ENHANCED AND EFFECTIVENESS OF PEER COUNSELLING PROGRAM IN PUBLIC SECONDARY SCHOOLS IN RONGAI SUB - COUNTY, NAKURU, KENYA

MUTURI TABITHA WANJIKU

THIS THESIS SUBMITTED IN PARTIAL FULFILLMENT FOR THE AWARD OF DEGREE OF MASTERS OF ARTS IN COUNSELING PSYCHOLOGY OF ST. PAUL'S UNIVERSITY

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This Thesis Submitted in Partial Fulfillment for the Award of Degree of Masters of Arts in Counseling Psychology of St. Paul's University

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SEPTEMBER, 2020

DECLARATION

This thesis is my own work and is not the result of work done in collaboration. It has not been previously presented to any other institution for the award of any degree.

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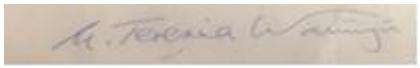
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DEDICATION

This thesis is dedicated to sons Joseph Kariuki Muturi, Melvin Njenga Muturi and Samnick Karanja Muturi.

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ABSTRACT

Peer counselling was introduced in secondary schools to increase access to counselling services to students who could not reach teacher counsellors for help due to large students' population and other personal issues. It was important to bring to light the enhancement and effectiveness of peer counselling programs given its critical role in secondary schools. This study examined the enhancement and effectiveness of peer counselling programs in secondary schools in Rongai sub-County, Nakuru County, Kenya. The study was guided by the following objectives namely to: examine peer counselling programs offered in secondary schools in Rongai sub-County, Nakuru County, Kenya; assess the adequacy of peer counselling resources in secondary schools in Rongai sub-County, Nakuru County, Kenya and analyse the effectiveness of peer counselling programs in secondary schools in Rongai sub-County, Nakuru County, Kenya. This study was guided by Individual Psychology Theory and Rational Choice Theory. It was anchored on a descriptive research design. The study used stratified and purposive sampling techniques in the selection of 216 respondents. Data collection was done through the use of questionnaires and in-depth interviews. Descriptive statistics were utilised to analyse quantitative data, with thematic data analysis for qualitative data. The study findings were that the most used peer counselling program in secondary schools was relational counselling (60.4%). It was followed by self-worth counselling, assertiveness counselling and personal responsibility counselling as confirmed by 56.3%, 51.2% and 51.1% respectively. Physical resources were the most adequate peer counselling resources in secondary schools (63.3%). It was followed by instructional resources, and time at 53.5% and 50.5% respectively. Peer counselling personnel (49%) was the least adequate resources for peer counselling resources. Peer counselling programs were most effective in addressing the well-being of students in the area of positive relations (82.1%). The effectiveness of peer counselling programs in addressing the well-being of students in the area of self-acceptance, personal growth and autonomy was 44.1%, 40.4% and 40% respectively. This study recommends that the government supports direct funding of school counselling programs. In addition, the study recommends for the standardisation of peer counselling training curriculum for secondary schools in order to improve efficiency and effectiveness of peer counselling provision.

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ABBREVIATIONS AND ACRONYMS

A.A.C.D : American Association of Counselling and Development

A.C.E.S : Association for Counsellor Education and Supervision

A.S.C.A : American School Counselling Association

APA : American Psychological Association

D.E.O : District Education Officer

GOK : Government of Kenya

HIV/AIDS : Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome

K.I.E : Kenya Institute of Education

M.o.E : Ministry of Education

N.A.C.O.S.T.I: National Commission for Science, Technology and Innovation

N.D.E.A : National Defense Education Act

NDA : National Reference Act

NUCA : National Vocational Counselling Association

NVCA : National Vocational Counselling Association

P.C.A : Peer Counselors' Association

P.C.P : Peer Counseling Program

RCT : Rational Choice Theory

S.C.S.A : Society Student Counselling in South Africa

S.T.I : Sexually Transmitted Infections

T.S.C : Teachers Service Commission

UNESCO : United Nations Educational, Scientific and Cultural Organization

US : United States

USE : United States of Europe

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

School counselling can be traced to the Industrial Revolution period (Faust, 1968). It was designed to prepare students for work in the emerging factories and service industries that were growing rapidly (Brewer, 1918). Ginn (1924) observes that secondary school students require counselling due to the important role of secondary education. The author considers secondary school as the institution where students make final transition into adulthood, post-secondary education institutions and the world of work. It is also considered as the institution where students begin to separate from parents, explore the world and define their independence. The above literature has not only highlighted the origin of school counselling but also the initial purpose of school counselling.

In Kenya, secondary schools are regarded as the most important stage in the educational cycle of a child. It is the level at which learners are expected to acquire proficiency in both academic and applied subjects (Government of Kenya, 2005). Secondary school education is also important because it is the foundation for further education, training and work (Koech, 2006). It is also in secondary schools where learners are expected to acquire positive attitudes, self-respect, self-reliance, cooperation, adaptability, sense of purpose, integrity and self-discipline, respect and consideration for others, service to family, society and nation (Bogonko, 1994). There is no doubt that secondary school is an important turning point for a learner as observed by the above literature. It is in secondary schools that learners make important decisions about their career, life after school and other important life decisions. School counselling can go along away in enabling students make appropriate career choices and other decisions that will help them in their adult lives.

In Kenya, guidance and counselling services in schools began in late 1960s. Prior to this, some elements of vocational guidance existed in selected public schools under the term career guidance. Schools had career masters who administered career guidance to the students. The career master had no formal training in vocational guidance and his/her duties were confined to helping students fill out employment forms and write job application letters. In missionary schools, vocational guidance was restricted to religious services. The teachers who were (Pastors and Reverends) trained the youth some of

whom became sisters, fathers or brothers upon completion of formal education. The establishment and implementation of extensive guidance and counselling services in secondary schools in Kenya was prompted by the recommendations of various Education Commissions and Sessional Papers namely the Ominde Report of 1964, The Gachathi Report of 1976 and Sessional Paper No 6 of 1988. These commissions recommended for the inclusion of vocational/career guidance in schools, training of career guidance and counseling personnel and the incorporation of guidance and counselling in the teacher training curriculum at College and University levels (Government of Kenya, 2005).

Peer counselling is a recent phenomenon in Kenya. It was established in schools owing to large population of students against the low number of teacher counsellors (Ministry of Education, 2009). For instance, at independence, Kenya had about 150 secondary schools hosting about 30,000 students. This highlights the advanced growth of This number rose to about 3000 secondary schools with over 600,000 students by the year 2008. This represents a growth of about 1900% and 2000% in school expansion and students' enrolments respectively since independence between 1960 and 2008. Presently, Kenya has about 7,300 secondary schools, where 87.1% and 12.9% of the schools are government and private schools respectively. There were about 1, 487,989 students enrolled in these secondary schools, with 798,029 and 689,960 being male and female students respectively (UNESCO, 2019).secondary school education in the last 5 decades. From this data, it is evident that relying on teachers as the source of counselling services can result in inaccessibility of counselling services in schools. It is as a result of this that the government gave a directive to explore alternative sources of counselling services in secondary schools.

Previously, students with problems occasionally received help from their peers, even before peer counseling was formally established (Kenya Institute of Education (KIE), 2008). Interestingly, those students that received help from their peers reported remarkable behaviour change, a move that prompted the establishment to have peer counseling in schools (KIE), 2008). In an academic setting, peer counselling refers to students helping their fellow students through exploring their thoughts, feelings, issues and concerns, with the hope of reaching a clear understanding and making rational decisions (Corsini, 1998). The above literature highlights what peer counselling entails and why it has been incorporated in the school counselling program. Secondary schools in Kenya have experienced phenomenal growth in school enrolments. Government

policy on 100% transition has seen more students join secondary schools leading to increase in class sizes and also making it hard for teachers to offer counselling services to all students. Peer counselling is meant to increase access to counselling services to students who might not be reached by teacher counsellors. It was important to bring to light the effectiveness of peer counselling programs given its critical role in secondary schools. This study examined the enhancement of effectiveness of Peer Counseling Programs (PCP) in secondary schools in Rongai sub-County, Nakuru County, Kenya.

Students in secondary schools experience numerous stressful situations that require counselling interventions. For instance, Berard, Pringle and Ahmed (1997) in South Africa point out academics, career choices, peer relations, intimate relationships, body image and substance use as some of the stressors facing secondary school students. Ndichu (2005) in Kenya concurs that students in secondary schools do experience a lot of academic, social and psychological pressures and if not well managed can overwhelm them leading to school dropout and poor learning outcomes. Matie and Ndambuki (2003) in their scholarly works observe that adolescent students in today's secondary schools worldwide face numerous social, personal and academic problems at school and at home. The above literature enlightened this study about the problems being experienced by secondary school students. This study analysed the various counselling programs that peer counsellors had designed to help secondary schools students overcome the numerous problems they faced.

It has been empirically established that there are varied ways of resolving problems afflicting secondary school students. However, counselling has been identified as the most effective way of helping students navigate challenges faced by secondary school students. For example, Bano and Ahmed (2013) in Pakistan identify counselling as one of the most effective interventions that if well implemented can offer great relief to secondary school students undergoing stressful situations. Wango and Mungai (2007) also assert that the aim of guidance and counselling was to help students deal with emotional, psychological, educational, vocational and social problems that confront them in their daily lives. The above study suggested that school counselling programs can help in ameliorating many of the problems being experienced by secondary school students. The above study, though important to the current study, its focus was on general school counselling and not peer counselling. Thus, much was not known about the extent to which peer counselling was helpful to secondary school students. This study took a different trajectory by focusing on peer counselling and its effectiveness in addressing

problems afflicting secondary school students in Rongai sub-County, Nakuru County, Kenya.

A review of literature shows that peer counselling in schools has several benefits. For instance, Konet (1991) holds that peer counselling enriches schools' counselling services. This view was reinforced a year earlier by Tindall and Salmon-White (1990) who observed that peer counseling entrenches positive ethos, culture of care and concern in schools where it is practised. Furthermore, (Letsebe, 1993) contends that peer counsellors can be utilised as conflict mediators and peer-tutors to other learners. On the same vein, Cowie and Sharp (1996) assert that peer counselling services helps in the development of interpersonal skills, enhancement of social skills, facilitation of self-awareness and self-sufficiency, provision of opportunity for role modelling and acts as a source of behavioural standards. The above literature offers overwhelming support for the incorporation of peer counselling in the school counselling programs. While the above literature informed this study of the significance of peer counselling to the school community, the literature was silent on the kinds of programs peer counselling has adopted in the provision of counselling services in secondary schools. This study analysed the various approaches peer counselling are using to reach out to secondary school students in need of counselling services.

School counselling employs various approaches in an effort to help students overcome their problems. These approaches are self-awareness, social skills, stigma and behaviour change management. The goal of the self-awareness approach is to help affected students have better self-knowledge and appreciate their strengths and weaknesses (American Psychological Association, 2009). Social skills approach was designed to help students openly and courageously express themselves and develop self-confidence (Dam-Baggen and Kraaimaat, 2010). Stigma management approach aims at helping students regain high self-esteem after undergoing some crisis moments in their lives (Craig and Stanley, 2006). The goal of behaviour change management was to create better self-knowledge and make adjustments in life (Ekpo, 2007). The above literature was important to this study as it pointed out the various approaches that have been used to help individuals overcome their problems. It is evident here that each of the approaches is geared towards addressing a specific problem. However, the above literature did not go far enough to analyse the effectiveness of the above approaches more so in the context of peer counselling in secondary schools. This study did not only examine the extent to which

the above approaches were adopted by peer counsellors in secondary schools but also the extent to which they were effective in addressing problems faced by students.

Studies have found that various counselling approaches have been effective in addressing clients' problems. For instance, in Kenya Ntembi (2010) found out that social skills counselling was effective in helping individuals afflicted by drugs and alcohol addiction overcome their problems. In addition, in Zimbabwe teachers indicated that those students who had received social skills counselling were at ease in establishing and maintaining fruitful friendship (Mudhumani, 2005). In another study conducted in Nigeria, Ekpo (2007) established that stigma management approach was effective in helping reduce irregular behaviour among students. It has also been established that students who were subjected to behaviour change counselling reported a drastic reduction in disciplinary problems (Baker and Gerler, 2011). A study by Sink and Stroh (2003), which examined the impact of comprehensive counselling programs on students' achievement test scores in early elementary, found out that more than 50% of the students performed better after counselling. Counselling in school has also been linked to higher students' retention (Lapan, Gysbers and Sun, 2011).

This study also found out that those students who attended more number of counselling sessions showed better school attendance as compared to their counterparts who attended less sessions or never attended any counselling sessions at all. Korir and Kipkemboi (2013) found out that students with positive attitude towards academic work, teachers and attend their classes regularly perceive themselves as high achievers and tend to perform better academically than those without such attributes. The above studies show that counselling can help students overcome many of the problems that they encounter in the course of their secondary school education. However, similar to other literature reviewed earlier, the above too covered general school counselling and not peer counselling. It was important to undertake similar studies in the context of peer counselling to ascertain whether findings of studies on general school counselling also apply to peer counselling. It was for this reason that the current study examined the effectiveness of peer counselling programs in secondary schools in Rongai sub-County, Nakuru County, Kenya.

Rongai sub-County has 40 secondaries with enrolment of 15025 students. This comprised of -7,424 boys and 7,611 girls. There are 2 boys and 2 girls' boarding schools and 1 mixed boys and girls' day school. Rongai sub-County has recorded only one case of students' unrest in the last three years, as compared to an average of three students' unrests in the neighbouring sub-Counties. Pre-field work survey undertaken by this study revealed that a number of students have been suspended for unbecoming behaviours such as carrying cell phones to school which is against the school rules, smoking cigarette and physical assault. The survey also found cases of irregular attendance of class and seasonal drop out from schools. The existence of these problems in secondary school in Rongai sub-County occasioned the need for an examination of the various peer counselling programs being employed to alleviate them.

In Nakuru County the school drop-out rate on account of adolescent pregnancy was 54% for girls at secondary school level (Nakuru County 2013-2018 Strategic Plan). Rongai sub-County is part of the Nakuru County. It has the second (38) highest cases of adolescent students' pregnancy after Nakuru (41) and Nakuru North (41). The high prevalence of adolescent students' pregnancy was indicative of inadequate counselling to students on issues of reproductive health. Nakuru County shows the school drop-out rate on account of adolescent pregnancy at 54% for girls at secondary school level (Nakuru County 2013-2018 Strategic Plan).

1.2 Statement of the Problem

Peer counselling was established in schools owing to the large population of students against the low number of teacher counsellors. Today peer counselling is embraced as part of the school counselling programs. Peer counselling was touted as the instrument that schools could use to entrench positive ethos, culture of care and concern in students (Tindall and Salmon-White, (1990). In addition, peer counselling was conceived as avenue of modelling conflict mediators, enhancing interpersonal and social skills, facilitation of self-awareness and self-sufficiency and as a source of behavioural standards (Letsebe, 1993; Cowie and Sharp, 1996). Despite the much promise of peer counselling, schools and students continue to be afflicted by problems such as violence, moral decadence, teenage pregnancy, drug abuse and truancy, which has raised questions about the effectiveness of peer counselling programs in schools (Berard, Pringle and Ahmed, 1997; Ndichu, 2005). While peer counselling alone might not be blamed for the persistence of these problems, it is the argument of this study that these cases could be much lower had peer counselling lived to its billing. While there was a general

concurrence that peer counselling programs have not been effective in addressing issues it was established to address, very little was known as to why this was the case. This study was concerned about why peer counselling in secondary schools was having very little success in addressing issues faced by students. The study examined the various approaches used in peer counselling programs and the adequacy of peer counselling and their impacts on the effectiveness of peer counseling programs in secondary schools. This study was conducted in Rongai sub-County, Nakuru County, Kenya as a case study.

1.3 Purpose of the Study

The purpose of the study was to examine the effectiveness of peer of counselling program in public secondary schools in Rongai sub-County, Nakuru County, Kenya.

1.4 Specific Objectives of the Study

This study was anchored on the following specific objectives to;

i. Examine the peer counselling programs offered in public secondary schools in Rongai sub-County, Nakuru County, Kenya.
ii. Assess the adequacy of peer counselling resources in public secondary schools in Rongai sub-County, Nakuru County, Kenya.
iii. Examine the effectiveness of peer counselling programs in addressing the psychological well-being of students in public secondary schools in Rongai sub-County Nakuru County, Kenya.

1.5 Research Questions

This study was guided by the following research questions;

i. What are some of the peer counselling programs offered in public secondary schools in Rongai sub-County, Nakuru County, Kenya?
ii. How adequate are the peer counselling resources in public secondary schools in Rongai sub-County, Nakuru County, Kenya?
iii. How effective are peer counselling programs in addressing the psychological well-being of students in public secondary schools in Rongai sub-County, Nakuru County, Kenya?

1.6 Justification of the Study

The findings of this study revealed the effectiveness of peer counselling programs in public secondary schools in Rongai sub-County, Nakuru County, Kenya. It established the types of peer counselling programs offered, adequacy of counselling resources and effectiveness of peer counselling programs in addressing the well-being of students. The

findings of this study will be of importance to peer counsellors, school administration and the government and scholars. It is envisaged that they will be utilised by peer counsellors and school teacher counsellors and administrators as a basis to evaluate the performance of different school counselling programs. Additionally, the findings of this study will assist the peer counselors re-examine their counselling approaches with a view to making appropriate adjustments. The school administration and the School Board of Management will benefit from the findings as it will assist in coming up with resolutions that will improve resources, personnel and setting an enabling a working environment for peer counsellors.

The study will also be of benefit to the Ministry of Education in assiting them get an up to date and useful information on the performance of peer counselling programs in secondary schools. Equally the findings of the study will be used as a basis of improving and re-evaluating peer counselling programs in secondary schools and other school counselling programs. This study has found that most schools do not have adequate peer counselling resources, a situation that undermines provision of quality counselling services. It is envisaged therefore that the government therefore will utilise this information as a basis of improving counselling services in secondary schools.

The study raised challenges to stimulate more researchers to undertake a similar study in other sub-Counties.

1.7 Scope and Limitations and delimitation of the Study

This study was done in Rongai sub-County, Nakuru County, Kenya. The study focused on public secondary schools. Students and peer counsellors were the source of primary data. The independent variables for the study were the peer counselling programs, peer counselling resources and effectiveness of peer counselling programs. Issues examined under peer counselling programs were personal responsibility counselling, relational counseling, assertiveness counseling, self-worth counselling and self-confidence counseling. Analysis of peer counselling resources was confined to human resources, physical facilities, instructional resources and time. This study examined the effectiveness of peer counselling programs in the context of self-acceptance, positive relations, autonomy and positive growth. These are four indicators of well-being as proposed by Ruff (1989) in his analysis of the components of psychological well-being. The well-being of students was the dependent variable. The well-being of students was

examined in the context of life satisfaction, self-control, trustworthiness and self-awareness.

According to Best and Kahn (2006) limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. Some peer counsellors counsellor may exaggerate or understate the extent of peer counselling programs in their schools to depict their schools in bad or good light. Inaccurate information on peer counselling programs by some respondents may limit the study from understanding the actual state of peer counselling programs in secondary schools. The study allowed respondents who find it uncomfortable diverging certain information they consider sensitive to exercise their right to remain anonymous. This was one of the ways of encouraging them to speak frankly on issues under investigation.

Some schools did not have records of past activities of peer counseling programs. This limited the study from understanding how peer counselling programs have been in the past, which might help in projecting future performance and effectiveness of the programs. This study persistently probed respondents to recall past peer counselling programs in the school and their effectiveness in addressing the well-being of students.

This study was conducted in just one sub-County. The findings of the study may thus not be replicated to other areas. This was due to the fact that secondary schools in other sub-Counties may not have the same peer counseling resources as those of secondary schools in Rongai sub-County, There was need for similar studies to be done in other sub-Counties as to ascertain whether the current findings are similar or different of those of other counties.

1.8 Assumptions of the Study

i. There were peer counselling programs being implemented in public secondary schools in Rongai sub-County, Nakuru County, Kenya
ii. Peer counselling programs require different kinds of resources for effective and efficient provision of services to secondary school students in Rongai sub-County of Nakuru County, Kenya.
iii. Peer counselling programs are experiencing varying levels of success in secondary school students in Rongai sub-County, Nakuru County, Kenya.

1.9 Operational Definitions of Terms

Counseling: Taylor (1971) defines counselling as the method of relating and responding to others with the aim of providing them with opportunities to explore, to clarify, and to work towards living in a more personally satisfying and resourceful way. According to the study counselling is the method of relating and responding to others with the aim of providing them with opportunities to explore.

Effectiveness: The effectiveness of peer counseling interventions refers to the extent to which it helps students seeking counselling services to feel happy and function optimally.

Counselling Programs: This referred to the specific counseling activities employed by peer counselors to help fellow students with problems that require counselling. Counselling programs examined in this study are personal responsibility counselling, relational counselling, assertiveness counselling, self-worth counselling, and self-confidence counselling.

Counseling Resources: A resource can be understood as a source of supply, support, or aid, especially one that can be readily drawn upon when needed. In this study, counselling resources referred to inputs that peer counselors need for the provision of effective peer counselling services in secondary schools. Resources covered in this study were physical resources, instructional materials, counselling personnel and availability of time.

Missionary School: Missionary school or Mission school is a religious school originally developed and run by Christian missionaries. They were commonly used in the colonial era for the purposes of Westernization of local people. Missionary school in this study is a school that introduced and administered career guidance to students.

Peer Counseling: Student helping their fellow students through exploring their thoughts feeling, issues and concerns with the hope of reaching a clear understanding and making rational decisions.

Peer counselors: Ndichu (2005) defines peer counsellors as paraprofessionals appointed from the students' population for training and offered the opportunity to offer professional counseling to fellow students. In this study, peer counsellor is defined as an individual who has undergone basic training, and has gained skills that can assist other students/peers deal with their problems.

Career Masters/Mistress: Person who help student fill out employment and write job application letter.

Well-being: In this study, well-being refers to internal experience of the students and their own perception of their lives which will include life satisfaction, self-control, trustworthiness and self-awareness.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains theoretical framework, literature review and conceptual framework. Review of related literature was presented according to objectives of the study namely; counselling programs, counselling resources and effectiveness of counselling programs. The chapter concludes with a summary of literature review and a conceptual framework.

2.2 Theoretical Framework

This study was guided by Individual Psychology Theory and Rational Choice Theory. Individual Psychology Theory was used to inform the study about the importance of counselling to the students and why peer counsellors are better placed to help students who are distressed than teacher counsellors. Rational Choice Theory was used to explain aspects of the study that dealt with the kinds of peer counselling programs offered in secondary schools as well as their the effectiveness of the programs.

2.2.1. Individual Psychology Theory

Individual Psychology Theory was developed by Adler Alfred in the 1920s. The theory was named Individual psychology to emphasise the understanding that every human personality is unique and indivisible. Adler emphasised conscious thought and social determinants. Personality was shaped by learning in a social environment (Adler, 1927). Adler held that an individual is unique, and possesses a personality structure including their unique goal. Equally that ways of striving for it finds expression in their style of life; life-style being the product of their own creativity (Adler, 1924). Nevertheless, the individual cannot be considered apart from society; all important problems, including problems of general human relations, occupation, and love, are social.

Individual psychology was anchored on the following five propositions. First, that an individual strives for socially beneficial goals, which they use to make valuable contributions to society and achieve happiness as individuals. Second, that an individual strives from a feeling of inferiority towards a feeling of significance. The basic, common movement of every human being from birth until death is that of overcoming, expansion, growth, completion, and security. Third, that the feeling of inferiority and inadequacy may be as a result of birth order, especially if the person experienced personal

devaluation at an early age, or it may be due to the presence of a physical limitation or lack of social empathy for other people. Fourth, that a person will be more responsive and cooperative when he or she is encouraged and harbours feeling of adequacy and respect. Conversely, when a person is thwarted and discouraged, he or she will display counterproductive behaviours that present competition, defeat, and withdrawal. Fifth, that the way an individual was raised as a child and responds to their first social system and the family constellation, may become the prototype of his or her worldview and attitude toward life.

This theory was used to inform the study about the importance of counseling to the students and why peer counselors are better placed than teacher counselors to help students who are distressed. It also emphasizes the fact that that each student is unique and as such should be recognised on their own merit. This further impresses on the peer counselors to establish a relationship between them and student clients in order to gain insight into their unique problems. In addition, it lays emphasis on the importance of peer counselors recognition that the ultimate goal of counseling should be to correct a student clients' inappropriate ideas about his or her self and others. Equally to help the client create alternative ways of navigating their problems. Furthermore, the theory highlights the fact that some of the problems students are experiencing may have external causes. Hence, individuals' behaviour is shaped by the social environment namely family, friends, peers, teachers and significant others. This implies that peer counsellors should strive to understand the entire spectrum of their clients. This is in order to appreciate the range of sources of problems their clients are facing.

2.2.2 Rational Choice Theory by Coleman

Rational Choice Theory was an approach used by Social Scientists to understand human behaviour. The approach has been the dominant paradigm in Economics, but in recent decades it has become more widely used in other disciplines such as Sociology, Psychology, Political Science, Anthropology, Public Policy and Development Studies. This theory was propounded by Coleman in 1973.

The key arguments can be grouped into four: First, that individuals have preferences among the available choice alternatives that allows them to state which option they prefer. Second, that people weigh the potential benefits and consequences associated with the available alternatives. Additionally that preference was given to alternatives that have the least cost and the greatest benefit. Third, argues that people are rational agents

who take account of available information, probabilities of events, and potential costs and benefits in determining preferences. Fourth, individuals use rational calculations to make rational choices and achieve outcomes that are aligned with their own personal objectives.

This study used Rational Choice Theory (RCT) to inform the kind of considerations peer counsellors have to make while deciding on which peer counselling programs to implement in their schools. The theory was also utilised to examine the appropriateness of the peer counselling programs and peer counselling resources in secondary schools. This theory posits that the choices made by buyers and sellers are the choices that best help them achieve their objectives, given all relevant factors that are beyond their control (Coleman, 1993). In this study, secondary schools and students were seen in the analogy of the buyer and the seller. The basic idea behind Rational Choice Theory was that people do their best under prevailing circumstances (Coleman, 1993). Secondary schools have two broad counseling services namely teacher counselling and peer counselling. Student would choose either teacher counselling or peer counselling depending on the one they perceive as offering them the best services. Peer counsellors must therefore strive to offer effective and efficient services so as to win the approval of students.

This theory was also used to inform the kinds of counselling interventions that could be used to help students overcome their problems. Peer counsellors have several options at their disposal notably personal responsibility counselling, relations counselling, assertiveness counselling, self-worth counselling and self-confidence counselling. Peer counsellors must rationally choose counselling program that will work under the prevailing circumstance. Equally, they must consider the client and counselling resources available in their institutions. Furthermore, they should adopt programs that best address clients' problems. Matching counselling programs with clients' needs and peer counselling resources enhances the effectiveness of peer counselling programs. However, the reverse of this undermined the effectiveness of peer counselling programs.
Critics have pointed out some shortcomings of this theory. First, they fault it for assuming that people always make rational decisions. Furthermore, they observe that people do not always make rational utility-maximising decisions (Donald, Green and Ian, 1994). Thus, they are of the view that it is important to understand both the processes and results of rational and irrational decision making.

Second, the theory has been criticised for assuming that people are always able to obtain all the information they would need to make the best possible decision (Milgrom and Levin, 2015). Despite the cited criticisms, the study found this theory suitable in explaining aspects that focused on the counselling programs and their effectiveness.

2.3 Review of Related Literature

The literature review covers four principle areas. Analysis of the emergence of school counselling in different parts of the world, approaches used in school counselling with a clear focus on peer counselling, resources needed for peer counselling in secondary, and effectiveness of peer counselling in secondary schools.

2.3.1 An overview of School Counselling

Taylor (1971) defines counselling as the method of relating and responding to others with the aim of providing them with opportunities to explore, to clarify, and to work towards living in a more personally satisfying and resourceful way. Modern day school counselling can be traced to 1800 (Faust, 1968). The emergence of school counselling coincided with the Industrial Revolution and the vocational guidance movement in the United States and Europe. Brewer (1918) observed that young people joining the workforce required advance preparation. School counselling was recommended as one of the most suitable ways of preparing students for work in the emerging factories and service sectors. The establishment of National Vocational Counseling Association (NVCA), American School Counseling Association (ASCA) and enactment of National Defense Act (NDA) in 1953 and 1958, and United States' involvement in the World War I hastened the growth of school counselling programs in the United States (Ginn, 1924; Rogers and Carmichael, 1942). The formation of American School Counselling Association and enactment of National Defense Act in 1953 and 1958 helped in highlighting the gains of the profession and also provided funding for counselling services in the schools. The establishment of National Vocational Counselling Association legitimised school counselling leading to its embrace by many secondary schools. Young men joining the military for purposes of engaging in World War I were to undergo psychological assessment, a move that led to a spike in the demand for school counsellors.

Secondary schools counselling in Europe, which began in the 1920s, was also fuelled by the need to prepare secondary school students for higher education, employment and future role in the military (Mallet and Paty, 1999; Tatar, 2000; Karayanni, 1996; (Dogan,

1999). For instance, secondary school counselling in France was to assist students with vocational guidance. In Israel, teachers were required to devote 30% of their time to classroom instruction and 70% for guidance and counselling. The school counselling in Israel was also designed to prepare students about their future role in the armed forces. In the case of Turkey, most secondary schools have counselling services and receive financial and technical support from the government. It is discernible from the literature on the historical development of guidance and counselling that initial guidance and counselling services entailed orienting the student, assessing their skills and abilities, providing counsel and placement in available positions and follow up.

In Asia, school counselling is well established in most of the countries (Watanabe-Muraoka, Senzaki, and Herr, 2001; Scorzelli and Reinke-Scorzelli, 2001; Hui, 2000). For example, Japan has a well-established school counselling programs that are designed for students to nurture self-understanding, decision-making, life planning skills and career choices. On the other hand, in Thailand the government encourages teachers to incorporate advice-giving to students based on the students' needs and teachers' own guidance and counselling and teaching experience. In Hong Kong, school counselling and guidance was incorporated into the whole school program with an emphasis on prevention.

Secondary school counselling in Africa is traceable to early 1950s (Bluhm, 1983; Okocha and Alika, 2012; Ackummey, 2003; Biswalo, 1996; Chireshe, 2013). In Egypt, the government offered training opportunities for individuals who wished to pursue Diploma in Counseling and whose services upon completion of studies would be utilised in the provision of guidance and counselling in secondary schools. School counselling in Nigeria, on the other hand, began in 1959 in some high schools, with teachers being the main counsellors. In Ghana, it was initially meant to give vocational guidance to help people find suitable employment. In the case of Zimbabwe, lthough guidance and counselling in Zimbabwe has a long tradition, dating back to pre-colonial times, secondary school counselling was formalised in late 1980s (Chireshe, 2012).

While school counselling was initially geared towards facilitating career development, Dahir (2012) notes that the role of school counselling has changed over the years. The author further noted that the role of schooling today is designed to help students resolve emotional, social, or behavioural problems and help them develop a clearer focus or sense of direction. School counselling also helps in mediating conflicts

between students and their peers on one hand, and between students and their teachers on the other hand.

2.3.2 Peer Counselling Approaches in Secondary Schools

In an academic setting, peer counselling refers to students helping their fellow students through exploring their thoughts, feelings, issues and concerns, with the hope of reaching a clear understanding and making rational decisions (Corsini, 1987). Peer counselling in Kenya was established in schools owing to large population of students against the low number of teacher counsellors (Ministry of Education, 2009). However, students with problems occasionally received help from their peers, long before the establishment of present day peer counselling programs (Kenya Institute of Education [KIE], 2008). The above literature highlights what peer counselling entails and why it has been incorporated in the school counselling program. Secondary schools in Kenya have experienced phenomenal growth in school enrolments following the introduction of free and compulsory primary education, subsidised secondary school education and recently government's policy of 100% transition to secondary schools. Increased growth of secondary school in Kenya makes peer counselling in secondary schools even more tenable.

The recruitment and selection of peer counsellors entails clear qualifications that prospective peer counsellors had to meet. They include being a bona fide student, above average in academic work, free from alcohol and drugs abstinence and good communication skills (Wakube 2010). Further, Mwendwa (2013) and Arudo (2008) identify personal characteristics such as warmth, ability to care for others, respect, academic performance, self-nomination and readiness and capability to perform duties under the guiding principles of the program as being critical considerations in the selection of peer counsellors. Procedures and strategies incorporated in selecting peer counsellors include interviews to screen applicants with regard to their strength, weakness, interests, experience, completion of written application forms and recommendations or nominations by fellow students, peers as well as teachers (Mwendwa 2013).

While there was no designated duration of training specified that students selected to be peer counsellors should undergo, Chung & Bemak (2012) asserts that 20-40 hours of training is adequate. Peer counselling training includes theory and practice. One of the skills peer counsellors are equipped with during training is listening skills (Lule & Gitau,

2008). Listening skills enables peer counsellors to be active listeners and facilitators in the resolution of a problem or difficulty presented to them by fellow students.

Available literature shows that peer counselling in schools has several benefits. For instance, Konet (1991) holds that peer counselling enriches schools' counselling services. This view was reinforced a year earlier by Tindall and Salmon-White (1990) who observed that peer counselling entrenches positive ethos, culture of care and concern in schools where it is practised. Furthermore, (Letsebe, 1993) contends that peer counsellors can be utilised as conflict mediators and peer-tutors to other learners. On the same vein, Cowie and Sharp (1996) assert that peer counselling services helps in the development of interpersonal skills, enhancement of social skills, facilitation of self-awareness and self-sufficiency, provision of opportunity for role modelling and acts as a source of behavioural standards. In Kenya, Kenya Institute of Education (2008) also pointed out that students who received help from their peers reported remarkable behaviour change as compared to their counterparts who received help from teacher counsellors. The above literature underscores the need for peer counselling in secondary schools in Kenya. This study examined the various peer counselling programs in secondary schools in Rongai sub-County, Nakuru County with a view to establishing their effectiveness in addressing students' problems and concerns.

Failure to observe school rules and regulations, observe punctuality and engaging in activities that are prohibited by the school management are some of the issues that contribute to strained relations between students and the school management (Gysber and Henderson, 2012). In Kenya, a study by Ndegwa, Munene, and Oladipo (2017) found out that majority of students that engaged in alcohol abuse had difficulties in coping with their academic work. Although the study focused on post-secondary students, the findings of the study were still relevant to the present study. The findings of the study suggest that students' engagement in anti-social behaviours such as alcohol abuse undermined their academic pursuit. However, students will rarely get into trouble with school management if they pbserve school rules and regulations and attend to their academic work as personal responsibility. It was recommended that students who fail to live up to the expectations of the school management are given counselling on personal responsibility. Personal responsibility counselling was meant to emphasise to students about the need to be more committed in their work and respect to the authority. It

reminds students about the need to attend to their class work diligently and adhere to school rules and regulations.

Studies have shown that counselling approach that reminds and emphasises to students about their personal responsibilities are helpful in enforcing discipline among students who would otherwise have been indisciplined. For instance, Gysber and Henderson (2012) found out that effective school guidance and counselling services resulted in the decrease of cases of poor discipline among learners as well as reduction in school drop-out rate. Similarly, a study by Baker, Nassar McMillan and Gerler (2011) established that students who were exposed to sufficient school counselling programs had significantly less inappropriate behaviours and more positive attitudes towards school unlike their counterparts who were not exposed to similar counselling programs. Moreover, Bickelhaupt's (2011) found out that students who are counselled often have better class attendance records than their counterparts who never received regular school counselling. Furthermore, Enea and Dafinoiu (2009) also found out that counselling leads to a reduction in truancy rates for high school students. In particular, the study established that truancy rates among students who received school counselling decreased by nearly two thirds after school counselling. The above studies underscored the significance of school counselling in cultivating and reinforcing appropriate behaviours in secondary school students. However, the above studies focused on general school counselling and not peer counselling. The current study was more specific on peer counselling. As noted earlier, peer counselling is now part and parcel of the school counselling program. Therefore, it was essential for this study to explore how well peer counselling programs were aiding school management in instilling appropriate behaviours in students.

Cook and colleagues (2014) has shown that a significant number of school going adolescents are experiencing stress and loneliness. While examining factors associated with alcohol abuse among students of the University of Nairobi, Hassan (2013) found boredom and stress as the main factors associated with alcohol abuse among the students. The author recommended that institutions should initiate relational counselling to lonely individuals. Relational counselling was designed to equip students with the skills that enable them make and maintain friends. Studies have shown that relational counselling is helpful to lonely and distressed individuals. For instance, Cook and colleagues (2014) established that relational counselling was extensively used to help

individuals experiencing loneliness due to discomfort, distrust and fear of being with peers. Further, a study by Corrigan (2015) did not only find that relational counselling was commonly used in peer counselling but was also an effective intervention for changing attitudes and reducing social distance between distressed students and their colleagues and teachers. Based on the findings of previous studies (Cook and colleagues, 2014; Corrigan, 2015), this study sought to establish whether relational counselling was of one the counselling approaches adopted in peer counselling programs in secondary schools. The study went further to establish the effectiveness of this form of peer counselling program.

Some students often yield to pressure from their peers leading to the development of anti-social behaviours such as drugs and alcohol abuse (Burns, 2014). Inability to resist peer pressure was perceived as a sign of lack of assertiveness. It was recommended that students who easily yield to peer pressure be given assertiveness counselling. Assertiveness was the ability to express one's ideas, needs, opinions and emotions openly in a way that is true and respectful to others and standing up in a way that encourages a conversation rather than being defensive (Stein,2018). Assertiveness is one of the most significant forms of human behaviour and was one of the essential skills needed to overcome peer pressure (Yilmaz, 2017). Study by Hofmann (2005) found out that assertiveness counselling was a common approach used in most schools. Assertiveness involves being emotionally intelligent and the ability to get along with others in a school or communal setting for self-actualisation (Sanchez-Garcia, 2018). Assertiveness counselling also helps in nurturing tolerance in students. A study by Kaplan (2017) on Spanish youth's wellbeing established that less incidences of aggression and resentment were found among youth who had received assertiveness counselling. The documented studies suggest that assertiveness counselling can be an important intervention against peer pressure and school violence. The findings of the primary data revealed that assertiveness counselling was offered to students to enable them resist negative peer pressure. The principle behind sssertiveness counselling is that assertive students are better placed to turn down friends' pressure without feeling of guilt, threat or rejection from their friends.

Psychological factors such as self-esteem and psychological distress have been found to contribute to significant cases of alcohol abuse and other anti-social behaviours among students. For example, a study by Glindemann, Geller and Fortney (2009) found out that

low self-esteem and low feelings of self-worth were the main drivers of alcohol abuse. It was recommended that students who engage in destructive activities as a result of feeling of low self-worth be enrolled for counselling programs. The self-worth counselling in secondary schools was designed to equip students with skills that help them achieve high self-esteem and self-appreciation. It has been previously established that raising individuals' self-esteem can help in the affected individuals become more socially interactive and friendly (Menon, Kusanthan, and Mwaba, 2016). The study also established that individuals with high self-worth easily resist undue pressure and influence from peers and friends. The above studies highlight the importance of school counselling in the realisation of self-worth and self-appreciation in students. However, the above studies were on general school counselling. It remained unclear the extent to which peer counselling was effective in helping students overcome the various challenges they were going through. This study sought to establish the extent to which peer counselling had embraced self-worth approach to counselling and as the extent to which this approach was effective in helping secondary school students navigate the challenges they faced as students.

While examining the coping mechanisms for psychologically depressed individuals, Timko, Finney and Moos (2015) found that individuals who struggled with social anxiety placed higher expectations on the use of alcohol to facilitate socialisation. Although not explicitly put, the findings of Timko, et al., (2015) study suggest that alcohol was used by psychologically depressed individuals to manage anxiety. On the same vein, a study by (Smith Battle, 2013) found that students' engagement in most of the activities prohibited by school management is due to lack of self-confidence. Further, he point out that self-confidence counselling is necessary for secondary students especially those who have undergone traumatic experiences such as pregnancy, sexual abuse and drugs and substance abuse. However, it should be noted that some students are victims of sexual abuse, teenage pregnancy and forced to engage in drugs and substance abuse. It has been shown that lack of self-confidence exacerbates anti-social behaviours such as alcohol abuse among adolescent students (Yardley, 2008). It is the view of this study that individuals who do not have confidence in themselves can easily be persuaded into doing things that they had no prior plans.

2.3.3 Resources for Peer Counseling in Secondary Schools

Human resources are the foremost important resources needed in service provision including peer counselling services. Ndichu (2005) defines peer counsellors as paraprofessionals appointed from the students' population for training and offered the opportunity to offer professional counselling to fellow students. Elsewhere Cowie and Sharp (1996) view peer counsellors as part of essential school counselling personnel, where they render help to peers within the schooling environment. The above literature highlights the importance of peer counsellors to the broader school counselling programs. The literature also confirms that peer counselors are part and parcel of the school counseling human resources. In fact, Arudo (2006) argues that the inclusion of students in counselling programs in secondary schools was informed by the belief that students are better placed to help their colleagues overcome individual problems or crises.It was, therefore, in order for this study to establish the availability and adequacy of peer counsellors. This study holds that the availability and adequacy of peer counsellors has implications on the effectiveness of peer counselling programs in secondary schools.

While emphasising on the significance of human resources in schools, Okumbe (1999) asserted that no matter how well staffed the school is, without appropriate learning materials, teaching and learning as the basic goals of the school will be greatly undermined. Although the above observations were made in the context learning and not peer counseling, the observations were still relevant to this study. This observation reinforces the fact that while other resources are important for the smooth operation of learning institutions, counsellors are indispensible for the smooth operation of counselling programs in schools. Despite the significance of counsellors in the smooth operation of counselling programs, it was not unclear before the present study whether schools had adequate peer counsellors. This study was important since it helped in documenting the adequacy of peer counsellors in secondary schools.

The availability and adequacy of human resources counselling was not just based on the number of peer counsellors but also their quality. It was observed that a student must exhibit leadership skills, scholastic and academic profile, ability to introspect, maturity, social interactional skills, approachability and popularity (Brotherton, 1996). In addition prospective peer counsellors must exhibit characteristics such as warmth, ability to care for others, respect, academic performance, self-nomination, readiness and capability to

perform duties under the guiding principles of the program as being critical considerations in the selection of peer counsellors (Mwendwa, 2013). While schools might be willing to recruit many students for peer counselling, it might be difficult to find enough students who meet the qualifications for peer counsellors.

The difficulty in having enough qualified counsellors for school counselling programs was best captured by Lule & Gitau (2012) and Arudo (2008) who found out that school counselling was handled by different service providers some of whom were not trained. The authors also found out that some of the counselling programs being offered were short in quality owing to their provision by untrained individuals. Presence of untrained people offering counselling services in schools illustrated the lack of adequate professional counsellors in secondary schools in Kenya. While the above observations were made with regard to general school counselling programs the authors' ideas were still relevant to the proposed study. Peer counselling was part and parcel of the general school program. Therefore inadequate counselling personnel in the general school counselling programs was an indication of the possible shortage of personnel for peer counselling activities in secondary schools.

Instructional resources are another important set of resources that peer counselling programs require for their smooth operation. Ugwuanyi and Eze (2008) define instructional resources as those basic requirements that aid and facilitate effective school teaching and learning. Based on the above definition, instructional resources in counselling can be understood as the resources that counsellors need to aid and facilitate the provision of counselling services. These resources include textbooks, charts, audio-visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder.

Physical facilities remain one of the most important resources needed for smooth implementation of services in an organistion (Oni, 1992). This position is also supported by Hallak (1990) who holds that physical facilities constitute a strategic factor in the operation and functioning of an organisation. Although the observations were made in the context of corporate organisations, the observations are very relevant to this study since similar to any other organisations, counselling services too need physical facilities for their smooth operations. Peer counsellors require physical facilities such as buildings to act as offices, counselling rooms and storage for counselling resources. While the availability of offices for peer counselling are critical for the smooth execution of the

counselling services, these offices should be equipped with essential utilities such as furniture, reliable source of power and water. Other category of material resources consist of paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbooks and so on (Atkinson 2000). This study sought to establish the kind and adequacy of physical facilities at the disposal of peer counselling programs in various secondary schools in Rongai sub-County, Nakuru County, Kenya.

Peer counsellors depend on the school management and the wider school counselling programs to provide them with offices and the aforementioned resources. Makinde (1984) found out that most schools lacked sufficient counselling facilities to carry out effective counselling services. A lot has changed in secondary school counselling programs since Makinde's (1984) and that provision for counseling facilities might have improved over the years. It was important to note that secondary school enrolments have increased tremendously over the years. Increased school enrolments have strained school resources including peer counselling resources. Establishing the availability and adequacy of physical facilities needed for peer counselling was important because they affect the implementation and effectiveness of peer counselling programs in schools.

Time was yet another important resource that is required for the implementation of peer counseling (Mutie and Ndambuki, 2014). It should be recalled that peer counsellors in secondary schools are students.Similar to other students, peer counsellors are required to attend class, games and co-curricular activities. Peer counsellors must divide their time between academic and counselling work. Kenya has in recent years witnessed increased enrolments of students in secondary schools. At the same time, cases of students experiencing problems that require counseling services are on the rise. The implications of increased enrolments in secondary schools and rising cases of students that require counselling is that counselling personnel in schools including peer counsellors must dedicate enough time so as to cope with the increased demand for counselling services in schools. The decision of this study to focus on availability of time for counselling was informed by the fact that it was a resource that might affect the implementation and outcome of peer counselling programs in secondary schools.

2.3.4 The Effectiveness of Peer Counseling Programs in Schools

The broader goal of counselling was to help an individual feel happy and function optimally (Deci and Ryan, 2008). Based on the aforementioned broader goal of

counselling, this study held that effectiveness of any counselling intervention should be examined in the context of whether it has enabled individuals feel happy and function optimally. It was important, however, to explain indicators of optimal functioning and feeling of happiness. Ruff (1989) contributing to the debate of psychological well-being that was a concern of psychologists in much of 1970 and 80s identified four indicators of optimal functioning in people. The indicators are self-acceptance, positive relations, positive growth and autonomy.

Self-acceptance was identified by Richard & Ruff (1989), as one of the indicators of optimal functionality in people. Shepard & Arabie (1979) conceives self-acceptance as an individual's satisfaction or happiness with oneself, which is considered as essential for good health. Self-acceptance involves self-understanding, a realistic, albeit subjective, awareness of one's strengths and weaknesses. Self-acceptance is achieved by moving away from self-criticism to solving the defects of one's self, and then accepting to be part of the self thus work towards strengthening them.

Studies such as Michael (2014) have shown that counselling can enhance individuals' self-acceptance. Furthermore, observes that students with high self-acceptance are better placed to regulate their mood, have fewer depressive symptoms, and an increase in positive emotions. Lines (2006) also observes that peer counselling enhances the clients feeling of self-worth, affiliation, recognition as well as raising their level of information since they are able to identify with a counsellor who listens and empathises with them. In addition,\ observes that peer counseling group is advantageous as it provides the adolescents with the opportunity of identifying with peers.

An individual may have high or low self-acceptance (Ruff, 1989). Individuals with high self-acceptance have positive attitude of the self, acknowledges strengths and weaknesses of the self and feel positively about their past. On the other hand, individuals with low self-acceptance are dissatisfied with the self, are disappointed with their past and troubled about certain personal qualities. Counselling programs designed to enhance self-acceptance can only be said to be effective based on the extent to which it enable clients to achieve high self-acceptance.

Available literature suggests that counselling can help individuals achieve autonomy. Dam-Baggen and Kraaimaat (2010) observes that counselling especially one that focuses on social skills helps individuals suffering from social phobia express their opinions

without fear, develop self-confidence and become assertive. Dam-Baggen and Kraaimaat (2010) also notel that assertiveness helps in reduction of anxiety and makes people more comfortable with the people around them. Seo, Ahn, Byun and Kim (2012) also concurs that counselling helps people learn how well to voice their feelings and concerns in a non-threatening manner. In support of these arguments, Ruff (1989) asserts that individuals may also have high or low autonomy. Individuals with high autonomy are independent, resistant to social pressures and self-regulating. Individuals who suffer from low autonomy are judgmental, indecisive and pessimistic. The extent to which peer counselling programs were effective was examined in the context of its ability to enable majority of the students achieve high self-acceptance. Peer counselling was considered effective if it resulted in a higher proportion of students exhibiting high self-acceptance. On the contrary peer counselling program was considered ineffective if it enabled only minority of the students achieve high self-acceptance.

Positive relation was yet another important indicator of optimal functioning. Ruff(1989) observed that people can have high or low positive relations with others. High positive relations are characterised by warmth, trustworthiness and reciprocity. Low positive relations are indicated by feeling of isolation, frustration, uncompromising and poor interpersonal relationships. Studies have found out that counselling enhance people's social and interpersonal skills, which enhances positive relations. A study by Lapan, Gysbers and Sun (2013) found out those students who have access to counselling programs are more positive and also have greater feelings of belonging and safety in their schools. In addition, a study conducted in Zimbabwe found that school guidance and counselling services improve social interpersonal and problem solving skills (Mudhumani, 2005). Moreover, Cowie and Sharp (1996) assert that peer counselling services helps in the development of interpersonal skills, enhancement of social skills, facilitation of self-awareness and self-sufficiency, provision of opportunity for role modeling and acts as a source of behavioural standards. Based on a similar evaluative approach, this study considered peer counselling programs as being effective if it results in majority of students who have undergone through counselling experiencing high positive relations. On the contrary, peer counselling program will be considered ineffective if it results on the minority of its clients exhibiting low positive relations.

Positive growth was also considered as indicator of feeling of happiness and optimal functioning. Ruff (1989) observes that individuals can have high low or high positive

growth. Individuals with high positive growth have a feeling of continued development; sees self as growing and expanding. They are also open to new experiences, have a sense of realising their potentials. High positive growth is also characterised by improvement in self and behaviour over time, self-knowledge and effectiveness. On the other hand, individuals with low positive growth are characteridsed by a sense of personal stagnation, lack of sense of improvement or expansion over time.

It has also been established that students who were subjected to behaviour change counselling reported a drastic reduction in disciplinary problems (Chapman, Baker,, Nassar-McMillan,, & Gerler (2011). Studies have suggested that positive self-perception can be associated with scholastic achievement. For example, Ndiewo, Raburu, & Aloka, (2016) in their study, which focused on the determinants of guidance and counselling programmes in addressing students social adjustment in secondary schools in Siaya district, Kenya reported that individuals who are aware of their capabilities and responsibility answered questions related to learning process such as what goals do they have and the strategies they use to achieve the goals. Further, high self and social awareness can contribute positively to a students' learning process. Students with low self and social awareness may find failure more difficult to deal with, thus undermining their academic performance. For instance, Oyinloye (2005) attributes the problem of poor academic performance to low level of emotional intelligence among students.

2.4 Summary of Literature Review

2.4.1 Peer Counselling Approaches in Secondary Schools

The implementation of peer counselilng in secondary schools begins with the recruitment and selection of students to serve as peer counsellors. Qualifications that prospective peer counsellors must meet include being a bona fide student, above average in academic work, alcohol and drugs abstinence and good communication skills, warmth, ability to care for others, respect, academic performance, self-nomination, readiness and capability to perform duties (Wakube 2010; Mwendwa, 2013; Arudo, 2008). Notably counselling approaches in secondary schools are personal responsibility counselling, relational counselling, assertiveness counselling, self-worth counselling and self-confidence counselling.

Personal responsibility counselling entails reminding and emphasising to students about the importance of personally responsible in everything they do (Gysber and Henderson, 2012). Relational counselling was designed to equip students with the skills that enable

them make and maintain friends (Cook and colleagues, 2014; Corrigan, 2015). Self-worth counselling aims at equipping students with skills that help them achieve high self-esteem and self-appreciation (Menon, Kusanthan, and Mwaba, 2016). Self-confidence counselling was aimed at students who have undergone traumatic experiences such as pregnancy, sexual abuse and drugs and substance abuse (SmithBattle, 2013). While the literature documents discussed on these approaches to counselling, the extent to which they had been embraced in peer counselling programs in secondary schools had not been adequately explored.

2.4.2 Resources for Peer Counseling in Secondary Schools

School counselling requires various resources for effective and effective implementation. These resources include human resources (Okumbe, 1999), physical facilities (Hallak, 1990; Oni, 1992, instructional resources (Ugwuanyi and Eze, 2008) and time (Mutie and Ndambuki, 2014). Okumbe (1999) asserted that no matter how well equipped service provision departments are, not much can be achieved without appropriate and adequate human resources. Ugwuanyi and Eze (2008) consider instructional resources as those basic requirements that aid and facilitate effective delivery services.

Physical facilities remain one of the most important resources needed for smooth implementation of services in an organisation (Oni, 1992; Hallak, 1990). Time is yet another important resource that is required for the implementation of peer counselling (Mutie and Ndambuki, 2014). Available literature on counselling has been generalised, with no specifics on peer counselling. The present study focused on peer counselling resources. The study examined the adequacy of peer counselling resources and their impacts on effectiveness peer counselling provision in secondary schools.

2.4.3 The Effectiveness of Peer Counseling Programs in Schools

The broader goal of counselling was to help an individual feel happy and function optimally (Deci and Ryan, 2008). Ruff (1989) identified four indicators of optimal functioning in people. The indicators are self-acceptance, positive relations, positive growth and autonomy. Furthermore, asserts that individuals have high or low autonomy. Individuals with high autonomy are independent, resistant to social pressures and self-regulating. On the other hand, individuals who suffer from low autonomy are judgmental, indecisive and pessimistic.

In addition, Ruff observed that people can have high or low positive relations with others. High positive relations are characterised by warmth, trustworthiness and reciprocity. Low positive relations are indicated by feeling isolation, frustration, uncompromising and poor interpersonal relationships. Further, individuals can have high low or high positive growth. Individuals with high positive growth have a feeling of continued development. They are also open to new experiences, have a sense of realising their potentials. High positive growth was also characterised by improvement in self and behaviour over time, self-knowledge and effectiveness. On the other hand, individuals with low positive growth are characterised by a sense of personal stagnation, lack of sense of improvement or expansion over time.

While counselling was found to have a bearing on the individuals' feeling of happiness and optimal functional, the extent to which peer counselling has helped in achieving optimal functioning had not been given adequate attention. This study examined the effectiveness of peer counselling in secondary schools. This was in the context of its ability to address students' well-being in the domains of self-acceptance, positive relations, positive growth and autonomy.

2.5 Conceptual Framework

This conceptual framework is modelled along the objectives of the study, the literature reviewed and theory adopted for the study. The independent variables for the study were counselling programs, counselling resources and counselling effectiveness. Happiness and functional optimisation were the dependent variable for the study. The study also examined counselling programs in the context of personal responsibility counselling, relational counselling, assertiveness counselling, self-worth counselling and self-confidence counselling. Counselling resources were examined with regard to human resources, physical facilities, instructional resources and time. The effectiveness of counselling programs was assessed in the context of self-acceptance, positive relations, autonomy and positive growth. Figure 2.1 below was the conceptual framework for the study.

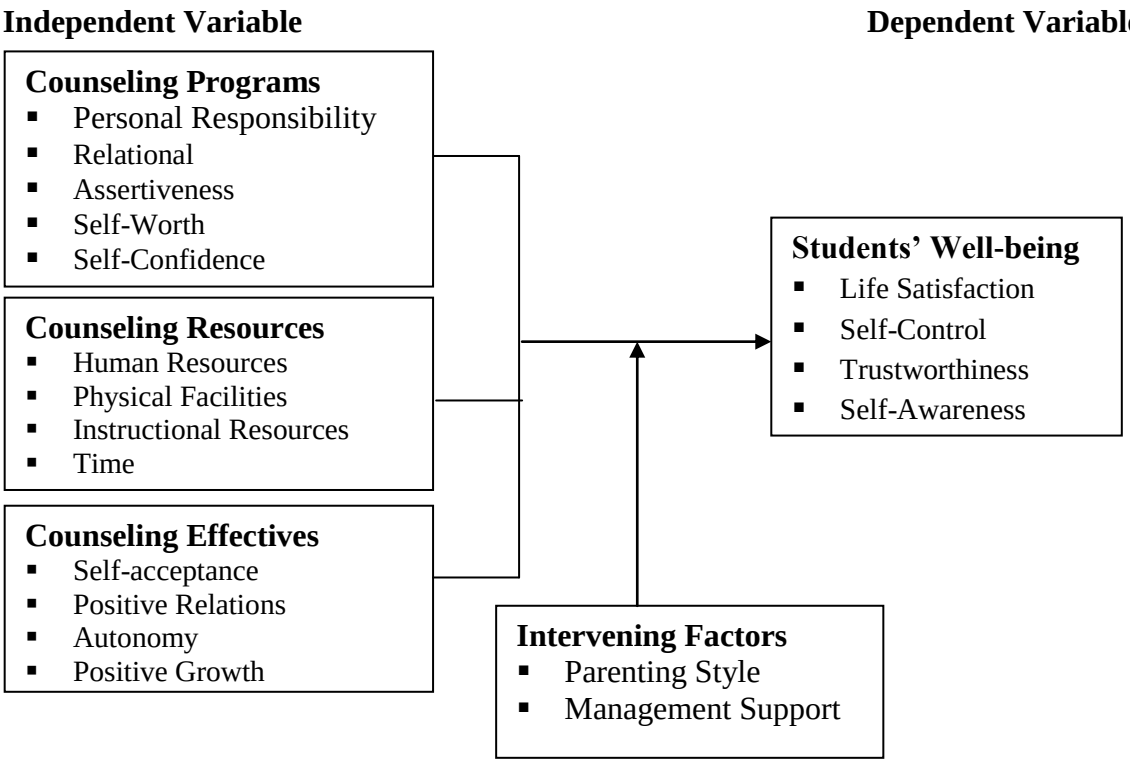


Figure 2.1: Conceptual Framework

Individuals with high self-acceptance have positive attitude of the self, acknowledges strengths and weaknesses of the self and feel positively about their past. On the other hand, individuals with low self-acceptance are dissatisfied with the self, are disappointed with their past and troubled about certain personal qualities. Counselling programs designed to enhance self-acceptance can only be said to be effective based on the extent to which it enables clients to achieve high self-acceptance.

Individuals with high autonomy are independent, resistant to social pressures and self-regulating. Individuals who suffer from low autonomy are judgmental, indecisive and pessimistic. The extent to which peer counselling programs were effective was examined in the context of its ability to enable majority of the students achieve high self-acceptance. Peer counselling was considered effective if it resulted in a higher proportion of students exhibiting high self-acceptance. On the contrary peer counselling program was considered ineffective as it enabled only minority of the students to achieve high self-acceptance.

High positive relations are characterised by warmth, trustworthiness and reciprocity. Low positive relations are indicated by feeling isolation, frustration, uncompromising and poor interpersonal relationships. Individuals with high positive growth have a feeling

of continued development; sees self as growing and expanding. They are also open to new experiences, have a sense of realising their potentials. High positive growth was also characterised by improvement in self and behaviour over time, self-knowledge and effectiveness. On the other hand, individuals with low positive growth are characterised by a sense of personal stagnation, lack of sense of improvement or expansion over time.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter covered, introduction, research design, target population, sample size and procedure, sample techniques, data collection procedure, validity and reliability, data analysis, ethical consideration.

3.2 Research Design

This study was anchored on a descriptive research design. Orodho (2009) maintains that descriptive research design can generate accurate information for a large number of people over a wide area using a small sample. This study covered an entire Rongai Sub-County, which has several secondary schools and a large population of students. However, the study focused on a sample of 216 students, whose views were considered to represent the views of all the students in secondary schools in the sub-County. Descriptive research design has been selected for its appropriateness in collection of information about peoples' opinions, thoughts, perceptions, attitudes, or any of the variety of education or social issues. The study focused on obtaining descriptive and self-reported information on effective peer counselling programs, descriptive design was the most appropriate. It was also appropriate as the opinions could not be manipulated by the study but could only be sought or established and then presented as they were.

3.3 Target Population

The target population for the study was all students enrolled in secondary schools in Rongai sub-County, Nakuru County, Kenya. The sub-County has secondary 45 schools, which comprise 2 boys boarding and 2 Girls boarding, 1 mixed boarding and 40 mixed day schools. Based on the enrolment records, there are a total of 15,025 students in Rongai sub-County. Further, analysis of enrolment records shows that there are 7424 boys and 7611 girls in the sub-County. Therefore, the target population for this study was 216 students. The details regarding this sample is dealt with later in this chapter.

3.4 Sampling Methods and Sample Size.

This study used stratified and purposive sampling methods. Purposive sampling method was used to select the key informants. The key informants for this study were peer counsellors. The choice of key informants was determined by the position they held in peer counselling groups. For this reason, this study selected chairperson or secretary

general of peer counselling groups. This study held that these officials were more knowledgeable about peer counselling groups and thus were the best placed to respond to the information required in this study.

Stratified random sampling was used to select the respondents for the survey questionnaire. The main strata for the study were gender, age and class of study. Studies have shown that boys and girls experience different problems that require counselling. They also respond differently to advise offered to them. It was, therefore, important that the views of boys and girls are sought in this study. Age also defines individual's vulnerability to various problems including those that may require counselling. It was necessary to engage students of various groups in the study hence the inclusion of students with diverse age groups in the study. Secondary school has students at different levels of learning. The problems experienced by students of different stage of learning may not be the same. Yet some of the problems may require counselling. This necessitated the need for inclusion into the study students from different stage of learning.

The population of students in secondary schools in Rongai Sub-County was 5,092. The proposed study considered individuals aged 18-59 years for sampling and data collection. Using Nassiuma's (2000) formula for sample size determination, the study had a sample size of 216, which was arrived at as follows:

$$n = \frac{NC^2}{C^2 + (N-1)\,e^2}$$

Where n = Sample size

N=Population, 5,092 in this case

C=Coefficient of variation assumed to be 30 percent for survey research

e = standard error, assumed to be 0.02 in this case

Substituting these values in the equation estimates the sample size will be:

$$n = \frac{5{,}092 \times 0.3^2}{0.3^2 + (5{,}092 - 1)\,0.02^2} = 216$$

3.5 Research Instruments

The study used both qualitative and quantitative methods of data collection. Quantitative data was collected through questionnaires, which had both structured questions. The

questionnaires were administered to the sampled secondary school students. The questionnaire had two sections. The first section collected data on the demographic information of the respondents and the second related to the specific objectives of the study. The researcher used face to face method of questionnaire administration. The respondents were required to use the set of response alternatives and the response format provided on the questionnaire to respond to various statements, which were on a five-point Likert scale. Likert scales were generated and used to collect views about peer counselling programs, peer counselling resources and effectiveness of peer counselling programs. The Likert scale statements were adopted in this study because it permits data to be transformed from qualitative to quantitative data (Kombo & Tromp, 2009). The questionnaire was considered the most appropriate research tool for this study as it allowed the researcher to collect information from a large sample which was diverse and geographically dispersed (Mugenda and Mugenda, 2003). Qualitative data was obtained through the use of in-depth interviews. The interview guide was semi-structured.

3.6 Data Collection Procedure

Before collection of data, a permit from the National Commission for Science Technology and Innovation (NACOSTI) was obtained. A letter of introduction from the County Education Office, Nakuru was granted to allow data collection from education office Rongai sub-County office. A visit was made to the selected schools where permission was sought from the school principals and the head teachers for appointments with the respondents. The appropriate date for data collection was arranged depending on the school's calendar of events. Research instruments were administered and thereafter collected after a later date after the respondents had filled them up. Once data collection from individuals was completed, the study then proceeded to collect data from peer counsellors through in-depth interviews.

3.8 Pilot Study

This study undertook a pilot study in Laikipia University main campus. Based on Nieswiadomy (2002) recommendation on a pilot study for instance that it is conducted in an area that bears characteristics that are similar to those of the actual study area, this study was conducted in Nakuru West Sub-County. Equally, followed the recommendation by Fraenkel and Wallen (2000) that a 10% sample is sufficient for a pilot study. This study therefore engaged 21 students, who were 10% of the pilot study sample. The purpose of the pilot study was to establish the extent to which questions in

the survey questionnaire elicited the responses that fits what the study intended to achieve. Based on the responses given, the researcher then modified the content of the questionnaire to ensure that questions elicit only desired and intended responses.

3.7 Validity and Reliability

In order to test the validity of the evaluation tool, the researcher carried out a pilot study on the sampled respondents as noted earlier in this chapter. 10% of the sample size that was identified to carry out the pilot study was adequate for testing validity of the instruments adopted in this study. It was after the pilot study that appropriate adjustments were made where necessary so as to address variance. The study also sought the input and opinions of the supervisors and other experts in the department at every stage of the development of the research instruments to ensure accuracy of the instruments.

The results of the pilot study were subjected to a reliability co-efficient analysis. A reliability co-efficient (alpha value) of more that 0.7 is assumed to reflect the acceptable reliability (Fraenkel and Wallen, 2000). The study considered its instruments as reliable since the reliability analysis results yielded an alpha value of 0.831.

3.9 Data Analysis

This study used descriptive statistics to analyse quantitative data. Data analysis was aided by use of SPSS (25 Version). Descriptive statistics used were frequencies and percentages. Qualitative data was analysed thematically.

3.10 Ethical considerations

It was the responsibility of the researcher to carefully assess the possibility of harm to the study participants. It is also the responsibility of the researcher to assess the extent to which it is possible to minimize such harm to the participants. The researcher obtained a letter from St. Paul's University graduate school for research permit to be granted by the National Commission for Science Technology and Innovation (NACOSTI). The researcher then informed the Nakuru County Directors of Education, education office Rongai sub-County, principals of the various secondary schools to seek permission and conduct the study in their schools. The informed consent was sought from the relevant significant adults in the school and also from the students that were participating in the research. of the students was also sought. Ethical issues were observed throughout the study to ensure confidentiality, anonymity and the 'do no harm principle'. Therefore, No

names were required on the questionnaire for anonymity and confidentiality. The obtained data was handled with integrity and used to fulfill the purpose of the study only.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

In this section, the study has presented results and discussions. This study focused on effectiveness of peer counselling programs in secondary schools in Rongai sub-County of Nakuru County, Kenya. The study was guided by the following objectives namely to: examine peer counselling programs offered in secondary schools in Rongai sub-County, Nakuru County, Kenya; assess the adequacy of peer counselling resources in secondary schools in Rongai sub-County, Nakuru County, Kenya and; analyse the effectiveness of peer counselling programs in secondary schools in Rongai sub-County of Nakuru County, Kenya. The following are therefore the results of the study based on the above objectives.

4.2 Profile of the Respondents

This study covered a number of background information of the respondents:. age, gender, form of study and type of school. Persons covered in this study were aged between 14 years and over 17 years. The students that participated in the study were selected were in tandem with the secondary schools' nomenclature (Form 1-4). The other factors that were considered were gender and type of schools (day or boarding. The following is the background information of the respondents.

4.1.1 Gender of the Respondents

Figure 4.1 below shows that 47% of the respondents were females while males accounted for 53% of the respondents.

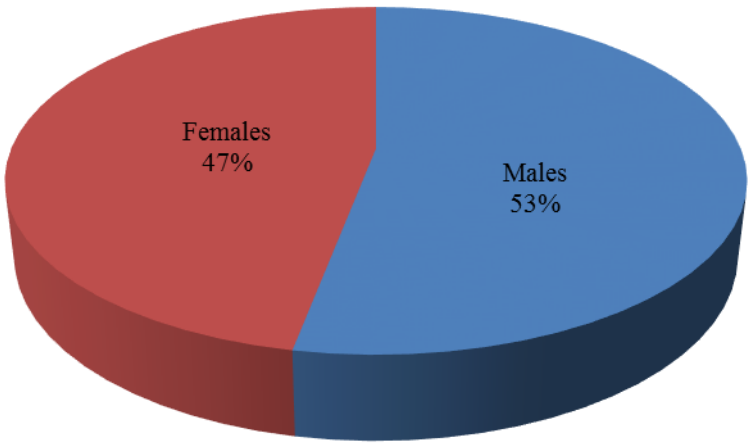


Figure 4.1: Gender of the Respondents

4.1.2 Age of the Respondents

The respondents for this study were aged 14 years and over 17 years. Most of the respondents were aged 17 and 16 years. In particular, respondents aged 17 and 16 years constituted 37% and 21% of the respondents respectively. Respondents aged 14 and 15 years accounted for 14% and 20% of the respondents respectively. Figure 4.2 below also shows that 8% of the respondents were aged 17 years and above.

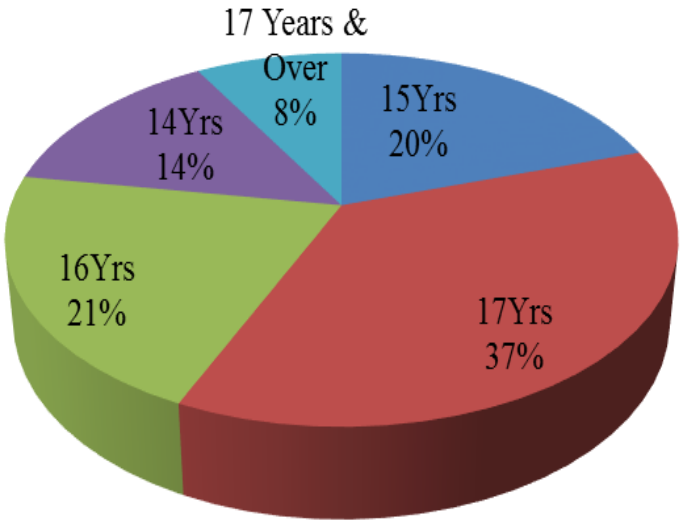


Figure 4.2: Age of the Respondents

4.1.3 Class of study of the Respondents

This study engaged from various years of study. However, a higher percentage of the students who participated in the study were in their forth Form. This was followed by students in Form Three and Form Two in that order. Students from Form One had the least representation in the study as shown in Figure 4.2 below.

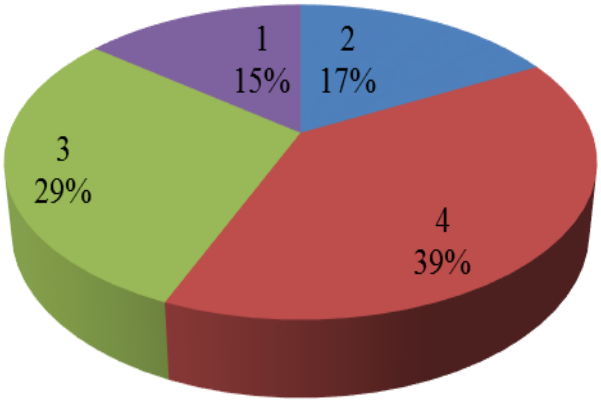


Figure 4.2: Form of Study of the Respondents

It is evident from the results of the study in Figure 4.2 above that 39% of the students who participated in this study were drawn from Form Four. Students in their Third, Second and First Forms accounted for 29%, 17% and 15% of the respondents respectively. Forms ones having just joined their respective schools had little knowledge about school life including peer counselling issues and such could not have much information on what the study was seeking hence their minimal inclusion in the study.

4.2 Peer Counselling Programs in Secondary Schools

The first objective of this study was to examine the types of peer counselling programs offered in secondary schools in Rongai sub-County of Nakuru County, Kenya. The various counselling programs offered in secondary schools can be broadly summarised as personal responsibility counselling, relational counselling, assertiveness counselling, self-worth counselling and self-confidence counselling. The following are therefore the results of the study on the types of peer counseling programs offered in secondary schools in Rongai sub-County of Nakuru County, Kenya.

4.2.1 Personal Responsibility Counselling

In this question, the study sought to establish whether students received counselling on how to be personally responsible for their actions. This question was necessary because some students often get into trouble with school administration and teachers for not doing what was expected of them such as being punctual in class and submission of homework and obeying school rules and regulations. Violation of school rules and regulations was often interpreted as a sign of irresponsibility on the part of the affected students. Counselling on the importance of being responsible is recommended for students who often find themselves in trouble with school authorities. It is within this background knowledge that this study sought to find out if this were the case in the location of study. The results of the study on whether students received counselling on personal responsibility are presented in Table 4.1 below.

Table 4.1: Personal Responsibility Counselling

Response	Frequency	Percent
Strongly Disagree	19	9.0
Disagree	43	20.2
Undecided	63	29.7
Agree	35	16.5
Strongly Agree	52	24.6
Total	**212**	**100.0**

The results of the study presented in Table 4.1 above portrays that 29.2% (strongly disagree 9% and disagree 20.2%) of the respondents had not received personal responsibility counselling. Personal responsibility counseling had, however, been offered to 51.1% (strongly agree 24.6% and agree 16.5%) of the students who participated in this study. However, 29.7% of the respondents could not confirm whether they had received personality responsibility.

4.2.2 Relational Counselling

This question sought to establish whether students had been counselled on how to make and maintain fruitful friendships with their student colleagues, peers and teachers This question was important because students need friends whom they can lean on when in academic and social support. Table 4.2 below is a summary of the results.

Table 4.2: Relational Counselling

Response	Frequency	Percent
Strongly Disagree	31	14.6
Disagree	24	11.3
Undecided	29	13.7
Agree	52	24.5
Strongly Agree	76	35.9
Total	**212**	**100.0**

The results of the study in Table 4.2 above show that 25.9% (strongly disagree) and 14.6% (disagree); 11.3%) of the respondents generally denied that they had received relationship counselling. On the other hand, 60.4% of the adolescent students who participated in this study generally agreed (strongly agree 35.9%, agree 24.5%) that they had received relational counseling. It was also evident from the results above that 13.7% were noncommittal when asked to confirm whether they had received relational counseling.

The findings of the present study, which shows 35.9 % strongly agreeing to relational counselling as one of the strategies of peer counseling in their school was in some respect similar to the findings of previous studies for instance that of Cook et al (2014 that established that relational counseling was extensively used to help individuals experiencing loneliness due to discomfort, distrust and fear of being with peers. Further, the findings of the study are in congruence with that of support the findings of Corrigan (2015), which did not only find that relational counselling is commonly used in peer

counselling but was also an effective intervention for changing attitudes and reducing social distance between distressed students and their colleagues and teachers.

4.2.3 Assertiveness Counselling

Assertiveness counselling is designed for students who are easily influenced by their peers. It aims at helping students develop strong character and courage and enables them resist being unduly influenced by their peers. For instance, prohibited behaviours such as drugs and substance abuse, sexual indulgence and violence that students are known for are at times considered to result from peer pressures. It is important therefore for students to be equipped with assertiveness skills. This study therefore sought to find out whether students were given this type of counselling. Table 4.3 below is a summary of the responses of the respondents on assertiveness counselling.

Table 4.3: Assertiveness Counselling

Response	Frequency	Percent
Strongly Disagree	16	7.5
Disagree	17	8.0
Undecided	71	33.4
Agree	47	22.1
Strongly Agree	61	29.0
Total	**212**	**100.0**

A slight majority or 51.2% of the students who participated in this tudy generally agreed that they had been counselled on assertiveness (Strongly agree 29%, agree 22.1%). However, 15.5% (strongly disagree 7.5%% and disagree 8%) of the respondents denied that they had been counselled on assertiveness as shown in Table 4.2 above. This study also established that 33.4% of the students could not tell whether or not they had received assertiveness counselling.

The findings of the current study mirror that of Hofmann (2005), which found out that students were, offered skills that enabled them to resist negative peer pressure. Assertiveness skills helped students respectfully turn down friends' pressure without inviting aggression, threat or rejection from their friends. It also enabled students stamp their authority over issues they considered important to them as well as making their stand known on uncompromising issues.

4.2.4 Self-Worth Counselling

In Chapter two of this study, it was noted in a previous study that raising individuals' self-esteem can help the affected individuals become more socially interactive and friendly (Menon, Kusanthan, and Mwaba, 2016). Equally that self-worth counselling can help students achieve social-emotional stability (Rohner, 2010) and helping adolescents achieve high self-esteem (Canan, Yildirim, Ustunel, Yildirim, Oztuk and Ataoglu, 2013). In light of this, this study sought to establish whether self-worth counselling was one of the counselling programs offered by peer counsellors. The results of the study on this type of counseling are presented in Table 4.4 below.

Table 4.4: Self-Worth Counseling

Response	Frequency	Percent
Strongly Disagree	10	4.7
Disagree	19	8.9
Undecided	68	32.1
Agree	61	28.7
Strongly Agree	54	25.6
Total	**212**	**100.0**

When the respondents were asked to state whether they received self-worth counselling, 13.6% (strongly disagree 4.7%, disagree 8.9%) of the students engaged in this study reported that they did not receive self-worth counselling. On the other hand, 56.3% (strongly agree 25.6%, agree 28.7%) of respondents accepted that they had received self-worth counselling as shown in Table 4.3 above. However, 32.1% were unable to tell whether they received self-worth counselling or not.

4.2.5 Self Confidence Counseling

This study sought to establish from students whether they received self-confidence counselling after undergoing experience that erodes their confidence. This was important for this study because some students do suffer from stigma due to one reason or the other and self-confidence counselling is tailored to address such issues. In addition, it was the view of this study that individuals who do not have confidence in themselves can easily be persuaded into doing things that they had no prior plans.The results of the study are presented in Table 4.5 below.

Table 4.5: Self Confidence Counseling

Response	Frequency	Percent
Strongly Disagree	21	9.9
Disagree	42	19.8
Undecided	72	33.9
Agree	48	22.6
Strongly Agree	29	13.8
Total	**212**	**100.0**

The results of the study presented in Table 4.5 above indicate that 29.7% (strongly disagree 9.9%, disagree 19.8%) of the respondents denied that they received self-confidence counselling. However, 46.4% (strongly agree 13.8%, agree 22.6%) of the students who participated in this confirmed that they received self-counselling. The results of the study also reveal that 33.9% of the respondents could not tell whether or not they received self-confidence counselling. The findings of the current study are similar in some respects to the findings of previous study discussed in Chapter two of this study.

The importance of self-confidence is supported by one of the respondents, a peer counselor, Nancy (not her real name) in one of the secondary schools in the location of the study who stated:

> *"I have seen a lot of students improve in their confidence. Some students find it hard to explain themselves to the teachers or administration. Some students used to be punished for mistakes they did not commit just because they were unable to courageously and confidently exonerate themselves from the mistakes they were being accused. Some of these students feel so aggrieved that they come to tell us that they were surely punished wrongly. We subject such students to self-confidence counselling. We equip them with skills that help them express themselves well and courageously. Sometimes some students even confide in me that they do not know how to turn down their friends requests when asked to accompany them out of school such as going to watch videos."*

4.3 Availability of Adequate Counseling Resources

The second objective of this study was to examine the availability and adequacy of peer counselling resources in secondary schools. Issues examined in this objective were offices and the essential utilities for peer counsellors, availability of knowledge enhancement resources, counselling personnel or human resources, and time for

counselling services. The following are therefore the results of the study on availability and adequacy of peer counselling resources in secondary schools in Rongai sub-County of Nakuru County, Kenya.

4.3.1 Availability of Peer Counseling Offices and Essential Utilities

In this question, the study sought to establish whether schools had adequate offices to be used for peer counselling activities. This question was important because similar to other form of counselling, peer counsellors also need offices and essential utilities to undertake the essential tasks such as, furniture, power, stationery and running water.The results of the study on the availability of counselling offices and the essential utilities are presented in Table 4.6 below.

Table 4.6: Availability of Peer Counseling Offices and Essential Utilities

Response	Frequency	Percent
Very Adequate	41	19.3
Adequate	44	20.8
Not Sure	53	25.0
Moderate	45	21.2
Inadequate	29	13.7
Total	**212**	**100.0**

When asked to state whether there were adequate counselling offices in schools, it was a minority of the respondents that submitted that there were adequate offices for peer counselling activities. As shown by the results in Table 4.6 above, 19.3% and 20.8% of the respondents stated that the offices were very adequate and adequate respectively. However, 21.2% and 13.7% of the students submitted that offices for peer counsellors were moderately adequate and inadequate respectively. It was also evident from the results that 25% of the students could not confirm the adequacy or inadequacy of the peer counselling offices and essential utilities for peer counselling services.

These findings concur with Makinde's (1984) observations that there was lack of counselling facilities which hinder the provision of guidance and counseling service. Physical facilities had long been identified as constituting a strategic factor in the operation and functioning of an organization (Oni, 1992; Hallak, 1990). Although the observations were made in the context of corporate organizations, the observations are very relevant to this study since similar to any other organisations, counselling services too need physical facilities for their smooth operations.

It was evident from the results of the study that majority of secondary schools did not have adequate peer counseling offices and the relevant utilities. This had a bearing on the effectiveness of peer counselling. It was worth noting that counselling sessions were conducted in secure and private places that permit the observation of confidentiality and other principles of counselling. This therefore supports the need for physical facilities such as counselling rooms where they can be consulted by students with problems.

This study also established that in some schools peer counsellors share offices with teacher counsellors. The kind of sharing acted as a hindrance to peer counselling services. This is what James (not his real name) a student in one of the schools stated:

> *"I do not feel comfortable visiting peer counsellors in the same office where school counsellor was present. He will start asking me so many questions and interfering with our discussions with peer counsellor. So what I do was first to check if the peer counsellors are alone in the office before I declare to them I have an issue that I want them to help me resolve. However, I do not tell them that I have a problem if I find school counselor present".*

It was clear from the above sharing that it was advisable that peer counselling rooms are set separate from other counselling offices. Equally, that sharing of counselling offices was acting as a major disincentive to the provision of peer counselling services in secondary schools.

4.3.2 Availability of Adequate Instructional Materials

In this question, the study sought to establish whether peer counsellors had adequate instructional and reference materials needed for effective delivery of counselling services. This question was informed by the fact that peer counsellors require reading resources to make references on important areas of counselling. The results of the study on the availability of adequate instructional materials are presented in Table 4.7 below.

Table 4.7: Availability of Instructional Materials

Response	Frequency	Percent
Very Adequate	16	7.5
Adequate	46	22.1
Not Sure	65	30.5
Moderate	51	23.9
Inadequate	34	16.0
Total	**212**	**100.0**

The results of the study show that 29.6% of the respondents generally agreed that instructional and reference resources were adequate (very adequate 7.5%, adequate 22.1%). In addition, 23.9% of the respondents pointed out instructional resources for peer counseling as being moderately adequate. However, 16% of the respondents stated that instructional resources were not adequate. The results of the study further shows that 30.5% of the respondents were not sure about the availability or adequacy of instructional resources for peer counselling in their schools.

One of the peer counsellors (Timothy) not his real name shared that they do not have instructional materials.

> *"I have been a peer counselor for almost years now. There is no single text book or magazine on counselling that we have been given since I became a peer counselor. Our library was stocked only with texts books on the subjects we learn in class. Out teacher counselor gives us a text book on counseling occasionally. But they are his personal books. He hardly allows us to stay with a text for two days. We wished that school had even internet connections where we can access important information on counseling".*

It was important to observe that students come from different socio-cultural and psychological backgrounds. This diversity implied diversity of problems and issues that required counselling. Equally, the respondents highlighted the difficulty peer counselors undergo to undertake any effective counselling without some of the instructional resources cited above. Some of the resources that were pointed out were lack of access to the most recent counseling resources. Also lack of internet which is one of the avenues peer counsellors require in order to have access to recent information and literature on counselling. This would therefore mean that counselling rooms are installed with internet facilities. Additionally, it may require peer counsellors to subscribe to particular resourceful sites in the internet.

4.3.3 Availability of Adequate Counseling Personnel

This question sought to establish whether secondary schools had adequate peer counselling personnel. This question was necessary because the success of any counselling program depends partly on the human resources assigned to execute the program. When asked to state whether there were adequate counselling personnel for peer counselling programs 19.8% (very adequate 5.2% and adequate 14.6) of the students responded in the affirmative. The results of the study portrayed in Table 4.8 below indicate that 29.2% indicated that peer counselling personnel in their schools was moderately adequate. However, 34% of the respondents stated that peer counseling personnel in their institutions were inadequate. 17% of the respondents was not sure about the availability and adequacy of peer counselling personnel in their schools.

Table 4.8: Availability of Adequate Counseling Personnel

Response	Frequency	Percent
Very Adequate	11	5.2
Adequate	31	14.6
Not Sure	36	17.0
Moderate	62	29.2
Inadequate	72	34.0
Total	**212**	**100.0**

While students selected for peer counselling are required to undergo intensive training before being assigned counselling work, interviews that this study held with some peer counsellors confirmed the contrary. William (not his real name), a peer counsellor shared that he has never been taken for peer counsellor training. Further, he stated that he has only had occasional meetings and discussions with the teacher counsellor. He noted that sometimes he was provided with materials containing information on counselling. The student was, however, quick to dispel fears that he might be helping students in the right way. He stated that he has helped so many students, which made him convinced that he was effective despite lack of formal training. Another peer counsellor, Stacy (not her real name) pointed out that she received training for a cumulative period of about 10 hours. However, Brian (not his real name) another peer counsellor reported that he was trained for over 20 hours, though on different days.

It was visible from the discussions with the peer counsellors that the training of peer counsellors differed from one school to another. This lack of clarity was either due to lack of a standardised training curriculum or the fact that schools were not following the curriculum when training their peer counsellors. This seemingly haphazard and

halfhearted approach to training of peer counsellors could have a negative bearing on the effectiveness of peer counselling programs in schools. In view of this, the argument of this study is that students who have been selected to become peer counsellors should receive comprehensive training. They should be trained in communication, listening skills, assertiveness, ethics of peer counselling, issues of confidentiality and breach of it, boundaries regarding helping others, and basic counseling skills. In addition, peer counsellors should be trained on client referrals.

4.3.4 Availability of Adequate Counselling Time

This study sought to establish whether peer counsellors had adequate time to offer counselling services considering the fact that they also double as students. This question was important because counselling requires adequate time before, during and after the session for its effectiveness. The results of the study on the availability of adequate counselling time in secondary schools are presented in Table 4.9 below.

Table 4.9: Availability of Adequate Counseling Time

Response	Frequency	Percent
Very Adequate	24	11.2
Adequate	37	17.8
Not Sure	53	24.8
Moderate	45	21.5
Inadequate	53	24.8
Total	**212**	**100.0**

From the results shown in Table 4.9 above, it was evident that 29% (very adequate 11.2%, adequate 17.8%) of the respondents generally agreed that peer counsellors had adequate time to implement the peer counselling programs in their institutions. This study also established that 21.5% of the respondents stated that counselling time was moderately adequate. On the other hand, 24.8% of the respondents stated that time available for peer counseling was inadequate. Further examination of the results in Table 4.9 above also suggest that 24.8% of the students who participated in this study were not sure about the availability of adequate time for peer counselling in their institutions.

Millicent (not her real name) a student counsellor, captured the difficulty faced by peer counsellors in dedicating sufficient time for peer counselling work:

"I avail myself in the office at break time, games time and most of the time during weekend. Sometimes students come so many at a go that I have to send some away because of the large number. I feel sad when I have to send a student away and reschedule her time. Sometimes we keep students in the wait for too long because we just do not have enough time to attend to them at once. Remember, we are also students who are required to attend games, be in class and undertake other academic activities. The worst was when examinations period was approaching. Sometimes we shut the office completely so as to concentrate on examinations. Unfortunately it was during examinations when most students experience most of the problems that require counseling".

This study therefore attributes lack of adequate time in peer counseling programs to heavy academic work load on the part of peer counsellors amidst the large number of students in secondary schools. It also highlights the importance of addressing the issue of time management for the peer counselors to allow for balance between academic and counselling work especially during the examination period.

4.4 Effectiveness of Peer Counselling Programs in Secondary Schools

The third objective of this study was to examine the effectiveness of peer counselling programs in secondary schools in Rongai sub-County, Nakuru County, Kenya. This was achieved by analysing the level of self-acceptance among students, positive relations, self-assertion and tolerance. The following are therefore the results of the study on the effectiveness of peer counselling programs in secondary schools in Rongai sub-County Nakuru County, Kenya.

4.4.1 The Level of Self-acceptance among Students

This study sought to establish the level of self-acceptance among secondary school students who had undergone peer counselling. This study considered the ability of a student to accept himself/herself in terms of strengths and weaknesses one of the indicators of an effective peer counselling program. The results are captured in Table 4.10 below.

Table 4.10: The Level of Self-acceptance among Students

Response	Frequency	Percent
Very low	12	5.6
Low	43	20.5
Not Sure	63	29.7
High	38	17.9
Very high	56	26.2
Total	**212**	**100.0**

The results of the study in Table 4.10 above reveal that 44.1% (very high = 26.2%, high = 17.9%) of the students generally had high self-acceptance. However, 26% of the students generally reported that they had low self-acceptance (26.1% (Low = 20.5%, very low = 5.6%). It is also important to note that nearly 29.7% of the students engaged in this study were not sure about their level of self-acceptance. From the study results above, it can be interpreted that 44.1% of the students had high self-acceptance against 26.1% of their counterparts that had low self-acceptance.

4.4.2 The Level of Positive Relations among Students

Positive relation was yet another indicator used in this study to evaluate the effectiveness of peer counselling programs in secondary schools. Positive relations of students can be high or low. Students with high positive relations are generally warm, friendly and trustworthy. In addition, they are also strongly empathic, affectionate, intimate and understanding. On the other hand, students with low positive relations have few friends, rarely trust others, are isolated, rarely make compromises and generally feel frustrated. The results of the study on the level of positive relations in secondary school students are presented in Table 4.11 below 82.1% (very high 46.2%, high 35.9%) of secondary school students had high positive relations. However, 18.9% (very low 6.2%, low 11.7%) of the respondents reported having low positive relations.

Table 4.11: The Level of Positive Relations among Students

Response	Frequency	Percent
Very Low	13	6.2
Low	25	11.7
High	76	35.9
Very High	98	46.2
Total	**212**	**100.0**

The above results of 82.1% of the students exhibiting high positive relations, was in many respects in line with the results of previous studies. For example, a study by Lapan, Gysbers and Sun (2013) found out that students who have access to counselling programs are more positive and also have greater feelings of safety and belonging in their schools. Equally, a study conducted in Zimbabwe found out that school guidance and counseling services improve social interpersonal and problem solving skills (Mudhumani, 2005).

4.4.3 The Level of Autonomy among Students

The effectiveness of peer counselling programs in secondary schools was also analysed in the context of autonomy. This was achieved by asking students to state their level of autonomy. Table 4.12 below is a summary of the study results on the level of autonomy among students. The study established that 26.2% of the respondents stated that their autonomy was very high. Additionally, 13.8% of the adolescent students' mothers reported that their level of autonomy was high. However, 20.5% of the respondents indicated that their level of autonomy was low. Similarly, 5.6% of the study participants reported that their level of autonomy was very low. The results of the study also suggest that 33.8% of the adolescent students' mothers were not sure about their level of autonomy.

Table 4.12: The Level of Autonomy among Students

Response	Frequency	Percent
Very low	12	5.6
Low	44	20.5
Not Sure	72	33.8
High	29	13.8
Very high	55	26.2
Total	**212**	**100.0**

The results of the study presented in Table 4.12 above suggested that 40% of the students who participated in the study had high autonomy. On the other hand, 26.1% of the students engaged in the study had low autonomy. The results of the present study which suggests that counselling helped a significant (40%) of the students have an enhanced autonomy concurs with the findings of the previous studies. For instance, Dam-Baggen and Kraaimaat (2010) observes that counseling, especially one that focuses on social skills, helps individuals suffering from social phobia express their opinions without fear, develop self-confidence and become assertive. Dam-Baggen and Kraaimaat (2010) also

note that assertiveness helps in reduction of anxiety and makes people more comfortable with the people around them. Furthermore, Seo, Ahn, Byun and Kim (2012) asserts that counselling helps people learn how well to voice their feelings and concerns in a non-threatening manner.

4.4.4 The Level of Personal Growth among Students

The level of personal growth among students who underwent peer counselling was also another way this was used to measure the effectiveness of peer counselling programs in schools. The results of the study on students' personal growth are summarised in Table 4.1 below. 40.4% (very high 22%, high 18.4%) of the students had high level of personal growth. However, 13% (very low 3.3%, low 9.7%) of the respondents generally had low personal growth. A significant proportion (46.6%) of the students was not sure about their level of personal growth.

Table 4.13: Students' Level of Personal Growth

Response	Frequency	Percent
Very low	7	3.3
Low	21	9.7
Not Sure	99	46.6
High	39	18.4
Very high	46	22.0
Total	**212**	**100.0**

The findings of this study supports that of Mitchell & Jolley (2012) which revealed that most students were in their adolescence and required direction, values and personal identity. In addition to Arudo (2008) whose findings show the importance of peer-led interventions in helping young people to adjust in society.

CHAPTER FIVE
SUMMARY OF RESULTS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this section, the study has presented summary of the results, conclusions and recommendations. This study focused on effectiveness of peer counselling programs in secondary schools in Rongai sub-County Nakuru County, Kenya. The study was guided by the following objectives namely to: examine peer counselling programs offered in secondary schools in Rongai sub-County Nakuru County, Kenya; assess the adequacy of peer counselling resources in secondary schools in Rongai sub-County, Nakuru County, Kenya and; analyse the effectiveness of peer counselling programs in secondary schools in Rongai sub-County of Nakuru County, Kenya. Therefore, the summary, conclusions and recommendations presented in this chapter focuses on the effectiveness of peer counselling programs in secondary schools in Rongai sub-County, Nakuru County, Kenya.

5.2 Summary of Findings

The summary of the following study findings are based on the objectives of the study, data collection and data analysis. The quantitative data was collected using self-administered questionnaires, which were analysed using descriptive statistics. The descriptive statistics were frequencies and percentages. The following are the summary of the findings of the study, which have been presented according to the objectives the study.

5.2.1. Peer counselling programs offered in public secondary schools.

There were five counselling programs examined in this study namely personal responsibility counselling, relational counselling, assertiveness counselling, self-worth counselling and self-confidence counselling. The study revealed that students who had received peer counseling experienced fewer cases of truancy and indiscipline. This was attributed to the fact that these students could resist and discard the company of peers they perceived as inappropriate or unhelpful to their educational goals. The study also show that peer counselling programs were instrumental in the fight against anti-social behaviours such as aggression, drug abuse, sexual indulgence and other inappropriate conducts. The reason was that those students who had been equipped with relational counseling skills embraced and internalised positive rather destructive methods of problem resolution.

5.2.2 Availability of Adequate Counselling Resources

An examination of availability of adequacy of counselling resources focused on four issues namely offices and the essential utilities for peer counsellors, availability of knowledge enhancement resources, counselling personnel or human resources and time for counselling services. The study established that most secondary schools did not only have adequate peer counselling resources, but even the few available resources were shared between peer and teacher counselors. This made peer counselling services inaccessible to a significant proportion of students who were not comfortable assessing help from the peer counselors who were sharing offices with the teacher counselors.. The study also revealed that most peer counsellors were ill equipped to carry out effective counselling due to lack of adequate training, limited instructional resources and lack of adequate time devoted to provision of counselling services. However, the argument of this study is that provision of reliable internet services and regular refresher training courses can help in bridging the skill gap being experienced by most of the peer counsellors in secondary schools.

5.2.3 Effectiveness of Peer Counselling Programs in Secondary Schools

The effectiveness of peer counselling programs was examined in the context of self-acceptance among students, positive relations, self-assertion and tolerance. Peer counselling programs were effective in enabling students utilise their strengths while appreciating and working on their weakness. It was established that students who received peer counselling were generally warm, friendly, trustworthy and understanding; a development that helped them get along well with their friends. This study also shows that peer counselling programs were very effective in instilling self-management.

5.3 Conclusions

Analysis and interpretation of study results reveal that the most used peer counselling program in secondary schools was relational counselling (60.4%). It was followed by self-worth counselling, assertiveness counselling and personal responsibility counselling as confirmed by 56.3%, 51.2% and 51.1% respectively. Self-confidence counselling (46.4%) was the least used peer counselling program in secondary schools. Most of the students had difficulties in establishing and retaining fruitful and long lasting relationships with friends, peers and even teachers. This rendered many students to feel lonely and stressed. Equipping students with social skills that aid them in establishing fruitful relations was thus considered by most schools as key to solving many problems

that students faced. This explains why relational counselling was the most common peer counselling programs in the secondary schools.

Physical resources were the most adequate peer counselling resources in secondary schools (63.3%). This was followed by instructional resources, and time at 53.5% and 50.5% respectively. Peer counselling personnel (49%) was the least adequate resources available for peer counselling resources. Although all secondary schools had peer counseling offices, in most schools peer counselling offices also served as the offices for general school counselling due to limited supply of physical facilities in schools. This arrangement undermined peer counselling as some students felt unease seeking help from peer counsellors sharing offices with teacher counsellors. This led to a number of problems where peer counselling interventions went unattended.

Peer counselling programs were most effective in addressing the well-being of students in the area of positive relations (82.1%). The effectiveness of peer counselling programs in addressing the well-being of students in the area of self-acceptance, personal growth and autonomy was 44.1%, 40.4% and 40% respectively. Most schools implemented relational counselling. This form of counselling was designed to equip individuals with skills that enables them establish cordial, functional and fruitful relations with their peers, friends and even teachers. The emphasis on relational counselling explains why school counselling programs were most effective in enhancing students' well-being in the domain of positive relations.

5.4 Recommendations

5.4.1 Empirical Recommendation

This study established that most secondary schools lacked adequate physical resources such as office space for peer counsellors. This study recommends that the school management should consider partnering with humanitarian organisations such as St. Johns Ambulance, Red Cross and Faith-Based Organisations, and school Alumni Associations in improving peer counselling resources in their schools.

This study also found out that most schools did not have adequate peer counsellors. Inadequate peer counsellors were undermining the provision of peer counsellors in secondary schools. This study recommends that school management should recruit and train more students as counsellors to boost provision of peer counselling services in an effective and efficient manner.

Counselling was a dynamic profession. Further, problems faced by students that require counselling are also changing and becoming complex. It was important that peer counsellors and school management appreciate this. Peer counsellors and teacher counsellors should be facilitated to access recent counselling information and research in the field of students' counselling. One way of doing this was by increasing access to internet services. This study thus recommends that the school management should avail internet services to allow peer counsellors and teachers have access to relevant instructional resources.

5.4.2 Policy Recommendation

The study established that only 49% of the secondary schools had adequate peer counselling personnel. Peer counselling personnel are a critical resource that schools and the Ministry of Education should endeavour to have in adequate supply. This study recommended a thorough review of peer counselling programs in secondary schools with a view to revamping recruitment and training of peer counsellors to ensure availability of sufficient peer counsellors.

The increasing school enrolments amid limited resources required effective peer counseling. This suggests the need for government funding of peer counselling programs. Presently, the entire school counselling programs are shouldered by school management. Most schools are already burdened by the high cost of essential services notably food, boarding items, water and sanitation. The government should consider direct funding of school counselling programs including peer counselling. Government funding should also cover provision of small stipend to peer counsellors as a way of encouraging students to join peer counselling work in schools.

Although it was a requirement that all students selected to serve as peer counsellors undergo training, this study established that some peer counsellors had been offered training. The study also established that peer counsellors that had been trained were not offered training. Some peer counsellors were trained on thematic issues that their counterparts in other schools are not trained in. Further, some peer counselors underwent training for a longer duration than their counterparts from other schools. It further emerged that there was no standardised peer counselling training curriculum. What were available are the general guidelines on counselling. There was need for the Ministry of Education to develop a standardised training curriculum for secondary schools to improve efficiency and effectiveness of peer counselling provision.

5.4.3 Areas for Further Research

This study found that most schools did not have adequate peer counsellors. It was not immediately clear why this was the case. Further study can be carried out to examine the constraints faced by school management in the recruitment and selection of students for peer counselling.

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APPENDICES

Appendix I: Effectiveness of Peer Counselling Program to be Responded to by the Students

I am a student of St. Paul's University. As part of the course work, I am conducting a research on enhanced and effective peer counselling program in Public Secondary Schools Rongai sub-County, Nakuru, Kenya. For the study to be a success, it requires information from students. I am therefore kindly requesting you to provide the information by completing this survey questionnaire. Please note that all information given will be treated with outmost confidentiality. Also you are free to respond to any of the questions and also to leave the research anytime and you will not be victimised.

Instructions

(a) Please do not write your name or that of your school on the survey questionnaire.

(b) Please put a tick/ in the given boxes/spaces

Part A: Profile of the Respondents

1. Please state your age
   - □15 Years
   - □16 Years
   - □17 Years
   - □18 Years
   - □19 Years
2. Please state your level of study
   - □ Form One
   - □ Form Four
   - □ Form Three
   - □ Form Four
3. Please state your religion
   - □ Christian
   - □ Muslim
   - □ Traditional Religion
   - □ Others. State……

4. Please state the type of secondary school you are enrolled in?

- Boarding
- Day school

5. Please state the the kind of school you are in currently

- Girls School
- Mixed School

Part B: Peer Counselling Programs in Secondary Schools

To what extent would you agree with following statements about peer counselling programs in your school?

Key: 1- Strongly Agree, 2- Agree, 3- Not Sure, 4- Disagree, 5- Strongly Disagree

Statement	**1**	**2**	**3**	**4**	**5**
1. I have been counselled on the importance of being responsible for everything that I do.					
2. I am fully satisfied with my level of responsibility that I have towards my academics and other activities.					
3. I am punctual for classes and other academic activities as a result of counselling on the importance of being responsible.					
4. I always observe school rules and regulations as much as I can.					
5. I always make my stand on some issues known when in social and academic discussions with students and teachers.					
6. I have been counselled on the importance of maintaining good relations with other students and teachers.					
7. I feel that am in good terms with students and teachers.					
8. I have been counselled on the importance of recognising self-worth,					

Part C: Adequacy of Counselling Resources in Secondary Schools

To what extent would the following statements about the adequacy of peer counselling resources in your school?

Key: 1-Very Adequate, 2- Adequate 3- Note Sure, 4- Moderately Adequate, 5- Inadequate

Statement	**1**	**2**	**3**	**4**	**5**
1. Adequacy of peer counselling offices					
2. Adequacy of furniture that clients sit on while waiting to be served					
3. Adequacy of reading materials on counselling and related themes					
4. Adequacy of peer counsellors serving students					
5. Adequacy of time peer counsellors dedicate for peer counseling work					

Part D: Effectiveness of Peer counselling programs in Secondary schools

Key: 1- Very High, 2- High 3- Not Sure, 4- Low, 5- Very Low

Statement	**1**	**2**	**3**	**4**	**5**
30. The level of motivation in the pursuit of my life goals					
31. The level of commitment to stand on my important principles in life					
32. The desire to weigh pros and cons on issues before I take a stand					
33. The level of conviction to use my strengths to the fullest while seeking help in areas that am weak at					

Appendix II: Interview Schedule (Peer Counsellors)

1. How would you describe the number of students seeking counselling services from peer counsellors?
2. What would you say about the adequacy of training you have received with regard to peer counselling?
3. What are some of the psychological problems that have presented to you by students for help?
4. What would you say about the adequacy of peer counselling resources in your school?
5. How would you describe the students' response to peer counselling services?

Appendix III: University Research Authorization Letter

ST. PAUL'S UNIVERSITY

Private Bag 00217 LIMURU, KENYA
Email: postgraduatestudies@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728-669000
(0) 728-062420
(0) 736-424440

BOARD OF POSTGRADUATE STUDIES

National Commission for Science, Technology and Innovation
Off Waiyaki Way, Upper Kabete
P.O Box 30623, 00100
Nairobi, KENYA.

Dear Sir/Madam,

RE: MUTURI TABITHA WANJIKU- MACPNKR579418

This is to confirm that the above named is a final year student of St. Paul's University registered for Master of Arts in Counselling Psychology.

The final year consists of a major research work leading to a dissertation comprising 20,000 words. The student's selected topic is:

THE EFFECTIVENESS OF PEER COUNSELLING PROGRAM IN PUBLIC SECONDARY SCHOOLS IN RONGAI SUB- COUNTY.

The research will take place in NAKURU County from March 2019 to May 2019.

Kindly grant the student the required permit.

Yours Faithfully,

Dr. Sammy Githuku
Director, Postgraduate Studies

BOARD OF POSTGRADUATE STUDIES ST. PAUL'S UNIVERSITY 28 FEB 2019 KENYA TEL: 020 - 2020505 P.O. PRIVATE BAG - 00217, LIMURU.

Appendix IV: NACOSTI Research License



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/56243/28898**

Date: **18th March, 2019**

Tabitha Wanjiku Muturi
St. Pauls University
P.O. Private Bag - 00217
LIMURU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"The effectiveness of peer counselling program in Public Secondary Schools in Rongai Sub - County, Nakuru, Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **18th March, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

Appendix V: NACOSTI Permit

THIS IS TO CERTIFY THAT:
MS. TABITHA WANJIKU MUTURI
of ST. PAULS UNIVERSITY, 69-20104
Menengai West,has been permitted to
conduct research in *Nakuru County*

on the topic: *THE EFFECTIVENESS OF PEER COUNSELLING PROGRAM IN PUBLIC SECONDARY SCHOOLS IN RONGAI SUB - COUNTY, NAKURU, KENYA*

for the period ending:
18th March,2020

Permit No : NACOSTI/P/19/56243/28898
Date Of Issue : 18th March,2019
Fee Recieved :Ksh 1000



.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 23690

CONDITIONS: see back page

Appendix VI: Ministry of Education Research Letter

MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING OF BASIC EDUCATION

Telegrams: "EDUCATION",
Telephone: **051-2216917**
When replying please quote
Email:cdenakurucounty@gmail.com
Ref.CDE/NKU/GEN/4/1/21 VOL.VIX/50

COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY
P. O. BOX 259,
NAKURU.

22nd h March, 2019

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION –TABITHA WANJIKU MUTURI
PERMIT NO. NACOSTI/P/19/56243/28898

Reference is made to letter NACOSTI/P/19/56243/28898
dated 18th March, 2019

Authority is hereby granted to the above named to carry out research on "***The effectiveness of peer counseling program in Public Secondary Schools in Rongai Sub-County, Nakuru – Kenya***" for a period ending ***18th March, 2020.***

Kindly accord her the necessary assistance.

For: COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY

JOYCE SANKOK
FOR: COUNTY DIRECTOR OF EDUCATION
NAKURU

Copy to:

St. Paul University
Private Bag – 00217
LIMURU