ONLINE PSYCHOTHERAPY PRACTICE IN PUBLIC TEACHERS TRAINING COLLEGES IN THE LAKE REGION, KENYA

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DEDICATION

This Thesis is dedicated to my mother Naumi, husband Tobias Ocholla, my children, Dan, Joy, Mercy and Gloria. This report is also dedicated to educators and agencies interested in online psychotherapy practice.

ABSTRACT

Introduction of Information Communication and technology in particular internet aimed at widening access to flexible distance education in institutions of learning. This included the practice of online psychotherapy in learning institutions. In developed countries online psychotherapy has been practiced for many years. However there is less information on whether it has taken root in public teacher training colleges in Kenya. The purpose of this study was to examine Online Psychotherapy practice in Public Teacher Training Colleges in the Lake Region, Kenya. The Objectives of this study were to establish the attitude of tutors and trainees towards online psychotherapy practice, identify resources available for online psychotherapy practice, determine the trainees' level of usage of online services, to find out advantages and disadvantages of online psychotherapy practice and to find out the factors that contribute to online psychotherapeutic relationship in teacher training colleges in the Lake Region, Kenya. The study utilized the Person Centered Theory and Technology Acceptance model for conceptual framework. Questionnaire for the tutors and trainees and in depth interview for lead counselors based on the objectives were used to collect data. The study population comprised 2200 and a sample size of 327 from the five teachers training colleges. The study adopted purposive sampling procedure to select 40 tutor counselors from the five teacher training colleges. Sampling techniques used to select trainees were stratified and simple random sampling procedures. Streams were identified as strata and 287 trainees were selected from the eight streams from each of the five colleges. The streams were further sub divided according to gender then followed by simple random sampling procedure for each gender to obtain averagely 7 cases from each second year class totaling to 57 trainees from each college and 287 from the five teachers training colleges. The research supervisors of Rongo University viewed the instruments of research to ascertain their validity. Reliability of the instrument was established by test retest procedure and a reliability co-efficient of +0.6 was reported. The study utilized descriptive survey design and data was analyzed using descriptive statistics with the aid of computer program that is Statistical Package for Social Sciences (SPSS) version 20. The findings of the study revealed that the respondents had a positive attitude towards online psychotherapy practice. The study also established that online resources are available and this provides a platform for online psychotherapy practice in teachers training colleges. The results further found that there was high level of usage of online services among tutors and trainees. The study findings challenged trainees and tutor counselors to embrace technology integration policy in teachers training colleges. Therefore, the Ministry of Education should allocate more resources for the development of online psychotherapy practice in Teachers Training Colleges. There is also need for the Ministry of Education to ensure that similar future research is carried out in all the teachers training colleges in Kenya.

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LIST OF ABBREVIATIONS AND ACRONYMS

FCAS :   Face Counseling Attitude Scale

ISMHO: International Society of Mental Health Online

ICT   :   Information Communication and Technology

KAPC :   Kenya Psychological Association of Counselor's

KHL **:**   Kids Help Live

PCM **:**   Person Centered Model

OCAS :   Online Counseling Attitude Scale

PEOU :   Perceived Ease Of Use

PU   **:**   Perceived Usefulness

SPSS **:**   Statistical Package for social Sciences

TAM **:**   Technology Acceptance Model

UNESCO: United Nations Social and Cultural Organization

WASI :   Working Alliance Scale Inventory

WHO :   World Health Organization

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, significances of the study, limitations of the study, delimitations of the study, assumptions of the study, conceptual framework and operational definitions of key terms.

1.1 Background of the Study

The establishment of online psychotherapy has been accredited to numerous elements, which include internet technology, obtainability of individual computers and the resourcefulness of health care providers in the application of technology to meet health care needs. Alleman (2002) defines online psychotherapy practice as the professional practice of online interaction between the counselor and a client who are in different localities whose aim is behavioral improvement. Mallen and Vogel (2005) also described online psychotherapy practice as the provision of psychotherapy services by a certified practitioner that is done through distance communication technologies for distant communication like synchronous chat, telephone, video-conferencing and asynchronous e-mail. In this study online psychotherapy practice has been characterized with the attitude of the tutors and the trainees towards the practice, availability of online resources, tutors' and trainee's level of usage of online services, advantages and disadvantages of online psychotherapy practice and the factors that contribute to online psychotherapeutic relationship between the tutors and the trainees in teachers training

colleges in the Lake Region, Kenya. National Institute for Clinical Excellence (2006), a health institute for the mentally challenged persons in America documented that, less systematic research has focused on the influence of therapeutic interventions provided through technology. This view implies that online psychotherapy practice is still in its infancy and there has been little systematic focus on the quality of online therapeutic alliance. Gale (2012) observed that online therapy may not reach sufficient levels of intimacy and this study discussed the factors that influence online therapeutic relationship.

In Canada, Radu, Harris, Bonnell, and Bursey (2015) observed that online psychotherapy training is one of the essential components of psychiatry according to the Royal College of Physicians of Canada. They observed major implications on how trainees perceive psychotherapy during training, its future practice and integration into their professional practice. In the United Kingdom, Miclea, Miclea and Ciuca (2010) identified three factors to be considered for any computer application, which aspires to be a psychotherapeutic tool. Thus, (1) it is meant to serve a psychotherapeutic purpose, (2) it implements the principles of a bona fide psychotherapist, (3) it involves the client into a range of psychotherapeutic activities. According to these factors, computer applications can be integrated into the practice of online psychotherapy as an alternative approach to face-to-face therapy.

Srivam and Bhargava (2016) an Indian psychologist observed that there is a growing need for psychotherapy services to be recognized in India both in the urban and rural areas. According to their document, the past decade has seen the birth of psychotherapy

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program for various developmental stages across the lifespan as well as treatment for specific issues. Many universities in India currently offer training in psychology, with a focus on psychotherapy though not much pertinent research on psychotherapy has been done. This observation indicates that training and the practice of psychotherapy have only been done in universities and not in the teacher training colleges, which is the focus of this study particularly in the Lake Region in Kenya. Chester and Glass (2006) noted that lecturers need to understand how the internet works and how it has altered the interests of the trainees in learning institutions. Trainees spend most of their time on the internet doing assignments, updating themselves on social media and consulting their lecturers. This makes it easier for them to be reached by the therapists whenever they need help, despite the difference in locations. Therefore this study examined online psychotherapy practice in teacher training colleges in the Lake Region, Kenya.

Studies in Nigeria by Chun-Chun (2001) and Phrema (2006) on the usage of psychotherapy services recommended that psychotherapists should integrate ICT in psychotherapy practice by use of chat rooms, email and social networking. Clark (2000) pointed out that very few schools currently offer computer studies due to inadequate ICT infrastructure, which is a requirement for online psychotherapy. Chester and Glass (2006) used 67 individuals to provide counseling service in the internet in a survey. Approaches used included telephone, chat, video conferencing and out of all these, the most commonly technology used was electronic mail, with 71% of all online counseling tools.

In Uganda, Goss and Adebowale (2014) observed that different professional groups shared their concerns about the challenges faced in providing psychological care and mental health services and this was described as a relatively new phenomenon. They noted that causes of stress include conflict, poverty, illness and a significant refugee population. The adaptation of services to local cultural norms, language, traditional beliefs and expectations can be significant difficulties in applying western models if adopted without changes that account for the cultural, social and economic settings.

In Kenya, Africa Mental Health Foundation (2013) reported that mental illness accounts for up to 14% of the global burdens of diseases with approximately 450 million people worldwide with some kind of mental disorder. In Kenya, statistics indicate that one in four patients presenting themselves to a primary health facility suffer from mental illness. This state of affair has been necessitated by various psychological, social, spiritual and academic challenges that also affect trainees in teacher training colleges. According to Kenya Education Management Institute (2014), one of the strategies of Sessional Paper No.1 of 2005 on ICT was to establish an interactive email communication channel. Interactive channels can facilitate greater dissemination of online psychotherapy services in teacher training colleges. Kenya Association of Counselors (2011) indicated that many Kenyans suffer from various forms of mental health-related ailments that require attention, which would be prevented if online psychotherapy was fully in operation. Gale (2012) pointed out that internet offers a new way of psychological treatment; however, little is known about the implications of online interaction with clients in teacher training colleges, which was discussed in this study.

In Kenya, Odera (2014) carried out a study on Investigating Secondary School Teachers' Use of Computers in Teaching and Learning in Kisumu County in the Lake Region. She explained that computer education was introduced in Kenya public secondary schools so that learners can be exposed to computer knowledge as they prepare to venture in the area of information communication technology. The findings of this research indicated that teachers use computers to improve students' communication skills therapy teaching and learning process. The advent of the computer skills brought with it possibilities of providing psychotherapy and behavioral health services using computer-related modalities.

Kenya Association of Counselors (2011) indicated that many trainees are struggling with layers of experiences and trauma. All these traumatic experiences need attention, which can be easily accessed through online psychotherapy services. Colleges with internet connectivity have exposed both the students and lecturers to Information and Communication Technology knowledge. Teachers training colleges have websites displaying all the courses and services offered in the institutions. This is in line with MOEST (2005) when the Government of Kenya made education the natural platform for equipping the nation with ICT skills. This was reinforced by the Government's financial commitment of about Ksh 689 million as stated in the Kenya Education Sector Support Program report (KESSP, 2005-2010, Republic of Kenya, 2006). Thungu, Wandera, Gachie and Alumande (2008) observed that counseling is offered as part of the curriculum to enable teachers to deal with trainees' emotional, social, mental challenges that affect their academic performance. Trainees with issues that require psychotherapy

could be adequately reached if online psychotherapy was effectively applied in all teacher training colleges.

From the website, one is able to send details whether in anonymity or by giving full details for directions by the lead therapist. A client can send his/her username to the email address provided in the website which can only be accessed by the professional therapist in the institution. From the account, the therapist is able to get the clients' email address or phone contact for direct attention. Confidentiality is assured to the client depending on the terms and conditions of the agreed psychotherapeutic relationship. Ricky (2011) proposed that chats are deleted immediately after conversations between the psychotherapists and the client. Secret locked chats and use of password act as forms of privacy options. International Communications Union (2007) emphasized on the use of firewalls and avoidance of networked computers during ongoing psychotherapeutic intervention. In order to enhance confidentiality for online psychotherapy, the therapists can also allocate specific computers for therapy sessions done online, unless for clients who may need help outside office hours.

Trainees use smartphones as avenues for interaction, which reinforce online psychotherapy practice. One is able to conduct group online psychotherapy over WhatsApp, Facebook, telegram and email which are examples of social platforms by creating online groups where therapists can reach many clients at once. Individual sessions can also be done in the inbox where conversations are held. Evans (2007) pointed out that these chats can be kept from others by having lock screens and application locks such as print identification which can be found in the various play

stores. This view was also shared by Kenya Education Management Institute (2014) whose document explained that one of the goals of National ICT Policy is to address issues of privacy, e-security, ICT legislation, cyber-crimes, ethical and moral conduct. In teachers training colleges in the Lake Region, there has been relatively low practice of online psychotherapy as indicated in Table 1.1.

Table.1.1: Practice of online therapy in individual colleges.

College	Percentage of online therapy practice in individual colleges
1	45%
2	15%
3	25%
4	20 %
5	30%
Average	27%

Source: Office of the college lead tutor counselors, 2017

Table 1.1 shows that the percentage of online psychotherapy practice between the tutor and trainees is averagely at 27%. It is therefore clear that the uptake of online psychotherapy practice has been minimal in teachers training colleges in the Lake Region in Kenya, hence study the current. The population of trainees has been on the rise not only in terms of numbers, but also in academic, social, and psychological issues, which require the psychotherapists' attention. Consequently, tutor counselors have found themselves with an increased workload which demands extra time, individual and confidential intermediation in service provision to confront the trainees' day-to-day life

challenges. It is therefore expected that tutor counselors embrace online psychotherapy practice as an alternative approach in the provision of therapeutic services in order to meet the high demand of trainees' attention in teacher training colleges especially in the Lake Region in Kenya.

1.2 Statement of the Problem

Trainees in teachers training colleges in Kenya are at the early adulthood stage of human growth and development. Child (2011) explains that this is a critical period with myriads of psychological, social, and academic issues, which affect trainees that require a personal and confidential psychotherapeutic intervention. For a long time, face to face technique has been used by therapists to address these issues among the teacher trainees. In the background of the study, table 1.1 shows that the percentage of online psychotherapy practice in teachers training colleges is averagely at 27%. There is relatively low level of online psychotherapy practice in teachers training colleges as it has been discussed in the background of the study that led to the development of the current study. The increased workload for tutor counselors and exposure to ICT has necessitated the introduction of online psychotherapy to cater for the high demand of services and interventions among the teacher trainees.

Online psychotherapy has been practiced in developed countries; however, there is limited information that it has been established as an alternative approach to psychotherapy in public Teacher Training Colleges in the Lake Region in Kenya. According to Goss and Adebowale (2014), this is attributed to inadequate exposure to the use of online resources and services, despite the Ministry of Education Science and

Technology's implementation of Information Technology and Communication Curriculum to teacher trainees in Kenya. The barrier to online psychotherapy is due to the tutors' and trainees' attitude, inadequate ICT resources and poor psychotherapeutic relationship. Therefore, there was need to carry out a study on the practice of online psychotherapy in public Teacher Training Colleges in the Lake Region, Kenya.

1.3 Purpose of the Study

The purpose of the study was to examine online psychotherapy practice in Public Teacher Training Colleges in the Lake Region, Kenya.

1.4 Research Objectives

The research objectives were to;

i   Find out the attitude of tutors and trainees towards online psychotherapy in Public Teacher Training Colleges in the Lake Region, Kenya.

ii   Determine online psychotherapy resources available for tutors and teacher trainees in Public Teacher Training Colleges in Lake Region, Kenya.

iii   Determine the level of usage of online services among tutors and trainees in Public Teacher Training Colleges in the Lake Region, Kenya.

iv   Examine advantages and disadvantages of online psychotherapy practice in Public Teacher Training Colleges in the Lake Region, Kenya.

v   Find out the factors that contribute to online psychotherapeutic relationship between tutor counselors and trainees in Public Teacher Training Colleges in the Lake Region, Kenya.

1.5 Research Questions

The study was guided by the following research questions;

i. What is the attitude of tutors and trainees towards online psychotherapy practice in public teacher training colleges in the Lake Region, Kenya?

ii. Which online psychotherapy resources are available to tutors and trainees in public teachers training colleges in the Lake Region, Kenya?

iii. What is the level of usage of online services among tutors and trainees in public teachers training colleges in the lake region, Kenya?

iv. What are the advantages and disadvantages of online psychotherapy practice to teacher trainees and tutors in public teachers training colleges?

v. Which factors influence online psychotherapeutic relationships between tutors and trainees in public teachers training colleges?

1.6 Scope of the Study

This study was conducted in five public teacher training colleges in the Lake Region of the Republic of Kenya. The five public teachers training colleges include Migori, Asumbi, Kenyenya, Ugenya and Bondo. The research study was confined to the study elements which includes, attitude of trainees and tutors towards online psychotherapy practice, availability of online resources, the level of usage of online services among the tutors and trainees in teacher training colleges, advantages, disadvantages of online psychotherapy and factors that contribute to online psychotherapeutic relationship between the tutor counselors and the trainees in teacher training colleges. Trainees comprised second year classes from the five public teachers training colleges. The

researcher was also confined to both male and female tutor counselors and trainees from the five public teachers training colleges. The study utilized a conceptual Framework adopted with modification from Person Centered Theory and Technology Acceptance model.

1.7 Delimitation of the Study

This study was delimited only to:

    i   Public teacher training colleges in the Lake Region of Kenya which include, Migori, Asumbi, Ugenya, Kenyenya and Bondo

    ii   Tutors and trainees from the five public teacher training Colleges in the Lake Region, Kenya

    iii The attitude of tutors and trainees, availability of resources, level of usage of online services, advantages, disadvantages and factors that contribute to online psychotherapeutic relationship between the tutors and trainees in teachers training colleges in the Lake Region, Kenya.

1.8 Significance of the Study

The significances of the study are as follows:

i. The study adds to the participants' knowledge base of psychotherapy practice, specifically information on attitudes towards online psychotherapy practice, availability of resources, level of usage of online services, advantages, disadvantages and factors that contribute to online psychotherapeutic relationship in public teachers training colleges.

ii. From this study, an awareness of significant weakness in face-to-face therapy will be developed. As a result, a synthesis of ideas of online psychotherapy could develop for future implementation and practice of online therapy by the psychotherapists and tutors.

iii. The generated database will be able to provide information to the Ministry of Education and the Teachers Service Commission with regard to planning and implementation of an appropriate methodology for professional in-service programs, which will be beneficial to the practicing therapist and the tutors.

iv. All professional therapists at all levels of training will be able to obtain valuable insights for formulation of online psychotherapy policy frameworks in the development of the practice.

1.9 Limitations of the Study

The study was limited by the following:

i   Some of the respondents from the selected population have not engaged themselves in online psychotherapy practice and it was difficult for them to provide accurate information to the research questionnaire. However, most tutors and second year trainees have undergone ICT training and guidance and counseling unit as part of the curriculum which made it easy for them to respond to study instruments.

ii   The researcher was not able to meet all the respondents and this made it difficult to cover the opinions of all the tutors and the trainees. The researcher utilized online services to access some of the respondents involved in the study.

1.10 Assumptions of the Study

The study was guided by the following assumptions;

i   That all respondents had equal opportunity to access internet services.

ii   All responses from the participants in online psychotherapy were honest, sincere and accurate.

iii   All the respondents were comfortable with an online psychotherapeutic relationship

1.11 Conceptual Framework

Conceptual Framework was based on Person Centered Theory and Technology Acceptance Model (TAM). According to Magher (2018) a conceptual framework is a tool or a set of ideas used to guide and inform the direction of the study. It identifies research variables and clarifies relationship among them as discussed below. The first independent variable includes the attitude of the tutors and trainees. Attitude refers to the feelings of the tutors and trainees involved in the study towards online psychotherapy practice in teachers training colleges. Tutors and trainees demonstrate either positive or negative attitude towards online psychotherapy practice. Therefore online psychotherapy practice depends on the attitude of the tutors and trainees.

The second variable shown on the conceptual framework is availability of resources that include laptops and smartphones used for electronic communication. These technological advancement forms an interactive communication which provide access to internet services that enhance online psychotherapy practice in teachers training colleges. Therefore availability or lack of online resources either promote or hinder online psychotherapy practice in teachers training colleges. The third variable is the level of use of online services by tutors and trainees in teachers training colleges. High or low level of use of online services by the tutors and trainees show that there is a high or low uptake of online psychotherapy practice among the tutors and trainees in teachers training colleges. The forth variable refer to the advantages and disadvantages of online psychotherapy in teachers training colleges. Online psychotherapy is an upcoming practice, therefore it is

necessary to establish its strengths and weakness with a view of examining its status among the tutors and trainees in the teachers training colleges. Advantages of online psychotherapy such as accessibility, convenience, and flexibility promote online psychotherapy practice. On the contrary, disadvantages such as lack of emotional connection between the tutors and trainees and limited nonverbal cues weaken online psychotherapy practice.

The last variable is the factors that contribute to online psychotherapeutic relationship. Factors like empathy, congruence and unconditional positive regard contribute to online psychotherapeutic relationship. These factors have been developed from the Person Centered Theory by Carl Rodgers. These factors help to build a strong psychotherapeutic process between the tutors and trainees which lead to effective online psychotherapy.

The second theory Technology Acceptance Model (TAM) complements the Person Centered Theory as it brings in the study the aspect of technology contributing to online psychotherapy practice. It has been used to obtain the participants' attitude and readiness to use technology as a pre requisite to online psychotherapy practice. From the conceptual framework, the perceived ease of use has a direct influence on the attitude of teachers and trainees towards online psychotherapy practice. When tutors and trainees perceive the ease of use of technology then they have a positive attitude unlike when they find it difficult to use technology. When tutors and trainees perceive usefulness of technology then they accept it. Perceived ease of use and the perceived usefulness of technology promote a positive option which directly enhances online psychotherapy practice.

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However, the intervening variables which include the development of the ethical guidelines and the training of tutors and the trainees on online psychotherapy practice affect the practice in various ways. Ethics refer to the standards of conduct applicable to a given profession or group. Ethical guidelines include confidentiality issues that arise with respect to the storage of information of online psychotherapy sessions, therefore, therapists should inform clients of the standard limits to confidentiality and the threats to confidentiality. Encryption should be used and clients made aware of the extent to which various parties have access to the records of online sessions. Gale (2012) observed that therapists need to maintain boundaries with respect to expectations for immediate responses by establishing a time frame for responses. In addition, therapists must work with clients to establish rules with regard to appropriate and professional use online communication and the acquisition of licenses. These guidelines would enhance a successful online psychotherapy practice. The other intervening variable is training of tutors and trainees in online psychotherapy practice. Harnley and Ersahin (2011) noted that online psychotherapists should have an appropriate training in all areas of professional competences and skill in order to provide effective service to the clients. Other aspects of the training include empathy, congruence and unconditional positive regard. Therefore, these are concepts that when embraced the tutors and the trainees will engage in online psychotherapy practice.

The conceptual framework for the current study is represented in figure 1.11

Independent	Intervening	Dependent

Variables	**Variables**	**Variables**

| **Online psychotherapy** Respondents' attitude
• Positive
• Negative
➢ Availability of resource
• Laptops
• Personal smartphones
➢ level of use
• High
• Low
➢ Disadvantages
• Limited nonverbal cues | ➢ Development of ethical guidelines
➢ Training on online psychotherapy practice | **Online psychotherapy practice among teacher trainees and tutors** |

Empathy, Congruence, Unconditional positive regard

Perceived usefulness, Perceived ease of use of internet

Benefits of Online Psychotherapy

Easy access, convenience, reduced stigma, flexibility

Figure 1.1 Conceptual framework adopted by the researcher with modification from the work of Carl Rodgers as cited by Child (2011) and Chitur (2009)

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1.11.1 Person Centered Theory

Person Centered Theory belongs to the humanistic school of thought and was devised by Carl Rodgers as cited by Child (2011). The goal of this therapy is to facilitate clients' trust and ability to be in the process without feeling judged by the therapist. The theory is in line with psychotherapy where the client feels independent from the negative emotions and criticisms of the therapist during the helping process. The theory proposed focus on the client's experience, as opposed to the therapist being an expert in providing the required information. The theory relies on the quality of relationship between the therapist and the client established during the ongoing therapeutic alliance. McLeod (2009) proposed empathy, genuineness, and unconditional positive regard as conditions necessary for any constructive change to occur. The conceptual framework assumes that empathy helps the client feel valued, accepted and understood by the therapist.

Seligman (2006) explained that person centered therapy is used by the therapists to show understanding of the clients' emotions. Congruence allows the client to build a trusting and warm relationship with the therapist. Seligman (2006) also documented that genuineness is authentic in what the counselors and the clients say and do during the therapeutic process. In addition, the clients are aware of this impact on their trust and openness in their relationship with the counselor. The unconditional positive regard allows the clients to open up and speak about their challenges without fear of being criticized or judged. This does not mean that the therapist has to agree with everything the client says, however, the therapist should see the client as doing his or her best rather than disagreeing with them. This theory is relevant to the study but with reinforcement

from the second model. Teh (2014) explained that both face-to-face and online counseling is based on providing empathy, emotional support, confidentiality, accessibility, elimination of social stigma, availability of therapists and anonymity. In order to establish a meaningful and a strong therapeutic relationship between the counselor and the clients, Murphy (2008) suggested that online psychotherapy consist of bracketing the emotional state behind the typed words to allow the client to hear the intended tone in the words. He further argued that online counseling provides the client with a picture for understanding the counselor's intentions. Luo (2007) emphasized on the use of metaphor, storytelling and poetry which can be used to convey quality and intensity of emotion during the counseling process. He said that the counselee and therapist can develop a set of emoticons and acronyms to express nonverbal interaction. Therefore, the second model, Technology Acceptance Model, (TAM) complements and provides the aspect of technology, which is not provided for in Person Centered Theory.

1.11.2 Technology Acceptance Model (TAM)
TAM is based on two assumptions, Perceived usefulness (PU) and Perceived ease of use (PEOU). From the conceptual Framework, it is assumed that TAM helps researchers and practitioners identify why a particular system may be accepted or rejected by the users. Chuttur (2009) proposed that the important factor in TAM is to trace the impact of external factors on internal beliefs, attitudes and intentions on the use of technology. In this study, the model has been used to obtain the respondents' feeling, attitudes and readiness to use technology, which is a prerequisite to online psychotherapy practice. The perceived ease of use is the degree to which the trainees expect that the new technology

will be easy to use. The perceived ease of use has a direct influence on the users' attitude towards the new technological development. Kamel (2008) suggested that when the intention to accept new technology is high it will enhance positive attitude towards online psychotherapy practice compared to when it is low. Therefore, Person Centered Theory and Technology Acceptance Model complement each other in this study.

1.12 Operational terms of the Study

The following key operational terms applied in the study;

Attitude: Refer to tutor counselors' and trainees' belief and feelings regarding online psychotherapy practice in the five public teacher training colleges involved in the study

New technologies: Refers to application of equipment processes and procedures for improving delivery of online psychotherapy in a satisfactorily and effective manner

Online psychotherapy: It is professional form of counseling over the internet. Online Psychotherapy is also referred to as e-therapy, distance therapy, internet therapy and e-counseling. Online psychotherapy practice is characterized by the following aspects in the study, attitude of tutors and trainees, availability of online resources, level of usage of online services, advantages and disadvantages of online psychotherapy and factors that influence online psychotherapeutic relationship between tutors and trainees.

Practice: Refers to the application of online approach in psychotherapy.

Primary Teacher training college: Refers to an of learning institution where teachers are trained for two years for a certificate course and are posted to teach in primary school in Kenya

Teacher Trainees: Refers to the pre-service teachers in the five public Teacher Training Colleges in the Lake Regions involved in the study

Technology: It is a collection of techniques, skills methods and processes used in the production of service

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of the literature related to the study on the Online Psychotherapy Practice in Teachers Training Colleges in the Lake Region, Kenya. The literature review was guided by the study objectives and organized into five major sections. The first section deals with attitude of the trainees and tutors towards online psychotherapy practice; secondly it provides review of the related literature on the level of usage of online services, the third section deals with the availability of online resources, fourth section deals with merits and demerits of online psychotherapy and lastly, factors that influence online psychotherapeutic relationship between the tutor counselor and the trainees in public teachers training colleges.

2.1 Psychotherapy

The development of guidance and counseling which includes psychotherapy began in 19th century and gathered momentum in America in the 20th century. The movement was started with emphasis on providing vocational information, planning, guidance and counseling, (Mutie and Ndambuki 2011). Guidance and counseling in Africa existed in traditional African society though it was not provided in a formal way by elders. Guidance and counseling was provided to all members of the society with an aim of developing an all-round person who can fit in the family and the in the society. An American psychologist, Clifford Bears as cited by Mutie and Ndambuki (2011) the proponent of psychotherapy, was hospitalized in a mental health institution, where he was

diagnosed with schizophrenia. Out of his experience, he explained the inhumanity of the treatment given to mental patients. He sought to initiate humanitarian reforms and scientifically inquire into the problems of mental illness, free clinics and proper care in the community for ex-mental patients. They defined psychotherapy as the intentional application of clinical methods and interpersonal connections derived from established psychological principles for the purpose of assisting people to modify their behaviors, thoughts and emotions that the participants desire.

In the United States of America, National Institute of Mental Health, (NIHM, 2016) referred to psychotherapy as a term used for a variety of treatment techniques whose aim is to help a person identify, change troubling emotions, thought and behavior. Psychotherapy is rooted and enhanced by a therapeutic relationship between the counselor and counselee who agree on the aims of the treatment. NIHM (2016) explained that Psychotherapy (individual and group) is a practice designed to provide symptom relief and personality change, reduce future symptomatic episodes, enhance quality of life, promote adaptive functioning in work place/school, relationships, increase the likelihood of making healthy life choices, and offer other benefits established by the collaboration between the client and the psychotherapist.

A study by Leibert (2006) in Australia indicated that courses of psychotherapy reduce overall medical utilization and costs. Patients diagnosed with a psychological disorder and received treatment, had their overall medical expenses reduced by 17 percent compared to 12.3 percent increase in medical costs for those with no attention for their mental disorder. Mallen and Vogel (2005) documented that older adults respond well to

a variety of forms of psychotherapy and can benefit from psychological interventions to a degree comparable with younger adults. Furthermore, adults prefer psychotherapy to antidepressants, especially those on medications for management of chronic conditions and are prone to the adverse effects of psychological attention.

According to Smith (2010) researchers and practitioners continue to develop culturally-relevant, socially-proactive approaches and techniques that allow psychologists to expand psychotherapeutic services to special and vulnerable populations. The acquisition of multicultural competence and the adaptation of psychotherapy can improve client's engagement and retention in treatment, hence the development of the therapeutic relationship.

National Health and Medical Research Council (2000) observed a mismatch in percentage of Australians experiencing mental challenges within a 12-month period and the relative proportion of those with a disorder who sought professional help. The result revealed that at all ages, there is a higher prevalence than the service use, although the mismatch is greatest where the need is highest for those aged 16–24 years. In the youngest age group, there were 23% of male gender who reported a mental disorder and 13% of them sought professional help (about 3% overall). In the same age group, 31% of the females experienced a mental disorder while 30% of them sought professional help. The Council noted that in countries with good access to health care, there is a marked reluctance to access professional care for psychological challenges. The outcome showed an understanding of help-seeking behavior among the youths has emerged and become a high priority for research.

Mutie and Ndambuki (2011) noted that in Kenya guidance and counseling is becoming increasingly important and the art of psychotherapy has been embraced by religious bodies, psychiatrists and psychologists. Future demand for psychotherapists in Kenya is accelerated by concerns for everyday living. Due to poor self-image and high cost of living, many people have turned to psychotherapists to cope with the reality. This is because many challenges that require psychotherapy services are on the increase. According to Kenya Education Management Institute (2014) the government of Kenya is strengthening guidance and counseling services through the Ministry of Education, private agencies and non-governmental Organizations. Currently there are many institutions that offer training in guidance and counseling. This training is offered at certificate, diploma, and degree levels. In addition, public teachers training colleges offer training in guidance and counseling as part of the curriculum. Teachers training colleges have guidance and counseling masters and mistresses who coordinate guidance and counseling activities including psychotherapy. Therefore there was need for this study to examine online psychotherapy practice in public teacher training colleges in the Lake region, Kenya.

2.2 Attitude of Trainees and Tutors Towards Online Psychotherapy Practice

Attitude is a mental and neural set of readiness, organized through experience exerting a dynamic influence upon the individual's response to objects and situations by which it is related. It is a readiness to respond in a given direction or the client's actual feeling about online psychotherapy (Ainsworth 2007). Attitude is formed as a result of beliefs, and feelings and behavioral intentions regarding an object or a situation. Attitude formation

may be as a result of past experiences with psychotherapy that may have either a positive or negative attitude regarding online psychotherapy.

Radu, Harris, Bonnell and Bursey (2015) reported that a national survey of 385 Canadian psychiatry residents conducted at the Royal College of Physicians and Surgeons found out that 99% of participants perceived psychotherapy as having an important role in contemporary psychiatry. Eighty-four percent of residents anticipated practicing psychotherapy and most participants said psychotherapy was important to their identities and planned to use it in future practice. In a separate study which surveyed psychiatry residents from 15 US programs found that 82% viewed becoming a psychotherapist as integral to their professional practice. Ninety-three percent said psychotherapy was a necessary practice and 54% agreed to embrace psychotherapy in future practice. It is important for psychiatry educators to gauge future psychiatrists' attitudes on the role of psychotherapy in practice after training, since it has implications on how to respond to the needs of the community they serve. The study outcome indicated that there is limited research on residents' attitudes towards online psychotherapy. Therefore the current research examined online psychotherapy practice in teacher training college in the Lake Region.

In addition, Young (2006) pointed out that clients experienced a sense of freedom to express themselves online without fear of judgment from therapist's honesty and openness. According to him, affordability of virtual therapy, the benefits for those who have mobility challenges, advantages of written communication and the enhanced flexibility strengthened online psychotherapeutic relationship. Cook and Doyle (2002)

recommended that future research should focus on the participants' attitude towards online psychotherapy which was discussed in the first objective of current study.

King (2006) of Australia conducted a research that constituted 39 participants for online focus groups from the Kids Help Line, an Australian counseling service that provides online psychotherapy for free nationally. The members reported that they felt protected from negative tutor counselor emotions and privacy. Young (2006) studied the attitude of clients towards online psychotherapy, 48 e-clients seen by the principal investigator who suffered from Internet addiction were assessed. Anonymity from family, friends and coworkers were stated as the common reason for seeking online psychotherapy, with 96% of participants indicating that online treatment provided a way to get help without being seen in a therapist's office. The convenience of online counseling was stated by 71% of the participants as a motive for seeking online psychotherapy.

Rochlen, Beretvas, and Zack (2004) carried out an instrument-development project that dealt with the preliminary validation of measured attitudes toward online and face-to-face counseling services. Factor analyses of the Online counseling Attitude Scale (OCAS) and the corresponding Face-to-Face counseling Attitude Scale (FCAS) bore similar two-factor structures. Respondents expressed more favour for online counseling rather than face-to-face contact. Preference was mainly due to privacy, anonymity, emotionally safe environment, empowerment; equal relationship with therapist, protection from negative counselor emotions, convenience, access, self-disclosure, freedom to expression, honest and openness.

The findings highlighted potential demerits of online psychotherapy, as feeling of being hastened, gap between e-mail from the client and response from counselor, difficulty in expressing emotions, lack of emotional bond, absence of security and absence of nonverbal cues available in face-to-face contact. Limitations of online psychotherapy were part of this research and the findings provided more information and   appropriate approaches in order to address these concerns. The outcome provided quantitative information but lacked qualitative aspects of feelings and experiences of the participants. This limitation was identified as a gap which is addressed in the current study on the attitude of the trainees and tutors towards online psychotherapy practice.

Cook and Doyle (2002) a mental professional in the UK, carried out an investigation of 14 clients receiving online psychotherapy through either e-mail or chat. The therapeutic alliance was measured using the Working Alliance Inventory (WAI). The outcomes of the study revealed that the participants felt a connecting relationship with the counselors. The findings of the WAI for the online group were compared to a face-to-face comparison group that was the small sample on which WAI was initially validated. The overall score was significantly higher for the face-to-face group as compared to the online group**.** Rees and Stone (2005) in their studies compared an alliance that is therapeutic on face-to-face versus videoconference psychotherapy, 30 clinical psychologists were randomly assigned to watch an identical therapy session, either face-to-face or videoconferencing format. The results revealed that psychologists in the videoconferencing condition rated the therapeutic alliance significantly higher than psychologists in the face-to-face contact

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Tung (2011) noted that Asian international students (AIS) underutilize mental health counseling from universities because of their cognitive and cultural resistance, language barrier, ignorance and neglect in addressing their unique needs. He further said that inadequate use of mental health counseling was due to lack of awareness about the accessibility of services and lack of quality and effectiveness of counselors. Scholars tend to blame AISs for not seeking mental health counseling; however, researchers have not examined institutional responsibilities. The report provided by Tung (2011) was only relevant to the universities and not the teachers training colleges, hence a gap that was discussed in the current study on online psychotherapy practice in teacher training colleges in the Lake region, Kenya.

A study carried out in Turkey by Kakhnovet (2011) on health seeking attitude of university students whose result indicated that individuals who had good counseling experiences in the past held more positive help-seeking attitudes. In his study he also found out that when the students were asked with whom they preferred to share their psychological problems/concern, it was reported that they preferred their peers, while the second preference was their parents. Interestingly, professionals offering psychological help were next in preference, followed by relatives and then faculty members were significant predictors of help-seeking attitudes.

According to Kakhnovet (2011) the results indicated that the students who portrayed themselves as extraverted, agreeable, and open were more likely to have positive help-seeking attitudes. However, neither Conscientiousness nor Neuroticism significantly contributed to the prediction of help-seeking attitudes. According to the outcome of the

study, the students with past counseling or therapy experiences held more positive help-seeking attitudes than those who had never received counseling therapy. In examining the role of knowledge about the psychological services provided by professionals on campus, it was found that, students who had knowledge about these services held more favorable attitudes toward help-seeking. Manhal (2001) also suggested that people who benefit from psychotherapy actually seek it out and engage in the process, barriers cited to the process include time, cost, and the stigma related in order to see a therapist.

In Philippines Melgar (2013) observed that counseling and help-seeking can take on various forms. In discussing the state of counseling in Philippines, he described the different counseling models such as Rogerian, cognitive-behavioral and spiritual. These approaches use traditional face-to-face counseling modalities which involves the presence of both the counselors and clients as they explore and work out the presenting issues. During the counseling process the counselor can use these techniques to establish a study conceptual framework and a strong psychotherapeutic relationship.

Teh (2014) also indicated that a number of studies have been done on attitudes in different counseling approaches conducted among professionals and it was found out that studies endorse online psychotherapy practice. Finn (2006) surveyed the email use, attitudes and challenges of Pennsylvania workers. He found out that some of respondents believed that email for the therapeutic purpose was unethical and ineffective. Reasons cited for this position by respondents included violation of the clients' confidentiality and sending email to the undeserving clients. This study was carried out among the workers to find out their attitudes towards face-to-face and online counseling. In contrast, the

current study was carried out to examine online psychotherapy practice in public teachers training colleges in the Lake Region in Kenya.

The American Counseling Association (2014) came up with guidelines to provide control over issues that affect online counseling practice. Online psychotherapy issues include confidentiality and sending email to a wrong person as indicated by the respondents in Pennsylvania. The ACA (2014) address the factors affecting the use of internet in the practice of counseling and psychotherapy in their Code of Ethics. From the discussion, it is clear that there is still need to provide guidance for online psychotherapy. The current study was carried out to examine the online psychotherapy practice in the teachers training colleges to bring out their views on the subject.

In Liberia, Paygar (2014) noted that ways of learning have changed owing to the continual development of technology. In the developed countries, students no longer station in one place to acquire information, they have many different options which could be blended in online and face-to face modes of instruction. In addition, online learning provides the expansion of educational opportunities, especially at higher levels of education. There is therefore a shift from face to face contact to online interaction in African countries which has been brought about by the development of new technologies. He argued that online learning play a key role in developing countries, especially Liberia with the cultural change within a given environment in favor of appropriate technology and good practice. Both schools and other professional utilize online learning tools to increase learning opportunities and foster professional collaboration and support.

The finding also agrees with Gourneau (2012) who explained that teachers attitude affect students' attitude towards counseling services. UNESCO (2011) also argued that the perception of teachers and trainees towards the service positively or negatively influence the psychotherapeutic process.

Rochlen (2005) indicated that psychotherapist needs to develop sensitivities to the nuances across cultures, be careful in making conclusions about names and idiomatic expressions. Counselors should prepare for a client in a particular location by becoming familiar with local cultural norms and events. The intake form should contain information regarding the cultural background of the client in order to provide an informed psychotherapeutic process.

According to Obi, Oye, Mohd and Bernice (2012) from Ghana observed that integrating ICT into counseling programs would come with several challenges attributed to the inability of the school to provide the required support to integrate ICT into the programs. They further observed that the attitude of the school counselors and other stakeholders determines the success of counseling programs in the teacher training colleges. Myjoyonline (2014) documented that the students' responses to ICT in counseling showed a positive opinion and wished to be engaged in a counseling session with the counselors remotely. Students pointed out that they could divulge information that could not easily be discussed face-to-face with the counselor. Gourneau (2012) realize that the main goal of counseling programs is for both tutors and trainee to embrace positive attitude towards the available services. He further noted that teachers are in a good

position to influence the attitudes of the trainees. This objective established the attitude of tutors and trainees towards online psychotherapy practice in the Lake Region in Kenya.

In Kenya, Odera (2016) carried out a study on Factors affecting the use of computers in secondary schools in Kisumu County, Kenya. The study findings revealed that the attitude of teachers towards computer technology was considered an important factor in the effective use of computer applications. This finding implied that the counselors' attitude can have either positive or negative effect on the attitude of trainees on the use of online services in teacher training colleges.

2.3 Availability of Online Resources

This section discussed the availability of online resources in Teacher Training Colleges. Recent technological advances in the use of the Internet and video technologies have greatly impacted on the provision of psychotherapy, clinical services and training of psychotherapists. When utilized appropriately these technologies provide greater access to the required services namely treatment, consultation, supervision and training.

A survey done by Opie and Katsu (2000) in Britain emphasized on the integration of ICT in establishment of effective training of pre-service teachers in computer technology. The report noted that an emphasis was placed on integration of ICT into educational curriculum. They reported that the Government provided grants for ICT education, research, integrated learning systems and provision of in-service training. They noted that telephone has been used by psychotherapists to provide referrals, emergency care, consultation, education and access to required professional services across distances. An example of such service is the provision of psychotherapy to a homebound client and

providing psychotherapy sessions to a client who is traveling. According to Richardson (2012) e-mail and text messaging may prove convenient for keeping in touch with clients in between sessions for administrative purposes that includes schedules of appointments, providing means of seeking clarification from the clients and follow-up sessions.

Televideo communications through software programs such as Skype have enabled psychotherapists to hold online psychotherapy sessions via the Internet. These programs provide audio-video communications in real time across unlimited distance. These forms of Interactive televideo Communications provide access to psychotherapy services to isolated individuals to provide cost effective service delivery, (Suler, 2009). Examples include the online treatment of panic disorder, posttraumatic stress disorder, anger, and cognitive-behavioral treatment of antisocial behavior in children, treatment of social phobia, depression and anxiety disorders.

The Asia-Pacific nations have made great strides in ICT human resource development through joint workshops where frameworks on ICT teacher training programs are developed (UNESCO, 2005). Gale (2012) explains that technologies may be divided into three groups, those that increase the efficiency of running one's practice, those that enhance the provision of clinical services and the emerging technologies for psychotherapy and consultation services.

In Poland, Taylor, McMinn, Bufford, and Chang, (2010) documented that having a personal phone number was previously considered an effective way for counseling professionals to maintain boundaries between their personal and professional lives.

However, clients gain access to their counselor's world of personal information with computer savvy and a few clicks of the mouse. This view was supported by a survey by Fox (2011) who demonstrated that 8 out of 10 respondents had used the Internet to find health information and search for particular health care professionals.

Okuogo (2006) an ICT expert in Ghana documented that, ICT is a useful tool of socio economic development, e-learning and online psychotherapy. It is a key weapon in the war against world poverty for it gives information which empowers disadvantaged communities through interaction. Warah (2006) explains that countries that have improved information capacity are better placed to operate in a world that is technology driven and infrastructure dependent. Allen (2003) gives e-learning as a major application of ICT as it is interactive, effective, cheap and accessible from any part of the world. It is expected that an ordinary classroom is equipped with computers, floppy discs, compact discs (CDs), printers and relevant educational software. In Kenya, provision of hardware and software for secondary and primary schools was described by Education Insight (2006) as a pipe dream. The paper explains that besides costs, lack of connectivity to the telephone and electricity network remains a major stumbling block to the provision of e-learning and psychotherapy in Kenya.

In Zimbabwe, Mavellias, Wellington and Samuel (2016) carried out a study on Assessment of the availability and utilization of ICTs for teaching and learning in Secondary schools in Kwekwe in Zambabwe. The study identified the factors that undermine the utilization of ICTs in schools which included lack of power supply, insufficient resources, lack of interest, and higher ICTs costs. This study did not consider

the use of ICTs in counseling especially in online psychotherapy which was examined in the current study that was done in teacher training colleges in the Lake Region in Kenya.

Musarurwa (2011) in Zimbabwe observed that teacher trainees have a role to play in teaching and learning through ICTs. He emphasized that schools have embraced ICT unlike the teachers from the teachers training colleges. This has created a gap between the need for teachers who have been trained in ICT, e learning and the availability of resources. The second objective in the current study examined the availability of online resources that can be used for counseling, in particular online psychotherapy practice.

In Nigeria, Nkoyo and Nsanta (2016) carried out a study on the Availability of the Electronic Resources by Post graduate Students in a Nigerian University Library: A case study of University of Calabar, Nigeria. Descriptive survey was used with a sample of four hundred postgraduate library users. Questionnaires were used for data collection. The outcomes showed that electronic resources were available and accessible in the Unical Library and therefore, the postgraduate students used them. This study was focused on the university students. The researcher identified this gap and that is why the current study was based in teacher training colleges with an aim of examining the availability of online resources in this colleges.

Adebowale and Ademola (2013) of Nigeria documented that the major obstacles faced in Nigeria on the availability of audio-visual resources includes inadequate funding, inadequate skills, irregular supply of electricity and non-provision of audio-visual resources and attention from the government. The study focused on the audio-visual

resources, the current research discussed the availability of ICTs in teacher training colleges which are used in counseling especially in online psychotherapy practice.

Kothari (2011) confirmed that telephone interview method can be used to collect data and plays important part in industrial surveys particularly in developed regions. He noted that telephone interview is faster, recall is easy, callbacks are simple and economical, a high rate of response, interviewer can explain requirements easily, no field staff is required, and it is more flexible than other methods. According to Okuogo (2006) human resource development is the most critical area that Kenya faces in the development of its ICT sector. MOEST (2005) in sessional paper No 1 of 2005 also that pointed out that the success in the use of ICT in all sectors requires sufficient and competent human resource that is well developed and equipped in the education and training sector, (Republic of Kenya 2005). This explains why Kenya Education Sector Support Program (KESSP) for 2005-2010 invested in human resource development in the ICT sector.

ICT teacher training in Kenya, was launched in 2004 through a directive by the Ministry of Education that made ICT a compulsory subject in pre-service teacher training (KIE, 2005), currently called Kenya Institute of Curriculum Development (KICD). A study by Odera (2004) reported that ICT gives a teacher access to rich materials and resources that make learning interactive, practical and interesting. She further explains that ICT makes possible open-learning, virtual schooling and global education. KICD did not emphasize on availability of ICT resources in teacher training colleges in the Lake Region, which was addressed in this study.

Kenya Education Management Institute (KEMI, (2014) documented that the President of the Republic of Kenya. His Excellency Uhuru Kenyatta, during his campaigns pledged to provide laptops computers for every class one pupil in Kenya public schools. This pledge is consistent with the current educational trends that are expected to transform the children into the digital age as the country moves forward the Vision 2030. Republic of Kenya (2006) pointed out that ICT facilitates the opportunity for learner centered teaching, self-learning and peer teaching in learning Institutions. Teachers must be equipped with requisite knowledge and skills in order to integrate technology in the teaching and learning process. This study found out that resources for online psychotherapy are available in Teacher Training Colleges in Lake Region, Kenya.

2.4 The Level of use of Trainees and Tutors in Online Services

This section discussed the level of use of trainees and tutors in online services in Teacher Training Colleges in the Lake Region, Kenya. In United States of America, NIHM (2016) documented that e-Health has become a possibility for providing interventions that can reach people in areas where mental health professionals may not easily be available. The use of telephone, internet and mobile phone services involves a therapist providing help at a distance. Other approaches such as web-based programs and cell phones are designed to provide information and feedback in the absence of a therapist. Barak (2010) explained that the advances in technology and widespread use of the internet, has made many clients to turn to online psychotherapy.

In the United States of America, National Institute for Health and Clinical Excellence (2006) emphasized that increased social stigma and decreased pro psychotherapy social norms are associated with women and men seeking help for certain issues. Thus, some men may avoid seeking help because of the increased social stigma. There is scarce information on the level of usage of online psychotherapy in teacher training colleges in the Lake Region in Kenya. Therefore the finding of this study provides more information on tutors' and trainees' levels of usage in online psychotherapy practice in teacher training colleges. The importance of guidance and counseling program in learning institutions, include bringing to the students an increased understanding of the educational, vocational and social information needed to make informed choices. The essence of incorporating psychotherapy into the school system was to eliminate overwhelming ignorance of youth on their choices of career and personality maladjustment

Shiran (2001) opined that investment in ICT facility in the United Kingdom will help in counseling and other support services necessary for effective delivery of an ICT-based curriculum in learning institutions. All counties in the Lake region have recognized the importance of ICT which forms the foundation for economic and educational growth in the region. Currently a limited number of schools and colleges have computers and this should be a priority area to ensure that the trainees in this region have equal access to online resources and services. In Australia, Deng (2010) revealed various uses of electronic resources which includes gathering information, obtaining answers to specific questions, completing assignments and reviewing literature to reflect the fact that people

are dependent on availability of-resources to meet their needs. The third objective of current study is based on collective information on the level of usage of internet among tutors and trainees in teacher training colleges.

Hechanova (2011) a therapist from Asia proposed a therapeutic technique whereby one's emotions are associated with a statement and brackets after the statement itself (feeling of concerned). Without the bracketing, the client may misinterpret the counselor's statement as having a sub-text of disappointment. The bracketing provides the client with the appropriate tone with which to read the counselor's statement. Cook and Doyle (2002) found out that the working alliance was established in both face-to-face and online settings, when comparing the Working Alliance Inventory (WAI) scores of a female sample of 15 online clients with a representative sample of face-to-face clients. The authors observed that despite the shortcoming of this small self-selected sample of online clients, working alliance levels indicated that the participants felt a collaborative relationship with therapists. Session impact and the client–therapist alliance in online psychotherapy were examined in therapist/client dyads by Reynolds (2007), was compared to previously published research using the same measures for face-to-face counseling. It was found that online therapists rated their interaction as deeper compared to face-to-face therapist. Correlations were found between counseling modality and traditional help-seeking behavior with e-mail and interest in counseling services

In Philippines, Hechanova (2014) described two generations of internet users, those below the age of 20 and those above the age of 40. He observed that these generations appear to be more open to share their feelings and personal information on social media.

According to this observation, it is likely that the use of online psychotherapy would appeal to the young generation. In addition, given the young population of the Philippines and the technological advancement, the openness of online interaction for mental health may in future become viable option for those uncomfortable with face to face interactive. Teacher trainees in Kenya are at their adulthood stage of human growth and development. This is a crucial moment with myriads of social, psychological, academic and emotional challenges, which require immediate psychotherapy intervention. With the advent of technology and exposure to online resources and services, tutor counselors would find it easy to address these challenges through online interaction when called upon by the clients. The above reviewed study was done in Philippines but not in Kenya as was in the case of the present study.

Masagca and Londerio (2008) also carried out a study in Philippines on teachers who enrolled in a graduate progamme in guidance and counseling found out that ICTs were used as means of teaching and learning. They acknowledged the potential and use of ICTs in the form of computer assisted systems of guidance counseling practice. From the description, this study was done in Philippines to teachers enrolled in a graduate progamme. The researcher found out that this study for this population has not been done in teachers training colleges in the Lake Region in Kenya hence the study on online psychotherapy practice was considered for the current research.

A study in South Africa by Tiba, Condy and Tunjera (2016) noted that technical support in schools is important to encourage teachers' use of technology for teaching. Liu (2011) stated that teacher education institutes are natural places for instilling pre-service teachers

with technological skills and for boosting their confidence in teaching. Afifi (2007) and WHO (2002) noted that there is a gender difference towards distress and healthcare seeking among those suffering from mental health problems. The organization observed that women are more likely to recognize their emotional and psychological challenge and seek help than men with similar symptoms.

A different report from South Africa, by Kalema (2015) cited that using ICTs for education leads to social transformation and improves skills needed for a country Universities, can remain competitive by using innovative technologies in teaching and learning to improve the quality of activities and attract new learners. The South Africa National plan for Higher Education emphasizes that University activities develop an information society, through technology use, for knowledge advancement to improve education and support the new education system. This study was done in the university and not in teacher training colleges which was the focus of the study objective on the level of the use of online services by the tutors and the trainees. Leibert (2006) pointed out that online psychotherapy has several advantages, including accessibility, anonymity, invisibility and status neutralization, greater individual control over time and pace of interactions. These characteristics make it comfortable for men to discuss their psychological challenges freely with the online psychotherapist. The unique variations of intimate communication provide support for those who avoid the traditional mental healthcare system. Luo (2007) observed that a substantial portion of mental health treatment is provided by general medical practitioners where women outnumber men

seeking help for mental or emotional problems. He explained that seeking mental help is a direct threat to men's masculine identity.

In Nigeria, this view was also shared by Komolafe-Opadeji (2011) examined the use of electronic resources among post-graduate students and discovered that students regularly access the internet and use the free online resources from Google and Wikipedia to subscribe to online database. Ndubisi and Udo (2013) also documented that trainees were motivated to use electronic resources in their libraries. However, they noted that insufficient computers with internet facilities, power outage, congested internet connectivity, lack of ICT skills and inadequate infrastructure are challenges militating against the utilization of electronic resources. In addition, the students were motivated to use electronic resources because they were informative, easy to access and use, convenient and cheap. Furthermore, the university has made significant investments in electronic resources to ensure access to the services.

In Nigeria, Okuogo & Sakumara (2006) emphasized on the role of teacher counselors in counseling orientation, information appraisal, placement, referral and evaluation of guidance and counseling programs. The growth of websites and help lines as forms of technically mediated service delivery means that there is potential for use of ICTs in Guidance and Counseling in Nigerian Secondary Schools. The telephone, websites and e-mail, alongside face-to-face facilities, could be alternative services and portals into a wide, flexible and well-organized network of services. The above reviewed study was done in Nigeria secondary schools but not in teachers training colleges in Kenya as was in the present study.

Mavellas, Wellington & Samuel (2016) recorded low extent of utilization of ICT resources and related technologies in schools in Zimbabwe. Egomo, Enyi and Tah (2012) established that there was relatively limited availability and utilization of ICT tools for instructional delivery in tertiary institutions. They argued that this affects the quality of graduates produced in these institutions. However, Kiptalam and Rodrigues (2011) revealed that the use of ICT and related technologies is still at an early stage of development and implementation. The above reviewed study was done in Zimbabwe but not in Kenya as was in the present study.

In Benin, Egbochukwu (2008) stated that the aims of school psychotherapy services are based on students' opportunities to develop knowledge, relationship skills, a sense of responsibility, attitude necessary to enable them make informed decisions about life and career opportunities. Bolaji (2007) proposed that the potential roles of public policy in relation to ICT provision include general resources for guidance and information services. ICT has the potential to increase access to psychotherapy services, freeing it from constraints of time and space.

Palmer (2007) stated that counseling is an educational process used in solving problems of the learner. Counseling has increased reasoning ability of learners, attention and concentration. He suggested that career centers' websites can act as a diversion, seeking to take the pressure away from these off-line services to web-based resources where learners' needs can be met. Online psychotherapy can provide a forum for putting users in contact with other clients with similar issue with the psychotherapist.

In Kenya, Langat (2015) identified hindrances to the use of ICTs as shortage of infrastructure and resources, shortage of teachers, lack of clear curriculum, high cost of implementation and poor planning. In order to improve proper utilization of resources, he recommended needs assessment analysis, professional development of teachers and establishment of digital curriculum with specific interest online psychotherapy practice. These recommendation need to be identified in the Lake region by future researchers in order to address the same issues which may enhance online psychotherapy practice in teacher training colleges in Kenya.

According to Mingaine (2013), factors that affect ICT utilization in include availability of electricity in schools in Kenya, cost of ICT infrastructure, school leadership and teacher skills available. He noted that all factors that hinder utilization of ICT in schools can be minimized or completely reversed if interventions are put in place. This study was also reinforced by Odera and Odhiambo (2016) who carried out a survey in Kisumu County and established the potential utilization of computer-based resources in secondary schools. They emphasized on the utilization of ICTs in learning institutions in Kisumu County. In relation to the study when strategies are put in place to improve online resources, then the practice of online counseling with specific focus on psychotherapy among tutor counselors and teacher trainees in public teacher training colleges would be enhanced.

Ocholla (2014) wrote that out that male gender role, emphasize on being independent and in control, this may increase the perceived risks associated with seeking help for emotional issues, because it may mean that a man must admit that he is unable to handle

problems on his own. Traditionally men are viewed as strong, independent, and emotionally controlled, while women are seen as weak and emotionally expressive. Men may be more reluctant to seek help when it is emotion-focused versus when it is cognition-focused. In relation to the research it was found out that most participants of female gender seem to be more open to the utilization of counseling process, especially in psychotherapy.

Odera (2016) carried out a survey in factors affecting the use of computers in secondary schools in Kenya. The results of the study revealed that the success of integrating computers into education in developing countries depends strongly on how the teachers have been prepared to use computers. Therefore they must be trained appropriately in the use and integration of computers into the curriculum. However, inadequate training of teachers in the use of ICTs has been a major factor affecting the integration and effective utilization of computers in learning and teaching. The study suggested that more training should be extended to online psychotherapy practice among the tutor counselors and teacher trainees in teacher training colleges in Kenya, with specific reference to the Lake Region in Kenya.

In the Lake Region, a report by Wangwe (2007) showed that the socioeconomic impact of the ICT sector will enable the Lake Region to leapfrog certain technology developments and catch up with the rest of the world. He emphasized that use of mobile phones has resulted in increased turnover and greater efficiency in business. Furthermore ICT development has facilitated the provision of basic social services like counseling, health and education. Dobra (2012) also noted that ICT is used to monitor public

authorities, resources and increased source of information, making it easy to understand patterns of governmental actions and policies. The research emphasized on the utilization and not on the level of usage of ICTs. This study created a gap which prompted the current study to establish the trainees' and tutors' level of usage of online services in the third objective.

2.5 Advantages and Disadvantages of Online Psychotherapy Practice

The speed at which technology has been integrated in the modern day living is astounding. It is difficult to imagine a contemporary lifestyle without computers, mobile phones and the internet. Online counseling is critical as Kenya is under pressure to use information communication and technology to create awareness to the clients and counselors to underscore its significance in the 21st Century. In the United States of America, NIMH (2016) emphasized that technology is a step for those who have avoided mental health care in the past and may promote 24 hour service and monitoring support. UNESCO (2005) as cited by Luo (2007) conceded that new prospects are surfacing which show potentials of online psychotherapy that have hardly been exploited. These possibilities exist as a result of the recent by-products of the general development process and the quantity of information available.

Sussman (2004) observed that one of the key merits of counseling done online is its capability to increase access to online services. It can get services to individuals in geographically isolated or underserved areas, as well as to those who are unable to leave their homes due to physical limitations, illnesses, transportation difficulties or family obligations. Hanley (2009) also observed that online psychotherapy is beneficial for those

who are afraid to seek face-to-face therapy due to stigmatization an anxiety. Griffiths (2006) added that the use of computer-mediated communication may permit family counselors to involve absent family members in the therapeutic relationship. Furthermore, online therapists may offer cheaper psychological services compared to face-to-face therapy.

In the United States of America, Maples and Han (2008) pointed out that counseling done online is accessible to anyone who can log into the internet, particularly for those who have physical limitations, inaccessibility and isolated geographical areas. They further said that online contact is beneficial to those who may have social phobia and negative feelings about face-to-face interaction between the therapists and the clients. Hence, the fourth objective in the current study examined the advantages of online psychotherapy practice in teacher training colleges in Lake Region in Kenya.

In Asia, Hechanova, Tuliao and Ang (2011) noted that online psychotherapy provides an opportunity for the psychotherapist and the clients to critically think and meditate over the presenting problem without interruption before the response is written down and relayed to the responses. The counselors and the clients can keep records and make reverences as they wish on the documents already stored in the internet files. Information saved by both the counselor and the client will be reread and discussed for further action and follow up. This information will help the counselors and the clients to decide which counseling issues need priority and further sessions. The reviewed study was done in Asia to the psychotherapists and not in Kenya to the teacher trainees, hence the current study was initiated.

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In Philippines, Teh (2014) explained the success of both face-to-face and online psychotherapy is based on providing empathy, emotional support, confidentiality, accessibility, elimination of social stigma, availability of therapists and anonymity. He said that these factors are necessary for meaningful counseling process to take place in order to establish a strong therapeutic relationship between the counselor and the clients. Luo (2007) emphasized on the use of metaphor, storytelling and poetry, which can be used to convey quality and intensity of emotion during the therapeutic relationship. He said that the client and the counselor can develop a set of standardized emoticons and acronyms to express nonverbal communication.

Tuliao (2010) observed that digital divide indicates that not everyone can undergo online counseling, especially those who cannot afford. According to him, online counseling sessions are slow in text exchange which interferes with the depth of the interaction between the counselor and the client. Furthermore, failures of technology can occur inform of power disconnection and the flow of communication is hampered. This is especially more serious when the presenting problem requires emergence attention from the counselor. Haberstroh, Duffey, Evans, Gee and Tripal (2007) raised the factor of confidentiality of the psychotherapy process, since the conversations may be accessed by other people who are either authorized or unauthorized. In addition online communication may lack supportive and empathetic tone, the messages may also be misunderstood by clients which may hinder the session from progressing candidly. From the information discussed it was appropriate that a study is carried out in public teachers training colleges to find out the status of online psychotherapy practice.

Maheu (2003) argued that online counseling is a convenient service and clients can send messages whenever they feel most in need for therapy. He further argued that online counseling allows more flexibility in the counselors' work schedules. This is because it is not challenging to book a specific appointment since the client and therapists do not have to be online at the same time. A study by Rochlen, Beretvas and Zach (2004) showed that undergraduate students expressed positive attitude towards face to face interaction with their counselors rather than online counseling services. However Brown (2012) reported that recent studies of college students indicate that 64% prefer online counseling as an alternative approach to face to face therapy. From the discussion it can be said that the attitude of internet users depend on individual characteristics. Internet users who are involved with computers have significant positive attitudes towards using ICTs to communicate with their therapists. This objective in the current study therefore discussed the attitudes of tutors and trainees in with a view of establishing their opinion on online psychotherapy practice in teacher training colleges in the Lake Region in Kenya.

Maples and Han (2008) documented that in South Africa online psychotherapy in is readily available, because the clients and therapists can access the internet anytime and anywhere. They noted that the rise of population and enrolment in teacher training colleges has led to increased work load among the counselors, in addition to their teaching and administrative programs. It is expected that once online psychotherapy gets rooted in the teachers training colleges to make the tutor counselors' day to day engagements are made easy. The quality of services provided is improved and the trainees' challenges addressed immediately so long as tutor the counselors and the clients

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agree on the terms of the therapeutic process. The reviewed literature was done in South Africa but not in teachers training colleges in Kenya as it was in the current study.

In Uganda, Hennessy, Onguko, Harrison, Namalefe, Naseem and Wamakote (2010) wrote that ICT policy sets a framework of curriculum for teachers' training that facilitate the development of ICT to gain the best advantage to the whole country. The development of computer application skills requires personnel to install and maintain equipment and networks. In addition access as an advantage of online psychotherapy practice to ICT should be spread as equitably as possible. ICT should be equally accessible not only in urban and rural Uganda, but in private and public institutions as well. The researcher found out that, this study was only done in Uganda, specifically with concern on teachers' training curriculum. Hence the current study was proposed and done in in teachers training colleges in the Lake Region in Kenya with a special interest on online Psychotherapy practice.

Tsan and Day (2007) proposed that online counseling allows both the counselor and client the time to compose a thought that reflects their concern, there is no pressure for the client to think and quickly reply. They recognize the significance of online counseling in its capability to offer a tangible and permanent record of therapy sessions. It gives clients the chance to re-read e-mails, to look for techniques that they have used to overcome previous challenges and to review positive comments made by the therapist. Maheu (2003) expressed that emails can be used to remind counselors and clients of issues handled in the previous sessions. This aspect helps to fully reflect on issues

discussed in previous correspondence and to explore the client's progress at various stages in the course of the therapeutic relationship.

In Nigeria, Ndubisi and Udo (2013) in an empirical study of motivation, challenges and strategies in the use of electronic information resources by students revealed that trainees were motivated to use online resources because they were informative, easy to access and cheap. This study provided the state of availability and utilization of electronic resources in the Nigerian University of Calabar library. However the researcher in the current study was interested in finding out if the online resources were available and utilized, do these resources have any advantage to the users and are they user friendly?. The study was therefore done in teachers training colleges in Kenya with a view of discussing online psychotherapy practice, specifically this objective dealt with the advantages of online psychotherapy practice to tutor and trainees in their individual colleges.

In Nigeria, Nkoyo and Nsanta (2014) postulated that electronic resources have dominated the research activities and researchers have realized the importance of these resources. According to them online resources provide accurate and timely information, especially to trainees who rely on the electronic resources for information to develop research and collaborate with other researchers in the world. The desire for knowledge acquisition and research in an autonomous and independent atmosphere build personal motivation, initiation and creativity in intellectual growth, (Ukpebor, 2012). From this information, it is clear that as tutor counselors, trainees and researchers interact with the internet, there is a high possibility of exchanging ideas among them. For example, as the trainees do their assignment and chat through the internet they can access their therapists when they need

psychological help. With this view in mind, the researcher in the current study examined the practice of online psychotherapy and its advantages to the tutor and teacher trainees in the Lake Region.

Schultze (2006) viewed the act of writing as therapeutic and that it facilitates ventilation, self-awareness, self-disclosure, and externalization of problems. Suler (2009) also explained that the anonymity given by virtual counseling is advantageous, thus, clients can do away with the stigma related to pursuing counseling services. It is simpler for the patients to reveal information concerning them through the computer since societal indicators such as ethnicity, age and gender are eliminated (Tsan and Day 2007). According to Hanley (2009) candor and honesty are likely to intensify as the clients begin to feel less vulnerable and defensive as they do not have to put up with the counselor's instantaneous emotional reactions. E-mail therapy, specifically, empowers the counselees by permitting them to communicate their own unique ideas with no disturbances by the counselor's untimely perceptive and interpretations. He argued that this is exceptionally advantageous to clients previously frustrated by the absence of the sensitivity of counselors to their unique distresses.

Schultze (2006) also explained that e-mail increases the amount of time of contact for therapeutic processes and lets the client know that the therapist is present, listening and thinking about the sessions. He argued that e-mail contact can allow clients to raise forgotten issues during the session. Suler (2009) discovered that instant messaging and chats provide an unstructured interaction, which may lead to more uncensored confessions by the patient. Making effort to be with the client for a particular

appointment indicates commitment and pauses in the conversation valuable psychological cues in an ongoing online relationship. Sussman (2004) explained that chat and instant messaging enable immediate communication and continuous feedback.

According to Ogott and Odera (2014) examined the Use of Technological Resources in the Acquisition of Language skills in Early Childhood and Education programs in Gem Sub-County in Kenya. They established that teacher preparedness, availability of online resources and the administrative support had influence on the acquisition of communication skills. They further found out that ICTs provide learners with relaxed, flexible and comfortable environment for learning and research. According to them online resources are simulative, help learners to learn at their own pace and boost their morale and confidence in learning process. This literature review was based in early childhood level while the current study was based in teachers training colleges in the Lake Region, Kenya.

2.6 Disadvantages of Online Psychotherapy Practice

The nature of online communication, online psychotherapy included, inevitable leads to a number of disadvantages regarding the practice. The American Counseling Association (2014) addressed the disadvantages of online interaction especially for therapy by in cooperating a section on the use of the internet in the practice of counseling in the code of ethics. This act was with a view of trying to provide guidelines to the use of online interaction in order to minimize the disadvantages of online psychotherapy.

McLeod (2009) an American psychologist expressed the gap between e-mail from client, response from therapist and difficulty in expressing emotions through text communication. He emphasized that lack of emotional connection, lack of privacy security and inadequate technical abilities as challenges to online counseling practice. This view was supported by Tan (2008) who argued that computers do not offer a human interaction, minimize the sense of trust and intimacy to the psychotherapeutic relationship. This implies that online psychotherapy practice is only relevant to those who have access to the internet. This reviewed literature was done in the USA and not in Kenya as it was in the present study.

In Australia, a study was carried out by Dowling (2014) to determine the psychotherapy activities and processes used in online treatment for young people and the outcomes. The study found out that online clinicians and psychotherapists did not progress through all the stages of counseling in any great depth, but did find an association between greater progress, depth and improved outcomes. This study was done in the Australia to determine the psychotherapy activities and processes used in online counseling among the young people, while the current was done among the tutors and teacher trainees in public teachers training colleges.

Griffiths (2006) a clinical psychologist surveyed 2,098 psychologists, social workers and other professionals concerning the use of the Internet for specialized psychological health practice. In his study, the participants stated three prime areas of concern namely, misinformation, confidentiality and liability indicated by clients. Hanley (2009) also stated that decreased emotional closeness and the lack of non-verbal cues make it

difficult for online counselors to accurately assess the severity of clients' emotional issues.

In Philippines, Menon and Rubin (2011) noted that a major problem with regard to online therapy is the loss of human connection necessitated by separate geographical location between the counselor and the clients. According to them loss of human connection reduce the sense of intimacy, weak therapeutic alliance, and lack of emotional attachment. These ideas were supported by Tuliao (2010) who stated apprehensions concerning the demerits of virtual interactions to the absence of ease of access to non-verbal behavior. Other challenges include lack of legal procedures and Lengthy pauses in the text responses that hinder efficient communication exchange. In addition sustaining empathy is affected by the swiftness of texting, while prolonged replies make it difficult for the psychotherapist to feel engaged in their psychotherapeutic relationship.

Mavellas (2016) examined the Assessment of the Availability and utilization of ICTs for teaching and Learning in Secondary schools in Kwekwe, Zimbabwe. The results indicated that lack of power supply, inadequate ICT skills and poor infrastructure as factors that hinder utilization of ICTs in learning institutions. Examination of this objective in the current study found out that inadequate equipment and lack of electricity was a major disadvantage in the practice of online psychotherapy in teachers training colleges. Examination of the reviewed study was done in secondary schools in Zimbabwe but not in teacher training colleges as it was in the current study.

In Kenya, Perrin, Muirhead and Betz (2016) published an article in an international journal of Instructional Technology and Distance Learning on evaluating the convenience of content delivery to distance learners of the University of Nairobi. The outcome showed that the students had no access to the computers and internet, making it difficult to access information, yet ICTs should provide easy access to information. The study further found out that, the students' local area of residence did not have access to the internet and that it was very expensive to seek the services of the cybercafé facility.

The study concluded that, for the students of University of Nairobi to benefit from distance content delivery, the university needs to prepare for better, responsive and accommodative distance learning. The study proposed the provision of e-learning resources, and adequate sensitization of distance learning to the students. In relation to the current study, in this area the researcher was concerned with the of the disadvantages of online psychotherapy practice in teachers training colleges in the Lake Region in Kenya.

Odera (2016) investigated the Factors affecting the use of Computers in Secondary schools in Kisumu County in Kenya. She noted that ICTs require technical support for effective use of use of computers in schools. She observed that technical support and the maintenance of educational technological equipment as a challenge militating against the availability and integration of ICTs in the educational curriculum. The ability for teachers training college administration to maintain online resources and services can enhance online psychotherapy practice.

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2.7 Online Psychotherapeutic relationship between the therapist and the client

This section discusses the factors that contribute to online therapeutic relationship between the therapist and the client. In United States of America, NIHM (2016) established that psychotherapeutic relationship begins with establishing empathy and sensitivity to the needs of the client. The therapist's ability to understand and communicate the client's needs and feelings play a key role in therapeutic relationship. This implies that therapeutic relationship is a set of process that dependent on both the therapist and client. This description points out that there are multiple and complex processes contributing to the therapeutic alliance between the counselor and the client. Schultze (2006) stated that over 80% of the positive result of therapy may be due to the counseling relationship whose contributing elements includes the therapist exhibits warmth, empathy, and integrity of the client.

In America, Adegwe and Okoro (2016) emphasized that therapists utilize their communication skills, comprehend human behavior and individual strength to enable the clients' growth. In the counseling alliance, both the counselor and the client identify areas of exploration and assess the change required by the client. They also documented that both the counselors and the clients should adhere to the laid down guidelines to sustain the therapeutic relationship. Adegwe and Okoro (2016) also noted that silence is a strong measure of the psychotherapy engagement. In addition, In addition silence resulted into minimal communication with the counselee that affects the outcome of the therapy.

Hanley, Williams, and Sefi, (2013) described therapeutic goals as the internal representations of desired state and often base this approach within existential philosophies that place emphasis on the purposeful, and nature of humanity. This position commonly aligns itself to the holistic stance of humanistic psychology and view clients as active agents within the therapeutic process. This objective was concerned with online psychotherapeutic relationship between the tutors and the clients.

Harnley and Ersahin (2011) noted that counselors working with the young people should have an appropriate training in psychotherapy, particular experience in working with young people and be competent in communicating online. This engagement is viewed as complimentary as opposed to the roles of the administrator and the teacher counselors. Tutor counselors need to develop and strengthen their relationship with the trainees to pave way for a strong counseling relationship. Additionally, tutor counselors should seek support from other professional counselors to facilitate consultation and exchange of knowledge. Therefore, there is emphasis on building relationship with various stakeholders in order to succeed in the implementation of the counseling programs in the college. The current study found out that a strong online psychotherapeutic relationship is vital for meaningful alliance of therapy in teacher training colleges. This reviewed literature was in the schools in the western world but not in Kenya as it was in the present study.

In the United Kingdom, Harnley and Ersahin (2011) noted that counselors working with the young people should have an appropriate training in psychotherapy, particular experience in working with young people and be competent in communicating online.

Wentz, Nyden and Krvers (2012) reported a successful outcome with an Internet Based Support and Couching Model (IBSM) for young people with diagnosis of autistic Spectrum Conditions. The respondents reported improvements in self-esteem and subjective quality of life after receiving eight weeks of chat – counseling support. This report was reviewed in United Kingdom but not in Kenya as it was in the present study.

The study outcomes were further reinforced by Gatti (2016) who emphasized that the physical distance helped to create a sense of privacy. The anonymous nature of the helping process provided anonymity that enabled the young people to expose vulnerable materials to the service providers. The medium enabled the clients to feel comfortable and in control of the process. According to the researcher, both the counselors and the clients reported that they felt comfortable and safer with online engagement. However, the participants reported that parental control over the computers at home created a barrier for privacy (Chardon, 2011). Hanley (2016) documented that online psychotherapeutic relationship could be made better by using emoticons, acronyms, scales to convey the intensity of feelings and internal messaging system. He further noted that apologizing, seeking clarification and asking one question at a time would enhance the online psychotherapeutic relationship.

Sigmund Freud, an Australian therapist cited by Child (2011) proposed four types of therapies. This includes, Psychoanalysis, which finds out an effective treatment for patients with neurotic and hysterical symptoms. The second therapy is Humanistic that is composed of person-centered model that embrace three conditions used in psychotherapy namely, empathy, genuineness and unconditional positive regard that is used in the

therapeutic process. The third approach refers to behavior therapies that focus on individuals change in behavior. Cognitive therapy seeks to help patients to overcome difficulties by identifying the dysfunctional thinking, behavior, and emotional responses. The above reviewed literature was done in Austria but not in Kenya as it was in the present study.

A study by Duff and Bedi (2010) directly focused on the relationship between counselor behaviors and the therapeutic alliance. A total of seventy-nine adult clients completed online-based questionnaires designed to examine the relationship between fifteen identified counselors and the strength of the alliance. The results revealed a positive association between the counselors and the alliance strength. Duff and Bedi (2010) further emphasized that counselors should be encouraged to validate the experience of their client in conjunction with appropriate clinical and practical judgment. This implies that positive regard from the therapist promotes the enhancement of the therapeutic alliance. This behavior can also be utilized in online psychotherapy as the therapists' builds trust and warm relationship with the client. Other condition includes empathy and genuineness for meaningful and constructive change to occur.

A psychologist in Asia, Richardson (2012) exposed that psychotherapy for work and relationship is a social constructionist perspective, informed by feminist and social justice values, and responsive to radical changes in contemporary lives, that fosters a shift in vocational psychology from helping people develop careers to helping people construct lives through work and relationship. The proposition of this perspective is a new discourse for describing the construction of lives that specifies social contexts through

which people construct lives. These social contexts are personal care work, personal relationships, and market work relationships. The propositions of online psychotherapy for work and relationship perspective are the central focus of how lives are constructed. Personal qualities of the therapist and their ability to form a warm and supportive relationship are extremely important factors in therapeutic relationship. Griffiths (2006) explained that the ability to make relationships by both the client and the therapist may have a direct correlation to forming the therapeutic relationship. For example, when a client is feeling vulnerable, the way in which the therapist responds as a caregiver has an impact on the relationship being formed. Norcross (2011) explained empathy and therapist's skillfulness as key in the counseling process. In addition, therapist persuasiveness, verbal fluency, expressiveness and the ability to enhance expectations and hope towards the client are significant in establishing therapeutic alliance (Constantine, Glass, Arnkoff, Ametrano, and Smith, 2011). In order to sustain an online alliance, Luo (2007) indicated that the client and the counselor can develop a set of standardized emoticons and acronyms to express nonverbal communication as a way of strengthening the therapeutic relationship. This aspect of establishment of psychotherapeutic relationship was done with regard to face to face interaction. From these findings, the researcher identified a gap and carried out the current study on online psychotherapy specifically in teacher training colleges in Kenya.

In the Philippines, Teh (2014) carried out a study on Attitudes of Psychology Graduate students Toward Face to Face and Online Counseling. The study examined the attitudes of 80 graduate students towards face to face and online counseling in relation to

providing empathy, emotional support, connection, anonymity and elimination of social stigma, safety and availability of the therapist. The outcomes indicated that face to face was rated higher in most factors except elimination of social stigma and anonymity, which was rated in favor of online interaction in counseling. Majority of the graduate student cited openness as a factor that would enhance online counseling. Even though the students preferred face-to-face contact rather than online counseling, the results indicated that there is a great potential for online psychotherapy, which was discussed, in the current study. In line with this argument, the current study was carried out to examine the practice of online psychotherapy in teacher training colleges in the Lake Region in Kenya. The above reviewed study was carried out in the universities in Philippines but not in teachers training colleges in Kenya as it was in the present study.

In South Africa, Easterbrook and Meehan (2017) stated that both the therapists and the client work together and that they have a valuable contribution to the therapy. This statement implies that the relationship a partnership in which both the counselor and the client work together to achieve the goals of the therapeutic alliance. This call for both the counselor and the clients to prepare well for the counseling process and also set realistic goals that can be achieved from the therapeutic process. The formation of a strong psychotherapeutic relation leads to desirable results and it therefore demands commitment from the participants. The above literature was reviewed in South Africa but not in Kenya as it was in the present study.

In Kenya, Mwiti (2011) pointed out that estimates indicate that at least one in every four Kenyans suffers from one form of mental-health related challenges. It is estimated that mental challenges affect at least 10million people in Kenya. According to him, online psychotherapeutic relationship would have been created to sensitize, educate clients to enhance wholeness and prevent addiction to medication.

Kenya Counseling Association (2011) noted that psychotherapy is ineffective and unless the therapist is genuinely caring, empathetic and has the ability to bond with the client. The current study identified the factors that contribute to online psychotherapeutic relationship in Teachers Training Colleges in Lake Region, Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter focuses on research methodology, design and the procedures used to collect information required to answer the questions posed in this study. The chapter describes the geographical location, Research population, sampling procedures, and sample size, instrumentation, reliability and validity, data collection procedures, data analysis and ethical consideration involved in the study.

3.1 Research Design

The study utilized a descriptive survey design to gather information as it is during the study period. Kothari (2011) observed that the purpose of descriptive survey design is to gather data that describes the state of affairs, as it exists at present. Descriptive survey usually involves a method of collecting data by interviewing or administering a questionnaire to a sample of individuals. Orodho and Kombo (2006) emphasized that it can be used when collecting information about peoples' attitudes, opinions, habits, or any of the variety of educational issues. The variables under investigation in the study include tutors' and trainees' attitude, availability of online resources, level of use, advantages, disadvantages and factors that contribute to online psychotherapeutic relationship between the tutors and the clients

3.2 Study Location

This Study was conducted in Teacher Training Colleges in the Lake Region, Kenya. The regions comprise Homa Bay, Kisii, Kisumu, Migori and Siaya Counties. The choice of the study location was necessitated by scanty documentation on the practice of online psychotherapy in teachers training colleges in Kenya. According to Kenya Vision 2030 (2007) the rapid urbanization in the Lake Region has led to rural urban-rural migration in search of social amenities that includes electricity. Due to the low income generating capacity, most households are unable to afford connection costs associated with rural electrification and therefore only 30% of the population has access to electricity. In terms of water infrastructure, opportunities exist to link the counties of Migori, Homa Bay, Siaya, and Kisumu through Lake Victoria.

According to Kenya Vision 2030 (2007), key development opportunities for the region lie in the currently underexploited natural resources. In addition, the numerous rivers in the region offer opportunities for the development of hydroelectric power, which may Harness sustained electricity supply to the national grid. The Lake Region has the potential for practice of online psychotherapy with special interest in public teacher training colleges.

3.3 Research Population

The population of the study comprised 2200 cases. The sample size used in the study consisted of 40 tutors and 327 trainees drawn from the five public teachers training colleges within the Lake Region. The colleges have both male and female students in their eight streams. This population has been exposed to curriculum in counseling and

computer studies and based on this background it was easy for them to interpret and understand the research questionnaire on online psychotherapy. Table 3.1 shows the number of students according to the various streams in the five colleges.

Table 3.1: Number of second year trainees in college

College code	Class								Total	%
	A	B	C	D	E	F	G	H		
01	56	59	60	58	59	61	61	58	471	21.4
02	97	97	97	99	98	97	97	97	772	35.1
03	46	46	46	46	46	46	46	46	362	16.5
04	18	18	18	18	18	18	18	18	143	6.5
05	58	56	58	56	56	56	58	58	452	20.5
Total	275	276	279	277	277	278	280	277	2200	100

Source: Teacher Training College, Deans' office 2015/2016

3.4 Sample Size and Sampling Procedures

The study was conducted in five (5) public teachers training colleges in the Lake Region, Kenya with a target population of two thousand and two hundred (2200) and a sample size of 327. According to the table by Kathuri and Pals (1993), (Appendix B) as cited by Ocholla (2014), for a population of two thousand two hundred (2200) a sample size of three hundred and twenty seven (327) is recommended as suitable. Kombo and Tromp, (2006) pointed out that sampling is the process of selecting a suitable sample of a population for determining the characteristics of the whole population. Sankaran and Bougie (2010) further noted that sampling is the process of selecting a sufficient number of the right individuals, objects, or events as representative for the entire population. Out

of 327 cases, 40 tutor counselors and 287 trainees were targeted to participate in the study.

The sampling techniques used in the selection of the trainees were stratified and simple random sampling. The various streams were taken to be strata and 287 trainees were selected from the eight streams from each of the five public teachers training colleges. The classes (strata) were further stratified into sub strata according to gender then followed by simple random sampling procedure for each gender to obtain an average of 7 cases from each of the eight second year classes. This made a total of 57 trainees from four of the colleges and 59 from the remaining college totaling to 287 from the five public teachers training colleges to participate in the study. Kothari (2011) pointed out that simple random Sampling is appropriate because every participant has an equal chance of inclusion in the sample.

Purposive sampling procedure was used to select 8 tutors from each college making a total of 40 tutors from the five public teachers training colleges. These eight tutors are in charge of the eight second year classes in each college as shown in Table 3.2. Out of the eight (8) tutors five (5) tutors were purposively selected to participate in the interviewed schedule. The tutors were purposively selected because they have a background of counseling practice and therefore were able to respond accurately to the questions posed to them by the researcher. According to Creswell and Clark (2011), purposive sampling procedure involves identifying and selecting individual or groups of individuals that are especially knowledgeable with the phenomenon of interest.

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Table 3.2: Distribution of respondents by college and by class

College					Class					Total	%
	A	B	C	D	E	F	G	H	Tutor		
01	6	7	7	8	7	8	7	7	8	65	19.9
02	7	8	7	7	8	7	8	7	8	67	20.4
03	8	7	7	7	7	7	7	7	8	65	19.9
04	7	7	7	7	8	7	7	7	8	65	19.9
05	7	7	7	7	7	7	8	7	8	65	19.9
Total	35	36	35	36	37	36	37	35	40	327	100

Source: Teacher Training College, Deans' office 2015/2016

3.5 Instruments of Data Collection

Data for the study was collected through a self-structured questionnaire and a predetermined interview schedule. A pre-determined interview schedule was specifically for the tutor counselors. These instruments were preferred because they were convenient, readily available and the participants were able to read, understand and interpret the instructions provided.

3.5.1 Development of Questionnaires

The questionnaires were self-structured. The purpose of the self-developed questionnaires was to ensure all the areas that the researcher intended to tackle were included in the study. Two separate questionnaires were made for the tutors and the trainees.

3.5.2 Description of the Questionnaires

The self-developed questionnaires were divided into five sections. The first section dealt with the personal information of the trainees and tutors. The researcher constructed the questionnaire and interview schedule based on the objectives, research questions, literature review, and consultation with the research supervisors of Rongo University in the Department of Educational Psychology. A Likert Scale was used in the questionnaires to collect quantitative data. The responses were evaluated and analyzed using Statistical Package for Social Sciences.

3.5.3 Development of Interviews

The questions used during the interviews were self-developed. Self-development allowed flexibility during the interviews and the questions were more direct. This was made specifically for the tutors.

3.5.4 Description of the Interviews

An interview is defined as verbal conversation that takes place between two individuals with the agenda of gathering relevant data that will be used in the research. Qualitative data was collected using this instrument. Tutors' interview comprised items that provided additional information on online psychotherapy practice in teachers training colleges (see Appendix H). These items included factors that influence online psychotherapy practice in teacher training colleges, tutors' commonly used mode of interaction with trainees, disadvantages and limitations of online psychotherapy practice and general views of

tutors and trainees on the practice of online psychotherapy practice in individual teachers training colleges.

3.6 Validity and Reliability of the Research Instruments

Mugenda and Mugenda (2009) noted that the quality of a research study depends largely on the accuracy of the data collection procedure. The instruments used to collect data must yield the type of data the researcher can use to accurately respond to his or her questions. In research there is need to maximize the reliability and validity of data collected. Reliability and validity exist in the data and the data collection techniques should yield information that is relevant and correct.

3.6.1 Validity of the Instruments

Mugenda and Mugenda (2009) defined validity as the degree to which results obtained from the analysis of data actually represents the phenomenon under study. Mugenda and Mugenda (2009) refer to Validity of instruments as the degree to which an instrument actually measures what the researcher intends to measure. The questionnaire was assessed for face validity and content validity. According to Pilot & Beck (2009) face validity explains whether the instrument measures the appropriate construct or what is supposed to measure. The research supervisors of Rongo University viewed the instruments to ascertain their face validity before they were used for the study. Bloomberg & Volpe (2008) described content validity as the adequacy of items for the construct to be measured. Criteria for evaluation of the instrument were based on technical soundness, clarification of questionnaire items and relevance to the study. The

researcher revised the questionnaire based on the recommendations suggested by the supervisors before using it in data collection.

3.6.2 Reliability of the Instruments

Mugenda and Mugenda (2009) noted that reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. Kothari (2011) explained that reliability can be tested by finding out about the data, for example if there is any bias of the compiler, the desired level of accuracy and if it was achieved. Reliability of the instrument was established by test retest procedure, which was done through piloting on selected respondents identical to the ones used in the study from a selected teachers training college. A simple random sampling procedure was used to select a sample size of 98 (30%) respondents to participate in the pilot study. According to Kombo and Tromp (2006), 30% of the study sample size is appropriate for the pilot study. The pilot study had the same characteristics with those included in the actual research. Frankel and Warren (2009) observed that a reliability test helps the researcher to minimize against random errors that may show inconsistency in measurements that can affect reliability. Reliability test therefore helps the researcher to deal with inaccuracy of instruments, unclear instructions, and interview biasness. A reliability index was +0.6 was determined which is within the acceptable threshold.

In this study, reliability of the instruments was obtained by computing Cronbach's Alpha α using SPSS as displayed in table 3.3

Table 3.3 Cronbach's Alpha Results for questionnaires

Scale	N of Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
Trainees'	47	0.711	0.704
Tutors	22	0.705	0.709

The values obtained revealed that the instruments were reliable for the study because they were greater than 0.6 which is within the acceptable threshold. Mugenda and Mugenda (2009) posit that a reliability coefficient of above +0.60 is adequate. The coefficient reliability for the trainees' questionnaire was 0.711, while the one for tutors was 0.705. Therefore, the instruments for both the tutors and trainees were reliable to generate required data.

3.6.3 Trustworthiness of the qualitative data

Lincoln and Guba (1985) posit that trustworthiness of a research study is important to evaluating its worth. Shenton (2004) explained that in trustworthiness the researcher seeks to satisfy four criteria as discussed below;

Credibility refers to the confidence in the truth of the findings of the research. In this study credibility established whether the results of the qualitative data relay the views of the participants. This was done by use of prolonged engagements with the tutors from the teachers training colleges. Clerke & Braun (2013) emphasized that prolonged engagement provides opportunity to build trust between the interviewer and the interviewee. The researcher remained persistent in observation of the interviewee for

verbal and nonverbal communication that enriched the interview. Triangulation permitted the researcher to use more than one method of collecting data thus, interviews and a questionnaire was used to collect data.

Transferability was used by the researcher to measure which findings can be applied in other contexts. Thick description was used in the questions asked which provided detailed data that ensured that the objectives of the research were met.

Bree & Gallagher (2016) explained that dependability shows that the findings are consistent and could be repeated. In order to ascertain reliability the researcher engaged in debriefing and checking how accurately participant's realities had been presented by the instruments. Participants were involved in assessing whether the interpretations of the research accurately represent their views. Conformability ability is the measure to which the results can be confirmed by various results of the study can be confirmed by various researchers. The trustworthiness criteria is summarized as displayed in Table 3.3.

Table 3.4: Lincoln & Guba's (1985) trustworthiness criteria & techniques

Criteria	Techniques
1. Credibility (internal validity)	➢ Prolonged engagement ➢ Persistent observation ➢ Triangulation (sources, methods, investigators) ➢ Referential adequacy (archiving of data) ➢ Member checks
2. Transferability (external validity)	➢ Thick description
3. Dependability (reliability)	➢ Overlap methods (Triangulation of methods) ➢ Dependability audit: examining the process of the inquiry (how data was collected; how data was kept; accuracy of data)
4. Conformability (objectivity)	➢ Conformability audit examines the product to attest that the findings, interpretations & recommendations are supported by data
All 4 criteria	➢ Reflexive journal (about self & method)

3.7 Piloting of Research Instruments

Pilot study was conducted to enhance the validity and reliability of the study. It was carried out in Kaimosi teachers training college in the western part of the Republic of Kenya. This institution was purposively selected because it has the same characteristics as the actual institutions that were used in the study. The sample size that was used for piloting was not included in the study population sample size. The questionnaire was assessed for face validity and content validity. According to Pilot & Beck (2009) face validity explains whether the instrument measures the appropriate construct or what is supposed to measure. Bloomberg & Volpe (2008) described content validity as the

adequacy of items for the construct to be measured. In this study, the researcher submitted the questionnaire to the research supervisors of Rongo University for viewing. Criteria for evaluation of the instrument were based on quality of judgment, clarification of questionnaire items and relevance to the study. The questionnaires were refined by in cooperating the views of the supervisors. Modifications by the supervisors were based on vague questions, grammatical errors and insufficient space for responses. The tutor counselors were equally prepared and interviewed to test the validity of the questions to be used in the study. The interview questions that had any deficiencies were refined before used in the main study. The researcher also sought the input of a statistician to ascertain whether any inadequacies that would challenge data analysis, after which he proposed no amendments to the questionnaires that were used in the study.

3.8 Data Collection Procedures

The researcher sought an introduction letter from the Dean, Graduate School, Rongo University to facilitate the acquisition of Research permit from the National commission of Science, Technology and Innovation, Nairobi to facilitate research authorization. The researcher made an appointment to visit the principals of Migori, Asumbi, Kenyenya, Ugenya and Bondo Teachers Training Colleges, in order to seek permission from college administrations, concerning data collection. On the agreed date, the researcher collected data in line with the research objectives and questions. The researcher administered the questionnaire and interview in person. Interviews between the researcher and the tutor counselors were recorded on tapes. The questionnaire took a period of three weeks while the interview schedule of thirty minutes, took two weeks. After the three weeks, the

researcher collected the questionnaires. Some of the questionnaires were not returned because of various reasons such as losing the papers. Also during the collection of the questionnaires some of the trainees were not present in the colleges.

3.9 Methods of Data Analysis

Both quantitative and qualitative data were analyzed

3.9.1: Quantitative Data Analysis

Data was cleaned, coded, organized and subjected to Statistical Package of Social Sciences (SPSS), version 20. According to Cohen, Manion and Morrison (2011) cleaning is the process of identifying, and removing the incorrect and inaccurate data. Editing was done to eliminate errors made by the respondents during data collection procedure. This method requires interpretation of the responses and it helps to edit unnecessary information provided by the respondents. Quantitative data was coded and entered in the computer for data analysis using SPSS. Quantitative data from closed ended questions was grouped and analyzed using descriptive statistics. Descriptive statistics entailed frequency counts and percentages to analyzed data obtained from the questionnaire. Frequency counts were computed for the data collected by use of tables to establish various distributions that may occur from the study. The results were presented using tables, pie charts and bar graphs.

3.9.2: Qualitative Data Analysis

Qualitative data from the interview schedule was analyzed based on themes. This method involves organizing the responses into themes, data editing and drawing conclusion from the responses. This involved the collection of information through interview. The

researcher tape recorded data in line with the in depth interview. The open ended responses were analyzed by listening to the recorded tapes at intervals. The researcher identified and categorized the themes for analysis.

Clerke & Braun (2013) provided a six phase guide as a useful framework for conducting analysis. The first step starts with familiarization with the data. The researcher started by reading and re- reading the transcripts. The researcher listened to the recorded tapes at intervals to identify the themes from the interview. The interview extract that forms this example can be found in appendix H. Initial ideas were noted down which provided the foundation for the subsequent analysis. In the second step the researcher generated initial codes and organized data in a meaningful and systematic way. Coding reduced data into small chunks of meaning. The researcher worked through each script coding every segment of the text that seemed to be relevant to the research question. Codes were generated and Microsoft excel was used to code and identify the themes. Bree & Gallagher (2016) explained how to use Microsoft excel to code and help identify themes. A sample of verbatim excerpts with themes and codes is found on page 82 of the thesis report. The third step involves interpretive analysis of the collated themes. In this case the researcher examined the codes and clearly fitted them together into a theme. For example there were several codes that related to attitude and why the respondents had a positive attitude towards online psychotherapy practice. The researcher collated these into an initial theme called positive attitude (PA). Step four involves identification of themes. During this phase of review, the researcher modified and developed the themes that were identified in step three. At this point the researcher identified gathered together all the

data that is relevant to each theme. This was done by cut and pasting using Microsoft excel as indicated by Bree & Gallagher (2016). In this step a clear and identifiable distinctions between themes was realized.

Phase five involves defining and naming the themes and potential subthemes within the data. In this step the researcher provided theme names and identified what each theme is all about. Some of the themes which the researcher identified were positive attitude towards online psychotherapy as it saves time and that respondents felt comfortable with online interaction. The other theme that emerged was convenience. The respondents felt it was the psychotherapist can be accessed easily regardless of the geographical location. The other theme which came up was lack of nonverbal cues where the respondents felt that there is no attachment between the therapists and the clients during the online psychotherapeutic process. In the last stage the researcher produced a report on the findings, which has been documented in the thesis report in chapter four on the qualitative analysis. In conclusion, the goal of thematic analysis is to identify themes and use them to address the research. Thematic analysis interprets and makes sense out of the available data.

Braun and Clarke's (2006) identified Six Simple Steps used to carry out a thematic analysis as summarized in table 3.4.

Table 3.5: Braun and Clarke's (2006) Steps for thematic analysis

STEP	Explanation
1. Familiarizing yourself with your data	This step requires the researcher to be fully immersed and actively engaged in the data by firstly transcribing the interactions and then reading (and re-reading) and listening to the recordings. Initial ideas should be noted down; this step provides the foundation for the subsequent analysis.
2. Generating initial codes	In this step the researcher identifies codes to represent data which is interesting and meaningful. Codes provide an indication of the context of the conversation.
3. Searching for themes	The third step involves interpretive analysis of the collated codes. Relevant data extracts are sorted according to overarching themes.
4. Reviewing themes	This step involves identification of themes. Data within themes should cohere together meaningfully, while there should be clear and identifiable distinctions between themes. Themes are checked and a thematic map is generated.
5. Defining and naming themes	This step involves refining and defining the themes and potential subthemes within the data. The researcher provide theme names and clear working definitions for each theme.
6. Producing the report	Finally, the analysis is transformed into an interpretable narrative by using vivid and compelling extract examples that relate to the themes, research question, and literature

Table 3.6: Sample of verbatim excerpts: Theme/subthemes and codes from

interview data analysis

Verbatim excerpts	Themes/subthemes	Code
I prefer counseling over the phone because it saves time, in that sometimes students cannot be able be in contact with me because we have a lot of work in college, so any time I am at home I have given them permission they can call me any time and it has saved me a lot of issues.(Tutor 1)	Positive attitude	PA
As I said before students can be able to meet me even at my comfort zone at home when I am doing my own things, I can spare sometime and talk to them through the phone if I didn't have time while in college. It is more accessible and convenient to them and to me. (Tutor 1)	Convenience	C
You may not be able to see the reactions of this learner because in most of the occasions when you are doing counseling, you are not capable of seeing the reaction of somebody. (Tutor 3)	Lack of non-verbal communication	LNVC

3.10: Ethical Considerations

Permission was granted from National Commission for Science, Technology and Innovation (NACOSTI) to carry out the research. The consent forms were signed by the participants involved in the study. Confidentiality of the participants was enhanced by the use of codes. The researcher assured the participants that the information given was only for the purpose of research and nothing else. The researcher orally justified the study, explained the voluntary participation right and requirements of the respondents in regard to the study. On the agreed date of data collection, the participants were requested to sign the consent forms. The consent forms indicated the rights, the procedure, voluntary participation and participants' anonymity. All documents were kept confidentially and could only be retrieved by the researcher

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

The purpose of this study was to examine online psychotherapy practice in public teachers training colleges in the Lake Region, Kenya. This chapter presents the analysis, findings and discussions of the collected data based on demographic information and research objectives of the study. Descriptive statistic was used to analyze the variables used in the study. Statistical Package for Social Sciences (SPSS) version 20, program was used to analyze the quantitative data. The results were displayed inform of percentages, charts and frequency tables. This chapter also displays results and discussions from interview schedule from five (5) purposively selected lead tutor counselors from the five public teachers training colleges. The chapter presents verbatim excerpts from the tutors' responses regarding online psychotherapy. Thematic approach was used to analyze the qualitative data from the tutors' responses.

4.1.1: Return rate and Demographic characteristics of the tutors and trainees

The first shows the return rate form the respondents;

4.1.1.1: Summary of return rate of the questionnaire

This area represents the outcome of the return rate of the questionnaire

Table 4.1.1.1: Summary of the return rate

	TUTORS			TRAINEES		
			Questionnaires			
College	Administered	Returned	Return Rate (%)	Administered	Returned	Return Rate (%)
1	8	7	17.5	57	55	19.2
2	8	5	12.5	59	47	16.4
3	8	7	17.5	57	48	16.7
4	8	6	15	57	50	17.4
5	8	5	12.5	57	50	17.4
Total	**40**	**30**	**75**	**287**	**250**	**87.1**

Source: Survey data (2017)

Table 4.1.1.1 shows that out of the 40 questionnaires administered to eight tutors from each of the five teachers training colleges, the return rate was at 75%. The findings further indicated that out of the 287 questionnaires administered to trainees from each of the five training colleges, 250 were returned. The return rate was 87.1%. According to Oso and Onen (2011), this return rate is within the acceptable threshold. This was achieved because the researcher went out to the respondents to collect data in person.

4.1.1.2: Gender of the respondent

In this item, the respondents were asked to state their gender. Gender was important in this study because it explained the interest and degree of openness of both male and female respondents in psychotherapy practice. The results showed that female respondents were more than the male respondents were as displayed in table 4.1.1.2

Table 4.1.1.2: Gender of the respondents

	Tutors		Trainees	
	Frequency	%	Frequency	%
Male	14	46.7	105	42
Female	16	53.3	145	58
Total	**30**	**100**	**250**	**100**

The results shows that both male and female tutor counselors had equal chances of participating in the study and that a larger percentage of participants were of female gender. Table 4.1.1.2 showed that 14 (46.7%) of tutor respondents were of the male gender while 16(53.3%) of the respondents were of the female gender. Table 4.1.1.2 also showed that there were 145 (58%) female respondents and 105 (42%) male respondents across the colleges involved. Romano and Kravitz (2005) noted that in primary care clinics women preferred female service provider. Reasons for preference of female therapists included feeling of comfort while talking to a female therapist unlike the male therapist. The respondents prefer a female therapist if their presenting problem was of personal nature. Blow, Timm and Cox (2008) indicated that a male therapist was preferred when the presenting problem was vocational in nature.

Table 4.1.1.2 indicates that catering for clients' preference for therapy can lead to a better psychotherapy engagement and outcome. However when receiving crisis services the client may not have the time to become acclimated to a male therapist. The American Psychological Association (APA) (2017) documented that counseling is a nurturing

profession and that women tend to be more collectivistic focused on serving the family

and the community, and this may confirm why they are more appointed for care services

than men in learning institutions. APA (2017) noted that women are drawn to psychology

because they perceive themselves as more empathetic than men. Therefore, the study

findings showed that there was a remarkable disparity in terms of participation and that

the gender of the tutors influenced their participation in the study either positively or

negatively.

4.1.1.3: Tutors' training in counseling

The researcher sought to find out whether the tutors have been trained in counseling

practice. Mutie and Ndambuki (2011) stated that currently there are many institutions that

offer training in guidance and counseling. They further noted that this training is offered

at certificate, diploma and degree levels. This therefore explains why the findings show a

high percentage of trained tutor counselors as displayed in figure 4.1.1.3
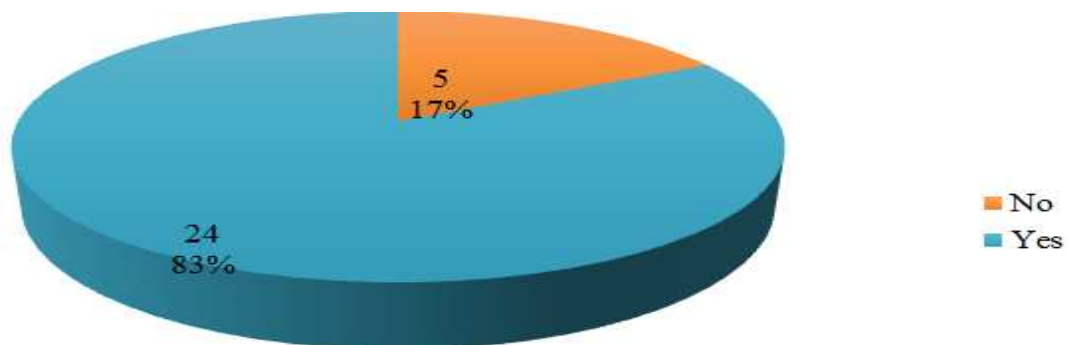
Figure 4.1.1.3: Tutors' Training In Counseling

Figure 4.1.1.3 revealed that 24 (83%) of the tutors were trained counselors, while 5(17%)

were untrained by the time the study was carried out. This is in harmony with the views

of Jackson (2009) who wrote that the level of training and preparedness in counseling

profession influence the level of counselors' response to diverse needs of the client. In addition, Sheeler (2008) observed that one can eliminate the grief associated with a loved one, but the manner of delivery of the information may have a lasting impact on the client. Therefore, it is critical for counselors to be trained and sensitized on basic counseling skills for effective professional psychotherapy process.

4.1.1.4: Work experience

The other area of research concern was tutors' work experience in guidance and counseling teachers training colleges. The research findings were as displayed in figure 4.1.1.4
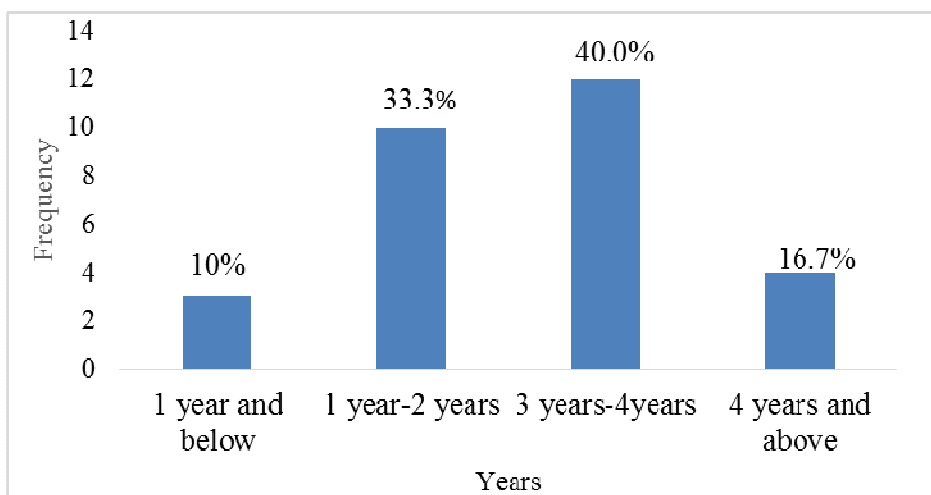
Figure 4.1.1.4: Tutors' work experience

From figure 4.1.1.4, it can be seen that 12 (40.0%) of the respondents have been working as tutor counselors for 3-4 years while 10 (33.3%) have been working as tutor counselors for 1-2 years. It is also noted that 5(16.7%) of the tutors have worked for 4 years and above and only 3 (10%) have worked as trained counselors for 1 year and below. Work

experience is important in the provision of guidance and counseling services because it enables the tutor counselors to relate effectively with the trainees. Thorn (2012) documented that when employees are experienced and empowered their confidence degree and self-reliance is increased. Work experience gives tutor counselors motivation and opportunities to take on challenging tasks. Tutor counselors with low work experience as shown in figure 4.1.1.4 identify their own skills and perhaps highlight the areas that they need to work on and provide understanding of their strengths and weakness.

4.1.1.5: Tutors' responses on provision on online service

In this area the tutors were asked to state how often they provide online psychotherapy services to the trainees. This item was significant in the study because it helped to explain the rate of interaction between the counselors and the client. When counselors are in contact with the trainees in and out of college, it enhances their availability when the trainees need attention. This is in agreement with the research finding as displayed in Table 4.1.1.5

Table 4.1.1.5: Tutors' frequency of Provision of online services

	Frequency	Percent
Daily	4	13.3
Once a week	8	26.7
Twice a week	10	33.3
Monthly	8	26.7
Total	30	100.0

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Table 4.1.1.5 showed that 10(33.3%) of the tutors provided online psychotherapy twice a week while those who provided once a week and monthly had a frequency of 8(26.7%). Tutors who provided online psychotherapy daily were at 4(13.3%). This is in agreement with the 2015-2016 Annual Report which recorded that at the University of Illinois counseling center, there was an increased demand for mental health services from colleges. The counseling center saw a total of 12,791 individual appointments and 4,590 group appointments which was a slight increase from the previous year. This confirms the research findings that there is a high demand for counseling services, hence increased availability of tutor counselors enhanced by online interaction.

The researcher also analyzed the quantitative data from the teacher trainees and the results were as explained below. The researcher analyzed two demographic characteristics of the trainees before looking at the study findings on the attitude of trainees towards online psychotherapy practice. The results were discussed below.

4.1.1.6: Age of the respondent per college

The researcher sought to find out the age of the trainees who participated in the study. The results showed that a large percentage of participants who took part in the study were within the age of 30 years and below. Age characteristic was important in this study because it enabled the researcher to identify which age is more prone to life challenges that require therapy and likely to spend more time on the internet. This result is in agreement with the views of National Health and Medical Research Council (2000) which reported that a large number of those who seek professional mental health are within the age of 16-25 years. The research findings were as displayed in table 4.1.1.6

Table 4.1.1.6: Age of the respondent

College	30 and below	31-35	36 and above	Total
1	46	3	1	50
2	49	1	0	50
3	38	7	2	47
4	44	9	0	53
5	28	19	3	50
Total	205 (82%)	39 (15.6%)	6 (2.4%)	250 (100%)

Table 4.1.1.6 showed that 205 (82%) of the respondents were aged 30 and below while those aged between 31 and 35 had a frequency of 39 (15.6%). The frequency of respondents who had 36 years and above was 6 (2.4%). College 3 had 49 trainees who had 30 years and below, while college 5 had 19 respondents aged between 31 and 35. College five (5) had three (3) respondents who were 36 years and above. This result confirms that most young people are always on the internet and can easily be reached by their therapists when attention is required.

4.2: Attitude of tutors towards online psychotherapy practice

The first objective of the study sought to establish the attitude of the tutor counselors towards online psychotherapy practice. They were asked to state whether they feel comfortable with online psychotherapy practice, whether they feel protected from the trainees' negative emotions during psychotherapy process, whether they prefer online

psychotherapy to face to face contact, and whether they are receptive to internet as a tool

for psychotherapy. The results are as displayed in Table 4.2.

Table 4.2: Attitude of the tutors towards online psychotherapy practice

ITEM	D	SD	N	A	SA	MEAN	SD
Feel comfortable	2 (6.7%)	0 (0%)	6 (20%)	16 (53.3%)	6 (20%)	3.80	0.99
Prefer online	1 (3.3%)	1 (3.3%)	5 (16.7%)	17 (56.7%)	6 (20%)	3.87	0.90
Emotional protection	0 (0%)	0 (0%)	5 (16.7%)	17 (56.7%)	8 (26.7%)	4. 10	0.66
Receptive to online	0 (0%)	0 (0%)	2 (6.7%)	16 (53.3%)	12 (40%)	4.33	0.61

Strongly Agree (SA) Agree (A) Neutral (N) Strongly Disagree (SD) Disagree (D)

Standard Deviation (SD)

Table 4.2 showed that 6 (20%) of the tutors strongly agreed while 16(53.3%) agreed that

they were comfortable with online interaction with the trainees. This is in line with

Rochlen, Beretvas, and Zack (2004) who conducted an instrument-development project

that addressed preliminary validation of measured attitudes toward online and face-to-

face counseling services. Factor analyses of the Online counseling Attitude Scale

(OCAS) and the corresponding Face-to-Face counseling Attitude Scale (FCAS) yielded

similar two-factor structures. Respondents expressed more favour for online counseling

rather than face-to-face contact. Preference was mainly due to privacy, anonymity,

emotionally safe environment, empowerment; equal relationship with therapist,

protection from negative counselor emotions, convenience, access, self-disclosure, freedom of expression, honest and openness. However the findings highlighted potential disadvantages of online psychotherapy, as feeling of being rushed, gap between the electronic mail from the counselee and response from the counselor, difficulty in expressing emotions, lack of emotional connection, lack of security and lack of nonverbal cues obtained as an outcome of face-to-face communication.

The next concern, the tutors were asked to state their preference either for online psychotherapy or face to face contact. The research findings indicated that most tutors preferred online psychotherapy rather than face to face contact as shown in table 4.2. Out of 30 tutor counselors, 17 (56.7%) agreed and 6 (20%) strongly agreed that they preferred online psychotherapy to face to face contact. This is in agreement with Cook and Doyle (2002) who conducted a study of 14 clients receiving online psychotherapy through either e-mail or chat. The therapeutic alliance was measured using the Working Alliance Inventory (WAI). The results indicated that participants felt a collaborative, bonding relationship with therapists. Results of WAI for the online group were compared to a face-to-face comparison group that was the small sample on which the WAI was initially validated. The total score was significantly higher for the online group as compared to the face-to-face group. These findings agree with the research claim that tutors prefer online psychotherapy rather than face-to-face contact.

The study further sought to find out whether the tutors feel protected from the trainees' negative emotions. According to Rochlen, Beretvas and Zack (2004) noted that individuals feel protected from trainees, negative emotions. Furthermore, online

psychotherapy is convenient, has easy access, and enhances self-disclosure, freedom of expression honest and openness. The findings show that 8 (26.7%) of the tutors strongly and 17(56.7) agreed that they feel protected from the trainees' negative emotions. 5 (16.7%) of the tutors showed that they were neutral, thus, they neither feel neither protected nor unprotected.

In the last item, the researcher sought to find out whether the tutors are receptive to online psychotherapy. This was important to this study because it would help the researcher to understand the status of online psychotherapy practice in teacher training colleges. The findings showed that most of the tutors were receptive to online psychotherapy practice at the time the study was carried out as displayed. Table 4.2 showed that 12 (40%) strongly agreed that they are receptive to internet as a tool for online psychotherapy in teachers training colleges. 16 (53.3%) of the tutors agreed that they are receptive to internet as a tool for online psychotherapy. This is confirmed by Mutie and Ndambuki (2011) who noted that guidance and counseling is becoming increasingly important and the art of psychotherapy has been embraced by religious bodies, psychiatrists and psychologists among others. They further observed that the government of Kenya is strengthening guidance and counseling through the ministry of education, private sector and non-governmental organizations. Those who had a neutral opinion had a frequency of 2 (6.7%) which showed that there is need for more exposure and sensitization on the use of online psychotherapy in teacher training colleges in Kenya.

The means obtained from the responses made when the respondents were asked if they feel comfortable with online interaction with the trainees and if they prefer online psychotherapy to face to face counseling were at 3.80 and 3.87. This indicated that the responses made were majorly on agreed position. The standard deviations obtained were 0.97 and 0.90 which are less than 1 indicating that the responses made were clustered around the means obtained which further supported the results discussed above. The means obtained when the tutors were requested to give their opinion on whether they felt protected from the trainees' negative emotions and if they are receptive to the internet as a tool for online counseling were at 4.10 and 4.33 which indicated that the tutors agreed and strongly agreed with the statements listed. The standard deviations obtained were 0.66 and 0.61 which are less than 1 showing that most of the response given were clustered around the mean obtained further supporting the results that showed that most of them agreed and strongly agreed with the listed statements.

From the findings, it was concluded that respondents were comfortable with online interaction with the counselors, they felt protected from the negative emotions and criticisms, they preferred online psychotherapy to face to face contact and that the respondents were receptive to the internet as a tool for online psychotherapy. Therefore, the study outcomes showed that respondents have a positive attitude towards online psychotherapy practice in their individual colleges though they cited limited online resources and services.

In order to get additional information on the practice of online psychotherapy, an in depth interview (see Appendix H) was conducted to the lead tutor counselors from the five public teachers training colleges within the Lake Region, Kenya. Tutor counselors were the ones who were in a position to provide data about online psychotherapy practice because they are in charge of guidance and counseling. Data from the respondents was organized and analyzed in line with themes that emerged from the interview. Themes, which emerged from the first objective, were positive and negative attitudes as discussed below

i) Positive attitude

Positive attitude refers to respondents' feelings that support and pay attention to the practice of online psychotherapy practice. The result indicated that most respondents said that they prefer online psychotherapy rather than face-to-face contact during the therapeutic process. This was supported by responses from tutor one (1) who said that;

> "I prefer counseling over the phone because it saves time, in that sometimes students cannot be able to be in contact with me because we have a lot of work in college, so any time I am at home I have given them permission they can call me any time and it has saved me a lot of issues. In addition online psychotherapy is more accessible and very convenient for me. I can reach my students even when I am away from college. Trainees are very positive about it in fact this time I'm even getting more people to counsel than the way it used to be." (Tutor 1)

The data collected from tutor one (1) revealed that tutors prefer online interaction with their trainees. It therefore indicated a positive attitude of tutors towards online psychotherapy practice. The verbatim excerpt revealed that the tutors do not have to be at site where the trainees are in order to interact with them. Teh, Acosta, Hechanova,

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Garabiles, and Alliana (2014) carried out a study on Attitude of Psychology Graduate Students Toward Face-to-Face and Online Counseling where they stated that online counseling was most preferred in terms of addressing issues about social stigma and anonymity. In their study, respondents also indicated openness in psychotherapeutic relationship, hence a positive attitude towards online psychotherapy practice.

ii) **Negative attitude**

Negative attitude refer to tutors' and trainees' feelings against the practice online psychotherapy practice. From the data, collected respondents cited a negative attitude towards online psychotherapy practice. Tutor (1) also cited that;

> *"Some of the students are negative and ignorant about online psychotherapy practice. Yes they need help but they are ignorant and some client may feel not confident enough that I will keep the information they are giving me."* (Tutor1)

The above verbatim indicates that some of the respondents reported a negative attitudes towards online psychotherapy practice. The reasons given included lack of confidence in the online process and ignorance. This information is in agreement with Young (2005) who investigated client's attitude towards online counseling and the results indicated that lack of privacy and confidentiality were cited as reasons for negative attitude towards online psychotherapy practice. UNESCO (2011) documented that online psychotherapy practice can be positive or negative depending on what the teachers and trainees feel and perceive about psychotherapy and that teachers have greater influence on clients. This suggests that if psychotherapy is to be advocated in schools then it should start with the teachers and the students will follow suit (Gourneau, 2012). The results of the study

therefore showed that tutors had both positive and negative attitudes towards online

psychotherapy practice in teacher training colleges in the Lake Region, Kenya.

Table 4.2.1: Attitude of the trainees on online psychotherapy practice

ITEM	D	SD	N	A	SA	MEAN	SD
Feel comfortable	10 (4%)	21 (8.4%)	20 (8%)	86 (34.4%)	113 (45.2%)	4.08	1.11
Prefer online psychotherapy	29 (11.6%)	20 (8%)	34 (13.6%)	82 (32.8%)	85 (34%)	3.70	1.34
Emotional protection	29 (11.6%)	20 (8%)	34 (13.6%)	82 (32.8%)	85 (34%)	3.45	1.31
Receptive to online psychotherapy	26 (10.4%)	36 (14.4%)	29 (11.6)	90 (36%)	69 (27.6%)	3.57	1.30

Strongly Agree (SA) Agree (A) N (Neutral) Strongly Disagree (SD) Disagree (D)

Table 4.2.1 showed that 10 (4%) and 21 (8.4%) of trainees disagreed and strongly

disagreed respectively that they feel comfortable with online interaction with their

therapists. The respondents who agreed and strongly agreed with the research claim were

86 (34.4%) and 113 (45.2%) respectively. Trainees who had a neutral opinion at the time

of the study were 20 (8%).The results showed that there was a significant number of

trainees who felt comfortable with online interaction with counselors. Chester and Glass

(2006) emphasized that internet has altered the interests of the trainees who spend most

of their time on the internet doing assignments, updating themselves on social media and

consulting their lecturers**.** This makes it easier for them to be reached by the therapists

whenever they need help, despite the difference in locations.

Table 4.2.1 further showed that there were 29 (11.6%) who disagreed with the research claim that they preferred online psychotherapy to face-to-face counseling while 20 (8%) strongly disagreed. Those who agreed and strongly agreed that they preferred online psychotherapy to face to face contact had frequencies of 82 (32.8%) and 85 (34%) while 34 (13.6%) had a neutral opinion. 10 respondents from college four (4) disagreed while six (6) of them strongly disagreed. 20 respondents from college three (3) agreed that they preferred online psychotherapy to face to face contact while 28 from college 1 strongly agreed. The growth of online interventions and interest in online help seeking has seen the development of an entire e-spectrum of interventions, (Rickwood, 2012).

In addition, the trainees were asked to state whether online psychotherapy protects them from the counselors' negative emotions and criticism. This was important because it enhances the psychotherapeutic relationship between the counselors and trainees. The results indicated that most trainees felt protected from the counselors' negative emotions and criticisms. This result has been reinforced by Young (2006) who pointed out that clients experienced a sense of freedom to express themselves online without fear of judgment from therapist's honesty and openness. The result showed that there were 29 (11.6%) who disagreed that they felt protected from the counselors' negative emotional criticisms on online psychotherapy while 20 (8%) strongly disagreed. Those who agreed and strongly agreed had a frequencies of 82 (32.8%) and 85 (34%) respectively. 34 (13.6%) had a neutral opinion on the research claim. As indicated in the literature review, this outcome is in agreement with King (2006) who documented that clients felt protected from negative counselor emotions and criticism during the counseling process.

Table 4.2.1 showed that 26 (10.4%) of the trainees disagreed that they were receptive to online psychotherapy practice while 36 (14.4%) strongly disagreed. 90 (36%) and 69 (27.6%) of the respondents agreed and strongly agreed that they were receptive to online counseling. Participants who had a neutral opinion were 29 (11.6%). This option is in agreement with the documentation of Murphy (2008) who argued that online counseling is a convenient service which can be provided at any time and clients can send messages whenever they feel most in need for therapy. Trainees use smartphones as avenues for interaction which reinforce the online psychotherapy practice. One is able to conduct group online psychotherapy over WhatsApp, Facebook, Telegram and email which are examples for social platforms by creating online groups where therapists can reach many clients at once.

The mean obtained from the analysis was 4.08. This showed that the average response made by the respondents was within agreed and strongly agreed responses. The standard deviation obtained was 1.11 showing that the values the respondents gave were close to the mean. This showed that most of the respondents agreed and strongly agreed that they feel comfortable with the online interaction with counselors. The means obtained from the responses made when asked if they prefer online psychotherapy to face to face counseling, if they felt protected from the counselor's negative emotions and if they were receptive to the internet as a tool for online counseling were at 3.70, 3.45 and 3.57. These results showed that the responses were in between neutral and agree options as seen in the standard deviations obtained were at 1.34, 1.31 and 1.30 which are greater than 1 showing that the responses given were spread out and not close to the means obtained.

Chester and Glass (2006) emphasized that internet has diverged the interests of the trainees who spend most of their time on the internet doing assignments, updating themselves on social media and consulting their lecturers. This practice has enhanced online interaction with tutor counselors.

From the findings of the discussed objective, it was concluded that respondents were comfortable with online interaction with the counselors, they felt protected from the negative emotions and criticisms, they preferred online psychotherapy to face-to-face contact and that the respondents were receptive to the internet as a tool for online psychotherapy. Therefore, the study outcomes showed that respondents have a positive attitude towards online psychotherapy practice in their individual colleges though they cited limited online resources.

4.3: Availability of online psychotherapy resources

In this area the tutors were asked to state whether the online resources are available in teacher training colleges. Areas of concern were whether online resources are available, whether trainees have access to online resources, whether the college has adequate resources and whether inadequate finance has led to insufficient online resources in the college. The findings were as shown in Table 4.3.

Table 4.3: Availability of online resources

ITEM	D	SD	N	A	SA	MEAN	SD
Availability of resources.	1 (3.3%)	0 (0%)	9 (30%)	13 (43.3%)	7 (23.3%)	3.83	0.91
Access to online resources	0 (0%)	0 (0%)	5 (16.7%)	16 (53.3%)	9 (30%)	4.13	0.68
Adequate online resources	0 (0%)	0 (0%)	3 (10%)	17 (56.7%)	10 (33.3%)	4.23	0.63
Inadequate finances	2 (6.7%)	2 (6.7%)	7 (23.3%)	16 (53.3%)	3 (10%)	3.50	1.11

Strongly Agree (SA) Agree (A) N (Neutral) Strongly Disagree (SD) Disagree (D)

In this item the researcher sought to find out whether online resources are available in individual teacher training colleges. It revealed that 7(23.3%) of the tutors strongly agreed and 13(43.3%) agreed that the resources are available in their colleges. The identified resources by the respondents included, computers, personal laptops and personal smart phones and telephone. Kombo (2012) explained that technologies may be divided into three groups, those that increase efficiency of running one's practice, such as photocopy and computers for word processing, those that enhance the provision of clinical services, such as telephone for emergency consultation and the emerging technologies.

In addition, Kothari (2011) confirmed that telephone interview method can be used to collect information in industrial surveys particularly in developed regions. He noted that telephone interview is faster, recall is easy, callbacks are simple and economical, a high rate of response, no field staff is required, and it is more flexible than other methods.

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However tutors who disagreed with the research claim had a frequency of 1 (3.3%) while those who took a neutral opinion had a frequency of 9 (30%. This showed that the college needs to purchase more equipment to meet the demand of online psychotherapy in teacher training colleges in Kenya.

In the next item the tutors were also asked to state whether the trainees have access to online resources in their colleges. Table 4.3 showed that 16 (53.3%) of the tutors agreed and 9 (30%) strongly agreed that trainees had access to online resources and services. However, 5 (16.7%) of the tutors remained neutral to this research claim. This result is in agreement with a study by Odera (2004) who stated that ICT gives learners access to rich materials and resources that make learning process interactive, practical and interesting. She further explains that ICT makes possible open-learning, virtual schooling and global education. This result challenges tutors should expose the trainees to the available online facilities.

The third item sought to find out whether individual colleges have adequate online resources that can be used for psychotherapy practice among teacher trainees in teacher training colleges. The findings of this research indicated that most teachers training colleges have adequate resources. According to Kenya Education Management Institute (KEMI) (2014) the President of the Republic of Kenya, His Excellence Uhuru Kenyatta, during his campaigns pledged to provide laptops computers for every class one pupil in Kenya public schools. This pledge is consistent with the current educational trends that will transform the learners into a digital age as the country moves forward the Vision 2030. Results showed that the 17 (56.7%) of the tutors agreed and 10 (33.3%) strongly

agreed that teacher training colleges have adequate resources for online psychotherapy practice in their individual colleges. 3 (10.0%) of the tutors indicated a neutral position showing that they were uncertain of their responses. This is in agreement with Allen (2003) who reported that e learning is a major application of ICT, it is interactive, effective, cheap and accessible from any part of the world. It is expected that an ordinary classroom is equipped with computers, floppy discs, compact discs (CDs), printers and relevant educational software.

The concern in the fourth item was to find out whether inadequate finances have led to limited online resources in teacher training colleges. The tutors' responses indicated that inadequate finances have led to limited online resources in most of the teachers training colleges. This result agrees with Education Insight (2006) which explains lack of connectivity to the telephone and electricity network remains a major obstacle to the e learning and psychotherapy in Kenya. It can be seen that 16 (53.3%) and 3 (10%) of the tutors agreed and strongly agreed that inadequate finances have led to insufficient online resources hence limited online psychotherapy practice in the colleges. The means obtained when the respondents were asked if ICT resources were available in their colleges and if inadequate finances have led to insufficient ICT resources were 3.83 and 3.50. The means revealed that the trainees were majorly neutral on the matter while some agreed with the statements listed above. The standard deviations obtained were 0.91 and 1.11, which indicated that the responses made by the tutors were close to the mean obtained and in the second deviation, they were spread out and not close to the mean. This is in line with Kenya Vision 2030 (2007) which documented that only 30% of the

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population has access to electricity due to low income generating capacity, whereby many people are unable to afford connection costs associated with rural electrification.

When asked if trainees have access to the college's ICT resources and if the college has adequate ICT facilities for trainees' use, the means obtained were 4.13 and 4.23 respectively. This meant that the tutors agreed and strongly agreed that trainees have access to the college's ICT resources and services. The standard deviations obtained were 0.68 and 0.63, which are less than 1 showing that the responses made were close to the mean and not spread out further supporting the conclusion made above.

From this objective qualitative data was collected from the tutor counselors and the following themes emerged and analyzed as shown below.

Types of online resources

A computer is an electronic device, which is able to receive data in a particular form and perform a sequence of operation in accordance with predetermined instructions and produce a result in form of information. A smart phone is a mobile phone that performs functions of a computer, that a touch screen interface, internet access, and an operating system capable of running downloaded application. The qualitative data identified the types of online resources that can be used for online psychotherapy practice. The tutors' responses revealed that the availability of resources such as personal laptop, availability of electricity, trained human resource in ICT, and personal smartphones which have the features that facilitate social interaction that have encouraged online psychotherapy practice in teacher training colleges.

Tutor from college one responded that:

> "There are different ICT equipment which can be used for counseling such as the phones, the laptops, in our college we have even the desktops but students have their own smart phones whereby we can use for counseling because there is a program called Skype that can be very good for communication. In my college most of my students have embraced the use of ICT for their communication. You find them most of time they do e-mailing using their ICT equipment. We also do printing in our college using the ICT equipment now that we have few printers in college we have a common place where we do all our printing and that is possible because of the Wi-Fi that is in our college" (Tutor1)

The above excerpt showed the availability of online resources and services. It also shows that tutors have access to the college resources as well as their own smartphones. Therefore, online communication is evident in the college, which is an indication of online psychotherapy practice. These findings are in line with Samuel, Wellington, and Mavellas (2016) who defines online resources as information handling tools, applications and services that are used to produce, store, process distribute and exchange information. Odera 2004) also reported that ICT gives a teacher access to resources and services that make learning interactive, learner centered and motivational. Therefore, tutors and trainees need to be equipped with knowledge in order to integrate technology in teaching, learning and psychotherapy process.

The researcher also investigated trainees' responses on the availability of online resources available in individual teachers training colleges. Items in this area included whether the online resources are available in individual teacher training colleges, whether the trainees have access to online resources, whether the teacher training colleges have adequate online resources for trainees' use in online psychotherapy practice and whether

the resources were user friendly. The outcome showed that online resources are available

in teachers training colleges. The results were as displayed in table 4.3.1.

Table 4.3.1: Trainees' views on availability of online psychotherapy

ITEM	D	SD	N	A	SA	MEAN	SD
Availability of resources	8 (3.2%)	4 (1.6%)	50 (20%)	97 (38.8%)	91 (36.4%)	4.04	0.96
Access	13 (5.2%)	12 (4.8%)	47 (18.8%)	121 (48.4%)	57 (22.8%)	3.78	1.02
Online resources	42 (16.8%)	42 (16.8%)	63 (25.2%)	63 (25.2%)	40 (16%)	3.08	1.32
User friendly	26 (10.4%)	20 (8%)	45 (18%)	108 (43.2%)	51 (20.4%)	3.52	1.22

Strongly Agree (SA) Agree (A) Neutral (N) Strongly Disagree (SD) Disagree (D)

This item sought to find out whether the teacher training colleges have online resources.

This was important because it helped the researcher to confirm the availability of online

resources before examining whether they were in use. The results showed that 8 (3.2%)

of the respondents disagreed that online resources are available in their colleges while 4

(1.6%) strongly disagreed. 50 (20%) of the respondents had neutral stand on the

availability of resources in their colleges. The result indicated that the respondents cited

availability of online resources in their individual colleges. However, Tan (2008) argued

that online psychotherapy is only relevant to those who have access to the internet and

have the skill to operate online equipment as cited by those who disagreed and strongly disagreed with the research claim.

The researcher also sought to find out whether the trainees have access to online resources. This was important to the study as it would allow access for online psychotherapeutic relationship. The number of respondents who agreed and strongly agreed that trainees have access to college online resources was at 121 (48.4%) and 57 (22.8%) respectively. According to the literature review, Sussman (2004) observed that one of the primary advantages of online therapy is its potential for increased access to online services. Online psychotherapy can bring services to persons in geographically isolated areas and those confined to their homes due to geographical limitations, transport challenges and family obligations. Blanchard (2013) observed that due to access to computers and the internet, online psychotherapy could be made readily available to all. A minimal percentage of 13 (5.2 and 12(4.8%) of the respondents disagreed and strongly disagreed respectively that they had access to the online resources. From the research findings, there is need for teacher training colleges to provide more online resources, which can be used for online psychotherapy practice.

This outcome was in harmony with Samuel, Wellington, and Mavelias (2016) who carried out a survey on Assessment of the availability and utilization of ICTs for teaching and learning in secondary schools, a case study of a high school in Kwekwe, Zimbabwe. The papers showed that computers, radios, televisions, network wireless technologies, interactive boards, internet, email, e-learning applications, video conferencing and

projectors were among the available resources for teaching and learning in secondary schools in Zimbabwe. In Kenya, several scholars have noted that schools psychotherapy in developing countries face many challenges. Owino and Odero (2014) noted that the major challenges faced by guidance and counseling services providers are, inadequate facilities, lack of trained personnel and time constrains. These studies are in agreement with the current study, which revealed that most of the teacher training colleges do not have sufficient online resources, which could also be used for online psychotherapy practice.

In the next section the researcher further sought to find out from the trainees whether the individual colleges have adequate online resources. It showed that respondents who disagreed and strongly disagreed had a frequency of 42 (16.8%) each, while 63 (25.2%) of the respondents had a neutral stand on the adequacy of Online resources in their colleges. The number of respondents who agreed and strongly agreed that their colleges had adequate online resources for trainees' use was at 63 (25.2%) and 40 (16%) respectively. Opie and Kastu (2000) emphasized on the integration of ICT in the curriculum and establishment of effective training of pre-service teachers in computer technology. Table 4.3.1 showed 26 (10.4%) of the respondents disagreed and said that ICT equipment in their college are not user friendly while 20 (8%) strongly disagreed. 45 (18%) respondents had a neutral stand on the user friendliness of their colleges' ICT equipment. Ademole and Adebowale (2013) carried out a survey in Nigeria on Audio-visual resources available and use of library services among college students in Lagos state of Nigeria. The results showed that the major obstacle faced is inadequate resources.

The number of respondents who agreed and strongly agreed that the ICT equipment in their colleges are user friendly is 108 (43.2%) and 51 (20.4%) respectively. This is in disagreement with Ademola and Adebowale (2013) who noted that lack of skill in the operation of audio- visual resources was great hindrance to the provision of services to the college trainees.

The mean obtained in the first item was 4.04, which showed that the responses given by the respondents were on average that they agree and strongly agree that ICT resources are available in their college. The standard deviation obtained was 0.96, which indicated that the respondents were close to the average obtained showing that the respondents agreed and strongly agreed that ICT resources are available in their colleges. The second and third item on table 4.3.1 had means of 3.78 and 3.08 showing that the respondents agreed and cited a neutral position that they have access to the college ICT resources and the adequacy of the ICT facilities for their use respectively. The standard deviations obtained were 1.02 and 1.32. This showed that the responses given by the respondents were not close to the mean but instead they were largely dispersed. The mean obtained from the responses was 3.52 showing that the respondents were neutral on the issue stated. The standard deviation obtained was 1.22 indicating that the responses given were spread out and not close to the mean. According to the results, most colleges had adequate online resources. Opie and Kastu (2000) that emphasized on the integration of ICT in the curriculum and establishment of effective training and psychotherapy practice for pre-service teachers in computer technology.

In conclusion, the study established that the results revealed online resources are available in teacher training colleges, though a limited number of respondents cited inadequate online resources in their colleges. The respondents have access to online resources and that online resources are friendly. Therefore, the study outcome of this objective indicates that resources, which can be used for online psychotherapy practice, are available in individual teacher training colleges.

4.4: Tutors' level of use of online services

The third objective established tutors' level of usage of online services. Items in this section included how frequently the tutors use online services, how confident they are in using online services and whether they need these services in teacher training colleges. This information was important to the study because it enabled the researcher understand whether the tutors have knowledge of online interaction that can enhance psychotherapy.

4.4.1: How frequent tutors used the listed services

The results were as displayed in table 4.4.1. The results were based on the scale; Very Frequently (4), Frequently (3), Occasionally (2), Very Rarely (1)

Table 4.4.1: Tutors' use of the listed services

ITEM	VR	OC	F	VF	MEAN	SD
Perform email services	2(6.6%)	5 (16.7%)	13(43.3%)	10(33.3%)	3.10	0.80
Perform e-learning services	4(13.4%)	8 (26.7%)	12(40%)	6(20%)	2.70	0.98
Perform Communication services?	0(0%)	7 (23.3%)	16(53.3%)	7(23.3%)	2.87	0.82

Very Frequently (VR), Frequently (F), Occasionally (OC), Very Rarely (VR)

In the first item, the researcher sought to find out the frequency of tutors use of email services. Table 4.4.1 indicated tutors' frequency of the use of email services with 13 (43.3%) while those who very frequently performed email services were at 10 (33.3%). Those who performed email services occasionally were at a frequency of 5 (16.7%). This confirms that tutors have been introduced to online services and they have access to their clients. Maheu (2003) expressed that e-mail can be used to remind both the therapist and the client of issues previously expressed. This aspect allows both the client and the therapist time to fully reflect on issues discussed in previous correspondence and to explore the clients' progress at various stages in the course of treatment. However this is contrary to what he pointed out that the use of e-mail services as a psychotherapy medium is not yet fully understood and established in many institutions which is in agreement with part of the result finding that showed that 2 (6.6%) of the trainees who performed email services very rarely.

In this area, the tutors were asked to state how often they performed e learning services in their individual colleges. The results were based on the scale;

Very Confident (4), Confident (3), Somehow Confident (2), Not Confident (1)

The findings indicated that most tutors frequently performed e-learning services in their individual colleges as shown in table 4.4.1. It showed that there were 12 (40%) tutors who frequently performed e- learning services while those who occasionally performed e- learning services were 8 (26.7%) at the time when the study was carried out. The number of those who perform e-learning services very frequently had a frequency of 6 (20%) while those who performed very rarely had a frequency of 4 (13.4%). This result is in agreement with MOE (2006) that outlined strategies to promote the development of e-learning resource, facilitate public-private partnerships to mobilize resources in order to support e-learning initiatives, promote distance education and virtual institutions in higher education and training, promote the establishment of a national ICT center of excellence, integrate e-learning resources with other existing resource.

The next item sought to find out the tutors' frequency in performing communication services in their individual colleges. The findings indicated that a significant number of tutors frequently performed online communication services. This showed that the tutors who frequently perform online communication services were 16 (53.3%) while those who occasionally perform it were 7 (23.3%) at the time of the study. The frequency of tutors who performing communication services very frequently were at 7 (23.3%) at the time when the study was carried out. The means obtained when the tutors were asked how frequently they performed communication and e-learning services are 2.87 and 2.70. This

showed that the tutors' responses were majorly that they performed the service occasionally and frequently. The standard deviations obtained were 0.82 and 0.98, which were less than 1 showed that the responses made were clustered around the means, showing that the tutors occasionally and frequently performed communication and e-learning services. Maheu (2003) argued that online counseling is a convenient service, which can be provided at any time, and clients can send messages whenever they feel most in need of therapy.

When asked how frequently email services are performed, the mean and standard deviation obtained were 3.10 and 0.80. The mean obtained indicated that the tutors majorly performed email services frequently and very frequently. The standard deviation obtained was less than 1 which indicated that the responses made were majorly clustered around the means hence in agreement that respondents very frequently and frequently performed online services.

4.4.2: Tutors' confidence in performing the listed online services

The second concern in this area established tutors' confidence in performing online services. The results were as displayed in table 4.4.2. The results were based on the scale;

Very Confidence (4), Confidence (3), Somehow Confidence (2), Not Confidence (1)

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Table 4.4.2: Tutors' confidence in performing the listed online services

ITEM	NC	SC	C	VC	MEAN	SD
Performing e-mail services	0 (0%)	8 (26.6%)	16 (53.3%)	6 (20%)	3.06	0.69
Performing e-learning services	2 (6.7%)	10 (33.3%)	14 (46.7%)	4 (13.3%)	2.77	0.68
Performing communication services	0 (0%)	5 (16.7%)	15 (50%)	10 (33.3%)	2.73	0.74

Very Confident (VC), Confident (C) Somehow Confident (SC), Not Confident (NC)

The first item sought to find out the level of confidence in performing e-mail services. The result indicated that tutors had confidence in performing e-mail services in teachers training colleges in the Lake Region, Kenya. Table 4.4.2 showed that tutor who confidently performed electronic mail services were at 16 (53.3%). Table 4.4.2 showed that 8 (26.6%) are somehow confident and 6 (20%) were very confident in sending and receiving e-mail. However, this is contrary to Tan (2008) who argued that online services are only relevant to those who have access to internet and knowledge about online equipment and services. In this next area, the respondents were asked to state whether they were confident in performing e-learning services. It showed that tutors who were confident in performing e-learning service were 14 (46.7%) while those who were not confident at all are 2 (6.7%). Table 4.4.2 further showed that 10 (33.3%) and 4 (13.3%)

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were somehow confident and very confident respectively in performing e-learning service.

The next item of the study sought to find out the tutors' confidence in performing communication services. It shows a frequency of 15 (50%) of tutors who were confident in performing communication services while 5 (16.7%) of them said they are somehow confident in performing of the online communication services. 10 (33.3%) of tutors agreed that that they were very confident in performing communication service. The means obtained were 2.73 and 2.77 respectively. This indicated that most of the tutors were somehow confident and confident in performing communication and e-learning services. The standard deviations obtained were 0.74 and 0.68, which were less than 1, showing that the responses were not spread out but clustered around the mean. This result supports the conclusion confident that, tutors were confident in performing communication and e-learning services. When the tutors were asked how confident they were in performing the email services, the mean obtained was 3.06. This average showed that the tutors were confident in performing e-mail services. The standard deviation obtained is 0.69, which is less than 1 showing that the tutors' responses were close to the mean. This is in line with Hechanova (2014) described two generations of internet users as those below the age of 20 and above the age of 40. He noted that these generations are open to share their feelings and personal issues by use of online services. They have confidence in performing the services and in future online psychotherapy practice may become a viable option to face-to-face contact.

The third concern in this area established tutors' level of need for online services. The results were based on the scale; High need (4), Moderate need (3), Low need (2), No need (1) .The results were as displayed in table 4.4.3.

Table 4.4.3: Tutors' need for the listed online services

ITEM	NN	LN	MN	HN	MEAN	SD
Need for email	0 (0%)	0 (0%)	18 (60%)	12 (40%)	3.27	0.64
Need for e-learning	0 (0%)	5 (16.6%)	15 (16.6%)	10 (33.3%)	3.47	0.51
Need for communication	0 (0%)	0 (0%)	13 (43.3%)	17 (56.7%)	3.13	0.90

No Need (NN), Low Need (LN), Moderate Need(MN), High Need(HN)

In this item, the researcher sought to find out the tutors' level of need for email services. The outcome showed that tutors need email services in their colleges. Table 4.4.3 showed that 18 (60%) of the tutors had moderate need for e-mail services and only 12 (40%) have a high need for it. This is contrary to Maheu (2003) who pointed out that the use of e-mail as a therapeutic medium is yet to be understood even though most tutors indicated that they highly needed email services in their colleges.

In the next concern, the tutors were asked to state whether they need e-learning services. Table 4.4.3 showed that 15 (50%) of tutors had moderate need, 5 (16.6%) had low need while 10 (33.3%) had high need for e-learning services. This was confirmed by Odera (2004) who reported that ICT gives a teacher access to resources and services that make

learning interactive, practical and interesting. In the next item in this area, the researcher sought to find out whether the tutors need communication services in their individual colleges. Table 4.4.3 showed that tutors who had a high need for communication services had a frequency of 17 (56.7%) while those who had a moderate need for it are 13 (43.3%). NIHM (2016) pointed out that the use of telephone, internet and mobile phone services involves a therapist providing help at a distance, it has seen tremendous growth in the world today and it is impossible to undermine its impact in teachers training colleges. The means obtained for email and e-learning services were 3.27, 3.47 and 3.13 respectively. The means obtained indicated that the tutors have moderate and high need for the services listed in table 4.4.3. The standard deviations obtained are 0.64, 0.51 and 0.90 which are all less than 1 showing that the responses made were close to the mean obtained further showing that the tutors' need for these services were moderate and of high need.

From the qualitative data the respondents were asked to state which online services were mostly used in the individual colleges? The respondents cited mobile phones as the most commonly used mode of communication during counseling process, followed by the use of email. In all these services, there was evidence of high usage by the trainees. Themes, which emerged from the collected data, were;

i   Frequently used online services

The frequently used online services refer to the mode of services commonly used by the tutors and trainees in their interaction. The commonly used mode of services listed by the

respondents included the smart phone and emails. Tutor two (2) and tutor four (4) stated that;

> *"Yes i have counseled most of my students over the phone. Anytime I have counseled students over the phone, I have found that it was more positive"* *(*Tutor 2).

Tutor four (4) said that;

> "I *have done counseling through phone and the email and   it was interesting"* *Sometimes the trainees send me emails and I respond.* (Tutor 4)

From this response, it is clear that, use of smartphone was the most preferred mode of communication because it is readily available to both the tutors and the trainees. The verbatim excerpt revealed that the trainees were positive about the use of smartphones and emails in their communication with their clients. This data is in agreement with Kerry and Claire (2014) who observed that mobile phone text counseling offers an opportunity to engage young people in psychotherapeutic relationship. Callahan and Inckle (2012) conducted interviews with counselors and a focus group with young people about online and mobile phone counseling and their findings suggested that online therapeutic conversations the youth dealt with sensitive topics than face-to-face sessions. According to them youths feel less intimidated and empowered when talking to an online counselor. Kothari (2011) also confirmed that telephone interview method can be used to collect information, telephone interview is faster, recall is easy, callbacks are economical, no field staff is required and it is more flexible than other methods of communication.

ii Confidence in the use of online services

Confidence in the use of online services in this study refers to the ability for tutors to use the phones and email in there communication with the trainees without fear, when they need attention. Tutor one (1) who said that confirmed this;

> "In my college most of my students have embraced the use of ICTs, for their communication. In fact, I have created what app group counseling for my students. Anytime they want to talk to me, the students can post concerns and I will be able to respond. I have trained them on how to use online services" (Tutor 1).

The respondents confirmed that they had confidence in the use of online services provided by the college and by individual tutors and that, they can interact anytime, anywhere. The group service enables the tutors to reach many clients at the same time. This data is in agreement with Hechanova (2014) observed that young people appear more open to share personal feelings and information on social media. This data is also in agreement with Perle (2011) who explained that despite the limited evidence on online services, there are a number of strengths and benefits associated with online service delivery. Therefore, it is clear that users of these services have confidence in online service delivery.

iii Need for the online services.

In this study for online services means that tutors felt that phones and email services are valuable, especially for online psychotherapy practice .The respondents confirmed that there was need for these services in the colleges. Tutor four (4) said that,

> "Everyone in the institution should get access to online services. And the school should put up resources that will make this possible. And then the teacher counselors also need some kind of training or sensitization on the same because the few teachers that are interested in counseling services lack the ICTs know-how and the way to do the counseling through whatever means. So this is something that needs to be extended to the colleges also. I will encourage all trainers to be encouraged to use online services because as I told you I am getting more clients through online than the way we used to do it face to face. Clients and the trainees should embrace this method of online counseling."(Tutor4).

This data implies that online services play a key role in interaction between the counselors and the clients. The verbatim excerpt showed that all institutions should provide access to online services. This data is in line with Zur (2012) who documented that email, research and e-learning online services are significant in young clients who can easily send text information with intimate details to the counselors when they need attention. This is in agreement with participants' responses.

The researcher analyzed the trainees' level of use of online services in individual teachers training colleges and the results were explained below.

The first area sought to examine the teacher trainees' level of use of online services in teacher training colleges. Areas included in this objective were, trainees' frequency of use of email, e-learning and research services, it also included trainees' confidence in performing email, e-learning and research services. This result showed that trainees

needed email, e-learning and research services in teacher training colleges. This area was important to the study because it enabled the researcher to understand the trainees' level of use in online psychotherapy practice as shown in table 4.4.4

Table 4.4.4: Trainees' level of usage of online services

ITEM	VR	OC	F	VF	MEAN	SD
Research services	42 (16.8%)	66 (26.4%)	97 (38.8%)	45 (18%)	2.57	0.97
E-mail services	41 (16.4%)	62 (24.8%)	106 (42.4%)	41 (16.4%)	2.57	0.94
E-learning services	20 (8%)	36 (14.4%)	68 (27.2%)	126 (50.4%)	2.60	0.99

Very Frequently (VR), Frequently (F), Occasionally (OC), Very Rarely (VR)

In this item the trainees were asked to state the frequency of engagement in research services in their individual colleges. Research services were important in this study because as trainees research on their work, they can also be encouraged to interact with their counselors. The outcome indicated that there was a high level of trainees' frequency of engagement in research services in teacher training colleges. This finding agrees with PEW (2012) report that adults have consistently shown that search engine use tops the list of the most popular online activities, along with email. The report further observed that currently, 91% of online adults use search engines to find information on the web up from 84% in 2004. Table 4.4.4 showed that 42 (16.8%) of the respondents performed research services very rarely while 66 (26.4%) of them occasionally perform the service. The frequency of those who frequently performed research services was 97 (38.8%) and 45 (18%) for those who perform it very frequently. PEW (2017) reported that students

use the internet and own technological devices than the rest of the population. The report further indicated that 100% of college students are internet users and this can provide easy access for interaction with their tutor counselors when they need attention. This information is in harmony with Bada (2013) who explained that technologies in psychotherapy practice have improved service delivery in terms of reaching many students. The enhancement of online psychotherapy will ease the work of the tutors and provide time for other engagements in the college.

In this area the respondents were also asked to state the level of frequency in performing e-mail services. The outcome showed that a significant number of trainees performed e-mail services frequently in their individual colleges. This result is in harmony with findings of McKinsey Global Institute (2016) which reported that an average employee spends 13 hours a week reading and responding to email. Table 4.4.4 showed that 41 (16.4%) respondents perform e-mail services very rarely while 62 (24.8%) of the respondents performed it occasionally. The frequency of respondents who frequently performed the services was 106 (42.4%) while 41 (16.4%) of them performed them very frequently. According to Radicati's Statists Report (2015), there were 2.6 billion email users in 2015. This number is expected to grow to over 2.9 billion by the end of 2019. The report also predicts that the average number of email accounts will increase from 1.7 to 1.9 per email user. This is in agreement with the research findings that most respondents frequently and very frequently use e-mail services and can be easily reached by the counselors. The outcomes agree with Myjoyonline (2014) reported that the counselors' school engagement with students is limited within the confines of the school

and he does not conduct counseling services for students in remote areas due to the isolated geographical location.

The next item sought to find out the trainees' frequency in performing e-learning services. E-learning was important in this study because as the trainees perform research on classwork they can also interact with the counselors and enhance online psychotherapy. The findings indicated that most trainees had a high frequency of performing e-learning services in teachers training colleges. The findings from table 4.4.4 showed that 20 (8%) of the respondents very rarely performed e-learning services while 36 (14.4%) performed it occasionally. 68 (27.2%) of the respondents frequently performed e-learning services and 126 (50.4%) of the respondents performed e-learning services very frequently. The means obtained in the items in this section were 2.57, 2.57 and 2.60. The means obtained show that the average responses made was that the respondents performed the above services occasionally and frequently. The standard deviations obtained were 0.97, 0.94 and 0.99, which were less than 1. This means showed that the responses made were close to the averages obtained.

Noesgaard and Orngreen (2015) agreed with the results in the current study, as he observed that currently learners are well versed in the use of smartphones, text messaging and the internet participation. This provides a platform for online interaction between the trainees and the tutor counselors during online communication when they require attention. This is in line with the current study findings, which showed that most trainees performed e learning in teacher training colleges in Kenya very frequently and frequently.

4.4.5: Trainees level of confidence in online services

The next concern in this area established tutors' confidence in performing online services. The results were as displayed in table 4.4.5. The results were based on the scale; Very Confidence (4), Confidence (3), Somehow Confidence (2), Not Confidence (1)

Table 4.4.5: Trainees level of confidence in online services

ITEM	NC	SC	C	VC	MEAN	SD
Confident in research	34 (13.6%)	69 (27.6%)	85 (34%)	62 (24.8%)	2.70	0.98
Confident in e-mail services	33 (13.2%)	62 (24.8%)	92 (36.8%)	63 (25.2%)	2.75	0.97
Confident in e-learning services	2 (0.8%)	25 (10%)	68 (27.2%)	155 (62%)	2.66	0.99

Not Confident (NC), Somehow confident (SC), Confident(C), Very Confident (VC)

In the next item, the respondents were required to state whether they are confident in performing research services. This was important to this study because it would enhance trainees' effectiveness in performing online psychotherapy in teacher training colleges. The results showed that most trainees were confident in performing research services by the time when the study was carried out. PEW (2012) indicated that students have access to a well balance of perspectives that engages their critical thinking skills and allows them to formulate their own stances and arguments. Table 4.4.5 showed that 34 (13.6%) respondents were not confident at all in performing research services while 69 (27.6%) of the respondents said, they were somehow confident in performing research service. The number of respondents who are confident in research service was 85 (34%) and those

who are very confident were 62 (24.8%) respondents. PEW (2012) further reported that 66% of adult search engine users say search engines are an unbiased source of information and 55% say that the quality of search results is getting better over time and this has increased their knowledge.

In the other item the respondents were asked to show their level of confidence in performing e-mail service. Table 4.4.5 showed that 33 (13.2%) of the respondents were not confident at all, while 62 (24.8%) of the respondents were somehow confident in performing e-mail services. 92 (36.8%) of the respondents were confident at e-mailing while 62 (24.8%) of the respondents were very confident at performing e-mail services. These results are supported by Kleflava and Giota (2014) documented that social media is becoming more embedded into our everyday lives, changing how people interact both personally and professionally. This is in agreement with the study results which showed that even though most respondents cited high level of confidence in performing email services, there is need for training in ICT in order to improve participation.

The next research question sought to find out trainees' confidence in performing e-learning services. This area was important in the study because it indicated the trainees' confidence in performing e learning that influence online psychotherapy practice. Table 4.4.5 showed that 2 (0.8%) of the respondents cited that they were not confident at all in performing e-learning services while 25 (10%) respondents are somehow confident in performing the service. 68 (27.2%) and 155 (62%) respondents said they were confident and very confident in performing e-learning services. The means obtained from the items above were 2.70, 2.75 and 2.66. This showed that the average responses made were that

the respondents were somehow confident and confident in performing the services listed above.

The standard deviations obtained are 0.98, 0.97 and 0.99, which are less than 1 showing that the responses made were close to the averages obtained. This means indicated that responses given by most respondents were somehow confident and confident in performing the services listed. Gale (2012) noted that there are hundreds of online services that offer access to information, that mobile learning is becoming increasingly popular with learners having one if not more mobile devices in their possession. Therefore, they have access to information that facilitates learning and psychotherapy practice. This report reinforces the study outcome that most of the respondents had confidence in performing e-learning services, which increase high chances of interacting with counselors when they need therapy.

4.4.6: Trainees' need for the listed online services

The third concern in this area established trainees' level of need for online services performing online services. The results were as displayed in table 4.4.6. The results were based on the scale; High need (4), Moderate need (3), Low need (2), No need (1)

Table 4.4.6: Trainees' need for online services

ITEM	NN	LN	MN	HN	MEAN	SD
Do you need research services?	14 (5.6%)	29 (11.6%)	70 (28%)	137 (54.8)	3.32	0.89
Do you need email services?	19 (7.6%)	33 (13.2%)	79 (31.6%)	119 (47.6%)	3.20	0.94
Do you need e-learning services?	15 (6%)	20 (8%)	50 (20%)	165 (66%)	3.09	0.98

No Need(NN), Low Need(LN), Moderate Need(MN), High Need(HN)

This area sought to examine the trainees 'need for research services. This area was useful to this study because it informed the trainees' desire for research that would influence the practice of online psychotherapy. Table 4.4.6. showed that 14 (5.6%) of the respondents indicated no need for research services while 29 (11.6%) respondents had low need for the service. 70 (28%) and 137 (54.8%) respondents cited moderate need and high need respectively for research service. PEW (2012) documented students who live in households with incomes below the poverty line agree that the internet allows them to be self-sufficient researchers. The internet allows students to conduct quick tangential searches when they come across information they do not understand in the course of research and this can create an avenue for online interaction with the therapists. This is in line with the research results that showed a significant number of respondents who agreed and strongly agreed that there is need for research services in teacher training colleges.

In the next item, the researcher sought to find out whether the trainees' had need for email services in their individual teacher training colleges. The results indicated that most trainees agreed that they needed the email services in their individual colleges and results were summarized and displayed in table 4.4.6. Table 4.4.6 revealed that 19 (7.6%) of the respondents had no need for e-mail services while 33 (13.2%) respondents had low need for the service. 79 (31.6%) and 119 (47.6%) respondents had moderate need and high need respectively for e-mail services respectively. According to Zur (2012), email service is significant in young clients who can easily send a text with intimate details to the counselors when they need attention. This in agreement with respondents who cited that

they needed email services in teachers training colleges, which could enhance online psychotherapy practice among the teacher trainees and tutor counselors.

The trainees were asked to state whether there was need for e learning in teacher training colleges. This was important to this study because it would inform the value for e learning and interaction in teacher training colleges that would enhance learning and online psychotherapy practice among the teacher trainees. Table 4.4.6 showed that 15 (6%) of the respondents cited no need for e-learning services while 20 (8%) respondents had low need for the services. In addition 50 (20%) and 165 (66%) respondents noted moderate need and high need respectively for e learning. The means obtained in the items shown in table were 3.32, 3.20 and 3.09. These averages show that the respondents have moderate and high need for the services listed in table 4.4.6. The standard deviations generated were 0.89, 0.94 and 0.98, which were all less than 1. This indicates that the responses given by the respondents were close to the mean obtained, further showing that most of responses given were that respondents have moderate and high needs for the services.

According to Noesgaard and Orngreen (2015) e-learning offers the ability to share material in all kinds of formats such as videos, slideshows, word documents and PDFs. Conducting webinars (live online classes) and communicating with professors via chat and message forums is also an option available to users. E learning provides the learners with the ability to fit learning around their lifestyles. E learning therefore offers an alternative that is faster, cheaper and potentially better. This view was supported by a study carried out by Nduisi and Udo (2013) who reported that students were motivated to

use electronic information resources in their libraries, even though they cited insufficient computers and limited network. This agrees with the research findings that the respondents cited high need for e learning, which eventually can enhance online psychotherapy practice as they also communicate with their counselors.

In conclusion, the study found out that the respondents frequently performed research services, frequently performed e-mail services, and frequently performed learning services. It was also found that respondents were confident in performing research services, email services and e-learning services. The study further showed high need for research services, email services, and e- learning services. Therefore, the study revealed that a high level of trainees' use online services which is an advantage for online psychotherapy practice in teacher training colleges

4.5: Advantages and Disadvantages

This area sought to examine the advantages of online psychotherapy. Items discussed included accessibility, protection from clients' emotional reactions, convenience of online psychotherapy and cost of online psychotherapy. The tutors were asked to state the level of agreement of these advantages on online psychotherapy. The findings were as displayed in table 4.5.

Table 4.5: Advantages of online psychotherapy practice

ITEM	NI	LI	M	I	VI	MEAN	S.D
Enhances accessibility for interaction	1 (3.3%)	3 (10%)	14 (46.7%)	8 (26.7%)	4 (13.3%)	3.37	0.96
Protection from counselor's emotions	0 (0%)	3 (10%)	13 (43.3%)	10 (33.3%)	4 (13.3%)	3.50	0.86
Enhances convenience	0 (0%)	1 (3.3%)	10 (33.3%)	11 (36.7%)	8 (26.7%)	3.87	0.85
Cheaper versus face to face counseling	0 (0%)	1 (3.3%)	8 (26.7%)	14 (46.7%)	7 (23.3%)	3.90	0.80

Not Important (NI), Less Important (LI), Moderate (M), Important (I), Very Important (VI)

The first item sought to find out the intensity of the importance of accessibility as an advantage of online psychotherapy practice in teacher training colleges in the lake region, Kenya. Tutors responses showed accessibility as a moderate and important advantage of online psychotherapy practice. This result is in agreement with Sussman (2004) who noted that one of the primary advantages of online psychotherapy is its potential for increasing access to online services. It can bring services to persons in geographically isolated areas, those with physical limitations and transportation difficulties. Table 4.5 showed that 14 (46.7%) of the tutors had a moderate opinion on the matter that ICT enhances accessibility for interaction while 8 (26.7%) considered it important. The result further noted that those who indicated less importance and very important had a frequency of 3 (10%) and 4 (13.3%) respectively, while only 1 (3.3%) considered it as of

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no importance. Generally, the tutors' responses indicate that accessibility is a key advantage of online psychotherapy.

This area sought to find out whether the tutors' protection from the trainees emotional reactions was an important advantage of online psychotherapy. A significant number of tutors cited protection from trainees' negative emotional reactions as an advantage of online psychotherapy practice. This was confirmed by Suler (2009) who explained that it is easier to eliminate stigma and to disclose sensitive information via the computer since certain social markers such as age, gender and ethnicity are removed. Table 4.5 showed that the number of tutors who consider it important that they are protected from the counselor's negative emotional reactions had a frequency of 10 (33.3%) while those who cited very important had a frequency of 4 (13.3%). Those who said it was moderate had a frequency of 13 (43.3%) while 3 (10%) said it was of less importance that the tutors are protected from the trainees' negative emotions reaction.

The study further sought to find out whether convenience was an important advantage in online psychotherapy practice in teacher training colleges. A significant number of tutors indicated that the importance of convenience cannot be undermined in online psychotherapy as shown in table 4.6.1. Table 4.5 showed that most tutors found out that convenience was important and very important in psychotherapy at a frequency of 11(36.7%) and 8(26.7%) respectively, while 10 (33.3%) said it was of moderate importance. 1 (3.3%) said that convenience was less important in online psychotherapy.

The other concern was to investigate whether online psychotherapy practice is cheaper than face-to-face contact. Results indicate that most tutors agree that online psychotherapy practice is cheaper compered to face-to-face contact. Table 4.5 showed that 14 (46.7%) of the tutors cited that it was important that online psychotherapy is cheaper compared to face-to-face counseling while 8 (26.7%) said it was of moderate importance. The number of tutors who said it was very important that online psychotherapy is cheaper compared to face to face counseling was 7 (23.3%) while 1 (3.3%) said it was of less importance. The means obtained when the tutors were asked whether ICT enhances accessibility for interaction, protects them from the counselor's emotional reactions, enhances convenience during the interaction process and that it is cheaper compared to face to face counseling were 3.37, 3.50, 3.87 and 3.90 respectively. This indicated that most of the tutors were neutral and agreed with the statements listed above. The standard deviations obtained were 0.96, 0.86, 0.85 and 0.803, which are all less that 1 indicating that the responses given were close to the mean generated and not spread out.

From this objective qualitative data was collected from the tutor counselors and the following themes emerged and analyzed as shown below;

i. Elimination of stigma and anonymity

Stigma is a mark of disgrace associated with particular circumstance or person. It can also mean negative and unfair beliefs that people have about something or others. Anonymity refers to the quality of being unknown. This was confirmed by tutor of college 3 who stated that;

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> *"There are certain people who would like to be counseled in secrecy. They would not like others to see them and so online counseling provides them with the private kind of treatment they would like to experience while being assisted"*(Tutor 3)

The verbatim excerpts showed that the students who do not want to be identified by the counselors prefer online interaction, where one would not be easily identified. The respondents would be more open if they are not identified physically. Suler (2009) explained that a client could eliminate stigma associated with seeking online counseling services. He noted that it is easier for patients to disclose information about themselves via the computer since certain social markers such as age, gender and ethnicity are removed. From the collected data tutor   two (2) state that

> *"You don't have to see each other face to face therefore our emotions are not affected by the counseling process."* (Tutor 2)

This indicates that online counseling provides protection from the therapists' reaction and criticisms during the counseling process. Therefore, the trainees feel secure emotionally and their freedom is enhanced. Callahan and Inckle (2012 found out in his study that young people's abilities to express themselves openly, avoid judgment, form good relationships and assert their own power in online counseling led to reduced stigma.

ii. Access

Access refers to the means or opportunity to approach or enter a place. This view was supported by tutor from college 1 who said that;

> "As I have said before students can be able to meet me even when I'm in my comfort zone like at my home when I'm doing my own things I can spare some time and talk to them through the phone if I didn't have time maybe when I was still in college. It's more accessible. It's also convenient to them and also to me In fact we have created one a

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whatsapp group counseling for our clients, for my students that is, so anytime maybe they want to talk to one of us to counsel them they can post anything maybe that they feel the other group members will be able maybe to respond and even us as counselors we can be able to respond through the group." (Tutor 1)

From the excerpt, one can easily tell that the participants recognized that access to clients by online services can enable interaction anytime and anywhere. The trainees can approach the counselors any time. These thoughts were shared by Gibson and Cartwright (2014) who carried out a study on young peoples' experiences of mobile phones text counseling. The results showed that Participants appreciated the accessibility of text counseling and felt comfortable communicating through text. Despite the anonymity, they also felt they got to know the counselor as a real person' and experienced a relational connection with them.

iii. Convenience

Convenience is the easy practice of online psychotherapy. Tutor (four) 4 said,

> "Students can be able to meet me even when I'm in my comfort zone like at my home when I'm doing my own things I can spare some time and talk to them through the phone if I didn't have time maybe when I was still in college. It's also convenient to them and also to me" (tutor1)

The verbatim excerpt showed that tutors are able to proceed with their interaction with clients without any hindrance. This view is an agreement with Gedge (2009) who observed that online therapy is convenient. Both the therapist and the client have the convenience of corresponding with each other at a range of variant times. This style of therapy can take away the hassle of scheduling and setting appointments more common in traditional settings.

The researcher also analyzed the data collected from the trainees regarding advantages of online psychotherapy practice and results are indicated in this discussion. In this section, the respondents were asked to state their level of agreement with the advantages of online psychotherapy practice in teacher training colleges provided in the questionnaire. This area was significant in this study because it provided reasons why online psychotherapy would be an alternative approach to face-to-face contact in psychotherapy practice in teachers training colleges. The advantages mentioned in the questionnaire included easy accessibility, protection from the counselors' negative emotional criticism, convenience and that it cheaper compared to face-to-face therapy. The findings were as shown in tables 4.5.1. The results were based on the scale;

Strongly Agree (5), Agree(4), Neutral(3), disagree(2), Strongly Disagree(1)

Table 4.5.1: Advantages and Disadvantages

ITEM	D	SD	N	A	SA	MEAN	SD
Accessibility.	1(0.4%)	11 (4.4%)	23 (9.2%)	75 (30%)	140 (56%)	4.40	0.83
Emotional protection	3(1.2%)	22 (8.8%)	40 (16%)	89 (35.6%)	96 (38.4)	4.02	1.01
Convenience	10 (4%)	16 (6.4%)	55 (22%)	94 (37.6%)	75 (30%)	3.81	1.70
Affordability	27 (10.8%)	39 (15.6%)	49 (19.6%)	53 (21.2%)	82 (32.8%)	3.44	1.39

Strongly Agree (SA) Agree (A) Neutral (N) Strongly Disagree (SD) Disagree (D)

The findings displayed in table 4.5.1 were in response to the objective, which sought to find out the advantages and disadvantages of online psychotherapy practice in teacher training colleges. This area was significant in this study because it provided reasons why online psychotherapy would be an alternative approach to face-to-face contact in psychotherapy practice in teachers training colleges. The advantages mentioned in the questionnaire included easy accessibility, protection from the counselors' negative emotional criticism, convenience and that it was cheaper compared to face to face therapy. The first section dealt with accessibility as an advantage to online psychotherapy. A significant number of participants cited accessibility as a very important advantage of online psychotherapy practice as displayed in table 4.5.1. It showed that 1(0.4%) of the respondents said that accessibility was of no importance in online psychotherapy, while 11 (4.4%) cited less importance. Respondents who cited that easy access to online psychotherapy was of moderate importance were 23 (9.2%) while 75 (30%) and 140 (56%) agreed that online psychotherapy was important and very important respectively. Therefore, from the results, most respondents cited high levels of agreement on accessibility as very important and important in online psychotherapy practice. Perle (2011) states that despite the limited evidence on the efficacy of online counseling, there are a number of strengths and benefits associated with this platform of service delivery that have already been recognized. These strengths and benefits include greater access to services.

In the other concern, the trainees were asked to state their level of agreement on protection from the counselors' negative emotions and criticisms in online psychotherapy practice. Table 4.5.1 showed that 3 (1.2%) of the respondents said that protection from negative reactions was of no importance in online psychotherapy, while 22 (8.8%) preferred less importance. The frequency of those who said trainees were protected from the counselor's negative emotional reactions had moderate importance were 40 (16%), while 89 (35.6%) and 96 (38.4%) said protection from the counselor's emotional reactions was important and very important respectively. This confirms that most trainees consider protection as very important and important in online psychotherapy practice. Moreover, clients may reply when they feel ready or when they have reflected on their experiences instead of being pressured to think quickly or being interrupted by the counselor.

The researcher also sought to find out the respondents' level of agreement on convenience as an advantage of online psychotherapy practice in teacher training colleges. The highest number of respondents cited convenience as important in online psychotherapy practice as displayed in table 4.5.1. The results showed that 10 (4%) and 16(6.4%) of the respondents said that convenience was of no importance and less importance respectively in online psychotherapy practice. Furthermore 55 (22%) cited moderate while and 94 (37.6%) and 75 (30%) cited convenience as important and very important respectively as an advantage in online psychotherapy. Most of the respondents therefore agreed with the research question that convenience is important and very important in online psychotherapy practice.

This result is in line with Mora, Nevid and Chaplain (2008) who examined the attitudes of 67 online counselors and found out that 57% of the respondents believed that online counseling was as effective as face-to-face counseling against the 42% who believed that it was less effective. Finn and Barak's (2010) survey of e-counselors likewise reported that majority of the respondents were satisfied with their experience of providing service with online counseling. They further reported that e therapy as a good adjunct and a supplement to face-to-face interaction. This is in agreement with the results, which indicated that online service, including online psychotherapy was less important in teacher training colleges.

In this area, the respondents were asked to state their level of agreement on affordability as an advantage to online psychotherapy compared to face-to-face contact. The findings showed that 27 (10.8%) of the respondents said that it was of no importance that online psychotherapy is cheaper compared to face to face counseling while, 39 (15.6%) said it had less importance. The respondents who chose moderate were at 49 (19.6%), while 53 (21.2%) and 82 (32.8%) cited cost as important and very important respectively as an advantage in online psychotherapy. Therefore, it can be stated that most respondents indicated that it was important and very important that online psychotherapy is cheaper than face-to-face contact. This data is in agreement with Opadeji (2011) who explained that the use of internet and electronic resources among postgraduate students from a

private university in Nigeria and he discovered that postgraduate students regularly access the internet and preferred using online resources from Wikipedia and Google.

The first and second advantages of online psychotherapy in the table had means of 4.40 and 4.02 showing that the respondents said online psychotherapy enhances accessibility for interaction and the trainees being protected from the counselor emotional reactions has a lot of importance. The standard deviation obtained is however different. The standard deviation of the first item is 0.83 indicating that the responses given by the respondents were close to the mean obtained. The second item had standard deviation of 1.01 indicating that the responses given were more diverse and did included the other responses such as the advantages having less or no importance at all. The third and fourth items obtained 3.81 and 3.44 means indicating that the respondents' responses indicated that the importance of online psychotherapy being convenient and cheaper compared to face to face counseling was moderate. The standard deviations obtained were 1.39 and 1.70 indicating that the responses given were spread out among all the options they had to choose from. This is in agreement with Zur (2012) who argued that e-mail like other online services is significant in young clients who can easily send an email to the counselors when they need help. This information shows that as the trainees research on their work, they can use this platform to reach their counselors for therapy.

The following themes emerged from the qualitative data collected from respondents on disadvantages of online psychotherapy practice.

i. Absence of verbal cues

Nonverbal cues refer to the absence of body language and other actions during the counseling process that may not be observed directly. Tutor two (2) enhanced this by saying;

> "You don't see the counselee so the body language and other non-verbal cannot be seen. Then the counselee may also be dishonest because you are not face to face. And it is also very difficult maybe to come to a conclusion because you'll only speak and let the counselee make decisions on their own". (Tutor 2)

The result indicated that absence of nonverbal cues affect online psychotherapy in teacher training colleges. The verbatim excerpt reveal that the client may not be honest since the counselor may not prove. The body language may not be available for counselors 'interpretation during the counseling process. This results are in line with Pelling (2009) noted that verbal and nonverbal interactions are considered essential for gauging what the client is feeling and for identifying the discrepancies or incongruences between verbal and nonverbal behaviors. Online counseling has been criticized for lacking such important elements of the micro skills of counseling.

ii. Technological failure

Technological failure refers to unwanted error of technology based system. Tutor 4 said that;

> *"The moment electricity is not there it is a problem and we can't communicate,* he added that *technological lack of internet, and lack of technological knowledge interfere with the online work.."*(Tutor4)

The verbatim excerpt showed that when there is a technological failure online services cannot go on. This view is in agreement with Teh, Acosta, Hechonova, and Alianan (2014) who wrote that limited access, time delay, technological failure lack of skills of the counselors and clients, negative impact of the written word as among the disadvantages of online counseling practice. This view is in agreement with the views of the respondents in the current study as cited in the verbatim excerpt.

4.6: Factors that influence online psychotherapeutic relationship

The last objective dealt with the factors that influence online psychotherapeutic relationship between the counselors and the clients. This section sought to identify factors that influence online psychotherapeutic relationship between the counselors and the clients. Items in this section included the counselor's feelings for the client, honesty and online psychotherapeutic relationship, trust and emotional closeness and that counseling process can take place regardless of geographical location. These factors are important to the study because they enhance a strong psychotherapeutic relationship between the tutor counselors and the clients. Kenya Counseling Association (2011) noted that

psychotherapy is ineffective unless the therapist is genuinely caring, empathetic and has the ability to bond with the client. The outcome was as displayed in table 4.6. Results were based on the scale; Strongly Agree(5), Agree(4), Neutral(3), Disagree(2),Strongly Disagree(1)

Table 4.6: Factors that influence online psychotherapeutic relationship

ITEM	D	SD	N	A	SA	Mean	S.D
Feelings for the client leads to a psychotherapeutic relationship	0 (0%)	1 (3.3%)	7 (23.3%)	16 (53.3%)	6 (20%)	3.90	0.76
Honesty contributes to strong psychotherapeutic relationship	0 (0%)	0 (0%)	5 (16.7%)	15 (50%)	10 (33.3%)	4.17	0.69
Trust and emotional closeness depends on both the client and trainee	0 (0%)	0 (0%)	4 (13.3%)	17 (56.7%)	9 (30%)	4.16	0.65
Counseling process can take place regardless of geographical location	0 (0%)	0 (0%)	2 (6.7%)	15 (50%)	13 (43.3%)	4.37	0.62

Strongly Agree (SA), Agree(A), Neutral(N), Disagree(D), Strongly Disagree(SD)

In the first item the researcher sought to find out from the respondents whether the counselors' feelings led to a strong online psychotherapeutic relationship. The results showed that the counselors' feelings led to a strong online psychotherapeutic relationship in teacher training colleges. Table 4.6 showed that 16(53.3%) of the tutors agreed with the research claim. 6(20%) of the respondents strongly agreed that the counselor's feelings for the client lead to a strong online psychotherapeutic relationship. This is in

agreement with NIHM (2016) who reported that psychotherapeutic relationship begins with establishing empathy and sensitivity to the needs of the client. The therapist's ability to understand and communicate the client's needs and feelings play a key role in therapeutic relationship. In addition, Schultze (2006) stated that over 80% of the positive outcomes of therapy are due to warmth, empathy, and respect exhibited by the counselor. Therefore it can be concluded that counselors feeling is significant in establishing online alliance. The number of those who had neutral position was at 7(23.3%) and the frequency of tutors who strongly disagreed was 1 (3.3%). This showed that there is need for tutors to be exposed to online psychotherapy relationship.

In the next item the tutors were asked to state their level of agreement on whether honesty influences online psychotherapeutic relationship. The outcome show that tutors agree that honesty contributes to a strong online psychotherapeutic relationship between the counselors and the clients. Table 4.6 showed that 10(33.3%) of the tutors strongly agreed while 15(50%) agreed that honesty contributes to a strong psychotherapeutic relationship between the tutor counselor and the teacher trainees. This indicates a strong agreement with the research claim that honesty contributes to a strong online psychotherapeutic relationship. Young (2006) who pointed out that clients experienced a sense of freedom to express themselves online without fear of judgment from therapist's honesty and openness.

In the following item, respondents were asked to cite their level of agreement on whether trust and emotional closeness influence online psychotherapy. Results indicate that trust and emotional closeness in online psychotherapeutic relationship depend on both the

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counsellors and the clients. Table 4.6 showed that 9 (30%) and 17(56.7%) of the respondents cited strongly agree and agree respectively. This is contrary to the views of McLeod (2009) who expressed that there is gap between email from the client, response from therapist and difficulty in expressing emotions through text communication. 4(13.3%) of the respondents took a neutral position, indicating their uncertainty about trust and emotional closeness as a contributing factor to establishing online psychotherapeutic alliance.

The researcher asked the tutors to cite whether counseling process can take place regardless of geographical location. The results from the respondents show that counseling process can take place regardless of geographical location. According to Sussman (2004) online psychotherapy can bring services to persons in geographically isolated areas, those confined due physical limitations and difficulties in transportation. The outcome indicates that 13(43.3%) and 15(50%) cited strongly agree and agree respectively. The research claim is retained that online psychotherapy can take place regardless of the geographical location. However, the counselor may not have any feelings for the client regardless of the separate location, even though willing to engage in online psychotherapeutic relationship with the clients. However, Child (2011) argued that providing online psychotherapy services over the internet can be a challenge with respect to client identification. The psychotherapist may be unable to establish the clients' mental status to consent to the psychotherapy process. Lack of confidentiality, limited internet and negative attitude were cited as other factors that limit online

therapeutic relationship. This explains the outcome that 2(6.7%) of the respondents took a neutral position.

The means obtained when the tutors were asked if honesty is a condition that contributes to a strong psychotherapeutic relationship, if trust and emotional closeness depends on both the client and trainees and if counseling process can take place regardless of geographical location were 4.17, 4.16, and 4.37 respectively. This showed that the responses made by the tutors were that they agreed and strongly agreed with the above statements. The standard deviations obtained were 0.69, 0.65, 0.62 which are all less than 1 indicating that the responses made were close to the mean obtained further supporting the conclusions made.

When asked if the counselor's feelings for a client led to a strong online psychotherapeutic relationship the mean obtained was 3.90 showing that the respondents view was between being neutral on the matter and agreeing with the statement. The standard deviation was 0.76 which is less than 1 indicating that the responses given by the tutors were close to the generated mean. This is in line with NIHM (2016) that discussed that psychotherapeutic relationship starts with establishing empathy and sensitivity to the needs of the clients. Empathy refers to counselors' feelings with the client which strengths the therapeutic alliance during the helping process .Other core conditions required to enhance therapeutic relationship is congruence and unconditional positive regard. The respondents cited honesty as an important factor in the psychotherapeutic relationship. This view is in agreement with the study results which showed that 50% and 33.3% of the respondents agreed and strongly agreed that honesty

lead to a strong relationship between the counselor and the client. The respondents reported that counseling can take place regardless of the geographical location since it can be done away from the presence of the client. This was confirmed by the study results which showed that 50% of the respondents cited that counseling can take place regardless of geographical position. In conclusion the study revealed that factor which influence online psychotherapeutic relationship includes, counselors' feelings, honesty, trust and emotional closeness and that online psychotherapy can take place regardless of geographical location.

The following themes emerged from the qualitative data collected on factors which influence online psychotherapy practice from the participants involved in the study.

i. Training

Training refers to the process of learning the skill required to practice online psychotherapy in teacher training colleges. This was reinforced by tutor four (4), who indicated that,

> *"We have trained them on using of this equipment that is not so much of a challenge to them; even the students have been trained."* (Tutor 4)

The verbatim excerpt indicates that both the tutors and the trainees have been trained on the use of ICTs in the online psychotherapy. Qualitative data indicated that training of the tutors play a key role in enhancing online psychotherapy practice in teacher training colleges. This is in line with Odera (2014) carried out a study on Investigating Secondary Teachers Use of Computers in Teaching and Learning in Nyanza Province, Kenya. She

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explained that computer education was introduced in Kenya public secondary schools so that learners could be computer literate, to achieve national goals of education and to advance their knowledge as they prepare to venture into various careers in that areas of information communication technology in order to compete for world market jobs.

ii. Sensitization

Sensitization refers to non-associative learning process in which repeated administration of a stimulus results in the progressive application. In this study, the sensitization means to create awareness among the tutors and the trainee to enhance on online psychotherapy practice. Tutor 1 who said confirmed this;

> *"We also have done a lot of sensitization. We also have enough equipment, at least we have been sensitized* on equipment *and we are* doing our counseling."(Tutor2)

The verbatim sensitized by the college on the use of ICTs and the available online services. This has enabled the tutors and the trainees to have a positive attitude towards online counseling. Sensitization would help the tutors to be involved in online psychotherapy when they need help. The verbatim excerpt shows that sensitization is being done and resources have been provided though not enough. Sensitization helps the tutors to have a positive attitude and also challenge the trainees to be active in counseling program. This data is in line with Ogott and Odera (2014) carried out a survey on the acquisition of language skills in early childhood development and education programs in Gem Sub- County in the Lake Region in Kenya. They established that the government and other stakeholders should supply technological resources to enhance learning counseling for teachers on technological resources.

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iii. Support from administration

Support from administration refers to the promotion of the interest and the course of online psychotherapy. Tutor two (2) state that;

> "I know my administrators are doing what they can be able to do trying hard to help us. They are giving us at least one workshop to sensitize us more on becoming better counselors who have more experience. The administration is even trying to give us more equipment" (tutor 2)

From the data collected, the respondent said that they had support from the administrators in their individual colleges. Support from administration would be an encouragement to the tutors in the practice of online psychotherapy. Ogott and Odera (2014) documented that teacher preparedness, availability of online resources and the administrative support had influence on the acquisition of online counseling skills. Therefore colleges have all the potential for the development and sustainability of online resources and services.

The researcher also found out the factors that influence online psychotherapeutic relationship from the trainees. The results were as displayed in table 4.6.1.

Table 4.6.1: Factors that influence psychotherapeutic relationship

ITEM	D	SD	N	A	SA	Mean	SD
Counselor's feelings	22 (8.8%)	9 (3.6%)	28 (11.2%)	94 (37.6%)	97 (38.8%)	3.96	1.19
Honesty	8 (3.2%)	11 (4.4%)	16 (6.4%)	84 (33.6%)	131 (52.4%)	4.29	0.98
Trust and emotional closeness	8 (3.2%)	8 (3.2%)	33 (13.2%)	97 (38.8%)	104 (41.6%)	4.12	0.99
Geographical location	15 (6%)	15 (6%)	26 (10.4%)	83 (33.2%)	111 (44.4%)	4.02	1.18

The first concern in this area was to find out from the respondents whether counselors' feelings influence online psychotherapeutic relationship. This was important in this study as it contributes to a strong online psychotherapeutic relationship between the counselors and the clients. This was important as it would show counselors' empathy to the clients. The results indicated that most respondents cited counselors' feelings as a factor that leads to a strong psychotherapeutic relationship as shown in table 4.6.2. It showed 22 (8.8%) respondents disagreed and said that counselor's feelings for the client do not lead to a strong online psychotherapeutic relationship while 9 (3.6%) of the respondents strongly disagreed. 28 (11.2%) of the respondents had a neutral opinion while 94 (37.6%) and 97 (38.8%) agreed and strongly agreed that counselor's feelings for the client leads to a strong psychotherapeutic relationship.

This result is in agreement with NIHM (2016) who reported that psychotherapeutic relationship begins with establishing empathy and sensitivity to the needs of the client. The therapist's ability to understand and communicate the client's needs and feelings play a key role in therapeutic relationship. This implies that for a strong psychotherapeutic relationship to be established empathy, genuineness and unconditional positive regard as core conditions are required. Therefore, it can be concluded that counselors' feeling is significant in establishing online alliance that enhance online psychotherapeutic relationship.

In the other item the respondents were asked to state whether honesty influence online psychotherapeutic relationship. This factor was important in this study as it enhances the interaction between the counselors and the trainees. The participants identified honesty as

a contributing aspect in establishing a strong online psychotherapeutic relationship between the counselors and the trainees as indicated in table 4.6.2 which showed that 8 (3.2%) respondents disagreed that honesty was a condition that contributes to a strong psychotherapeutic relationship while 11 (4.4%) of the respondents strongly disagreed. 16 (6.4%) of the respondents had a neutral opinion while 84 (33.6%) and 131 (52.4%) agreed and strongly agreed that honesty is a condition that contributes to a strong psychotherapeutic relationship.

In this item the respondents were asked to state whether trust influence online psychotherapeutic relationship between the counselors' and the clients. This was important in this study because trust encourages openness between the counselors and clients. The outcome show that most respondents agreed that trust influence online psychotherapeutic relationship between the counselors and the clients as displayed in table 4.6.1 It can be seen that 8 (3.2%) respondents disagreed that trust and emotional closeness depend on both the client and trainee while 8 (3.2%) of the respondents strongly disagreed 33 (13.2%) of the respondents had a neutral opinion

while 97 (38.8%) and 104 (41.6%) agreed and strongly agreed respectively that trust and emotional closeness depends on both the tutors and trainees. This result was supported by Mapfumo and Nkoma, (2013) noted that students experience immense socio-economic and psychological pressures in today's world, which disturb their learning process.

The negative societal trends have underscored the increasing demand for the services of professional teacher counselors to provide a comprehensive Guidance and Counseling Program in secondary schools to effectively address the needs of students. The trainees can only open up the counselors if they trust them. However, Nyaga (2013) documented that counselors cited uncooperative parents as an obstacle to provision of guidance and counseling services in schools and that they to avoid forums where their children private issues are discussed with outsiders due to cultural reasons (Oye, Obi, Mohd, and Bernice, 2012).

The first item on table 4.6.2 had a mean of 3.96 which indicated that on average the responses from the trainees showed that most of them were neutral and agreed that the counselor's feelings towards the client led to a strong online psychotherapeutic relationship. The standard deviation obtained was 1.19 which indicated that the responses given by the trainees were not clustered around the mean but instead were more spread out. The second and third items obtained had means of 4.29 and 4.12 respectively. This showed that most of the trainees agreed and strongly agreed that honesty is a condition that contributes to strong psychotherapeutic relationship and that trust and emotional closeness depends on both the trainees and counselor. The standard deviation obtained is 0.98 and 0.99 which is less than 1 indicating that the responses given by the trainees were clustered around the mean value obtained.

This study is in line with the work of Anagbogu, Nwokolo, Anyamene, Anyachebelu, and Umezulike (2013) of Nigeria who explained that the teacher counselors identified non-cooperative clients as a challenge that militate against the implementing guidance and

counseling programs. They stated that it was not possible to provide clients with quality services without their cooperation. This is consistent with the results of a study conducted in Namibia by Mushaandja, Haihambo, Vergnani, and Frank *(*2013) supports this argument where they parents' support is crucial for the success of therapy programs. These sentiments provide a strong psychotherapeutic relationship between the tutor counselors and the trainees as indicated in the current study results.

The respondents were required to state their level of agreement on counseling process and geographical location as a factor that influences online psychotherapeutic relationship between the counselors and the clients. This area was important to the study because the factor can enhance easy access between counselors and clients in separate locations. Results showed that most respondents agreed that counseling process can take place regardless of geographical location as displayed in table 4.6.1. It showed 15 (6%) respondents disagreed that counseling process can take place regardless of geographical location while 15 (6%) of the respondents strongly disagreed. 26 (10.4%) of the respondents had a neutral opinion while 83 (33.2%) and 111 (44.4%) agreed and strongly agreed respectively that counseling process can take place regardless of the geographical location between the client and counselor.

This was contrary to the views of Child (2011) who argued that providing online psychotherapy services over the internet can be a challenge with respect to client identification. The psychotherapist may be unable to establish the clients' mental status to consent to the psychotherapy process. However the counselor may not have any feelings for the client regardless of the separate location, even though willing to engage in online

psychotherapy with the clients. Lack of confidentiality, limited internet and negative attitude were cited as other factors that limit online psychotherapeutic relationship between the tutor counselors and the clients. Luo (2007) indicated that the client and the counselor can develop a set of standardized emoticons and acronyms to express nonverbal communication as a way of strengthening the therapeutic relationship. In conclusion the results revealed that a strong online psychotherapeutic relationship in key in the administration of online psychotherapy.

In conclusion the findings showed that counselors' feelings, honest trust and emotional closeness and geographical location influence online psychotherapeutic relationship between the counselors and the clients.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the research study, presents the main findings and conclusions and the research recommendations for action, improvement and further research. The conclusions were based on the review of literature and findings from research presented in the previous chapters. All research instruments have been attached in the research at the end of this thesis (appendices F and G). The study examined online psychotherapy practice in teachers training colleges in the Lake Region, Kenya. This was done firstly by looking at the previous research studies on the practice of online psychotherapy in learning institutions, secondly by examining the review of literature, and thirdly by field studies that examined online psychotherapy practice in teacher training colleges in the lake region in Kenya, based on the following objectives;

   i   To find out the trainees' and tutors' attitude towards online psychotherapy practice in Public Teacher Training Colleges in the Lake Region, Kenya.

   ii   To identify the resources available for online psychotherapy in Public Teacher Training Colleges in Lake Region, Kenya.

   iii   To determine the trainees' and tutors' level of usage of online services in Public Teacher Training Colleges in the Lake Region, Kenya

   iv   To establish the advantages and disadvantages of online psychotherapy practice in Public Teacher Training Colleges in the Lake Region, Kenya.

v   To find out the factors that contribute to online psychotherapeutic relationship between the tutor counselors and the trainees.

The study was based on Person Centered Model (PCM) also referred to as Client Centered Theory and Technological Acceptance Model (TAM). The population of the study was 2200 and a sample size of 327. Purposive sampling procedure was used to select 40 tutors while simple random sampling procedure was used to select 287 trainees from the five teachers training colleges. Simple random technique was used to select 57 trainees per college and an average of 7 respondents per class. A total of 287 questionnaires were administered, 29 were not returned while 8 were spoiled making a total of 37 (12.89%). Regarding the tutors, 40 questionnaires were administered, 10 (75%) were not returned for analysis. Information was collected based on the background of the respondents on Online Psychotherapy practice in Teacher Training Colleges in the Lake Region, Kenya. Questionnaire and interview schedule were used as instruments of data collection. Data was analyzed using descriptive statistics with the aid of computer program that is, the Statistical Package for Social Sciences.

5.2 Summary of the Findings of the Study

The goal of this summary is to highlight important research findings on the practice of online psychotherapy in teacher training colleges where the study was conducted. Firstly the study established that;

   i.   The questionnaire return rate of the respondents was 85.63% and 85.63% of participants.

  ii.   The outcome of the study further displayed 87.86% of the respondents with formal training in counseling profession with 12.14% without formal training.

 iii.   This study showed that 82% of most respondents were 30 years and below.

 iv.   The findings indicated that 40% of the respondents had work experience between 3 and 4years while 10% had worked for 1 year and below.

  v.   Lastly the results indicated that 33.3% of the respondents provided counseling services twice a week.

5.2.1 Attitude towards online psychotherapy practice in teachers training colleges

   i.   The study established that 78.93% of the respondents strongly agreed and agreed that they were comfortable with online interaction while 13.57% strongly disagreed and disagreed with the research claim. The mean obtained was 4.08 with a standard deviation of 1.11.

  ii.   In addition the outcome showed that 68.5% of the respondents strongly agreed and agreed while 13.93% maintained neutral position that they were protected

from the counselors' negative emotional criticisms in online psychotherapy. The mean obtained was 3.4.5 and a standard deviation of 1.3.1.

iii. This part of the study found out that 66.78% of the respondents strongly agreed and agreed, while 22.86% strongly disagreed and disagreed that they were receptive to internet as a tool for online psychotherapy. The results obtained a mean of 3.57 and a standard deviation of 1.30.

iv. From the qualitative data, themes which emerged from the verbatim excerpts revealed that tutors had both positive and negative attitude towards online psychotherapy practice.

5.2.2 Online resources available for online psychotherapy in teacher training colleges

i. The respondents identified computers, personal laptops and smartphones as some of the resources available in teachers training colleges which can be used for online psychotherapy practice.

ii. The outcome of the study revealed that 72.5% of the respondents have access to online resources which can be used for online psychotherapy in teacher training colleges. However 10.71% indicated neutral position on the research claim. The average obtained is 3.78 and standard deviation of 1.01.

iii. The study findings indicated that 46.43% of the participants said that they have adequate resources while 31.07% disagreed that they have adequate resources that

can be used for online psychotherapy practice in their individual colleges. The results obtained a mean of 3.08 and a standard deviation of 1.32.

iv. The findings showed that 63.33% said that inadequate finances contributed to limited online resources in public teachers training colleges while 13.33% disagreed with this view. The mean obtained was 3.50 and a standard deviation of 1.11

v. The theme which emerged from the verbatim excerpts from the respondents types of online resources in individual teachers training colleges. The resources listed included laptops, personal smartphones availability of electricity and trained human resource.

5.2.3 Level of usage of online services

i. The findings showed that 61.79% performed email services very frequently while 39.29% performed the service occasionally and very really. The mean obtained is 2.57 and a standard deviation of 0.938. Moreover 63.21% of the respondents said they had confidence in performing email services while 38.21% indicated that they were somehow and not confident at all. The mean obtained from the study of their confidence in performing email service was 2.75 with a standard deviation of 0.97. In addition, 81.43% and 72.5% said that they need email services and no need for email services respectively. The mean obtained was 3.20 and a standard deviation of 0.94.

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ii.   Furthermore this study found out that 75.71% of the respondents very frequently and frequently performed eLearning services while 24.29% occasionally and very really performed e-learning services. The mean obtained was 2.60 and a standard deviation of 0.99. The outcome showed that 23.57% of the respondents indicated that they were very confident and confident in performing e-learning services. The mean and standard deviation obtained are 2.66 and 0.99 respectively. Lastly 85.7% of the respondents said that they need e-learning services. However 14.29% maintained low need and no need for e-learning services. The mean obtained from the study was 3.09 with a standard deviation of 0.98.

iii. Themes which emerged in this objective included, frequently used services, confidence in the use of services and the need the online services in teachers training colleges.

5.2.4 Advantages of online psychotherapy practice in teachers training colleges

i.   The outcome of the study indicated that 81.07% of the respondents cited that accessibility as a very important and important advantage in online psychotherapy practice in teacher training colleges. The study obtained a mean of 4.40 and a standard deviation of 0.83.

ii. The results showed that 71.07% of the participants cited that emotional protection from online psychotherapy process was very important and important advantage in online psychotherapy practice in teacher training colleges. The mean and standard deviation obtained was 4.02 and 0.99 respectively.

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iii. In addition it can be seen from the results that 67.14% and 55.71% showed that convenience and affordability respectively were very important and important advantages in online psychotherapy practice in teacher training colleges. The study obtained a mean of 3.81 and a standard deviation of 1.07.

iv. Themes which emerged from the verbatim excerpts included, frequently used online services which included phones and email, WI-FI among others. Respondents showed confidence and need for the use of online resources in teachers training college.

5.2.5 Factors that contribute to online psychotherapeutic relationship

i. The findings revealed that 24.64% of the respondents indicated that counselors' feelings lead to a strong online psychotherapeutic relationship between the counselors and the clients, while 6.79% of the respondents disagreed with the research claim. The study also obtained a mean of 3.96 and a standard deviation of 1.19.

ii. In addition, 81.07% % of the respondents showed that trust enhances online psychotherapeutic relationship between the counselor and the clients. Moreover 7.14% of the participants disagreed that trust and emotional closeness lead to a strong online psychotherapeutic relationship. The mean obtained was 4.12 and a standard deviation of 0.99.

iii. Furthermore, 79.29% and 15.36% of the respondents indicated that online psychotherapy relationship can take place regardless of the geographical location respectively. The mean obtained was 4.02 and a standard deviation of 1.18.

iv. Other factors which contribute to online psychotherapeutic relationship identified by the respondents include empathy, congruence and unconditional positive regard

v. From the interview between the researcher and the lead tutor counselors the results emphasized on the availability of online resources, such as laptops and smartphone have enhanced online psychotherapeutic relationship

vi. In addition the researcher found out that the phone was the most commonly used online service and that the trainees have a positive attitude towards online psychotherapy in teacher training colleges.

vii. Themes which emerged from the verbatim excerpts revealed that resources, online services, training, sensitization and support from administration.

5.3: Conclusion

The results of this study provided a variety of information regarding the practice of online psychotherapy in teacher training colleges in the Lake Region, Kenya. A wide range of these findings agree with previous study outcomes in the literature review. The study revealed that the government has a key role in the development of knowledge, skills, values and attitude for her citizens. This is why the government through the MOE made education the natural platform for equipping the nation with ICT skills. In addition, MOE

outlined ICT strategies to promote the development of e-learning initiatives, promote distance education and virtual institutions, particularly in post primary education and training and integration of e-learning resources with other existing resources. However this initiative provided limited practice and implementation in most of the institutions of learning including teacher training colleges.

The study established that online psychotherapy been practiced in teacher training colleges, though it has not been fully implemented. This could be attributed to inadequate online resources, lack of exposure to online communication practice, limited clear policy commitments and limited exposure to online psychotherapy services in teacher training colleges. In addition the study revealed that online psychotherapy has been practiced in United States of America, United Kingdom, United Kingdom, and other developing countries like Nigeria and Kenya. The following conclusions were made from the reports of the respondents.

The outcome of the study revealed that there was a remarkable disparity between the male and female respondents, thus, the females were more than the males. In addition the majority of the participants in the study were within the age of 30 years and below but not all of them have been trained in counseling. The respondents had a positive attitude towards online psychotherapy practice though they cited limited online resources. The findings found out that most respondents were comfortable and confident with online interaction. The results also led to the conclusion that tutor counselors' and clients feelings, honesty, trust, emotional closeness and geographical location contribute to online psychotherapeutic relationship between the counselors and the clients. The

respondents further noted that empathy, congruence and unconditional positive regard influence online psychotherapy practice in teachers training colleges.

5.4: Recommendations, Suggestions for Further Research

Based on the findings and conclusions of the study the following recommendations were made for further action as indicated below;

i. Teachers training colleges should emphasize that tutors and trainees need to have a positive attitude towards online psychotherapy practice.

ii. The MOE should allocate more resources for the development of online psychotherapy practice.

iii. The study reported that some of the respondents had low levels of use of online services for online psychotherapy. Therefore the teachers and trainees should be challenged to embrace and develop confidence in the use of online resources for psychotherapy.

iv. The study showed the advantages and disadvantages of online psychotherapy practice in teachers training colleges. Therefore establishing the strengths and weaknesses of online psychotherapy can lead to providing a framework that can improve the practice.

v. The study revealed that feelings of the therapist and the client, honesty and trust, influence online psychotherapeutic relationship, therefore online psychotherapy training should include these factors in order to establish a strong alliance.

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5.5. Suggestions for Further Research

The study further suggests that;

i   Since the study was based in the Lake Region and the result may not be generalized for other regions, a similar study should be carried out in other areas to bring out the real picture of the study

ii   The study was based in public teacher training colleges which may not be generalized to private teacher training colleges. Therefore a similar study should be carried out in private teacher training colleges to ascertain the ideal findings.

iii Future researchers should develop a computer application for online psychotherapy practice in teachers training colleges and other learning institutions in Kenya.

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APPENDICES

Appendix A: Introductory letter

To whom it may concern,

I am a student at Rongo University Pursuing Doctorate Degree in Educational Psychology, and would like to conduct a study on Online Psychotherapy Practice in Public Teachers Trainees in Teacher Training Colleges in the Lake Region, Kenya. The findings of this study may provide information on Online Psychotherapy practice among the teacher trainees in teacher training colleges. Any information you give will be very useful in determining the success of the study. Your response will be treated with confidentiality and will only be used for the purpose of this study.

APPENDIX B: Required sample for Randomly Chosen Sample

Table for determining needed size of a randomly chosen sample from a given finite population of N cases such that the sample proportion P will be within plus or minus .05 of the population proportion P with a 95% level of confidence.

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	241	9000	368

Source: Kathuri & Pals (1993) &Ocholla J. A (2014)

APPENDIX C: Names of the Public Teachers Training

Colleges used in the Study

NAME	COLLEGE CODE
MIGORI	**01**
KENYENYA	**02**
ASUMBI	**03**
UGENYA	**04**
BONDO	**05**

APPENDIX D: Consent Form For Tutor Counselors And The Teacher Trainees In Teacher Training Colleges

I am a student at Rongo University Pursuing Doctorate Degree in Educational Psychology and would like to conduct a study on Online Psychotherapy Practice Among the Teacher Trainees in public Teacher Training Colleges in the Lake Region, Kenya. I hereby seek consent to collect information among the trainees and the tutor counselors in public teacher training colleges in the Lake Region. Any information you give will be very useful in determining the success of the study. Your response will be treated with confidentiality and will only be used for the purpose of this study. Confidentiality of the participants will be enhanced by use of codes and pseudonyms. The results of the study will be disseminated to the study participants through the head of the institution. Participants will be allowed to withdraw from the study at any time without penalty.

Do you consent to participate in the study?

YES   NO

Signature of the interviewee…………………Date…………………………………

APPENDIX E: Consent Certification

This is certify that I have read the information on the form sheet,(or it has been read to me). I have had the opportunity to ask questions related to the interview and any questions asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study and understand that I have the right to end the interview at any time.

SIGNATURE/INITIALS OF

INTERVIEWEE…………………………………………….................

TELEPHONE

NUMBER………………………………………………………………….

DATE OF

INTERVIEW……………………………………………………………...

This questionnaire is intended to solicit honest and candid information on Online Psychotherapy Practice among teacher trainees in Public Teacher Training Colleges in the Lake Region. Your feedback will be strictly confidential.

Please answer the questions by ticking on ONE of the option where applicable or by giving information as might be required.

SECTION A

BIOGRAPHIC INFORMATION

In which college are you learning ……………………………………

What is your gender? Male ☐   Female ☐

What is your age   30 and below ☐   31-35 ☐   36 and above? ☐

Have been trained in computer   Yes ☐   No ☐

SECTION B: TRAINEES' ATTITUDE TOWARDS ONLINE PSYCHOTHERAPY:

Question1: What is the attitude of trainees towards online psychotherapy practice in your college?

Please use the scale of 1-5 with 5 being Strongly Agree,(SA) 4 being Agree(A), 3 being Neutral(N), 2 being Strongly Disagree (SD) 1 being Disagree(D) Tick as appropriate

ITEM	S	A	N	D	SD
1. I feel comfortable with online interaction with counselors					
2. I prefer online psychotherapy to face to face contact					
3. I feel protected from the counselor's negative emotions					
4. I am receptive to internet as tool for online counseling					

2) Give two reasons why you would prefer online psychotherapy rather than face to face interaction

i.……………………………...……………………………………………………

ii.………...............…...…………

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3) What is your opinion on online psychotherapy practice in your college?

   i.   …………………………………………………………………………………

   ii.   …………………………………………………………………………………

SECTION C: TRAINEES' USE OF ONLINE RESOURCES

Question 2.What is the level of trainee's use of online services in your college?
List other services which are offered by use of ICT besides psychotherapy/
counseling. List your responses in the space provided in the table and tick as
appropriate

SERVICE	HOW FREQUENTLY DO YOU PERFORM THE SERVICES? 4-Very frequently 3-Frequently 2-Occasionally 1-Very rarely				HOW CONFIDENT ARE YOU IN PERFORMING THESE SERVICES? 4-Very confident 3-Confident 2-Somehow confident 1-Not confident at all				DO YOU NEED THESE SERVICES? 4-High need 3-Moderate need 2-Low need 1-No need			
	1	2	3	4	1	2	3	4	1	2	3	4
1.												
2.												
3.												
4.												

2) Give the challenges that you will experience while using internet in your college

i. …………………………………………………………………………………...

ii..

SECTION D: AVAILABILITY OF ONLINE RESOURCES: CIRCLE WHERE APPROPRIATE

Question 3 What online psychotherapy resources are available in your college?

ITEM	5 Strongly Agree
	4 Agree
	3 Neutral
	2 Strongly disagree
	1 Disagree

1.	Online resources are available in my college.	5	4	3	2	1
2.	The trainees have access to the college ICT resources.	5	4	3	2	1
3.	The college has adequate online resources for trainees' use.	5	4	3	2	1
4.	Online resources in the college are user friendly	5	4	3	2	1

2) List online resources which can be used for online communication in your college

………...……………………………………………….…………………………
………………………………………………………………………………………
3) Do you have access to internet facility?

Yes (   )   No (   )

If No, explain…..

SECTION E: ADVANTAGES AND DISADVANTAGES OF ONLINE PSYCHOTHERAPY

Question 4: What are the advantages of online psychotherapy practice?

a)Advantages of online psychotherapy practice

The following are benefits of online psychotherapy practice in teacher training colleges. Please give each aspect the importance by circling according to the following scale.

ITEM	5 Very Important 4 Important 3 Moderate 2 Less Important 1 No importance				
1. Online therapy enhances accessibility for interaction	5	4	3	2	1
2. Trainees are protected from the counselors' emotional reactions	5	4	3	2	1
3. Online counseling enhances convenience during the interaction process	5	4	3	2	1
4. Online psychotherapy is cheaper compared to face to face counseling**.**	5	4	3	2	1

b) Disadvantages of online psychotherapy practice

List the disadvantages of online psychotherapy in your colleges

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

SECTION F:

FACTORS THAT INFLUENCE ONLINE PSYCHOTHERAPEUTIC RELATIONSHIP BETWEEN THE COUNSELOR AND THE CLIENT. TICK AS APPROPRIATE

Question 5: Which factors influence online psychotherapeutic relationship between the trainees and the clients?

Please use the scale of 1-5 with 5 being strongly agree, (SA) 4being agree (A) 3 being Neutral(N)2 being strongly disagree (SD) 1being disagree(D) . Tick as appropriate

	SA	A	N	D	SD
1. Counselor's feelings for the client leads to a strong online psychotherapeutic relationship					
2. Honesty is a condition that contributes to a strong psychotherapeutic relationship					
3. Trust and emotional closeness depends on both the client and trainee					
4. Counseling process can take place regardless of geographical location					

List the challenges that face online psychotherapeutic relationship in your colleges

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

List factors that have encouraged the use internet in your college

…………………………………………………………………………………………
…………...

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APPENDIX G: Tutors' Questionnaire

This interview schedule is intended to solicit honest and candid information on Online Psychotherapy Practice among the teacher trainees in Public Teacher Training Colleges in the Lake Region. Your feedback will be strictly confidential.

Please answer the questions by ticking on one of the option where applicable or by giving information as might be required.

SECTION A

BIOGRAPHIC INFORMATION

1) In which college are you teaching? ………………………………………………

2) What is your gender Male ☐ Female ☐

4) What is your professional qualification?

PI Certificate ☐ Diploma ☐ BED ☐ MED ☐ PHD ☐

Are you a trained counselor Yes ☐ No ☐

5) How long have you worked as a tutor counselor?

I year and below ☐ 1year-2year ☐ 3years-4years ☐ 4years and above ☐

6) How often do you provide counseling services to your trainees?

Daily ☐ Once a week ☐ twice a week ☐ Monthly ☐ Never ☐

SECTION B: TUTORS' ATTITUDE TOWARDS ONLINE PSYCHOTHERAPY PRACTICE

Question 1: What is the attitude of tutors towards online psychotherapy practice?

Please use the scale of 1-5 with 5 being Strongly Agree,(SA) 4 being Agree(A), 3 being Neutral(N), 2 being Strongly Disagree (SD) 1 being Disagree(D) Tick as appropriate

ITEM	SA	A	N	D	SD
1. I feel comfortable with online interaction with trainees					
2. I prefer online psychotherapy to face to face contact					
3. I feel protected from the trainees' negative emotions					

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4.	I am receptive to internet as tool for online counseling					

2) Give reasons why you would be prefer online psychotherapy rather than face to face interaction

…………………………………………………………………………………………...…
………………………………………………………………………………………………
………………………………………………………………………………………………

3) What is the trainees 'attitude towards online psychotherapy practice in your college?

If positive, explain..

....
....

If negative, explain…………………………………………………………………....

What is your opinion on online psychotherapy practice in your college?

…………………………………………………………………………………………
………………………………………………………………………………………………

SECTION C: AVAILABILITY OF ONLINE PSYCHOTHERAPY RESOURCES, CIRCLE WHERE APPROPRIATE

Question 3: Which online resources are available in teacher training colleges?

ITEM	5 Strongly Agree
	4 Agree
	3 Neutral
	2 Strongly disagree
	1 Disagree
1 Online resources are available in my college.	5 4 3 2 1
2 The trainees have access to the college ICT resources.	5 4 3 2 1
3 The college has adequate online resources for trainees' use.	5 4 3 2 1
4 Inadequate finances has led to insufficient ICT resources	5 4 3 2 1

3) Do you have adequate online resources for conducting online psychotherapy in your college?

Yes (   ) No (   )

 a) If Yes, list online resources which can be used for online communication in your college

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

a)   If No, explain……………………………………...

………………………………………………………………………………………………………

3) Do trainees have access to college online resources?

………………………………………………………………………………………………

…..

If No, explain………………………………………………………….................................

SECTION D: TUTORS' LEVEL OF INTERNET USAGE

Question 2.What is the level of usage of online services in your college? The participants expected to list the services and thereafter state how frequently they use the service, how confident they are in the use of the service and the need for the service as indicated below;

List other services which are offered by use of online resources besides psychotherapy/ counseling

SERVICES	HOW FREQUENTLY DO YOU PERFORM THE SERVICES? 4-Very frequently 3-Frequently 2-Occasionally 1-Very rarely				HOW CONFIDENT ARE YOU IN PERFORMING THESE SERVICES? 4-Very confident 3-Confident 2Somehow confident 1-Not confident at all				DO YOU NEED THESE SERVICES? 4-High need 3- need 2-Low need 1-No need			
	1	2	3	4	1	2	3	4	1	2	3	4
1.												
2.												
3.												
4.												

2) How do trainees communicate with you when they require psychotherapy services?

 Email (   ) phones (   ) telephone (   ) face to face (   )

3) Do you experience any challenge in administering psychotherapy services?

  Yes ( ) No ( ) Sometimes ( )

4) If yes, identify the challenges experienced in your college

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

SECTION E

Question4

ADVANTAGES AND DISADVANTAGES OF ONLINE PSYCHOTHERAPY

a)   Advantages of online counseling

The following are advantages of online psychotherapy practice. Please give each aspect the importance by circling according to the following scale.

ITEM	5 Very Important				
	4 Important				
	3 Moderate				
	2 Less Important				
	1 No importance				
1. ICT enhances accessibility for interaction	5	4	3	2	1
2.Trainees are protected from the counselors' emotional criticisms	5	4	3	2	1
3. Online counseling enhances convenience during the interaction process	5	4	3	2	1
4. Online psychotherapy is cheaper compared to face to face counseling**.**	5	4	3	2	1

2) In your own opinion list the advantages of online communication besides online counseling to the trainees.

…………………………………………………………………………………………
…………………………………………………………………………………………

b)   In your own opinion, list the disadvantages of internet communication besides counseling

……………………………………………………………………………………………………

……………………………………………………………………………………………………

3) Suggest ways of improving online psychotherapy in teacher training colleges

……………………………………………………………………………………………………

……………………………………………………………………………………………………

SECTION F: FACTORS THAT INFLUENCE ONLINE PSYCHOTHERAPEUTIC RELATIONSHIP BETWEEN THE COUNSELOR AND THE CLIENT

Question 5.Which factors influence online psychotherapeutic relationship?

Please use the scale of 1-5 with 5 being strongly agree, (SA) 4being agree (A) 3 being Neutral(N)2 being strongly disagree (SD) 1being disagree(D) . Tick as appropriate

ITEM	SA	A	N	D	SD
1. Counselor's feelings for the client leads to a strong online psychotherapeutic relationship					
2. Honesty is a condition that contributes to a strong psychotherapeutic relationship					
3. Trust and emotional closeness depends on both the counselor and trainee					
4. Counseling process can take place regardless of geographical location					

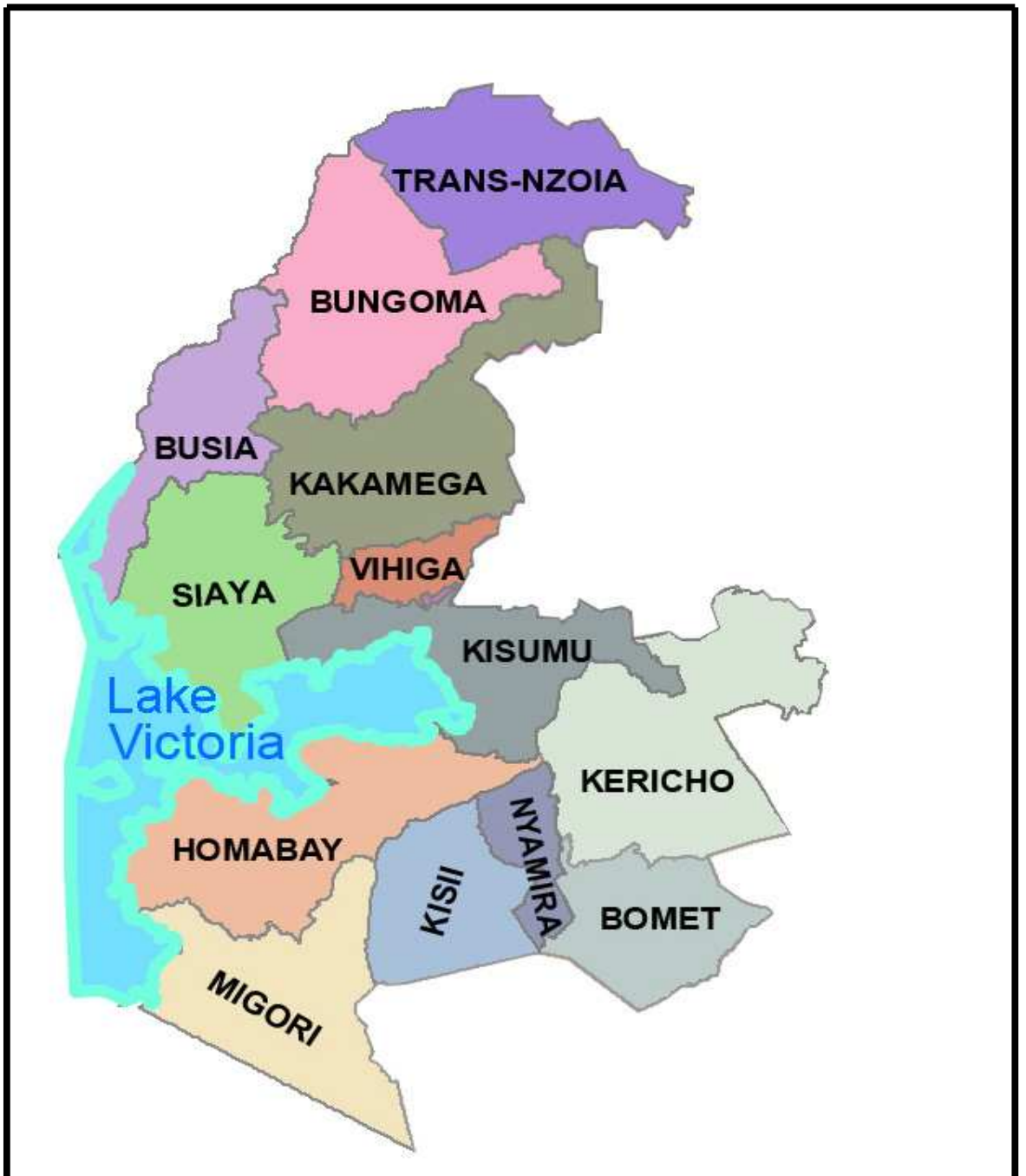2) Give challenges facing online psychotherapeutic relationship in your college

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

3) In your own opinion, give factors that influence the use of internet in your college

……………………………………………………………………………………………………

……………………………………………………………………………………………………

APPENDIX H: Interview Schedule For Tutor Counselors

This interview schedule is intended to solicit honest and candid information on Online Psychotherapy Practice among teacher training colleges sin Public Teacher Training Colleges in the Lake Region. Your feedback will be strictly confidential. Please answer the questions by giving information as might be required.

1. In which college are you working?
………………………………………………………………………………………

2. How long have you been working as a tutor?
………………………………………………………………………………………

3   Are you a trained counselor?
    Yes ☐   No ☐

4. Have you ever counseled trainees on phone or email?

    Yes ☐   No ☐

5. What is the trainees view on online psychotherapy in your college?
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………….......

6. Identify ICT equipment which can be used for psychotherapy in your college
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

7. Explain the advantages of online counseling/psychotherapy?
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

8. Explain the disadvantages of online psychotherapy?
………………………………………………………………………………………
………………………………………………………………………………………

9. What factors do you think have encouraged online psychotherapy in your college?
………………………………………………………………………………………
………………………………………………………………………………………
Interviewee Name……………………..Sign………………Date………………

APPENDIX J: A map of the Lake Region

Source: Kenya Vision 2030 (2007)

APPENDIX K:Nacosti Research Authorization

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,
0713 788787,0735404245
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref No NACOSTI/P/17/25340/18808

Date 31st October, 2017

Janipher Amani Ocholla
Rongo University
P.O. Box 103-40404 **RONGO.**
RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*psychotherapy practice among teacher trainees in Teacher Training Colleges in the Lake Region Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Homabay, Kisii, Kisumu, Migori and Siaya Counties** for the period ending **22nd August, 2018.**

You are advised to report to **the County Commissioners and the County Directors of Education of the selected Counties** before embarking on the research project.

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

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO
Copy to:
The County Commissioners Selected Counties.
The County Directors of Education Selected Counties.

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

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THIS IS TO CERTIFY THAT:
MS. JANIPHER AMANI OCHOLLA of RONGO UNIVERSITY, 568-40405 AWENDO, has been permitted to conduct research in *Homabay, Kisii, Kisumu, Migori, Siaya Counties* on the topic: *ONLINE PSYCHOTHERAPY PRACTICE AMONG TEACHER TRAINEES IN TEACHER TRAINING COLLEGES IN THE LAKE REGION KENYA* for the period ending: *22nd August, 2018*

Applicant's Signature
Permit No : NACOSTI/P/17/25340/18808 Date Of Issue : 31st October, 2017 Fee Recieved :Ksh 2000

....
sf¹-,   Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 16316

CONDITIONS: see back page

APPENDIX L: Rongo University Research Permit

RONGO UNIVERSITY

OFFICE OF THE DEAN

SCHOOL OF GRADUATE STUDIES

Tel. 0771349741

P.O. Box 103 - 40404
RONGO

Our Ref:**PES/9106/2014**

Date: Thursday, July 25, 2017

The Chief Executive Officer,
National Commission for Science, Technology & Innovation,
Utalii House,
Off Uhuru Highway, Nairobi,
P.O Box 30623-00100,
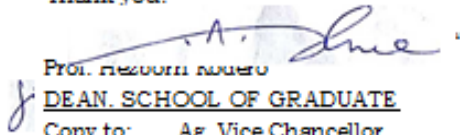**Nairobi-KENYA**

Dear Sir,

RE: **RESEARCH PERMIT FOR MS. JANIPHER AMANI OCHOLA-PES/9106/2014**

We wish to inform you that the above person is a bona fide graduate student of Rongo University in the School of Education pursuing a PhD degree in Educational Psychology. She has been authorized by the University to undertake research titled; *"Online Psychotherapy Practice Among Teacher Trainees in Teacher Training Colleges in the Lake Region, Kenya"*

This is, therefore, to request the commission to issue her with a research permit to enable him proceed for field work.

Your assistance to her shall be highly appreciated.

Thank you.

**RONGO UNIVERSITY
THE DEAN**

2 5 JUL 2017

SCHOOL OF GRADUATE STUDIES
P.O. BOX 103 - 40404, RONGO

Prof. Hezborn Kodero
DEAN. SCHOOL OF GRADUATE

Copy to: Ag. Vice Chancellor

Ag. Deputy Vice Chancellor (Academic and Student Affairs).
Dean, School of Education.
HoD, Educational Psychology & Science.