

**THE RESPONSE OF COUNSELLOR TRAINING TO THE  
CHANGING SOCIAL ENVIRONMENT: A CASE STUDY OF THE  
COUNSELLING PROGRAMME AT THE DEPARTMENT OF  
SOCIOLOGY, UNIVERSITY OF NAIROBI.**

**BY**

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**A Research Project submitted in partial fulfilment of the requirement  
for the award of the degree of Master of Arts in Sociology (Counselling),  
University of Nairobi.**

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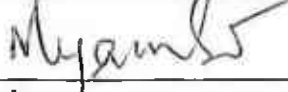
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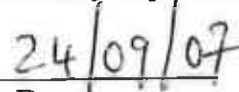
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## **DEDICATION**

This Research Project is dedicated to all the youth of Kenya who are currently facing a lot of social problems.

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## ABBREVIATIONS AND ACRONYMS

<b>ACA</b>	American Counselling Association
<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>CACREP</b>	Council for Accreditation and Related Programmes
<b>CHE</b>	Commission for Higher Education
<b>GOK</b>	Government of Kenya
<b>MA</b>	Master of Arts
<b>TSC</b>	Teachers Service Commission
<b>USIU</b>	United States International University
<b>HIV</b>	Human Immune deficiency Virus

## DEFINITION OF TERMS

1. **Programme:** A structured sequence of curricular and clinical activities that constitute the counsellor-training course.
2. **Module:** Course units that consist of instructions and assessment. They are combined to form the course curriculum.
3. **Cluster:** Refers to a combination of selected areas of study in order to satisfy a given degree programme.
4. **Semester:** Either of the two periods in which a year at the university is divided.
5. **Response:** In this study, it refers to the extent to which the counselling training programme readily relate to, embrace, adapt to, address, or consider immediate social needs prevailing in society.
6. **The Department:** Refers to the Department of Sociology, University of Nairobi.

## ABSTRACT

Counselling is a relatively new profession in Kenya. A large majority of the existing practising counsellors, therefore, remains untrained. This jeopardizes the chances of recovery of their clients from problems that afflict them. Consequently, efforts to improve their effectiveness through proper and systematic training are of primary concern now more than ever before. The study focused on the training of counsellors at the Department of Sociology, University of Nairobi as a way of addressing the said problem.

The study investigated the relationship between counsellor training at the Department of Sociology, University of Nairobi and the socio-economic conditions that prevailed then with a view to bridging the gap between what society expected (market demand) and what the training programme offered.

The question the study sought to answer was how the counsellor training programme embraced those conditions in order to strengthen their learners' capacities to react to a variety of situations. Specific factors such as the curriculum, instructional materials and availability of staff, pedagogy, admission criteria, assessment/ evaluation methods and students' attitude towards the training they were undergoing were examined to ascertain the trainees' readiness to tackle growing challenges in society.

The following research questions were used to elicit responses towards that end: first, in the absence of students' attachments/internships, what mechanisms have been put in place to ensure that the department produces effective counsellors? Second, what teaching-learning methods were currently being used in the training of student counsellors; and how did the teaching-learning methods mentioned affect the ability of the department to produce effective counselors? Lastly, what were the students' opinions regarding the kind of training they were receiving?

The client-centered theory, social systems theory and Adlerian counseling theory guided the study. These theories were ideal for this study because they emphasized on the role played by the social environment in moulding human behaviors at all levels, individually or in group. This study focused on how the teaching strategies employed by the training programme were used to bring about a change in attitudes of learners to ensure a full realization of their potential.

Moreover, the study investigated how training programme deepened the learners' awareness of the social circumstances surrounding them. In doing so, perceived levels of competence among trainees in helping clients with social problems such as HIV/AIDS, corruption, abject poverty, drug abuse, domestic violence, among many others were assessed.

The study employed qualitative tools of data collection. The specific techniques used were the key informant interviews and structured observation. The key informant interviews were used to gather pertinent information from the teaching staff, continuing

as well as former students of counselling, chairman of the Department of Sociology and heads of section where former students were working. Structured observation was used to gather relevant information that could be experienced and witnessed by the eyes of the researcher. This included the physical condition of the teaching-learning resources.

Among the key findings of the study were: firstly, there were only two psychology related courses: Post Traumatic Stress Disorders (CSO 593) and Principles of Counselling (CSO 594). In the elective category, only one psychology related course was offered. Students could as well not take it, as it was optional. Courses that dealt with nutrition, health, courtship, law and human rights were not prioritized. Secondly, experiential learning activities were limited to the classroom. Practicals were severely affected by lack of funds and shortage of personnel to supervise. Thirdly, physical facilities were inadequate to meet the growing demand of students. This in turn negatively affected the mode of teaching and learning. Despite these problems the learners and trainers were satisfied with the progress of programme.

The study recommended that field practica be made mandatory and examinable. The university should avail funds for supervision. Hosting organizations for students on attachment should be asked to cost share to lower financial burden on the university. The Department should also accredit lower-level colleges to serve as off-campus in order to offer similar degrees. This would ease pressure on the physical facilities as well as check on the quality of courses offered there.

Lastly, the study recommended, among others, that similar studies be carried on actual clients who benefited from the services of the graduate counsellors of the Department of Sociology, University of Nairobi.

## CHAPTER ONE: INTRODUCTION

### **1.1 Background to the Study**

Counselling helps people to understand themselves better, to solve personal problems and to take a truthful but positive approach to life. Church ministers, physicians, social workers, teachers and many others whose numbers are on the increase perform the counselling function. However, performance levels are seen to vary from one counsellor to the other to the extent that some counsellors are said to possess a natural gift. In this respect, there is a general belief that some people, without training, possess it and use it to help others to solve or transcend problematic situations. Such people are consulted much more often than others. While this may be true, psychologists say that, in the course of their lives, human beings actualize only around thirty percent (30%) of their potential (Fuster, 1991:16). Consequently, much of the human resource possessed by untrained 'counsellors' largely remains dormant; they function under capacity. They need training to actualize their potential.

Lutomia and Sikolia (1999:14) emphasize that in schools and colleges the person chosen to be a counsellor should be known to have *ability*. There are qualities that one has to possess before being accepted for this difficult and 'dangerous' job. It is dangerous because, as a counselor, one is in powerful position in that what one says is important and affects others. One's role is to give hope and clients have many problems they want one to listen to. The counsellor's performance, which is linked to adequate training, can ruin or build up the client.

Mutie and Ndambuki (1999:140) note that even though people can learn by reading, writing, and talking about counselling, this is not enough to create an effective counsellor. Trainee-counsellors need to develop their skills in practical groups prior to being allowed responsibility for their own clients. They thus recommend both relevant training and practice. Fuster (1991:16) also affirms that, to achieve high quality training, trainees in counselling must practise their skills on real counsellees. Only then can they come face to face with changing realities of life and how they take their toll on people.

Fuster (1991:30), citing the works of Kesler, Carkhuff, and Mitchell, concluded that the counselee's recovery depends largely on the person she/he approaches for counselling. Furthermore, in establishing the supremacy of a skillful counsellor, Fuster (1991:30) inferred from their writings thus:

*“If that person is functioning at a high level, then the counsellee has a good chance of recovery; if the counsellor functions at a low level then the counsellee will not improve, but rather will deteriorate.”*

A person functions at a high level when he/she personalizes his/her own personal deficiency, changes it into a goal which he/she sets for himself/herself, takes appropriate and systematic steps to reach that goal and keeps evaluating his/her performance. The complexity inherent in predicting and evaluating one's performance can only be surmounted by a sound education and training in counselling.

Counselling is urgently needed in Kenya today considering the social environment that is characterized by new ways of thinking and a continued fall in standards. This is exemplified by the increasing demand for human rights, recognition of the need to keep the environment clean and safe, rapid technological changes, increasing consumerism and rising expectations among citizens against a background of slow economic growth, terrorism, widespread corruption, abject poverty, declining standards of parenting, drug and substance abuse, teenage pregnancies, adverse influence of the peer and mass media and the ravaging HIV/AIDS pandemic (Government of Kenya, 1999:8; Mutie and Ndambuki, 1999:76; Lutomia and Sikolia, 1999:7-9; Government of Kenya, 2003:126). Trainee-counsellors should therefore be equipped with physical, intellectual, emotional, social, and moral qualities necessary to help the client cope with the said environment.

## **1.2 Problem Statement**

Counselling as a science and a profession is a synthesis of many related specialties such as guidance, mental hygiene, psychometrics, social casework and psychotherapy. The breadth of training and the experience required distinguishes one specialty from the other (Brammer and Shostrom 1968:12). The University of Nairobi offers these specialties diversely in its constituent colleges and campuses. Chiromo campus hosts the institute of biological, medical and health sciences that offers clinical psychology

and psychiatry; while Kikuyu campus offered educational counselling (otherwise called school guidance and counselling). The counselling course offered at the Department of Sociology became ideal for this study because it targeted the larger society.

The course was devoid of institutional rigidity and narrower therapeutic function evident in the medically leaning psychiatry, psychotherapy and clinical psychology or the school-affiliated educational counselling. The counsellor-training programme at the Department of Sociology, located at the main campus of the University of Nairobi, was broader in outlook and covered, in addition to counselling, such areas as general psychology, gender, social psychology, human resource training, disaster management, sociological theory, research methods, social statistics, measurement, personality theory, learning and development. Graduates of this course could generally be termed as counselling-sociologists.

This study was intended to provide information on the relevance of the counsellor training offered at the Department of Sociology to the social environment since previous studies had focused on guidance and counselling as a disciplinary tool in schools, especially following the ban of corporal punishment, without assessing the competencies and abilities of counsellors to carry out the same. Yet, for guiding and counselling to be effective, the counsellors have to be adequately trained (Mutie, 2003; Wandeo, 2002; Wanjohi, 1990).

As earlier suggested, the social environment in Kenya today is increasingly becoming complex and is laden with extra pressures. Automation and slow economic growth continue to reduce work opportunities, which are basic to developing personal worth and a sense of identity. HIV/AIDS continues to ravage people, especially the most able bodied citizens in the prime of their lives, leaving behind a trail of seriously traumatized orphans and relatives. Young people continue to suffer the devastating effects of drug and substance abuse. Suicide, teenage pregnancies, marital disharmony, crime, delinquency, and poverty are on the increase. Young people hardly have any adaptive mechanisms and strategies. To solve these problems the society needs many well-trained counsellors in these areas.

Human resources are the greatest development resources that Kenya has (Government of Kenya, 1983:143). Harnessing these resources through relevant guidance and counselling will bring about prosperity, realize economic growth, and enhance social solidarity. However, under-utilization of available training facilities and implementation of training programmes insensitive to the needs of the nation will be a waste of these otherwise scarce resources. The study therefore sought to examine, in some detail, the relevance of the counsellor-training course at the Department of Sociology, University of Nairobi, to the needs and aspirations of the people of Kenya with a view to making recommendations on how it could be improved.

Universities in Kenya have the responsibility of optimally developing the youth who are greatly influenced by the social environment. The pursuit, promotion, creation and dissemination of knowledge really mean knowledge that can be used immediately in solving societal problems (Moi, 1986:41; Bogonko, 1992:146). The pride of our public universities must therefore be matched by innovativeness and responsiveness to changing social and economic needs. Universities must instil in learners independent thought and creativity. Yet, practising counsellors have lacked the capacity to initiate programmes that help in upgrading the living standards of the ordinary people (Mule, 2004:15; Lutomia and Sikolia 1999:24). This is why the study sought to find out if the training programme in counselling offered by the Department of Sociology at the University of Nairobi was relevant to Kenya's social conditions.

According to the guidelines drawn by the American Counselling Association (ACA)(2001), institutions offering counsellor training should ensure that access to library and other learning resources (such as the resource centre) is appropriate for scholarly inquiry, study and research by the department and students. The guidelines further demand a provision, on the part of the institution, a clinical instructor/supervisor to oversee practica and internships. Besides, technical assistance for the use and maintenance of audio, videotape and computer equipment should also be made available. An investigation of the Department of Sociology, University of Nairobi on these aspects revealed absence of the mentioned resources. The study, therefore, determined the impact the absence of these resources had on the performance and effectiveness of the trainees in the programme.



With the prevalence of quacks in the field of counselling, it is imperative that the public as well as the profession be protected. Brammer and Shostrom (1968:19) noted that a certificate or license in counselling informs the public that the practitioner has been exposed to several years of training. The current trend in Kenya is that people in employment are increasingly going back to class to boost their profiles at work. The fear of retrenchment has driven many employees to seek more training in order to remain competitive (East African Standard, 4<sup>th</sup>, March, 2002). There is dire need to guarantee such people quality and relevant courses.

For the success of any counsellor-training programme, it is essential to develop supportive but critical feedback (Prior, 1993: 491). Such a framework complements guided practice by pointing out areas that require improvement. The study, therefore, offered such an opportunity to carry out the same. It was apparent that no such study had been carried out for this purpose.

### **1.3 Objectives of the Study**

The broad objective of the study was to investigate the relevance of the counsellor-training curriculum at the Department of Sociology, University of Nairobi, to Kenya's social environment. The study, in particular, sought to:

1. Find out the objectives and content of the counsellor-training programme at the Department of Sociology, University of Nairobi.
2. Determine the extent to which the said programme was equipping learners with knowledge and skills to meet concrete challenges in society.
3. Document lessons to be learnt for the improvement of training in counselling at the Department of Sociology, University of Nairobi.

### **1.4 Scope and Limitations of the Study**

The study was carried out at the Department of Sociology, University of Nairobi. The Department of Sociology offers two ordinary diploma programmes in social work and criminology, respectively, and two undergraduate degree courses in sociology and social work, respectively. All the programmes, except Bachelor of Arts (Sociology), offer a unit in counselling. The department also offers post-graduate diplomas, and master's (M.A) programmes that are each categorised into 12 clusters (Department of Sociology, 2004). Out of these, only the Disaster Studies cluster, incorporating the

counselling sub-cluster. teaches counselling. The rest only include counselling as a 'borrowed unit' subject to approval from the head of department. Therefore, the study and its findings are limited to students and staff from the counselling sub-cluster. No generalization should be attempted beyond this limit.

Apart from the University of Nairobi, counsellor training in Kenya is offered at Kenyatta University and United States International University (USIU) and lower-level colleges such as Amani and Mzima Springs counselling centres. However, courses at these institutions are oriented towards guidance. They are also mainly designed to suit certain prescribed settings such as schools and hospitals. The findings from the study, therefore, may not apply to them.

## CHAPTER TWO: LITERATURE REVIEW

The study was an exploratory one as not many studies had been done on the training of counsellors. The themes under review include: the concept of counsellor training; the selection procedure; counsellor competence, certification and professional licensing; the state of counsellor training in Kenya and the social environment in Kenya.

### **2.1 The Concept of Counsellor Training**

The British Department of Employment (1971:2) defines training as the systematic development of attitudes/knowledge/skills/behaviour pattern required by an individual in order to perform adequately a given task or job. This definition demands that training be focused on helping the trainees make most of their abilities. However, it fails to recognise the role the social environment played in the attainment of full potential. Reilly (1979:46) observes “all too frequently individuals are trained at great expense for a particular type of work only to find out that they are posted to a job where their training has not the slightest relevance. Besides being frustrating, this is an obvious waste of scarce resources.” Training strategies work best if the emphasis is put on the trainees themselves and the society from which they come. This can be achieved if an attempt is made to capture students’ opinions to ensure that the training is trainee-oriented and not the other way round. In doing so, Prior (1993:104) states that the real needs of the people to be trained will be realised.

Newsome et al (1973:160) identifies equipping student counsellors with a body of knowledge that will enable them to understand the behaviour of their clients as of prime importance. Such knowledge develops sensitivity to social needs and the varying expectations across sections of the population (in terms of their gender, class, age, disability etc). Corey (1991:5) illustrates this point when he says that “many counselling students value characteristics such as making their own choices, expressing what they are feeling, being open and self revealing and striving for independence when all these characteristics may not be the goals of their clients.”

According to Corey (1991:53), a counsellor-training programme ought to incorporate both academic and experiential phases. A balanced and sound training in counselling

requires a basic preparation in theory, technical and applied knowledge as well as a broad-based practicum (Woolfe and Dryden, 1996:588; ACA, 2001).

Rhodes University, Grahamstown, in South Africa, runs a practical work programme fifteen hours a week alongside its theoretical one in the first year of study for Master of Science in Counselling Psychology. The second year is set aside for full-time internship in an institution recognised by the Professional Board for Psychology. A clinically relevant research project or a case study approved by the Head of Department has also to be completed (Rhodes University Calendar, 2004). Makerere University, Uganda, has a similar curriculum structure for its Master of Arts in Counselling whereby an internal practicum was offered across the first four semesters of the course. The second practicum, which was external, is carried out during recess in the second year. The student then develops a dissertation topic to be approved by the faculty (Makerere University Prospectus, 2001).

It is illustrative that, in both institutions, the internal practicum involves supervised role-play, audio and video tape analysis while external practica takes the form of job placement, or better put, a sort of on-the job-training in advocacy organizations, special needs groups (such as refugees, rape victims, street children), schools and in human resource departments in government and private industry.

## **2.2 The Selection Procedure**

The selection criterion is a factor in the effectiveness of counsellor training. It sets forth the calibre of students to be trained. So far, the only method commonly used is one based on the assessment of personality characteristics. These personality characteristics include being sincere and undefensive, willing to explore and accept oneself, open to being explored by clients and those around and at the same time still emerging as a valid and reliable person, emotionally and physically resilient, and being interested in the promotion rather than in the diagnosis and treatment of ill-health. Others include being sensitive and unafraid of new experiences (Bergin and Garfield, 1971: 904; Fuster, 1991:55; Mutie and Ndambuki, 1999:130).

Newsome et al (1973:156) stresses on a model counsellor committed to and excited by the higher education experience in which he/she must be intellectually competent

and willing to accept continuing change. They also recommend candidates aged between twenty-five and forty-five years. The personality characteristics assessment method leaves a lot of questions to be answered, as it tends to look at the social environment only in terms of interpersonal relationships. Major issues that raise a lot of concern such as abject poverty, children and women rights, corruption, drug abuse and others that transcend the personality of the counsellor are often ignored.

Carl Rogers, an outstanding proponent of the client-centred approach, summarised three attributes required for one to qualify as a counsellor: *congruence*, *unconditional positive regard*, and *empathic understanding* (Rogers, 1961:282,283,285). Significantly, the client-centred approach specified graded procedures for facilitating the kind of experiential learning necessary for developing an effective therapeutic relationship between the counsellor and the patient. These graded procedures ignore what the counsellor may say or do. They include the student counsellors listening to tape recorded interviews, observing a series of live demonstrations, role-playing the therapist with fellow students, participating in multiple therapies and conducting as well as recording their own interviews with facilitative non-directive supervisors. Techniques that make students to behave in ways that are not genuine are discarded. In Nigeria, a number of universities such as Ife, Lagos, Nsukka, and Ahmadu Bello in Zaria state insist that faculty members personally interview candidates who apply for counsellor training at all levels including post graduate before action is taken on their application (Makinde, 1984:83; National Universities Commission, 1987:2206, 2209). Makerere University in Uganda, and Chester, a college of the University of Liverpool in the United Kingdom, have a similar procedure among other admission requirements (Makerere University Prospectus, 2001; Chester College Post graduate Prospectus, 2004).

A look at admission procedures in various universities offers vital lessons. The Universities of Calgary, Lethbridge, and Athabasca, all in the Canadian state of Alberta, insist that candidates pursuing counselling at the master's level must have a stronger psychology background. In order to meet the 72 psychology credits required of the course, applicants are required to enter the programme with 12 half-courses (that is, 36 credits) in psychology or educational psychology (Calgary University Prospectus, 2004; Lethbridge University Prospectus, 2004; Athabasca University

prospectus, 2004). In essence, applicants from disciplines other than psychology are deterred from submitting their applications.

The Universities of Birmingham and Liverpool require candidates for their Master of Arts in Counselling to possess relevant professional experience of not less than 50 and 120 hours, respectively. Differences in the counselling requirements between the two lie in the fact that the University of Liverpool could admit Diploma holders or equivalent while Birmingham admits only first-degree holders. As for Makerere University, candidates are admitted through two options. Option I requires candidates to possess documentations of two or more years of experience in a counselling or allied field while option II requires candidates to be graduates in psychology and wishing to specialise in psychotherapy (Makerere University Prospectus, 2001).

### **2.3 Counsellor Competence, Certification and Professional Licensing**

Makinde (1984:188) notes that an occupation is held to be a profession when it demands a high order of special skills and knowledge. This unique expertise has to be recognized by society as being of paramount importance. Certificates and licenses are an example of that recognition. However, certificates and/ or licenses do not guarantee competence but they inform the public that the holders have completed some form of formal academic programme, have been exposed to a certain number of hours of supervision and had a minimum number of hours of professional experience. Further, licences typically do not specify the clients or problems that practitioners are competent to deal with or the specialized techniques they have mastered (Brammer and Shostrom, 1968:19; Corey, 1991:51). Many are the times when training courses that have established a reputation for excellence seem to be able to carry out that reputation long after they have ceased to deserve it (Reilly, 1979:54). Therefore, training courses require to be constantly evaluated to assess their relevance and worthiness to both the individuals and the society that they intend to serve; hence reason for the study.

Training courses that do not seek to fill the gap between the present skills and knowledge of the trainees and the skills and knowledge required for effective performance need to be modified or discarded altogether. Since professional competence is not a quick-fix phenomenon, continuing professional education should

be provided to students who wish to sharpen their skills. Professional workshops, conferences and public lectures as well as (student) societies and publications were not evident at our public universities. Besides, a National Board for Certified Counsellors to undertake the task of recertification does not exist in Kenya. One wonders how graduated counsellors from our universities cope with changing conditions in their areas of operation.

Government of Kenya (1998:95) and Olweya (2001:147) observe that all public universities in Kenya, including the University of Nairobi, have witnessed rapid quantitative growth in the number of student enrolments. This has not been accompanied by commensurate increase in essential resources such as physical facilities, teaching-learning and management technologies, research amenities and professional and management staff. In the circumstances, the competence, relevance and quality of their graduates needed to be determined to restore confidence among the general public.

#### **2.4 The State of Counsellor Training in Kenya**

In Kenya, the development of formal guidance and counselling dates back to a few years before independence in 1963. The development was prompted by the desire of the colonial government to create skilled manpower among the indigenous population to take over various positions in the civil service and industry following the hand-over of the reigns of power (Wanjiru, 2002:3). The Ministry of Labour strengthened its service department to carry out this task. "Helping you choose a career", a pamphlet to assist and strengthen existing careers in government, commerce and industry was published after the adoption of the 1967 Careers Conference.

In 1970, under the auspices of the Ford Foundation, a career's guidance handbook was launched. It was revised in 1971 to serve as a manual and reference book for career advisers and secondary school students. This book was in use until 1988. It contained the description of each significant high-level occupation in each field, employment outlook, anticipated pay, lines of advancement and sources of further development (Ndung'u, 1989:17). In response to the introduction of the 8-4-4 system, another career's booklet was issued to schools in June 1989 to cater for the Jua Kali sector.

Besides launching the manual in July 1971, the Ministry of Education set up a Guidance and Counselling Unit to deal with educational and vocational guidance and counselling in schools. However, the unit did not last long autonomously as it was merged with the Kenya Institute of Education (KIE), Kenya National Examination Council (KNEC) and the School Feeding Programme in 1974 (Wanjiru, 2002:28). This relegated it to the position of an educational support service and thus weakened the advancement of Counselling as an important discipline in Kenya's education system.

Even though the Report of the National Committee on Educational Objectives of 1976 (also known as the Gachathi Report) made vital recommendations including that of establishing a course at the University of Nairobi for the training of professional workers in counselling, the majority of counsellors in schools remained and continue to remain without training. Many teachers practising as counsellors in schools only have an elementary level of training from Teacher Training Colleges (TTCs) and a first degree for those who are university graduates. It was noted that public universities in Kenya offered counselling courses only as a unit of the wider curricular of specialized courses related to education. These were not sufficient to produce effective counsellors (Wanjiru, 2002:42).

The Commission of Inquiry into the Education System of Kenya of 1999 (also known as the Koech Report) was informed that most staff in educational and counsellor training institutions was not professionally trained (Government of Kenya, 1999:61). Yet, effective teaching is intellectually demanding and requires the teacher to know in a deep sense the subject being taught (Brown and Atkinson, 1988:1).

## **2.5 The Social Environment in Kenya**

The social environment in Kenya is undergoing rapid change. Lutomia and Sikolia (1999:7-9) document the effect of rapid technological changes in information technology on people's ways of thinking. The mass media continue to negatively impact on people's morals. The youth absorb all the pornography carried in leisure books, romantic films and television. This has seen a rise in incidences of lesbianism among girls and homosexuality among boys in boarding schools.



According to the Kenya Ministry of Education, 10,000 young women drop out of school as a result of pregnancy (Elimu Yetu Coalition, 2003:16). The ban slapped on corporal punishment in 1992 meant that the role of counsellors in schools moved a notch higher. Mutie and Ndambuki (1999: VII) observed that well trained counsellors had a duty to help the youth acquire the right values and attitudes that would guide their behaviour, especially with the gradual shift from the extended to the nuclear and then to the single parent family.

HIV/AIDS epidemic, though a medical problem, had a lot of social implications. The HIV/AIDS national adult (15 –49 years) prevalence in Kenya was 13% or 1.9 million people. The impact of AIDS was projected to reduce Kenya's GDP by 14.5% by 2005 (Elimu Yetu Coalition, 2003: X). Other social problems on the increase include alcoholism, corruption, drug abuse, suicide, violation of child rights, unhealthy competition for limited space in learning institutions and economic problems resulting from an under performing economy (Mutie and Ndambuki, 1999:76). Counsellor training programmes, therefore, have to address the above-mentioned problems in their curricula.

## **2.6 Theoretical Framework**

Singleton et al (1988:24, 25) emphasized that all empirical studies should be grounded in theory. A theory is a way of making sense of a disturbing situation so as to allow us most effectively to bear our repertoire of habits, and even more important to modify habits or discard them altogether, replacing them by new ones as the situation demands (Abraham, 1982:1). Citing Robert Merton, Abraham (1982:25) added that theory should point to the variables that are relevant and important while at the same time indicating the dimensions of key ones that will assist in the selection of cases, facts and data. This study focussed on client-centred, social systems and Adlerian theories. These theories were chosen to guide the study because they emphasised the role played by the social environment in determining human behaviours at all levels, individually or in group. The study investigated how teaching strategies (such as teaching–learning methods and curriculum) employed by the department reflected the socio-economic needs of the nation.

### **2.6.1 Client-centred Theory**

The client-centred theory was developed by Carl Rogers (George and Christiani, 1990: 58). At the heart of this theory was the concept of the 'self'. The 'self' was conceived as a product of the interaction between an individual and his /her environment. Rogers was of the view that as an individual lives in an environment he/she develops values, beliefs, feelings, and convictions towards it. This reaction to the environment (also known as one's phenomenal field) was purposeful in that it secured satisfaction or gratification of one's needs. Remarkably, the reaction to one's environment was purely individualistic, personal and subjective. However, conception, interpretation and subsequent reaction to one's environment, which constitutes the self, may not be truly reflective of that environment. Rogers argued that such incongruence led to denial, pain and maladjustment on the part of the individual.

Therefore, the task of the counsellor is to create an atmosphere that would facilitate that capacity to become effective rather than latent (Rogers, 1950:443). It includes the counsellor displaying warmth, unconditional positive regard, and a strong empathic connection to the client (Rogers, 1961:20, 33, 34). This is not an easy task. One requires adequate training on how to develop a healthy and ethical counsellor- client relationship. Otherwise a tendency to probe, advise, suggest, judge, or direct will set in (Bergin and Garfield, 1971:898). This will ultimately make the client more defensive, more close to himself/herself, and his/her world, and he/she will behave in socially unconstructive way. Corey (1991:216) insisted that counsellors lacking in relationship and communication skills couldn't be effective in carrying out effective treatment programmes for their clients.

### **2.6.2 Social Systems Theory**

This is a sociological theory that, in this study, seeks to place counsellor training in a social perspective. Two major expounders of this theory that the study employed are Talcott Parsons and Niklass Luhmann.

### 2.6.2.1 Talcott Parsons' Social Systems Theory

According to Parsons (1954:228), a social system consists of a plurality of actors interacting with each other in a situation that is physical or environmental. This interaction, which Parsons referred to as *actor-situation*, is mutual in that each actor influences and is influenced by the other(s). The environment in which the actors interact has conditions that are limiting and prohibitive. However, actors are motivated towards social norms and standards that facilitate actions that satisfy their needs and functions within that environment (Parsons, 1960:18).

In this regard, training institutions, in this case the Department of Sociology, University of Nairobi, are situated in social environments that have a large bearing on their nature and functions. The social environment provides a repertoire of activities, values, and needs against which their relevance and extent of worthiness can be determined. Counsellor training programmes are instrumental in empowering trainees with the capacity to help people deal with problems in their lives. Consequently, those programmes should enable the trainees to familiarise themselves with tasks ahead of them on completion of their courses.

### 2.6.2.2 Niklass Luhmann's Social Systems Theory

Luhmann asserted that social systems are not based on a single overarching and integrated system striving for equilibrium. Many factors come into play. This is so because for each system the environment is more complex than the system itself—systems lack the “requisite variety” that would enable them to react to every state of the environment (which is always in a state of flux) in a point-for-point correspondence (Luhmann, 1995:25). The system's inferiority in complexity must therefore be counterbalanced by various strategies of selection (which Luhmann also calls contingency or risk) that include *autopoiesis* (i.e. self reference), boundary maintenance and system differentiation.

Luhmann (1995:181) also pointed out that environment should not be misconstrued to mean opposition but rather a presupposition for the system's identity. Luhmann substituted Parson's *actor-situation* with *constitutive relational operation* meaning that the system *totalizes itself* by referring to the environment and by leaving it undetermined (Luhmann, 1995:32,176,181).

In this light, the evolutionary achievement of the Department of Sociology, University of Nairobi, depended on the careful examination of its curricular activities and resources (self reference), establishing linkages with other institutions (boundary maintenance) and planning for its future activities (system differentiation).

### **2.6.3 Adlerian Counselling Theory**

The Adlerian counselling theory (also known as Adlerian therapy) was expounded by Alfred Adler (1870-1937) in his books, Uber den nervosen Charakter (The Neurotic Constitution) that appeared in 1912 and Menschenkenntnis (Understanding Human Nature) in 1927. His other books in which this theory featured also include The Practice and Theory of Individual Psychology published in 1927 and Des Sinn des Lebens (Social interest: A Challenge to Mankind) published in 1933.

Adler (1927a: 28) built his theory by stressing that human beings are motivated primarily by the social environment. In a major shift from Sigmund Freud's psychoanalytic theory, which emphasized on the centrality of biological forces (such as sex drive), the Adlerian theory laid greater emphasis on the role played by a person's choice and responsibility in the context of his social surroundings. Adler asserted that humans are social, creative, decision-making beings who have a unified purpose (Adler, 1927b: 25). The human personality becomes unified through the life goal. An individual's thoughts, feelings, beliefs, convictions, attitudes, character and actions are expressions of his/her uniqueness and all reflect a plan of life that allows a movement towards a self-selected goal.

An implication of this holistic view of personality is that both the counsellor and the client formed an integral part of the social system. Social system refers to the conditions in which they live. In most cases the environmental condition limit the individual's capacity to make informed choices. However, the theory maintains that individuals can become what they want. This allowance for positive growth by the theory guided the study in encouraging and assisting the Department of Sociology, University of Nairobi, by offering constructive criticism meant to reshape and reformulate curriculum objectives and practice that otherwise did not meet the expectations of the people of Kenya.

The Adlerian theory states that all human behaviour is purposeful and goal oriented (Ansbacher, Henz and Ansbacher, 1964:13). This conflicts with the conclusions made by behaviouristic learning theorists such as B.F skinner and Ivan Pavlov from experiments in operant and classical conditioning, respectively, portrayed human beings as recipients of conditioned activities rather than creators of their own actions. Adler identified a link between a central goal which one strives for in any given situation and one's lifestyle or life plan.

To demonstrate this point, Adler was able, through association tests, to predict and prevent suicide through the identification of fatalistic objectives and corresponding life plan. In this respect, student counsellors can solve a lot of social problems if counsellor training programmes develop their capacities to explore and identify mistaken goals and assumptions within their clients. Subsequently, social problems such as drug and substance abuse, crime, violence, poverty and mental illness can be reduced a great deal by counsellors re-educating their clients and providing them with new cognitive maps. However, the absence of knowledge of the social environment on the part of the counsellors made this task unattainable (Rao, 1991:42). This is why an examination of training programmes' ability to respond to these social problems was vital.

Adler also put forward the concept of social interest or *Gemeinschaftsgefühl* to refer to an individual's awareness of being part of the human community and to the individual's attitude in dealing with the social world failure to which constitutes neurosis (Adler, 1927b: 40). Social interest is manifested in every human society through shared activities, love, mutual respect and increased contact with the outside world. Whereas the person-centred and Gestalt therapies acknowledged this aspect as a form of self-realization, they did not tie it to the actions of others within the same situation.

Adler emphasized the primacy of the social environment when he argued that "the success of man depended upon his attitude towards his fellow men, vocation and love. All the three being linked to one another by the first" (Adler, 1948:12). The concept of social interest made this theory ideal for the study as it recognised the role of social environment in moulding human behaviour. The theory guided the study in creating ways and activities through which the counsellor training programmes at the

Department of Sociology, University of Nairobi, would contribute to society's well being.

## 2.7 Research Questions

From the literature review, it emerged that the counsellor-training programme at the Department of Sociology, University of Nairobi, did not provide for practicum or student attachment/internship where students could come face to face with the problems encountered by the people. A course detailing the dynamics in the Kenyan society was also absent. The question to be answered was:

- 1. In the absence of student attachments/internships what mechanisms have been put in place to ensure that the Department produces effective counsellors?**

Secondly, a great disparity appeared between student enrolments and the capacity to provide essential resources for the successful achievement of a healthy teaching-learning environment. This also affected the teaching methods to be adopted in the circumstances. The question to be answered was:

- 2. What teaching-learning methods are currently being used in the training of student-counsellors? How do the teaching- learning methods mentioned affect the ability of the department to produce effective counsellors?**

Lastly, in the absence of workshops, student counselling society and publications that could be used to address professional and student issues,

- 3. What are the students' opinions regarding the kind of training they are receiving?**

## CHAPTER THREE: METHODS

### **3.1 Unit of Analysis**

The unit of analysis is the entity around which the variables of interest to the researcher vary (Singleton, 1998:132). In the study, the unit of analysis was the counsellor-training programme offered at the Department of Sociology, University of Nairobi.

### **3.2 Observation Unit**

The observation unit is normally the source of information. In this study the observation units were the trainers (teaching staff), heads of sections where graduates of the counsellor training at the Department of Sociology, University of Nairobi were employed then, the chairman of department, and the students that were taking the counselling course at the master's (M.A) level at the Department of Sociology, University of Nairobi.

### **3.3 Sample Design**

The Head of Department of Sociology permitted the researcher to access documents at the Department pertaining to students' admissions. The study covered seventeen students who had enrolled in the counselling sub-cluster at the master's level. That was so because the number of students taking the counselling course was small. Using the snowball technique, twenty-three students who had cleared their studies and who were then in employment, and likewise their section heads. This raised the total number of students who participated in the study to forty. All the students provided information regarding the curriculum and training methods used and the extent to which they were satisfied with the same.

The academic staff at the department consisted of twenty-four members (as per the Department of Sociology Prospectus, 2004). The researcher noted that only six academic staff members taught specialization courses in the counselling sub cluster. However, only three out of the six participated in the study. One lecturer who taught a general course in sociology also took part. Citing lack of reliable information, four lecturers declined to take part in the study. The study covered twenty-three heads of sections where former students worked. The head of the Department of Sociology

participated as well. This brought the total number of students to 40 and overall number of participants to 68.

### **3.4 Data Collection Instruments**

The study made use of interview schedules and structured observation.

#### **3.4.1 Interview Schedules**

This method was used to obtain information from heads of sections where graduates of the counselling training at the Department of Sociology, University of Nairobi were employed, the chairman of the Department of Sociology, University of Nairobi and the selected academic staff who taught specialization courses. The researcher asked questions in a face-to-face contact in a form and order prescribed in the interview schedule. The questions touched on course objectives, their attainment, level of involvement of the informants, society and other stakeholders as contained in objectives 1, and 2 of the study. Allowance was given to informants to ask questions that sought to clarify certain issues of interest to the study.

Another category of informants was that of students. They were divided into two: those who were still taking the counselling course (i.e. continuing students) and those who had since graduated (i.e. former students). This grouping of students into two groups was to investigate changes in curriculum, course delivery and student's attitudes over a successive period of time. Interview schedules designed specifically for each category of informants were used. The advantage of using interview schedules was that the researcher had an opportunity to establish rapport and explain the purpose of the study as well as the meaning of the items that were not clear. The disadvantage of this method that was experienced in the study was it was time consuming as some respondents required prior arrangements (appointments), and even with so, some did not honour them.

#### **3.4.2 Structured Observation**

The researcher observed and recorded the physical teaching-learning facilities that he saw. That included a description of the nature and state of lecture rooms, textbooks, library, and information/technical equipment pertinent to the study.



**Table 1: Summary of data collection instruments.**

Technique	No. of participants	Where held	Conditions
Key informant interviews	◆ 17 Continuing students	◆ University compound	◆ Conducive*
	◆ 23 former students	◆ Office, homes, parks, street	◆ Not conducive
	◆ 4 lecturers	◆ Office	◆ Conducive*
	◆ Chairman, Sociology Department (UON)	◆ Office	◆ Conducive*
	◆ 23 Sectional heads where former students worked	◆ Office, official residences	◆ Fairly conducive
Structured observation		◆ University compound	◆ Conducive*
<b>Total</b>	<b>68</b>		

**Key:**

Conducive\* - Perceived suitability of research venue in terms of privacy, favourable weather conditions, comfort, and absence of distraction.

**3.5 Data Analysis**

Data collection and analysis took place at the same time. The field notes written in the course of gathering data were analysed thematically in line with each research question:

**Research question 1:**

**In the absence of student attachments/internships, what mechanisms have been put in place to ensure that the Department produces effective counsellors?**

The themes inherent in this research question were captured by questions 13 and 19 of the interview schedule for the academic staff. Responses to these questions were made in summary statements as no calculations were involved.

**Research question 2:**

**What teaching–learning methods are currently being used in the training of student counsellors? How the teaching–learning methods mentioned affect the ability of the department to produce effective counsellors?**

The themes in this research question were captured in question 17 of the interview schedule for academic staff and questions 5, 6, and 7 of the interview schedules for students. Whereas a summary statement was made for responses from academic staff, information obtained from students was tallied and converted into frequency distribution tables and percentages.

**Research question 3:**

**What are the students' opinions regarding the kind of training they are receiving?**

Themes in this research question were captured in questions 5, 8, 9, 10, 11, 13 and 14 of the interview schedules for the students. Frequency distribution tables, summary statements and percentages summarised the students' responses.

## **CHAPTER FOUR: GENERAL FINDINGS FROM THE FIELD**

The counsellor-training programme at the Department of Sociology, University of Nairobi, is offered under the self-sponsored students' scheme, popularly known as the *parallel programme*. Like other parallel programmes, the launch of the counsellor-training programme was a response to societal changes in the country. During the 1980s and early 1990s, the education sector was constrained by its inability to meet growing demand from eligible students even though the transition rate from secondary level remained very low (7%) with the balance tipped against girls (UNESCO, 2002: 4; GOK 2003(b):8). Ironically, the allocation by the Ministry of Education to the university sub-sector peaked at 21% in 1990/91 before declining to slightly 19.4% in 1993/94 (GOK 1998:96).

Public universities, on the other hand incurred heavy debts, Ksh. 1.32 billion, of which Ksh.636 million was in the recurrent vote and 686 million in the capital vote (GOK 1995b). According to the Commission for Higher Education, the students' share of total costs was estimated to be about 42%. By June, 1995 about Ksh.5.8 billion had been loaned to students. A combination of budgetary constraints and rising enrolments brought to the fore the issue of who should pay for university education.

Thus, in 1998 the parallel programme (the counsellor training programme included) was launched at the Faculty of Arts and Social Sciences, University of Nairobi. The popularity of the counsellor-training programme continued to grow. With the recognition by the Teachers Service Commission (TSC) of the need to strengthen the managements of secondary schools in the country, the counsellor training programme rides on the crest of popularity among high school teachers. It is worth noting that the Teachers Service Commission paid and still grants paid study leave to its employees who gain admission to the course. Currently, the counsellor training programme accounts for fifteen percent (15%) of the total graduate student-intake at the department. Seventy-five students have so far graduated in counselling since its inception in 1998.

### **4.1 Programme Goals**

A mission statement is usually a description of intent and purpose. It forms the basis upon which programme objectives and curriculum are developed. The study

established that the Department of Sociology, University of Nairobi, had not published any newsletter or booklet that could provide concise information to the public on the courses it offered. The Department's prospectus that is developed annually only specified courses offered. As such it became difficult for the researcher to accurately measure or review the accomplishments of selected academic units within the programme. However, the oral submissions from the course coordinator and the chairman of department revealed that the mission of the programme was to provide interdisciplinary skills for addressing growing social problems. This explained the misnomer among students that the curriculum was more inclined towards social work and disaster management. The course was open to all professions too.

The counsellor training programme at the Department also aimed at providing high-level manpower for national development. Training of counsellors in other counsellor training institutions was considered elementary and inadequate to serve the needs of the country. For lack of documentation the cooperating relationships between the training programme at the Department and other such programmes in other institutions elsewhere, the projected targets and the necessary technical inputs could not be clearly defined.

#### **4.2 Programme Objectives**

The course coordinator and instructors in their responses revealed that the counsellor training programme at the Department of Sociology, University of Nairobi aimed at equipping learners with appropriate skills to enable them respond in an appropriate manner. Learners were to be prepared to face a wide range of clients ranging from the family and students in places of learning to people working in industry.

The training programme aimed at providing learners with a broader understanding of the major causes responsible for problems and challenges in living. This dictated that core areas of study expose learners to issues and trends that enable them fit in a pluralistic society. However, the open-ended nature of this objective allowed for unrestricted adoption of concepts, principles and approaches that transcended the counselling discipline.

Lastly, counsellor training aimed at facilitating a process where learners underwent a process of self-awareness as they intervened. Graduates were expected to display a high level of resourcefulness in tackling social problems. The researcher considered this objective to be highly theoretical as it did not explicitly state whether the mandated experiential learning only involved in-house activities such as role play and video tape analysis or out door activities such as field attachment or a combination of both. Such a loophole could be exploited to deny students a chance to engage in face-to-face activities with clients in real life situations.

The researcher noted that the programme's objectives and goals had not been revised since the conception of the programme. International standards required that such mission statements be revised every three years (ACA, 2001).

### **4.3 Curriculum.**

The counsellor-training programme consists of four components: core courses, specialization courses, electives, and project paper.

#### **4.3.1 Core Courses**

These courses were compulsory. The courses provided an understanding of the social and cultural context of relationships issues and trends in multicultural and trends society related to such factors as culture, ethnicity, nationality, age, gender, education, religions and spiritual values, socio-economic statuses and unique characteristics of individuals, couples, families, ethnic groups and communities. Students were exposed to social theories that sought to explain culturally supported behaviours, nature of biases and prejudices, social justice, strategies for working *towards advocacy and resolution of conflicts* as well as experiential learning activities that enhance students' identity and personal worth. Students were also accorded the opportunity to understand research methods and statistical analysis and how they could be used to improve their effectiveness in counselling. Those courses included: Contemporary Sociological Theory (CSO 501), Advanced Quantitative Research Methods (CSO 513) and Advanced Social Statistics I (CSO 516).

### **4.3.2 Specialization Courses**

Students were required to take and pass at least five (5) specialization courses. These courses provided an understanding of the nature and needs of individuals at all developmental levels. Students were exposed to the theories of individual and family development, theories of learning and personality development, disability, developmental crises, exceptional behaviour, addictive behaviours and situational and environmental factors that affect both normal and abnormal behaviour. Strategies for facilitating optimum development were provided. An understanding of principles for selecting, administering and interpreting assessment and evaluation instruments and techniques was provided to make counsellors aware of their impact on their clients and environment. The courses under this category included: Appraisal Monitoring and Evaluation Techniques (CSO 511), Emergency Toolkit Laboratory (CSO 587), Advanced Training Techniques (CSO589), Post Traumatic Stress Disorders (CSO593), Principles of Counselling (CSO 594) and Natural and Technological Hazards (CSO 595).

### **4.3.3 Electives**

These courses were optional. Students were required to take at least four electives from the choices provided. However, any other course from the general Master of Arts in Sociology cluster was acceptable so long as the student obtained consent from the Department.

Elective courses, in general, provided students with knowledge and skills that exposed them to both theoretical and experiential understanding of group purpose, development, dynamics, group leadership styles and approaches, interventionary models and mobilisation of resources within certain disaster situations and environments. The elective courses were: Socialization Theories (CSO 506), Social Changes in East Africa (CSO 524), Advanced Medical Sociology (CSO 539), Formal Organizations (CSO 540), Disaster Phenomenology and Response (CSO 586), Disaster Policy Analysis (CSO 588), Emergency and Contingency Planning Techniques (CSO 590), Principles of Emergency Management (CSO 597), Comparative Emergency Management (CSO 598) and Collective Behaviour and Social Movements (CSO 600).

#### **4.3.4 M.A. Project Paper (CSO 598)**

Every student was required to write a project paper. The project paper provided the students with an understanding of research methods, statistical analysis, and technical applications as well as giving students a face-to-face encounter with opportunities and difficulties in conducting research in the counselling profession. A successful completion of the project paper ushered the student to new horizons that characterise the world of work.

From the above course curriculum, it became apparent that clinical instruction (that includes supervised practicum and internship), which forms a critical component of a professional counsellor's learning experience, was missing. Respondents attributed this to the "youthfulness" of the programme and that this would be addressed with time.

#### **4.4 Syllabus**

Lecturers concerned distributed syllabi for their courses at the beginning of semester. The syllabi (popularly known as course outlines) contained the course objectives, content areas and performance evaluation criteria/ procedures.

Students were assessed using two methods:

1. Continuous Assessment Tests (CATs). The number of CATs depended on individual lecturer. They were carried out within the semester and they accounted for forty percent (40%) of the total end-semester mark.
2. End-of-Semester Examination. They were marked out of 60.

At the end of the course each student was required to pass in all the twelve (12) units taught. Over ninety-five percent (95%) of the students did this within a year. The twelve units constituted what was referred to as course work. Students then proceeded to carry out a project paper. The project paper started with the writing of a project proposal under the supervision of two Departmental lecturers. The student then 'defended' his/her proposal in front of a panel of lecturers and fellow students. After a successful defence the student went to the field to collect data after which he/she presented his/ her findings in the form of a draft to another panel of lecturers and

students. After a successful presentation the student submitted the final draft for marking and was allowed to graduate on passing.

Writing of the project paper was found to be problematic. It took students a year or even more instead of the stipulated six months. It was found out that out of an intake of forty students; approximately 5 would finish in their second year, 15 in their third year and a majority beyond the third.

**Table 2: Time taken by Students to complete the project paper**

<b>Time taken to complete the project paper (Years)</b>	<b>Number of students</b>	<b>Percentage %</b>
1	5	12.5
2	15	37.5
3 and over	20	50
<b>Total</b>	<b>40</b>	<b>100</b>

Source: Survey Results 2005

#### **4.5 Administrative Structure of the Department of Sociology, University of Nairobi**

The organizational level of an institution is central to the attainment of its academic programmes. It provides the necessary leadership and is responsible for the allocation of the required physical resources to ensure, continuity, effectiveness and quality of the learning environment. At the Department of sociology, University of Nairobi, the chairman is the overall manager of the academic programme. Under him is the Module II coordinator who supervises the curricular operations such as registration of students for course units, timetable, and keeping of examination records. At the time of study there were twenty-four lecturers in the Department. Granted that the Module II programme, under which the counselling training programme fell, was superimposed on the regular one, lecturers taught the regular programme students, parallel M.A students as well as Undergraduate and Diploma ones. This exerted considerable strain on them. It also affected their lesson preparations and research.



#### **4.6 Resources**

The Department of Sociology offered twelve selected areas (clusters). To enable each student to his/her fulfil curricular requirements various academic units were offered every semester. The physical facilities were therefore not enough as the number of lessons far outstripped the number of venues. The Faculty of Commerce that had large student populations also competed for the same venues.

On observation of the lecture rooms communication equipment were lacking in many lecture rooms. This was disadvantageous especially to classes with many students. Classrooms did not have any audiovisuals such as charts and tables.

Time was another resource that became scarce. The limited physical facilities at the Faculty of Arts meant that all regular programme students could not be accommodated at the same time in session from the first year to the fourth. The continuous Module II programme exacerbated the situation. Lecturers worked continuously without leave. The overwhelming amount of work meant that supervision of students work became naturally impractical.

#### **4.7 Linkages with Other Institutions**

The Department of Sociology, University of Nairobi, urgently needs to address the problem of public relations. Lack of a quarterly or even an annual publication of its activities means the department had lost a lot of enterprise and fresh ideas that come from communication with the university community, middle-level institutions and the general public. The presence of pamphlets could have shed light on the programmes objectives, vision and mission that could have necessitated their revisions.

The Department did not have any formal links with lower level institutions that offer diplomas and certificates. This meant that the quality of their graduates could not be ascertained by the University. The department could also explore greater links with Community-based Organisations (CBOs), hospitals, Homes and rehabilitation centres where they can place students for practicals or attachments.

**CHAPTER FIVE: A CRITICAL EVALUATION OF THE COUNSELLOR TRAINING PROGRAMME AT THE DEPARTMENT OF SOCIOLOGY, UNIVERSITY OF NAIROBI.**

**5.1 Findings from the Trainers**

This study was carried out at the Department of Sociology, University of Nairobi, between April and December 2005. At the time of study the Department had twenty-four members of staff.

**Table 3: Distribution of academic staff members in terms of their areas of specialization.**

<b>Substantive Areas</b>	<b>Number of lecturers in the area</b>	<b>Percentage of the Total %</b>
Sociology of Education	1	4.17
Demography	1	4.17
Rural sociology and Community Development	3	12.51
Criminology	2	8.34
Sociology (General)	1	4.17
Social Anthropology	1	4.17
Sociology of Knowledge, Work and Industry	1	4.17
Urban sociology	2	8.34
Medical Sociology	3	12.51
Sociological Theory	1	4.17
Social Work	4	16.68
Formal Organization	1	4.17
Research methods	1	4.17
Gender	1	4.17
Counselling	1	4.17
<b>Total</b>	<b>24</b>	<b>100</b>

**Source: Department of Sociology Prospectus 2004**

As Table 3 shows, Twenty-three members (representing approximately 95.8%) of the teaching staff had substantive areas other than counselling in which they could teach and do research. While this was good for the provision of multiple skills, the availability of lecturers in those areas could have contributed to the inclination of the

curriculum towards non-counselling specialties in order to harness their skills in those areas.

The following are selected responses of the academic staff towards lead questions contained in the interview schedule:

**Q.3 How did you get involved in the establishment of the said programme?**

Three Lecturers out of the four interviewed (representing 75%) said that they were not involved in the establishment of the training programme. They were brought on board long after the senate had approved the course.

**Q.4 Did you have a background/exposure to such a programme elsewhere?**

When asked this question, lecturers maintained that the fact that they were not involved in the establishment of the programme did not mean they were new to it. *"It was not a virgin programme; as is the custom where you have not been involved [in establishing a programme] you just need to school the course outline and proceed with preparation and teaching,"* one lecturer said.

**Q.5 Have the programme objectives changed over time?**

All the lecturers agreed that the social scene was dynamic and it was important that the counsellor training course be inclusive of all scenarios, especially with emerging issues such as terrorism, increasing number of AIDS orphans, unemployment and spiralling cases of divorce. As such, the objectives of the programme had and will continue to change.

**Q.8 To what extent have the programme objectives been achieved?**

Lecturers said that the programme was a success as students reported back to say they had "operationalised" what they had learned in their own working environments.

**Q.9 What activities are designed to contribute to the achievement of goals?**

The chairman of Department, Lecturers and the courses coordinator were in agreement that owing to a huge component of practical work, mechanisms to enhance the quality of the programme was a big problem. The programme had been faced with shortage of funds and inadequate staffing yet the programme required physical

supervision. The university could only raise ten percent (10%) of its recurrent expenditure from internal sources.

**Q.10 Who are the primary targets of the programme?**

Three lecturers out of the four (representing 75%) pointed to the fact that the selection criteria was clearly outlined by the university statutes; one required a first class honours or a second class division degree and evidence through letters from academic referees of the applicant's competence. This selection procedure was too general, as it did not relate the applicants' entry points to their final areas of operation.

**Q.11 Does the programme have mechanisms of assessing its performance?**

All academic staff members interviewed said that other than the matriculation requirements, such as the internal examinations, there was no formal system of evaluation of the training programme. Lecturers said that they were field counsellors and assessed prevailing needs of the society from their individual counselling experiences. People approached them as well for consultations on a wide range of issues such as school management, HIV/AIDS, premarital counselling, personality, and esteem development. One lecturer said thus: "*Lecturers rely on their own judgement. Conscience leads.*" A large enrolment from the civil service and the teaching profession was also considered a show of confidence in the programme by the society and that's how it (society) came in.

**Q.13 What factors have influenced the performance of the training programme?**

All the lecturers said that the overwhelming amount of work made job placements for their learners a big problem. In the circumstances, there were no attachments, and if any, supervision was poor.

**Q.17 What teaching-learning methods do you employ in the training of counsellors?**

Lecturers stated the lecture method as the commonest method of teaching followed by group discussions and presentations, and use of class readings, in which lecturers photocopied relevant texts and availed them to students. Only one lecturer (representing 25% of those interviewed) said she had used role-play in her teaching on a frequent basis.

**Q. 20 What suggestions can you recommend for the improvement of the said programme?**

The chairman of Department appealed for more funding from the central government and well wishers so as to address the serious staff shortage .The funds could also be used to buy vehicles to enable lecturers to supervise students on fieldwork. Two lecturers (representing 50% of the academic staff members interviewed) suggested that they needed time to refresh as they had never taken a break for the last four years while one (representing 25%) called for autonomy. The researcher was interested to know how autonomy could address the teething problems of a small and “young” programme. The speaker said: *“it is just a matter of time. It may not be feasible now but we have to think of it.”*

The course coordinator said he had put forward to the Department the following courses to address new issues: a field practicum (lasting 10-12 weeks), Self Growth for Counsellors, Basic Counselling Skills (with major focus on interviewing, reflection, interpreting, evaluating and confronting skills) and Adolescence Counselling (with a major focus on hostile and resistant teams).

**5.2 Findings from Students**

This study involved forty students who had enrolled for the counselling. Out of this twenty-three students had completed the course while seventeen were continuing at the time of the study. Tables 4 and 5 show the distribution of the students by their professions at the time of interview.

**Table 4: Distribution of former students by profession**

<b>Profession</b>	<b>Frequency</b>	<b>Percentage</b>
		<b>%</b>
Teachers	12	52.2
Clergy	1	4.3
Legal officers	3	13.0
NGO personnel	7	30.5
Others	0	0
<b>Total</b>	<b>23</b>	<b>100</b>

**Source: Survey Results 2005**

Table 4 above, reveals that the single largest category of students who pursued counselling was teachers. There were 12 teachers (representing 52.2%) of the former students. They were followed by the personnel from various NGOs (30.5%). The large representations from the teaching and NGOs sectors could be attributed to the fact that both groups required to improve their interactions with the public to improve their (public's) welfare. The clergy formed the least category with only one student (representing a paltry 4.3% of those interviewed). The low representation of the clergy could be due to the reason that many members of the clergy could have considered programmes offered in a non-religious institution secularist.

**Table 5: Distribution of continuing students by profession.**

<b>Profession</b>	<b>Frequency</b>	<b>Percentage %</b>
Teachers	9	52.9
Clergy	0	0
Legal officers	1	5.9
NGO personnel	5	29.4
Others	2	11.7
<b>Total</b>	<b>17</b>	<b>100</b>

**Source: Survey Results 2005**

Table 5 above shows that counselling was still popular among students drawn from the teaching profession with a slight increase in representation from 52.2% of former students to 52.9% of the continuing students. While this was so, the clergy and the legal profession witnessed a slight drop in their representation from 4.3% to 0 and 13% to 5.9%, respectively. The differences in popularity may, as earlier indicated, be attributed to the fact that schools were still very much in need of counsellors due to abolition of corporal punishment and the need to boost their academic performances.

The following were the responses to lead questions contained in the students' interview schedule:

**Q. 2 How did you come to know about counsellor training at the Department of Sociology, University of Nairobi?**

Students said they learned of the programme in various ways. Twenty-eight students (representing 70%) of the forty interviewed said they learned of the course from the press, particularly the newspapers. The researcher was interested to know the popularity of the media considering that some students resided in far-flung places in the countryside. Students drawn from the teaching profession indicated that their employer, the Teachers Service Commission (TSC) and the Ministry of Education posted newspaper cuttings on such information on their official notice boards at the headquarters offices and even branches in the districts. However, eight students (17.5%) said they were informed by friends. Six students claimed to have been former students (as undergraduates) and that that was common knowledge for them. One student (2.5%) claimed to have been referred to the programme by a middle level counsellor training institution even though she went through the same method of admission of filling application forms. There is need to strengthen links between the Department with lower level institutions to provide continuity to their programme towards advancement.

Students were asked to state motivating factors for their choice of the course. Their responses are as tabulated in Table 6.

**Table 6: Factors motivating choice of course among different categories of former students.**

Motivation for choice of course	Teachers	Legal officers	Clergy	NGO personnel	Others	Total	Percentage %
To help people deal with social problems	8	1	3	3	0	15	65.2
To boost economic status	1	0	0	2	0	3	13.1
For prestige	1	0	0	1	0	2	8.6
For promotion at work place	2	0	0	1	0	3	13.1
Others	0	0	0	0	0	0	0
<b>Total</b>	<b>12</b>	<b>1</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>23</b>	<b>100</b>

Source: Survey Results 2005

Table 6 above, shows that the single largest category of former students who chose counselling to deal with social problems was teachers. They were eight (representing 34.7%) out of the twenty-three interviewed. The NGO personnel and the clergy followed with three (representing 13.04%). The researcher compared those responses with those of continuing students. This is shown in Table 7.



**Table 7: Factors motivating choice of course among different categories of continuing students.**

Motivation of choice of course	Teachers	Legal officers	Clergy	NGO personnel	Others	Total	Percentage %
To help people deal with social problems	4	0	1	5	0	10	58.8
To boost economic status	2	0	0	0	0	2	11.8
For prestige	0	0	0	0	2	2	11.8
For promotion at work place	3	0	0	0	0	3	17.6
Others	0	0	0	0	0	0	0
<b>Total</b>	<b>9</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>17</b>	<b>100</b>

Survey Results: 2005

Like in the previous table, Table 7 shows that continuing students drawn from the teaching profession, the clergy and the NGO personnel were highly motivated by the same factors as their colleagues in their choice of the counselling course. This may be attributed to the fact that these categories of respondents between the two groups of students dealt directly with people predominantly in the rural areas and areas of hardship (such as disaster prone areas) who may be dearly in need of the services of counsellors. The abolition of corporal punishment may have motivated teachers to pursue counselling to stem indiscipline in schools.

On the overall twenty-one students (representing 62.5%) out of all the students interviewed chose dealing with social problems as their motivating factor for choosing the course. Incidentally, the same groups sought the course for economic reasons and promotion at their work places.

On further probing, it was found that many teachers considered themselves poorly remunerated and their professional mobility rather cumbersome. Many also indicated that their successful completion of the course could aid secure them transfers from their present workstations as well as provide a safe exit “enroute to greener pastures.” The NGO personnel indicated that the pursuance of the course gave them a larger bargaining power that could see their salary perks increased substantially.

Legal officers and the clergy ranked lowest (0%) in prestige. This can be hypothesised that this is so because legal profession is considered highly in society and is lucrative, too. Prestige in this category of people was considered to have already been attained.

**Q.4 Check areas of study in which you have taken courses.**

Students’ responses to this question are shown in Table 8.

**Table 8: Selected areas of study covered by former students.**

Areas of study covered by former students (A)	Number of former students who covered courses in (A)	Percentage of the total number of students interviewed %
Personality	21	91.3
Counselling principles	23	100
Group counselling	18	78.3
Sex education	19	82.6
Nutrition and health	14	60.9
Sociology	23	100
Marriage and family	16	69.6
Testing	14	60.9
Learning theories	23	100
Leadership training	14	60.9
Communication/Media	16	69.6
Dating/Courtship	11	47.8
Adolescence	18	78.3
Environment	08	34.8
Child Welfare	11	47.8
Human rights/law	10	43.5
Criminology	19	82.6
HIV/AIDS	22	95.7
Drugs	21	91.3
Finance/Budgeting/Accounting	04	17.4

Source: Survey Results 2005

Table 8 above reveals that all the former students (100%) covered sociology, counselling principles and learning theories. This was closely followed by HIV/AIDS (95.7%), personality (91.3%), drug abuse (88.4%), sex education and criminology (82.6%), group counselling and adolescence (78.3%). The researcher attributed that to the fact that those courses fell within the core and specialization categories.

Most students, as shown by their responses, had not covered dating/courtship, environment, human rights and law. Coverage for those courses fell below 50%. Finance/budgeting/accounting registered the lowest with only four students

(representing 17.4%) of the students interviewed having covered the course. Students said that environment, human rights and law were covered under electives and were therefore not compelled to take them. The maximum number of electives one could take was only four.

Coverage of courses by continuing students is shown in Table 9.

**Table 9 Selected areas of study covered by continuing students.**

Areas of study covered by continuing students (B)	Number of continuing Students who covered courses in (B)	Percentage of the total number of continuing students interviewed %
Personality	15	88.2
Counselling Theories	17	100
Group Counselling	14	82.4
Sex Education	09	52.9
Nutrition and Health	09	52.9
Sociology	17	100
Marriage and Family	13	76.5
Testing	12	70.6
Learning Theories	17	100
Leadership Training	11	64.7
Communication and Media	13	76.5
Dating and Courtship	14	82.4
Adolescence	17	100
Drugs	15	88.2
Environment	12	70.6
Child Welfare	16	94.1
Human rights	07	41.2
Criminology	13	76.5
HIV/AIDS	16	94.1
Finance/Budgeting/Accounting	06	35.3

Source: Survey Results 2005

Table 9 above shows a consistent trend. Counselling theories, adolescence, learning theories and sociology continued to post 100% coverage. The courses still fell within the core and specialization categories and students were obliged to take them. Finance/budgeting/accounting, human rights and law still featured lowly at less than

50%. The marginal differences in responses between the two categories of students could be attributed to the fact that either the continuing students were now taking courses more relevant to counselling or that the department had failed in advising students consistently on their choice of courses.

Coverage was analysed vis-à-vis the students' perceived level of competence. The responses were tabulated as seen in Table 10.

**Table 10: Distribution of responses of former students by their perceived level of competence.**

Social problem	No. of students saying "Not competent"	No. of students saying "Competent"	No. of students saying "Very competent"	TOTAL
HIV /AIDS	4	12	7	23
Crime	3	11	9	23
Poverty/Dependency	2	10	11	23
Information/technological change	5	12	6	23
Communication /media influence	0	10	13	23
Drug abuse	3	7	13	23
Domestic violence	0	10	13	23
Corruption	5	10	8	23
Mental illness	0	10	13	23
Juvenile delinquency	2	6	15	23
<b>Total number of responses</b>	<b>24</b>	<b>98</b>	<b>108</b>	<b>230</b>
<b>Mean</b>	<b>2.4</b>	<b>9.8</b>	<b>10.8</b>	

Source: Survey Results 2005

Table 10 shows that students perceived domestic violence, mental illness, juvenile delinquency, poverty, crime and drug abuse as areas with the strongest feelings of competence. On the other hand, information/ technological change and corruption remained the biggest challenges. The mean of students who could not do well in

helping clients solve their social problems is 2.4 (hence three students) while those who could do well and very well stood at 9.8 and 10.8 respectively. This adds up to 20.6 (that is 21 students) representing 91.3% of the total number of students. It was concluded that learners were equal to the challenges ahead of them upon completion of the programme. The programme was therefore a success.

Responses from continuing students were tabulated as shown in Table 11 below.

**Table 11: Distribution of responses of continuing students by their perceived level of competence.**

Social problem	No. of students saying "Not competent"	No. of students saying "competent"	No. of students saying "very competent"
HIV/AIDS	2	11	4
Crime	1	9	7
Poverty/Dependency	1	8	8
Information /Technological change	7	5	5
Communication/Media influence	2	9	4
Drug abuse	0	7	10
Domestic violence	0	5	12
Corruption	4	6	7
Mental illness	0	9	8
Juvenile delinquency	1	9	7
<b>Total</b>	<b>18</b>	<b>78</b>	<b>72</b>
<b>Mean</b>	<b>1.8</b>	<b>7.8</b>	<b>7.2</b>

Source: Survey Results 2005

Table 11 shows that domestic violence, drug abuse, juvenile delinquency, and poverty/dependency were ranked very highly as areas where students had strong feelings of competence. Continuing students indicated that those areas were highly covered in the local media. That made them more sensitive and informed, as information on them was abundant. The mean of students who felt least competent therefore decreased from 2.4 (three students) to 1.8 (two students) in a successive period of one academic year.

Popularity of training methods among students.

When asked to scale their preferences concerning the methods of training used by their instructors the following responses were given:

**Table12: Popularity of training methods among former students.**

<b>Methods of Training</b>	<b>Frequency</b>	<b>Percentage</b> <b>%</b>
Lecture and discussion	8	34.8
Demonstration	6	26.1
Supervised practice and observation	7	30.4
Small groups seminars	0	0
Case conference	0	0
Tape-recording	2	8.7
<b>TOTAL</b>	<b>23</b>	<b>100</b>

**Source: Survey Results 2005**

Table 12 indicates that lectures and discussion with eight students (representing 34.8% of the former students interviewed), was the most popular method of training. Respondents said that it was the most appropriate teaching method for large populations/classes especially for the courses in the core and specialization categories, which drew students from all clusters offered by the Department of Sociology. In addition, courses in these categories were mostly of theoretical nature. It was followed by supervised practice/observation (30.4%) and demonstration (26.1%). The least popular teaching method was small group seminars and case conferences. This was because they were rarely used and students could hardly tell what they entailed. Lecturers could have ignored these methods of teaching because they were supplementary methods (of teaching) and could not be used in isolation.

These responses were compared with those of continuing students as shown in Table 13 below.

**Table 13 Popularity of training methods among continuing students.**

<b>Methods of Training</b>	<b>Frequency</b>	<b>Percentage %</b>
Lecture and Discussion	6	35.3
Demonstration	4	23.5
Supervised practice and observation	5	29.4
Small group seminars	1	5.9
Case conference	1	5.9
Tape Recording	0	0
<b>Total</b>	<b>17</b>	<b>100</b>

**Source: Survey Results 2005**

Table 13 shows that lecture and discussion was also a popular method among continuing students. Tape recording slipped to zero while small group seminars increased in popularity. This shows that tape recording was losing out as a response to rapid technological change in communications.

Even though the lectures and discussions were the most preferred, they were considered the most problematic by 19 out of the 40 respondents (representing 47.5%) due to their monotony and ill preparedness on the part of the busy lecturers. Lectures offered little room for clarification of complex issues. Other preferred methods of training included attachments, role plays and Audio visuals.

**Q.8 Are you satisfied with the progress of the course? YES [ ] NO [ ]**

Twenty-seven students (representing 67.5%) were still satisfied with the progress of the course. They said that efforts made so far were satisfactory. Respondents indicated that they complemented efforts made by the Department by making consultations with lecturers outside class time, buying textbooks and surfing the Internet.

**Q.14 What suggestions do you offer for the improvement of the said programme?**

All the students appreciated the need to safeguard quality standards. They therefore lauded the existing procedure. They lauded the existing selection procedure.



However, sixteen (representing 40%) students complained about the slow processing of admissions. Admission letters arrived late making it difficult for them to prepare themselves for their first semesters. To alleviate this problem they recommended the creation of an autonomous administrative unit to deal with registration, timetabling and examinations for enhanced service delivery.

Thirty-five students (representing 87.5% of the students interviewed) suggested the integration of more psychology-related courses into the curriculum. The researcher was interested in knowing which courses they had in mind. The following were suggested: Attitude Measurement and Behaviour Change (CSO 512), Industrial Organisational Behaviour (CSO 555) offered in the Industrial Psychology cluster and many related units from educational psychology and psychiatry. In doing so, they suggested the hiring of more teaching staff. They suggested the revival of the old tutorial method. However, four students (representing 10 %) said the course should remain the same to give the graduates from this Department an edge over their counterparts in other universities in areas such as Community development, Proposal writing and fundraising.

Twenty-five (representing 62.5%) students suggested that the department should explore greater links with community-based organizations (CBOs), schools, colleges and hospitals where students can be placed for practicals for a period of not less than three months. Students indicated that there was need to accredit the department with professional organizations inside and outside the country. This would eliminate quacks who side step professional counsellors when disasters happen.

Learning resources should be increased. Twenty-two (51.2%) respondents lamented the shortage of the relevant textbooks. An electronic library and a fully equipped resource centre were suggested.

Twenty-seven (representing 67.5%) students appealed to the teaching staff to diversify their teaching techniques by making use of audio-visuals, case studies, symposia, and role-plays. *“Students’ group presentations in use offered little input from lecturers,”* they said.

### 5.3 Findings from heads of sections where former students worked

Twenty-three heads of sections participated in the study. These included head teachers and heads of counselling departments in secondary schools. In institutes such as the vocational and technical, academic registrars and heads of Human Resource Departments were interviewed. Their distribution in terms of institutions is shown in Table 14:

**Table 14: Distribution of heads of sections according to institutions.**

Institutions	Number of heads interviewed	Percentage of the Total interviewed (%)
Vocational Institutes	4	17.4
Secondary Schools	16	69.6
Technical institutes	2	8.7
University	1	4.3
<b>Total</b>	<b>23</b>	<b>100</b>

Source: Survey Results 2005

The head of sections were then asked to show what proportion of their employees' job description was related to counselling. Responses were tabulated across the board as shown in Table 15.

**Table 15: Proportion of employees' job description related to counselling.**

Proportion of employees' job description related to counselling	No. of Employees	Percentage of Total (%)
All of it	6	27.3
Most of it	4	18.2
About half of it	4	18.2
Less than half	8	36.3
None of it	1	0
<b>Total</b>	<b>23</b>	<b>100</b>

Source: Survey Results 2005

As Table 15 shows, fourteen employees (representing 60.9%) utilised half or more than half of the skills acquired in training at their place of work. Only nine employees (representing 39.1%) utilised less than half of their counselling skills. Skills offered by the course were found to be relevant in all working environments, though disproportionately.

**Q.2 What are your comments regarding the performance of your employees in his/her counselling duties?**

The six heads of sections whose employees worked fully as counsellors said that the employees were particularly good in public relations. Employees interacted well with members of their communities, both at home and at work.

**Q.3 To what extent do you attribute this to his training at the Department of Sociology, University of Nairobi?**

Only two heads whose employees went back after training and one head whose employee took the course on a part time basis attributed a positive change in their performance to the course. They based this on employees' motivation and punctuality.

**Q.5 Give your recommendations that should be adopted by the Department.**

Seven head teachers (representing 83.3% of the head teachers interviewed) suggested that the course enrolls only teachers who were counsellors in schools. The researcher wanted to know why other teachers should be excluded. Head teachers said counsellors were better placed to address the needs of students. They also feared teachers joining the course en masse rendering schools understaffed. Heads from vocational and technical institutes recommended that trainees be given skills to address issues such as time management, careers and motivation as their students were at a stage when career mattered most.

From the interviews with the trainers, students and heads of sections, it became apparent that there was no active participation in the establishment and subsequent running of the programme by the academic staff members without administrative tasks. Formal mechanisms to ensure quality standards were also lacking.

The counselling programme was faced with a shortage of funds that affected its ability to supervise students' practical work effectively. Technical and technological sectors had not yet been captured so as to make the course attractive to this sector of the society which could in turn solve the problem of funding.

In conclusion, the counselling programme continued to draw positive reaction despite a few problems.

## **CHAPTER SIX: RECOMMENDATIONS AND CONCLUSIONS**

### **6.1 Summary**

The purpose of the study, as outlined in Chapter One, was to investigate the relevance of the counsellor training programme offered at the Department of Sociology, University of Nairobi to Kenya's social circumstances. Kenya, like many other countries, continues to witness social changes that have a larger bearing on the health of its citizens. Ill health is a factor in the curtailment of human potentiality and development. Developed nations such as the United States of America and Britain underwent these changes earlier in their history and put curbing mechanisms in place. It was therefore important to examine how Kenya's pioneering institution was preparing the nation on the same.

Specific objectives of the study included: finding out the objectives of the said programme, determining the extent to which the said programme was equipping knowledge and skills to meet the concrete challenges in society and documenting the lessons learned for its improvement.

Literature Review in Chapter Two was instrumental in the carrying out of the study as it identified the gap that the study sought to fill. The literature was reviewed under several headings which included: the concept of counsellor training, selection procedure, counsellor competence, certification and professional licensing, the state of counsellor training in Kenya, the social environment in Kenya and the theoretical framework.

The literature review showed what other countries had done in the field of counsellor training and that provided an opportunity for the researcher to compare and find out how local circumstances could be handled. Research questions were then formulated to examine effectiveness of the Department of Sociology, University of Nairobi in producing effective counsellors, the teaching-learning methods used and students' opinions on the kind of training they were receiving.

Chapter Four dealt with data analysis and interpretations. Tables, percentages and means were used to analyse data. Study findings were summarised under themes derived from study objectives and research questions. Information derived from

collected data in the field using interview schedules showed that the department exposed students to a wide range of disciplines. This was important as they enabled student's personal growth as they learned. Issues such as culture, age, gender, education, religion, socioeconomic statuses, and biases widened their perception to various sensibilities. However, more counselling specialities were required for the purpose of specialization.

Field practice or attachments to accompany in-house activities such as lecture and video-tape analysis were missing. This could also be due to the fact that the Department had not established any links with institutions where students could be placed for practicals.

In terms of resources, physical facilities were inadequate to meet the growing demand for higher education. Timetables and venues clashed. Teaching ran throughout the year. Teaching-learning methods were cumbersome due to lack of up-to-date communication gadgets. Records at the Departmental office were manually kept making it hard to trace important data.

## **6.2 Recommendations**

In view of the discussions in the preceding chapters, the study recommends that field practica be made mandatory and examinable. The University should avail funds for supervision. In the event of a financial crisis, the University can cost share this with students or the hosting organisation.

The Department should accredit lower level colleges to offer similar degrees. Such colleges could serve as off-campus. The Department could play a supervisory role by offering their personnel as the need would be. Affiliated colleges could ease pressure on physical facilities as well as check on the quality of the courses offered there.

### **6.2.1 Recommendations for further Research**

This study targeted students, trainers, and heads of sections where graduates worked. A similar study targeting the clients should be carried out to find out if they benefited

from the services of the graduate counsellors of the Department of Sociology, University of Nairobi.

A similar study should be carried out in other university departments and lower-level counsellor training institutions in order to investigate the effectiveness and relevance of their training to the needs of the country.

Lastly, a comparative study of the training of counsellors in lower-level institutions and that done by universities should be carried out to determine their similarities and differences. Such studies will help bridge the gaps between what is offered in those institutions and the universities.

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## APPENDIX 1

### Interview schedule for academic staff

Date of interview .....

Areas of study .....

1. When was the counsellor-training programme initiated at the Department of Sociology, University of Nairobi? (to be directed at the head of department)
2. What were the specific reasons/goals that prompted the establishment of the counsellor training programme?
3. How did you get involved in the establishment of the said programme?
4. Did you have any background/exposure to such a programme elsewhere?
5. Have the programme objectives changed over time?
6. If YES, how have they changed?
7. What has necessitated the change?
8. To what extent have the objectives of the programme been achieved? (Probe for indicators of success)?
9. What activities are designed to contribute to the achievement of goals? (Probe for human, material, and physical resources geared towards programme implementation)
10. Who are the primary targets of the programme?
11. Does the training programme have a mechanism of assessing its performance? (Probe for feedback on how the graduates are doing in the world of work)
12. How frequent is the performance of the programme assessed?
13. What factors have influenced the performance of the training programme?
14. How are the factors you have named above been addressed?
15. Does the society have a role in planning, implementing, monitoring and evaluating training activities at the department?
16. If YES, explain the specific role /activities in which society contributes to the well being of the programmes. (Probe how society is represented and benefits.
17. What teaching-learning methods do you employ in the training of counsellors? (Probe for reasons why they think the methods used yield optimal results)
18. What would you say to critics who may argue that the methods you currently use will not produce effective counsellors?

19. The training curriculum of counsellors at the Department of Sociology, University of Nairobi, does not provide for student internship/ practicum. What are your views on this?
20. What suggestions can you recommend for the improvement of the said programmes? /

**APPENDIX 2**

**Interview schedule for students.**

Tick or fill as may be appropriate.

Date: .....

Current profession (e.g. Teacher, lawyer).....

1. What motivated you to pursue counselling?

- To help people deal with their social problems
- To boost personal economic status
- For prestige
- For promotion at work place
- Other (specify).....

2. How did you come to know about counsellor training at the Department of Sociology, University of Nairobi?

3. What admission procedure did you follow to obtain admission to the course?

- replied a newspaper advertisement
- filled an admission form
- sat for an interview
- recommended by the employer and admitted straight

by the department

4. Check areas of study in which you have taken courses

- ◆ Personality  Yes  No
- ◆ Counselling principles  Yes  No
- ◆ Group counselling  Yes  No
- ◆ Sex Education  Yes  No
- ◆ Nutrition and Health  Yes  No
- ◆ Sociology  Yes  No
- ◆ Marriage and Family  Yes  No
- ◆ Testing  Yes  No
- ◆ Learning Theories  Yes  No
- ◆ Leadership training  Yes  No
- ◆ Communications/media  Yes  No
- ◆ Dating /courtship/Adolescence  Yes  No



- ◆ Finance/budgeting/accounting [ ]Yes [ ] No
- ◆ Environment [ ]Yes [ ] No
- ◆ Child welfare [ ] Yes [ ] No
- ◆ Human rights /Law [ ]Yes [ ] No
- ◆ Criminology [ ]Yes [ ] No
- ◆ HIV/AIDS [ ] Yes [ ] No
- ◆ Drug /Substance abuse [ ] Yes [ ] No

5. Please, scale your preference concerning the following methods of training. No. 1 will indicate your first preference whereas No. 6 will indicate your last preference:

- ◆ Lecture and Discussion.....
- ◆ Demonstration.....
- ◆ Supervised practice and observation.....
- ◆ Small group seminars.....
- ◆ Case conference.....
- ◆ Tape recording.....

6. Please, indicate other preferred methods of training if any

7. Kindly, list the training method(s) you find problematic at the Department of Sociology, University of Nairobi? Why?

8. Are you satisfied with the progress of the course? YES [ ] NO [ ]

9. If NO, does the dissatisfaction have to do with the specialties or areas being offered or has it to do with unmet expectations?

10. How well, after your training, do you think you would help people deal with the following social problems?

- ◆ HIV/AIDS [ ] not well [ ] well very well [ ]
- ◆ Crime [ ] not well [ ] well very well [ ]
- ◆ Poverty/dependency [ ]not well [ ] well very well [ ]
- ◆ Information/technological change [ ]not well [ ]well very well [ ]
- ◆ Communication/media influence [ ]not well [ ]well very well [ ]
- ◆ Drug abuse [ ]not well [ ] well very well [ ]
- ◆ Domestic violence [ ] not well [ ]well very well [ ]
- ◆ Corruption [ ] not well [ ] well very well [ ]
- ◆ Mental illness [ ]not well [ ]well very well [ ]
- ◆ Juvenile delinquency [ ]not well [ ]well very well [ ]

11. What would be your comment on the availability of the following: learning facilities, teaching staff (lecturers) and reading resources?
13. In brief, what are your opinions regarding counsellor training at the Department of Sociology, University of Nairobi?
14. What suggestions do you offer for the improvement of the said training?

**APPENDIX 3**

**LETTER OF INTRODUCTION**

John Makokha,  
P.O.Box 24294,  
KAREN.  
15/08/2005

**TO WHOM IT MAY CONCERN**

I, John Makokha, Registration No. C/50/P/7802/2002 is carrying out a research in the training of counsellors at the Department of Sociology, University of Nairobi as a partial fulfilment of the requirement for the award of the degree of Master of Arts in Sociology (counselling). I kindly request you to provide information required towards this end. Be rest assured that the information you give is purely for academic purpose and will be treated as such.

Thank you for accepting to participate in this study.

Yours sincerely,

**John Makokha.**



**APPENDIX 4**

**Interview schedule for heads of sections**

**Tick or fill as may be appropriate**

Date: .....

Position/title (e.g. Head teacher, Head of Department).....

1. What proportion of your employee's (give specific name) job description would you say is directly related to counselling? (choose one)

- all of it
- most of it
- about half of it
- less than half
- none of it

2. What are your comments regarding the performance of your employee in his/her counselling duties?

3. To what extent do you attribute this performance to his training in counselling at the Department of Sociology, University of Nairobi?

4. Was the employee working in this organisation/institution prior to training as a counsellor at the Department of Sociology, University of Nairobi?

- Yes
- No

5. Give your recommendations (in terms of curriculum or otherwise) that should be adopted by the Department of Sociology, University of Nairobi to make its training of counsellors more responsive to Kenya's needs.

## Appendix 5

### Makerere University, Uganda

#### Master of Arts in Counselling

##### Curriculum

##### Year 1

##### Semester 1

Individual and personality psychology  
Social psychology  
Human development  
Statistics  
Principles of Guidance  
Theories of Counselling

##### Semester 2

Research methodology  
Measurement & Evaluation  
Family and Group Theory  
Community Psychology  
Counselling Workshop I

##### YEAR 2

##### Semester 1

Counselling Workshop II  
Psychometric Assessment  
Internal Practicum

##### Semester 2.

External Practicum  
Seminar courses (select one):  
Terminal illness, Health issues in  
Counselling, Child Counselling,  
Counselling Delinquents, Biblical

Counselling, Gender, Occupational  
Counselling, Psychosexual Issues,

### Rhodes University, Grahamstown, South Africa.

#### Master of Science in Counselling Psychology

##### Curriculum

##### Year 1

Advanced Psychodiagnostics  
Psychopathology  
Psychotherapy  
Child Psychology

##### YEAR 2

Full time internship consisting of fifteen (15) hours practical work per week in an institution recognised by the Professional Board for Psychology

**Chester, a college of the University of Liverpool, United Kingdom**

**Master of Arts in Counselling Studies**

**Curriculum**

**5 Core Modules**

The counsellor as theorist  
Personal/interpersonal perspectives  
Group work  
Counselling Research Methods  
The counsellor in today's world

**2 Electives**

(not Shown)

**4 Research Modules**

consisting of a dissertation of 12000-  
16000 words  
120 hours of supervised practice

**Keele University, Staffordshire, United Kingdom**

**Curriculum**

**1. Core modules**

Advanced issues in counselling theory  
Research methods  
Professional practice I  
Professional practice II

**2. Optional modules (select 2)**

Counselling and Health  
Bereavement, Student Counselling  
Counselling in Organisations  
Couples/Relationship Counselling  
Feminist approaches, Drug/Alcohol  
abuse

3. Research dissertation

4. Supervised counselling placement (duration not specified)

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION