PEER COUNSELLING, AN ALTERNATIVE APPROACH TO
STUDENT DISCIPLINE: A CASE STUDY OF THE KENYA
POLYTECHNIC, NAIROBI, KENYA

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DECLARATION

This project is my original work and has not been presented for a degree in any other University.

Date 12th September 2005

Ndeda, Gaudencia Achieng’
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I confirm that the work reported in this project was carried out by the candidate under my supervision as University supervisor.

Date 12th September 2005

Dr T. Kinai
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DEDICATION

This project is dedicated to my husband Thomas,
children Louise, Peter, James, Marie, John and Thérèse
ACKNOWLEDGEMENTS

I am very grateful to my supervisor Dr. T. Kinai for her support throughout the study. I am also greatly indebted to my husband Thomas for his invaluable help and encouragement. I also thank both my colleagues Njoroge and Ms Loko, a postgraduate student, for their help. My gratitude also to the principal of Kenya Polytechnic Mr. G. Muthwale and the dean of students, Mr. M. Okungu, for their cooperation. Thanks also to all the students at the Kenya Polytechnic who responded to my questionnaires.

I also acknowledge the Ministry of Education Science and Technology for granting me permission to conduct a research at its offices in Jogoo House and at the Kenya Polytechnic. I cannot also forget the Kenya Association of Professional Counsellors in whose library I spent days doing research. Lastly special gratitude to Mr. A. D. Bojana for editing the final project.
ABSTRACT

This study has looked at peer counselling at the Kenya Polytechnic and particularly how it is helping to control students’ maladaptive behaviours in the institution. The study adopted a descriptive approach using case study design to determine factors that have resulted in maladaptive behaviours among students, their implication and how peer counselling could minimise these maladaptive behaviours at the Kenya Polytechnic, Nairobi, Kenya.

The study was guided by theoretical framework developed by Skinner, Bandura, Ellis and Rogers. The theorists posit that behaviour is a result of environmental influence and can be learned through conditioning, that through insight and anticipation, the person strives to reduce discrepancies between current levels of performance and goal performance levels, that psychological difficulties are due to the irrational statements we make to ourselves and that people tend to work towards self-actualisation through continuous openness to experience. Related literature was also reviewed on the types, causes and implications of maladaptive behaviours at the Kenya Polytechnic.

Data was also analysed using the Statistical Package for Social Sciences (SPSS) software package. Descriptive data was analysed using frequencies, percentages, tables and bar graphs while qualitative data was analysed qualitatively.

The study found out that the students of the Kenya Polytechnic had problems which led them to elicit maladaptive behaviours and that peer counselling was in place to try to help them solve the problems and therefore reduce the maladaptive behaviours. It also found out that the students responded positively to peer counselling and hoped that the services would be improved to help them even better.
The study therefore concludes that peer counselling could be an alternative approach to student discipline in middle-level learning institutions. The study recommends that all the students at the Kenya Polytechnic be sensitized towards the importance of peer counselling and that the lecturers also take part in it to make it succeed. It also recommends that lecturers help in this endeavour by getting to know those in their classes very well, their problems and potentials, and that the Ministry of Education, Science and Technology improves peer counselling services in the institutions by funding and harmonising the activities and training respectively.

Further research has also been recommended to improve the peer counselling services in the hope that in future it can be extended to other institutions that require these services.
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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The Kenya Polytechnic was opened on the 29th May 1961 as an institution of training for middle level manpower. It is administered by a Board of Governors and grant aided by the Government of Kenya through the Ministry of Education, Science and Technology. Its main functions were:

- To provide theoretical and practical instructions in a range of subjects on full or part-time basis. This enabled workers in the industry and commerce to supplement practical work of the day with appropriate industrial training.

- To prepare students entering without full matriculation, either by full or part-time study, in single subjects to a level approaching degree standard.

To fulfil these functions, the Polytechnic was required to provide courses on evening, day release and sandwich. Today, the types of courses offered are demand driven from the public and private sectors. In this regard, the Polytechnic maintains liaison with government ministries and close linkage with both the industrial and commercial sectors. The student population varies from term to term with enrolment ranging between 3,500 and 4,500 students for regular courses every term. Regular courses consist of 55 diploma level courses and 18 Higher Diploma level courses. (PolyNews 41st Graduation’ ceremony, 15th July 2003 pp ii-v.)

Presently, the Kenya Polytechnic is headed by a Chief Principal, assisted by a deputy principal and heads of departments. There are twelve academic departments and one administrative department. There is a big library and a Guidance and Counselling department. The academic departments are: Electrical and Electronics, Health Sciences and Biotechnology, Institutional Management, Surveying and Mapping, Mechanical Engineering, Information and Liberal studies, Enterprise

The students of the Kenya Polytechnic, like everyone else are faced with problems, some of which are quite serious. These problems include poverty, drug abuse, sexual abuse and trade, alcohol abuse, poor health and the HIV/AIDS. These problems affect the students in one way or another.

In an attempt to address the problems, several measures have been put in place. There is first of all the Guidance and Counselling Department headed by the Dean of Students and his deputy which is almost as old as the Kenya Polytechnic itself. Over the years, the department has mainly offered Guidance and Counselling on academic and social matters. In January 2005, the Guidance and Counselling unit was opened where confidential counselling services are offered to students and the teaching and non-teaching staff, by professional counsellors. The unit also acts as an HIV/AIDS resource centre, and trains peer counsellors with the aim of promoting peer counselling among the students. Also in place is the students union (The KPSU), which works closely with the Dean’s office and the administration to ensure that student’s welfare is looked into. There are also different religious societies which students join and can then share spiritual things. These are the Young Christian Students (YCS), the Christian Union (CU), and the Kenya Polytechnic Muslims Association. There are also different associations, ethnic in nature, whose members are students from the same part of the country. They meet to discuss matters that affect them as say those from South Nyanza, Nyambene, and Bungoma etc. PolyNews third Edition (April 2005: 12).

These students being mature are also affected by what goes on in the country, especially politically. They all have identity and voters cards and therefore deem themselves fit to participate in the country’s affairs. The students can be highly sensitive especially when they think that others are infringing on their rights. In fact the Kenya Polytechnic has got a history of strikes and riots in which there have been
serious consequences including death. These strikes together with those of secondary schools and universities have been a cause of serious government interventions. The strikes whenever they have happened have been characterised by violence wanton destruction of property and even death. A case in point is that of May 2003, when the Kenya Polytechnic students went on strike because they did not want the Principal they said was “imposed” on them due to tribal reasons after the retirement of their Principal. They threw stones damaging peoples’ vehicles parked outside the Polytechnic. They pelted matatus that were plying the Haile Selasie Avenue with stones injuring some of the passengers. They threw stones at the police who had come to quell the riot. The consequence of this was that two students died and the Kenya Polytechnic was closed indefinitely. *Daily Nation* (May 2003)

1.2 Statement of the Problem

Since its inception todate, the students of the Kenya Polytechnic have elicited a series of maladaptive behaviours including strikes and others like aggression, taking drugs, telling lies, stealing, abortion and promiscuity. These behaviours have impacted negatively on the students with the result that some of them are addicted to the drugs and can therefore not achieve their goals of being at the institution, others have health problems associated with behaviours like abortion and drug abuse while others suffer psychologically. Other consequences include wastage of time and failure in examinations. To counter these problems, the government through the Ministry of Education, Science and Technology has introduced Guidance and Counselling in all learning institutions to look into possible ways of reducing these behaviours among the students. It has also encouraged NGOs (Non-Governmental Organisations) to participate in this quest for discipline among students. In response Pathfinder International came up with the idea of using the students themselves to counsel one another i.e. Peer Counselling. This has been tried in the universities and middle level institutions including the Kenya Polytechnic where it was started in January 2005. The purpose of this study is to find out whether Peer Counselling is contributing at all in helping the students behave better.
1.3 Purpose of the Study

The purpose of this study was to investigate whether peer counselling was contributing to the maintenance of student discipline at the Kenya Polytechnic, and the extent to which it had been used by the students to help modify their behaviour.

The study addressed 4 main issues:

(i) The maladaptive behaviours shown their causes and implications.
(ii) The peer counselling services that are in place at the Kenya Polytechnic
(iii) The efforts of the ministry of Education Science and Technology to establish Guidance and Counselling in learning institutions.
(iv) The students’ perception of peer counselling at the Kenya Polytechnic.

The study hoped to achieve this by first gathering information on the causes of maladaptive behaviour at the Kenya Polytechnic. This would shed some light on the reasons for which students went on strike. The study also investigated whether Peer counselling had any significant influence on the correction of maladaptive behaviours among the students of the Kenya Polytechnic. It also investigated what part the Ministry of Education, Science and Technology played in the establishment of Guidance and Counselling in learning institutions. Finally, the study investigated whether the students found the help they needed in peer counselling.

1.4 Objectives of the Study

The general objective of this study was to investigate the purpose and work of peer counsellors at the Kenya Polytechnic. To accomplish this, the following measures were taken:

(i) Types, causes and implications of students’ maladaptive behaviours at the Kenya Polytechnic were investigated.
(ii) The extent to which peer counselling had been used to check students’ maladaptive behaviours was also looked into.
(iii) Students’ perception of peer counselling as an attempt to help them change their maladaptive behaviour at the also was looked into.
(iv) Efforts made by the Ministry of Education Science and Technology to support
counselling at the Kenya Polytechnic were also investigated.

1.5 Research Questions.

(i) What are the causes and implications of students' maladaptive behaviour at the
Kenya Polytechnic?

(ii) To what extent has peer counselling contributed in changing students' maladaptive
behaviour at the Kenya Polytechnic?

(iii) What are the students' perceptions of peer counselling as a measure to help them adapt good behaviour?

(iv) In what ways has the Ministry of Education Science and Technology been instrumental in putting in place measures to check students' maladaptive behaviour at the Kenya Polytechnic?

1.6 Significance of the Study
Maladaptive behaviours have been a source of great concern to stakeholders in education, considering the fact that over the years, the consequences have continued to get worse. In an attempt to correct these maladaptive behaviours, the government through the Ministry of Education Science and Technology has facilitated the creation of Guidance and Counselling services in educational institutions. Lately, peer counselling has been introduced in these institutions in an attempt to make students counsel one another. This study looks at peer counselling at the Kenya Polytechnic to find out how it helps to correct maladaptive behaviours.

It is hoped that the stakeholders might benefit from the findings of this study in that it will give them a picture of the outcome of their efforts and enable them to evaluate it and so take any necessary action. The study might also benefit policy makers and heads of other polytechnics in obtaining feedback on causes of students' maladaptive behaviour and their perception on peer counselling. In this way, they will be able to put corrective measures in place.
Apart from adding to the world of knowledge in Peer Counselling services in the polytechnics, it will also act as a provocation and a springboard from which other researchers can carry out further investigations in the field of peer counselling. The findings may particularly benefit the Guidance and Counselling Unit in the Ministry of Education, Science and Technology in obtaining feedback on the adequacy and usefulness of peer counselling in the learning institutions. This will help policy-makers to improve and even implement peer counselling services in other institutions.

1.7 Delimitation and Limitation of the study

Delimitation

(i) Guidance and Counselling is a very wide subject and cannot be studied in its entirety within the time limit allocated for the study. This study, only looked at one aspect of it which is peer counselling.

Scope and Limitation,

Because of time pressure and financial constraints, the researcher carried out a case study confined only to the Kenya Polytechnic.

1.8 Assumptions of the Study

The following assumptions were made in this study:

(i) That there was a peer counselling programme at the Kenya Polytechnic
(ii) That the instruments used would help collect appropriate and correct information.
(iii) That the peer counselling programme helped the students handle their problems in a socially acceptable manner.
(iv) That all respondents would be co-operative and provide reliable responses.
1.9 Conceptual Framework

Figure 1.1  Conceptual Framework

- Student with maladaptive behaviour
  - Peer Counselling
    - Change of behaviour
      - Well adjusted socially and academically
  - No Peer Counselling
    - No change of behaviour
      - Maladjusted socially and academically
1.10 Operational Definition of Terms

- **Guidance** – In this study, this term was used to mean helping a person make choices and adjustment and solve problems in order to become independent and responsible.

- **Counselling** – In this study, this term was used to mean the skilled and principled use of relationships through which there is development of self-knowledge and awareness, emotional acceptance and growth of personal resources.

- **Peer Counselling** – In this study, this term was used to mean harnessing the capacity which peers have to console, appease and befriend one another to mediate in conflicts and to reconcile those who are alienated from one another.

- **Peer group** – In this study, this term was used to mean those of the same status.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction
In this chapter, the researcher has looked at the theoretical framework notably behaviourism theorists, social learning theory, cognitive behavioural therapy and the person-centred theory. Literature related to the study has also been reviewed and appropriate themes developed using conceptual framework content.

2.1 Theoretical Framework
2.1.1 Behaviourism Theorists Skinner (1951), Pavlov(1927) Watson(1920) Wolpe(1958)

Skinner (1951), use operant conditioning which is based on the principle of reinforcement. Here operant responses are emitted by the organism through operant behaviours, which, he says are strictly learned through the mutual responsiveness of the person and the environment. It freely describes how behaviour is influenced by the effects of the environment, referred to as reward and punishment. According to Skinner, behaviour is caused by forces outside the individual. Therefore, this theory focuses on predicting and controlling observable behaviour. He also argues that situational factors determine behaviour and that adaptive behaviour can be selected within the experience of one individual, thereby emphasizing the importance of control over behaviour. Thus, behaviour is determined by environmental outcomes contingent on it. This means that behaviour is selected through its consequences. It is then reinforced through rewards or discouraged through punishments or left to become extinct by lack of reward. To correct maladaptive behaviours, Skinner proposes the technique of shaping, which involves reinforcing successive approximations.

Skinner’s operant conditioning can be used by the peer counsellors at the Kenya Polytechnic through application of successive approximations and schedules of
reinforcement to assist those students with problems of poor performance, drug problems, alcoholism etc. These techniques can help them to select behaviours that are favourable to achievement of desired goals.

Pavlov(1927) says that learning can take place through:-

i) Generalisation whereby the response that had become conditioned to a previously neutral stimulus would also become associated with similar stimuli.

ii) Discrimination where only some stimuli are followed by the unconditional stimulus, the animal recognises differences among stimuli.

According to Watson(1920), learning is through conditioning e.g. emotional reactions in infants. The infant Albert was trained to fear animals and objects that were initially not feared. (A conditioned emotional reaction). Such a response is maladaptive and is associated with anxiety. To counter this, Joseph Wolpe(1958) came up with the method of systematic desensitisation which involves conditioning responses that are antagonistic of the present one.

This can be applicable at the Kenya Polytechnic where learning is the main business. The students learn maladaptive behaviour in different ways, they learn through generalising, discriminating or even conditioning. These affect how they behave and perform in class. The peer counsellors therefore have to be aware of this and apply the necessary remedy to counter the learned behaviours.

2.1.2 Social Learning Theory by Albert Bandura(1974)

The social learning theory emphasizes learning independent of reinforcement and the importance of cognitive processes. The emphasis here is on interaction between the person and the environment, as expressed in the concept of reciprocal determinism i.e. Interaction between the person and the environment. The personality structures emphasized in this theory are competencies skills, goals and the self. Also emphasized are those competencies that enable the person to solve problems in everyday life. Goals guide the individual towards future outcomes and the person is
seen as having self conceptions and self control processes. Self-sufficiency is emphasized as an important aspect of the perception of the self. Self-efficacy (the perceived ability to cope with particular situations) is emphasized as an important aspect of the perception of the self. These concepts all involve emphasis on functioning in specific situations as opposed to broad dispositions. Individuals are viewed as having behavioural patterns of situation – behaviour relationships. The Social Learning view of motivation emphasizes the importance of goals. Through cognitive processes of foresight and anticipation, individuals strive to reduce discrepancies between current levels of performance and goals of performance levels. Thus, people can take charge of their own destiny through self-regulatory processes involving both the selection of goals and self – reinforcement in the pursuit of them.

Self-efficacy judgements (i.e. the perceived ability to perform tasks relevant to a situation) play a key role in motivation through their influence on selection of goals, effort towards achieving the goals, emotion with which tasks are approached and success in coping with stress and negative events. Social cognitive theory emphasizes the acquisition of skills, competencies, standards and self-efficacy judgements through observation of others (vicariously), through reinforcement by others and through direct experience. The importance of models in the process of observational learning is emphasised especially through vicarious conditioning. Here, patterns of behaviour are acquired in the absence of rewards and behaviours are performed depending on the consequences (rewards or punishments). The emphasis is on the ability of the person to discriminate among situations and regulate behaviour according to internal goals and external demands. This theory is quite applicable at the Kenya Polytechnic, where through cognitive process students have set goals which they are trying to achieve.

The Kenya Polytechnic is an institution of middle-level training; the students are mature and self motivated. Bandura’s theory can be of great help to them in their academic endeavours. They can learn to set goals for themselves, work in harmony
with the environment to achieve these goals, develop, self-efficacy to reduce through
to achieve their set goals, foresight; the discrepancies in their performance in order to achieve their set goals, to be self-regulated and self motivated in the pursuit of their goals. To use self-sufficiency judgements in selections of their goals, effort and persistence toward achieving them, the emotions with which they approach the tasks and coping with stress. Peer counsellors at the Kenya Polytechnic can use this theory to handle the social side of their colleagues’ lives by being role models from whom they can learn to discriminate among situations and regulate their behaviour according to internal goals and external commands.

2.1.3 Cognitive Behavioural Therapy by Albert Ellis (1973)

According to Ellis’s theory, the causes of psychological difficulties are irrational beliefs or irrational statements we make to ourselves e.g. we must do something, we have to feel some way, we should be a certain kind of a person, we cannot do anything about our feelings and situation in life. He says that people have as much maladaptive cognition as there are cognitive processes, and that cognition determines feelings and behaviours. He advocates emphasis on specific problematic cognitions in need of change as opposed to isolated pieces of behaviour.

In REBT (Rational Emotive Behavioural Theory), Ellis came up with a cognitive restructuring process to change the irrational beliefs, dysfunctional thoughts and maladaptive attributions. Various procedures are used to challenge and change these irrational beliefs. This includes the use of logic, argument, persuasion, ridicule or humour. In this theory, focus is on the relation of information processing to affect and motivation; how people move from thoughts to action, including an emphasis on goals and action strategies and cross cultural differences in information processing. Cognitive behaviour therapy therefore emphasizes category structures and inference processes rather than needs or dispositions. It emphasizes problematic cognitions in need of change as opposed to change in overall personality organisation or isolated pieces of behaviour.
The peer counsellors can use cognitive restructuring technique to make their fellow students abandon any irrational thoughts or beliefs that may lead them to develop maladaptive cognitions. Sometimes, faulty cognitions are the cause of strikes at the Kenya Polytechnic and if the students can acquire the ability to dispute them, then discipline can be improved.

2.1.4 Person Centred Theory by Carl Rogers (1983)

The key structural concept of the Person Centred Theory is the self i.e. the organisation of perceptions and experiences associated with the “self” “me” or “I”. Also important is the concept of the ideal self i.e. the self-concept the person would most like to possess. There is also the “ought” self, i.e. the self according to societal expectations. Rogers emphasise self-actualisation as the central human motive. Self-actualisation involves continuous openness to experience and the ability to integrate experiences into an expanded, more differentiated sense of self. He also suggested that people function to perceive self-consistency and to maintain congruence between perceptions of the self and experience. He also says that experiences perceived as threatening to the self-concept may, through defensive processes such as distortion and denial, be prevented from reaching consciousness and can easily lead to the emition of maladaptive behaviours.

The theory is quite applicable at the Kenya Polytechnic because everybody here is striving for self-actualization through academics. They all have the self concept including the ideal self-concept which they are striving to achieve. At the same time, they are faced with the “ought” self, in the form of rules and regulations which the administration expects them to adhere to. Sometimes conflicts emerge between them and the administration and the students emit maladaptive behaviours like going on strike. Through peer counselling, the students at the Kenya Polytechnic can be taught the ability to integrate experiences in order to achieve congruence between perceptions of self and experience.
2.2 Review of Related Literature

2.2.1 Guidance

Makinde (1993), says that guidance is the help given by one person to another in making choices and adjustments and in solving problems. It aims at aiding the recipient to grow in his independence and ability to be responsible for himself. It is a service that is universal, not confined to the school, or to the family. It is found in all phases of life, in the home, in business and industry, in government, in social life, in hospitals, and in prisons. It is present wherever there are people who need help and wherever there are people who can help. It is done to normal people who do not have any serious problem with their psyche.

Durojaiye (1972), defines guidance as helping someone to understand himself. It implies effecting changes in him and in his environment which will make him grow and develop as much as possible. It is a complex process which encompasses the total needs of the individual student to be guided. It is applicable to his educational, social, moral, emotional, health, vocational and leisure-time needs as to his preparation for a suitable occupation. It is a dynamic process which must be active and continuous. (p.78). This implies that guidance is applicable at the Kenya Polytechnic where there are students with needs to understand themselves, needs to adapt to their changing environment and to grapple with their educational, social, moral and emotional needs.

2.2.2 Counselling,

According to Hopson (1984), counselling is "Helping someone to explore a problem, clarify conflicting issues and discover alternative ways of dealing with it, so that they can decide what to do about it, that is, helping people to help themselves" (p. 259). Hopson in this definition emphasises the fact that the person with the difficulty is the one with the resources needed to deal with it. The counsellor only provides the relationship, which enables the client to search for their own answers.
True Love (1996), defines counselling as “Helping someone to clarify his or her own position with regard to job performance, career path or other issues by facilitating self-analysis” (p.297). Newstrom and Davis (2002), see counselling as “a discussion with a client on a problem that usually has emotional content in order to help the person cope with it better; counselling seeks to improve the client’s mental health and wellbeing” (p.377).

Good mental health means that people feel comfortable about themselves, right about other people and able to meet the demands of life (Newstrom & Davis, 2002). They argue that since it helps people to cope with problems, it should improve their performance because they become cooperative, worry less about personal problems or improve in other ways.

Cole (2002) observes that counselling is a process in which the counsellor helps the client to:

i) Identify the problem

ii) Agree what would be the ideal preferred outcome

iii) Consider ways by which the outcomes can be achieved

Egan (1990), describes counsellors as “skilled helpers.” Who are effective to the degree that their clients through client-helper interactions are in a better position to manage their problem situations and/or develop the unused resources and opportunities of their lives more effectively. These definitions of counselling can be put into practice at the Kenya Polytechnic to help them change their behaviour.

2.2.3 History of Guidance and Counselling in Kenya

Since 1963, the government has taken initiative to establish guidance and counselling in the education system. Some of these initiatives include the commission that was set up in 1964 to review the education system. This commission published the Kenya Commission (Ominde) report (1964), which recommends that the school should provide some guidance to students. In response
to this, the Ministry of Education started a sub-section within the inspectorate section to deal with the implementation of guidance in schools. A booklet on careers was published for career masters in schools who were regular teachers, appointed to provide career guidance service to students in addition to their teaching load. At this point, emphasis was laid on guidance, not counselling.

The Government Development Plan (1974 – 1976) recommends that the Ministry of Education should allow the designated guidance teachers more time to attend to students’ counselling needs. This recommendation was however not implemented in most learning institutions. Where it was implemented, the designated guidance and counselling teachers continued to ply dual roles; they both taught and counselled students as well. As a result, more time was spent on teaching and very little time if any was spent on counselling students.

In 1976, the report of the National Commission on Educational Objectives and Policies (Gachathi) Report (1976) observed that students had psychological problems which were largely ignored before by guidance service. It recommended that the teachers undergoing training take a compulsory course in guidance and counselling. After their training, they would teach and counsel as well, an arrangement that proved ineffective; since they spent more time in teaching and not in counselling, the training in counselling not having prepared them adequately.

The Kenya Development Plan (1979 – 1983) brought further progress in establishing guidance and counselling in schools by recommending that Guidance and Counselling be incorporated into the teacher – training curriculum at both college and university levels. Although the recommendation was implemented, the course content was too inadequate to prepare effective counsellors.

The report of the Presidential Working Party on Education and Manpower Training for the next Decade and Beyond (Kamunge report 1988) recommended that guidance and counselling be removed from the Ministry Headquarters to district level and that
senior teachers be the ones responsible for the guidance and counselling programme. The Kenya Institute of Education (K.I.E) was asked to prepare a suitable and relevant guidance and counselling syllabus. *The session paper* No. 6 of 1988, recommended that school heads and senior teachers be trained to supervise the guidance and counselling programme established.

Lastly, in 1999, the Koech Report recommends among other things that guidance and counselling be strengthened in schools and colleges to become an active and available service on a day to day basis to all students, on academic, social and practical aspects of life, done by teachers who are trained in guidance and counselling. It also recommends that the trained counsellors work with Non-governmental Organisations (NGOs) and religious bodies where necessary and provide consistent counselling to students against the use of violence as a solution to counter problems. Another recommendation was that the curriculum be redesigned to install good virtues in the youth such as respect for one another, honesty and cooperation. The family and the religious institutions were to equally play their role in promoting mutual social responsibility.

Recent times have seen a wave of students' unrests and school strikes, which have strengthened the government’s resolve about the important role that the guidance and counselling programme can play in schools and colleges. Consequently more counsellors are being trained with some working as full time counsellors. The government is currently working to develop a guidance and counselling policy for our education system and for this a stakeholders consultative workshop was held at the Kenya Institute of Administration from 2\textsuperscript{nd} – 6\textsuperscript{th} December 2001. When adopted the policy will introduce guidance and counselling programme curriculum at all levels of our schools and institutions and the counsellors will be able to work at achieving the counselling objectives identified at each level of education. The government encouraged Non-Governmental Organisations to join in this quest for discipline among students. This was taken up by the Pathfinders International which started work with young adults to help them in this aspect by introducing peer
counselling in institutions of higher learning, including the Kenya Polytechnic where it was introduced in January 2005. It is hoped that when they counsel one another their perception can change and in this way maladaptive behaviours can be kept as low as possible. This study sought to establish to what extent this has been so.

2.2.4 Peer Counselling

Cowie and Sharp (1996), define broadly peer counselling as “A concerted attempt to harness the capacity which peers have to console, appease and befriend one another to mediate in conflicts and to reconcile those who are alienated from one.” They say that in adolescence young people in distress often turn first to a peer for help. They also say that a growing body of evidence suggests that, with the right sort of training and support, it is possible to create systems which facilitate this natural process and which build on the potential for helping which is already there.

Carr (1994), says that peer counselling seems to flourish in settings where there is already established system for working together and in co-operation with one another, and where people support the values of caring about others and helping people to help themselves. He further says that it helps if there is a concern for and belief in relationships based on hierarchies. He goes on to say that for a peer counselling programme to be sustained over time, it is also important that pioneering individuals in the organisation are committed to its development. Carr says that one characteristic of these individuals is an interest in innovation or changes in the human systems. In his own words, “They assess needs; they listen; they involve; they support; they model; they encourage and they rebuild. They actually study how innovations take place and they implement the strategies and actions that contribute to making changes.” (Carr 1994, p.7).

Carr (1994), has counted over 30 different terms to define peer helping programmes, ranging from peer ambassadors to peer facilitators, to peer helpers. In a survey of members of the Canadian National Peer Network, Carr found that 38 percent use the term peer helper; 35 percent use the term peer counsellor; 12 percent use the term
peer facilitators; and the remaining 13 percent use the terms including peer tutor, peer assistant and peer educator. Cowie and Sharp argue that there are three broad types of peer counselling and support each overstepping to an extent with one another: befriending, counselling approaches and conflict resolutions.

According to Henrikson, (1991); James et al (1991), befriending means assigning peer counsellors as “buddies” to peers who are for example lonely or neglected by classmates. Sharp et al, (1994) define counselling approaches as a more structured form of helping which includes group counselling, telephone counselling, and one to one counselling. The peer counsellors are trained in these counselling approaches and use them with their peers. Newton et al, (1996), say that conflict resolution is where peer counsellors create a social network for fellow students with emotional and behavioural difficulties through for example “Circle of friends” approach and behavioural needs. At the Kenya Polytechnic, the term used is peer counselling. The pioneers are called peer counsellors while the programmes are referred to as peer counselling services. Like in the case mentioned by Carr, the peer counsellors at the Kenya Polytechnic assess needs, listen, involve, support, model, encourage and rebuild their peers.

Salmivalli (1999), explains peer support as the harnessing of the power of the peer group to promote anti-social behaviour such as bullying and social exclusion in order to end the same. She claims that it is possible to “restructure” networks of aggressive young people and so change the quality of interpersonal relationship for the better

2.2.5 History of Peer Counselling

Cohen (1995), states that in the 1980s, in the United States, a range of social, political and pedagogical influences combined to create ideal conditions for the growth of peer mediation. He says that social problems were causing numerous problems for schools and that student conflicts and violence were increasing. As a result, schools were more willing than usual to look outside the educational
establishment for assistance. Peer mediation was then seen as an additional tool that did nothing to detract from existing structures of conflict management in school. It was seen as a measurable process (in contrast to peace education, which was seen as vague and politically charged) and it had the added advantage of being media friendly. Johnson and Johnson (1980) say that peer education programmes generally had captured the interest of educators.

In 1984, a small group of community mediators and educators formed the National Association for Mediation Education. At that time only a handful of peer counselling programme existed, but currently there are many thousands located in schools in every state of the United States (Johnson and Johnson 1980)

According to Carmon and Dephis, (1991) McMahon, (1997), the use of peer mediation spread in other parts of the world throughout the late 1980s and the 1990s. They say that its use was wide spread in Canada, Australia and New Zealand and that educational practices which involve peer counselling were growing more common in Europe (ENCORE, 1997). In the UK, the Kingdom Friends Workshop Group was amongst the first to adapt American peer mediation training materials for British pupils (KFWG, 1988). In 1989, Walker’s paper on violence and conflict resolution in schools, commissioned by the European Union, included documentation about peer counselling and led to the formation of the European Network of Conflict Resolution in Education (ENCORE), which is supported by British Quakers.

Tyrell and Farrell (1995), say that there has been a particular interest in conflict resolution training and peer counselling in Northern Ireland as part of the Education for Mutual Understanding (EMU) curriculum. Here, peer counsellors are trained in conflict resolution techniques, which they then use to mediate among peers.
In the early 1990s, the climate in UK schools was receptive to peer counselling. Initiatives put in place to enhance it were:

i) A greater emphasis on group-work, co-operative games and problem-solving (e.g. Bennett and Dune, 1992; Horbury and Pears, 1994; Leimdorfer, 1990; Masheder, 1986) aimed to improve young people's ability to cooperate.

ii) Classroom practice encouraging individualized and autonomous learning tried to give young people a more internal locus of control (Brandes and Ginnis, 1990; Maines and Robertson, 1994; Roberts, 1994, Water house, 1983)

iii) A focus on speaking and listening skills aimed to improve pupil’s ability to communicate (Barnes, 1984; Bliss and Tetley, 1997; National curriculum council, 1989; Powell and Makin, 1994). A growing awareness of the importance of high self-esteem (Maines and Robinson, 1994, White, 1991) meant that many teachers were working to establish positive “affirming” relationship with young people. Cowie and Wallace (2000), concluded that these initiatives stressed the importance of pupil empowerment. They say that some schools which had begun the process of empowering pupils to take more responsibility for the quality of life in schools found that peer mediation was “a natural next step” to take.

Such initiatives can also be put in place at the Kenya Polytechnic to make the environment more receptive to peer counselling.

2.2.6 Local Studies on Peer Counselling.

Kenyan culture has been influenced by different ethnic groups. In some circumstances, these groups have common cultural customs. These customs are the foundations of the body of rules known as customary laws and are different from formal written or statutory law (Dawit, 1993). The customary laws regulated much of the social behaviour and they e.g. defined the transition from childhood to adulthood and proscribed the behaviours and roles that the newly initiated adults were expected to undertake. The transition was regulated by the customs, and the customs were maintained by the education system. Children learnt that the common
good was more important than private welfare, social consensus was of greater consequence than individual self interest; social integration took precedence over individual liberty. These structures were the basis for the customary laws which legitimised social practices. This contrasted markedly with the Western system of education which emphasised individual self-consciousness and the achievement of personal goals.

The new emerging cultures were influenced by the adoption of a Western system of education whose formal system of education differed from that of traditional African education. Ermy (1981), says that in the traditional African education, emphasis was on the senses and learning was through experience, concentrated attention, imitation and observation, and did not focus upon literary language skills. The changing system of education has both supported and initiated other social changes, which have resulted in a more complicated pattern of social organisation. There are many growing sources of pressure in contemporary society and the emerging adolescent struggle to find a coherent and consistent identity in a competitive social environment. In fact, as Erickson, (1963) says the first task for adolescent is to resolve their identity crisis. This is manifest at the Kenya Polytechnic in the mode of dressing for both boys and girls, conflicts with authority and a general identity crisis.

2.2.7 Peer Counselling at the Kenya Polytechnic

The peer counselling programme has spread to other institutions of learning including the Kenya Polytechnic, which started peer counselling in January 2005. The reason for starting it was to harness and use students potential to help each other in the fight against HIV and AIDS, irresponsible sexual behaviour and drug abuse among others in an attempt to make them adopt good behaviour. To enable all the students to get the intended message, the Kenya Polytechnic administration declared June 20th-24th a cultural week with the theme 'Techno-Cultural Approach to an HIV/AIDS-Free Environment'. During this week, the message about HIV/AIDS was passed on through drama, dance, poems and songs. Various groups used this
occasion to pass on information on how one can prevent or stay healthy with HIV/AIDS.

A series of seminars have also been organised to create and enhance awareness on the HIV/AIDS threat. The Kenya Polytechnic, through the Guidance and Counselling Department, trains peer counsellors in stress management, drugs and substance abuse, HIV/AIDS and self-esteem. After training, they go among their peers and, through the techniques learned they work to help them change their perception on life for the better.

2.2.8 Maladaptive Behaviours in Kenyan Learning Institutions

The task force launched by the Minister for Education, Science and Technology in August 2001 to gather views and information from all stakeholders in education on causes of unrest and indiscipline in secondary schools met with representatives of stakeholders from all districts in the country and gathered the following as the causes of strikes in secondary schools.

Causes pertaining to Management of Education,

These touched on issues relating to policy formulation and implementation, where it was alleged that the stakeholders were not included in this. The government formulated the policies without consultations; they went ahead and implemented them. So they were reduced to mere spectators without any say.

i) The manner of school inspection and quality assurance also came under attack, as it was alleged that the inspectors were not trained and most did not know their duties. They were also poorly paid and were not motivated at all to do their work well.

ii) The management of curriculum development and evaluation was criticized. It was argued that proper groundwork was not done before coming up with a curriculum which was alleged not to meet the needs of some societies.
Curriculum evaluation was said to be too academic oriented. It put too much pressure on the learners unnecessarily. This issue has been addressed at the Kenya Polytechnic and syllabi are being revised in collaboration with K.I.E.

iii) The quota system of selection to secondary schools promoted favouritism based on ethnicity. This does not happen at all at the Kenya Polytechnic because selection is on merit.

**Causes pertaining to Management and Administration,**

The Report of the Taskforce on Student Discipline and Unrest in Secondary Schools came up with the following as some of the reasons students give for going on strike. In this study they have been looked at in so far as they are applicable to the Kenya Polytechnic.

i) Highhandedness of the school administration

ii) Mismanagement of funds.

iii) School rules that are too harsh, corporal punishment.

iv) School prefects are said to have almost taken over the role of teachers and run the show, while the latter did their own businesses. They were selected and imposed on the students with instructions, which caused a wave of anti prefects protests in many schools. Most of these issues are not observed at the Kenya Polytechnic; except one similar to the “prefects case”. Sometimes students run into trouble with their students’ union leaders who cease to deliver. They deal with them quite ruthlessly, when they think they have been “bought” and not serving their interests.

v) The charging of teacher motivation levy, overburdened parents and frustrated those students whose parents could not afford to pay.

vi) Districts and provincial mocks was another cause of strikes cited. This became too much and the students were put under a lot of pressure.

vii) At the Kenya Polytechnic, students reject their administrators whom they think are incompetent and are not using the available resources profitably. They also reject administrators who are imposed on them because of nepotism.
External Factors,

i) Drug and substance abuse

The taskforce was informed that the varied types of drugs and narcotic substances were readily available in some localities where schools are situated. These include bhang, marijuana, tobacco, changaa, kuber, glue. These substances are sold to students who consume them. The problem of drugs is real at the Kenya Polytechnic. Some students have had to drop out of studies due to adverse effects of these drugs. The students smoke and take alcohol and this affects their behaviour and performance in class.

ii) Out of school peer group influences

A large number of young persons are out of school either as school drop outs or unemployed school leavers. If not adequately and positively occupied by their parents, they form bad habits. Where such a group is within a school community, they can influence their school going age peer group resulting to indiscipline. Generally, most of the students did not see much hope for employment. This lowers their morale and contributes to their general mood. A case at the Kenya Polytechnic is when a student was caught with bhang which his friend had just brought him. So the peers influence one another a lot.

In urban centres, children have no facilities where they can play and instead spend their time watching Television and videos some of which show pornographic materials, in the absence of their parents. This way, they internalise bad habits which give them bad influence. This is seen at the Kenya Polytechnic through the way students groom themselves. Some girls dress indecently; some boys are transvestites, they plait their hair and wear earrings. They walk around hand in hand and even kiss in public.
iii) Role models

The taskforce was informed that the students were negatively influenced by what they can see and hear. When members of the society use violence to demand rights, practise mob justice and arson, grab public property, practise corruption, openly defy authority, fight openly in public, resort to mass action to solve problems and leaders make inflammatory statements, students see and learn and actually put it into practice. The students of the Kenya Polytechnic always fall in tune with any political event in the country e.g. when parliament was being opened in June 2005, they were in the streets making noise and contributing to the issues of the day.

iv) Mass media

The role of mass media, both print and electronic is to educate, entertain and inform. However, more often, they provoke negative reactions by giving prominence to negative issues e.g. highlighting a strike in one school may lead to a strike in a neighbouring school.

There is excessive violence on television screens, making wrong doers appear as though they were heroes. Advertisements of substances like alcohol at prime time on television encourage its consumption by the youth. The youth tend to imitate what they see and no wonder we now have the culture of nudity where people walk nearly half naked in imitation of their heroes or their favourite programmes. This is carried over into schools where the students continue to influence one another. At the Kenya Polytechnic, this is a case that requires urgent and collective attention. Most of the students are actually a replica of their Television models. They walk almost nude or dress weirdly.
v) Hopelessness of school leavers

In 1985' the 7: 4 : 2 : 3 system of education was rejected on the basis that it was not serving the needs of the changing society, it was alleged to be too academic oriented and failed to anticipate and respond in a meaningful way to the education and employment needs of the Kenyan youth (Republic of Kenya 1981). The 8: 4:4 system was then introduced. This system was expected to address the shift from white collar to blue collar jobs. The curriculum laid emphasis on skills training in preparation for the world of work. Its graduates would be job-creators rather than job-seekers. This however has not been the case; as many graduates of the system still go around jobless, with no capital to start small business. The Kenya Polytechnic is one institution that produces blue collar job trainees, but still the industry does not favour them. A good number of them are jobless. Most of them have no capital to start business and cannot be employed due to lack of jobs.

vi) Disparity in resource distribution.

This is the most glaring causes of indiscipline in our schools. Different schools in one division will have disparity in resources but when examinations are set, this fact is not put into consideration, and the yard stick is national and does not vary. This puts a lot of bitterness in students who cannot afford the better schools which are better equipped; and pressure builds up on the students as well as the parents and may cause indiscipline. At the Kenya Polytechnic, there are students from all levels of the economy. There are those that learn under very difficult condition and some who are alright. There is the problem of lack of or inadequacy of equipment, but since most of the examinations are internal, the students have an equal opportunity.

vii) Corporal punishment

In view of the fact that most of our students are in adolescence stage, which is characterised by identity crisis, rebellion against authority and a tendency to identify with and respond to peer groups, the administration of punishment
should be continuously done. Excessive or inappropriate corporal punishments can provoke students. At the Kenya Polytechnic, there is no corporal punishment. Punishment is by suspension or expulsion, or being made to repeat a year in the case of cheating in the examinations. A few times these cause students to become unruly, always in support of their comrade.

2.2.9 Maladaptive Behaviours at the Kenya Polytechnic

Causes and Implications of strikes at The Kenya Polytechnic,

Given the nature of the institution, the causes of strikes in it have been a bit different from that of secondary schools. The greatest cause of maladaptive behaviour at the Kenya Polytechnic is peer influence. Some are administrative; others are political while others have to do with the conditions in the institution. Some of the causes from the newspapers are:

Causes

- A water shortage which had lasted seven days resulting in poor hygienic conditions. There seems to have been no proper reason for the disconnection of the water supply and after the strike, the supply was reconnected. The Kenya Times June 24th 2000, p 1 col 2-5.

- Another time, they went on strike in support of the constitutional reform. The institution was closed indefinitely. Daily Nation September 30th 1997, p6-col 1.

- Sometimes maladaptive behaviour is as a result of drug use. Some students of the Kenya Polytechnic take drugs, others smoke and others take alcohol. These practices affect them and some have been so adversely affected that they have had to drop out of the Polytechnic. (Dean’s Office)

- Another time, they demanded the resignation of their principal whom they accused of being responsible for the deteriorating academic standards at the Polytechnic. The Standard May 19th 1992, p4 col 1-5.
• The latest riot that left two students dead and scores of others injured and lots of property damaged was in May 2003 when they rejected the appointment of a principal they deemed to have failed elsewhere, to replace their retiring principal. They claimed the new principal was incompetent and that nepotism had been used to promote him. The Daily Nation May 23rd 2003 p.1 col 4-5.

• Important to note is that most of these strikes take place around examination time when tension is high among them. It is thought that in this way, the students buy time to study for the examinations. (own observation)

• Around the time of electing their student leaders, there is a lot of problems. In May 2005 they caused commotion when they wanted to flash out a student leader whom they said was arrogant and had stuck in the office illegally. They almost killed the student leader who was rescued by the security team. (own observation)

• One time they joined Kenyatta University students and held demonstration demanding among other things the resignation of;
  i) The government for failing to quell the tribal clashes
  ii) The police commissioner for failing in his duties
  iii) The speaker of the national assembly for trying to stop the debate on the land clashes.

• The students also participated in a demonstration called by the Yellow Ribbon movement and some members of parliament to protest at the way parliament handled the Bomas Draft Constitution. As a result of this, fifteen of them were suspended after being accused of violating the regulations requiring them to restrain from hooliganism and rowdy behaviour, causing disturbance and
damaging property at the Kenya Polytechnic students' centre. Saturday Nation (20th August 2005)

Implications

- When students go on strike, the first implication on education is the suspicion that all may not be well with the education system as a whole. The anger, vigour and aggression with which the students carry out the strikes and the amount of damage they cause, sometimes even death, point to still more serious issues that education needs to address urgently.

One of the most common actions taken as a remedial measure against the students who go on strike at the Kenya Polytechnic is to close the institution and send students home indefinitely. Others include expulsion or suspension of some. This does not augur well for education because precious learning time is wasted and the syllabus is not covered and this time is never recovered. The implementation of the curriculum is therefore interfered with. The Kenya Times July 16, 1997 p.2 col 4.

- When a student loses his or her life, that too is a loss to education and in fact to the whole country which would have benefited from his or her strength and services to the country and indeed to the education system. (Own observation)

- When students are suspended for going on strike, they take longer to finish their course. Some of them have ended up doing a three year course in four years due to strikes and indefinite closures of the institution. These students are demoralised and one even dropped out in the process of repeating a year. (Own observation)

- Once while on strike, they decided to break into the kitchen at the institutional Management Department where they ate all the cooked food, broke equipment, windows and glassware. Then they went for the vehicles parked outside the Kenya Polytechnic and damaged them badly. This has cost implications for
those whose property is damaged and learning is affected until the damaged equipment is replaced. The parents of the students who are injured have to pay their hospital bills, an unnecessary extra expense. (Own observation)

- When a student drops out of studies due to drug use or alcoholism, it is a big loss not only to the parents but to the country as a whole. Such a student becomes a liability to the society as he or she will always be dependent on others and at the same time a bad influence on other young people. (Own observation)

- In the case in which fifteen students were suspended for joining in a demonstration, the students had to appear before the Board of Governors accompanied by their parents to explain why disciplinary action should not be taken against them. They also hired a lawyer who then wrote to the principal demanding that the suspension be revoked. All this is expenditure that could have been avoided and the money used for a better course.

Other Maladaptive Behaviours at the Kenya Polytechnic
Apart from strikes, the students of the Kenya Polytechnic manifest other maladaptive behaviours that can be traced to certain aspects of their lives. Among these behaviours are:

i) Aggression/violence
This is verbal or physical behaviour aimed at harming another person or living being. It is often elicited by anger but can also be carried out for practical purposes without anger as in the case of instrumental aggression. Aggressive acts are often accompanied by other motives and have elements of gender differences. It develops from environment and culture. It begins early in life and can be caused by family influence and the anonymous nature of the society. This behaviour is shown at the Kenya polytechnic through e.g. bullying of new students by older ones, resorting to strikes to solve their problems. Some students have learnt to bully from adults or peers. At the Kenya Polytechnic, misplaced aggression is used by students as a way
of solving their problems. Sometimes it is caused by a few careless students who do not attend class and who therefore want to buy more time to study. Other times, aggression takes on a political trend as when outsiders incite the students to join them to support a certain course.

Assault and insult are also observed among the students of the Kenya Polytechnic. They are manifested through fighting, use of foul and indecent language and disrespectful behaviour toward authority. Problems observed among students with this behaviour include emotional states reflecting difficulties at home which make them withdrawn or very rude and learning inadequacy due to lack of intelligence or lack of opportunities.

ii) Telling lies
This is another maladaptive behaviour shown by the students of the Kenya Polytechnic. It is caused by among other things; fear of punishment, cowardice, students also cheat to escape the consequences of their actions, to obtain sympathy, as a sign of loyalty to a friend in trouble to revenge or simply to gain selfish ends. They show this behaviour when they give false reasons for coming late to class, when they respond during roll call on behalf of their absent friends, when they carry cheating material into the exam room and sometimes through impersonation during external examinations.

iii) Stealing
This is a common behaviour among the students of the Kenya Polytechnic. Stealing is taking what does not belong to one. From the cases of stealing that have been noted at the Kenya Polytechnic, it is evident that some of the causes of stealing are; dire physical needs, as in the case of those students from very poor families. Some students steal to gain attention or fame, others do it to fulfil deep-lying emotional needs or unfortunate emotional conditions, others to revenge on parents or companions and others because of buried conflicts and tensions that are relieved by the act.
iv) Drug and substance abuse
This is another maladaptive behaviour shown by the students of the Kenya Polytechnic. It is the use of drugs that are harmful to the health of the students in the long run. The drugs abused at the Kenya Polytechnic include illicit brews, bhang, cigarettes, miraa, cocaine and others, marijuana and others. These drugs have chemical physical and synergistic effects on the users with the result that some of the students are actually hooked to them and are helpless before taking the drugs. Some of the causes of drug abuse are peer influence, heredity, environmental influence and genetic defects. A drug like marijuana is a psychedelic. It distorts or confuses the user’s perception of the world and it affects the memory system of the student and continuous use leads to low achievement.

v) Promiscuity
This behaviour is also prevalent among the students and has an influence on certain aspects of their lives. It includes low morals as is expressed in indecent manner of dressing indecent behaviours like hugging and kissing in public. This affects concentration in important matters of learning and disorients the student.

vi) Abortion
This practice is common among the students and is a major cause of problems to female students. It is observed among students from all backgrounds and led to dropouts without achieving intended goals. Causes of abortion include irresponsible sexual behaviour, poverty, and prostitution. The results of it have been stress, lack of peace, self-blame and sometimes health problems. Such students suffer silently especially as most of them are rejected by the men who are responsible.

From all the above, it is evident that there is urgent need for counselling at the Kenya Polytechnic. According to Durojaiye, (1972), the need for guidance and counselling increases with development and growing sophistication in the community. It becomes increasingly pressing as social, economic and educational strides are being
made. Each student needs to be helped to develop his/her own abilities to make wise choices and to face problems encountered in society. Those who fall by the way side because of physical, intellectual or emotional inadequacy particularly need special guidance. Peer counsellors, therefore, have a lot of work to do if they are to help their fellow students.

2.2.10 Needs of Young Adults
The transition from childhood to adulthood is complicated by increasing pressures caused by the need for formal educational qualifications; an individual career path; the influence of moneyed economy; a pluralistic society; the decline of the family, materialism, and the adoption of Western technology. None of these pressures is controlled or regulated by customary laws and this aggravates the confusion which adolescents experience.

The students of Kenya Polytechnic also face these pressures. The institution is technologically oriented and they have to compete in a highly volatile job market. Materialism, the decline of the family and Western technology have created a new culture which leaves most of them vulnerable. Most of them learn under very difficult circumstances; single parent families, orphaned students due to HIV/AIDS, poverty etc. Pathfinder International (2000).

These social changes have other consequences. Traditional sources of authority, such as the extended family, have decreased in influence. The demise of the extended family in urban centres has resulted in a weakening of authority. Traditional consensus no longer serves to reinforce customary law and mechanisms of social control have dwindled to the point where young people search for stability and concise direction in a changing and uncertain world. (Pathfinder International, 2000). The lack of stability has arisen as society has embraced more Western cultural values. The phenomenon of adolescence has largely been a consequence of the adoption of the Western patterns of economic and social organisation, but because customary law has not legitimised this social phenomenon, there is confusion...
concerning its definition and role. The confusion is evident in contemporary societies which cannot provide clear guidelines for this group of people.

There is, therefore, great need for programmed interventions to help influence positively adolescent behaviour. Faced by this scenario, and coupled by the fact that adolescent development particularly as it relates to sexuality is poorly understood and as adolescents develop, they adopt coping strategies which protect them from unwanted restrictions regarding their sexuality and other behaviours. These coping strategies are important devices which help them to ignore strictures about sexual experimentation, which is a widespread and regular practice in this developmental period. (Pathfinder International, 2000).

These cultural changes have given increasing social and economic independence to adolescents and they have to face issues which are inextricably intertwined with sexuality such as pre-marital sex; contraception, pregnancy; and abortion. Adolescents find these issues difficult to cope with and the possibility of making mistakes can be potentially disastrous. The urgency of recognising these activities is nowhere more apparent than in the HIV/AIDS pandemic. Pathfinder International (2000).

The Case of Africa’s Young Adults
The continent of Africa holds the largest proportion of the world’s most vulnerable population; adolescents. Africa faces the overwhelming challenge of providing the adolescent with opportunities for safe productive futures. Unfortunately, pervasive social, economic and health problems mean that circumstances for African adolescents often are especially difficult. At the age of 10 – 24, the adolescents are most at risk for early child bearing, unintended pregnancies, unsafe abortions, sexually transmitted diseases (STD) and HIV transmission, sexual exploitation and violence, substance abuse, crime, poverty and unemployment. These factors give rise to reproductive health problems exacerbated by the early onset of sexual activity, limited understanding of contraception, misinformation about HIV – AIDS
transmission, disdain for and lack of information about condom use and a tendency to have many sexual partners” (Pathfinder International. 2002). The students at the Kenya Polytechnic face these same problems which are a real threat to them. Because of the problems some of them have dropped out of the polytechnic due to pregnancy while many of them live with the HIV infection.

Bledsoe (1993), says that dramatic socio-economic changes on the African continent during the late twentieth century have combined with traditional influences to produce new and stressful conditions for adolescents throughout the region. He further says that this has resulted in a loss of parental and community guidance in the area of sexuality leaving a whole generation of the young people without the information or counsel they need.

In 1992, Pathfinder International, one of the first International Family Planning Organisation to support projects for adolescents in the late 70s launched the Family Life Education (FLE) programme in Kenyatta University and Egerton University to reduce irresponsible sexual behaviour, unwanted pregnancies, STDs/HIV-AIDS, and drug abuse. These programmes feature peer outreach clinics services and a course in family life education designed in part by the students themselves.

• The peer educators’ make door to door visits to fellow students and
• Wear T-shirts with the catchy “FLE” slogans

It has also been very influential in the setting up and funding of peer counselling programmes, working closely with local Non-Governmental Organisation like Maendeleo ya Wanawake and NACADA (National Campaign Against Drug Abuse)

From the literature review, it is clear that the students of the Kenya Polytechnic have problems and elicit maladaptive behaviours which affect their lives as students. It is also clear that these behaviours are a source of great concern to stakeholders in education and that solutions to them have been sought. It has also come out that there
is peer counselling in this institution being used as a way of helping the students change their maladaptive behaviours. This study was carried out to find out whether peer counselling has had any impact on the maladaptive behaviours of the students.

7.1 Variables

In this study, peer counselling was the independent variable and maladaptive behaviour was the dependent variable. The following maladaptive behaviours were evaluated in the study including anxiety, depression, aggression, withdrawal, and promiscuity. The study sought to find out the maladaptive behaviours the students exhibited and whether peer counselling had any impact on changing these maladaptive behaviours.
CHAPTER THREE

METHODOLGY

3.0 Introduction
In this chapter, the researcher has given a description of the research design, sample and sampling procedure, instrumentation, pilot study, collection of data, reliability and validity of the study and data analysis.

3.1 Research Design.
The study adopted a descriptive approach using case study design to investigate and determine factors that have resulted in maladaptive behaviour among students, their implication and how peer counselling is contributed to minimise these maladaptive behaviours at the Kenya Polytechnic, Nairobi, Kenya.

In her book “Doing your Research Project”; Judith Bell says that case studies are particularly appropriate for individual researchers because it gives an opportunity for one aspect of a problem to be studied in some depth within a limited scale. Adelman et al (1977), describe a case study as “an umbrella term for a family of research methods having in common the decision to focus on inquiry around an instance”. In this study, peer counselling is looked at in so far as it affects the behaviour of the students at the Kenya Polytechnic.

3.2 Variables
In this study, peer counselling was the independent variable while students’ maladaptive behaviour was the dependent variable. These behaviours considered were aggression/violence including strikes, drug and substance, cheating, abortion, stealing, and promiscuity. The study sought to find out the maladaptive behaviours the students elicited and whether peer counselling had any impact on changing these maladaptive behaviours.
3.3 Location of the study
The study was based at the Kenya Polytechnic Nairobi, which is an institution of middle level training. It offers various courses to students from all over Kenya and even East Africa both male and female of various backgrounds, ethnicities and religious beliefs.

3.4 Target population
The Kenya Polytechnic has twelve academic departments and one administrative department. It has the Guidance and Counselling Unit, within which are the sports and peer counselling sections. The total population is between 3500 and 4,500 regular students.

3.5 Sampling Techniques and sample size
3.5.1 Sampling Techniques,
A sample was obtained using stratified sampling method in order to ensure that all the departments, ethnicities and religions were represented in the sample. Because of the large number of students in each department, the researcher used simple random sampling, specifically systematic sampling to select the students to be included in the sample.

3.5.2 Sample size.
Due to the large student population, it was not possible to include the whole population in the study, therefore only 10% of the average of the total population was used in the study. The sample comprised 30 students each from 8 of the twelve academic departments and 40 students each from the remaining four departments which happened to have a larger student population. Twenty peer counsellors were selected from all the departments to be included in the study. The principal and the dean of students were also interviewed. The total number of subjects was 422.
Table 3.1  The sample

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>SUBJECTS</th>
<th>GENDER</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>Chief Principal</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Deans Office</td>
<td>Dean of Students</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>All departments</td>
<td>Peer counsellors</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Institutional Management</td>
<td>Students</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Information and Liberal Studies</td>
<td>Students</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Building and Civil Engineering</td>
<td>Students</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Students</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Health Sciences &amp; Biotechnology</td>
<td>Students</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Computer studies</td>
<td>Students</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>Students</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>Students</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Electrical and Electronics</td>
<td>Students</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Surveying and Mapping</td>
<td>Students</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Enterprise development</td>
<td>Students</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Applied Sciences</td>
<td>Students</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>212</strong></td>
<td><strong>210</strong></td>
<td><strong>422</strong></td>
</tr>
</tbody>
</table>

3.6 Construction of Research Instruments

Two questionnaires were used to collect data. One for the peer counsellors and the other for the students. The dean of students and the principal were interviewed.

(i) The principal was interviewed on the position of discipline, the role played by the Ministry of Education, Science and Technology in peer counselling at the Kenya Polytechnic and how he dealt with maladaptive behaviour through peer counselling at the Kenya Polytechnic.

(ii) The dean of students was interviewed on the general position of student discipline at the Kenya Polytechnic, the problems the students of the Kenya
Polytechnic faced that caused them to elicit maladaptive behaviours and how peer counselling was being used to correct these maladaptive behaviours.

(iii) The peer counsellors’ questionnaire was in four parts; the first part was on background information while the second was on training and experience, the third part was on their perception on the effects of peer counselling on students and the fourth part on the intervention measures they had put in place to deal with the maladaptive behaviours at the Kenya Polytechnic.

(iv) The students’ questionnaire had four parts; the first on background information, part two on the use of drugs at the Kenya Polytechnic, part three on the students’ problems at the Kenya Polytechnic and the fourth part on students and peer counselling at the Kenya Polytechnic; their awareness of, perception of and recommendations on how to improve peer counselling services at the Kenya Polytechnic.

3.7 Pilot Study

For the purpose of the pilot study, 5 students each were selected from four departments at the Kenya Polytechnic namely: - Institutional Management department, Business Department, Mechanical Engineering Department and Information and Liberal Studies Department. The Deputy Principal, Deputy Dean of Students and 4 peer counsellors were also used in this study. A total of 26 respondents were used in the pilot.

3.7.1 Validity and Reliability of the Study

The main purpose of the pilot study was to increase the validity and reliability of the research instruments. The study enabled the researcher to establish the clarity of the items of the questionnaire and the time taken to fill them. Afterwards, the instruments were modified where necessary, and questionnaires for the main study prepared. The developed questionnaires were given to the supervisor who was a lecturer in the Department of Educational Psychology to study and determine their
validity. Comments and suggestions were used to modify and achieve a good measurable standard of the instruments. The questionnaires were also tested through a pilot study among students, the principal, the dean of students and peer counsellors of the Kenya Polytechnic in order to ascertain their effectiveness in data collection.

3.8 Data Collection Techniques

The researcher went in person to the respondents to collect the data. On the agreed dates, the researcher personally administered the interviews to the principal and the dean of students. The peer counsellors' and the students' questionnaires were also administered. Using stratified random sampling, the researcher selected the students for data collection. The researcher then assembled the selected students in one room, administered the questionnaires after emphasizing the need for honesty in filling them. The researcher remembered to thank all the students, the principal, the dean of students and the peer counsellors for their co-operation.
CHAPTER FOUR

DATA ANALYSIS RESULTS AND DISCUSSION

4.0 Introduction
In this chapter, the researcher has analysed and discussed the results of the study. The analysis has taken into consideration the research variables and the research questions.

4.1 Methods of Data Analysis
When analysing the data collected, the researcher kept in mind the objectives and research questions of the study. Data in the filled questionnaires were coded, put in tables and analysed using the statistical package for social sciences (SPSS) software package. Analysis was done to relate both the independent and the dependent variables. Descriptive statistics such as frequencies, percentages and bar graphs were used to summarise data on closed-ended items while qualitative data was analysed thematically. The analysis was descriptive in approach when relating how peer counselling (a practice) influenced aggregate behaviour (a pattern) of the students of the Kenya Polytechnic.

4.2 Analysis of the Interview with The Principal
A short interview with the principal was done to gather information on the position of discipline, the role played by the Ministry of Education, Science and Technology in peer counselling at the Kenya Polytechnic and how he dealt with maladaptive behaviour through peer counselling at the Kenya Polytechnic. He had been a principal at the Kenya Polytechnic only for a period of 2 years. He was a trained teacher with a Masters degree.

The questions put forward to the principal during the interview were on:
(i) His comments on the position of discipline at the Kenya Polytechnic
(ii) Whether the Ministry of Education, Science and Technology played any role in the execution of Peer counselling services at the Kenya Polytechnic

(iii) Whether he found peer counselling useful in keeping the students well behaved

During the interview, he reported that there was a group of students who were trouble shooters and who were nearly always the cause of problems in the institution. He said that the role played by the Ministry of Education, Science and Technology was that of inspecting the peer counselling services at the Kenya Polytechnic regularly. The principal agreed that Peer counselling was very useful in maintaining good behaviour, but referred the researcher to the dean of students for more details on this issue.

4.3 Analysis of the Interview with The Dean of Students

An interview with the dean was also done on the general position of student discipline at the Kenya Polytechnic, the problems the students of the Kenya Polytechnic faced that caused them to elicit maladaptive behaviours and how peer counselling was being used to correct these maladaptive behaviours. The dean had been a dean of students at the Kenya Polytechnic for a period of 6 years and was a trained counsellor with a Masters degree.

He said that peer counselling services were offered at the institution and that the students voluntarily availed themselves for the services. When counselling students the peer counsellors used individual and group counselling approaches. He also said that the response of the students to peer counselling did help in maintaining behaviours that were socially acceptable among the students. The institution, he said, had 100 peer counsellors who were normally selected by the heads of departments for each department so that they could undergo some training. Training of the peer counsellors was done by professional counsellors through the dean’s office and the peer counsellors were normally trained at their own pace. He reported that the
Ministry of Education, Science and Technology also did oversee the training of peer counsellors and inspected the peer counselling activities from time to time.

He also reported that peer counselling helped in the reduction of violent behaviours among the students. When asked to comment on the impact of peer counselling at the Kenya Polytechnic, the dean said that the response was good and that peer counselling had helped in the following areas:

- Achieving high grades
- Eliminating feelings of loneliness and exclusion
- Improving friendships
- Making career choices
- Solving family problems
- Controlling drug and alcohol use
- Improving boyfriend/girlfriend relationships
- Improving student – lecturer relationships

He further reported that counselling was started at the Kenya Polytechnic at its inception in 1961 to interpret life for the students, assist them with their personal problems and help them adjust to the different situations in their life at the Polytechnic and later in the society. The dean also reported that among the maladaptive behaviours he had observed at the Kenya Polytechnic, rioting was the main one followed by the consumption of illicit brew and drug abuse. He said that a survey he had conducted showed that drug use was more widespread among the day students who happened to form the majority of the student population. He revealed that 55% of them abused local brews and cigarettes while 60% were hooked to bhang and local spirits. Asked why the situation was like that, the dean said that the reason could be that the boarding students were closely monitored while day students were exposed to the substance in their own neighbourhoods.
When asked what made him introduce peer counselling at the Kenya Polytechnic, the dean said that he became alarmed by the rate at which students' behaviour was deteriorating and thought that it might help to enlist the help of their fellow students in this matter. He said that many students suffered from drug-related problems like physical and psychological dependence and withdrawal symptoms for those trying to stop drug use which he said showed in their behaviour. He said that the guidance and counselling department helped such students to recover from drug or alcohol dependence through counselling. Such students were encouraged to develop social or recreational activities that did not involve the use of drugs or alcohol or just helped to resolve interpersonal conflicts or emotional problems that repeatedly led to drug or alcohol abuse. They were from time to time educated on the potential harmfulness of drugs through health talks or discussions with peer counsellors during which they were reminded that any drug, if misused could be harmful to health, that drugs, if taken repeatedly without medical supervision could lead to dependence on it and that use of certain drugs was illegal.

The dean also reported that peer counsellors were selected and trained to conduct informal small group discussions about drug dependence and alcohol-related problems, crisis management, conflict resolution, assertiveness skills, stress management and special topics e.g. grief and loss and team building. On whether he thought peer counselling was contributing towards minimising maladaptive behaviour among the students, the dean said that it did help, especially to prevent substance abuse and promiscuity. He said that the peer counselling programme made extensive use of student educators who gave presentations and workshops and facilitated discussion groups targeting mainly new students. The dean concluded the interview by saying that it was his duty as dean of students to give the young people guidelines by which they could gain a sense of direction and achieve spiritual, moral and psychological stability. It was also his responsibility to ensure that counselling services and other welfare programmes were available to all regular and part-time students and that the guidance and counselling services were intended to promote
good moral and sexual behaviour to reduce the spread of HIV/AIDS and Sexually transmitted diseases.

4.4 Analysis of Peer counsellors’ questionnaire

Table 4.1 Background information on peer counsellors

<table>
<thead>
<tr>
<th>Variables</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Gender</td>
<td>Male</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>2 Age</td>
<td>18-20 years</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>21-24 years</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Above 24 years</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>3 Marital status</td>
<td>Married</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Single</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Divorced</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4 Religion</td>
<td>Catholic</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Protestant</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Muslim</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 4.1 shows that the peer counsellors were 50% each male and female with an average age of 22½ years. Only 20% of them were married while the rest 80% were single and none of them was a divorcee. Majority of them (50%) were Protestant, with 40% Catholics while only 10% were Muslims.
Table 4.2: Training and experience of Peer counsellors

<table>
<thead>
<tr>
<th>Variables</th>
<th>Category</th>
<th>Frequency</th>
<th>% Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Place of Training</td>
<td>Church</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Kenya Polytechnic</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Seminars &amp; short courses</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total =100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Level of Training</td>
<td>Certificate</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Total=100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Duration of Training</td>
<td>Under 1 year</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>1 to 2 years</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Total=100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Skills learned</td>
<td>Counselling skills</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Crisis management</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Conflict resolution</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Drugs &amp; substance abuse</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Stress management</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>HIV/AIDS</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Team building</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Assertiveness skills</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Grief and loss</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>n=20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Experience</td>
<td>Under 1 year</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>1 to 2 years</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>2 to 3 years</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>above 3 years</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total=100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Duties of Peer Counsellors</td>
<td>To guide, teach, train, and counsel peers.</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>To advise on academic &amp; social matters.</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>To motivate &amp; encourage students.</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>To show students how to deal with real situations.</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>To help peers develop positive thinking.</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>n=20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table 4.2 most of the peer counsellors (70%) had trained at the Kenya Polytechnic; 20% had trained through seminars and short courses; while 10% had trained in their churches. All the peer counsellors had achieved a certificate level of training. Most of the peer counsellors (80%) spent between 1 – 2 years in training, while the rest (20%) had trained for a period of less than a year.
In their training, they all had learnt counselling skills, crisis management, conflict resolution, drug and substance abuse, HIV/AIDS and team building. 90% of them had learnt stress management and assertiveness skills. 60% of the peer counsellors said they had been trained in grief and loss.

The majority of the peer counsellors (55%) had been peer counsellors for a period of between 2 - 3 years, 25% had been there for a period between 1 - 2 years, 15% for a period below 1 year and only 1 had been a peer counsellor for over 3 years.

All the peer counsellors said that among their duties are to guide, teach, train and counsel peers, and advise students on academic and social matters. 60% of them said that one of their duties is to motivate and encourage students, 80% to show students how to deal with real situations while 40% gave, helping peers to develop positive thinking, as one of their duties.
Table 4.3: Peer counsellors’ perception on effects of peer counselling

<table>
<thead>
<tr>
<th>Statement</th>
<th>Perception in Percentage frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with problems always turn first to a peer for help</td>
<td>SA: 25, A: 50, U: 15, D: 10, SD: 0</td>
</tr>
<tr>
<td>Peer counselling helps to modify student’s behaviour.</td>
<td>SA: 50, A: 45, U: 5, D: 0, SD: 0</td>
</tr>
<tr>
<td>Peer counselling gives students enhanced skills to handle their social, academic and personal problems.</td>
<td>SA: 40, A: 55, U: 5, D: 0, SD: 0</td>
</tr>
<tr>
<td>Female students seek peer counselling more often than male students.</td>
<td>SA: 40, A: 40, U: 15, D: 5, SD: 0</td>
</tr>
<tr>
<td>Both male and female students present same problems for peer counselling.</td>
<td>SA: 0, A: 25, U: 40, D: 25, SD: 10</td>
</tr>
<tr>
<td>Peer counsellors use both Group counselling and Individual Counselling as Techniques to counsel Students.</td>
<td>SA: 30, A: 45, U: 25, D: 0, SD: 0</td>
</tr>
<tr>
<td>Students prefer group counselling to solve aggression/violence related problems.</td>
<td>SA: 0, A: 50, U: 45, D: 5, SD: 0</td>
</tr>
<tr>
<td>Students prefer individual counselling to solve personal/relationship problems.</td>
<td>SA: 50, A: 50, U: 0, D: 0, SD: 0</td>
</tr>
<tr>
<td>Individual counselling is more effective in solving personal problems than Group Counselling.</td>
<td>SA: 35, A: 30, U: 20, D: 15, SD: 0</td>
</tr>
</tbody>
</table>

Perceptions key:
SA – Strongly agree  A – Agree  U – Undecided
D – Disagree  SD – strongly disagree.

Findings on table 4.3 show that 25% of the peer counsellors strongly agreed that students with problems always turn first to peer for help. Fifty percent of them agreed, 15% were undecided while 10% disagreed with this perception. Therefore, the students have positive attitude towards peer counselling.
Fifty percent of the peer counsellors strongly agreed that peer counselling helps to modify students' behaviour. 45% agreed, while 5% were undecided on this perception. However, none of the peer counsellors disagreed with this perception.

Majority of the peer counsellors (95%) agreed that peer counselling gives students enhanced skills to handle their social, academic and personal problems. Five percent of them were undecided while none of them disagreed with this statement.

Majority of the peer counsellors (80%) agreed that female students sought peer counselling more often than the male students, 15% were undecided while only 5% disagreed with this statement.

Twenty-five percent of the peer counsellors agreed that both male and female students presented the same problems for peer counselling. 40% were undecided while 35% disagreed with the statement.

Seventy-five percent of the peer counsellors agreed that they used both group counselling and individual counselling as techniques to counsel students. The rest of the peer counsellors (25%) were undecided on this statement. However, none of them disagreed with the statement.

Fifty percent of the peer counsellors agreed that students preferred group counselling to solve aggression/violence related problems. 45% of them were undecided while one of them (5%) disagreed with this statement.

All the peer counsellors agreed that most students preferred individual counselling to solve their personal and relationship problems. None of them was undecided or disagreed with this statement.
Sixty-five percent of the peer counsellors agreed that individual counselling was more effective in solving personal problems than group counselling. 20% were undecided while 15% disagreed with the statement.

Figure 4.1: *Intervention measures for Aggression and Violence*

To counter aggression and violence, all the peer counsellors advised self-regulation and resolving interpersonal conflicts, 90% helped the students to stop thinking illogically and strived to restructure their cognition, 85% advised use of recreational activities while 80% used behavioural contracting to change students’ maladaptive behaviour.
Figure 4.2: *Intervention measures for Telling lies*

To minimise telling of lies, all the peer counsellors advised on self-regulation and strengthening of the ego. 70% of them shaped honesty, 60% resolved interpersonal conflicts, while 50% educated them on potential dangers of the practice.

Figure 4.3: *Intervention measures for stealing*

To counter stealing among the students, all the peer counsellors advised on self-regulation and education on consequences of stealing. 90% encouraged honesty while 60% encouraged respect for others’ property.
Figure 4.4: *Intervention measures for drug and substance abuse*

To minimise drug and substance abuse, all the peer counsellors used self-regulation, educated them on potential harmfulness of taking drugs and used behavioural contracting to counter the maladaptive behaviours. 90% advised on resolving interpersonal conflicts, 75% advocated cognitive restructuring while 60% rewarded desired behaviour.

Figure 4.5: *Intervention measures for promiscuity*
To minimise promiscuity among the students, all the peer counsellors advised the students to observe modesty, self-respect and self-regulation. Ninety percent advised on cognitive restructuring and education on potential harmfulness of the practice. Eighty percent advised on development of recreational activities.

Figure 4.6: *Intervention measures for abortion*

To minimise the practice of abortion among students, all the peer counsellors advised on self-regulation and strengthening of their ego. Ninety percent advised on diligent use of prescribed medication, 80% advised them to avoid promiscuity while 60% advised them to visit a Voluntary Counselling and Testing Centre to know their HIV status.
4.5: Analysis of the Students Questionnaire

Table 4.4  Background information on students

<table>
<thead>
<tr>
<th>Variables</th>
<th>Category</th>
<th>Frequency</th>
<th>% Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>180</td>
<td>48.4</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>192</td>
<td>51.6</td>
</tr>
<tr>
<td></td>
<td><strong>Total= 100</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>15 – 18 years</td>
<td>6</td>
<td>1.6</td>
</tr>
<tr>
<td></td>
<td>18 – 20 years</td>
<td>69</td>
<td>18.5</td>
</tr>
<tr>
<td></td>
<td>20 – 24 years</td>
<td>222</td>
<td>59.7</td>
</tr>
<tr>
<td></td>
<td>Above 24 years</td>
<td>75</td>
<td>20.2</td>
</tr>
<tr>
<td></td>
<td><strong>Total=100</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marital Status</td>
<td>Married</td>
<td>30</td>
<td>8.1</td>
</tr>
<tr>
<td></td>
<td>Single</td>
<td>339</td>
<td>91.1</td>
</tr>
<tr>
<td></td>
<td>Divorced</td>
<td>3</td>
<td>0.8</td>
</tr>
<tr>
<td></td>
<td><strong>Total=100</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>Catholic</td>
<td>114</td>
<td>30.6</td>
</tr>
<tr>
<td></td>
<td>Protestant</td>
<td>249</td>
<td>66.9</td>
</tr>
<tr>
<td></td>
<td>Muslim</td>
<td>9</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td><strong>Total=100</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family background</td>
<td>Only Child</td>
<td>12</td>
<td>3.2</td>
</tr>
<tr>
<td></td>
<td>Other siblings</td>
<td>189</td>
<td>50.8</td>
</tr>
<tr>
<td></td>
<td>Orphan</td>
<td>6</td>
<td>1.6</td>
</tr>
<tr>
<td></td>
<td>Both parents</td>
<td>114</td>
<td>30.6</td>
</tr>
<tr>
<td></td>
<td>One parent</td>
<td>51</td>
<td>13.7</td>
</tr>
<tr>
<td></td>
<td><strong>Total=100</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees Payment</td>
<td>Parent</td>
<td>279</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Guardian</td>
<td>32</td>
<td>8.6</td>
</tr>
<tr>
<td></td>
<td>Brother</td>
<td>27</td>
<td>7.3</td>
</tr>
<tr>
<td></td>
<td>Sister</td>
<td>3</td>
<td>0.8</td>
</tr>
<tr>
<td></td>
<td>Husband</td>
<td>22</td>
<td>5.9</td>
</tr>
<tr>
<td></td>
<td>Self</td>
<td>9</td>
<td>2.4</td>
</tr>
<tr>
<td></td>
<td><strong>Total=100</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person staying with</td>
<td>Parent</td>
<td>189</td>
<td>50.8</td>
</tr>
<tr>
<td></td>
<td>Sister</td>
<td>21</td>
<td>5.7</td>
</tr>
<tr>
<td></td>
<td>Brother</td>
<td>54</td>
<td>14.5</td>
</tr>
<tr>
<td></td>
<td>Uncle</td>
<td>69</td>
<td>18.5</td>
</tr>
<tr>
<td></td>
<td>Husband/Family</td>
<td>30</td>
<td>8.1</td>
</tr>
<tr>
<td></td>
<td>Alone</td>
<td>9</td>
<td>2.4</td>
</tr>
<tr>
<td></td>
<td><strong>Total=100</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Embu</td>
<td>7</td>
<td>1.9</td>
</tr>
<tr>
<td></td>
<td>Kamba</td>
<td>62</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td>Kalenjin</td>
<td>27</td>
<td>7.3</td>
</tr>
<tr>
<td></td>
<td>Kikuyu</td>
<td>134</td>
<td>36.0</td>
</tr>
<tr>
<td></td>
<td>Kisii</td>
<td>39</td>
<td>10.5</td>
</tr>
<tr>
<td></td>
<td>Digo</td>
<td>3</td>
<td>0.8</td>
</tr>
<tr>
<td></td>
<td>Luo</td>
<td>53</td>
<td>14.2</td>
</tr>
<tr>
<td></td>
<td>Somali</td>
<td>3</td>
<td>0.8</td>
</tr>
<tr>
<td></td>
<td>Meru</td>
<td>18</td>
<td>4.8</td>
</tr>
<tr>
<td></td>
<td><strong>Total=100</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A total of 400 questionnaires were given to the selected respondents in the various academic departments. Out of the 400 questionnaires, 28 were given back without answers. This left a total of 372 questionnaires from the students which have been analysed in this study.

From table 4.4, of the students who responded to the questionnaires, 48.4% were male while 51.6% were female. 59.7% of the respondents were aged between 20 – 24 years, 20.2% were above 24 years of age, 18.5% were aged between 18 – 20 years while only 1.6% was aged between 15-18 years. The majority of the students (91.1%) were single as expected. 8.1% of them were married while 0.8% of them were divorced. 97.5% of the respondents were Christians, the majority of whom were Protestants (66.9%) and 30.6% were Catholics. Only 2.5% of the respondents were Muslims.

On their family background, it turned out that most of the students had both parents (30.6%) and other siblings (50.8%). 3.2% of them were the only children in their families, 1.6% were orphans while 13.7% of them had only one parent. Most of the respondents lived with their parents (50.8%), 75% of whom paid their fees. 5.7% of them lived with their sisters 0.8% of whom paid fees. Fourteen and a half percent of them lived with their brothers 7.3% of whom paid fees; 18.5% lived with their uncles who did not necessarily pay their fees; 8.1% of them lived with their husband/family, 5.7% of whom paid their fees. 2.4% of them lived alone and paid their own fees. 36% of the respondents were Kikuyu, 16.7% were Kamba, 14.2% were Luo, 10.5% were kisii, 7.3% were Kalenjin, 7.0% were Luhya, 4.8% were Meru, 1.9% were Embu, 0.8% were Somalis, while 0.8% were Digos.
Figure 4.7 shows that the most frequently seen drug at the Kenya Polytechnic was cigarette which had been seen by 97% of the students who responded, followed by 96% miraa, 57% bhang. Cocaine and alcohol at the Polytechnic were seen by 31% of the students, and heroin by 24%.
Figure 4.8: *Other places where drugs have been seen*

Figure 4.8 shows that all the students said that they had seen drugs being used in the streets of Nairobi, 85% of the students had seen drugs used in public places like hotels and pubs. 69% had seen use of drugs in leisure places like cinema while 30% had seen drugs being used at their homes by their relatives and neighbours. A minority of the students (8%) had seen the drugs used in high schools.
According to figure 4.9 majority of the students, 94% said that their colleagues at the Polytechnic used drugs due to influence by their friends, 69% use drugs to relieve stress while 44% of the students use drugs for pleasure. Twenty-three percent of the students who responded said that students at the Kenya Polytechnic use drugs because they are addicted.
Figure 4.10 shows that 76% of the students who responded said that lack of fees was the main problem experienced by students at the Kenya Polytechnic. Fifty percent cited social problems like relationships and external factors as a problem to students while 23% said the students at the Polytechnic experienced family problems. Health problems was cited by only 10% of the students who responded while 11% thought there were no major problems experienced by the students at the Kenya Polytechnic.
From figure 4.11, the majority of the students (88%) who responded gave peer influence as a reason for which students went on strike at the Kenya Polytechnic, 40% thought that students at the Kenya Polytechnic go on strike because of the poor management, 32% attributed the strikes to external factors like politics, thefts and outside influence. Only 13% of the respondents thought that drug and substance abuse was a reason for which students at the Kenya Polytechnic went on strike.
As shown in figure 4.12, 81% of the respondents gave destruction of property as one of the things students at the Kenya Polytechnic did during strikes and 58% said they harass people and motorists in the streets. Sixteen percent gave stealing others’ belongings as one of the things done by students on strike while 33% said the students when on strike did other things like harassing fellow students and staff, invading the institution’s restaurant and taking drugs.
Figure 4.13 shows that wastage of time was given as a consequence of going on strike by 67% of the students who responded; 15% of them gave suspension of students, 8% gave the expulsion of students while 3% gave loss of life as a consequence of going on strike. Other consequences given were closure of the institution, more failures in examinations and stress and anxiety to students and parents which were mentioned by 26% of the respondents.
Table 4.5 : *Students and Peer Counselling at the Kenya Polytechnic*

<table>
<thead>
<tr>
<th>How often do they Seek peer counselling help?</th>
<th>Frequency</th>
<th>% Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once A Week</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Monthly</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>On Demand</td>
<td>74</td>
<td>74</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are the Peer counselling Services helpful?</th>
<th>Frequency</th>
<th>% Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Helpful</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Helpful</td>
<td>58</td>
<td>59</td>
</tr>
<tr>
<td>Not Helpful</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

Table 4.5 shows that of the students who sought peer counselling, 74% did so on demand, 16% on a monthly basis while 8% sought it once a week. Eighty-four percent of the students who sought peer counselling found the services helpful while only 16% did not find the services useful.

Figure 4.14 : *Benefits of peer counselling*
As shown in figure 4.14, 57% of the students who responded, thought that change of behaviour was one of the benefits of peer counselling to students at the Kenya Polytechnic. Fifty percent of them gave good relationship among students as the benefit, 20% gave change in students’ perception while 22% said that peer counselling helped them develop a well-adjusted personality. Twenty-six percent of the respondents said it helped them in improving performance in academics.

Table 4.6 : Recommendations for the improvement of peer counselling services at Kenya Polytechnic

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Frequency</th>
<th>% Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holding Seminars to create awareness</td>
<td>207</td>
<td>56</td>
</tr>
<tr>
<td>Training more peer counsellors</td>
<td>180</td>
<td>48</td>
</tr>
<tr>
<td>Providing a VCT centre</td>
<td>85</td>
<td>23</td>
</tr>
<tr>
<td>Inviting external resource persons to talk to students</td>
<td>198</td>
<td>53</td>
</tr>
<tr>
<td>Encourage more students to become peer counsellors</td>
<td>29</td>
<td>8</td>
</tr>
<tr>
<td>Introduce incentives for peer counsellors</td>
<td>13</td>
<td>3</td>
</tr>
</tbody>
</table>

Among the recommendations given by the students to improve peer counselling at the Kenya Polytechnic were; holding seminars to create awareness (56%), training more peer counsellors (48%), providing a VCT centre (23%), inviting external resource persons to talk to students (53%), encouraging more students to become peer counsellors (8%) and introducing incentives for peer counsellors (3%).

This chapter has looked at the maladaptive behaviours elicited by the students of the Kenya Polytechnic particularly aggression/violence, telling lies, stealing, drugs, promiscuity and abortion. It is also clear that peer counsellors have used intervention measures like self-regulation, education on the potential dangers of these behaviours, resolving interpersonal conflicts, shaping desired behaviours, behavioural contracting and cognitive restructuring to help the students change these maladaptive behaviours.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the researcher has given the summary and implications of the findings according to the objectives of the study, a conclusion of the study and recommendations for further research.

5.1 Summary

Counselling was started at the Kenya Polytechnic at its inception in 1961 to interpret life for the students, assist them with their personal problems and help them adjust to the different situations in their life at the Polytechnic and later in the society. Peer counselling was started at the Kenya Polytechnic in January 2005 when the administration became alarmed by the rate at which students’ behaviour was deteriorating and thought that it might help to enlist the help of the students themselves in looking for a solution to this problem. Among the maladaptive behaviours observed at the Kenya Polytechnic were aggression and violence, drugs and substance abuse, cheating, abortion, stealing and promiscuity.

5.2 Implications of the findings

It was noted that there was a group of students who were trouble shooters and always causing problems in the institution. However, among the main causes of maladaptive behaviours at the Kenya Polytechnic were poor management, drug and substance abuse, peer influence, external factors like politics thefts and outside interference, dishonesty, and lack of respect, lack of modesty in habits and manner of dressing, disobedience to lawful authority, lack of faith in God and lack of information on the effects of the maladaptive behaviours.
The main implications of these maladaptive behaviours were expulsion, suspension, loss of life, wastage of time, more failures in examinations, stress and anxiety for students and parents, unwanted pregnancies, drug addiction, dishonesty, pride, HIV AIDS and sexually transmitted diseases.

Peer counselling was very useful in maintaining behaviours that were socially acceptable among the students at the Kenya Polytechnic. It helped in the reduction of aggression/violence, achieving high grades in examinations, eliminating feelings of loneliness and exclusion, improving friendships, helping in career choices, solving family, personal and social problems, controlling drug and alcohol use and advising rehabilitation for those already addicted to different drugs, improving boyfriend/girlfriend relationships and improving student/lecturer relationship. It was also useful in teaching students to respect others and to obey lawful authority, advising students to obey in order to achieve their goals, advising the students to beware of people with no authority but who could influence them and it also helped the students to reason before acting.

Other areas where peer counselling had helped included advising the students against being swayed by peer pressure, promoting responsible behaviour, keeping busy and avoiding idleness, giving them guidelines by which they could gain a sense of direction and achieve spiritual, moral and psychological stability, advising them to work for what they wanted in life and be humble and content with what they had at that moment. Peer counselling at the Kenya Polytechnic also helped in informing the students of the dangers that came with promiscuity i.e. HIV/AIDS, unwanted pregnancies and STDs, advising the students to practice modesty in their habits and manner of dressing, advising the students to avoid activities which promoted promiscuity and advising them to practise abstinence by discouraging premarital sex.

The efforts made by the Ministry of Education, Science and Technology to support peer counselling at the Kenya Polytechnic were in overseeing the training of the peer counsellors and inspecting the peer counselling activities.
Eighty-four percent of the students who sought peer counselling help found it useful while only 16% did not find it useful. However, all the students who respondents in the study thought that the peer counselling programme at the Kenya Polytechnic could serve them better if the following were done:-

- Holding seminars to create awareness of peer counselling among students
- Training more peer counsellors.
- Providing a Voluntary Counselling and Testing centre at the Kenya Polytechnic.
- Inviting external resource persons to talk to the students about various aspects of life.
- Encouraging more students to become peer counsellors
- Introducing incentives for peer counsellors.

The implications of all these findings is that peer counselling is indeed helping the students of the Kenya Polytechnic to reduce their maladaptive behaviours. It has been instrumental in helping them to concentrate more on their studies and avoid time wastage.

5.3 Conclusion

It has come out from the study that the maladaptive behaviours at the Kenya Polytechnic such as aggression, drug abuse, telling lies, stealing and promiscuity are being dealt with by the peer counsellors who are trained. The principal, the dean of students and the peer counsellors have agreed that peer counselling is being used as one way of reducing maladaptive behaviour among students. The students too think that peer counselling is helping them in their social and even private lives and have even given recommendations that it be improved to serve them even better. It can, therefore, be concluded that peer counselling can be an alternative approach to student discipline.
5.4 Recommendations

Related to practice

The students at the Kenya Polytechnic should take peer counselling more seriously. From the study, about 40% of the students do not seek the services and this is a drawback to the success of peer counselling in the institution. The peer counsellor should step up their campaign and try to reach all the students without exceptions. The dean of students should intensify the peer counselling campaign by recruiting and training more peer counsellors so that they can reach the whole student population.

Related to Theory

The lecturers of the Kenya Polytechnic should be more involved in peer counselling programmes. They should get to know their students, identify their problems early enough and even provide counselling at the departmental level. This would imply team work towards the achievement of this noble course.

Related to Policy

Government through the Ministry of Education, Science and Technology should encourage peer counselling and even fund their programme so that the peer counsellors can reach out to more of their peers and expand their sphere of activity. It should also harmonise the training of peer counsellors so that there is a uniform training for all peer counsellors in middle level institutions.

5.5 Further Research

During the study, it came out that very little research has been done in peer counselling locally. It was not easy to find related studies on peer counselling to support this study, neither was it easy to get reference materials on this topic. It is, therefore, recommended that the Ministry of Education, Science and Technology encourage and fund more research on peer counselling in order to get a more realistic evaluation of the peer counselling programmes in middle-level training institutions.
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The Standard, 19th May (1992). Pg 4 Col1-5


Dear Sir,

I am doing my Master of Education studies at Kenyatta University, and majoring in Guidance and Counselling. As a partial fulfilment of the requirement for the award of this degree, I am required to write a project. This interview will help me towards the completion of the project. My research title for the project is Peer Counselling, an alternative approach to students' discipline; a case study of the Kenya Polytechnic, Nairobi Kenya.

Your answers will be highly appreciated. They will be treated with utmost confidence and will be used only for this study.

1. Please comment on the position of discipline at the Kenya Polytechnic.

2. In what ways does the ministry of Education Science and Technology contribute to the execution of peer counselling services at the Kenya Polytechnic?

3. Do you find peer counselling useful in keeping the students well-behaved?

Thank you Sir, for your co-operation
Dear Sir,

I am doing my Master of Education studies at Kenyatta University, and majoring in Guidance and Counselling. As a partial fulfilment of the requirement for the award of this degree, I am required to write a project. This interview will help me towards the completion of the project.

Please answer the following questions. Your answers will be highly appreciated. They will be treated with utmost confidence and will be used only for this study.

1. How long have you been dean of students at the Kenya Polytechnic?
2. Are you a trained counsellor?
3. What level of training have you undergone?
4. When was guidance and counselling started at the Kenya Polytechnic?
5. Why was guidance and counselling started at the Kenya Polytechnic?
6. List the maladaptive behaviours you have observed among the students of the Kenya Polytechnic.
7. What have been the causes of student maladaptive behaviours at the Kenya Polytechnic?
8. How have you dealt with these maladaptive behaviours when they have occurred?
9. Do you have peer counselling services at the Kenya Polytechnic?
10. What made you introduce peer counselling services at the Kenya Polytechnic?
11. Do the students of the Kenya Polytechnic use illicit drugs?
12. Which ones?
13. How do you counsel the students?
14. How has been the students’ response to peer counselling?
15. Do they come for peer counselling voluntarily?
16. Does peer counselling help in maintaining behaviour that is socially acceptable?

17. How do you choose peer counsellors?

18. Are the peer counsellors trained?

19. Who trains them?

20. How long is the training?

21. How many peer counsellors do you have at the Kenya Polytechnic?

22. List those behaviours that have been minimised through peer counselling.

23. How does peer counselling help the students not to be disobedient?

24. In which areas do you find peer counselling effective and why?

25. How do you rate the impact of peer counselling in the following areas at the Kenya Polytechnic?

Thank you Sir, for your co-operation
Appendix III

QUESTIONNAIRE FOR PEER COUNSELLORS

Dear student,

Below are some questions for you to answer. You are kindly requested to respond to them as genuinely as possible. Your cooperation in answering the questions will be highly appreciated. Note that the answers you give will be kept confidential and they will be used for the purpose of this research only. Do not indicate your name anywhere on this form.

PART 1  Background information

1. Gender  :  Male  [  ]  Female  [  ]
2. Age in years  :  15 -  17  [  ]
   18 -  20  [  ]
   21 -  24  [  ]
   Above  24  [  ]
3. Marital Status:  Married  [  ]  Single  [  ]
   Divorced  [  ]  others, specify .......... 
5. What is your Religion?
   Catholic  [  ]  Protestant  [  ]  Muslim  [  ]  Other specify .......... 

PART 2  Training and Experience

1. Where did you train? .................................................................
2. What level of training did you obtain?
   Certificate  [  ]  Diploma  [  ]  Higher Diploma  [  ]  Degree  [  ]
   Others, specify .................................................................
3. How long was the training?
   Less than 1 year  [  ]  2 years – 3 years  [  ]
   1 year – 2 years  [  ]  above 3 years  [  ]
4. What did you learn?
   .......................................................................................
   ......................................................................................
5. How long have you been a Peer Counsellor?
   Under 1 year [ ] 1 year – 2 years [ ]
   2 years – 3 years [ ] Above 3 years [ ]

6. List the duties of a peer counsellor.

PART 3 Effects of peer counselling on Students

Please tick [✓] your perception on the following statements

   Strongly agree A
   Agree B
   Disagree C
   Strongly disagree D
   Undecided E

1. Students with problems always turn first to a peer.
   A [ ] B [ ] C [ ] D [ ] E [ ]

2. Peer counselling helps in the modification of students’ behaviour
   A [ ] B [ ] C [ ] D [ ] E [ ]

3. Peer counselling gives the students enhanced skills to handle their social, academic and personal problems.
   A [ ] B [ ] C [ ] D [ ] E [ ]

4. Female students seek peer counselling more often than male students
   A [ ] B [ ] C [ ] D [ ] E [ ]

5. Both male and female students present the same problems for peer counselling.
   A [ ] B [ ] C [ ] D [ ] E [ ]
6. Peer Counsellors use both group counselling and individual counselling methods as techniques to counsel students.

A [ ] B [ ] C [ ] D [ ] E [ ]

7. Students prefer group counselling to solve aggression/violence related problems.

A [ ] B [ ] C [ ] D [ ] E [ ]

8. Students prefer individual counselling to solve personal/relationship problems.

A [ ] B [ ] C [ ] D [ ] E [ ]

9. Individual counselling is more effective in solving personal problems than group counselling.

A [ ] B [ ] C [ ] D [ ] E [ ]

PART 4  Peer counselling and maladaptive behaviours at the Kenya Polytechnic

1. How does peer counselling help to minimise the following maladaptive behaviours among students at the Kenya Polytechnic?

(i) Aggression/violence.................................................................

(ii) Drug and substance abuse....................................................

(iii) Cheating..............................................................................

(iv) Abortion ..............................................................................

(v) Stealing.................................................................................

(vi) Promiscuity..........................................................................
Appendix IV

QUESTIONNAIRE FOR STUDENTS

Dear student,

Below are some questions for you to answer. You are kindly requested to respond to them as genuinely as possible. Your cooperation in answering the questions will be highly appreciated. Note that the answers you give will be kept confidential and they will be used for the purpose of this research only. Do not indicate your name anywhere on this form.

PART 1 Background Information

Please tick [✓] against the appropriate answer.

1. Gender: Male [ ] Female [ ]

2. Age in years: 15 - 17 [ ] 18 - 20 [ ] 21 - 24 [ ] Above 24 [ ]

3. Marital Status: Married [ ] Single [ ] Divorced [ ] others, specify ...........

4. What is your Religion?
Catholic [ ] Protestant [ ] Muslim [ ]
Other specify ..............

5. Which of the following applies to you?
(i) An only child [ ] (iv) I have both parents [ ]
(ii) I have other siblings [ ] (v) I have one parent [ ]
(iii) I am an orphan [ ] (vi) Others, specify .............

6. Who pays your fees?
Parents [ ] Guardian [ ] Brother [ ] Sister [ ] Others, specify ......................
7. Who do you live with?
Parents [ ]  Sister [ ]  brother [ ]  Uncle [ ]
Others, specify ........................................

8. What is your ethnic group?
Luo [ ]  Luhya [ ]  Kikuyu [ ]  Kamba [ ]
Others specify ........................................

PART 2  Use of drugs at the Kenya Polytechnic
Please answer all questions as appropriate

1. Which of these drugs have you seen at the Kenya Polytechnic?
   (i) Cocaine [ ]
   (ii) Bhang [ ]
   (iii) Heroine [ ]
   (iv) Miraa [ ]
   (v) Others, specify ........................................

2. Where else have you seen drugs used?
   At home [ ]  In the streets [ ]  Others, specify ......................

3. Why do you think students at the Kenya Polytechnic use drugs?
   For pleasure [ ]  Because of stress [ ]
   Influence from friends [ ]  They are addicted [ ]
   Others, specify .................................

4. Do you think peer counselling can help those students who use drugs at the Kenya Polytechnic?
   Yes [ ]  No [ ]

PART 3  Students' Problems at the Kenya Polytechnic

1. What are some of the problems you face as a student of the Kenya Polytechnic that you think peer counselling can help in?
   Lack of fees [ ]  Social problems [ ]
   Family problems [ ]  Health problems [ ]
   Others, specify ........................................
2. For which of these reasons do the students of the Kenya Polytechnic go on strike?
   (i) Poor management [ ]
   (ii) Drug and substance abuse [ ]
   (iii) Peer influence [ ]
   (iv) Others, specify ..............

3. What do the students do during the strike?
   (i) Destroy property [ ]
   (ii) Beat people [ ]
   (iii) Steal others belongings [ ]
   (ii) Others, specify..........................................................

4. Do you think peer counselling can help eliminate the behaviours that make them go on strike?
   Yes [ ]
   No [ ]

5. List some of the consequences for the students of the Kenya Polytechnic for going on strike.
   (i) Expulsion [ ]
   (ii) Suspension [ ]
   (iii) Loss of life [ ]
   (iv) Wastage of time [ ]
   (v) Others, specify ..................................................

PART 4 Students' problems at the Kenya Polytechnic

1. Have you sought help from the Kenya Polytechnic peer counselling services?
   Yes [ ]
   No [ ]

2. How often did you meet with your peer counsellor?
   Once a week [ ]
   Monthly [ ]
   On demand [ ]
   Others (specify)......................... Not applicable [ ]

3. How helpful was it to you?
   Very helpful [ ]
   Helpful [ ]
   Not helpful [ ]
   Not applicable [ ]

4. Which of the following do you think are the benefits of peer counselling to students at the Kenya Polytechnic?
   (i) Change of behaviour for the better [ ]
   (ii) Good relationships among students. [ ]
   (iii) Changing students perception[ ]
   (iv) Others specify..............................
5. Which of the following are some of the ways in which the students of the Kenya Polytechnic show disobedience?

i) Fighting among themselves
ii) Rioting and stoning vehicles
iii) Lack of respect and co-operation
iv) Drug and substance abuse (alcohol, smoking and other drugs)
v) Others specify .................................................................

6. Which of the following do you recommend for the Improvement of Peer counselling services at the Kenya Polytechnic?

(i) Holding seminars to create awareness of it among the students [ ]
(ii) Training more Peer counsellors [ ]
(iii) Providing a VCT centre [ ]
(iv) Inviting external resource person to speak to the students [ ]
(v) Others, specify .................................................................

Thank you for your co-operation
Gaudencia A. Ndenda,  
The Kenya Polytechnic,  
NAIROBI.

Dear Madam,

RE:  RESEARCH AUTHORIZATION

Reference is made to your letter dated 5th July 2005 on the above subject.

I am pleased to inform you that you have been authorized to conduct research on "Peer Counseling: An Alternative Approach to Student Discipline – A Case Study of The Kenya Polytechnic."

I am pleased to inform you that you have been authorized to conduct research at The Kenya Polytechnic in Nairobi for a period ending 30th September 2005.

You are advised to report to the Principal of The Kenya Polytechnic before embarking on your research project.

It is noted that the data collected will enable you to write your M.Ed. Project Proposal as required by Kenyatta University.

Yours faithfully,

E.O. ADEWA,  
For: Permanent Secretary

c.c.  The Principal,  
The Kenya Polytechnic, Nairobi.
Ms Gaudencia A. Ndeda,
The Kenya Polytechnic,
P. O. Box 52428,
NAIROBI.

5th July 2005

Thro’
The Principal,
The Kenya Polytechnic,
P.O. Box 52428,
NAIROBI.

To:
The Permanent Secretary,
Ministry of Education,
Jogoo House ‘B’
P. O. 30040,
NAIROBI.

Dear Sir,

RE: PERMISSION TO CONDUCT RESEARCH AT THE KENYA POLYTECHNIC

I hereby request for permission to collect data at The Kenya Polytechnic, Nairobi. I am doing a Masters Degree in Education at Kenyatta University and as a partial fulfilment of the requirement for this degree, I am required to write a project.

My research title is ‘Peer Counseling: “An Alternative Approach to Student Discipline — A Case Study of The Kenya Polytechnic, Nairobi, Kenya.”’

I hope, Sir, for your favorable response to enable me to proceed and collect data in this Institution.

Thank you in advance.

Yours faithfully,

G. A. NDEDA
TO WHOM IT MAY CONCERN

RE: LETTER OF INTRODUCTION

This is to confirm that GANDENCIA A. NDEDA of Reg. No. ES4/0068/03 is a student of Kenyatta University undertaking Master of Education degree programme.

Any assistance offered will be appreciated.

Thank you.

Yours faithfully,

Prof. Henry O. Ayot
Director, Self-Sponsored Programmes

31 DEC 2004

/mao.