic and psychological approach that would address theirs fears, feeling and values. This approach known as bibliotherapy can only be functional if embraced by all stake holders in the education sector as outlined in the model.

It was established that two of the national goals of education focused on the individual development in character building by promoting sound morals and religious values. Thus for a student to achieve these goals, there is need to assist him/her to confront hindrances that would come along the way as already established in the study. The model suggests that KIE through the Ministry of Higher Education Science and Technology to come up with specific educational resources focusing on bibliotherapy activities, recommend and include them in the Orange Book as supplementary materials so as to be accessed by all secondary schools in Kenya.

The model also suggest that; school principal, guidance and counseling teacher and the librarian are the appropriate people to participate in the bibliotherapeutic programs since

they interact mostly with students and especially those who requires help in tackling behaviour related challenges. They are also in a position to select and recommend suitable informational materials for the students. This would result to improved quality of student's life since bibliotherapy complements other traditional patterns of counseling. This technique would be useful to school counselors; teachers and librarians as part of their developmental programs for students in aiding them gain an understanding of self and environment, find solutions to problems and broaden interests and attitudes.

The study therefore established that, the existing wealth of literature on the subject of bibliotherapy reveals an apparent development of bibliotherapy from a strictly medical aspect to education, correction institution, libraries and even non-institutionalized social services. As earlier discussed, education sector in developed countries have used bibliotherapy for social skills, reading ability and promoting changes in attitudes toward people and situations. Thus, students would benefit from bibliotherapy practice by improving self-concept, promote intellectual existential and personal enrichment.

Further, secondary schools would benefit by having students who are focused towards attaining their goals through self-discipline. As a result, Kenya would have young adults who are loyal and patriotic to her/his country since they have embraced positive values and sound morals. This would make them be of substantial use in the society while in and out of school.

5.5 Dissemination of Study Findings

The study findings will be disseminated through discussion talks; workshops, information consultancy and library meetings. The researcher will also give talks to students in secondary schools and colleges on the use of bibliotherapy in addressing behaviour challenges that they experience.

5.6 Suggestions for further Research

The study investigated ways in which bibliotherapy could be applied to address behavioural challenges facing secondary school students in Thika Municipality and proposed techniques that could be used to address negative behaviour change in students.

- The study concentrated on students in Thika Municipality. It is deemed necessary that other studies should be carried out to establish the possibilities of using bibliotherapy as an additional concept in helping the students tackle behaviour challenges that they experience in other regions of the country.
- It is also considered needful to study the opportunities of using bibliotherapy in dealing with behaviour challenges in the other educational levels, that is the primary and tertiary levels. The study has revealed that bibliotherapy complements traditional patterns of counseling. This technique would be useful to school counselors and teachers as part of developmental programs for students in helping them gain an understanding of self and environment, find solutions to problems and broaden their interests and attitudes.
- It is also imperative to explore the potentials of bibliotherapy in assisting other people in other sectors, in addressing their behaviour challenges that they

experience other than the education sector. This would lead to improved quality of life since the study has established that bibliotherapy is effective in altitude and behaviour change, self-development as well as a therapeutic technique.

- Finally, it would also be important for other studies to investigate the possibility of using bibliotherapy on-line which is referred to as webotherapy in addressing behaviour challenges encountered by learners. This would be of essence since the current learner is drifting slowly from printed information source to online sources in the effort of embracing and accommodating the ever changing technology.

REFERENCES

Anderson, G. (1998). Fundamentals of Educational Research, 2nd ed. London: Falmer Press.

Armstrong, D. G. and Henson, K. T. (1981). Education: an introduction, 2nd ed. Nairobi: Macmillan.

Baird, N. (1994). Setting Up and Running a School Library. London: Heinemann.

Bandura A. (1977). Social Learning Theory. Englewood Cliffs, N.J.: Prentice – Hall.

Bandura A. (1986). Social Cognitive Theory: Schematic of Theory. http://www.istheory.yorku.ca/social cognitivetheory.htm [Last Accessed July 2010].

Bandura A. (1996). Social Foundation of Thought and Action: A social Cognition Theory. Englewood Cliffs N.J.: Prentice – Hall.

Baron, R. A. (1998). Psychology. 4th ed. London: Allyn and Bacon.

Blackham, G.J. (1980). Modification of child and Adolescent Behaviour. 3rd ed. CA: Wadworth.

Bernard, H. R. (2009). Qualitative data, Quantitative Analysis. *The Cultural Anthropology Methods Journal.* Vol. 8, No.1.

Bogonko, S. N. (1992). A History of Modern Education in Kenya (1895-1991). Nairobi: Evans Brothers (Kenya) Limited.

Bower, M. E. (1967). Behavioural Science: frontiers in Education. New York: John Wiley and Sons.

Busha, C. and Harter, S. (1980). Research Methods in Librarianship:Techniques and Interpretations. New York: Academic Press.

Clarke, J. M. and Bostle, E. (1998). Reading Therapy. London: Library Association.

Coon, D. (2004). Introduction to Psychology: Gateway to mind and behaviour. 10th ed. USA: Thomson Wadsworth.

Cooper, D. R. and Schindler, P. S. (2006). Business Research Methods. 9th ed. Boston:McGraw- Hill.

Creswell, J. W. (2006). Understanding Mixed Methods Research. Thousand Oaks, CA: Sage.

Curwin, R. L. and Mendler, A. N. (1988). Discipline with Dignity: United Kingdom, Association of Supervision and Curriculum Development.

Denzin, N. K. and Lincolin, Y. S. (2000). Handbook of qualitative Research, 2 ed. Thousand Oaks, California: Sage Publications.

Eagly, A. H and et al (2004). The social psychology of group identity and social conflict: Theory, application and practice. Washington, DC: American Psychological Association.

Elimu Yetu Coalition (2003). Reform for Education Sector in Kenya: Setting beacons for Policy and legislative Framework. Nairobi: Capital Colors Limited.

Escandon, R. and Galvez, C. (2005). Free from Drugs. Spain: Editorial Safeliz.

Eshiwani, G. S. (1993). Education in Kenya since Independence. Nairobi: East African Educational Publishers.

Githiora, B. et al, (2009). Cultivation and Promotion of a Reading Culture among Primary School Children in Urban Areas: A Case Study of Schools in Eldoret Municipality. *East African Journal of Information Science (EAJIS)*. Moi University Press. Vol. 1, |No. 002, pp.123-139

Government of Kenya, (2007). Kenya Vision 2030: A Globally Competitive and Prosperous Kenya. Nairobi: Government Press.

Granott, N. and Cambridge, J. P. (2002). Micro development: transition process in development and learning. UK: Cambridge University Press.

Hall, B. P. (1973). Value clarification as learning process: A source book of learning theory. New York: Paulist Press.

Hancock, Beverley (1998). An Introduction to Qualitative Research UK. Trent Focus Online Variable: *http//www.trentfocus.org.UK/Resources/ Qualitative % 20 [last accessed June 2009]*.

Hart, D. (2003). Personality and Development in Childhood: A Person Centered Approach, Boston: Blackwell Publishers.

Heath, M. A. et al. (2008). Bibliotherapy: A Resource to facilitate Emotional Healing and Growth. *School Psychology International*. Vol.26, No. 5.

Herbert, M. (2006). Clinical child and adolescent psychology: from theory to practice. 3rd ed. Hoboken NJ: Wiley.

Hergenhahn, B.R. and Olson M.H. (2005). An introduction to theories of learning 7th ed. Upper Saddle River N.J: Pearson Prentice Hall.

Hersen, M. and Thomas, J. C. (2006). Comprehensive hand book of personality and psychopathology. Hoboken NJ: John Wiley and Sons

Horak, P. (2005). A Study of the Value of Reading. London: Springer.

Hussein, A. (2008). Bibliotherapy. http://google.com/k/abdallah-husein/bibliotherapy/9gwpb3xwwbue/7/ , [last accessed 06/03/09]

Institute in Basic Life Principles. (1994). Character and Destiny. Illinois: Oak Brook.

United Nations Development Program (1998). Drug Counselors' Handbook: A Practical Guide for Everyday use. Nairobi, Drug Control Program.

IFLA/UNESCO School Library Guidelines. http://.ifla.org/files/schools-libraries-resources-centers, [last accessed 06/06/2011].

Irwin, D. E. and Ross, B. H. (2003). The psychology of learning and motivation: advances in research and theory. Boston: Academic Press.

Jones, J. L. (2006). A Closer Look at Bibliotherapy: Young Adult Libraries Services. [Accessed online, March 2010]

Kalat, J. W. et al., (2006). The Scientific Study of the Mind. London: Wadsworth.

Kane, E. (2004). Girls Education in Africa: What do we know about strategies that work? Washington D.C.: World Bank, African Region, Human Development Series.

Kemoni, H. and Ngulube, P. (2008). Relationship between Records Management, Public Service Delivery and the attainment of the United Nations Millennium Development Goals in Kenya. *Information Development Journal*, Vol.24, No.4, pp. 296-304.

Kenyatta, J. (1961). Facing Mount Kenya: The tribal life of the Gikuyu. London: Mercury Books.

Kerlinger, F. (1986). Foundations of Behavioural Research. New York: Holt Rinehalt /Winston.

Kiplang'at J. (1999). An analysis of the Opportunities for Information Technology in improving access, transfer and use of Agricultural Information in Rural areas of Kenya. *Library Management*, Vol.20, No. 2.

Kombo, D. K. and Tromp, D. L. A. (2006). Proposals and Thesis Writing: An Introduction. Nairobi: Paulines Publication Africa.

Kothari, C. R. (2004) Research Methodology: Methods and Techniques. 2nd ed. New Delhi: New Age International.

Kottler, J. and Kottler, E. (1993).Teacher as Counselor. Newbury Park: CA: Corwin Press.

Kumar, K. (1987). Library Organization. New Delhi: Vikas Publishing House.

Lacey, A. and Luff, D. (2001). Qualitative Data Analysis, Sheffield: Trent Focus.

Leahey, T. H. (2004). A history of psychology: main currents in psychological thought. 6th ed. Upper Saddle N.J: Prentice Hall.

Littaver, F. (2006). Personality plus: How to understand others by understanding yourself. Nairobi: Word-Alive Publishers.

Marshall, D. (1997). Young man: A Young Man Guide to Teenage Sexuality. England: Autum House Publishing.

Marshall, D. (1997). Young woman: A Young Woman Guide to Teenage Sexuality. England: Autum House Publishing.

McBurney, D. H. and White, T. L. (2007). Research Methods. 7th ed. CA: Thomson/Wadsworth.

McGuiness, J (1998). Counseling in Schools: New Perspectives. London: Cassel.

Melgosa, J. (2002). To Adolescents and Parents. Spain: Editorial Safeliz.

Melnick, S. (2002). A student's perspective: Fictional characters in books as positive role models for adolescent. *Gifted Child Today*. Vol.25, No. 2.

Michael, S. (2000). Research Methods in Social Sciences. Boston: Irwin.

Ministry of Education (2003).The Education Bill: Zero Draft (A Proposal). Nairobi: MOEST.

Mitchell, C. et al., (2003). Vibrant Health in the twenty-first Century. England: Stan borough Press.

Moon, J. A. (2007). Reflecting on learning and professional development: theory and practice. London: Routledge Falmer.

Mwangi, Evans M. (2006). Diffusion of Information and Communication Technologies in managing medical records in hospitals in Kenya: A Comparative Study of the Moi Teaching and Referral Hospital and the Aga Khan Hospital Nairobi. Unpublished M. Phil. Thesis: Moi niversity , Eldoret.

Nachmias, C. F. and Nachmias, D. (1996). Research Methods in the Social Sciences. 5th ed. London: Arnold.

Nassiuma, D.K. (2000). Survey Sampling: Theory and Methods. Nairobi: Nairobi University Press.

Mugenda, O. M. and Mugenda A. G. (2003). Research Methods: Quantitative and Qualitative Approaches. Nairobi: Act Press.

Nelson-Jones, R. (2003). Basic Counseling Skills: Helper's Manual. CA: Sage.

Nelson, R. (2006). Theory and practice of counseling and therapy. 4th ed. Thousand Oaks CA: Sage Publications.

Ndurumo, M. M. (1993). The Exceptional Children: Developmental Consequences and Intervention. Nairobi: Longhorn Publishers.

Ngwiri, L. (2008). Powerful Parenting: What every parent should know. Nairobi: Queenex Holdings.

Njoroge, R. J. and Bennars, G. A. (1986). Philosophy of Education in Africa. Nairobi: Transafrica.

Noruzi, A. (2007). Bibliotherapy: Reading web resources for problem solving. www.emeraldinsight.com/0264-0473.htm, [last accessed July 2008].

Ocholla, D. N. and Ojiambo J. B (1993). Issues of Library and Information studies. Nairobi: Jomo Kenyatta Foundation.

Odini, C. (1993). Trends in Information needs and use Research. *Library Review*. Vol. 42, No.7.

Odini, S.M. (2009). Empowering Rural Women in Kenya to alleviate Poverty through provision of Information: The case Study of Vihiga District in Western Province. Unpublished Doctorate Thesis: Moi University, Eldoret.

Oka, T. and Shaw, I. (2000). Qualitative Research Social Work. Online available. *http//www.pweb Sophia.ac.jp/rt-oke/papers/2000/qrsw./html [last accessed June 2004]*.

O'Leary, Z. (2005). The Essential Guide to Doing Research. New Delhi: Vistaar Publications.

Onunga, J. (2003). The Internet, Nairobi: Marina Publishers.

Otike, J. and Graham M. (2000). Legal Information Needs of Lawyers in Kenya: A Case Study, *Library Management*. Vol.21, No. 5.

Pardeck, J. A. (1998). Using Books in Clinical Social Work Practice: A Guide to Bibliotherapy. London: Routledge.

Patton, M. Q. (1990). Qualitative Evaluation and Research Methods. 2nd ed. Newbury Park CA: Sage.

Payne, P. (1990). Sampling Techniques and Recruiting Respondents in Research Methods in Library and Information Studies. /ed. Slater, M., London: The Library Association.

Pehrsson, D. (2007). Bibliotherapy with pre-adolescence experiencing divorce: London, Sage.

Petri, H. L. and Govern, J. M. (2004). Motivation: theory, research, and application. 5thed., Belmont CA: Wadsworth.

Republic of Kenya, (1964). Report of the Kenya Education Commission. Nairobi: English Press Limited.

Republic of Kenya, (1965). Sessional Paper No. 10: African Socialism and its Application to planning in Kenya. Nairobi: Government Press.

Republic of Kenya, (1976). Report of the National Committee on Educational Objectives and Policies. Nairobi: Government Press.

Republic of Kenya, (1980).The Education Act. Nairobi: Government Printers.

Republic of Kenya, (1981). Second University in Kenya: Report of the Presidential Working Party. Nairobi: Government Printers.

Republic of Kenya, (1987). Education in Kenya: Information Handbook. Nairobi: Ministry of Education Science and Technology.

Republic of Kenya, (1988a). Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond. Nairobi: Government Printers.

Republic of Kenya, (1999). Totally Integrated Quality Education and Training (TIQET): Report of the Commission of Inquiry into the Education System of Kenya. Nairobi: Government Printers.

Republic of Kenya, (2000). Report on Causes, Effects and remedies of Indiscipline in Secondary Schools in Central Province. Nairobi: Ministry of Education Science and Technology.

Republic of Kenya, (2001a). Report of the Task Force on Student Indiscipline and Unrest in Secondary Schools. Nairobi: Ministry of Education Science and Technology.

Republic of Kenya, (2001b) The Children's Act. Nairobi: Government Printers.

Republic of Kenya, (2005a). Sessional Paper No. 1 of 2005 on A Policy framework for Education, Training and Research. Nairobi: Government Printers.

Republic of Kenya, (2005b). Kenya Education Sector Support Program (2005- 2010): Delivering Quality Education and Training to all Kenyans. Nairobi: Ministry of Education Science and Technology.

Republic of Kenya, (2008). Vision 2030: Medium Term plan Education and Training. Nairobi: Ministry of Education.

Ronald, R. P. Basic Research Methods for Librarians: *http//www.google.co.ke/search?hl = en £q = research + methods + in + Librarianship [last accessed September 2008]*

Sanchez-Tarrago, N. and Fernandez-Molina, J. C. (2009). Journal Reading and Publishing Patterns of Cuban Health Researchers. *Information Development Journal*, Vol.25, No.4, pp. 223-293

Sarafino, E. P. (1996). Principles of Behaviour changes: Understanding Behaviour Modification Techniques. New York: Publisher John Wiley and Sons Inc.

Schreur, G. (2006). Using Bibliotherapy with suspended students. The Journal of *Strength-based Intervention.* Vol. 15, No. 2.

Schwartz, L. (1993). What do you think?. A kid's guide to dealing with daily dilemmas. The learning Works, Inc.

Seidel, J. V. (1998). Qualitative Data Analysis. http://brent.tvu.ac.uk/dissguide/hm1u4/hm1u4text3.htm [Last accessed March 2010].

Sherlock, Kathryn C. (2008). School Libraries Work! www2.Scholastic.com/ collateral-resources/pdf/s/slw3-2008.pdf [Last accessed March 2010]

Shechman, Z. (2008). Treating Child and Adolescent aggression through Bibliotherapy. London: Springer.

Sifuna, D. (1990). Development of Education in Africa: The Kenya Experience. Nairobi: Initiative Publishers.

Slater, M. (1990). Research Methods in Library and Information Studies. London: The Library Association.

Sullivan, A. and Strang, H. (2003). Bibliotherapy in the classroom: Using Literature to Promote the Development of Emotional Intelligence. London: Springer.

Tuju, R. (1996). Aids: Understanding the Challenge. Nairobi: ACE Communications.

UNESCO, (2000). Regional Training Seminar Modules on Guidance and Counseling.

UNESCO, (2002). Education for All (EFA). Monitoring Report – Gender and Education for All, the leap of Equity 2003/4. UNESCO.

UNESCO, (2005). Global Education Digest 2005 – Comparing Education Statistics across the World, Montreal: UNESCO Institute for Statistics.

Wamitila, K. W. (2004). Mayai Waziri wa Maradhi na hadithi nyingine. Nairobi: Focus Publishers.

Wango, G. (2006). Policy and Practice in Guidance and Counseling in Secondary Schools in Kenya. Unpublished PhD. Thesis. UK : University of Birmingham.

Wango, G and Mungai, E. (2007). Counseling in the School: A Handbook for Teachers. Nairobi: Phoenix Publishers.

White, B. (2000). Dissertation Skills for Business and Management Students. London: Thomson.

Willis, R. J. B. (2005). Cracking the Stress Problem. England: Stan borough Press.

World Bank, (2002). Opening Doors: Education and the World Bank. Washington D.C.: World Bank.

Yin, R. K. (2003). Case Study Research. 2nd ed. *http//www.google.co.ke/search?hl = en £q = research + methods + in + Librarianship [last accessed September 2008]*.

Zieglar, R.G. (1992). Homemade books to help kids cope: an easy- to learn technique for parents and professional. New York: Maginations Press.

APPENDICES

APPENDIX I

INTERVIEW SCHEDULE FOR SCHOOL LIBRARIAN/TEACHER LIBRARIAN

TITLE: Use of Bibliotherapy in Addressing Behavioural Challenges facing Secondary School Students in Thika Municipality, Kenya.

I. Background Information

1. What is your current job position?

   ……..

2. How long have you been the school librarian or teacher librarian?

   ☐ Less than 1 year

   ☐ 1 to 5 years

   ☐ More than 10 years

3. Are you a trained librarian or teacher librarian?

   ☐ Yes ☐ No

4. What is your highest academic qualification?

   ☐ Advanced degree ☐ Certificate

   ☐ Degree ☐ Diploma

   ☐ Others specify

5. In which institution did obtain your training?

……

……

……

II. Library Usage

6. Do you have a school Library?

Yes ☐ No ☐

7. If 'yes' give their proportions in terms of:

☐ Academic books

☐ Life skills books

☐ Personal development books

☐ Audio visual materials

☐ News papers

☐ Magazines

8. If 'no' why?.....……

……

……

9. What are the operating hours of the library?

……

……

……

10. At what times do students use the Library?

- ☐ Break time
- ☐ Library lesson
- ☐ After lessons
- ☐ Prep time
- ☐ None

11. What times do students use the school Library facility more often?

- ☐ At the beginning of the term
- ☐ During exams
- ☐ At the end of the term
- ☐ Throughout the term
- ☐ None

12. Which among the following reading materials are the most frequently used by students?

- ☐ Novels
- ☐ Story books
- ☐ Academic books

- [ ] Motivational/Inspirational books
- [ ] Newspapers
- [ ] Magazines
- [ ] Others

13. What kind of leisure books do students like to read?
    - [ ] Violence
    - [ ] Romance
    - [ ] Personal development
    - [ ] Horror
    - [ ] Others

14. What kind of movies do students like to watch?
    - [ ] Violence
    - [ ] Romance
    - [ ] Personal development
    - [ ] Horror
    - [ ] Others

15. Does your school library have enough copies of the above?

Yes ☐ No ☐

16. If 'no', briefly explain why?

……

……

……

17. Do the leisure books and movies watched have an impact on the student's behaviour?

Yes ☐ No ☐

18. If 'yes', is it

☐ Positively or ☐ negatively

III. Role/Function of the School Library

19. What is the role of your school in the school in relation to?

a) Academic programs?

……

……

……

b) Life skills and personal development programs?

……

……

……

20. What are some the functions of your school library in relation to:

a) Reader services

☐ Lending

☐ Reading guidance

☐ Book review

b) Technical services

☐ Selection of information materials

☐ Acquisition of information materials

☐ Cataloguing and Classification

Reading Guidance

21. Do you provide reading guidance to students?

☐ Yes ☐ No

22. If 'yes,' in which ways?

……

……

……

……

23. If 'no' why?

……

……

……

24. Do you compile a list of books to guide students on various life skill programs?

☐ Yes ☐ No

25. If 'yes', which kind of reading materials do you consider useful for these purpose?

……

……

……

……

26. If 'no' why?

……

……

……

27. What kinds of student's challenges are these reading materials intended to address in relation to:

a) Behaviour modification?

……

……

……

b) Emotional issues?

……

……

……

c) Self-concept?

……

……

……

28. How effective is your reading guidance in addressing the student challenges?

- ☐ More Effective
- ☐ Effective
- ☐ Less Effective

Selection of School Library Collection

29. Do you have a copy of the KIE's Orange Book?

☐ Yes ☐ No

30. If 'no' why?

- ☐ No information of its existence
- ☐ Have not been purchased

31. Who is responsible for selection of library/information materials?

- ☐ Principal
- ☐ Teachers
- ☐ School librarian
- ☐ All

32. Do you have any selection criteria or guideline used in () above?

☐ Yes ☐ No

33. If yes, please explain

……

……

……

APPENDIX II

INTERVIEW SCHEDULE FOR GUIDANCE AND COUNSELING TEACHER

TITLE: Use of Bibliotherapy in Addressing Behavioural Challenges facing Secondary School Students in Thika Municipality, Kenya.

I. Background Information

1. What is your current job position?

   ……..

2. How long have you been the school guidance and counseling teacher?

   ☐ Less than 1 year

   ☐ 1 to 5 years

   ☐ More than 10 years

3. Are you a trained guidance and counseling teacher?

   ☐ Yes ☐ No

4. What is your highest academic qualification?

   ☐ Advanced degree
   ☐ Degree Diploma
   ☐ Certificate
   ☐ Others

5. Do you have any knowledge and skills in the field of reading therapy?

   ☐ Yes ☐ No

II. Students Behaviour Challenges

6. Which of the following challenges do students face in your school**?** **(Categorize *them according to their level of frequency)***

Behaviour challenges

- ☐ [ ] Disrespectful
- ☐ [ ] Laziness
- ☐ [ ] Disobedience
- ☐ [ ] Careless
- ☐ [ ] Lack of order
- ☐ [ ] Extravagance
- ☐ [ ] Irresponsible
- ☐ [ ] Quarrelsome

Emotion challenges

- ☐ [ ] Anger
- ☐ [ ] Boredom
- ☐ [ ] Fear
- ☐ [ ] Frustrations
- ☐ [ ] Loneliness
- ☐ [ ] Rejection

Self-concept

- ☐ [ ] Lack of self-confidence
- ☐ [ ] Self-consciousness
- ☐ [ ] Self-identity
- ☐ [ ] Self-reliance

Difficult situation

- ☐ [ ] Divorce
- ☐ [ ] Adoption
- ☐ [ ] Illness
- ☐ [ ] Handicaps
- ☐ [ ] Death

III. Student Discipline

7. Which of the following are the common causes of indiscipline among students in your school?

- ☐ Lack of corporal punishment
- ☐ Lack of proper parental guidance
- ☐ Peer pressure
- ☐ Lack of spiritual/pastoral guidance
- ☐ Ineffective school guidance and counseling programs
- ☐ Access to drugs and other substance
- ☐ Accessing too much pocket money
- ☐ Unstable domestic backgrounds
- ☐ Influence of the mass media
- ☐ Lack of positive role models
- ☐ Poverty
- ☐ Wealthy backgrounds
- ☐ Access to pornography

Guidance and Counseling Policy

8. Does your school have a copy of the National Guidance and Counseling Policy?

☐ Yes ☐ No

9. Does your school have a copy of the Education Act (1980)?

☐ Yes ☐ No

10. Does your school have a copy of the Children Act (2001)?

☐ Yes ☐ No

11. Does your school have guidance and counseling policy guidelines to help in addressing the various challenges facing your students?

☐ Yes ☐ No

12. If 'Yes', which among the following are the interventions that are practiced in your school so as to address the earlier mentioned challenges? ***(Categorize them according to their level of frequency)***

- ☐ Psychological counseling
- ☐ Academic counseling
- ☐ Peer counseling
- ☐ Punishment
- ☐ Corporal punishment
- ☐ Suspension
- ☐ Dismissal
- ☐ Police intervention
- ☐ Conducting motivational programs
- ☐ Pastoral programs
- ☐ Recommending inspirational/motivational books, tapes, CDs, DVDs
- ☐ Recommending biographies of exceptional role models

Guidance and Counseling Programs

13. Does your school have guidance and counseling programs?

☐ Yes ☐ No

14. If 'Yes' do you hold guidance and counseling sessions?

☐ Yes ☐ No

15. If 'No' why?

……

……

……

16. If 'Yes', how often do you hold the guidance and counseling sessions?

- ☐ Once a week
- ☐ Once a month
- ☐ Once per term
- ☐ Upon request
- ☐ Upon demand

17. Which among the following categories do you conduct?

- ☐ Individual counseling
- ☐ Group guidance
- ☐ Or both

18. To what extent are the following interventions effective in modifying student behaviour? Categorize the following as less effective, effective and most effective

- ☐ Psychological counseling
- ☐ Academic counseling
- ☐ Peer counseling
- ☐ Punishment

- ☐ Corporal punishment
- ☐ Suspension
- ☐ Dismissal
- ☐ Police intervention
- ☐ Conducting motivational programs
- ☐ Pastoral programs

Reading Therapy

19. Do you enlist the services of the school library/information resources in your guidance and counseling sessions?

☐ Yes ☐ No

20. If 'yes' which ones?

☐ Books

☐ Audio visual materials

☐ Academic internet sites

21. If 'no' why?

☐ Unaware of their usefulness

☐ Unavailability of library/information resources

22. Do you enlist the professional services of the school librarian/ teacher librarian to?

Undertake reviews of suitable books and audio visual materials

☐ Compile lists of books relevant to student's behaviour modification

23. If 'no' why?

……

……

……

……

24. Which of the following do you use as a point of reference during guidance and counseling sessions?

- ☐ Inspirational/motivational books
- ☐ Biographies
- ☐ Religious books
- ☐ Audio visual materials
- ☐ Novels/story books
- ☐ News papers
- ☐ Magazines

25. How effective are each of the above information resources?

- ☐ Not effective
- ☐ Less effective
- ☐ Very effective

26. How available are each of these informational resource in your school?

☐ Available ☐ Not available

II. Challenges of a guidance and counseling teacher

27. What challenges do you face as the guidance and counseling teacher, responsible of instilling discipline and facilitating student behaviour modification?

- ☐ Lack of policy guidelines
- ☐ Lack of facilities
- ☐ Lack of support from the school administration
- ☐ Lack of support from parents/guardians
- ☐ Lack of suitable information materials
- ☐ Lack of incentives
- ☐ Any other

28. Would you want to undertake specialized training on using informational resources to enhance student discipline and modify student behaviour?

29. If ‘yes’ why?

……

……

……

……

30. If ‘no’ why?

……

……

……

APPENDIX III

INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS/ DEPUTY PRINCIPAL

TITLE: Use of Bibliotherapy in Addressing Behavioural Challenges facing Secondary School Students in Thika Municipality, Kenya.

I. Background Information

1. What is your current job position?

   ……..

2. How long have you been a school head or Deputy Head?

   ☐ Less than 1 year
   ☐ 1 to 5 years
   ☐ More than 10 years

3. What is the area of your academic specialization?

   ☐ B/Ed
   ☐ BSc
   ☐ B/A
   ☐ Others

4. What category is your school?

   ☐ Public
   ☐ Private organization sponsored
   ☐ Private Individual sponsored

5. Does your school have a strategic plan?

   ☐ Yes ☐ No

6. If 'yes,' what is your school's?

a) Mission

……

……

……

……

b) Vision

……

……

……

……

c) Motto

……

……

……

II. Student Discipline

7. What are the common indiscipline cases in the school?

……

……

……

……

8. How do you deal with the indiscipline cases mentioned in [7] above?

……

……

……

9. What are some of the challenges that you face in modifying students behaviour?

……

……

……

……

III. Information / Library Resources

10. What do you have in terms of storage of information resources?

- ☐ School library
- ☐ Learning Resource Centre
- ☐ Book Store
- ☐ Others

11. Who is in charge of the information resources?

- ☐ School librarian
- ☐ Teacher librarian
- ☐ Student (Library prefect)
- ☐ School clerk
- ☐ Others

12. Does the school have a budget for the purchase of?

(Consider the priority)

- ☐ Life skills development books
- ☐ Academic books
- ☐ Motivation/Inspirational books
- ☐ Audio Visual Materials
- ☐ Newspapers
- ☐ Magazines
- ☐ Computer resources

13. You use the KIE's Orange Book in the acquisition of the above information resources?

☐ Yes ☐ No

14. If 'yes', does it provide for the acquisition of the various formats of information resources earlier mentioned?

☐ Yes ☐ No

15. If 'no' why?

……

……

……

16. In which way do you encourage the students to utilize the library/information resources?

……

……

……

IV. Policy Issues

17. Are you conversant with the Children's Act (2001)?

☐ Yes ☐ No

18. Are you conversant with the Education Act (1980)?

☐ Yes ☐ No

19. Are you conversant with the National Guidance and Education Act)?

☐ Yes ☐ No

21. Do this policy documents address issues relating to students discipline and behaviour modification?

☐ Yes ☐ No

22. If 'yes,' in which ways?

……

……

23. If 'no' why?

……

……

APPENDIX IV

QUESTIONNAIRE FOR STUDENTS

TITLE: Use of Bibliotherapy / Reading Therapy in Addressing Behavioural Challenges facing Secondary School Students in Thika Municipality, Kenya.

Kindly, answer all the questions. *(Please respond by ticking [ ] the itemized questions and write on the space provided where applicable. There is no right or wrong answers).*
DO NOT INDICATE YOUR NAME ANYWHERE IN THIS QUESTIONNAIRE.

Background information

1. Your gender ☐ Male ☐ Female

2. Your year of study
   ☐ Form 2
   ☐ Form 3

3. What is the occupation of your parent/ guardian?
   ☐ Profession ……..…
   ☐ Business man/woman
   ☐ Technician
   ☐ General worker
   ☐ Others

4. What is the status of your family upbringing?
   ☐ Single parent
   ☐ Both parents
   ☐ Guardian

Reading Culture/Habits

5. Do you have a home library?
   ☐ Yes ☐ No

6. If 'yes' what is more stocked? (Use numbers 1, 2, 3….. to list)

- ☐ Leisure books
- ☐ Academic books
- ☐ Motivational/Inspirational books
- ☐ News papers
- ☐ Magazines

7. Do you access DVDs, movies or films?

☐ Yes ☐ No

8. If 'yes,' which do prefer to watch? (Use numbers 1, 2, 3….. to list)

- ☐ Academic
- ☐ Violence
- ☐ Inspirational
- ☐ Horror
- ☐ Romance

9. Do you have access to the internet?

☐ Yes ☐ No

10. If 'yes' which are your favorite sites? (Use numbers 1, 2, 3….. to list)

- ☐ Entertainment sites
- ☐ Social (e.g. Face book) sites
- ☐ Academic sites
- ☐ Inspirational sites

11. Why do you go to school? (You can tick more than one)

- ☐ To pass exams
- ☐ For current awareness
- ☐ For leisure
- ☐ For personal development
- ☐ Others (Please specify)……..

12. Do you have a school library?

☐ Yes ☐ No

13. Which of the following information materials do you love to read? (Use numbers 1, 2, 3….. to list)

- ☐ Academic books
- ☐ Comic books
- ☐ Motivational/Inspirational books
- ☐ Romance books
- ☐ Violence books
- ☐ Life skills books
- ☐ Horror books
- ☐ Others

14. What are the advantages of reading the above mentioned books?

……

……

……

……

……

15. Do you admire the character trait of the books you love to read?

☐ Yes ☐ No

16. If yes, give an example

……

……

……

17. Have you ever tried to imitate a character of your preferred books?

☐ Yes ☐ No

18. If 'yes', how were you successful?

- ☐ Very successful
- ☐ Successful
- ☐ Not successful

19. If 'no' why?

……

……

……

Student's Challenges

20. Which of the following are some of the common challenges that you face while in school? ***(Tick as many as you can)***

- ☐ Lack of proper parental guidance
- ☐ Peer pressure
- ☐ Lack of spiritual/pastoral guidance
- ☐ Ineffective school guidance and counseling programs
- ☐ Access to drugs and other substance
- ☐ Accessing too much pocket money
- ☐ Unstable domestic backgrounds
- ☐ Influence of the mass media
- ☐ Lack of positive role models
- ☐ Poverty
- ☐ Wealthy backgrounds
- ☐ Access to pornography
- ☐ Others specify…….

21. Does the school counselor or librarian provide you with books or other reading materials to address the above challenges?

☐ Yes ☐ No

22. If 'yes,' give examples?

……

……

……

……

23. If ‘no’ why?

……

……

……

24. In those books, do you see role models you would want to imitate?

☐ Yes ☐ No

25. If ‘yes,’ give examples?

……

……

……

……

……

……

THANK YOU FOR RESPONDING TO THE QUESTIONS.

APPENDIX V

PRE-TEST CHECKLIST FOR INTERVIEW SCHEDULES AND QUESTIONNAIRES.

RESEARCH TITLE:

Use of Bibliotherapy in Addressing Behavioural Challenges facing Secondary School Students: A Case Study of Thika Municipality, Kenya.

(Please refer to the accompanying interview schedules/questionnaire attached and kindly answer the following questions after reading the objectives listed below)

This study aims to investigate ways in which bibliotherapy can be to address behavioural challenges facing secondary students in the country and to propose techniques that can be used to address these challenges.

Objectives of the study

This study will be guided by the following objectives:

- To examine behavioural challenges facing secondary schools students.
- To identify factors that contribute to negative behaviour change in secondary schools.
- To establish the extent to which the Education Act (1980) and the Children Act (2001) address student behaviour challenges.
- To examine strategies used by schools to address behaviour challenges facing secondary school students.
- To ascertain the extent to which books are used to promote positive behaviour change in students.
- To find out ways in which bibliotherapy can be used to address behaviour challenges in students.

PRE-TEST QUESTIONS

Are there any words that are spelt incorrectly?

Yes [ ] No [ ]

If yes, please indicate them in the interview schedules.

Is the font-size used in the interview schedules legible?

Yes [ ] No [ ]

If no, please provide suggestions.

……

Is the vocabulary used appropriate for the different categories of respondents?

Yes [ ] No [ ]

If no, give suggestions.

……..

Are there any questions in interview schedule that are not clear?

Yes [ ] No [ ]

If yes, mark them in the schedules and provide suggestions to improve clarity.

……..

Is the sequence of questions flowing in the schedules?

Yes [ ] No [ ]

If no, provide suggestions.

……

Are all the objectives adequately covered in the questions in the interview schedules?

Yes [ ] No [ ]

If no, please indicate the specific objectives not adequately covered and give suggestions on kind of questions to ask?

…….

APPENDIX VI

LIST OF SECONDARY SCHOOLS -THIKA DISTRICT

	PUBLIC			
1	BROADWAYS HIGH SCH		52	MWAGU SEC
2	CHANIA BOYS HIGH SCH		53	MWANA WIKIO SEC
3	CHANIAGIRLS HIGH SCH		54	NDAKAINI SEC
4	CHOMO SEC		55	NDUNYU CHEGE SEC SCH
5	GACHORORO SEC		56	NGELELYA SEC SCH
6	GAKURARI SEC		57	NGOLIBA SEC
7	GATANGA CCM		58	NYAGA SEC SCH
8	GATANGA GIRLS SEC SCH		59	PCEA KIGIO SEC
9	GATHANJI SEC		60	PETER KARIUKI SEC
10	GATIIGURU MIXED SEC SCH		61	RUIRU GIRLS SEC
11	GATUNGURU KARIARA SEC		62	RUIRU SEC
12	GATUNYU SEC SCHOOL		63	RWEGETHA SEC
13	GATURA GIRLS SEC SCHOOL		64	ST AUGUSTINE MATUNDU SEC
14	GIACHUKI SEC SCH		65	ST PAUL GATUANYAGA SEC
15	GITHAMBIA SEC SCHOOL		66	ST PAUL SEC GATURA
16	GITHUNGURI HIGH SEC		67	ST TERESA SEC SCH
17	GITHURAI MIXED SEC SCH		68	THIKA HIGN SCH FOR THE BLIND
18	GITITU SEC		69	THIKA HIGH SCHOOL
19	GITUAMBA SEC SCH			PRIVATE
20	ITHANGA SEC SCHOOL		1	ABASALAMA SEC
21	ITHANGARARI SEC		2	BLESSED HANDS
22	JOGOO KIMAKIA SEC SCHOOL		3	BRAINSFIELD SEC SCHOOL
23	JOYTOWN SEC SCH		4	BRISTAR
24	JUJA FARM SEC SCH		5	BUSARA VALLEY
25	JUJA SEC		6	CARDINAL MAURICE OTUNGA
26	KAMUNYAKA SEC SCH		7	CITY SCIENCE ACADEMY
27	KANGANGU SEC SCHOOL		8	EMANUEL
28	KANUNGA MIXED SCHOOL		9	EQUATOR
29	KENYATTA SEC SCH		10	GATEWAY SEC
30	KIAMWATHI SEC SCH		11	HEIGHTS SECONDARY
31	KIARUTARA SEC SCH		12	HEKIMA GIRLS
32	KIHUMBUINI SEC SCH		13	JUJA SENIOR
33	KIMANDI SEC SCH		14	JUJA TOWNSHIP
34	KIMUCHU MIXED DAY SCH		15	KAHAWA SEC
35	KIRIMIRI SEC		16	KALIMONI
36	KIRWARA HIGH SCH		17	MURERA STAR
37	KITAMAIYU SEC		18	RUIRU ST TRIZA
38	KIUNYU SEC		19	RUIRU STAR
39	KOMO MIXED SEC		20	SAPIENCIE SECONDARY SCHOOL
40	KWIHOTA SEC		21	ST MARKS GATUANYAGA
41	MAGOGONI SEC		22	ST APPOLONUS
42	MANGU HIGH SCH		23	ST AUGUSTINE
43	MARYHILL GIRLS HIGH SCH		24	ST BAKITA
44	MATOPENI SEC		25	ST DAVIDS
45	MATUNDA SEC		26	ST LINDAS
46	MBUGITI SEC		27	ST LUCIE KIRIRI GIRLS
47	MITHINI SEC		28	ST XAVIER
48	MUNYU GIRLS SEC		29	THEOS SENIOR SCHOOL
49	MUNYU MIXED SEC SCH		30	THIKA ROAD GIRLS
50	MURERA SEC		31	TRIKHA SEC
51	MUTI		32	WANKAN SEC

APPENDIX VII

PROPOSED BIBLIOTHERAPY POLICY FRAMEWORK FOR SECONDARY SCHOOLS

Overview of current situation

Although the country has experienced a remarkable growth in education, several factors affect this development. It is evident that the government appears committed to education as articulated in the various commissions setup to look into education. It also acknowledges the importance of guidance and counseling as one strategy that could intervene in some of the issues affecting the learners and especially in secondary schools.

Many students in today's classroom exhibit a variety of emotional, psychological and social difficulties. However, guidance and counseling seems to be overwhelmed by the diverse emerging issues faced by the students due to the lack of policy framework guiding the programs among other problems. On the other hand, the decline of moral value of the society is reflected by the present way of life of our youth. Indeed, this is one of the contributing factors for negative behaviour change and indiscipline in our educational institutions.

Students are members of the society and are likely to be influenced by what goes on in it. This explains the apparent moral decline that seems to have permeated our school settings and especially secondary schools. This therefore necessitates the need of a holistic approach to student's challenges that is more students oriented. Bibliotherapy would be appropriate since it helps the participants to cope with daily issues of life and to promote personality growth and development.

Definition

Bibliotherapy refers to the use of literature both print and non-print, by a trained person, to facilitate a therapeutic activity, usually guided discussions with the aim of promoting

personal growth of the participant(s). It can also be described as the use of reading to produce affective change and to promote personality growth and development.

Aim of Bibliotherapy

To promote the use of information sources in helping students address behavioural challenges that they encounter.

Objectives of Bibliotherapy

- To promote positive attitudes and values
- To provide insight
- To support and empower students to improve confidence, self-esteem and inter-personal skills by reading, discussing and debating.
- To provide a positive and non-threatening way of solving issues
- To promote the idea of reading (fiction) as an alternative to drugs.
- To encourage greater use and awareness of the library service by all.

Themes of Bibliotherapy

The following are themes that are developed in students' life through bibliotherapy

- Assertiveness
- Altitude change
- Behaviour change
- Self-development

The above themes would develop various character traits in students. Key among them is as follows;

Orderliness – The ability to bring everything within ones jurisdiction into conformity with the purpose for which it was made.

Punctuality – Knowing the value of time

Thoroughness – Using available resources diligently.

Attentiveness – Showing the worth of a person by concentrating fully on his/ her words

Resourcefulness – Using wisely that which others would normally overlook or discard.

Sincerity – Working towards excellence with openness about personal needs and weaknesses.

Bibliotherapy Resources

These would constitute of both human and information resources. The information materials would include printed, non-printed and multimedia's. The selection of the material would require resourceful people who identifies with the student's needs. These could be the librarian, guidance and counseling teacher and the school's administrator. On the other hand, proper liaison with KIE would need to be done so as to acquire resources which promote bibliotherapy from various publishers and authors.

Methods of Implementing Bibliotherapy

The following would be the ways in which to conduct bibliotherapy;

- Initiating reading programs for instance; Reading for relaxation, feel better with a book.
- Preparing a list of information materials which promotes the above mentioned themes.
- Recommending information materials to students depending on the level of behavioural challenges.
- Conducting book reviews in classroom or other group setups. This could incorporate reading aloud.
- Censorship – This would involve those schools with libraries housing materials that do not promote desirable character traits to weed them.

Institutional Framework for Implementing Bibliotherapy

The following are institutions that would effectively promote and facilitate bibliotherapy activities;

1) The Ministry of Education Science and Technology (MoEST) and its implementing agencies such as Directorate, Inspectorate, KIE, Teacher's Service Commission, Universities (School of Information Science), and Publishers.
2) Other government department are; Kenya National Aids Control Council, and Drug Control Unit.

APPENDIX VIII:
CHIEF INSPECTOR OF SCHOOLS GUIDANCE AND COUNSELING CIRCULAR TO SCHOOLS

APPENDIX IX

RESEARCH PERMIT NO NSCT/5/002/R/506

APPENDIX X

RESEARCH AUTHORIZATION BY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

APPENDIX XI

RESEARCH PERMIT BY DISTRICT EDUCATION OFFICER

APPENDIX XII

RESEARCH PERMIT BY DISTRICT COMMISSIONER- THIKA WEST DISTRICT