

**INFLUENCE OF PEER COUNSELLING ON STUDENTS' BEHAVIOUR CHANGE IN
SECONDARY SCHOOLS IN NAKURU MUNICIPALITY, KENYA**

MILLICENT AKINYI AMBAYO

**A Project Report Submitted to the Graduate School in Partial Fulfilment of the
Requirement for the Award of the Master of Education Degree in Guidance and
Counselling of Egerton University**

EGERTON UNIVERSITY

DECEMBER, 2016

DECLARATION AND RECOMMENDATION

Declaration

This Project Report is my original work and has not been presented for the award of a degree in any other university.

Sign

Date

Millicent Akinyi Ambayo

Reg. No.: EM16/2870/10

Recommendation

This Project Report has been submitted for examination with my approval as the University supervisor.

Sign

Date

Dr. Owen Ngumi, PhD

**Department of Psychology, Counselling
and Educational Foundations**

Egerton University

COPYRIGHT

© 2016, Millicent Akinyi Ambayo

All rights reserved. No part of this work may be reproduced, stored in any retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying and recording without prior written permission of the author or Egerton University on that behalf.

DEDICATION

This project is dedicated to all peer counsellors and the teacher counsellors in secondary schools in Nakuru Municipality.

ACKNOWLEDGEMENT

I give thanks to God for His grace, mercy, love, wisdom, knowledge and for granting me good health all through my studies. I am grateful to Egerton University for giving me a chance to pursue this course. I highly acknowledge my supervisor Dr. Owen Ngumi for his unfailing encouragement and support during my research. His personal commitment has contributed in making this research what it is. The valuable feedback and professional advice received from him was very instrumental towards the completion of this work. I highly appreciate the efforts of Mr. Maina Nelson who printed this document. I am grateful to the principals, teachers and students of Nakuru Municipality schools, especially those who were involved in the study, for their unfailing assistance and understanding. Finally, my gratitude goes to all others who in one way or another contributed to the completion of this study.

ABSTRACT

Peer counselling has become an important and integral part of secondary schools in Kenya owing to the dynamism of education and the many problems facing secondary school students. The need for peer counsellors is one that cannot be overlooked owing to the fact that the teacher counsellor is either one or non-existent in most schools. While researchers, educationists and other concerned parties have come to recognise the role of peers as primary socialisation agents among adolescents, they have not seriously questioned the role played by peer counsellors in influencing behaviour change in secondary schools. This study examined the influence of peer counselling on the behaviour change of secondary school students in Nakuru Municipality. The study adopted the *ex-post-facto* research design. Twelve schools with a total population of 7338 students were identified as having active peer counselling programmes. A sample of 12 teacher counsellors, 32 peer counsellors and 132 students who had consulted peer counsellors was chosen using stratified and purposive sampling techniques from 9 public and 3 private secondary schools. The pilot study was done for the purpose of establishing the validity and reliability of the instruments. The teacher counsellors', peer counsellors' and students' questionnaires content and face validity were established by experts from the Department of Psychology. Reliability was tested using the Cronbach's Alpha and was established at 0.822, 0.802 and 0.851 respectively. The Statistical Package for Social Sciences (SPSS) version 22 for Windows was used in data analysis. Frequencies and percentages were used to describe the data. The influence of the independent variables on the dependent variable was determined by testing the relationship using the Pearson Product Correlations Coefficient. The results of the study revealed that the training and resources for Peer Counselling were inadequate. The results also revealed that Peer Counselling influences students' academic performance however it does not influence their social and emotional behaviour. The study recommended training of peer counsellors and allocation of adequate funds and resources to school peer counselling programmes.

TABLE OF CONTENTS

DECLARATION AND RECOMMENDATION	ii
COPYRIGHT	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT	v
ABSTRACT.....	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF ABBREVIATIONS AND ACRONYMS	xii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the Study	3
1.4 Objectives of the Study.....	3
1.5 Research Questions	3
1.6 Hypotheses	4
1.7 Significance of the Study	4
1.8 Scope of the Study	4
1.9 Limitations of the Study.....	4
1.10 Assumptions of the Study	5
1.11 Operational Definition of Terms.....	6
CHAPTER TWO	7
LITERATURE REVIEW	7
2.1 Introduction.....	7
2.2 History of School Guidance and Counselling.....	7
2.3 Development of Guidance and Counselling in Africa.....	9
2.4 School Guidance and Counselling in Africa.....	10
2.5 School Guidance and Counselling in Kenya	11
2.6 The Concept of Peer Counselling	12

2.7 Peer Counselling in Secondary Schools in Kenya	13
2.8 Peer Counselling in Nakuru Schools	13
2.9 Peer Counselling and Students' Behaviour Change	14
2.9.1 Academic Behaviour Change	14
2.9.2 Social Behavior Change.....	15
2.9.3 Emotional Behavior Change	16
2.10 Theoretical Framework.....	18
2.11 Conceptual Framework.....	19
CHAPTER THREE	21
RESEARCH METHODOLOGY	21
3.1 Introduction.....	21
3.2 Research Design.....	21
3.3 Location of the Study.....	21
3.4 Population of the Study.....	21
3.5 Sampling Procedure and Sample Size	22
3.6. Instrumentation	23
3.6.1 Validity of the Instruments	23
3.6.2 Reliability of Instruments	24
3.7 Data Collection	24
3.10 Data Analysis	25
CHAPTER FOUR.....	26
RESULTS AND DISCUSSION	26
4.1 Introduction.....	26
4.2 Characteristics of the Respondents	26
4.2.1 Gender Distribution of Peer Counsellors.....	27
4.2.2 Gender Distribution of Students	28
4.2.3 Qualifications and Experience of Teacher Counsellors.....	29
4.3 Status of Peer Counselling in Secondary Schools in Nakuru Municipality.....	30
4.3.1 Counselling Services in Schools.....	30
4.3.2 Reasons for Seeking Peer Counselling Services.....	31
4.3.3 Resources for Peer Counselling – Peer Counsellors.....	32

4.3.4 Resources for Peer Counselling – Teacher Counsellors	34
4.3.5 Training of Peer Counsellors	36
4.3.6 Service Delivery.....	37
4.4 Influence of Peer Counselling on Students’ Academic Performance	40
4.5 Influence of Peer Counselling on Students’ Social Behavioural Change.....	42
4.6 Influence of Peer Counselling on Students’ Emotional Behavioural Change	44
4.7 Effectiveness of services delivered.....	46
CHAPTER FIVE	51
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	51
5.1 Summary.....	51
5.3 Conclusions.....	51
5.4 Recommendations.....	52
5.5 Areas for Further Research	52
REFERENCES.....	53
APPENDIX A: INTRODUCTORY LETTER.....	57
APPENDIX B: TEACHER COUNSELLORS’ QUESTIONNAIRE.....	58
APPENDIX C: PEER COUNSELLORS’ QUESTIONNAIRE	62
APPENDIX D: STUDENTS’ QUESTIONNAIRE	66
APPENDIX E: LETTER OF RESEARCH AUTHORIZATION	69
APPENDIX F: RESEARCH PERMIT	70

LIST OF TABLES

Table 1: Distribution of Secondary Schools with Peer Counselling Programmes by Type, Teacher Counsellors, Peer Counsellors and Students in Nakuru Municipality	22
Table 2: Distribution of Schools, Teacher Counsellor, Peer Counsellor and Students Sampled .	23
Table 3: Gender Distribution of Peer Counsellors.....	27
Table 4: Gender Distribution of Students Who have Undergone Peer Counselling.....	28
Table 5: Qualifications and Experience of Teacher Counsellors.....	29
Table 6: Counselling Services Offered in Schools	30
Table 7: Reasons Why Students Sought Peer Counselling Services	31
Table 8: Resources for Peer Counselling- Peer Counsellors	33
Table 9: Resources for Peer Counselling – Teacher Counsellors.....	34
Table 10: Formal Training of Peer Counsellors	36
Table 11: Areas of Training of Peer Counsellors	36
Table 12: Service Delivery	37
Table 13: Means and Standard Deviations of Items on Delivery of Peer Counselling	38
Table 14: Academic Behaviour Change	40
Table 15: Peer Counselling and Academic work Behaviourial Change.....	41
Table 16: Social Behaviour Change	42
Table 17: Peer Counselling and Social Behaviour Change	43
Table 18: Emotional Behaviour Change.....	44
Table 19: Peer Counselling and Emotional Behaviour Change.....	45
Table 20: Effectiveness of Services Delivered.....	46
Table 21: Peer Counsellors Reasons High for Rating of Effectiveness of Peer Counselling.....	46
Table 22: Peer Counsellors Reasons for Low Rating of Effectiveness of Peer Counselling	47
Table 23: Teacher Counsellors Reasons for Low Rating of Effectiveness of Peer Counselling..	48
Table 24: Suggestions by Peer Counsellors on How to Enhance the Programme.....	49
Table 25: Suggestions by Teacher Counsellors on How to Enhance the Programme.....	49

LIST OF FIGURES

Figure 2.1. Relationship between Peer Counselling and Student Behaviour Change	20
--	----

LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	:	Acquired Immuno Deficiency Syndrome
MOEST	:	Ministry of Education and Science and Technology
ODD	:	Oppositional Defiant Disorder
PCP	:	Peer Counselling Programme
RH	:	Reproductive Health
SGC	:	School Guidance and Counselling
SPSS	:	Statistical Package for Social Sciences
STIs	:	Sexually Transmitted Infections
UNESCO	:	United Nations Education Scientific and Cultural Organization
HIV/AIDS	:	Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Peer Counselling is the encouraging concerted effort to harness the capacity which group members sharing common interests may console, appease, be friend, mediate and reconcile those who are alienated from one another. This is done informally without resorting to discipline or depending on professionals or those in authority within the organisation or institution (Arudo, 2006). Peer counsellors are paraprofessionals selected from the group to be trained, and given ongoing supervision to perform some key function generally performed by a professional (Ndichu, 2005). While the traditional paradigm held that people are to be treated by professionals, this is no longer the prevailing conception. It is widely accepted that a person naturally tends to turn, in time of trouble, to a friend or to someone he/she knows rather than to a professional. Peer counselling typically involves the use of members of a given group to effect change among other members of the same group. It addresses change both at the individual level by attempting to modify a person's knowledge, attitudes, beliefs, or behaviour and at the group or societal level by modifying norms and stimulating collective action that leads to changes in programmes and policies (Peer Education and HIV/AIDS, 2003).

Based on these considerations, the use of peer counselling programmes in schools for prevention purposes has greatly expanded. Peer Counsellors in secondary schools are students appointed by their colleagues or the school administration in an effort to open greater links between individual students. It is based on the assumption that individuals as natural helpers provide spontaneous and informal support to peers experientially (Arudo, 2006). When supported and developed they may become the best group to reach out to the needy students. Such natural helpers when provided with counselling skills may be of greatest assistance where authority and professional services may be inadequate or not readily available. It is for that reason that in school situation, students are likely to contact fellow students when they are experiencing problems and concerns before they approach their teachers especially on matters they consider embarrassing such as rape, STIs etc (Arudo, 2006). It is easy for them because of their closeness to their colleagues to notice stress symptoms and refer such cases to the counselling department before it is too late.

Cases of substance abuse and mental ill health would be apprehended long before they become indiscipline cases where Peer Counsellors are empowered. Emotional problems and family conflicts disturb students a lot. Students who have issues of concern may be easily identifiable by a counsellor who mingles with them during co-curricular activities. The point is 'If the students cannot come to you, so go to them! They cannot resist their colleagues' (Ndichu, 2005).

Throughout the years, school professionals have attempted to redirect the effect of peer influence on behaviours into a positive direction. In the 1960's, Albert Bandura analyzed the antecedent processes to the behavioural or attitude change. According to Spiegler and Guevremment (2003) as cited in Pohlman (2007), Bandura originally developed a social learning theory that included the classical and operant conditioning principles along with observational learning, which is one's process of changing their own behaviours by observing a model's (i.e., another person's) behaviours. This modelling of behaviour can occur at the time of observation as well as at a later date and time. Bandura's social learning theory was later termed the social cognitive theory due to also emphasising the significant role cognition (e.g., thoughts, images, and expectations) plays in psychological functioning along with the role cognition has in the development and treatment of psychological disorders (Spiegler & Guevremment, 2003 in Pohlman ,2007). Therefore, in the 1960's, Bandura was already giving theoretical insight as to the many dimensions peer influence has on attitudes and behaviours.

Peer counselling has become an important and integral part of our secondary schools owing to the dynamism of education and the many problems facing secondary school students. The large number of students in secondary schools, limited number of trained teacher counsellors, heavy workload, socio-economic and technological challenges all put pressure on teachers counsellors, students, parents and society. Government of Kenya (2001) recommended the strengthening of the existing teacher counselling in schools and the introduction of peer counselling to help schools cope with the indiscipline problems. It recommended inauguration of peer-counselling groups in every school and for peer counsellors to receive training to empower them to perform their role. More recently, peer counselling has gained support for a practical reason. The demand for guidance and counselling services now far exceeds the supply of professional school counsellors. Peer counselling though a relatively new concept in most Kenyan high schools is gaining ground because it bridges the gap between teachers and students. The work of Peer

Counsellors can assist in broadening the impact counsellors can have on young people, families and the education system. It is against this background that the influence of peer counselling on the behaviour change of secondary school students was of interest.

1.2 Statement of the Problem

Peer Counsellors are students appointed by their colleagues or the school administration in an effort to open greater link between individual students Ndichu (2005). It is based on the assumption that individuals as natural helpers provide spontaneous and informal support to peers experientially. When supported and developed they may become the best group to reach out to the needy students. In spite of the facts that peer counselling is established in many secondary schools in Kenya, its contribution to behaviour change in secondary schools has not been documented through research in Nakuru Municipality. The study therefore sought to establish the influence of peer counselling on students' behaviour in secondary schools in Nakuru Municipality.

1.3 Purpose of the Study

This study aimed at examining the influence of peer counselling on the behaviour change of secondary school students in Nakuru Municipality.

1.4 Objectives of the Study

The specific objectives of the study were:

- i). To examine the status of peer counselling in secondary schools in Nakuru Municipality.
- ii). To establish the influence of peer counselling on students' academic behavior change in secondary schools.
- iii). To determine the influence of peer counselling on students' social behaviour change of secondary school students.
- iv). To establish the influence of peer counselling on students' emotional behaviour change in secondary schools.

1.5 Research Questions

The study was guided by following research questions:

- i). What is the status of peer counselling in secondary schools in Nakuru Municipality?

1.6 Hypotheses

Ho₁: There is no statistically significant relationship between provision of Peer Counselling and students' academic behaviour change in secondary schools in Nakuru Municipality.

Ho₂: There is no statistically significant relationship between provision of Peer Counselling and students' social behaviour change in secondary schools in Nakuru Municipality.

Ho₃: There is no statistically significant relationship between provision of Peer Counselling and students' emotional behaviour change in secondary schools in Nakuru Municipality.

1.7 Significance of the Study

The findings of the study aim at creating awareness on the behavioural change of students as a result of peer counselling. Students who get adequate knowledge through peer counselling engage in responsible and sound activities. It will assist peer counselling programme providers in reviewing and blending programmes with appropriate ones that target students' behaviour change. By understanding the influence of peer counselling on students' behaviour change school professionals may use it to their benefit to increase student's self-motivation to exert effort toward achieving successful task completion or to increase student's resistance to negative peer influence. The findings of the study may also be used to encourage and motivate students create their own time for peer counselling. This will enable guidance counsellors, teachers, schools and Ministry of Education make informed decision on different matters affecting the students' lives.

1.8 Scope of the Study

This study was carried out in secondary schools in Nakuru Municipality that have peer counselling programmes. The study examined the influence of Peer Counselling on students' behavioural change. It focused on students', academic, social and emotional behavioural change after counselling. The study also examined the status of peer counselling in secondary schools in Nakuru Municipality.

1.9 Limitations of the Study

The following will be the limitations of the study.

- i) A limited number of schools participated in the study this is, few schools have introduced the concept of peer counselling more so secondary day schools.
- ii) Due to heavy teaching loads and administrative duties some teacher counsellors had limited time to respond to the items promptly.

iii) Not all the respondents returning the filled questionnaires.

1.10 Assumptions of the Study

The study assumed that;

- i) The respondents were honest and competent in responding to the items in the research instruments.
- ii) Peer counselling had an influence on students' academic, social and emotional behavior change.

1.11 Operational Definition of Terms

The following terms are defined as follows in the study:

Behaviour change: Any transformation or modification of human behavior. In this study it refers to the expected outcome after peer counselling has been offered.

Counseling: is the skilled and principled use of relationship to facilitate self- knowledge, emotional acceptance and growth and the optimal development of personal resources. In this study, counselling refers to a helping relationship between a teacher counsellor and a student that provide skills to adolescent students that enable them manage their adolescence.

Influence: The capacity or power of persons or things to be a compelling force on or produce effects on the action, behavior or opinions of others. In this study the same meaning will be adopted.

Need: A concern, which requires redress to enable a person to function normally in his/her personal and interactional relation with others in the wider society. In this study it refers to a concern presented to a counsellor by a student.

Para professional: A person who is not a full professional in the area of specialization but works hand in hand with a professional. In this study it refers to a peer counsellor.

Peer: a person who belongs to the same social group as another person or group. The social group may be based on age, sex, sexual orientation, occupation, socio-economic or health status, and other factors. In this study it refers to the students within the same age brackets.

Peer Counselling: use of members of a given group to effect change among others in the same group. In this study it refers to students effecting change to fellow students.

Peer Counsellor: a student who assists other students learn and deal more effectively with needs and the environment. In this study the same meaning will be adopted.

Student: A secondary school going individual of age approximately 13-20 years. In this study the same meaning will be adopted.

Teacher counsellor: An appointed teacher who could be a trained counsellor who deals with issues affecting the students and offers his/her counselling services. In this study the same meaning will be adopted.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter represents a summary of review of the literature on History of School Guidance and Counselling, Concept of peer counselling, influence of peer counselling, areas of concern in peer counselling, peer counselling in Nakuru, peer counselling in secondary schools and the theoretical framework. The conceptual framework is given at the end of the chapter.

2.2 History of School Guidance and Counselling

School counselling formally started at the turn of the twentieth century, although a case can be made for tracing the foundations of counselling and guidance principles to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle (Okumu, 2007). There is also evidence to argue that some of the techniques and skills of modern-day guidance counsellors were practiced by Catholic priests in the middle Ages, as can be seen by the dedication to the concept of confidentiality within the confessional. Nevertheless, formal guidance programs using specialized textbooks did not start until the turn of the twentieth century. The factors leading to the development of guidance and counselling in the United States began in the 1890s with the social reform movement (Brewer, 1918 in Okumu, 2007).

The difficulties of people living in urban slums and the widespread use of child labor outraged many. One of the consequences was the compulsory education movement and shortly thereafter the vocational guidance movement, which, in its early days, was concerned with guiding people into the workforce to become productive members of society. The social and political reformer Frank Parsons is often credited with being the father of the vocational guidance movement. His work with the Civic Service House led to the development of the Boston Vocation Bureau. In 1909 the Boston Vocation Bureau helped outline a system of vocational guidance in the Boston public schools. The work of the bureau influenced the need for and the use of vocational guidance both in the United States and other countries. By 1918 there were documented accounts of the bureau's influence as far away as Uruguay and China. Guidance and counselling in these early years were considered to be mostly vocational in nature, but as the profession advanced other personal concerns became part of the school counsellor's agenda.

The United States' entry into World War I brought the need for assessment of large groups of draftees, in large part to select appropriate people for leadership positions. These early psychological assessments performed on large groups of people were quickly identified as being valuable tools to be used in the educational system, thus beginning the standardised testing movement that in the early twenty-first century is still a strong aspect of U.S. public education. At the same time, vocational guidance was spreading throughout the country, so that by 1918 more than 900 high schools had some type of vocational guidance system. In 1913 the National Vocational Guidance Association was formed and helped legitimise and increase the number of guidance counsellors. Early vocational guidance counsellors were often teachers appointed to assume the extra duties of the position in addition to their regular teaching responsibilities (Krumboltz & Koplin, 2002).

The 1920s and 1930s saw an expansion of counselling roles beyond working only with vocational concerns. Social, personal, and educational aspects of a student's life also needed attention. Now virtually all countries have established channels to intensify and improve guidance and counselling methods and materials in their learning institutions. As school counselling continued to define itself as a profession and to show its usefulness empirically, counselling services in schools expanded worldwide in an effort to improve everyone's life satisfaction. Poignant examples among others include: Israel, Japan, Turkey and Hong Kong.

According to Watanabe-Muraoka, Senzaki, and Herr (2001) in Japan, the goal of high school counselling is to "help every student develop abilities of self-understanding, decision-making, life planning and action-taking to be able to adjust in the career options he or she decides to pursue". In Israel, school counsellors devote one-third of their time to classroom instruction and the rest to personal and social counselling. Career counselling is somewhat curtailed because students are required to enlist with the armed services after high school. In Hong Kong, school counselling emphasis on prevention. Turkey has a fifty-year history of counselling development. There is a professional association that publishes a journal and sponsors conferences. Many secondary schools have counselling services and receive support from the Ministry of National Education.

2.3 Development of Guidance and Counselling in Africa

Most sub-Saharan African societies have, in the past, been held together by elements unique to the region. The most outstanding of these elements are: the extended family system, including the clan and the tribe; chieftaincy, taboos, various forms of initiation, and close links with ancestors and elders. The village is the focal point of society. While each one of these elements is important, only a few are used to illustrate the role of counselling in present-day sub-Saharan African societies.

Basically, traditional chiefs had multiple roles which included serving as a symbol of authority and as a regulator. Since these roles were accepted and respected by all, there was a clear direction in the day-to-day affairs of society. The elders, the chief included, were a valuable source of guidance and counselling for boys and girls. In most cases, the chiefs were regarded as a vital link between ancestors and the present generation. This link was strengthened by the rituals, ceremonies and taboos attached to them. It was easy to guide and counsel the young, since the rituals or ceremonies were also aimed at preparation for adult roles in society. The extended family, the clan, and the village, made society supportive, no individual regarded him/herself as alien. Counsel was readily sought and provided (Syamujaye, 2011).

At present, sub-Saharan African countries experience many changes, which in turn have resulted in the weakening of the structures of society. The most outstanding examples are: a gradual shift from the extended to the nuclear family unit, or single parent family unit. There is heavy reliance on a cash economy in poor countries, a rapid rate of urbanisation with a high unemployment rate compounded by a high illiteracy rate, the infiltration of foreign culture through films, television, videos, live performances, and magazines, which are counter-productive, wars, political instability and epidemics, leading to increased numbers of orphans and refugees and moral decay due to elements from within and outside the nation (Syamujaye, 2011). These elements weigh heavily on both parents and their school going children. The social support system in the form of counsel that was available in the family is often lacking unlike in the traditional African set up.

In traditional African societies, counsel was given in various forms, the most common of which were giving advice and sharing wisdom. Giving advice has been a common way of providing

help for other people. The advice offered was frequently instrumental in helping people to consider their future. In many instances, the extended family was the main source of advice for girls and boys. There was usually no shortage of people willing to share their wisdom with others.

Giving advice often promoted the dependence of the young person on the advice given. In most cases, it was largely subjective and did not promote the personal development of young people. Wisdom generally refers to experience and knowledge about life and using them judiciously. In African societies, it was considered the responsibility of elders to provide wisdom or counsel to young boys and girls. The wisdom provided by elderly men and women was part of the counselling function of the family or society for boys and girls. Another aspect of wisdom is sharing proverbs or folk stories (UNESCO, 2002 in Syamujaye, 2011).

2.4 School Guidance and Counselling in Africa

Many African Ministers of Education realized the growing number of social problems that face the African adolescents. School guidance and counselling was then introduced in their countries to find solutions to these challenges (UNESCO 1998 in Chireshe, 2006). UNESCO further states that School Guidance and Counselling (SGC) services were introduced in African states to counteract unprecedented economic and social changes in African societies. Adegole and Culbreth (2000) in Chireshe (2006) add that the gradual breakdown of the extended family network has led to introduction of school counselling. In white and coloured South Africa SGC was introduced in the 1960s through the South African National Educational policy Act 39 of 1967. It was later introduced in the black education system in 1981. Mathabe and Temane (1993) in Chireshe, (2006) assert that SGC services were originally seen as instruments for the government imposition of religious, cultural and vocational ideologies and value systems.

Navin (1999) in Chireshe (2006) states that in Botswana SGC services were introduced in 1963 to provide students with career and higher education information. The students also had problems with personal and interpersonal issues and in choosing school subjects. The Malawian Ministry of Education and Culture officially introduced SGC services in all secondary schools in the 1990's in reaction to the many social, personal, vocational concerns, issues and problems that had surfaced in the 1990's among secondary school students (Banda, 1998 in Chireshe, 2006).

The concept of SGC services was further strengthened in the late 1990's. African Ministers of Education had long been aware of the growing number of social problems which affect the lives of young Africans, particularly girls, and determined that their education systems had to play a much more active and positive role in promoting the growth and development of the young people entrusted to their care. Before taking action they took into account the declarations and recommendations of the Pan African Conference on the Education of Girls (Ouagadougou, Burkina Faso, 1993), and the Fourth Conference on Women (Beijing, China, 1995), and other international gatherings on matters related to women. They then convened a series of technical meetings in English and French-speaking countries, at both the regional and the national level, to decide in greater detail what should be done. The consensus reached was that Guidance and Counselling should be an integral part of the education of children and should be included in the teacher training programmes. This co-ordinated effort resulted in the establishment in April 1997, of a Board of Governors, made up of African Ministers of Education, who would be responsible for policy decisions and for establishing procedures in the development of the Guidance and Counselling Programme. In preparing the programme African countries would collaborate so that it would benefit from the best of African expertise. It was also agreed that 'The Guidance Counselling and Youth Development Centre for Africa', designed to provide training for teacher trainers and youth and social workers from all over the continent, would be set up in Malawi (UNESCO, 2001 in Chireshe, 2006).

2.5 School Guidance and Counselling in Kenya

SGC services were introduced in secondary schools by the government of Kenya in the 1970's. The services were introduced during this period when weakening of the traditional family ties as a result of urbanization and education were evident (Nasibi, 2003). Today, the government has strengthened guidance and counselling services in secondary schools because of problems such as drug abuse, immoral behaviour, cheating in examinations, high school dropout rates and students' unrest (Mathenge, 2008; Opondo, 2008). There has been erosion of traditional values and norms because of complexities of societal changes caused by globalisation. Permissiveness and shared parenthood continue to replace traditional values such as authoritarian discipline and intact parenthood. Urbanization and the advent of electronics have also led to the disintegration of traditional social values. The presence of electronics such as the television and the internet

have facilitated cultural-revolution; leading to changes in attitude about sex, sophisticated and expensive lifestyles, and to several socio-cultural conflicts (Metto, 2003; Philips, 2000).

2.6 The Concept of Peer Counselling

Peer counselling in schools is a process where students are trained in helping skills to offer, under supervision, listening, support, and alternatives to other students, and to educate and influence their peers by modifying their knowledge, attitudes, beliefs, or behaviour (Deutsch & Swartz, 2002). The American School Counsellors' Association defines peer counselling as a variety of interpersonal helping behaviours assumed by non-professionals/paraprofessionals who undertake a helping role with others.

Peer counselling, which began in the late 1960s, involves equipping non-professionals to serve in helping roles, such as peer tutoring, cross-age education, mentoring, welcoming new students, parent education, and conflict mediation. Young people who act as peer helpers serve as extensions of teachers and guidance counsellors, and, in cases of cross-age peer helping, they become role models for younger children (Varenhorst , 2009). Adolescents can influence each other in a negative way and let them lose their values and even believe in things they would not accept before. For instance, peers can influence adolescents' religion and make him or her convert to another religion without the agreement of their parent and sometimes the parents do not even know about this issue. During this stage adolescents give more importance to the others expectations and pleasance of others rather than "goodness" (Boujlaleb, 2006). This stage explains well why adolescents give more importance to their peers' approval than parents views because they see that the moral support from people of the same age is more credible than from aged people. This influence in behaviour adds to the behavioural disorders that adolescents have namely "Oppositional Defiant Disorder (ODD), a pattern of negative, defiant, and disobedient behaviour", "or Conduct Disorder, where adolescents repeatedly and persistently violate rules and the rights of others, [especially parents] without concern or empathy."(Focus, Adolescent Services, 2000). As a result, if these disorders are added to the peer pressure, the adolescents will be manipulated and will never be the real person he or she is. Besides, and more dangerous than this, if these disorders are not treated the time they appear, the adolescents will accumulate them in their psychology and will give other psycho traumatic disorders later. One can then perceive the importance of the socio-cultural environment for the identity development of adolescents.

Adolescents need to be in a precise context in order to develop their own identity (Boujlaleb, 2006). Peer counselling offers this environment for identity development of adolescents.

2.7 Peer Counselling in Secondary Schools in Kenya

Guidance and counselling services of which peer counselling is a component were introduced in secondary schools by the government of Kenya in the 1970's. The services were introduced during this period when weakening of the traditional family ties as a result of urbanisation and education were evident (Nasibi, 2003). This directive was to be achieved irrespective of whether the school is public or private. This was further strengthened by the Government of Kenya (2001) report which recommended the strengthening of the existing teacher counselling in schools and the introduction of peer counselling to help schools cope with the indiscipline problems. It recommended inauguration of peer-counselling groups in every school and for peer counsellors to receive training to empower them to perform their role.

However, the private schools being business entities seem to have a positive perception of Guidance and Counselling and therefore also Peer Counselling programmes than most public schools (Engelkes & Vandergoot, 1982). This may be so because they want to attract more clients to their schools. Moreover, most private schools also hire private counsellors on a full time or part time basis to manage the programme as a tool for catering for their students' needs. In the public schools, teachers are permanently employed and so they have no desire to maintain their jobs. Their training encompasses Guidance and Counselling but this is not considered during their recruitment. Their perception of the programme maybe positive but they may not be utilizing the programme optimally (Ministry of Education: Sessional Paper No.1, 2005). Guidance and Counselling and Peer Counselling Programmes in public and private schools may vary due to environmental situation, social setup and the challenges facing the school.

2.8 Peer Counselling in Nakuru Schools

The Catholic Church in Nakuru has greatly assisted in the implementation of peer counselling programmes. In 1996, the health department of the Catholic Diocese of Nakuru carried out a survey on 'knowledge, attitude and practice of Reproductive Health (RH) issues among the youth'. It was found that young people in and out of school suffer from acute problems due to inadequate knowledge on RH and its consequences. When confronted with sexual or anti-social

problems, the study found that youth often turn to their peers for information. Their peers however lack the accurate information and appropriate education that will lead to effective preventive behaviour. With this information, the Peer Counselling Programme was designed.

The Peer Counselling Programme (PCP) is aimed at changing high risk behaviour of youth in and out of school by offering accurate information and appropriate education on RH issues. This information can then be shared with other youth. The programme goes a step further and provides curative services for those youth who are already victims of various high risk behaviours (www.cathdnkenya.org). Issues covered in peer counselling programme include: Reproductive Health, Sexuality, Adolescent and youth crisis, STDs, HIV/AIDS, Communication, Conflict Resolution, Life Skills, Vocations, Gender, Counselling Skills, Drug/Substance Abuse and Prevention. Quite a number of schools in Nakuru in partnership with the Catholic Church have had student peer counsellors trained to assist teacher counsellors in helping students in secondary schools.

2.9 Peer Counselling and Students' Behaviour Change

Santrock (2010) reveals that adolescents are happier spending time with peers and communicate more with peers than adults. As a result, conflict between adolescent and their parent's increases at this time as the adolescent strives for independence and lesser adult supervision. Adolescents also associate with friends of the opposite sex much more than in childhood and tend to identify with larger groups of peers based on shared characteristics. Melgosa (2001) asserts that group socialisation in children and adolescents are shaped more by their peers than parents. As a member of a group, the adolescent tries to behave according to group norms. He wants social recognition through self-assertion which depends on the approval of the group. The school community with well-developed peer counselling programme would provide a valid setting to influence students' academic, social and emotional behaviour change.

2.9.1 Academic Behaviour Change

Peers are willing to listen to other peers, peer counselling can therefore play an important role in establishing communication with distressed classmates and friends, as well as steering them to professional help if it is needed. This is further asserted by Erikson (1968), from his life-crisis perspective, where he points out that friends offer constructive feedback and information on self-definitions and perceived commitments. At the same time, they learn about their limitations and

are assured of the support and expertise of their peer counselling teachers for consultation. Ebreo (2002) state that peer-led, school-based interventions conducted in middle school and or during the first few years of high school have the potential for reaching a broad segment of youth at a time when risk behaviours have yet to be initiated or are just being explored. Baginsky (2000) in his study reported that peer counselling contribute to an overall improvement of behaviour of secondary school students. Academic performance is an area where many studies indicate that peer counselling has considerable influence. Studies by Bauer, Sapp and Johnson (2000), Sink and Stroh (2003) in Disiye, Kodero and Ongeti (2011) reported a positive influence of peer counselling on students' academic performance and higher test scores.

2.9.2 Social Behavior Change

Due to the equality of age, status or educational background, peers are intimate in character, there is relative familiarity and members are closely identified with each other. As a result, they become sensitive to each other's approval and disapproval, which means that group pressure upon the individual, is great. Peers thus serve greatly in correcting extremes and deviations of behaviour among members. A young person's peer group has a strong influence on the way he or she behaves. This is true of both risky and safe behaviours. Not surprisingly, young people get a great deal of information from their peers on issues that are especially sensitive or culturally taboo. Peer counselling seeks to make use of peer influence in a positive way.

The need for counselling has become paramount in order to promote well-being of the student. Effective counselling should help to improve the self-image of young people and facilitate achievement in life tasks. School counselling programmes have been found to have significant influence on discipline problems. Baker (2001) found that students who participated in school counselling programmes had significantly less inappropriate behaviour and more positive attitude towards school than those students who did not participate in the programme. This study also found that counselling provided by peer counsellors significantly decrease participants' aggressive and hostile behaviours.

Lord, Eccles and McCarthy (1994) in Zarret (2006) add that the school continues to be an institution that provides youth with a support network for positive development through emerging adulthood. However, youth first need confidence in their abilities, good social skills, high self-esteem, and good coping skills to manage the multiple challenges and stressors

associated with the high school environment in order to gain the experiences and resources needed to pursue postsecondary education. Whiston and Sexton (1998) in their review of the school counselling outcome research related to peer tutoring and counselling services indicated that peer counselling training programmes provided many benefits to students, schools, and community. In this review Robinson et al (1991) observed that peer counsellors gained significant knowledge and skills as a result of their training. While Bowman and Myrick, Diver-Stammes, Tobias and Myrick in Whiston and Sexton (1998) found that additionally, students' attendance, grades, attitudes, and classroom behaviours improved as a result of peer intervention services. Sprinthall and Hallin, Whiston and Sexton (1998) counselling outcome review observed that peer-mediated self-evaluation procedures helped improve the recess behaviours of elementary students with behaviour problems. Carty, Rosenbaum, Lafreniere, and Sutton (2001) also completed a 4-year longitudinal study of peer counselling and the effects on adolescent development. Their findings indicated that students who received peer counselling services scored significantly higher on coping and social skills scales.

2.9.3 Emotional Behavior Change

Although too many Kenyan youth still lack access to secondary or even primary education, for those young people who do attend school, the school setting provides an important venue to transmit information and skills that can protect youth against risky behaviours. Adolescence has always been complicated everywhere, but today young people face problems their parents and grandparents may never have dreamed of—problems like:

Pressure to have sex, Drugs in schools and the community, Parents who are too busy or shy to talk with their children about the changes they are going through, Sexually transmitted infections (STIs), including HIV/AIDS, Being orphaned because of AIDS or accidents, Wars and political instability. To cope with all these things and to get through adolescence safely, they need to be strong, creative, resourceful and hopeful (Family Care International, 2002).

Metto (2003) in Disiye *et al* (2006) adds that the presence of electronics such as the television and the internet have facilitated cultural revolution; leading to changes in attitude about sex, sophisticated and expensive lifestyles, and to several socio-cultural conflicts. This has left students in secondary schools crossroads at to what lifestyle to adopt to so as to please their peers or their parents and guardians.

Many students are affected or infected by HIV/AIDS because their parents, relatives and even they are suffering. This has left many students stressed. The HIV/AIDS pandemic has made millions of students into orphans with an uncertain future (UNESCO, 2002). Some youth are in family situations in which parents are unavailable, unable, or, in some cases, unwilling to provide the support their children need to make a successful transition into adulthood. These youth are often placed at high risk because of such factors as parent divorce, poverty, unemployment, death, or psychological estrangement of parents and their children (Setterssten, 2006). When poverty is coupled with living in a single-parent household youth are at high risk for dropping out of high school, drug and alcohol abuse, smoking, violence, sexual intercourse, and gang-related behaviour. How schools, families and youth manage adolescence thus varies greatly by the resources available to them.

This makes counselling, especially in institutions of learning very important. Boys and girls, and young men and women, need to be guided in the relationships between health and the environment, earning skills, knowledge, and attitudes that lead to success and failure in life. School counselling which peer counselling is an essential part of, should help to improve the self-image of young people and facilitate achievement in these life tasks.

With the banning of corporal punishment in schools there have been increased cases of indiscipline in schools. In his study, Matsoga (2003) in Maphosa (2011) itemizes the most common forms of discipline in schools as follows: bullying, vandalism, alcohol and substance abuse, truancy, inability and unwillingness to do assigned class work or homework, refusal to take given orders, teasing of other learners, disrespecting educators, swearing at educators or other learners, carrying dangerous weapons to the school, threatening other learners with dangerous weapons, assaulting other learners, murdering other learners or educators, viewing pornographic materials at school and indecent dressing. The issue of violence by learners is a disciplinary cause for concern the world over (Rayburn 2004; Demato & Curcio 2004 in Maphosa 2011). Ngare (2008) reports concern by school principals in Kenyan high schools over the ever increasing number of cases of learner indiscipline in Kenyan schools. Such indiscipline resulted, in some cases, in the destruction of property in schools, violence and substance abuse, and school authorities indicated that indiscipline had reached unmanageable levels.

Bruce and Cockreham (2004) in Chireshe (2006) assert that adolescence is an intense time of change, where intense battles of self are won and lost. The school provides the youth a support network for positive development through emerging adulthood. However, youth first need confidence in their abilities, good social skills, high self-esteem, and good coping skills to manage the multiple challenges and stressors associated with the high school environment in order to gain the experiences and resources needed to pursue postsecondary education. Those experiencing challenges need information, understanding, guidance and counselling. Most of the peer programmes are targeted for specific subjects such as adjustment to school, poor scholastic achievement, the prevention of depression, family problems, planning a future career, social life, morality, health, personal problems and relationships, (Makinde, 1984). These programmes assist the students to tackle most of the challenges mentioned above making their school experience easier and life after school manageable. Students in secondary schools who are also adolescents need guidance and counselling from both the teacher counsellor and the peer counsellors to navigate through adolescence.

2.10 Theoretical Framework

When undertaking a peer counselling programme, the objectives are often to reinforce positive behaviours, to develop new recommended behaviours, or to change risky behaviours in a target group. Why and how do people adopt new behaviours? The fields of psychology, education, and public health provide relevant behavioural theories that explain this process. It is important to be aware of these theories, because they provide a theoretical base that explains why peer counselling is beneficial. Moreover, these theories and models of behaviour change can help guide the planning and design of peer counselling interventions. The influence of peer counselling is believed to derive from a variety of psychosocial processes and theories described best by Salzer, 2002. These include social support and social learning theory.

Social support is the existence of positive psychological interaction with others with whom there is mutual trust and concern. Positive relationships contribute to positive adjustment and buffer against stressors and adversities by offering emotional support and information support.

Social learning theory postulate that peers, because they have undergone and survived relevant experiences, are more credible role models for others. Interactions with peers who are

successfully coping with their experiences are more likely to result in positive behaviour change (Salzer & Shear, 2002).

The study was informed by the social learning theory originally developed by Bandura in the late 1970s. The basis of social learning is the observation and modeling of behavior, attitude, and emotional reactions to others. Students will observe peer counsellors achievement behavior and emulate them. Social skills and personal development are influenced by the observed model. Social learning theorists suggest that people learn from others too through the process of observation and imitation. The Social Learning Theory by Bandura (1977) helps to explain how people acquire complex behaviour in social settings. He states that people learn: Through direct experience, indirectly, by observing and modelling the behaviour of others with whom the person identifies (for example, how young people see their peers behaving), through training that leads to confidence in being able to carry out behaviour. This specific condition is called self-efficacy, which includes the ability to overcome any barriers to performing the behaviour. The role of the peer counsellors is thus to teach through modeling of appropriate behaviour, influence attitudes and values and teach social skills. Peer counsellors are constantly serving as live models for their clients.

2.11 Conceptual Framework

Peer Counselling programme determine the end behaviour of students. When the programme is available, it enables the students' needs to be identified. The school environment in conjunction with the home environment and parental expectation may lead to a well-adjusted individual with improved intrapersonal and interpersonal relations. When the programme is unavailable, the students' needs may not be appropriately identified. The school environment may not be able to liaise with the home environment and parental expectations, thus leading to a maladjusted individual with poor intrapersonal and interpersonal relations, poor academic grades, low self-esteem and poor self- concept.

When peer counselling has been offered to a student the environment enables him/her to adjust their behaviour. This greatly depends on the influence of the home environment, school, peer group and one's religion. When all these variables favor counselling , a well behaved student is

the end result and the reverse is true. Peer counselling therefore strives to arrest the extraneous variables in order to achieve the desired behaviour as shown in Figure 2.1.

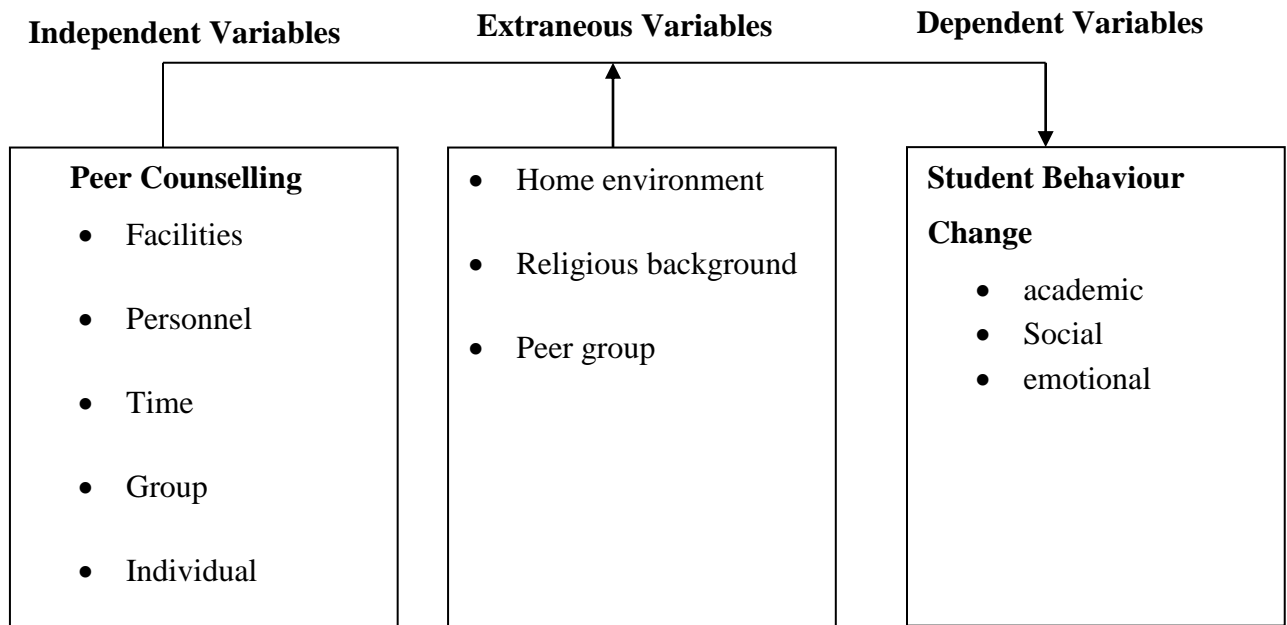


Figure 2.1. Relationship between Peer Counselling and Student Behaviour Change

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that was used to carry out the study. It covers the research design, location of the study, target population, sampling procedures and sample size, instrumentation, data collection procedures, data analysis and summary of the analytical procedures to be used in the study

3.2 Research Design

The study adopted *the ex-post-facto* research design. Kathuri and Pals (1993) defined ex-post facto research as a systematic empirical inquiry in which the researcher does not have direct control of independent variables because their manifestation has already occurred or because they cannot be manipulated. This design was appropriate for this study because the manifestation of dependent variables, that is academic, social and personal behavioural changes, had already occurred, it is therefore appropriate to use this research design. This design was ideal as it enabled an in-depth study of the relevant variables to be made in order to establish existing conditions in the schools. Mugenda and Mugenda (1999) argue that the method is often used because it does not permit experimental manipulation of the variables. This design was thus appropriate in determining influence of peer counselling on behavioural change of students in secondary schools in Nakuru Municipality

3.3 Location of the Study

The study was conducted in Nakuru Municipality, Kenya. Nakuru is an agricultural and business area attracting people of diverse cultural, religious, and educational background. It's a cosmopolitan town therefore providing a representation of almost the whole population of students in the county.

3.4 Population of the Study

The target population was 7338 secondary school students, 92 peer counsellors and 14 teacher counsellors in 12 secondary schools that have peer counselling programmes within the Nakuru Municipality. The accessible population was 132 students who had been attended to by peer counsellors, 32 peer counsellors and 12 teacher counsellors. The sample comprised both male

and female students and teachers. This involved all the peer counsellors, students who have attended peer counselling sessions and teachers' in-charge of guidance and counselling in all secondary schools in Nakuru Municipal that have active peer counselling programmes.

Table 1:

Distribution of Secondary Schools with Peer Counselling Programmes by Type, Teacher Counsellors, Peer Counsellors and Students in Nakuru Municipality

Type of School	Number of Schools	Teacher Counsellors	Peer Counsellors	Total Students
Mixed Day Public	8	8	26	4620
Mixed Day Private	2	2	6	247
Girls Boarding Public	1	1	14	773
Girls Boarding Private	1	1	14	379
Boys Boarding Public	1	1	22	906
Boys Boarding Private	1	1	10	413

3.5 Sampling Procedure and Sample Size

The schools were stratified into two that is public and private and 12 schools were selected out of the 44 schools in the municipality. Purposive sampling was used to select 9 public schools and 3 private schools based on the institutions' active peer counselling programmes. A sample size of 139 students in both public and private secondary schools was used for the study. The following formula from Nassiuma (2000) was used to calculate the sample size.

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

Where

- n is the required sample (139)
- N is the population (7338)
- C is the coefficient of variation (30%)
- e is the standard error (0.02)

Table 2:**Distribution of Schools, Teacher Counsellor, Peer Counsellor and Students Sampled**

Type of School	Number of Schools	Teacher Counsellors	Peer Counsellors	Students
Mixed Day Public	6	6	20	70
Mixed Day Private	2	2	4	21
Girls Boarding Public	1	1	2	12
Girls Boarding Private	1	1	2	12
Boys Boarding Public	1	1	2	12
Boys Boarding Private	1	1	2	12
TOTAL	12	12	32	139

3.6. Instrumentation

Data was collected using three sets of questionnaires Appendices B, C and D. The first and second set of questionnaires (Appendix B and C) was administered on the teacher in-charge of counselling and peer counsellors respectively. They both have three sections A, B and C. Section A had general bio-data. Section B was constructed using close ended questions. The tools elicited information on the status of peer counselling in secondary schools in regard to facilities and service delivery. Section C had qualitative data constructed using open ended questions. The tools elicited the teacher and peer counsellors rating of the peer counselling programme. The third questionnaire Appendix D was administered to students who have attended peer counselling sessions. It had sections A and B. Section A had general bio-data. Section B sought to establish the influence of Peer Counselling on Students' Behaviour Change using close ended questions. This elicited information on the students rating of the influence of the peer counselling programme.

3.6.1 Validity of the Instruments

To ensure that the instruments accurately measured the variables of interest of the study, each of the items in the questionnaires and interview schedule was discussed with the experts from the Department of Psychology, Counselling and Education Foundations in the Faculty of Education

and Community Studies of Egerton University and one supervisor to ascertain the instruments' content validity. Attention was given to how each of the specific study objectives was captured in both the questionnaire and the interview schedule and modifications were made accordingly. Face validity was done to ensure the format of the instruments was consistent with the variables to be measured and to avoid biased responses from the respondents. Comments from the experts were incorporated into the instruments before they were used for data collection

3.6.2 Reliability of Instruments

The three instruments namely; the teacher counsellors', peer counsellors' and students' questionnaires were piloted for reliability in one school which did not take part in the study but had similar characteristics to those which were participants in the study. The piloting involved 4 peer counsellors and 1 teacher counsellor and 20 students who have been counselled. The Cronbach's Alpha Coefficient was used to estimate the reliability of the data collection tools. The method was selected because it is appropriate in situations where the instrument is constructed using open ended Likert type items and the questionnaire is administered once during piloting (Borg & Gall, 2003). The three instruments the teacher counsellors', peer counsellors' and students' questionnaires yielded reliability coefficient of 0.822, 0.802 and 0.851 respectively. The instruments were considered reliable. Coefficients above the recommended 0.7 threshold (Fraenkel & Wallen, 2000) are considered reliable.

3.7 Data Collection

A research permit was obtained from the National commission for Science, Technology and Innovation (NACOSTI) in the Ministry of Education, Science and Technology, Nairobi, through the Egerton University Graduate School. Permission to conduct research was sought from the Nakuru District Education Office and an official letter was obtained from the Nakuru Municipal Education Office allowing the researcher to undertake the study and to access information from students and teachers in the respective schools. The researcher then visited and discussed with the Principals of the selected secondary schools on the proposed research and was granted permission to conduct the study. The researcher then visited the schools and explained to the respondents the purpose of the study and gave them clear instructions before administering the questionnaire.

3.10 Data Analysis

Data was checked for accuracy of the responses, coded, and entered into the computer and analysed using the Statistical Package for the Social Sciences (SPSS) version 22.0 for windows.

Frequencies and percentages were used to describe and summarise the qualitative data. The influence of the independent variables on the dependent variable was determined by testing the relationship using the Pearson's Product Moment Correlation Coefficient.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results of the analysed data, their interpretation and discussion of the research study findings. This study has examined the influence of peer counselling on the behaviour change of secondary school students in Nakuru Municipality. The analysis was based on themes derived from the following research objectives:

- i. To examine the status of peer counselling in secondary schools in Nakuru Municipality.
- ii. To establish the influence of peer counselling on academic performance of students' in secondary schools.
- iii. To determine the influence of peer counselling on social behaviour change of students' in secondary schools.
- iv. To establish the influence of peer counselling on emotional behaviour change of students' in secondary schools.

Response rate – The questionnaires were 12 for teacher counsellors, 32 peer counsellors and 132 for students. Not all the respondents returned the filled questionnaires. The return rate was 100% for teacher and peer counsellors. However it was 95.6% for the student respondents (132 out of the 139 issued). All this rates were considered appropriate for excellent analysis.

4.2 Characteristics of the Respondents

The study comprised of 32 peer counsellors, 132 students who had been counseled and 12 teacher counsellors. This section covers the various characteristics of the peer counsellors, students and teacher counsellors who participated in the study. This is important because these characteristics could contribute directly or indirectly to the findings of the study.

4.2.1 Gender Distribution of Peer Counsellors

The respondent's gender was recorded and their responses are given in Table 3.

Table 3:
Gender Distribution of Peer Counsellors

Scale	Characteristic	Frequency	Percent
Gender n = 32	Female	17	51.6
	Male	15	48.4
Class n = 32	Form 2	16	48.4
	Form 3	16	51.6
Type n = 32	Public	22	67.7
	Private	10	32.3
Category n = 32	Mixed	17	53.6
	Girls only	8	25.0
	Boys only	7	21.4

The results in Table 3 shows out of the total thirty two peer counsellors, 48.4% were male, while 51.6% were female students. The girls outnumber boys as both users and providers of peer education in the study. This is in line with Cartwright (2000) that perhaps the gender conditioning of girls predisposes them more readily to the peer support work whereas the socialisation of boys tends to steer them away. Maybe for similar reasons teachers choose girls for training rather than boys. It is a hurdle yet to be overcome, but in the meantime girls seem to outnumber boys in peer counselling programs both as providers and users in schools. Out of the 31 peer counsellors 48.4% were in Form 2 and 51.6% are in form 3. The form 2 and 3 peer counsellors were preferred to give more information about peer counselling services in schools compared to those in form one who are still relatively new in the school while form 4s are exempted because they are an examination class. 67.7% of the peer counsellors were in public schools while 32.3% attend private schools. Those who attend mixed secondary schools were

53.6%, girls only secondary schools are 25% while those who attend boys' only secondary schools are 21.4%.

4.2.2 Gender Distribution of Students

The respondent's gender was recorded and their responses are given in Table 4.

Table 4:
Gender Distribution of Students Who have Undergone Peer Counselling

Scale	Characteristic	Frequency	Percent
Gender n = 132	Female	84	63.2
	Male	48	36.8
Class n = 132	Form 2	89	68.2
	Form 3	43	31.8
Type n = 132	Public	98	73.7
	Private	34	26.3
Category n = 132	Mixed	110	83.3
	Girls only	19	14.4
	Boys only	3	2.3

The results in Table 4 show 63.2% of the sample was female while the remaining 36.8% were male. Girls again outnumbered boys as users of peer education as they do as providers. Boys, however, also benefit from peer counselling. Form 2 students were 68.2% and form 3 students were 31.8%. This figures show that form two students form the largest percentage of those who seek peer counselling services. This could be due to their having fairly adjusted well to the school system and being bold enough to seek help arising from challenges of adolescence. Form 3 students on the other hand are slightly more mature hence independent and may solve any challenges they face on their own without necessarily seeking help from the peer counsellors 73.7% of these students attend public schools while 26.3% go to private schools. Based on category 83.3% are in mixed secondary schools, 14.4% are in girls' only schools while 2.3% are in boys' only schools.

4.2.3 Qualifications and Experience of Teacher Counsellors

The study determined the counselling qualifications and experience of the teacher counsellors in order to understand how well they ensured the peer counselling programs are implemented. The counsellors were asked to state their counselling qualifications and the results are given in Table 5.

Table 5:
Qualifications and Experience of Teacher Counsellors

Scale	Characteristic	Frequency	Percent
Gender n = 12	Female	8	57.1
	Male	4	42.9
Education n = 12	Degree	10	78.6
	Diploma	1	7.1
	Masters	1	14.3
G&C training n = 12	Certificate	1	7.1
	Diploma	1	21.4
	Masters in G&C	1	7.1
	None	9	74.2
Experience in years as a counsellor n = 12	One	7	57.1
	Two	3	28.6
	Three and above	2	14.2

The results in table 5 show the teacher counsellors involved in the study were 12 in total, 57.1% were female and 42.9% were male. Those with masters' degrees were 14.3%, degree holders were 78.6% and the diploma holders were 7.1%. Among them 7.1% had a certificate in guidance and counselling training, 21.4% a diploma, 7.1% a masters and 74.2% were not trained on guidance and counselling. It is important to have all teacher counsellors trained to have them effectively initiate and implement peer counselling programmes in schools. Based on school types 71.4% were in public schools and 28.6% in private schools. 64.3% in mixed schools, 7.1% in girls' only secondary school and 28.6% in boys only school. When it came to experience 57.1% had one year experience as counsellors in their respective schools, 28.6% had two years' experience and 14.2% had more than three years' experience in guidance and counselling.

4.3 Status of Peer Counselling in Secondary Schools in Nakuru Municipality

The first objective of this study was to examine the status of peer counselling in secondary schools in Nakuru Municipality. To do this the researcher picked on a few aspects of the status of peer counselling such as services offered, reasons for seeking counselling, resources for peer counselling, training for peer counsellors and service delivery in the different schools in the study.

4.3.1 Counselling Services in Schools

The first aspect of the status of peer counselling the researcher examined was the counselling services offered in schools. This is outlined in Table 6.

Table 6:
Counselling Services Offered in Schools

Counselling services	Teacher counsellors n = 12		Peer Counsellors n = 32	
	Frequency	Percent	Frequency	Percent
Academic	12	100.0	13	41.9
Social	8	71.4	16	51.6
Personal	6	57.1	14	45.2
Career/vocational	10	85.7	-	-
Health	8	71.4	5	16.1
Spiritual	9	78.6	12	38.7

Table 6 shows the services offered in schools the peer and teacher counsellors were both respondents. In academics all 12 teachers offered services, social issues 71.4%, personal matters 57.1%, 85.7% of the teacher counsellors were consulted on career matters. On health issues 71.4% teachers and for spiritual matters 78.6% of teacher counsellors were consulted. An observation of the services offered by the teachers show that they tend to attend to students in most areas of counselling with academics at the highest. This is apparent because in school the core activity is academics it is however glaring that few teachers are presented with personal issues. Adolescents widely seek support from their peers when it comes to personal issues. They

readily identify with those who seem to have undergone or are going through experiences similar to theirs. Many authors agree that when adolescents seek help they prefer to consult their peers rather than adults particularly with interpersonal problems (Boldero & Fallon, 1995; Carr & Sanders, 1980; Cowie, 1999; de Rosenroll & Dey, 1990; Frydenberg & Lewis, 1993; Tishby, et al, 2001 in Geldard 2005). This is evident when looking at the issues peer counsellors deal with from students in that the majority present with issues on social at 51.6% and personal issues at 45.2%.

Peer counsellors also offered services on academic issues 41.9%, health 16.1% and spiritual matters 38.7%. It is however observed that no services are offered on careers. This is because peers are not skilled on careers and career choices; they are themselves students and are not trained nor experienced in this area.

4.3.2 Reasons for Seeking Peer Counselling Services

To determine the reasons for seeking peer counselling services various challenges faced by students were identified and the percentages determined as shown in Table 7.

Table 7

Reasons Why Students Sought Peer Counselling Services

Reason n = 132	Frequency	Percentage
Drugs/alcohol	14	10.6
Peer pressure	13	9.8
Inability to perform academically	5	3.8
Stress	4	3.3
Low self esteem	7	5.3
Engaging in crime (stealing, fights etc)	6	4.5
Financial challenges (not able to meet basics of life)	3	2.3
Indiscipline (absenteeism, rude, using foul language)	21	15.9
Emotional conflicts (do not understand self)	2	1.5
Addiction to pornography, and sex	11	8.3
Others	9	6.8

Table 7 shows the different reasons why students seek peer counselling services. Out of the total of 132 students the highest percentages seek services in issues concerning substance abuse 10.6%, peer pressure 9.8%, indiscipline 15.9% and addiction to pornography 8.3%. Alcohol and other substances abuse recorded the highest percentage due to its prevalence in society. Alcohol and cigarettes for instance are culturally accepted. They are used during cultural ceremonies and festivals and are also legally accepted. This cultural acceptance of such substances has led to the students easily accessing them and hence abuse. According to a NACADA report entitled Rapid Situation Assessment of Drug and Substance Abuse in Kenya (2007) 8% (n=75) of children aged 10-14 indicated that they have ever used alcohol. The same children in urban areas are more likely to use packaged legal alcohol (4.1%) than those in rural areas (1.6%). Conversely, traditional liquor is likely to be consumed by rural children (6.4%) than urban ones (1%). People aged 15-65, 39% were using any type of alcohol; of these 2.6 and 11.7% were aged 15-17 and 18-24 years respectively. In the former Rift Valley province where Nakuru Municipality falls, only 12.5% respondents indicated that they had never used alcohol in their life. They also seek services in areas concerning poor academic performance 3.8%, stress 3.3%, low self-esteem 5.3%, crime 4.5%, financial challenges 2.3%, emotional conflicts 1.5% and other issues 6.8%.

4.3.3 Resources for Peer Counselling – Peer Counsellors

The status of Peer Counselling with regards to resources available was dealt with descriptively. The scores of the closed ended questions from the responses given by Peer Counsellors were used to determine availability of resources as shown in Table 8.

Table 8**Resources for Peer Counselling- Peer Counsellors**

Resource	N	Percentage Response				
		MTA	A	MA	NA	NAV
Guidance and counselling budget	32	3.6	25.0	17.9	10.7	42.9
Offices/rooms	32	6.5	41.9	16.6	29.0	6.5
Furniture	32	10.0	33.3	16.7	30.0	10.0
Stationary	31	13.3	43.3	16.7	13.3	13.3
Books, journals, magazines	32	16.1	29.0	22.6	9.7	22.6
E-materials (tapes, videos, DVDs)	32	6.5	16.1	9.7	32.3	35.5
ICT facilities (computers and accessories)	31	13.3	26.7	10.0	10.0	40.0
Internet connectivity	31	16.1	12.9	6.5	9.7	54.8
Time for peer counselling activities	32	6.7	60.0	20.0	10.0	3.3
Number of teacher counsellors	32	13.3	50.0	16.7	20.0	-
Number of peer counsellors	31	19.4	45.2	12.9	16.1	6.5
Counselling teams	32	9.7	32.3	25.8	22.6	9.7
Consultants/guest speakers	31	6.5	38.7	22.6	12.9	19.4
Average	32	10.8	35.0	16.5	17.4	22.0

Key - MTA more than adequate, **A** adequate, **MA** moderately adequate, **NA** not adequate, **NAV** not available

Table 8 is a summary on the resources available for peer counselling according to the responses given by peer counsellors. The resources available included guidance and counselling budget, offices/rooms, furniture, stationary, books, journals & magazines, E-materials, ICT facilities, internet connectivity, time for peer counselling activities, number of teacher and peer counsellors, counselling teams and guest speakers. Guidance and counselling budget showed inadequacy with 53.6% of the respondents indicating that they were not available and not available at all. Offices and rooms are adequate with 48.9% responding that they are available, furniture are 43.3% available and so are the stationary at 56.6% and the books, journals and magazines at 45.1% adequacy. Resources that are inadequate are e-materials at 67.8% inadequacy, ICT facilities 50% and internet connectivity 64.5% all not being enough for carrying out effective counselling programs. On the other hand the following resources are available; time

for peer counselling is adequate at 66.7%, number of teachers 63.3%, number of peer counsellors 64.6%, counselling teams 42%, consultants/guest speakers 45.2%. Based on the average 10.8% responded that the resources were more than adequate, 35% adequate, 16.5% moderately adequate, 17.4% not adequate and 22% not available.

Quality guidance and counselling services require a number of facilities to be effective. If any of these resources are inadequate then the program will not achieve its objectives.

4.3.4 Resources for Peer Counselling – Teacher Counsellors

The resources available for Peer Counselling were dealt with descriptively. The scores of the closed ended questions from the responses given by Teacher Counsellors were used to determine availability of resources as shown in Table 9.

Table 9
Resources for Peer Counselling – Teacher Counsellors

Resource	N	Percentage Response				
		MTA	A	MA	NA	NAV
Guidance and counselling budget	12	7.1	28.6	50.0	7.1	7.1
Offices/rooms	12	-	50.0	21.4	21.4	7.1
Furniture	12	7.1	42.9	21.4	21.4	7.1
Stationary writing materials	12	14.3	28.6	35.7	14.3	7.1
Books, journals, magazines	12	7.1	14.3	28.6	35.7	14.3
E-materials (tapes, videos, DVDs)	12	7.1	21.4	28.6	28.6	14.3
ICT facilities (computers and accessories)	11	-	23.1	38.5	23.1	15.4
Internet connectivity	11	7.7	15.4	7.7	7.7	61.5
Time for peer counselling activities	12	7.1	28.6	35.7	21.4	7.1
Number of teacher counsellors	12	14.3	7.1	50.0	21.4	7.1
Number of peer counsellors	12	7.1	35.7	35.7	14.3	7.1
Counselling teams	11	7.1	7.7	46.5	32.1	15.4
Consultants/guest speakers	12	-	38.5	38.5	7.7	15.4
Average	12	7.1	26.3	33.7	19.7	14.3

Key - MTA more than adequate, **A** adequate, **MA** moderately adequate, **NA** not adequate, **NAV** not available

Table 9 is a summary on the resources available for peer counselling according to the responses given by teacher counsellors. The resources available included guidance and counselling budget, offices/rooms, furniture, stationary, books journals & magazines, e-materials, ICT facilities, internet connectivity, time for peer counselling activities, number of teacher and peer counsellors, counselling teams and guest speakers. Guidance and counselling budget showed adequacy with 35.7% of the respondents indicating that they were available. Offices and rooms are adequate with 50% responding that they are available, furniture is 50% available and so are the stationary at 42.9%. Resources that are inadequate are books, journals and magazines at 50% inadequacy, E-materials at 42.9% inadequacy, ICT facilities 38.5%, number of teachers is inadequate at only 21.4% saying they have an adequate number and internet connectivity at 69.5% inadequacy. On the other and the following resources are available, time for peer counselling is adequate at 35.7%, number of peer counsellors 42.8% and consultants/guest speakers are available at 38.5%. Based on the average 7.1 % responded that the resources were more than adequate, 26.3 % adequate, 33.7 % moderately adequate, 19.7% not adequate and 14.3% not available.

The larger percentage shows insufficiency in counselling resources in the schools that were studied. These findings concur with Makinde's (1984) observations that there is lack of counselling facilities which hinder the provision of guidance and counselling service. Rotino (2002) emphasized the need to create proper guidance and counselling facilities to enable student's access to information. Space was a major issue in the provision of resources for guidance and counselling in schools. Schools also lacked cumulative records, meaning that guidance and counselling only solved current problems among students. Wanjohi (1990) established that the T.S.C. had only appointed a few Heads of Departments. There was little funding for the provision of resources and materials for guidance and counselling. Kimathi (2002) noted that government planning for guidance and counselling was minimal. The government took so long to work on sessional papers and draft frameworks in the counselling field. Resources such as students' records, libraries, offices, equipment's and stores were urgently needed (Bernard, 2002). The counsellor who has adequate and relevant teaching materials and facilities will be more confident, effective and productive. Teachers and peer counsellors might

also have the competence and positive attitudes but if there are not enough resources, their efforts will come to naught. It is of paramount importance that teachers and peer counsellors get the required materials early enough to be able to give quality service.

4.3.5 Training of Peer Counsellors

Peer Counsellors are usually students appointed by their colleagues or the school administration in an effort to open greater link between individual students. When supported and developed they become the best group to reach out to the needy students. Peer counsellors when provided with counselling skills may be of greatest assistance where authority and professional services may be inadequate or not readily available. It is for this reason that the researcher sought to establish the training of peer counsellors in the schools under study. This is shown in Table 10 below.

Table 10

Formal Training of Peer Counsellors

Response = 32	Frequency	Percent
Yes	23	74.2
No	9	25.8

Table 10 shows the formal training the peer counsellors have received. Out of a total of 32 respondents 74.2% have been trained while 25.8% have not been formally trained.

To determine the level of training, the peer counsellors were asked to give the specific areas they have received training on in counselling. This is shown in Table 11 below.

Table 11

Areas of Training of Peer Counsellors

Training area n = 32	Frequency	Percent
Techniques of counselling	8	25.8
Theories of counselling	2	6.5
Adolescent and reproductive health	7	22.6
Behavioural disorder identification and management	1	3.2
Life coping skills, stress and time management	4	12.9

Table 11 shows the areas of training of peer counsellors as follows; in areas of techniques of counselling 25.8%, theories of counselling 6.5%, adolescent and reproductive health 22.6%, behaviour disorder identification and management 3.2%, life coping skills, stress and time management 12.9% though Table 11 shows that a high percentage of the peer counsellors have been trained Table 11 gives a more comprehensive picture of this. It is evident that the PCs have all not been appropriately trained in all areas in counselling with well below 25% to 10% having training in any specific area in counselling. This training is inadequate as is evident in most secondary schools in Kenya. This is supported by another study by Disiye *et al* (2011) that many secondary schools in Eldoret municipality appointed peer counsellors but did not offer them training in peer counselling to make them effective in helping students cope with challenges in school and society. This means that they cannot engage in providing adequate counselling services. Peer counsellors because of age and shared experiences, when they are well informed, trained and have relevant reference materials they become very handy in solving problems in schools before they explode.

4.3.6 Service Delivery

To determine the level of service delivery the frequency of provision of services was determined using frequencies as shown in Table 12.

Table 12
Service Delivery

Frequency of provision of services N= 32	Frequency	Percent
Daily	6	20.0
Weekly	16	50.0
Fortnightly	8	23.3
Monthly	2	6.7

How often do you as a peer counsellor provide services to students?

Table 10 shows how often the 32 peer counsellors deliver services to the students. On a daily basis 20%, weekly 50%, fortnightly 23.3% and 6.7% monthly. The students then mostly get to see the peer counsellors on a weekly basis. This is not adequate especially for those students who may require more consultations.

To further establish the level of service delivery the different items on service delivery were weighted using means and standard deviations as given in Table 13 below.

Table 13
Means and Standard Deviations of Items on Delivery of Peer Counselling

Statement	Peer counsellors			Teacher counsellors		
	N	Mean	SD	N	Mean	SD
Peer counselling sessions are well planned	32	3.68	1.38	12	3.14	1.10
Teachers, peer counsellors and students are consulted when developing	32	3.70	1.29	12	3.07	1.14
The financial needs of peer counsellors are factored in the school budget	31	2.66	1.40	12	2.71	1.27
It is easy to access peer counselling rooms	32	3.53	1.17	12	2.93	1.14
Peer counselling rooms are separate, not shared	31	2.72	1.36	12	2.21	1.05
The peer counsellors have the appropriate training and experience	32	3.22	1.20	12	2.93	1.38
Students are provided with group and peer counselling services	32	3.45	1.59	12	3.36	1.08
Confidentiality is maintained during peer counselling sessions	32	4.50	0.78	12	3.79	0.97
Appropriate facilities (stationary, printed materials, e-materials, ICT) are used during peer counselling sessions	32	3.07	1.36	12	3.00	1.24
Students participation is encouraged during peer counselling sessions	32	4.26	1.06	12	4.00	0.68
There are mechanisms for monitoring and evaluating peer counselling programmes	31	3.03	1.38	12	3.07	1.14
Feedback from clients who have undergone peer counselling is used to improve the programmes	32	4.16	0.90	12	3.07	0.92
Peer counselling services are available to students at all times	32	4.06	1.06	12	3.21	1.12
Peer counselling programmes are given adequate support by school administration	31	3.67	1.35	12	3.31	1.18
Peer counselling has significantly influenced the behaviour change of students in my school	31	3.63	1.27	12	3.07	1.00
Service delivery index	32	3.48	0.52	12	3.11	0.75

The results in Table 13 based on the responses given by Peer Counsellors show that the mean scores ranged from 2.66 (SD = 1.40) to 4.5 (SD =0.78) out of a maximum of 5. The majority (60%) of the 15 items were above 3.5 out of a maximum of 5. The high items means is an indication that peer counselling in the given areas are delivered well. There were some items such as the financial needs of Peer Counsellors (M=2.66, SD = 1.40) and separate counselling rooms (M=2.72, SD = 1.36) which were relatively low means. These were indicators that there are challenges in these areas. The overall mean which is the measure of delivery of peer counselling services was 3.48 (SD=0.52). The delivery of Peer Counselling was rated average on the basis of the mean score as it was out of a maximum of 5.

The responses given by Teacher Counsellors on Delivery of Peer Counselling Services show that the mean scores ranged from 2.21 (SD = 1.05) to 4.0 (SD =0.68) out of a maximum of 5. The majority (60%) of the 15 items were above 3.5 out of a maximum of 5. The high items means is an indication that peer counselling in the given areas are delivered well. There were some items such as the financial needs of Peer Counsellors (M=2.71, SD = 1.27) and separate counselling rooms (M=2.21, SD = 1.05) which were relatively low means. These were indicators that there are challenges in these areas. This indicates that the given guidance and counselling facilities are inadequate. The school administration should adequately fund counselling programs. This state of affairs is unfortunate as without financial support from the school administration peer counsellors will find it difficult to render the counselling service. Table 13 also indicates that the guidance and counselling personnel office is below average. This is a great challenge which conforms to Achieng's (2003) views that without a private accommodation delivery of counselling services will not be effective. The overall mean which is the measure of delivery of peer counselling services was 3.11 (SD=0.75). The delivery of Peer Counselling was rated average on the basis of the mean score as it was out of a maximum of 5.

The results show that the means for Peer Counsellors was 3.48 (SD=0.52) and was rated average. The results further showed that overall means of Teacher Counsellors was 3.11 (SD = 0.75) which was also rated average. There is similarity in the views of Teacher and Peer Counsellors with respect to delivery of Peer Counselling services. Schools were short on support materials such as books funds, training of counsellors, time and other basic resources for the programme.

4.4 Influence of Peer Counselling on Students' Academic Performance

The second objective of the study sought to establish whether there is a significant relationship between peer counselling and students' academic behaviour change. A hypothesis was drawn for the objective and tested data on academic behaviour change was collected using a set of 12 close ended questions in the students' questionnaires. The responses to the items were summarized into an index. The means of the subjects' responses to the items are contained in Table 14.

Table 14
Academic Behaviour Change

Academic behaviour change	Peer counsellors		
	N	Mean	SD
Setting and following realistic academic goals	132	3.44	0.71
Get interested in learning	132	3.27	0.77
Develop good studying habits and follow them	132	3.26	0.84
Manage time properly	128	2.95	0.97
Attend classes regularly	130	2.95	1.12
Actively participate in class activities	129	3.10	0.97
Prepare and follow personal study	132	2.68	1.36
Conduct all class practicals	132	2.41	1.28
Study difficult topics	122	2.52	1.39
Do class assignments within the stipulated time	132	2.52	1.30
Handle examination anxiety	132	2.71	1.16
Use results of class tests to improve my academic progress	131	2.65	1.27
Academic work behaviour change index	132	2.87	0.52

The results in Table 14 based on the responses given by students who have been counseled by the peer counsellors show that the mean scores ranged from 2.41 (SD = 1.28) to 3.44 (SD =0.71) out of a maximum of 5. The overall mean which is the academic behaviour change index was 2.87(SD=0.52).

After the determination of the students' academic behaviour change the results were used to establish its relationship with peer counselling. The relationship between the two constructs was determined using the Pearson moment Correlation. The result of the bivariate test is given in Table 15.

Table 15
Peer Counselling and Academic work Behaviourial Change

Scale	Behaviourial change in academics
Peer counselling	Pearson's correlation (r) 0.211
	<i>p</i> -value 0.015*
	N 132

Significant at 0.05 level

The results in Table 15 reveal that there was a weak positive relationship between peer counselling and students' academic change. The results also reveal that the relationship between the two constructs was significant at the 0.05 level, $r(132) = 0.211, p < 0.05$. This indicates that peer counselling positively influences change in students' academic behaviour and competencies. On the basis of these results the first hypothesis that there is no statistically significant relationship between provision of Peer Counselling and students' academic behaviour change in secondary schools in Nakuru Municipality is rejected. According to the results Peer Counselling positively influences change in students' academic behaviour.

This concurs with studies by Bauer, Sapp and Johnson (2000), Sink and Stroh (2003) in Disiye, Kodero and Ongeti (2011) that reported a positive influence of peer counselling on students' academic performance and higher test scores. Peer counsellors often facilitate academic discussions conducted in groups of three to seven students. In these discussion groups, the students share not only the answers, but they also learn how to solve academic problems. These groups greatly improve the grades of low achieving students. This concurs with the finding of

Bauer, Sapp and Johnson (2000) that actual academic achievement of students is more affected by fellow students than by other factors in the school.

4.5 Influence of Peer Counselling on Students' Social Behavioural Change

The third objective of the study sought to establish whether there is a significant relationship between peer counselling and students' social behaviour change. A hypothesis was drawn for the objective and tested data on social behaviour change was collected using a set of 10 close ended questions in the students' questionnaires. The responses to the items were summarized into an index. The means of the subjects' responses to the items are contained in Table 16.

Table 16

Social Behaviour Change

Social behaviour change	N	Mean	SD
Respect other peoples opinion	132	3.09	0.97
Choose friends wisely	132	3.22	0.92
Balance between academic work and social life	130	2.90	1.09
Respect other people's property	130	2.89	1.14
Relate well with fellow students	132	3.01	1.05
Handle disputes and conflicts with fellow students	129	2.59	1.28
Manage peer pressure well	132	2.82	1.22
Relate well with parents/family	132	3.45	0.93
Abstain from alcohol/drug abuse	131	3.30	1.16
Competently handle relationships with opposite sex	132	2.70	1.45
Change in social behaviour index	132	2.96	0.51

The results in Table 16 based on the responses given by students who have been counseled by the peer counsellors show that the mean scores ranged from 2.59 (SD = 1.28) to 3.45 (SD =0.93) out of a maximum of 5. The overall mean which is the social behaviour change index was 2.96 (SD=0.51).

After the determination of the students' social behaviour change index the results were used to establish its relationship with peer counselling. The relationship between the two constructs was determined using the Pearson moment Correlation. The result of the bivariate test is given in Table 17.

Table 17**Peer Counselling and Social Behaviour Change**

Scale	Social behaviour change
Peer counselling	Pearson's correlation (r) 0.072
	<i>p</i> -value 0.414
	N 132

Significant at 0.05 level

The correlations test results in Table 17 show that there was a weak positive between peer counselling and students' social behavioural change. The relationship was however not significant at the 0.05 level, $r(132) = 0.072, p > 0.05$. This means that peer counselling does not influence change in students' social behavior. On the basis of these results the second hypothesis that there is no statistically significant relationship between provision of Peer Counselling and students' social behaviour change in secondary schools in Nakuru Municipality was is not rejected. According to the results Peer Counselling did not influence change in students' social behaviour.

Peer counselling has been found to be important in improving social adjustment of secondary school students (Disiye et al 2011). When peer counsellors are offered guidance and counselling training programmes they become more effective in helping students in social development. However in the study as indicated above this is not the case. Peer Counselling did not influence students' social behaviour change. The researcher attributed this to inadequate or even lack thereof training offered to peer counsellors. Training is one of the basic pillars in effective peer counselling as explored in Kamore S.K and Tiego P.M. (2015). Unless the helper that is the peer counsellor has positive attitudes and skills, the necessary helping relationship will not be successful. Literature review on peer counselling programs vividly shows a big gap in the quality and scope of training offered to student peer counsellors. The issue of training is controversial due to lack of harmonized training manual. Research findings on peer counselling programs consistently recommend adequate training especially in basic helping skills and life skills

Chireshe (2013), Murangu et al (2012). Training should be based on what the peer educators need to do for the planned activities KIE (2004).

4.6 Influence of Peer Counselling on Students' Emotional Behavioural Change

The fourth objective of the study sought to establish whether there is a significant relationship between peer counselling and students' emotional behaviour change. A hypothesis was drawn for the objective and tested data on emotional behaviour change was collected using a set of 11 close ended questions in the students' questionnaires. The responses to the items were summarized into an index. The means of the subjects' responses to the items are contained in Table 18.

Table 18
Emotional Behaviour Change

Behaviour change	N	Mean	SD
Accept myself	130	3.38	1.16
Handle loneliness and lack of friends	132	2.28	1.40
Manage feelings of inadequacy	132	2.47	1.38
Control emotional conflicts	132	2.56	1.25
Overcome fear	130	2.95	1.98
Deal with feelings of low esteem	131	2.72	1.21
Overcome inferiority complex	132	2.41	1.23
Handle depression and anxiety	132	2.72	1.20
Control mood swings	131	2.57	1.35
Make balanced decisions	132	3.25	0.98
Appreciates importance of recreational activities	130	3.03	1.20
Emotional behaviour change index	132	2.65	0.67

The results in Table 18 based on the responses given by students who have been counseled by the peer counsellors show that the mean scores ranged from 2.28 (SD = 1.40) to 3.38 (SD = 1.16) out of a maximum of 5. The overall mean which is the emotional behaviour change index was 2.65(SD = 0.67).

After the determination of the students' emotional behaviour change index the results were used to establish its relationship with peer counselling. The relationship between the two constructs was determined using the Pearson moment Correlation. The result of the bivariate test is given in Table 19.

Table 19
Peer Counselling and Emotional Behaviour Change

Scale	Emotional Behaviourial change
Peer counselling	Pearson's correlation (r) 0.077
	<i>p</i> -value 0.383
	N 132

The results of the bivariate test in Table 19 reveal that there was weak a positive relationship between Peer counselling and students' emotional behavioural change. However the relationship was not significant at the 0.05 level, $r(132) = 0.077, p > 0.05$. On the basis of these results the third hypothesis that there is no statistically significant relationship between provision of Peer Counselling and students' emotional behaviour change in secondary schools in Nakuru Municipality is not rejected. According to the results Peer Counselling does not influence change in students' social behaviour.

Though most literature on influence of peer counselling show a positive influence on various behaviour changes this is not the case here. This the researcher attributed to inadequate or even lack thereof training offered to peer counsellors. Therefore, special training is necessary to enable peer counsellors to form counselling relationships that foster clients' self-knowledge, self-esteem, self-concept and self-acceptance in order to apprehend potential emotional problems (Arudo, 2012). It is also important to empower peer counsellors with knowledge and skills of assessing the underlying causes of students' psychological issues, identifying appropriate cases for referral and positively influencing reluctant clients to accept specialized counselling or treatment. Training is one of the basic pillars in effective peer counselling as explored in Kamore & Tiego (2015).

4.7 Effectiveness of Services Delivered

To determine the effectiveness of services delivered both teacher and peer counsellors were asked for their views.

Table 20 shows the views of teacher and peer counsellors on effectiveness of the peer counselling programme.

Table 20

Effectiveness of Services Delivered

View	Peer Counsellors n = 32		Teacher Counsellors n = 12	
	N	Percentage	N	Percentage
Not effective	10	22.6	2	21.4
Moderately effective	4	9.7	9	64.3
Effective	18	58.1	1	14.3

Table 20 shows teacher and peer counsellors rating of the effectiveness of peer counselling. The peer counsellors rate it as effective while the teachers rate it as moderately effective. This could be attributed to the different levels at which they interact with students. Whereas the students take note of negligible changes in behaviour the teachers may not.

After the rating of the effectiveness of peer counselling by teacher and peer counsellors, the same individuals were asked to give reasons for the rating. The reasons are shown in Table 21.

Table 21

Peer Counsellors Reasons High for Rating of Effectiveness of Peer Counselling

Reason n = 32	N	Percentage
Has help in bringing socially up right students	3	9.7
Has helped students deal with daily life challenges	2	6.5
Helped students in their academic work	2	6.5
Others (change in attitudes, stress management)	2	6.5

Table 21 shows the peer counsellors reasons high for rating of effectiveness of Peer counselling. Though in the general rating they had rated peer counselling as being effective a closer look at this table indicates otherwise. The percentage of help in social uprightness, dealing with daily life challenges, academic work and other issues is all at below 10%.

Having given the various reasons for high rating of the effectiveness of peer counselling services, the peer counsellors also gave reasons for the low rating of the programme. This is shown in Table 22.

Table 22
Peer Counsellors Reasons for Low Rating of Effectiveness of Peer Counselling

Reason n = 32	N	Percentage
Inadequate training, lack of skills and exposure	2	6.5
Students not interested, uncooperative	2	6.5
Low quality of services	2	6.5

Table 22 shows the peer counsellors' reasons for low rating of effectiveness of peer counselling. They give inadequate training, uncooperative students and low quality services as reasons for poor peer counselling services. Inadequate training of both teacher and peer counsellors adversely affects peer counselling programs. This was also evident in Eldoret municipality where researchers of an exploratory study found that many secondary schools in the municipality appointed peer counsellors but did not offer them training in peer counselling to make them effective in helping students cope with challenges in school and society. This means that they cannot engage in providing any meaningful counselling services. The Government of Kenya (2001) report recommended inauguration of peer-counselling groups in every school and for peer counsellors to receive training to empower them to perform their role. Furthermore, in most schools guidance and counselling programmes are run by untrained teacher-counsellors who are therefore unable to effectively supervise the peer counselling programmes Disiye *et al* (2011).

Having given the various reasons for high rating of the effectiveness of peer counselling services, the Teacher counsellors also gave reasons for the low rating of the programme. This is shown in Table 23.

Table 23
Teacher Counsellors Reasons for Low Rating of Effectiveness of Peer Counselling

Reason n = 12	N	Percentage
Inadequate number of personnel	1	7.1
Lack of trained, skilled personnel	1	7.1
Tight school schedules	2	14.3
Not well monitored	2	14.3

Table 23 shows teacher counsellors reasons for low rating of effectiveness of peer counselling. Inadequate personnel, lack of training, tight schedules and poor monitoring are attributed to poor effectiveness of peer counselling. This is evident in the fact that teacher counsellors usually have maximum teaching load in disregard to the fact that they are also supposed to initiate and implement counselling programs. Teacher counsellors agree that there are challenging areas while executing guidance and counselling citing inadequate personnel, heavy workloads, lack of trained personnel and tight school schedules thus affecting smooth running and implementation of guidance and counselling in schools. Guidance and counselling goal of promoting maximum students growth needed for future adjustment to society is quite demanding. From the data presented majority of the teacher and peer counsellors lack professional training in counselling although all teacher counsellor respondents had attended counselling workshops and in-service training. Although in-service training helps keep abreast with the current trends in guidance and counselling it cannot down play the need for formal professional training in counselling. Such teacher and peer counsellors find themselves inadequate since counselling, like other professions require training in theories and practical skills.

Peer counsellors gave various suggestions on how to enhance the peer counselling programme, this shown in Table 24.

Table 24
Suggestions by Peer Counsellors on How to Enhance the Programme

Suggestion n = 32	N	Percentage
Provide training and exposure	10	33.3
Provide facilities	10	33.3
Allocate time for peer counselling	4	12.9
Motivate peer counsellors	1	3.2
Sensitise students make them aware of peer counselling	4	12.9
School administration/staff should support peer counsellors	3	9.7
Provide more personnel	3	9.7

Table 24 shows the suggestions given by peer counsellors on how to enhance the programme. These include provision of facilities, training, motivation of peer counsellors, more personnel, adequate time for counselling, and enhanced support from the school administration. Teacher counsellors gave various suggestions on how to enhance the peer counselling programme, this shown in Table 25.

Table 25
Suggestions by Teacher Counsellors on How to Enhance the Programme

Suggestion n = 12	N	Percentage
Provide facilities	4	28.6
Sensitize staff and students	2	14.3
Train counselling personnel	4	35.7
Include counselling the school budget	3	21.4
More counselling personnel	2	14.3
Allocate time for the programme	3	21.4
Reduced workload for teacher counsellors	2	14.3
Enhanced support from school administration and staff	2	14.3
Others	2	14.3

Table 25 shows the suggestions given by teacher counsellors on how to enhance the programme. These include provision of facilities, training, adequate budget, more personnel, adequate time for counselling, and reduced workload for teachers and enhanced support from the school administration. These findings go to stress the point made by Chireshe (2006) that the successful implementation of guidance and counselling programmes depends on support from the stakeholders. Teacher and peer training was another area that was found inadequate and teacher counsellors highlighted that more adequate training is necessary. These findings agree with Makinde (1984) who contends that inadequate training in guidance and counselling has hindered its development and success. Counsellors do not have sufficient time to devote to the provision of the guidance and counselling service. This state of affairs is unfortunate as without support from the school administration teacher counsellors will find it difficult to render the counselling service.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This research was undertaken to establish the influence of peer counselling on behaviour change of secondary students in Nakuru municipality. This entailed the status of peer counselling and the influence of peer counselling on students' academic performance, social and emotional behaviour change. The study interviewed a selected sample of 132 secondary school students who had undergone peer counselling, 32 peer counsellors and 12 teacher counsellors. The results of the study demonstrated that:

- (i) Only 25.8% teachers in charge of the guidance and counselling departments are trained in counselling. The peer counsellors have inadequate training. 25.8% is the highest percentage of peer counsellors trained in one counselling area. The resources for peer counselling are moderately available in schools that have peer counselling programmes.
- (ii) The relationship between peer counselling and students' academic behaviour was significant at the 0.05 level, $r(132) = 0.211, p < 0.05$. This indicates that peer counselling positively influences change in students' academic behaviour and competencies.
- (iii) The relationship between peer counselling and students' social behaviour was however not significant at the 0.05 level, $r(132) = 0.072, p > 0.05$. This means that peer counselling does not influence change in students' social behaviour.
- (iv) The relationship was also not significant between peer counselling and students' emotional behaviour at the 0.05 level, $r(132) = 0.077, p > 0.05$. This indicates that peer counselling does not influence change in students' emotional behaviour.

5.3 Conclusions

Based on the findings of the study, the following conclusions were made:

- (i) Peer counselling in secondary schools in Nakuru Municipality regarding areas such as service delivery, training of both teacher and peer counsellors and resources available were found to be inadequate.

- (ii) Peer counselling positively influences change in students' academic behaviour and competencies
- (iii) Peer counselling does not influence change in students' social behaviour.
- (iv) Peer counselling does not influence change in students' emotional behaviour.

5.4 Recommendations

The following can be done to enhance peer counselling in secondary schools within the Nakuru municipality:

- i). The Ministry of education, Teachers Service Commission and school administrators need to ensure all teachers heading the guidance and counselling departments have training in professional counselling skills.
- ii). The peer counsellors in secondary schools need to be given quality, detailed and progressive training in peer counselling.
- iii). The school administrators and Boards of Management to ensure funds are allocated to support the activities of guidance and counselling departments like peer counselling programmes. This coupled with progressive training adequate funds will go a long way to ensure that peer counselling influences change in students' behaviour.
- iv). Guidance and Counselling Departments in all Secondary Schools should put in place active Peer Counselling Programmes.

5.5 Areas for Further Research

Two areas of study need to be undertaken in the municipality in the future, they include:

- (i) The factors causing lack of change in social and emotional behaviour of students who have undergone peer counselling.
- (ii) Factors that have led to lack of peer counselling programmes in most secondary schools in the municipality.

REFERENCES

- Achieng, A. A (2007). *Guidance and Counselling. An Introduction*. Nairobi: Exact Concepts Publishers.
- Arudo, T. (2006). Peer Counselling Experience among Selected Kenya Secondary Schools, *Paper presented at KAPC Conference*. Retrieved from www.kapc.org.ke.
- Baginsky, M. (2001). Peer Support: What School Expect and What Schemes Can Deliver. *Paper Presented at British Educational Research Association Congress, September, 2001*.
- Bandura, A. (1977). *Social Learning Theory*, Englewoods Cliff, N.J: Prentice Hall.
- Banks,S. et al (1995). *Educational psychology for Teachers in Training*. New York. West Publishing Company.
- Barker, S.B. (2001). *Counselling in Schools*. In D.C. Locke, J. Myers and E.L. Heir (Eds). *The Handbook of Counselling*. Thousand Oaks, C.A: Sage Publications. Retrieved from www.sagepub.com/upm-data.
- Benard, J. N. (2002). *A study of Guidance and Counselling Services in Secondary Schools in the Municipality Division of Nyeri District*. Unpublished masters thesis, Kenyatta University, Nairobi, Kenya.
- Borg, W.R. & Gall M.D. (2003). *Educational Research: An Introduction*. New York : Longman Inc.
- Boujlaleb, N. (2006). *Adolescents and Peer Pressure*, A.L. Akhawayh University, Retrieved from aui.ma/vp.aa.cads/.../cad-research.student.do-adolescent-peer.pdf.
- Catholic Diocese of Nakuru, (2009). *Peer Counselling Programme*, Retrieved from www.cathdnkenya.org
- Carty, L. (2001). Peer Counselling: An Intervention that Works. *Guidance and Counselling Journal* (2001).Retrieved from www.inpathways.net/ACRNA/counselling.outcome.pdf.
- Chireshe, R. (2006). *An Assessment of the Effectiveness of School Guidance and Counselling Services in Zimbabwe Secondary Schools*. Retrieved from uir.unica.ac.za.
- Chireshe, R (2013) Peer Counselling in Zimbabwean Secondary Schools, *International Journal of Education and Science*, 5(4) 349 – 354
- Deutsch, C and Smartz, S. (2002). *Towards Standards of Practice for Peer Education*. South Africa, Pretoria: Department of Health.
- Disiye, M.A., Kodero, H.N. & Ongeti, K. (2011). Influence of Peer Counselling on Social Adjustment and Academic Performance of Secondary School Student. Retrieved from www.ejbsmu.com. . *Education Journal of Behavioural Science*. Vol. 2 (1) 201

- Douvan, E. (2004). Erick Erickson: *Critical Times, Critical Theory*. Retrieved from Deepblue.lib.umich.edu/bitstream/--/10578/-2004. Article 424474.
- Ebreo, A. (2002). Effects of Peer Education on the Peer Educators in a School Based HIV Prevention Programme: *Where Should Peer Education Research Go from Here? Health Education and Behaviour*, Volume 29 (4) 2002. Retrieved from www.uic.edu
- Engelkes, R.J. and Vandergoot, D. (1982). *Introduction to Counselling*. Boston Houghton Mulfins Company.
- Fraenkel J.R., Wallen, N.E. (2000). *How to Design and Evaluate Research in Education*. New York; McGraw-Hill Higher Education
- Focus Adolescent Services: *Peer Influence and Peer Relationship* (2001). Retrieved from www.focus.com/peerinfluence.html
- Government of Kenya (2001). *The Taskforce Report on Student Discipline and Unrest in Secondary Schools*. Nairobi, Government Printer.
- Kamore S.K.& Tiego M. (2015). *Four Pillars of Effectiveness of Peer Counselling Programs in Meru South District High Schools, Kenya*. International Journal of Humanities and Social Sciences vol 5 no.2 pg255 Retrieved from www.ijhssnet.com/journal/...29.pdf
- Kimathi, F. K. (2002). *Perception of the Teacher Counsellor's Role in the Implementation of Secondary School Curriculum: A Case of Central Division, Machakos District*. Unpublished Masters thesis, Kenyatta University, Nairobi, Kenya.
- Krumboltz, J.D. & Kolpin, T.G. (2002). *Education Encyclopedia: School Guidance and Counselling*. Retrieved from <http://www.answers.com/topic/school-guidance-and-counselling>.
- Makinde, O. (1984). *Fundamental and Guidance and Counselling*. London, University of London Press.
- Maphosa, C. (2011). *How Chaotic and Unmanageable Classrooms Have Become*. Insights into Prevalent forms of Learners Indiscipline in South Africa Schools. Retrieved from www.krepublishers.com.02-journals.
- Mathenge, O. (2008, July 24th). Immorality High Among the Youth. *Daily Nation*, p. 4, Col. 4. Nairobi: Nation Media Group
- MOEST (2005). *Sessional Paper No. 1 of 2005. A Policy Framework for Education, Training and Research*. Nairobi: Government Printer.
- Mugenda, O.M. and Mugenda, A.G. (1999). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: African Centre for Technological Studies Press.

- Murangu, P.G, Bururia, D.N, Njonge, T (2012) Challenges Faced by Peer Counsellors in their Efforts to Effect Behaviour Change in Secondary Schools in Maara District, Kenya, *American Journal of Contemporary Research* Vol 2 No 11
- Nasibi, W.M. (2003). *Discipline, Guidance and Counselling in Schools*. Nairobi: Strongwall Africa.
- National Campaign against Drug Abuse (NACADA). 2007. *Rapid Situation Assessment of Drug and Substance Abuse in Kenya*. Nairobi: NACADA
- Ndichu, D. (2005). *Guidance and Counselling: Handbook for Schools*. Nairobi: Kur Career Ventures,
- Ngare, P. (2008). Kenya Teachers Sound Alarm Over Violet Strikes. *The Daily Nation*, 14th July, 2008. Pg. 2.
- Okumu , S.A. (2007). *Introduction to Guidance and Counselling*. African Virtual University. Retrieved from <http://oer.avu.org/handle/123456789/153>
- Opondo, O. (2008, July 23) "Tough New Rules to Curb School Strikes. " *Daily Nation*.p.1, Col. 2 –p. 4, Col. 1. Nairobi: Nation Media Group
- Peer Education and HIV/AIDS (2003). *Peer Education Project*. Psychology Department, University of Zimbabwe. University of Zimbabwe Press. Retrieved from www.uir.unisa.ac.za.
- Pohlman, J. (2007). *Peer Influence on Attitude and Behaviour*. Retrieved from www.wso.ed/2007/...2-18.07. EDPJJ400 Presentation
- Rotino, C. R. (2002, January). *Procedure for Outlining Guidance Needs in Schools*. Paper Presented at the Meeting of the Guidance Heads, Kisumu, Kenya.
- Salzer, M.(2002). *Consumer Deliverance Services as a Best Practice in Mental Health*. Psychiatric Rehabilitative Skills.
- Sendowitz, J. (1998). *Involving Youth in Reproductive Health Projects: Focus on Youth Adults*. Retrieved from www.pathfind.org/focus.htm.
- Settersen, R.A. (2005). *Social Policy and the Transition to Adulthood. Toward Stronger Institutions and Individual Capacities*. Chicago:University of Chicago Press.
- Sexton,T.L.,Whiston, S.C. (1998). A Review of School Counselling Outcome Research:Implications for Practice. *Journal of Counselling & Development* Vol.76
- Spiegler, M.D and Guevremont, D.C., (2003). *Contemporary Behaviour Therapy* (4th Ed).Belmont, C.A: Wadworth Thomson Learning, Inc.

- Syamujaye, T. (2011). *Counselling Module 2, UNESCO*. Retrieved from www.unesco.org/education/mebam/module_2.pdf
- Varenhorst B, (2007). *Peer Helping and Youth Service Learning*. Retrieved from www.peerpogramprofessional.org/publication.
- Wanjohi, K. (1990). *A Perception of the Role of the Teacher Counsellor in Secondary Schools in Nyeri*. Unpublished Masters Thesis, Kenyatta University, Nairobi, Kenya.
- Watanabe, M., Mieko, A., Senzaki, T.A. & Herr, E.L. (2001). Donald Super's Contribution to Career Guidance and Counselling in Israel, Japan and Hong Kong. *International Journal for Educational and Vocational Guidance* ,1:99 - 106.
- Zarret, N. (2006). *The Passage to Adulthood: Challenges of Late Adolescence*, New Direction for Youth Development. No. 111. Fall (2006). Retrieved from www.interscience.curlleg.com.

APPENDIX A
INTRODUCTORY LETTER

EGERTON UNIVERSITY
PO BOX 536,
NJORO
26-05-2015.

TO TEACHER COUNSELLOR,
.....SCHOOL

Dear Teacher Counsellor,

RE: DATA COLLECTION ON PEER COUNSELLING

My name is Millicent A. Ambayo, I am a M.Ed. (Guidance and Counselling) student at Egerton University. As part of the course work, I am undertaking a research titled “*Influence of Peer Counselling on Behaviour Change among Secondary School Students in Nakuru Municipality*”. You have been selected to participate in the study because I believe that you have information that can contribute significantly towards its success. Kindly fill this questionnaire as accurately as possible. Please note that any information that you give will be treated confidentially.

Thank you

Ambayo M, A.

APPENDIX B

TEACHER COUNSELLORS' QUESTIONNAIRE

School code

This questionnaire seeks to gather information on “*Influence of Peer Counselling on Behaviour Change among Secondary School Students in Nakuru Municipality*”. You have been selected to participate in the study because I believe that you have information that can contribute significantly towards its success. Kindly fill this questionnaire as accurately as possible. Please note that any information that you give will be treated confidentially. Read the statements carefully and provide your answer in the given space or by placing a tick in the cell that represents the selected option.

Instructions

Read the statements carefully and provide your answer in the given space/by placing a tick in the cell that represents the selected option.

Section A: Bio-Data

1. Gender Female [] Male []
2. Highest level of education
3. Formal training in guidance and counselling
4. Type of school Public [] Private []
5. School category Mixed [] Girls only [] Boys only []
6. Number of years as a counsellor in the school 1-5 years [] 6-10 [] 11-15 [] 16-19 [] 20 years and above []
7. Which counselling areas are covered in your school
Academic []
Social []
Personal []
-Career/Vocational []
-Health []
-Spiritual []

Section B: Status of Peer Counselling in Schools

Equipment/facilities

The following statements are on the status of equipment/facilities for peer counselling. Rate the adequacy of the facilities using the given scale

Scale: Not Available (NAV), Not Adequate (NA), Moderately Adequate (MA), Adequate (A), More than Adequate (MTA)

No	Equipment/Facility	Adequacy				
		MTA	A	MA	NA	NAV
	<i>Equipment/Facilities/materials</i>					
1	Budget					
2	Rooms					
3	Furniture					
4	Stationary/writing material					
5	Books, journals, magazines					
6	Electronic materials; tapes, video, DVDs					
7	ICT facilities (computers & accessories)					
8	Internet connectivity					
9	Time allocated for Peer counselling activities					
	<i>Personnel</i>					
10	Number of teacher Counsellors					

11	Number of Peer Counsellors					
12	Counselling teams					
13	Consultants/speakers					
14	Others (specify.....)					

Service delivery

The following statements are on the delivery of peer counselling services in your school. Indicate the extent to which you agree with each by putting a tick in the cell that represents your view. Use the given scale: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D), Strongly Disagree (SD)

No	Service	Percent				
		SA	A	NS	D	SD
1	Peer counselling sessions are well planned					
2	Students, peer counsellors and staff are consulted when developing of the peer counselling sessions					
3	The needs of peer counselling are factored in school budgets					
4	The peer counselling rooms are easily accessible					
5	The rooms are separate, not shared					
6	The Peer counsellors have appropriate training and experience					
7	Students are provided with group and individual peer counselling services					
8	Confidentiality is maintaining during peer counselling sessions					

9	Appropriate aids (facilities/materials/equipment) are used during peer counselling sessions					
10	Students' active participation is encouraged during Peer counselling sessions					
11	There are mechanisms to monitor and evaluate peer counselling sessions					
12	Feed back from those who have undergone Counselling is used to improve the exercise					
13	Peer counselling services are always available to whenever students require them					
14	Peer counselling is given adequate support by the school administration					
15	The objectives of peer counselling (equipping students with academic, social and personal competencies) are always achieved in my school					

Section C: Qualitative Data

1. How effective is peer counselling in your school?

.....

2. What major challenges do you face as a teacher counsellor?

.....

3. Suggest what needs to be done to make peer counselling more effective

.....

APPENDIX C

PEER COUNSELLORS' QUESTIONNAIRE

School code

This questionnaire seeks to gather information on “*Influence of Peer Counselling on Behaviour Change among Secondary School Students in Nakuru Municipality*”. You have been selected to participate in the study because I believe that you have information that can contribute significantly towards its success. Kindly fill this questionnaire as accurately as possible. Please note that any information that you give will be treated confidentially. Read the statements carefully and provide your answer in the given space or by placing a tick in the cell that represents the selected option

Instruction

Read the statements carefully and provide your answer in the given space/by placing a tick in the cell that represents the selected option.

Section A: Bio-Data

1. Gender Female [] Male []
2. Class
3. Type of school Public [] Private []
4. School category Mixed [] Girls only [] Boys only []
5. Formal training in counselling Techniques of counselling [] Psychological and theories of counselling [] Adolescent and reproductive health [].Behavioural disorder identification and management [] Life coping skills stress and time management []
6. For how long have you been a peer counsellor?
7. How often do you counsel students? Daily [] Weekly [] Fortnightly [] Monthly []
8. Which areas do you cover during the counselling sessions Academic [], Social [] Personal [], Vocational [], Health [], Spiritual []

Section B: Status of Peer Counselling in Schools

Equipment/facilities

The following statements are on the status of facilities for peer counselling. Rate the adequacy of the facilities using the given scale

Scale: Not Available (NAV), Not Adequate (NA), Moderately Adequate (MA), Adequate (A), More than Adequate (MTA)

No	Equipment/Facility	Adequacy				
		MTA	A	MA	NA	NAV
	<i>Equipment/Facilities/materials</i>					
1	Budget					
2	Rooms					
3	Furniture					
4	Stationary/writing material					
5	Books, journals, magazines					
6	Electronic materials; tapes, video, DVDs					
7	ICT facilities (computers & accessories)					
8	Internet connectivity					
9	Time allocated for Peer counselling activities					
	<i>Personnel</i>					
10	Number of teacher Counsellors					
11	Number of Peer Counsellors					
12	Counselling teams					
13	Consultants/speakers					
14	Others (specify.....)					

Service Delivery

The following statements are on the delivery of peer counselling services in your school. Indicate the extent to which you agree with each by putting a tick in the cell that best represents your view. Use the given scale: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D), Strongly Disagree (SD)

No	Service	Percent				
		SA	A	NS	D	SD
1	Peer counselling sessions are well planned					
2	Students, peer counsellors and staff are consulted when developing of the peer counselling sessions					
3	The school finances peer counselling activities					
4	The peer counselling rooms are easily accessible					
5	The rooms are separate, not shared					
6	The Peer counsellors have appropriate training and experience					
7	Students are provided with group and individual peer counselling services					
8	Confidentiality is maintaining during peer counselling sessions					
9	Appropriate aids (facilities/materials/equipment) are used during peer counselling sessions					
10	Students' active participation is encouraged during Peer counselling sessions					
11	There are mechanisms to monitor and evaluate peer counselling sessions					
12	Feedback from Counselling clients is used to improve the exercise					
13	Peer counselling services are always available whenever students require them					
14	Peer counselling is given adequate support By the school administration					
15	The objectives of peer counselling (equipping students with academic, social and personal competencies) are always achieved in my school					

Section C: Qualitative Data

1. How effective is peer counselling in your school?

.....
.....

2. What major challenges do you face as a peer counsellor?

.....

3 Suggest what needs to be done to make peer more effective

.....
.....

APPENDIX D

STUDENTS' QUESTIONNAIRE

School code

This questionnaire seeks to gather information “*Influence of Peer Counselling on Behaviour Change among Secondary School Students in Nakuru Municipality*”. You have been selected to participate in the study because I believe that you have information that can contribute significantly towards its success. Kindly fill this questionnaire as accurately as possible. Please note that any information that you give will be treated confidentially. Read the statements carefully and provide your answer in the given space/by placing a tick in the cell that represents the selected option.

Instruction

Read the statements carefully and provide your answer in the given space/by placing a tick in the cell that represents the selected option.

Section A: Bio-Data

- 1. Gender Female [] Male []
- 2. Class
- 3. Type of school Public [] Private []
- 4. School category Mixed [] Girls only [] Boys only []
- 5. Have you ever sought the services of a peer counsellor Yes [] No []
- 6. What issues/challenges do you encounter that require peer counselling services?.....
.....

Section B: Behaviour Change

Indicate the extent to which peer counselling has been effective in assisting you in the areas listed in the table. Use the given scale Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D), Strongly Disagree (SD)

No	Area	Percent				
		SA	A	NS	D	SD
	<i>Academic</i>					
1	Setting realistic academic goals with chances of succeeding					
2	Become interested in learning					
3	Develop good study skills and habits					
4	Manage time properly					
5	Attend classes regularly					
6	Actively participate in class during lessons					
7	Prepare and follow personal study time					
8	Conduct all the class practicals					
9	Guide me to study difficult topics					
10	Do all class assignments within the stipulated time					
11	Handle examination anxiety					
12	Use results of tests to plan for academic Progress					
	<i>Social</i>					
13	Respect other people's opinions					
14	Choose friends wisely					

15	Balance between academic work and my social life					
16	Respect other people's property					
17	Relate well with fellow students					
18	Handle conflicts					
19	Manage peer pressure					
20	Relate well with my parents/family					
21	Abstain from alcohol/drug abuse					
22	Competently handle sexual issues					
	<i>Emotional</i>					
23	Accepted myself					
24	Handle loneliness and lack of friends					
25	Manage inadequate feelings					
26	Control emotional conflicts					
27	Overcome fear					
28	Deal with feeling of low esteem					
29	Overcome inferiority					
30	Become more confident and relaxed					
31	Control mood swings					
32	Make decisions and solve problems					
33	Appreciates importance of recreational Activities					

APPENDIX E

LETTER OF RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No.

Date:

24th January, 2014

NACOSTI/P/13/1479/530

Millicent Akinyi Ambayo
Egerton University
P.O.Box 536-20115
EGERTON.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of peer counselling on behaviour change among secondary school students in Nakuru Municipality,*" I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for a period ending **31st December, 2016.**

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

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

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Nakuru County.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX F

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. MILLICENT AKINYI AMBAYO
of EGERTON UNIVERSITY, 41495-100
nairobi, has been permitted to conduct
research in Nakuru County

on the topic: INFLUENCE OF PEER
COUNSELING ON BEHAVIOUR CHANGE
AMONG SECONDARY SCHOOLS
STUDENTS IN NAKURU MUNICIPALITY

for the period ending:
31st December, 2016

Millicent Akinyi Ambayo
Applicant's
Signature


Permit No : NACOSTI/P/13/1479/530
Date Of Issue : 24th January, 2014
Fee Received :Kshs khs1000.00




M. Njoroge
Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

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


REPUBLIC OF KENYA


**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

Serial No. A 901

CONDITIONS: see back page