

**STUDENTS' PERCEPTION OF THE EFFECTIVENESS OF  
COUNSELLING METHODS USED IN SECONDARY  
SCHOOLS OF KENYA: A CASE OF KEIYO DISTRICT**

**BY  
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## DECLARATION

### DECLARATION BY THE CANDIDATE

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

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## DEDICATION

For the love of my mother, Mrs. Juliana Kangogo Bartoo and our children Brian,  
Brenden and Bruno.

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## TABLE OF CONTENTS

DECLARATION .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENTS .....	iv
TABLE OF CONTENTS .....	v
LIST OF TABLES .....	vii
LIST OF FIGURES .....	viii
ABSTRACT .....	ix
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	5
1.3 Purpose of the Study .....	5
1.4 Research Objectives.....	6
1.5 Research Questions.....	7
1.6 Null Hypotheses.....	7
1.7 Research Variables.....	8
1.8 Justification of the Study .....	8
1.9 Significance of the Study .....	9
1.10 Limitation of the Study .....	9
1.11 Assumption of the study .....	9
1.12 Theoretical Framework.....	10
1.13 Operational Definition of Key Terms .....	11
<b>CHAPTER TWO .....</b>	<b>12</b>
<b>LITERATURE REVIEW .....</b>	<b>12</b>
2.0 Overview .....	12
2.1 Group Counselling in Schools .....	12
2.2 Individual Counselling in Schools .....	18
2.3 Peer Counselling in Schools .....	20
2.4 Conclusion .....	27
<b>CHAPTER THREE.....</b>	<b>28</b>
<b>RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>28</b>
3.0 Overview .....	28
3.1 Research Design.....	28
3.2 Geographical Location of the Study .....	28
3.3 Research Population.....	29
3.4 Sample and Sampling Procedures.....	29
3.5 Data Collection Method.....	31
3.5.1 Research Instrument.....	31
3.5.2 Reliability of the Research Instrument .....	31
3.5.3 Validity of the Research Instrument .....	32
3.6 Data Collection Procedures.....	32
3.7 Procedures for data presentation and analysis.....	32

<b>CHAPTER FOUR.....</b>	<b>34</b>
<b>DATA ANALYSIS, PRESENTATION AND INTERPRETATION .....</b>	<b>34</b>
4.0 Overview .....	34
4.1 Demographic Description of Participants.....	34
4.2 Students' Perception of Effectiveness of Different Counselling Methods ..	35
4.3 Influence of Class level on Students' Perception of Effectiveness of Group Counselling Method.....	40
4.4 Influence of Class level on Students' Perception of Effectiveness of Individual Counselling Method .....	41
4.5 Influence of Class level on Students' Perception of Effectiveness of Peer Counselling Method.....	42
4.6 Influence of Gender on Students' Perception of Effectiveness of Group Counselling Method.....	43
4.7 Influence of Gender on Students' Perception of Effectiveness of Individual Counselling Method.....	44
4.8 Influence of Gender on Students' Perception of Effectiveness of Peer Counselling Method.....	45
<b>CHAPTER FIVE .....</b>	<b>47</b>
<b>SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS.....</b>	<b>47</b>
5.0 Overview .....	47
5.1 Summary of Findings.....	47
5.2 Discussion.....	54
5.3 Conclusion .....	54
5.4 Recommendations.....	55
5.4.1 Recommendations to the Education Sector .....	55
5.4.2 Suggestions for Further Research .....	56
<b>REFERENCES.....</b>	<b>57</b>
<b>APPENDICES.....</b>	<b>61</b>
APPENDIX A: Letter of Consent to Headteacher.....	61
APPENDIX B: Participant Information Sheet and Consent Letter .....	62
APPENDIX C: Students Questionnaire.....	63
APPENDIX D: Secondary School Enrolment.....	67
APPENDIX E: Research Permit .....	68

## LIST OF TABLES

Table 3.1 Sampling Profile of Schools .....	30
Table 4.1: School Category, Class Level and Gender Profiles of Respondents .....	35
Table 4.2: Descriptive Summaries for Perceived Effectiveness of Counseling Methods .....	36
Table 4.3: ANOVA Test for Within-Subjects Effects for Differences in Students' Perceptions of Effectiveness of Group, Peer and Individual Counselling Methods....	37
Table 4.4: Reasons for preference of individual counselling method .....	38
Table 4.5: Reasons for preference of peer counselling .....	39
Table 4.6: Reasons for preference of group counselling .....	39
Table 4.7: Descriptive Statistics for Forms 2 and 3 Students' Mean Ratings of Effectiveness of Group Counselling .....	40
Table 4.8: Descriptive Statistics for Forms 2 and 3 Students' Mean Ratings of Effectiveness of Individual Counselling .....	41
Table 4.9: Descriptive Statistics for Forms 2 and 3 Students' Mean Ratings of Effectiveness of Peer Counselling .....	42
Table 4.10: Descriptive Statistics for Boys and Girls' Mean Ratings of Effectiveness of Group Counselling .....	43
Table 4.11: Descriptive Statistics for Boys and Girls' Mean Ratings of Effectiveness of Individual Counselling .....	44
Table 4.12: Descriptive Statistics for Boys and Girls' Mean Ratings of Effectiveness of Peer Counselling.....	45

## LIST OF FIGURES

Source: Own conceptualization, Bartoo 2009 .....	10
Figure 1.1 Conceptual Framework for the Study .....	10
Figure 4.1 Students' perception of the effectiveness of counselling methods.....	37
Figure 5.1 Tenets of Holistic School Counselling Programme .....	51



## ABSTRACT

This study investigated the students' perception of effectiveness of counselling methods used in secondary schools in Kenya. It also examined the influence of class level and gender on these perceptions. The study employed both survey and causal comparative research designs. It involved 400 students from 10 secondary schools in Keiyo District that were selected by use of random sampling technique. 40 students comprising 20 Form 2s and 20 Form 3 students were selected by use of proportionate stratified random sampling.

Data was collected by use of a structured, self-administered students' questionnaire. Data was analyzed using descriptive statistics of mean and standard deviations, and inferential statistics of ANOVA repeated measures and t-test for independent samples. All hypotheses were tested at  $p. \leq .05$  level of significance. SPSS version software was used to analyze the data.

The study found that individual counselling was perceived by majority of students as the most effective, although other methods are equally useful in some unique situations, and because of certain strengths. Confidentiality, trust and sharing emerged as the pillars for individual, peer, and group counselling methods. Class level influence was only reported for perceived effectiveness of peer counselling method. No gender influence was reported for perceived effectiveness of all the three counselling methods. As such there is need to strengthen the use of individual counselling at all levels and in all learning institutions in Kenya, although the other methods are also useful in certain circumstances.

The findings of this study implicate that more emphasis should be put on the use of individual counselling in schools and as such the need to have all teachers trained on the skills of counselling as part of teacher training. Peer counselling should also be strengthened in schools while group counselling should be used sparingly since it was rated as the least effective method of counselling.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Overview

This chapter contains the background to the study, purpose of study, objectives of the study, research questions and the null hypothesis. It also has justification of the study, significance of the study, assumptions, scope of study, limitations of the study theoretical framework and the operational definition of key terms.

### 1.1 Background to the Study

The need for guidance and counselling services in secondary schools was realized by the Government of Kenya (GOK) way back in the 1970's when counselling services were established in secondary schools and institutions of higher learning due to the weakening family ties as a result of urbanization, employment and education. As people broke off from traditional forms of counselling like extended family members and rites of passage to western education, there was need for the establishment of guidance and counselling to serve the same purpose (Bogonko, 1992).

GOK Report (2001) stressed the need to strengthen teacher and peer counselling in secondary schools to counteract the high rising cases of student unrest in schools. Guidance and counselling was advocated and a ban was placed on corporal punishment. This report was in agreement with the other reports on proper utilization of guidance and counselling as contained in (GOK, 1988; 1999). Counselling helps students to address vocational problems as they prepare to enter in to the wider society as reliable and mature citizens (GOK, 1999).

Drug and alcohol abuse are some of the main problems facing students in our secondary schools today. Frequent misuse of drugs results in psychological and

emotional dysfunctions, and poor interpersonal relationships between users and their peers, teachers or parents (Kipnusu, 2001). Counselling therefore comes in to address the students' needs either at individual or group level (McIntyre, 1982).

Group counselling is one of the forms of counselling in which (approximately 8) individuals meet face-to-face with trained counsellor or group therapist. During the group meeting time, members are responsible for talking about what is troubling them. Discussion flows according to what members would like to talk about and members are encouraged to give support and feedback to others, and to work with the responses and associations that other members' contributions bring up for them. Interaction between group members is encouraged, and provides each person with an opportunity to try out new ways of relating with others. It also provides members with an opportunity for learning more about their own interpersonal styles. Group counselling is used by counsellors because it is economical on time, promotes student unity and addresses a common problem or issue, enables many individuals to experience counselling at one point in time, and removes the element of fear among students (Wiggins & Wiggins, 1992). Further, it offers students the opportunity to share common concerns, to use fellow students as resources, and to seek solutions to their own concerns. This method has its own disadvantages like: lack of confidentiality, promotes hooliganism among students, promotes generalization and the counsellor is not able to reach all students (Omizo & Omizo, 1986). In this study, group counselling was defined as counselling that occurs when students meet face-to-face, in an interactive session facilitated by the teacher counsellor.

Individual counselling is another form of counselling, in which an individual, who has a problem, is engaged in a one-to-one relationship with a professional helper, who

helps the person to understand and solve his or her problem. Individual counselling by a professional is used because students have different problems and desires since individuals vary, there is confidentiality and it gives room for follow up by the counsellor (Ndambuki & Mutei, 1999). But this method has the following disadvantages: it is time consuming, expensive, promotes suspicion among students and the counsellor may not be able to serve a big population. Therefore this study investigated the students' perception of the effectiveness of counselling methods used in secondary schools in Kenya (Wiggins & Wiggins, 1992). In this study, individual counselling was defined as the form of counselling that occurs in the dyadic relationship between a student and a teacher counsellor.

In Kenyan educational system, counselling by peers, without necessarily having the presence of a professional counsellor has been identified as a useful variation of individual counselling (Kipnusu, 2001; Ndambuki & Mutei, 1999; Sunguti, 2002). In this mode of counselling, peers provide guidance and counselling to each other. In schools, some of the peers may be trained in counselling skills. Peer counselling is used in schools so as to build confidence among students, promote responsibility, students have more time together and like sharing experiences in the absence of an adult (Morey, 1989; Robinson, 1991; Sunguti, 2002). Students too are faced with similar problems and dilemmas. But this method is faced with challenges like lack of confidentiality and related fears, lack of knowledge on counselling skills and the fear that student counsellors are spies (Sunguti, 2002). In this study, peer counselling was defined as the student-to-student sessions in which peer educators are involved in helping fellow students to cope with various school and academic problems and other aspects of life and wellbeing.

Adolescence and youth age are the most turbulent period of the life cycle (Huebner & Gilman, 2003). Educators and psychologists alike have trumpeted calls for increased attention to strengths and general wellness in adolescents. These youth often seek answers to questions, which they had in childhood and they feel that they were not properly answered. They do also experiment with alcohol, tobacco and other hallucinogens (Roeser, Eccles & Sameroff, 1998). The need to explore and understand life is at its peak. It is during this time that the youth get preoccupied with human sexuality, and may also engage in such practices like homosexuality and lesbianism ((Leung & Leung, 1992). The issue of HIV/AIDS scourge is not a new phenomenon in Kenya, and the youth are the most hit (GOK, 2003). Many students are infected or affected by the scourge in that their parents or siblings are sick or have died. More so, many students are faced with financial problems in the form of school fees and lack of adequate personal effects for use in school. Consequently, student unrests, pregnancies, and other social problems are a common occurrence in Kenyan schools. These issues suggest the need for strengthening counselling programmes in schools to enable students to have psychological stability and wellbeing. Hence, there is need for all forms of counselling for students - individual, peer-to-peer, and group.

Scholars like Marland (1974), Hamblin (1978) and Amukoa (1984), cited in Sunguti (2002), have found that there is lack of seriousness and less emphasis as far as provision of guidance and counselling services in school is concerned.

Kilonzo (1980) and Rukaria (1994) outlined problems facing teacher counsellors in secondary schools in Kenya. The present study investigated students' perceptions of the effectiveness of counselling methods used in secondary schools in Keiyo District.

## **1.2 Statement of the Problem**

Secondary schools in Kenya have guidance and counselling departments charged with the responsibility of guiding and counselling students. Teacher counsellors as well as peer counsellors do exist in most learning institutions in Keiyo District. They offer counselling services using different methods like individual counselling (dyadic session with teacher counselor), group counselling (facilitated by teacher-counsellor) and peer counselling (dyadic sessions facilitated by peer educators/counselors). Counselling is offered to those who seek it explicitly or those identified by teachers and peers as having either social, emotional, academic or discipline problems.

Various methods of counselling such as group, individual, and peer-to-peer are useful to help students make informed career choices and solve psychological and social problems. The increased cases of indiscipline such as sneaking, alcoholism, negligence of school work, vandalism, fighting among students, romantic relationships between teachers and students, and use of drugs are matters of great concern in our schools (Keiyo Secondary School Heads Report, 2005). The pertinent question is: which one of the three methods of counselling is effective in addressing these problems? This study therefore sought to find out the students' perception of the effectiveness of counselling methods used in secondary schools of Kenya. Changwony (2004) carried out a research on the use of individual counselling, group and peer counselling in the Kenyan public and private universities to curb the use of drugs and alcohol, items that were affecting their academic performance.

## **1.3 Purpose of the Study**

The aim of this study was to investigate the students' perceptions of the effectiveness of counselling methods used in Kenyan secondary schools, taking a case of Keiyo

district. To achieve this objective the students' opinions regarding individual counselling, group counselling and peer counselling were obtained. Students are the beneficiaries of school counseling programs, hence their opinion about the effectiveness of the counselling methods is important.

#### **1.4 Research Objectives**

In an attempt to investigate the students' perception of the effectiveness of counselling methods used in Kenyan secondary schools, the study was guided by the following objectives:

1. To find out students' preferences of the most effective counselling method used in Kenyan secondary schools.
2. To find out the influence of class level on the students' perception of the effectiveness of group counselling in Kenyan secondary schools.
3. To find out the influence of class level on the students' perception of the effectiveness of individual counselling in Kenyan secondary schools.
4. To find out the influence of class level on the students' perception of the effectiveness of peer counselling in Kenyan secondary schools.
5. To find out the influence of gender on the students' perception of the effectiveness of group counselling in Kenyan secondary schools.
6. To find out the influence of gender on the students' perception of the effectiveness of individual counselling in Kenyan secondary schools.
7. To find out the influence of gender on the students' perception of the effectiveness of peer counselling in Kenyan secondary schools.

## **1.5 Research Questions**

The research questions that guided the study were:

1. Which is the preferred counselling method among secondary school students?
2. Does class level influence the students' perception of the effectiveness of group counselling used in Kenyan secondary schools?
3. Does class level influence the students' perception of the effectiveness of individual counselling used in Kenyan secondary schools?
4. Does class level influence the students' perception of the effectiveness of peer counselling used in Kenyan secondary schools?
5. Does gender influence the students' perception of the effectiveness of group counselling used in Kenyan secondary schools?
6. Does gender influence the students' perception of the effectiveness of individual counselling used in Kenyan secondary schools?
7. Does gender influence the students' perception of the effectiveness of peer counselling used in Kenyan secondary schools?

## **1.6 Null Hypotheses**

This study tested the following null hypotheses:

- Ho<sub>1</sub>: There is no significant difference in the students' perception of the effectiveness of counselling methods used in secondary schools.
- Ho<sub>2</sub>: Class-level does not significantly influence the students' perception of the effectiveness of group counselling method used in secondary schools.
- Ho<sub>3</sub>: Class-level does not significantly influence the students' perception of the effectiveness of individual counselling method used in secondary schools.



Ho<sub>4</sub>: Class-level does not significantly influence the students' perception of the effectiveness of peer counselling method used in secondary schools.

Ho<sub>5</sub>: Gender does not significantly influence the students' perception of the effectiveness of group counselling method used in secondary schools.

Ho<sub>6</sub>: Gender does not significantly influence the students' perception of the effectiveness of individual counselling method used in secondary schools.

Ho<sub>7</sub>: Gender does not significantly influence the students' perception of the effectiveness of peer counselling method used in secondary schools.

### **1.7 Research Variables**

The variables of this study were categorized into two namely, the independent variable (cause); and dependent variable (effect).

The independent variables were: -

- 1) Gender of students
- 2) Class-level.

The dependent variable is students' perception of the effectiveness of counselling methods.

### **1.8 Justification of the Study**

Most studies on guidance and counselling have focused on the role of guidance and counselling in secondary schools (Mohammed, 1981; Reba, 1981; Kipnusu, 2001), hence the need to investigate students' perception of the effectiveness of counselling methods in secondary school. Success or failure of counselling services in schools is likely to affect the students' perception of the counselling methods. Information about students' perception of the effectiveness of these counselling methods will assist teacher-counsellors and peer counsellors in selecting and using the most

appropriate method when counselling students so as to achieve the desired goal of school counselling programs.

### **1.9 Significance of the Study**

On the basis of the study findings, it is hoped that the findings and recommendations will be of great importance to future researchers. The study findings will enable teacher counsellors, school administrators and other education stakeholders to know the most effective method of counselling based on the students' perception and preference thus strengthen its utilization in schools as a means of inculcating good morals, naturing the students into being good members of society and also curb indiscipline in schools in the absence of corporal punishment.

### **1.10 Limitation of the Study**

The study was carried out in Keiyo district and thus any generalizations of the results are limited to this district. The study was also limited to three methods of counselling. The study also used only the questionnaire method for data collection. In addition, only students were involved in the research, and teachers' views on the same were not sought.

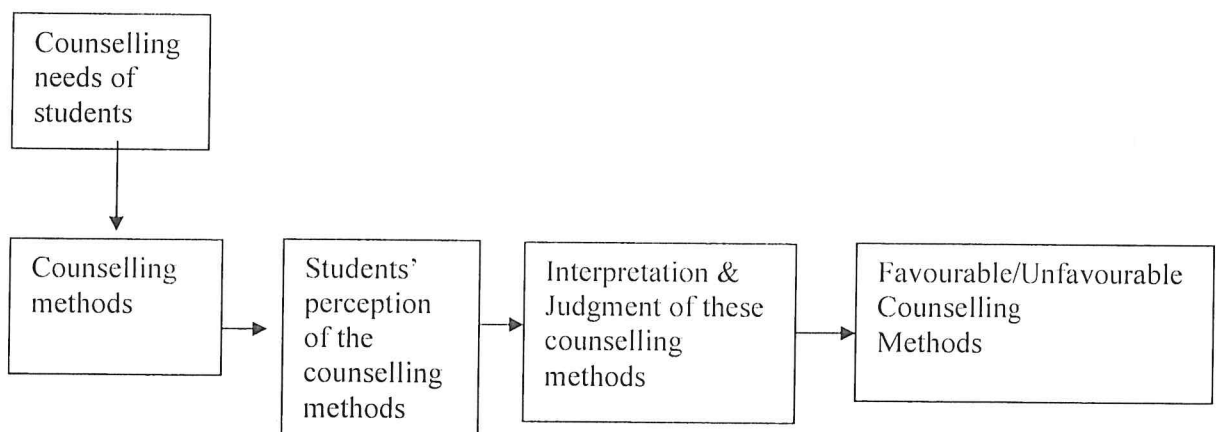
### **1.11 Assumption of the study**

The study was based on the following assumptions:-

- 1) All schools in the District employed the following methods of counselling:  
peer counselling, group counselling and individual counselling.
- 2) The students expressed their true opinions and provided accurate responses

## 1.12 Theoretical Framework

This study was based on the cognitive approach--formation of perception (Ostrom & Davis, 1994; Duncan, 1981), which places emphasis on the objects within the environment which in this study were the counselling methods used in secondary schools. The theory states that information is acquired through direct personal experience with the stimuli (Counselling method) either in salient or in repeated exposure over time. A student's opinion about a counselling method is based on how these methods have satisfied or failed to satisfy his or her counselling needs. Students judge a method as to whether it is effective or not depending on how it has helped them solve their problems. In this study the perceived effect of the counselling method was reflected by a student's choice of the method he or she prefers to use when in need of counselling. The perceived effect was interpreted as either a favourable or unfavourable method of counselling. Figure 1.1 illustrates the conceptual framework for the study.



Source: Own conceptualization, Bartoo 2009

Figure 1.1 Conceptual Framework for the Study

This model was adopted from research work by Ostrom and Davis (1981, cited in Carr, de Rosenroll and Saunders (1990), and was modified to fit this particular research. In this framework, the stimuli are the counselling needs of the students

which are addressed by various counselling methods. The students' perception of the effectiveness of the counselling method is interpreted after students have been exposed to the counselling methods and then they interpret the effectiveness by expressing their views as to whether they feel these methods are effective in addressing their needs.

### **1.13 Operational Definition of Key Terms**

**Class-level:** Refers to the class a student is in either Form 2 or 3.

**Effectiveness:** Is a definite or desired/impressive results, thus the effectiveness of counselling methods in meeting the needs of the students as portrayed by their responses to opinion statements.

**Gender:** Refers to being either male or female.

**Group counselling:** It refers to the form of counselling that occurs when students meet face-to-face, in an interactive session facilitated by the teacher counselor.

**Individual counselling:** Refers to the form of counselling that occurs in the dyadic relationship between one student and a teacher counselor.

**Methods of counselling:** Refers to the methods of counselling, such as individual counselling, Group counselling and Peer counselling.

**Perception:** Refers to the students opinion or view about methods of counselling. The methods of counselling are the external stimulus and the students' perception comes out as result of mental processing.

**Peer counselling:** was defined as the student-to-student sessions in which peer educators are involved in the helping process.

**School status:** Refers to the classification of secondary schools in Kenya by the ministry of education as either national, provincial, district or private schools

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.0 Overview**

This chapter presents related studies on various methods of counselling used in secondary schools. In this era of accountability school counsellors and administrators are increasingly asked to provide information to parents, students and education stakeholders on the outcome of the methods used when guiding and counselling the students. Along this line it is critical that teachers be informed about the students' perception of the effectiveness of counselling methods so as to put in the right measures.

#### **2.1 Group Counselling in Schools**

Petrillo (1976) carried out study on high school students at Woodlands High School. He used group counselling as a concept for dealing with teenage drug problems. His sample comprised 50 boys and 50 girls selected across the high school population. He found that 80% of the students studied felt that group-counselling sessions were safe for the expression of thoughts and feelings on a variety of topics with teenage drug use included. He also found that during group counselling students see each other as equals, and gender as a factor does not influence group work. What is the students' perception of the effectiveness of group counselling among secondary school students in Keiyo district, Kenya.

Mac Whiter (1988), cited in Berndt and Savin-Williams (1993) determined the effectiveness of group counselling in promoting direct intergroup contact among 200 high school students, data being collected using a questionnaire. The study revealed that 90% of the students supported the use of group counselling. The study further

found that group counselling increased racial tolerance among students; students liked sharing and listening to one another. The intimacy of daily contact and interaction helps to make groups realize that race, religion, sex, age and other physical and social features are not sufficient basis for prejudice and discrimination. What is the students' view on individual counselling by teacher counselor and peer counseling in secondary schools.

Maher and Christopher (1982) examined the effectiveness of behavioural group counselling in preventing and premeditating maladjustment among 24 Standard 7 Students' of average intelligence. When compared to Standard 7 students who were not receiving routine counselling services the students receiving group counselling improved in their class attendance and academic performance. It also reduced their number of disciplinary referrals to the academic dean. Their research showed that students' perceived group counselling positively. Hence this particular research sought to investigate this and find if the case is so when other options of counselling are available. Their study was on primary school students while the present study was in the secondary section.

Rose and Rose (1992) carried out a study on how group counselling facilitates coping skills. This research used a sample of 240, 7 years old students and 360, 10 years old pupils who had experienced a family change. 80% of the respondents found that counselling occurring in a group set-up was quite satisfying, 15% did not like group setting and 5% had no response. Age did not influence their perceptions since the research generally had a positive outcome in that the students found group setting quite satisfying. What then is the student view on the effectiveness of group counselling.

Omizo and Omizo (1986) carried out a study among primary school students to ascertain the effectiveness of group counselling on student self-concept and locus control. The sample comprised of 63 adolescent pupils from divorced families. The study found that group counselling and discussion had a positive effect on the self-concept and locus of control of adolescents from divorced families. The present research involved secondary school students to ascertain their perception of group counselling.

Finney and Dalselm (1969), cited in Carr, de Rosenroll, and Saunders (1990), carried out a study on the use of group counselling to help gifted under achievers at California High School District. Groups averaging 12 students of the same sex met for one hour session once a week for two years. The group counsellors examined the following variables to ascertain the effectiveness of group counselling on students progress and behaviour: grade point average number of absences from the school; number of referrals to a school dean for department problems; teacher appraisal of students' classroom behaviour; and scores on a personality test. The use of group counselling yielded the following results: First, the experimental group had few disciplinary referrals 24% down from 33%. Secondly, the counseled group made a considerably better impression on their teachers as being; attentive, more task oriented, less disruptive, more accepting of teachers suggestions and demonstrated more pleasure in learning.

Scores made on the California Psychological Inventory (CPI) from Finney and Dalselm's (1969) study indicated that 57 of the counseled students showed significant improvement in poise, social adequacy, confidence in directing and initiating their

own actions and resourcefulness in dealing with stress. The research implication here is that the students perceived group counselling positively. In his study one sex was used as the sample. The present research investigated this by using both boys and girls and a bigger sample to investigate the influence of gender on the students' perception of the effectiveness of group counselling.

Haines (1994) carried out a study on cognitive intervention through group counselling among high school students. The study investigated the effectiveness of a cognitive – behavioural stress management programme using 19 students. He found that 12 of the students who reported high levels of emotional arousal benefited from group counselling unlike seven students who had low emotional arousal. Haines therefore reported that he found group counselling to be an effective method of counselling due to the students' positive attitude towards this method. The present study therefore sought to investigate if the same findings can be supported statistically when group counselling is compared with peer and individual counseling in secondary schools.

Hagborg (1993) carried out a study aimed at examining the variables that may influence middle school students (upper primary) satisfaction with group counselling. The sample comprised of 48 students in Standards 6 and 7. During group counselling the students openly discussed a wide range of social-emotional concern showing their positive perceptions of group counselling. Thirty-five students liked group counselling because it enabled them to share experiences, ideas and brought them together. Ten students liked group counselling because of the sense of security they found among group members. However the sample unanimously reported that group counselling had its own shortcomings, like uncomfortable time for attending sessions



and lack of cohesion with the group. Does class and gender influence the students perception on the effectiveness of counseling methods.

Omizo and Hershberger (1988) carried out a study to investigate the effectiveness of group counselling among primary school children in a California primary school. The sample comprised 24 pupils of Standards 5 and 6. The aim of this study was to find out if group counselling could reduce students' aggressive and hostile behaviours amongst students and towards their teachers. During group sessions, the sample used cognitive behaviour modeling, role playing and positive reinforcement techniques. Teachers reported a significant decrease in students' hostility over a period of six months. Thus the researchers found out that group counselling is an effective method of counselling.

Research suggests that school based group counselling interventions can be effective in enhancing the psychological well-being of students. Certo, Cauley and Chafin (2003) conducted a study to assess students experiences and their perceptions of the efficacy of group counselling programs in schools. The study sample composed of 100 multi-racial secondary school students. Collaborative group counselling referral process stemmed from the philosophy that no one knows a student better than his or her teacher because teachers work with their students each day within a variety of contexts and, therefore are most likely to notice students behaviour or verbalizations that are indicative of distress, disturbance or need for intervention. Two groups for counselling were formed in the basis of

- (1) Problem solving: group members were those students' who had exhibited such behaviour as verbal or physical conflicts with other students and low impulse control.

- (2) Second group: divorce group which comprised of students who exhibited negative affect and verbalizations indicating distress, which was believed to be related to their parents' separation.

The problem-solving group had 14 sessions of group counselling while divorce group had 11 sessions. The purpose of these groups was to enable them express their anger in a more positive and constructive manner. The teacher counsellor met the groups for 45 minutes once a week. During the group sessions the counsellors used direct instruction, group discussion role playing, games, activities and drawing. Group counseling was therefore rated effective.

To evaluate effectiveness of group counselling in Certo and associates' (2003) study, teachers' perceptions of the group referral procedure and group counselling, were sought by asking them to complete a 7-item evaluation form. A sample of 50 primary school teachers was used. The first three items asked teachers to state their views regarding groups and the referral process on a 5-point Likert scale. The finding showed that 85% of the teachers indicated that they would recommend group counselling to all classes in the school while 15% did not agree with this. 10% of the teachers found that group counselling did not provide opportunities to serve students with less common problems while 70% of the teachers reported that the process may compromise some confidentiality. 20% of the teachers cited possible measures that could be undertaken like: the need to increase group topics, classroom observation to be conducted in order to assess initial needs and progress; and use the process to prioritize students who need individual counselling in addition to or instead of group counselling. Whereas the above study investigated teachers perceptions the present study examined students perception of the effectiveness of group counselling.

## **2.2 Individual Counselling in Schools**

Individual counselling activities are designed to assist students in the development and implementation of their personal, educational and career plans. Individual counselling is designed to be preventive intervention from which students are assisted in planning their future. This service is meant to provide special assistance to students who are facing problems that interfere with their healthy, personal, social or educational development. Individual counselling tend to be remedial in nature because it often addresses unwise choices students have already made or situations in which students are not coping well (Gysbers & Henderson, 1994)

Wiggins and Wiggins (1992), in their comparative research between individual and group counselling, found that counsellors who predominantly used individual counselling were more effective than those counsellors who predominately used classroom guidance activities. In their study they used a sample of 48 primary school students. The present research filled this gap by finding out the students' perceptions of the effectiveness of individual counselling as one of the counselling methods used. The previous research was in primary school while the present study was carried out in secondary school.

Gysbers and Hendersons, (1994), individual Advisory system (IAS) is based on the belief that it will be beneficial if every student has the opportunity to relate personally at school with at least an adult while Gysbers and Hendersons (1994), hypothesized that students who had a meaningful relationship with a school staff member would be less likely to drop out of school. These researches have no empirical support, the present research therefore sought to either support or challenge these findings.

Kerr and Ghrist-Priebe (1988) investigated the utility of a one-day career workshop that combined clarification of needs, values goal setting and individual career counselling. At the 2-month follow-up those who participated were significantly more likely than those in the control group to have engaged in discussion with someone about their career development and to have talked to a counsellor. The students' perception of the effectiveness of individual counselling in this study supports these previous findings.

Litvell, Malia and Vanderhood (1995) carried out research on the effectiveness of individual counselling among secondary school students. Using a sample of 61, who were given single session brief counselling on achieving personal goals, and reducing discomfort in their feeling. Three approaches were used: Problem - focused with task, problem - focused without task and solution - focused with task. Students from all three groups reported making progress in reaching their goals and in reducing uncomfortable feelings related to their concerns. The three approaches did not differ significantly in effectiveness; however the treatment varied in amount of time it took to achieve these positive results. However solution – focused approach was preferred by the researchers because it took the shortest time. This study does not give statistical methods used but gives a summative report. Therefore the present study used both quantitative data to ascertain the perception of effectiveness individual counselling among secondary school students.

Rathvon (1991) carried out research to see whether a classroom format or individual counselling was more effective in helping middle primary school under achievers to pass their examinations. The study involved a sample of 70 students. The study's summative finding was that there was no difference between either of the format since

30 students preferred classroom counselling while 35 students preferred individual counselling and 5 students preferred both systems. Is there a difference in the students' perception of the effectiveness of group versus individual counselling at secondary school.

Fouad (1994), cited in Litvell, Malia and Vanderhood (1995), carried out research on the effectiveness of individual counselling in career decision making among high school students for Forms 1 and 2. The study found that individual counselling was perceived as an effective method when it comes to career choice by both classes. Kerr and Ghrist-Priebe (1988) carried out research to investigate the utility of individual career counselling among secondary school students. Using a sample of 200 junior high school and 200 senior high school students, the study found that both grades, felt that individual counselling was quite effective.

### **2.3 Peer Counselling in Schools**

The concept of peer support had its beginnings in 1939 with the establishment of Alcoholics Anonymous, which believed that persons who had experienced the problem of alcoholism and overcome it would be more effective in assisting others who were trying to do the same (Morey, 1989). The peer concept has grown over the years to numerous settings and issues. Peer counselling concept is based on the belief that some counselling, or helping services are best provided by people who themselves have experienced a condition of being in the situation. Mclntyre, (1982) defines peer counselling as a process where students are trained in helping skills to offer supervision, listening, support and offer alternatives to other students.

Peer counselling, one of the services most commonly provided by in secondary schools in Kenya (Sunguti, 2002), is a uniquely different type of counselling method. The difference lies in the fact that peer counseling is provided by fellow students or peers, who are essentially nonprofessionals in counselling. This approach assumes that individuals who have the same experience and shared understanding can better understand and relate to individuals trying to deal with issues in their life path (Altmann, Nysetrold & Downe, 1986; McIntyre, 1982; McDowell, 1982).

Peer counselling can be conducted in either a group or an individual setting and has as its primary goal the promotion of the independent living philosophy and encouraging consumers to embrace it (McIntyre, 1982; McDowell, 1982). This philosophy is considered to be the “magical therapeutic pathway” to healthy psychological adjustment. The message is very simple: the problem is not you or your disability; the problem is inter - dependency on professionals and environmental/attitudinal barriers. Consumers are urged to become self-advocates and to demand their rights as citizens. They are also urged to try to change the system by becoming involved in the legislative process and litigation if necessary. In this study, peer counselling was operationally defined as group or individual sessions, facilitated by a non-professional fellow student.

Carr and Saunders (1990) examined the effectiveness of peer counselling in solving emotional problems, stress and drug abuse among high school students in a California School. The sample composed of 250 students (boys and girls) of Forms 1 and 2. The study findings were that 65% of the respondents’ perceived peer counselling as an effective method of counselling and 15% of the respondents disliked peer counselling while 20% of the respondents were undecided. The study concluded that school-based

peer group counselling is an innovative method for dealing with problems in the school setting. How can one rate the effectiveness of peer counselling in high school when other counselling methods are available in the same environment.

Kaplan (1978) conducted a research to assess the effectiveness of peer counselling in schools. The study involved a sample of 120 primary school students and 150 secondary school students. The study found that 40% of the respondents in primary school realized that peer counselling provides a variety of conditions under which adolescents may successfully complete the transition to responsible and satisfying adulthood compared to 75% of the respondents on the same issue in secondary school. The study concluded that peer group counselling and training, in both primary and secondary schools provides a developmental opportunity for adolescent students to gain insight into their own ideas, needs and values. Gender or class-level influences were however not investigated in this study. Whereas the above study was a comparative study on the effectiveness of peer counselling in both primary and secondary, the present study was carried out in secondary schools with the same aim of establishing the students perception of peer counselling.

Sunguti (2002) investigated the role of peer counsellors in curbing student unrest in secondary schools of Rift Valley Province (North Rift). The study involved a sample of 400 students, 15 deputy head teachers and 15 teacher counsellors. The study found that 80% of the students supported very strongly the use of peer counselling in secondary school. 100% of the teacher counsellors and deputy head teachers reported that strikes had reduced drastically in secondary schools that had experienced numerous strikes. This was attributed to the effectiveness of peer counselling programmes and activities. The study further found that school counsellors did not

have enough time for all the students who need help. Even if teacher counsellors had enough time they are faced with the limitation that they are adults and as such are not really available in a psychological sense to many students who feel resentful in the presence of an adult, whom they see as an authority figure no matter how sympathetic and scrupulously fair he or she may be. While this study investigated the role of peer counsellors in curbing student unrest in secondary schools of Rift Valley Province, the present study investigated the general perception students have on peer counselling at district level.

Varenhorst (1978) carried out a study to ascertain the effectiveness of peer counselling in dealing with the growing rate of absenteeism in Polo Alto Secondary School in California. Twenty peer counsellors had the duty of changing the school environment to one that was less threatening so as to check on the growing rate of absenteeism among students. After a period of three months the peer counsellors reported that the number of absentees reduced and students liked school more. Peer counselling therefore was perceived positively. These study findings are based on a generalized report made by the peer counselors hence the need to either support or question the study findings empirically.

McDowell (1982) carried out a study on adolescent perception of the effectiveness of peer counselling. By use of interview he examined 143, Form 2 students. He found that trained peer counsellors were perceived as more facilitative than untrained helpers. The study concluded that the use of peer counselling helped combat smoking in American schools as suggested by 95% of the respondents.



Hoover (1984) carried out a study using three public schools in Chicago to find out if peer counselling done at class level helped reduce destructive and detrimental behaviour. The study involved a sample of 800 students who filled a questionnaire with items relating to behaviour change vis a vis behaviour counselling. The evaluation programme revealed reductions in destructive and detrimental behaviour as reported by 625 students compared to 175 students who preferred teacher counselling. Their research was basically descriptive in nature hence the present study empirically investigated the effectiveness of peer counselling among other counselling methods.

Berndt and Perry (1986) carried out a research on children's perception of friendship as a supportive relationship in comparison to teacher and parental support. He used primary school children of different classes. Through individual interviews the children were asked about the frequency of emotional support or estimate self-disclosure, tangible support or types of support provided by a friend at all grades, teachers and parents. Children perceived peers as more supportive in times of problems and decision making, hence a positive perception towards peer counselling. This study was at primary level while the present study investigated the place of peer counselling along with group and individual counselling.

Wilks (1986) carried out research to distinguish the effective roles parents and friends had in adolescent decision making. The study involved 175 adolescent students male and female who filled a questionnaire. Eighty-three males and 92 females nominated their parents particularly their mothers first, then friends of the same sex as people most important in their lives when it comes to decision making. The research found that students frequently discussed problems and social issues with close friends but parents were perceived as most important in discussing future oriented areas like

career choice. Both sexes agreed that friends were handy when resolving daily conflicts in life thus signifying the students' positive perception regarding peer counselling. The current study looks at peer counselling verses other methods of counselling and not persons.

Morey, R.E. (1989) carried out a comparative research to find out the students perception of the effectiveness of peer counselling among secondary and primary school students. The study involved a sample of 126 secondary school students and 100 primary school students. Their opinions regarding peer counselling were collected through questionnaire. The results revealed that secondary school students were satisfied with peer counselling compared to primary school students as reflected by 100 secondary school students who viewed peer counselling positively compared to 98 primary school students. It was concluded that peer counselling is effective and can therefore be used at all levels of learning institutions.

Theberge and Karan (2005) carried out research to find out if peer counselling was useful in conflict resolution, peace keeping in school and if students were aware of peer counselling in junior high school. The research was based on a junior high school Grade 7 through 9 Grade in a Southern New England city. One thousand students participated in the survey. The study reported that while 95% of the students knew about peer counselling, only 12% reported that they knew people who used peer counselling to resolve conflicts, with only 8.6% reporting using the programme.

Frontiers and Willliam (2001) conducted a study to assess why students turned to peer counselling. A total of 48 students and 24 teachers completed written surveys for a total of 139 surveys. The surveys included multiple-choice and open ended questions

which yielded both numerical and qualitative data. The questions focused on types of conflicts occurring in school, where students could go for help in dealing with conflicts, how people resolved conflicts and included several questions concerning knowledge about and use of peer counselling in their school. The teachers were asked whether they referred students for peer counselling. The feedback they received was on how effective peer counselling was in their school, why so few students used it and got ideas on how to increase the effectiveness of peer counselling. The study found that peer counselling was affected by students peer pressure. About 74% of those surveyed and interviewed perceived other students attitude as a major deterrent to the use of peer counselling. Approximately 52% of the teachers revealed that distrust among students' school climate societal issues and the poor students dislike peer counselling. Students were thus uncomfortable with peer counselling because they felt it could not work, they feared to be laughed at and that peer helpers are informers of administrators. Whereas the above study investigated teachers' perceptions, the present study examined students' perceptions since they are the consumers.

Changwony (2004) carried out research on motivational factors for substance abuse and its impact on student's participation in academic activities in Kenyan Universities, with a view of developing policy guidelines for prevention and education strategies. One of her aims was to find out the existence of prevention education by students affairs department in the universities using a sample of 342 students. Through questionnaires, interviews and observations data was collected and analyzed using descriptive and quantitative methods. Action – oriented research design was used. The evident methods of change used in colleges were pamphlets, individual counselling, peer counselling, college counsellors and group counselling by visiting guest speakers. The findings were as follows: 40% of the respondents

preferred peers as a source of information on substance issues, 20% indicated books and magazines as the ideal source of information, 18% prefer audio – visual media, 10% chose university counsellors, 7% chose the university doctors and lastly 5% favoured the use of internet. Peer counselling was preferred because of availability of a friend, no fear of punishment and because peers are interested in positive behaviour change. While the above study was at the university level, the present study looked at peer counselling in secondary school among other counselling methods.

#### **2.4 Conclusion**

In conclusion, the purpose of this research was to find out the students' perception of the effectiveness of counselling methods used in secondary schools in Kenya. From the literature review above it is evident that most research findings are on studies carried outside Kenya. Most of these related studies were investigating the perception and effectiveness of one counselling method of which the present study filled the eminent gap by investigating students' perception of and the effectiveness of the three common counselling methods: group, peer and individual counselling. Group counselling was defined as an interactive face-to-face session among students, facilitated by the teacher-counselor; peer counseling was defined as any counselling methods facilitated by a nonprofessional student or peer counsellor; while individual counselling was limited to the dyadic counselling relationship between a teacher-counsellor and a student seeking help. Also these researches are more at primary level hence to balance the findings the present research dwelt on secondary schools. The issues of gender and school status were ignored by previous researches a gap filled by the present research.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Overview**

This chapter encompasses the geographical location of the study, the research design, research population, sampling procedures, research instrument, data collection procedures, reliability and validity of research instrument and data analysis procedure.

#### **3.1 Research Design**

This study was carried out through a survey, and causal comparative research designs in secondary school students in Keiyo District. In a survey, the researcher selects a sample within a population and investigates it with a view of describing and explaining specific phenomena, drawing conclusions and making generalizations to the target population (Mugenda & Mugenda, 1999). In the present study, the survey design was useful in describing and exploring students' perceptions of the effectiveness of counselling methods in schools whereas the causal comparative design was to investigate the influence of class level and gender on the perception of participants on the counseling methods. They are useful in providing quantitative and numeric descriptions of some part of the population and is relatively inexpensive when a researcher seeks to understand large populations from part of it (Mugenda & Mugenda, 1999).

#### **3.2 Geographical Location of the Study**

The study area was Keiyo District of Rift Valley Province. Keiyo is one of the 18 districts, which make up Rift Valley Province. The district borders Marakwet district to the North, Uasin Gishu district to the West, Baringo district to the East and

Koibatek district to the South East. It stretches from latitude 0 10" to 0 52" North and from longitude 32<sup>0</sup> 25" to 35<sup>0</sup> 45" East (Government of Kenya, 2002).

Keiyo District was chosen for this study because it has continued to experience student indiscipline like drunkenness, sneaking out of school, negligence of academic work, use of illegal drugs, absenteeism, stealing, fighting and cheating while counselling services are available in our schools. These are issues which are discussed by the head teachers in their district forums. As such the district was chosen so as to ascertain the effectiveness of counselling methods used in this district from a student's point of view. It is one of the smallest district hence could be covered easily. There is no research on this phenomenon carried out in Keiyo district.

### **3.3 Research Population**

The research population for the study comprised all public secondary school students in Keiyo district. There are 30 public secondary schools in the district, out of which 8 are girls schools, 6 are boy schools and 17 are mixed schools. There are 21 district secondary schools, and 9 provincial secondary schools. The total student population is 8757 according to records kept in the district education office (Keiyo district statistics on secondary school enrollment: 2005).

### **3.4 Sample and Sampling Procedures**

From the target population of 8757 students in all 30 public secondary schools in Keiyo District, a sample of 400 students was selected to participate in the study. A total of 200 girls were selected from a population of 4681 girls while 200 boys were selected from a population of 4076 boys. According to Kathuri and Poll's (1993)

statistical table a random sample size of 385 is sufficient for a random sample size for a given population of 9,000 units, especially in surveys with relatively few uncontrollable variables. A sample of 400 students was chosen by use of two-stage random sampling comprising 200 Form 2 and 200 Form 3 students of these were 200 girls and 200 boys.

To obtain the actual sample for the study a proportionate stratified random sampling technique was used. This is a method whereby a researcher divides the population into homogenous strata. Students in both classes were randomly selected by the use of assigning them numbers from one; only odd numbers were picked. Random number sampling technique was employed to select 10 secondary schools, which is 32.3% of the number of schools in Keiyo district.

Students from Forms 2 and 3 were chosen to participate in this study because they have been in the schools fairly long enough and are familiar with the counselling methods used in the school. Form 1 students were not included because they were still new in secondary schools and could not objectively evaluate the effectiveness of different counselling methods.

Table 3.1 Sampling Profile of Schools

<u>Type of School</u>	<u>Size of Population</u>	<u>Size of Sample</u>	<u>% of Sample</u>
Provincial schools	9	4	43%
District Schools	21	6	57%
Private (excluded)	1	0	-
Total	31	10	100

As Table 3.1 shows, 57% of the district schools and 43% of the provincial schools were sampled to participate in this study.

### **3.5 Data Collection Method**

#### **3.5.1 Research Instrument**

The research data was collected by use of both closed and open-ended questionnaire, developed by the researcher based on a review of literature, previous instruments, and guided by the research objectives. The items measured students opinions about the effectiveness of group, peer and individual counselling methods based on a five- point Likert scale calibrated as: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The respondents were required to respond by choosing one of the 5 options: that best explains their perceptions. The questionnaire comprised of a total of 24 closed ended items (Appendix C). Each of the three counselling methods comprised of eight items, distributed as follows: group (Items 1, 4, 7, 10, 14, 18, 21, & 24), peer (Items 3, 6, 8, 12, 15, 17, 20 & 22) and individual (2, 5, 9, 11, 13, 16, 19, & 23). For each method, there were 4 positive and 4 negatively stated items to ensure consistency in responses. Two open- ended items were included to give room to participants to freely state their views regarding the most preferred method of counselling and state main reason for the choice made.

#### **3.5.2 Reliability of the Research Instrument**

To ensure reliability of the instrument, the questionnaire was piloted in a school in the study area. A sample of 50 students (25 boys and 25 girls) took part in the pilot. They were asked to respond to the questionnaire twice, within an interval of two weeks. Their responses in both cases were recorded. Test- retest method was then employed to test for reliability of the overall scale and of the three sub- scales representing the



three counselling methods. Pearson product moment correlation statistic was employed. A reliability coefficient of  $r=.78$  was reported for the overall scale. For the sub-scales, reliability coefficients of  $r=.71$ ,  $r=0.69$  and  $r=.74$  were reported for the group, peer, and individual counselling subscales respectively. These reliability levels were considered adequate and the instrument was judged as appropriate for collecting reliable data.

### **3.5.3 Validity of the Research Instrument**

To ensure content validity of the research instrument, suggestions and views from various lecturers in the department of Educational Psychology and secondary school teachers were sought to find out whether the instrument was actually measuring what it purported to measure. Their suggestions were incorporated into the final construction of instrument used to collect data.

### **3.6 Data Collection Procedures**

The researcher sought permission (see Appendix E) from the Ministry of Education Science and Technology and the respective head teachers of the sampled schools. With the help of the class teachers of Forms 2 and 3 the researcher administered the questionnaire.

### **3.7 Procedures for Data Presentation and Analysis**

Data generated by the questionnaires was coded and entered into the statistical package for Social Sciences (SPSS) version for further analysis and interpretation. The score ranged from 1 (Strongly Disagree) to 5 (Strongly Agree). Negative items were reverse coded to ensure consistent response and scoring. That is, for negative statements, Strongly Agree was reverse coded as 1, Agree as 2, while Strongly Agree

was coded as 5, and Disagree as 4. It was analyzed using descriptive and inferential statistics. Descriptive statistics included frequencies and percentages. T-test for independent samples was used to test the hypotheses. The Independent samples t-test procedure compares means for two groups of cases. In this study, it was used to determine how significant the difference between mean scores of two groups of students categorized by gender (boy or girl) or by class level (Form2 or Form 3). The mean score for each of the 8 items for each of the subscales for effectiveness of counselling methods was calculated. Differences between means of sub-groups of students were tested using the t-test for independent samples. All hypotheses were tested at a level of significance of .05.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.0 Overview

This chapter presents results of the study that investigated students' perceptions of effectiveness of counselling methods used in Kenyan secondary schools, taking a case of Keiyo district. Specifically, the study examined students' perceptions regarding individual counselling, group counselling and peer counseling, and the influence of gender and class level on these perceptions. In this study, group counselling was defined as counselling that occurs when students meet face-to-face, in an interactive session facilitated by the teacher counselor; individual counselling was defined as the form of counselling that occurs in the dyadic relationship between one student and a teacher counselor; while peer counselling was defined as the student-to-student sessions in which peer educators are involved in the helping process. Data was collected using questionnaires and analysed descriptively using means and standard deviations, and inferentially using t-test for independent samples. The results are presented according to the research objectives and corresponding hypothesis tests.

#### 4.1 Demographic Description of Participants

The sample comprised of 400 students who were asked to voluntarily participate in this study. Although all the questionnaires were distributed to these respondents, four of them were returned unduly or incompletely filled and were not used in data analysis. Thus, a resultant of 396 questionnaires were used in data analysis, which gave a return rate of 99%. Table 4.1 summarizes the gender and class level distribution of the sample by school category.

Table 4.1: School Category, Class Level and Gender Profiles of Respondents

Class Level	School Category	Student Gender		Total
		Boys	Girls	
Form 2	Provincial	37 (9.3%)	40 (10.1%)	77 (19.4%)
	District	50 (12.6%)	69 (17.4%)	119 (30.1%)
Form 3	Provincial	39 (9.8%)	38 (9.6%)	77 (19.4%)
	District	71 (17.9%)	52 (13.1%)	123 (31.1%)
Total		197 (49.7%)	199 (50.3%)	396 (100%)

Note: The figures in parentheses are percentage frequencies.

As indicated in Table 4.1, 197 (49.7%) of the student respondents were boys while 199 (50.3%) of them were girls. At class level, 196 (49.5%) of the respondents were in Form 2 while 200 of them were from Form 3. In respect to school category, 154 (38.9%) of the respondents were from provincial schools, while 241 (61.1%) of them were from district schools.

#### 4.2 Students' Perception of Effectiveness of Different Counselling Methods

The first research objective was to assess the students' perception of the effectiveness of the three different counselling methods in schools: Individual, peer and group counselling. To achieve this objective, the students' were asked to rate their perception of the effectiveness of each of these methods using a 5-point likert-type ranking scale. Total raw score for each method of counselling ranged between 8 and 40. From this total raw score for each student, a mean rating for each method was obtained by dividing the raw score by 8 (the number of statements per method). The possible mean ranged from 1 to 5. This mean rating was computed to allow for interpretation to be done based on the 5-point likert scale. A mean of 1 was interpreted as very ineffective, while 5 was interpreted as very effective. Table 4.2

presents the descriptive summaries for the means for perceived effectiveness of the 3 counselling methods.

Table 4.2: Descriptive Summaries for Perceived Effectiveness of Counseling Methods

<u>Method</u>	<u>Mean Scores</u>	<u>Standard Deviation</u>
Group Counselling	26.42	4.1
Peer Counselling	27.89	4.9
Individual Counselling	28.76	3.9

As the descriptive results in Table 4.2 indicates, the mean rating for perceived effectiveness was 28.76 for individual counseling, 27.89 for peer counseling, and 26.42 for group counselling. This implies that students perceived individual counselling as the most effective method of counselling followed by peer counselling. Group counselling was rated as the least effective of the three methods studied.

It was of interest in this study to further examine if there were any significant differences among the mean ratings of the students mean ratings of perceived effectiveness of Group, Peer and Individual counselling methods. Data was tested under the hypothesis stated in null form thus:

HO<sub>1</sub> There are no significant differences in the student ratings of Group, Peer and Individual counselling methods.

This hypothesis was tested using one-factor within-subjects (repeated measures) ANOVA. This test was used because for every student, there were three different mean scores (representing the students' perceptions of Group, Peer and Individual counselling methods). Table 4.3 summarizes the ANOVA source table results, extracted from the SPSS output.

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Table 4.3: ANOVA Test for Within-Subjects Effects for Differences in Students' Perceptions of Effectiveness of Group, Peer and Individual Counselling Methods

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Counselling Methods	24.3	2	12.2	41.4	.00
Error	232.3	790	0.3		

\* The significance value is less than 0.05, thus the effect is significant

The result in Table 4.3 shows a statistically significant difference among the mean ratings of the students' perceptions of effectiveness of the 3 counselling methods,  $F(2, 18) = 41.4; p = .00$ . This was interpreted to mean that the participants perceived individual counselling to be the most effective method and group counselling as the least effective counselling methods. This result was further corroborated by results of an open-ended question in which students were asked to indicate which one of the three counselling methods they would most prefer. The results are summarized in Figure 4.1.

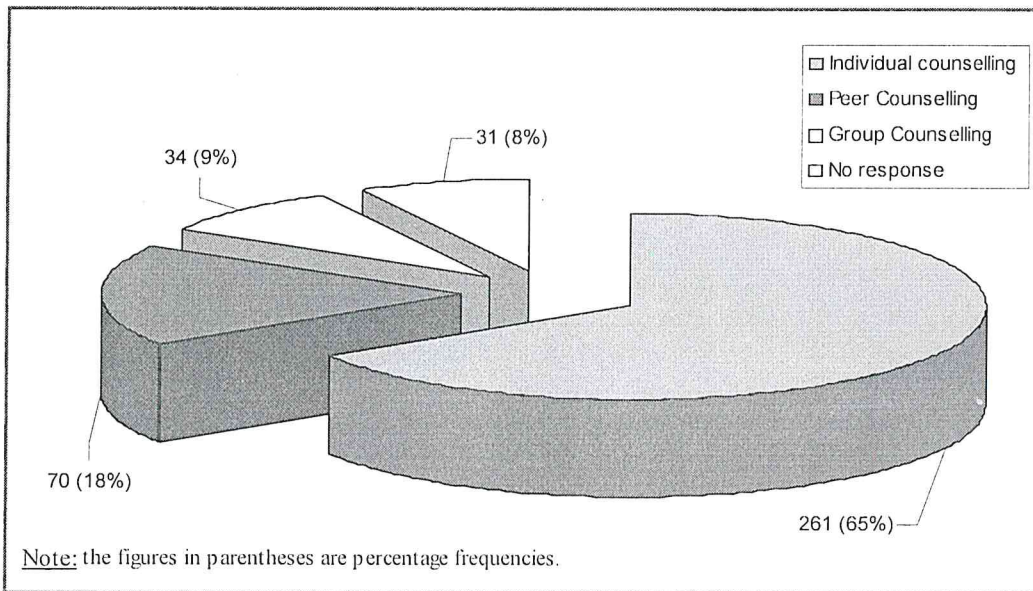


Figure 4.1 Students' perception of the effectiveness of counselling methods

As Figure 4.1 shows, 65% of the students identified individual counselling, which involved a dyadic helping relationship with a teacher-counselor, as the most preferred method of counselling. Another 18% of the students preferred peer counselling, while only 9% preferred group counselling, with 8% of them giving no response to the question.

To further clarify these responses, students were also asked to indicate one reason to support their choice made. The results are presented in the following tables. Table 4.4 summarizes reasons for preferring individual counselling method.

Table 4.4: Reasons for preference of individual counselling method

<u>Reasons</u>	<u>Frequency</u>	<u>Percentage</u>
Confidentiality	244	61%
Good for personal problems	8	5.9%
Leading to greater self understanding	32	25%
There is possibility of follow up	10	8.1%
Total	294	100.0%

As Table 4.4 shows, 61% of the respondents who preferred individual counselling gave the reason of confidentiality. Other reasons were enhancing greater self understanding (25%), allowed for possibility of follow up by teacher (8.1%), and good for personal problems (5.9%).

Table 4.5 summarizes reasons given by the students for preferring peer counselling.

Table 4.5: Reasons for preference of peer counselling

<u>Reason</u>	<u>Frequency</u>	<u>Percentage</u>
Trust of age mate	24	61%
Availability of peer	17	16%
It calls for positive behavior change	18	16.5%
It is liked by other students'	11	6.5%
Total	70	100%

Results summarized in Table 4.5 shows that 61% of the participants who preferred peer counselling gave the reason of trust for the age-mate. Another 16% preferred the method because a friend (peer) is always available when one is in need, 16.5% preferred the method because peers always call for good behavior change, while 6.5% of them preferred it because others like it.

Table 4.6 gives a summary of reasons given by students who reported that they preferred group counselling.

Table 4.6: Reasons for preference of group counselling

<u>Reason</u>	<u>Frequency</u>	<u>Percentage</u>
Sharing of ideas & experiences	14	40%
Source of moral teachings	7	20%
Source of solution to varied social issues	5	10%
It's time saving	8	30%
Total	34	100%

Results summarized in Table 4.6 indicated that 40% of the 34 students who reported that they preferred group counselling said that their reason for the preference was



because the method allowed them to share ideas and experiences. Other mentioned reasons for preferring group counselling were that it was time saving for them (30%), that it was a source of moral teaching (20%), and that it provided them with solutions for various social problems (10%).

#### 4.3 Influence of Class level on Students' Perception of Effectiveness of Group Counselling Method

The second objective of this study was to examine the influence of class level on students' perception of effectiveness of group counselling in secondary schools. To achieve this objective, means for total scores for Form 2 and 3 students on the effectiveness of this method was compared (range 8 - 40). Table 4.7 summarizes the descriptive results.

Table 4.7: Descriptive Statistics for Forms 2 and 3 Students' Mean Ratings of Effectiveness of Group Counselling

<u>Class Level</u>	<u>N</u>	<u>Mean</u>	<u>Std. Deviation</u>	<u>Std. Error Mean</u>
Form 3	200	26.5	4.24	0.30
Form 2	196	26.4	3.91	0.28

The results summarized in Table 4.7 shows that the mean rating for Form 3 students for perceived effectiveness of group counselling (M=26.5) was nearly equal to that of their Form 2 counterparts ((M=26.4). T-test for independent samples was used to further examine any significant difference between these mean ratings. Data was analysed to test the hypothesis, stated in null form as follows:

H<sub>02</sub>: Class-level does not significantly influence the students' perception of the effectiveness of group counselling method used in secondary school.

The results showed that there was no significant difference between means ratings for effectiveness of group counselling between Form 2 and 3 students,  $t(394) = -0.24$ ;  $p = .81$ . Since the calculated  $p$  value is greater than .05, it was concluded that class level did not have any influence on students' perception of effectiveness of group counselling.

#### 4.4 Influence of Class level on Students' Perception of Effectiveness of Individual Counselling Method

The third objective of this study was to examine the influence of class level on students' perception of effectiveness of individual counselling in secondary schools. To achieve this objective, mean ratings for Form 2 and 3 students on the perceived effectiveness of this method was compared (range 8 – 40). Table 4.8 summarizes the descriptive results.

Table 4.8: Descriptive Statistics for Forms 2 and 3 Students' Mean Ratings of Effectiveness of Individual Counselling

<u>Class Level</u>	<u>N</u>	<u>Mean</u>	<u>Std. Deviation</u>	<u>Std. Error Mean</u>
Form 3	200	28.6	4.05	0.29
Form 2	196	28.9	3.76	0.27

The results summarized in Table 4.8 shows the mean score for Form 2 students for effectiveness of individual counselling ( $M = 28.9$ ) was slightly higher than that of their Form 3 counterparts ( $M = 28.6$ ). T-test for independent samples was used to further examine any significant difference between these mean ratings. Data was analyzed to test the hypothesis, stated in null form as follows:

Ho<sub>3</sub>: Class-level does not significantly influence the students' perception of the effectiveness of individual counselling method used in secondary school.

The results showed that there was no significant difference between means ratings for effectiveness of individual counselling between Form 2 and 3 students,  $t(394) = -0.66$ ;  $p = .51$ . Since the calculated  $p$  value is greater than .05, it was concluded that class level did not have any influence on students' perception of effectiveness of individual counselling.

#### 4.5 Influence of Class level on Students' Perception of Effectiveness of Peer Counselling Method

The fourth objective of this study was to examine the influence of class level on students' perception of effectiveness of peer counselling in secondary schools. To achieve this objective, mean scores for Form 2 and 3 students on effectiveness of this method was compared (range 8 – 40). Table 4.9 summarizes the descriptive results.

Table 4.9: Descriptive Statistics for Forms 2 and 3 Students' Mean Ratings of Effectiveness of Peer Counselling.

<u>Class Level</u>	<u>N</u>	<u>Mean</u>	<u>Std. Deviation</u>	<u>Std. Error Mean</u>
Form 3	200	27.3	5.39	0,38
Form 2	196	28.5	4.31	0.31

The results summarized in Table 4.9 shows that students' mean score for Form 2 students for effectiveness of peer counselling ( $M=28.5$ ) was more than that of their Form 3 counterparts ( $M=27.3$ ). T-test for independent samples was used to further examine any significant difference between these mean ratings. Data was analyzed to test the hypothesis, stated in null form as follows:

Ho<sub>4</sub>: Class-level does not significantly influence the students' perception of the effectiveness of peer counselling method used in secondary school.

The results showed that there was a significant difference between means ratings for effectiveness of peer counselling between Form 2 and 3 students,  $t(394) = -2.34$ ;  $p = .02$ . Since the calculated  $p$  value is less than .05, it was concluded that class level had a significant influence on students' perception of effectiveness of peer counselling. Form 2 students perceived the method as more effective than their Form 3 counterparts.

#### 4.6 Influence of Gender on Students' Perception of Effectiveness of Group Counselling Method

The fifth objective of this study was to examine the influence of gender on students' perception of effectiveness of group counselling in secondary schools. To achieve this objective, mean scores for boys and for girls on effectiveness of this method was compared (range 8 – 40). Table 4.10 summarizes the descriptive results.

Table 4.10: Descriptive Statistics for Boys and Girls' Mean Ratings of Effectiveness of Group Counselling.

<u>Gender</u>	<u>N</u>	<u>Mean</u>	<u>Std. Deviation</u>	<u>Std. Error Mean</u>
Boys	197	26.3	4.60	0.33
Girls	199	26.5	3.50	0.25

The results summarized in Table 4.10 shows the students' mean score for girl-students for effectiveness of group counselling ( $M=26.5$ ) was slightly more than that of their male counterparts ( $M=26.3$ ). T-test for independent samples was used to further examine any significant difference between these mean ratings. Data was analyzed to test the hypothesis, stated in null form as follows:

H<sub>05</sub>: Gender does not significantly influence the students' perception of the effectiveness of group counselling method used in secondary school.

The results showed that there was no significant difference between means ratings for effectiveness of group counselling between girls and boys,  $t(394) = -0.46$ ;  $p = .65$ . Since the calculated p value is greater than .05, it was concluded that gender did not have any significant influence on students' perception of effectiveness of group counselling.

#### 4.7 Influence of Gender on Students' Perception of Effectiveness of Individual Counselling Method

The sixth objective of this study was to examine the influence of gender on students' perception of effectiveness of individual counselling in secondary schools. To achieve this objective, mean ratings for boys and for girls on the effectiveness of this method was compared (range 8 -- 40). Table 4.11 summarizes the descriptive results.

Table 4.11: Descriptive Statistics for Boys and Girls' Mean Ratings of Effectiveness of Individual Counselling

<u>Gender</u>	<u>N</u>	<u>Mean</u>	<u>Std. Deviation</u>	<u>Std. Error Mean</u>
Boys	197	28.6	4.21	0.29
Girls	199	29.0	3.58	0.25

The results summarized in Table 4.11 shows the students' mean score for girl-students for effectiveness of individual counselling (M=29.0) was slightly more than that of their male counterparts (M=28.6). T-test for independent samples was used to further examine any significant difference between these mean ratings. Data was analyzed to test the hypothesis, stated in null form as follows:

$H_{06}$ : Gender does not significantly influence the students' perception of the effectiveness of individual counselling method used in secondary school.

The results showed that there was no significant difference between means ratings for effectiveness of individual counselling between girls and boys,  $t(394) = -1.09$ ;  $p = .28$ . Since the calculated  $p$  value is greater than .05, it was concluded that gender did not have any significant influence on students' perception of effectiveness of individual counselling.

#### 4.8 Influence of Gender on Students' Perception of Effectiveness of Peer Counselling Method

The seventh objective of this study was to examine the influence of gender on students' perception of effectiveness of peer counselling in secondary schools. To achieve this objective, mean scores for boys and for girls on effectiveness of this method was compared (range 8 – 40). Table 4.12 summarizes the descriptive results.

Table 4.12: Descriptive Statistics for Boys and Girls' Mean Ratings of Effectiveness of Peer Counselling

<u>Gender</u>	<u>N</u>	<u>Mean</u>	<u>Std. Deviation</u>	<u>Std. Error Mean</u>
Boys	197	28.2	5.16	0.37
Girls	199	27.5	4.64	0.33

The results summarized in Table 4.12 shows that students' mean score for boys for effectiveness of peer counselling ( $M=28.2$ ) was more than that of their female counterparts ( $M=27.5$ ). T-test for independent samples was used to further examine any significant difference between these mean ratings. Data was analyzed to test the hypothesis, stated in null form as follows:

H<sub>07</sub>: Gender does not significantly influence the students' perception of the effectiveness of peer counselling method used in secondary school.

The results showed no significant difference between means ratings for effectiveness of peer counselling between boys and girls,  $t(394) = 1.41$ ;  $p = .16$ . Since the calculated p value is greater than .05, it was thus concluded that gender did not have any significant influence on students' perception of the effectiveness of peer counselling.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Overview

This chapter presents a summary of the study findings. It also presents a discussion of the results and a conclusion of the study. Also presented are study recommendations to stakeholders in the education system based on the findings and suggestions for further research.

#### 5.1 Summary of Findings

The first objective of this study was to determine students' most preferred counseling method used in Kenyan secondary schools. Data analysis and interpretation revealed the following major findings under this objective. Descriptive results indicated that individual counseling ( $M=28.76$ ) had the highest mean perceived effectiveness rating, followed by peer counseling ( $M=27.89$ ), and lastly group counseling ( $M=26.42$ ). ANOVA test result for within-subjects effects (repeated measures) showed a statistically significant difference among the mean ratings of the students' perceptions of effectiveness of the 3 counselling methods,  $F(2, 18) = 41.4$ ;  $p=.05$ . This was interpreted to mean that the participants perceived individual counseling as the most effective and groups counseling as the least effective method of counseling. This result was also corroborated by results of an open-ended question, where students were asked to indicate which one of the three counselling methods they would most prefer. Confidentiality, trust, and chance to share and learn, were the main reasons given for preferring individual, peer and group counseling methods respectively.



The second concern of this study was to examine the influence of class level on students' perception of effectiveness of group counselling method in schools. Data analysis and interpretation revealed that there was no statistically significant difference between means ratings for effectiveness of group counselling between Form 2 and 3 students,  $t(394) = -0.24$ ;  $p = .81$ . It was thus inferred that class level did not have any influence on students' perception of effectiveness of group counselling.

The third concern of this study was to examine the influence of class level on students' perception of effectiveness of individual counselling in the secondary schools. T-test analysis comparing mean perceived effectiveness of Form 2 and 3 students revealed that there was no statistically significant difference between means ratings for effectiveness of individual counselling between Form 2 and 3 students,  $t(394) = -0.66$ ;  $p = .51$ . It was thus concluded that class level did not have any influence on students' perception of effectiveness of individual counselling.

Fourthly, this study examined the influence of class level on students' perception of effectiveness of peer counselling in secondary schools. Results of t-test analysis to examine differences between mean perceived effectiveness of peer counseling between Form 2 and 3 students revealed a statistically significant difference between means ratings for the two groups of students,  $t(394) = -2.34$ ;  $p = .02$ . It was concluded that class level had a significant influence on students' perception of effectiveness of peer counselling. Form 2 students perceived peer counseling method to be more effective than their Form 3 counterparts did.

The fifth objective of this study was to examine the influence of gender on students' perception of effectiveness of group counselling in secondary schools. To achieve

this, mean ratings for boys and girls on perceived effectiveness of this method was compared using t-test for independent samples. The results revealed no statistically significant differences in means scores for effectiveness of group counselling between girls and boys,  $t(394) = -0.46$ ;  $p = .65$ . It was concluded that gender did not have any significant influence on students' perception of effectiveness of group counselling.

The sixth concern of this study was to examine the influence of gender on students' perception of effectiveness of individual counselling in secondary schools. To achieve this, mean ratings for boys and girls on perceived effectiveness of this method was compared using t-test for independent samples. The results revealed no statistically significant differences in means ratings for effectiveness of individual counselling between girls and boys,  $t(394) = -1.09$ ;  $p = .28$ . It was concluded that gender did not have any significant influence on students' perception of effectiveness of individual counselling.

Lastly, this study examined the influence of gender on students' perception of effectiveness of peer counselling in secondary schools. Data was analyzed using t-test for independent samples to examine mean differences of boys and girls on their perceived effectiveness of this method. The results revealed that there was no statistically significant difference between means ratings for effectiveness of peer counselling between boys and girls,  $t(394) = 1.41$ ;  $p = .16$ . It was concluded that gender did not have any significant influence of students' perception of effectiveness of peer counselling.

## 5.2 Discussion

This study reported a significant difference in the students perception of the effectiveness of counselling methods used in secondary schools. The students in this study perceived individual counseling as the most effective method. This finding is in agreement with previous findings by Wiggins and Wiggins (1992), who established that counsellors who use individual counselling are reported to be effective in that students are able to make wise career choices and school drop out cases also reduced drastically. Kerr and Ghrist-Priebe (1988) also found that individual counselling was perceived to be effective by students due to confidentiality. The present study confirmed this act of confidentiality which got 61% support from the respondents. This method is preferred by all sexes and across all class level. Peer counselling is the second in ranking in this study. This finding is supported by previous findings by Sunguti (2002), who found that the use of peer counselling in secondary schools was effective in curbing indiscipline. Sunguti also found out that peer counselling was handy due to the limited number of teacher counsellors in secondary schools. Group counselling was perceived as the least effective method of counseling in this study. This is in agreement with study findings by Hagborg (1993) who found that student's despised group counselling due to lack of Cohesion and the different levels of students emotions as well as different class levels.

Findings adduced from the present study identified confidentiality, trust and sharing of experiences as the main tenets of individual, peer and group counselling respectively. This finding is in agreement with modern counselling theories, which place confidentiality, trust as core conditions for effective counselling (Hackney & Cormier, 1996). Previous theories also place the main outcome of group counselling as that in which members are able to share ideas and experiences, and to learn in the

process through social comparison and modeling (Bridger & Atkinson, 1998). In order for school counselling programmes to be effective, all methods should be involved – individual counselling facilitated by a professional counsellor, group counselling moderated by a trained group therapist, and peer counselling, in which students are actively involved in peer-to-peer helping process. This implies that for consummate school counselling programme, all the three methods should augment each other. Figure 5.1 presents a model conceptualized by the researcher based on the study results on tenets of a consummate school counselling programme.

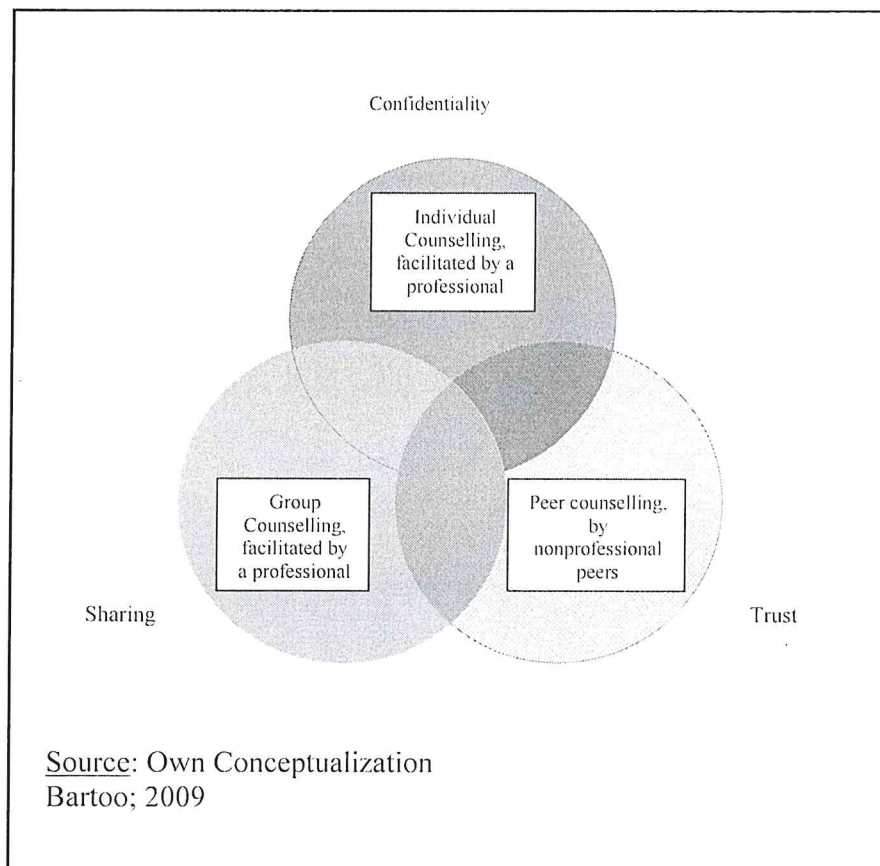


Figure 5.1 Tenets of Holistic School Counselling Programme

Results of data analysis on the influence of class level on perceived effectiveness each of the three methods of counselling used in secondary schools revealed no significant class level influences on perceptions of effectiveness of group and individual counselling methods. Few previous studies have investigated class level influences on perceived effectiveness of counseling methods. This study is unique in that it has empirically established that both individual and group counselling are rated equally as effective by both class levels. Kerr and Ghrist - Priebe (1988) found that individual counselling was perceived to be effective by students of forms one and two when used in career decision making session and concluded that this method can be used to handle varied issues in all classes. Mac Whiter (cited in Berndt Savin-Williams, 1993) that group counselling was perceived positively by high school students as a method that can be used to realize the negative effects of prejudice and discrimination and promote social unity among students. Omizo and Hershberger's (1988) study also reported effectiveness of group counselling when assisting students from divorced families realize their self concept. Findings by Maher and Christopher (1982) are in agreement with the present findings that group counselling is an effective method for all classes when handling cases of maladjustment. Additionally, support from Haines (1994) strengthens the current findings in that he found that emotional problems can be handled through group counselling at any class level.

This study however reported the influence of class level on perceptions of effectiveness of peer counselling, with Form 2 students perceiving the method as more effective than did their Form 3 counterparts. This finding disagrees with a similar one previously by Sunguti (2000), which found that all secondary school students, irrespective of their class levels agreed that peer counselling was effective in curbing student's unrest in secondary schools. Sunguti however did not use any

inferential statistics to test this hypothesis. This strengthens the validity of the conclusion of this present study. Maherand (1982) and Rose and Rose (1992) also found out that peer counselling method was appropriate in handling varied social issues in varied classes. Mac Donald (1982) found out that student's of different class perceived peer counselling to be effective when combating cases of smoking in high school. Changwony (2004) found that University students rated peer counselling the best method when discussing issues on substance or drug used and abuse compared to others. Kaplan (1978), on her part, found that peer counselling was perceived as a method for addressing adolescence needs, ideals and values and enabled them to transit softly. This implies that peers listen to one another and take positive advice from an age mate in relation to behaviour change.

Results of data analysis on the influence of gender on perceived effectiveness of each of the three methods of counselling used in secondary schools revealed no significant class level influences on perceptions of effectiveness of group, individual and peer counselling methods. These findings are in dissonance with some previous studies, and are in agreement with some previous findings. Rathvon (1991) found girls perceived individual counselling as an effective method of counselling when addressing academic improvement at class level while boys did not agree with this view. Carr, de Rosenroll and Sanders (1990) established that peer counselling was perceived by both boys and girls at high school as an effective method of solving emotional problems, stress and drug abuse. Varenhorst (1978) established that peer counselling was viewed positively by school students irrespective of gender as being effective in checking the alarming rates of absenteeism due to the negative attitude towards the school environment. Petrillo (1976) found that both boys and girls agreed that group counselling session were safe forum for the expression of thoughts and

feelings on a variety of topics like teenage drug taking. Mac Whiter (cited in Berndt & Savin-Williams, 1993) also established that both boys and girls irrespective of race, religion and age preferred group counselling for discussion of varied emerging social issues that can create discrimination on racial, religious and gender basis. These findings imply that all counselling techniques can be used with effectiveness in the management of psychosocial, academic and other related problems among boys and girls.

### **5.3 Conclusion**

This study investigated students' perceptions of effectiveness of counselling methods used in Kenyan secondary schools, taking a case of Keiyo district. Specifically, it examined students' perceptions regarding individual counselling, group counselling and peer counseling, and the influence of gender and class level on these perceptions. Data was collected using a structured, self-administered questionnaire and analysed descriptively using means and standard deviations, and inferentially using ANOVA repeated measures and t-test for independent samples. From the study results, this study concludes that individual counselling is perceived by most students as the most effective, although other methods are equally useful in some unique situations, and because of certain strengths. Confidentiality, trust and sharing emerged as the pillars for individual, peer, and group counselling methods. Class level influence was only reported for perceived effectiveness of peer counselling method. No gender influence was reported for perceived effectiveness of all the three counselling methods. As such there is need to strengthen the use of individual counselling at all levels and in all learning institutions in Kenya, but other methods are also useful in certain

circumstances. These results have several implications for the implementation of counselling programs in Kenyan secondary schools.

## **5.4 Recommendations**

### **5.4.1 Recommendations to the Education Sector**

The study findings revealed that counselling at individual level is rated the best hence the Ministry of Education should come up with a policy document promoting expansive use of this method of counselling at all levels of learning and across the institutions of learning to curb indiscipline. Peer counselling too should be strengthened in secondary school. This implies that peer counsellors should be trained on counselling skills and given support. Group counselling can be used on issues of general awareness.

The Teachers Service Commission should strengthen counselling in schools by posting trained teacher counsellors in relation to the student population in a school so that students benefit from individual counselling thus meet their counselling needs. Teacher counsellors should have more time for counselling than teaching in the school time table so as to meet counselling needs of the students.

The school administrators should provide facilities that will enhance the effective use of individual counselling such as sufficient counselling rooms and keep counsellors equipped by sending them to in-service courses and place value on their efforts. Peer counselling come up as the second best method of counselling. Students' should therefore be trained on the basic counselling skills and encouraged to open up to fellow students since they are always together.



Teachers and school administrators should not use group-counselling frequently as the students perceived it as the least effective method of counselling. Student's problems, desires and attention vary tremendously. Therefore counselling as such should be strengthened in schools just as recommended especially with the outlawing of corporal punishment. Talking is the best therapy in our schools.

#### **5.4.2 Suggestions for Further Research**

The following recommendations are proposed for further investigation through research.

- (1) The present research was a study based on the students' views on the effectiveness of the three counselling methods locking the teachers out. Future research should also find out the teachers perceptions of the effectiveness of counselling methods in secondary school.
- (2) A similar research could be carried out in primary schools or colleges using students in the same district.
- (3) The present study concentrated on public secondary schools, future research should incorporate private secondary schools.
- (4) Other studies should be done among students in other district in Kenya and the results be compared with those of the present study.
- (5) Other studies like this should be carried out in an urban center since schools used in this particular study were picked across the district.
- (6) It is recommended that future research should also include the use of interviews so as not to rely on self reported information.

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APPENDICES

**APPENDIX A: Letter of Consent to Headteacher**

Moi University  
P.O. Box 3900  
ELDORET  
June 2005.

The Principal

.....  
.....

Dear Sir/ Madam,

**RE: PERMISSION TO COLLECT DATA**

I am a Master of Philosophy Student (Educational Psychology / Guidance Counselling) of Moi University.

Currently I am collecting data using student questionnaire. Your school has been selected randomly to enable me collect data on the research study. "The students' perception of the effectiveness of counselling methods in secondary school." A study of Keiyo District. The sample comprises twenty (20) form Twos and twenty (20) form Threes. I require the assistance of the respective class teachers with your permission.

Your cooperation will be highly appreciated.

Thanks in advance.

Yours Faithfully,

**PERPETUA J. BARTOO**

**EDU/PGP/102/2003**

**APPENDIX B: Participant Information Sheet and Consent Letter**

Moi University  
P.O. Box 3900  
ELDORET

June 2005.

Dear Student,

I am a master of philosophy (Educational Psychology/Guidance & Counselling) student of Moi University. I am carrying out a research on “The students’ perception of the effectiveness of counselling methods used in secondary school of kenya”. Currently I am collecting data for the study by use of questionnaire.

You are among the students who have been chosen to participate in this study. You are kindly requested to respond to the questions genuinely. Your cooperation in completing the attached questionnaire will be highly appreciated and will be very useful in improving counselling services in secondary schools. All information is meant for the research only and it will be treated with confidentiality.

Thanking you in advance.

Yours faithfully,

**PERPETUA BARTOO**  
**EDU/PGP/102/03.**

## APPENDIX C: Students Questionnaire

### Instructions

This questionnaire is divided into sections A and B. Section A seeks information regarding you and your school. Section B items will be related to these methods of counselling: group counselling, individual counselling and peer counselling.

- ⬇ Group counselling is defined as counselling that occurs among when students meet face-to-face, in an interactive session facilitated by the teacher counselor.
- ⬇ Individual counselling was defined as the form of counselling that occurs in the dyadic relationship between one student and a teacher counselor.
- ⬇ Peer counselling was defined as the student-to-student sessions in which peer educators are involved in the helping process.

In this section you are required to select one statement in relation to your opinion about each counselling method. You are required to put a tick ( ✓ ) on either of the following choices.(Each question requires only one answer). Please do not write your name anywhere. The answer choices are stated as follows:

Strongly Agree-- in short	(SA)
Agree	“ (A)
Undecided	“ (U)
Disagree	“ (D)
Strongly Disagree	“ (SD)

Note that there is no correct or wrong answer.

### Section A

1) My school is categorized as:

Provincial School \_\_\_\_\_ District School \_\_\_\_\_

2) I am in form \_\_\_\_\_

3) Indicate your gender (a) Boy \_\_\_\_\_ (b) Girl \_\_\_\_\_



**Section B**

1) Group counselling enables us to share ideas and experiences.

(SA) (A) (U) (D) (SD)

2) Other students think that one who seeks individual counselling has a problem.

(SA) (A) (U) (D) (SD)

3. Peer counselling lacks confidentiality.

(SA) (A) (U) (D) (SD)

4. Group counselling neglects the fact that students have different problems.

(SA) (A) (U) (D) (SD)

5. Individual counselling is most suitable for personal issues and problems.

(SA) (A) (U) (D) (SD)

6. I seek help from an age mate without fear

(SA) (A) (U) (D) (SD)

7. Group counselling helps me find solutions to varied problems

(SA) (A) (U) (D) (SD)

8. Peer counselling is influenced by friendship.

(SA) (A) (U) (D) (SD)

9. Individual counselling is time consuming.

(SA) (A) (U) (D) (SD)

10. Shy students do not speak out during group counselling.

(SA) (A) (U) (D) (SD)

11. One to one counselling enables the counsellor to follow up students' progress  
after counselling sessions.

(SA) (A) (U) (D) (SD)

12. Peer counselling services are available to me when I am in need.

- (SA) (A) (U) (D) (SD)
13. Individual counselling keeps information confidential.
- (SA) (A) (U) (D) (SD)
14. Students do not concentrate fully during group counselling.
- (SA) (A) (U) (D) (SD)
15. I prefer talking to an adult than my age mate.
- (SA) (A) (U) (D) (SD)
16. Individual counselling enables me know my abilities and weakness well.
- (SA) (A) (U) (D) (SD)
17. Peer counselling is suitable to every student.
- (SA) (A) (U) (D) (SD)
18. Group counselling mainly highlights immoral activities one should avoid.
- (SA) (A) (U) (D) (SD)
19. By seeking individual counselling one is taken to be an informer.
- (SA) (A) (U) (D) (SD)
20. I have doubts on help given by a peer counsellor.
- (SA) (A) (U) (D) (SD)
21. The counsellor is not able to reach out to all students during group counselling.
- (SA) (A) (U) (D) (SD)
22. Peer counselling leads to positive behaviour change.
- (SA) (A) (U) (D) (SD)
23. Individual counselling benefits one person only.
- (SA) (A) (U) (D) (SD)
24. Group counselling is time saving.

(SA) (A) (U) (D) (SD)

Q. 25 Please list down the method of counselling you prefer in order of priority.

1. \_\_\_\_\_ 2 \_\_\_\_\_  
3. \_\_\_\_\_

Q. 26 State one reason why you chose the best method in Q 25. Above

## APPENDIX D: Secondary School Enrolment

### Keiyo District – June 2005

School	Streams	I		II		III		IV		Sub total		G/Totals		Status of School
		B	G	B	G	B	G	B	G	B	G	T	S	
1. Anin	4	30	30	20	15	25	25	20	18	95	88	183	M	District
2. Biwott	4	29	19	27	16	37	10	41	13	134	58	192	M	District
3. Atnas Kandie	4	32	57	29	26	24	30	18	23	103	136	239	M	District
4. Chebonet	4	26	20	30	19	22	17	21	10	99	66	165	M	District
5. Emecea	8	51	44	46	63	48	47	42	31	187	185	382	M	District
6. Kabulwo	1	15	15	-	-	-	-	-	-	15	15	30	M	District
7. Kapkenda	12	-	130	-	135	-	137	-	128	-	530	530	G	Provincial
8. Kapkessum	4	18	8	13	8	19	14	17	8	67	38	105	M	District
9. Kapkitony	4	-	35	-	27	-	41	-	38	-	141	141	G	District
10. Kaptagat	12	-	144	-	138	-	135	-	143	-	560	560	G	District
11. Kapteren	4	-	60	-	33	-	42	9	33	9	168	177	M	District
12. Kaptum	2	20	15	13	13	7	4	-	-	40	32	72	M	District
13. Kessup	8	-	90	-	89	-	81	-	88	-	348	348	G	Private
14. Kimuron	6	40	40	37	40	28	19	19	15	124	114	238	M	District
15. Kimwarer	3	15	15	21	19	17	17	-	-	53	51	104	M	District
16. St. Josephs Kipsaina	8	-	90	-	85	-	92	-	75	-	342	342	G	District
17. Kipsaos	7	60	-	56	-	54	-	50	-	220	-	220	B	Provincial
18. Kipsoen	8	51	40	63	38	56	39	57	38	227	155	382	M	Provincial
19. Kiptilos	4	15	10	15	23	25	24	27	19	82	76	158	M	District
20. Kitany	12	82	-	113	-	114	-	116	-	425	-	425	B	District
21. Kocholwo	4	16	19	16	16	15	21	14	19	61	85	146	M	District
22. Koptega	4	-	40	-	40	-	30	8	15	8	125	133	M	District
23. Lelboinet	8	80	-	80	-	70	-	65	-	295	-	295	B	Provincial
24. Metkei	4	-	50	-	51	-	53	-	51	-	205	205	G	Provincial
25. Mokwo	12	-	108	-	126	-	126	-	120	-	480	480	G	District
26. St. Patrick's	12	147	-	150	-	136	-	131	-	564	-	564	B	Provincial
27. Sergoit	4	19	29	8	32	9	23	12	21	48	103	153	M	District
28. Simotwo	8	90	-	105	-	81	-	92	-	368	-	368	B	Provincial
29. Singore	12	-	140	-	135	-	135	-	80	-	508	508	G	Provincial
30. Soy	4	22	13	25	24	20	21	29	12	105	70	175	M	District
31. Tambach	16	193	-	199	-	187	-	168	-	747	-	747	B	Provincial
<b>TOTALS</b>	<b>204</b>	<b>1051</b>	<b>1261</b>	<b>1066</b>	<b>1211</b>	<b>1003</b>	<b>1203</b>	<b>956</b>	<b>1006</b>	<b>4076</b>	<b>4681</b>	<b>8757</b>		

#### KEY

B	-	Boys
G	-	Girls
M	-	Mixed

APPENDIX E: Research Permit

PAGE 2

PAGE 3

THIS IS TO CERTIFY THAT

Prof./Dr./Mr./Mrs./Miss PERRETTA JERONO  
BARTOO

of (Address) MOI UNIVERSITY  
P.O. BOX 13900, NAIROBI

has been permitted to conduct research in

Location

DISTRICT

RIFT VALLEY

Province

on the topic THE STUDENTS PERCEPTION  
OF THE EFFECTIVENESS OF COUNSELLING  
METHODS IN SECONDARY SCHOOLS OF KENYA:  
A STUDY OF KENYO DISTRICT RIFT VALLEY  
PROVINCE

for a period ending 30th AUGUST 2005

Research Permit No. MOEST 13/001/35C-251

Date of Issue 26th May 2005

Fees received Shs. 500



Applicant's  
Signature

PERRETTA JERONO  
MINISTRY OF EDUCATION  
SCIENCE AND TECHNOLOGY  
Ministry of Education  
Science and Technology

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY

Telegrams: EDUCATION", Nairobi

Fax No.

Telephone: 318581

When replying please quote



REPUBLIC OF KENYA

JOGOO HOUSE  
HARAMBEE AVENUE  
P. O. Box 30040  
NAIROBI  
KENYA

MOEST 13/001/35C 251/2

26<sup>th</sup> May, 2005

**Perpetua Jerono Bartoo**  
**Moi university**  
**P.O. BOX 3900**  
**ELDORET**

Dear Madam

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to conduct research on "The students perception of the effectiveness of counseling methods in Secondary Schools of Kenya: A study of Keiyo District". This is to inform you that you have been authorized to conduct research in Secondary Schools in Keiyo District for a period ending 30<sup>th</sup> August, 2005.

You are advised to report to the District Commissioner, the District Education Officer Keiyo District and the Principals of the Secondary Schools you will visit before embarking on your research project.

Upon completion of your research permit, you are expected to deposit two copies of your research report to this Office.

Yours faithfully

Cc  
The District Commissioner  
Keiyo

The District Education Officer  
Keiyo District

The Principals  
Secondary Schools  
Keiyo District

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