

Influence of Individual Counselling on Self-Actualisation Of Students in Public Technical Colleges of Kisumu County, Kenya

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ABSTRACT

Individual counselling is slowly gaining popularity as a measure for matching student's sense of fulfilment with the general goals of technical and vocational education. The purpose of this study was to investigate the influence of individual counselling on self-actualisation of students in public Technical colleges. The study was conducted in public technical colleges in Kisumu county, Kenya. A sample size of 120 students was selected at random. The findings indicated that individual counselling has a significant beneficial influence on student self-actualisation tendencies at the $p < .05$ level [$F(1, 366) = 30.221, p = 0.000$]. This indicates that those who had less benefitted from individual counselling had a low self-actualisation tendency while those who had highly benefitted from individual counselling had higher self-actualisation tendency. Implications of this finding are discussed.

Keywords: Fulfillment, Influence, Self-Actualisation, Technical colleges, Individual counseling, Kisumu County

1. Introduction

From the Greeks worldview, individual counselling is a joint process between a counsellor and counselee so as to inspire better quality of life also referred to as psychotherapy (Godwin & James, 2008). In a college perspective, individual counselling provides to a student the opportunity for personal and direct psychological help from a counsellor. A student is therefore led towards coping with their inherent challenges and continuing to grow towards self-actualisation. Individual counselling helps the students to deal with a myriad of personal topics in life such as career choice and development, anger, anxiety, substance abuse, intimacy in relationships, childhood problems and other personal and career related challenges (Robinson & Gordon, 2011).

Individual counselling is also referred to as talk therapy because through this process, the students work one-on-one with a counsellor in a therapeutic experience. In order to compete with rapidly changing socio-cultural demands due to globalization and ubiquitous culture of technology and evils of commercialism a study by Richardson (2015). Among Technical training institutes in United Kingdom revealed that it is imperative that students should be committed to personal growth which never quits. Robitschek et al (2012) who developed Personal Growth Initiative Scale (PGIS) says that PGI is concerned with intentionality of growth, an individual's willingness to engage in the improvement of themselves or their lives. These Personal growth initiatives (PGI) drive people towards continuous pursuit of challenge and growth that is

deemed helpful in achievement of life goals and personal fulfilment. These things substantiate rationale behind measuring Personal growth initiative among students in order to ensure their general growth and development (Butler et al, 2012).

Through counselling, the students are provided with an opportunity to explore their feelings and beliefs, work on their challenges and diversionary memories, identify aspects of their lives that they would like to change, understand and accept self and environment, set relevant goals and work towards them. By helping students towards attainment of immediate or near future goals, individual counselling leads to fulfilment and self-actualisation (Krems & Kenrick, 2017).

According to Abraham Maslow, Self-actualization can only be achieved by a peaceful mind and therefore individual counselling in TVET institutions attempts to reduce relapses of common conditions such as moderate anxiety and depression among students. After counselling sessions, it is expected that the students will encounter improved college life conditions long after therapy has ended (Green, 2013). While most student issues are handled with short-term individual counselling the complex issues are usually referred to specialized practitioners so as to free the Institutional counsellor for more students. Client centred approach has continuously resonated well with the students in Africa based technical colleges due to its client-therapist relationship that is based on warmth, congruence, unconditional positive regard, empathy and respect (James, 2013). Much effort has been put in place to build mental capacities of the students and general Kenyan population by government of Kenya as well as professional associations such as Kenya Psychological Association and the Kenya Counsellors and Psychologists Association of Kenya. Individual counselling provides a learning opportunity for the counselee, to understand himself as a holistic being with strengths and weaknesses. Through this counselling process the client is able to own their weaknesses, appreciate them and build internal resources to control the effects of their personal weakness. The realized strengths may then be rolled out to benefit self and immediate society in meeting the demands of life and furthering their life goals.

2. Methods and Procedures

The study employed ex post facto research design on the variables and explained them in details resulting to a comprehensive study on the phenomenon in the area of study. The dependent variable for this study was self actualisation that is manifested at personal, social and academic levels. The independent variable was Individual counseling. Information on individual counseling and self-actualisation was collected using questionnaires. The study was conducted in the two public technical colleges in Kisumu County, Kenya.

3. Results

The objective of the study was to determine the influence of individual counselling on self-actualisation of students in technical colleges in Kisumu County, Kenya. Results are presented in Table 1.

Table 1: Individual Counselling and Self-actualisation

			Self-actualisation		Total
			High self-actualisation tendency	Low self-actualisation tendency	
Individual Counselling	Less benefited	Count	26	42	68
		% within Individual counselling	38.2%	61.8%	100.0%
	Highly benefited	Count	216	84	300
		% within Individual counselling	72.0%	28.0%	100.0%
	Total student observation	Count	242	126	368
		% within Individual counselling	65.8%	34.2%	100.0%

Table 1 shows that out of those who had less benefitted from individual counselling, 61.8% had a low self-actualisation tendency while 38.2% had a high self-actualisation tendency. Those who had highly benefitted from individual counselling showed that 72% had high self-actualisation tendency while 28% had low self-actualisation tendency. In total, 65.8% of students who had interacted with individual counselling had a high self-actualisation tendency while 34.2% had low self-actualisation tendency. Findings from the two 100% counsellors indicated their conviction that students who interacted with individual counselling had higher self-actualisation tendencies. These results were found to resonate with the findings of Patton (2015) that individual counselling inspires a better quality of life in career; personal life and social interactions in technical colleges and that individual counselling of students should be enhanced for goals attainment and personal growth of students in technical colleges. Research by Mwititi & James (2013) indicated that individual counselling provides an opportunity for the counselee to learn and understand themselves as a holistic being with strength and weaknesses, therefore roll out to self-actualising tendencies

To determine whether the descriptive results of the influence of individual counselling was statistically significant, a one-way between subjects ANOVA was conducted to compare the effect of individual counselling on self-actualisation in individual counselling, less benefit of individual counselling and low self-actualisation tendency. The hypothesis posed was: There is no statistically significant influence of individual counselling on self-actualisation of students in selected public technical colleges in Kisumu town, Kisumu County, Kenya. Results are presented in Table 2

Table 2: ANOVA of individual counselling and Self-actualisation

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.320	1	6.320	30.221	.000
Within Groups	76.539	366	.209		
Total	82.859	367			

Table 2 shows that there was a significant effect of benefits of individual counselling on tendency of self-actualisation at the $p < .05$ level for the three conditions [$F(1, 366) = 30.221$, $p = 0.000$]. Therefore, the null hypothesis is rejected. This study showed that the respondents who had highly benefitted from individual counselling also indicated high self-actualisation tendencies. Those students who had less benefitted from individual counselling showed low self-actualisation tendencies. Therefore the hypothesis that there is no statistically significant influence of individual counselling on self-actualisation of students in selected public technical colleges in Kisumu town, Kisumu was rejected. Individual counselling was seen to positively influence the personal, social and academic life by improving self-value, personal goals, happy relationships, helpfulness to others, career choice and goals attainment in line with (Krems & Kenrick, 2017).

Individual counselling in technical colleges promote personal life functioning by identifying that each student has capacity and desire for personal growth and actualization. The student is therefore viewed as persons with enormous resources of self-understanding and self-direction to the level of influencing their attitudes and life concepts. A facilitative psychological environment is thereby created with empathy, genuineness and unconditional positive regard as postulated by Carl Rogers, 1957. The role of individual counselling therefore concentrates on guiding, support and creation of a structure through which a student can come up with own solutions to personal life challenges (Kabir, 2017)

Individual based counselling helps in career life functioning which is key to the academic success of students in technical colleges. Through individual counselling, these trainees are helped to find satisfaction in their technical and professional growth that cultivates self-actualisation tendencies. Sheu and Bordon's (2017) pointed out that self-efficacy, outcome expectations and Stress levels grow when college students are struggling to understand self as well as develop skills to integrate with others in cultural diversity. Individual counselling helps to brings down the stress levels and rise concentration on the learner of theory and practice of technical skills without cultural phobia (Sheu, Liu, & Li, 2017). The process of obtaining academic success is stressful and may require professional mitigation through individual counselling based on educational support, self-efficacy and achievement of set goals because academic well-being is related to overall well-being. (Sheu et al. 2017).

4. Implications

This research realized that a large number of the respondents had attended and benefited from counselling sessions. This study therefore identified that the beneficiaries of individual counselling had displayed appreciation for counselling services through a high self-assessment on self-actualisation tendencies. This

is an indicator that the technical colleges are making efforts to encourage students to attend counselling and the students appreciate the role of counselling. However the resources are not sufficient to support counselling. This research has determined that there is a high statistically significant influence of individual counselling on self-actualisation of students in technical colleges therefore this study recommends that the budgetary allowances be improved so as to cover the needs of the student body and that more counsellors should be recruited in technical colleges and facilitated with physical resources and continuous professional development.

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