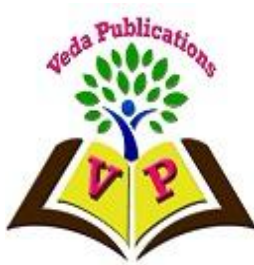**RESEARCH ARTICLE**

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ATTITUDE OF TUTORS AND TRAINEES TOWARDS ONLINE PSYCHOTHERAPY PRACTICE IN TEACHER TRAINING COLLEGES IN THE LAKE REGION, KENYA

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ABSTRACT

This study examined the attitude of tutors and teacher trainees towards online psychotherapy practice in public teacher training colleges in the Lake Region of Kenya Since the introduction of online technology in teachers training colleges four years ago, there has been no information that tutors and teacher trainees use the technology for online psychotherapy practices instead of face to face interaction. The purpose of this study was to establish the attitude of tutors and teacher trainees towards the se of online psychotherapy practice. The study used a descriptive survey design. The data was collected in five public teacher training colleges. The main objective of the study was to determine the attitude of tutors and teacher trainees towards online psychotherapy practices in teacher training colleges in the lake region., Kenya. The population consisted of 327 respondents, 40 tutors, and 287 teacher trainees. The Instrument for data collection included self structured questionnaires, and interviews. Based on research objectives, data analysis of the results showed that about 80% of the trainees felt comfortable with use of online technology and 85% preferred online technology to face to face interaction. Tutors also reported positively about the use of online technology. About 70% felt comfortable with use of technology while 76% preferred technology and 80% reported that they felt protected from negative emotions when using online psychotherapy. However, there were also 6.7% tutors and 14% teacher trainees who did not like online psychotherapy. From the research findings, it is hoped that teacher trainees will be able to access and interact online with the tutor counselors, give reports, and provide peer reviewed presentations that relate to psychotherapy practice. The study findings also provided challenge to tutors and trainees to embrace technology integration policy within the college, especially their attitude regarding online psychotherapy practice. The findings may also encourage the Ministry of Education to proved more resources and facilities to expand online technology in all teacher training colleges, to encourage participants to develop positive attitude towards online psychotherapy practice should be strengthened. Similar research should be carried out in all teacher training colleges.

Keywords*: Attitude, Online, Psychotherapy practice, Teacher trainees, Lake Region*

INTRODUCTION

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 certain direction or the client's actual feeling about online psychotherapy (Ainsworth 2007). Attitude formation is formed as a result of beliefs, and feelings and behavioral intensions 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.

STATEMENT OF THE PROBLEM

Trainees in teacher training colleges in Kenya are at the early adulthood stage of human growth and development. 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 counselors to address these issues among the teacher trainees. Increased work load for tutor counselors and exposure to ICT has necessitated the introduction of online psychotherapy to cater for the high demand of counseling interventions required by the teacher trainees. In developed countries, tutors and trainees have a positive attitude towards online psychotherapy practice; however there is limited information whether this opinion has been established among trainees in public Teacher Training Colleges in the Lake Region in Kenya. Therefore there was need to carry out a research study on the attitude of tutors and trainees on online psychotherapy practice in teachers training colleges in the lake region, Kenya.

PURPOSE OF THE STUDY

To establish the attitude of tutors and trainees towards online psychotherapy practice in teacher training colleges in the Lake Region in Kenya.

OBJECTIVE OF THE STUDY

i. To find out the extent to which tutors and trainees feel comfortable with online interaction with counselors in teacher training colleges in Kenya

ii. To establish the extent to which tutors and trainees feel protected from the emotional reactions and criticisms

iii. To find out the extent to which the tutors and trainee prefer online psychotherapy to face to face contact

iv. To establish the level of reception of tutors and trainees regarding internet as a tool for online psychotherapy practice

RESEARCH QUESTIONS

i. Do the tutors and trainees feel comfortable with online interaction

ii. Do the tutors and trainees feel protected from the negative emotional reactions and criticism?

iii.   Do the tutors and trainees prefer online psychotherapy to face to face contact?

iv.   What is the level of reception of tutors and trainees regarding internet as a tool for online psychotherapy practice?

LITERATURE REVIEW

Tutors and Trainees' attitude towards online psychotherapy practice:

The attitude of the school counselors and other stakeholders determines the success of the counseling programs which includes online psychotherapy. Myjoyonline (2014) documented that students' responses to ICT showed a positive opinion and wished to be engaged in a counseling session with the counselor. Some of the students pointed out that using online communication; they could now share personal issues which could not easily be discussed face-to-face with the counselors. Gourneau (2012) realize that the main goal of outstanding counseling services calls for both trainees and teachers to have positive attitude for the online psychotherapy practice, even though teachers are in good position to influence the attitudes of the students.

King (2006) conducted a research for online focus groups with 39 participants from the Kids Help Line, a national Australian counseling service that provides free online psychotherapy. The members reported that they felt well protected from negative tutor counselor emotions and privacy. Young (2006) studied client attitudes towards online psychotherapy, a total of 48 e-clients seen by the principal investigator who suffered from Internet addiction were evaluated. Anonymity from friends, family and coworkers were the most often cited reasons for seeking online psychotherapy, with 96% of participants indicating that online treatment provided a viable way to get help without having to risk being seen in a psychologist's office. The convenience of online counseling was cited by 71% of participants as a reason for seeking online psychotherapy. Young (2006) pointed out that clients experienced the sense of freedom to express themselves online without embarrassment or fear of judgment from therapist's honesty and openness. The affordability of online therapy, the advantages for those who have mobility challenges, the strength of the psychotherapeutic relationship, the benefits of written communication (the ability to re-read messages and the ease felt when expressing thoughts and feelings through writing) and the flexibility of online therapy. However Cook and Doyle (2002) recommended that future research should focus on the participants' attitude towards online psychotherapy which was discussed in the current study.

Rochlen, Beretvas, and Zack (2004) 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 to expression, honest and openness. However the findings highlighted potential disadvantages of online psychotherapy, as feeling of being rushed, gap between e-mail from the client and response from therapist, difficulty in expressing emotions, lack of emotional connection, lack of security and lack 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.

Cook and Doyle (2002) 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 the 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. Studies by Rees and Stone (2005) compared a therapeutic alliance in 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 result revealed that psychologists in the videoconferencing condition rated the therapeutic alliance significantly higher than psychologists in the face-to-face contact

Tung (2011) noted that Asian international students 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 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. In this study the researcher discussed students' attitude towards online psychotherapy in teacher training colleges in the Lake region, Kenya. Rochlen (2005) indicated that psychotherapist needs to develop sensitivities to the differences in meaning and nuances across cultures. They must be careful in making conclusions about aspects such as names and idiomatic expressions counselors should prepare for a client in a particular location by becoming familiar with local cultural norms and recent local events. The intake form could contain information regarding the ethnic and cultural background of the client.

In Kenya, Odera (2004) carried out a study on Factors affecting the use of computers in secondary schools in Nyanza province 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. Teachers' attitudes towards the use of ICT can positively or negatively influence the trainees even in counseling activities, specifically online psychotherapy practice. This study explored the attitudes of teachers towards the use ICT in secondary schools in Nyanza. The researcher identified a gap and carried out a study on

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tutors' and trainees' attitudes towards online psychotherapy practice in teacher training colleges in the Lake Region in Kenya.

RESEARCH DESIGN AND METHODOLOGY

INTRODUCTION

This chapter focused on research methodology, design and the procedures used to collect the information required to answer the questions posed in this study. The chapter describes the Location of the study, Research population, sampling procedures, and sample size, instrumentation, data collection procedure and methods of data analysis.

RESEARCH DESIGN

The study utilized a survey design to gather information as it is during the study period. Kothari (2011) observed that the purpose of survey design is used to gather data that describes the state of affairs as it exists at present. 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 this study include the feelings of trainees towards online interaction with counselors, protection of trainees from the counselors' negative emotions and reactions, preference of trainees for online psychotherapy rather than face to face contact and the level of trainees' reception of internet as a tool for online psychotherapy practice.

GEOGRAPHICAL LOCATION OF THE STUDY

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 region borders western region to the north, Transnzoia region to the east and the republic of Tanzania to the southern part of Kenya. The choice of the study location was necessitated by little documentation on the practice of online psychotherapy in teachers training colleges in Kenya and frequent interruptions of power which affect the provision of service. According to Kenya Vision 2030 (2007) the rapid urbanization in the Lake Region has led to rural urban- rural migration in search of employment. Transport infrastructure remains poor and less than 50 % of the roads are paved. Only 30% of the population has access to electricity, and the majority of the population has no access to proper water and sanitation services. Due to the low income generating capacity, most households are unable to afford connection costs associated with rural electrification. In terms of water infrastructure, opportunities exist to link the counties of Migori, Homa Bay, Siaya, and Kisumu through Lake Victoria. Air transport can be improved by the rehabilitation of airstrips in Kabunde in Homa Bay County and Lichota in Migori.

According to Kenya Vision 2030 (2007) key development opportunities for the region lie in the currently underexploited natural resources. Kisii County has adequate rainfall and red volcanic soil exist that can support extensive, high yield farms. Migori County has

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greater potential in sugar cane and tobacco farming as well as fishing along its Lake Victoria coast line. Homa Bay County has potential for cotton farming, as well as the cultivation of sorghum and sugar cane. The numerous rivers in the region offer opportunities for the development hydroelectric power, which may Harness sustained electricity supply to the national grid. Tourist attractions include nature, wildlife and culture. The Lake Region houses educational polytechnics and Universities.

RESEARCH POPULATION

The population of the study comprised 2200 respondents drawn from five public teacher training colleges within the Lake Region. Sample size of 327 respondents was selected from the population and involved in the study. Each college has eight second year classes and each class has a number of trainees and tutors responsible for those classes as indicated in Table 3.1. 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: 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

SAMPLE SIZE AND SAMPLING PROCEDURES

The study was conducted in five (5) public TTCs in Lake Region, Kenya. Out of the total 2200 participants from the five teacher training colleges, the researcher selected sample size of 327 participants. According to table 3.1 by Kathuri and Pals (1993) cited by Ocholla (2014), for a population of two thousand two hundred and twenty (2200) a sample size of three hundred and twenty seven (327) is recommended to be 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. Out of 327 respondents, 40 tutor counselors and 287 trainees were selected to participate in the study. Simple Random Sampling procedure was used to select 57 trainees from each college. Stratified sampling

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procedure was used to select seven trainees from each class to participate in the study. Stratified sampling procedure was used to highlight a specific subgroup within a population by gender. After the formation of the subgroups stratified simple random sampling was used to select random samples in proportion from each strata created to be used in the study. Kothari (2011) pointed out that Stratified Simple Random Sampling is appropriate because every participant has an equal chance of inclusion in the sample. Purposive sampling procedure was used select 8 tutor counselors of which each of them was assigned a second year class in each college to participate in the study as shown in Table 3.2.

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	6	7	7	8	7	7	8	65	19.9
04	7	6	7	8	7	8	7	7	8	65	19.9
05	7	8	7	7	7	6	8	7	8	65	19.9
Total	35	36	34	37	36	37	37	35	40	327	100

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

INSTRUMENTS OF DATA COLLECTION

Data for the study was collected through a self-structured questionnaire. The researcher constructed the questionnaire based on the objectives, research questions, literature review, and consultation with the research supervisors of Rongo University in the Department of Educational Psychology. The research instruments contained open ended, closed ended and a rating scale items. Both the trainees and the tutors responded to similar items. The instruments were used to collect information in line with objectives of online psychotherapy practice. These instruments were preferred because the respondents were able to read, understand and interpret the instructions provided.

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 viewed by

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the research supervisors of Rongo University. The researcher revised the questionnaire based on the recommendations suggested by the supervisors before using it in data collection.

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 the 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 population 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. The expected reliability index was at 0.60 which is within the acceptable threshold.

DATA COLLECTION PROCEDURES

The research acquired a permit from the National Council of Science and Technology, Nairobi to facilitate research authorization. The researcher made an appointment to visit the principals of Migori, Asumbi, Kenyenya, Ugenya and Bondo Teacher 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 in person.

METHODS OF DATA ANALYSIS

Data was cleaned, coded, organized and subjected to Statistical Package of Social Sciences (SPSS). 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.

RESULTS AND DISCUSSIONS

The purpose of this study was to examine the attitude of tutors and trainees towards online psychotherapy practice in public teacher 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

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to analyze the variables used in the study. Statistical Package for Social Sciences (SPSS) program was used to analyze the collected data. The results were displayed inform of percentages, means, charts and frequency tables.

DEMOGRAPHIC CHARACTERISTICS OF TUTORS AND TRAINEES

Demographic information for trainees and tutors included the questionnaire return rate, gender, age and basic training of the study respondents.

4.1.2: SUMMARY OF RETURN RATE OF THE QUESTIONNAIRE

Table 4.1.2: Summary of the return rate

TUTORS				TRAINEES		
		Questionnaires				
College	Administered	Returned	Return Rate (%)	Administered	Returned	Return Rate (%)
1	8	8	20	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)

The findings of demographic information indicated 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 59 trainees from one of the five training colleges and 57 that were administered to trainees from the remaining four 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.

GENDER OF THE RESPONDENT

In this first 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 as displayed in table 4.1.4**.**

TABLE 4.1.3: 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 showed 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 4.1.4 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 4.1.4 also showed that there were 145 (58%) female respondents and 105 (42%) male respondents across the colleges involved.

This study finding is in agreement with Landau, Burton and Sullivan (2011) who observed that women reported higher levels of self-disclosure to female therapists and that they are readily accessible. Romano and Kravitz (2004) noted that in primary care clinics women had preference for having a 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.

As it can be seen from table 4.1.3, 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 teacher training colleges. APA (2017) noted that women are drawn to psychology because they perceive themselves as more empathetic than men. This is in agreement with Luo (2002) who observed that mental health treatment is provided by practitioners where women outnumber men seeking help for emotional problems. 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.

ATTITUDE OF TUTORS AND TRAINEES TOWARDS ONLINE PSYCHOTHERAPY PRACTICE

The first objective of the study sought to establish the attitude of the tutor counselors and trainees 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 were displayed as in table 4.2.1

TABLE 4.2.1: ATTITUDE OF THE TUTORS TOWARDS ONLINE PSYCHOTHERAPY PRACTICE

ITEM	D	SD	N	A	SA	MEAN	SD
I feel comfortable with interaction	2 (6.7%)	0 (0%)	6 (20%)	16 (53.3%)	6 (20%)	3.80	0.99
I prefer online psychotherapy to face to face	1 (3.3%)	1 (3.3%)	5 (16.7%)	17 (56.7%)	6 (20%)	3.87	0.90
I feel protected from negative emotions	0 (0%)	0 (0%)	5 (16.7%)	17 (56.7%)	8 (26.7%)	4. 10	0.66
I am receptive to online psychotherapy practice	0 (0%)	0 (0%)	2 (6.7%)	16 (53.3%)	12 (40%)	4.33	0.61

Table 4.2.1 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 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 e-mail from client and response from therapist, difficulty in expressing emotions, lack of emotional connection, lack of security and lack of nonverbal cues received from face-to-face contact. These limitations explain why the findings showed that 2(6.7%) and 6(20%) of the tutors disagreed and remained neutral respectively as displayed in table 4.2.1

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The next concern was to find out the tutors' preference for online psychotherapy practice rather than face to face contact. The tutors were asked to state their preference either for online psychotherapy or face to face contact. The research findings showed that most tutors prefer online psychotherapy rather than face to face contact as shown in table 4.8.1. Out of 30 tutor counselors, 17(56.7%) agreed and 6 (20%) strongly agreed that they prefer 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 trainees 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. Trainees cited challenges in expressing their emotions during online psychotherapy process.

In this 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 of the first research item in this area showed that most of the trainees were receptive to online psychotherapy practice at the time the study was carried out as displayed. Table 4.2.1 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 3.80 and 3.87. This indicated that the responses made were majorly agreed and neutral. 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 that 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 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.

The researcher also collected data on the attitude of the trainees towards online psychotherapy practice in teacher training colleges in the Lake Region, Kenya. The trainees were given the same questionnaire as the tutors. The results were as shown in table 4.2.2

TABLE 4.2.2: ATTITUDE OF THE TRAINEES ON ONLINE PSYCHOTHERAPY PRACTICE

ITEM	D	SD	N	A	SA	Mean	SD
I feel comfortable with online interaction	10 (4%)	21 (8.4%)	20 (8%)	86 (34.4%)	113 (45.2%)	4.08	1.11
I prefer online psychotherapy to face to face	29 (11.6%)	20 (8%)	34 (13.6%)	82 (32.8%)	85 (34%)	3.70	1.34
I feel protected from negative emotions	29 (11.6%)	20 (8%)	34 (13.6%)	82 (32.8%)	85 (34%)	3.45	1.31
I am receptive to online psychotherapy	26 (10.4%)	36 (14.4%)	29 (11.6)	90 (36%)	69 (27.6)	3.57	1.30

Table 4.2.2 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 claims 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 were a significant number of trainees who indicated that they were 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 4.2.2 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 a frequencies of 82 (32.8%) and 85 (34%) while 34 (13.6%) had a neutral opinion. 10 respondents from college 4 disagreed while 6 of them strongly disagreed. 20 respondents from college 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 seeking help online 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 feel 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 embarrassment or 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 that they felt protected from the counselors' negative criticisms had a frequencies of 82 (32.8%) and 85 (34%) respectively. 34 (13.6%) had a neutral opinion, uncertain of their position 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 process of mental health treatment.

Table 4.2.2 also 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. It is clear that trainees in teacher training colleges were receptive to internet as a tool for counseling and they have embraced ICT which has resulted in a positive opinion towards online psychotherapy practice.

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 responses 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 are receptive to the internet as a tool for online counseling were 3.70, 3.45 and 3.57. These results showed that the responses were in between neutral and agree options as seen in table 4.2.1 had the highest total frequency. The standard deviations obtained are 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 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.

SUMMARY CONCLUSION AND RECOMMENDATIONS

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

The first objective of the study was to find out the respondents' attitude towards online psychotherapy practice in teacher training colleges and the results were as follows;

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 3.45 and a standard deviation of 1.31.

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.

The results of this study provided a variety of information regarding the attitude of tutors and trainees towards online psychotherapy practice 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-

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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 trainees have a positive attitude towards online psychotherapy practice in teacher training colleges, though it has not been fully implemented in public teachers training colleges. 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. The findings found out that most respondents were comfortable and confident with online interaction, they felt that they were protected from the counselors' negative emotions and criticisms, they preferred online psychotherapy to face to face contact and that they were receptive to internet as a tool to online psychotherapy practice in teacher training colleges. Based on the findings and conclusions of the study the following recommendations were made for further action as indicated below; With regard to availability of resources, teacher training colleges should purchase more equipment which can be used for online psychotherapy practice. The study further suggests that; 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. The study further suggested that Future researchers should develop a soft wear for online psychotherapy in teacher training colleges and other learning institutions in Kenya. The study further recommended that: With regard to trainees' and tutors' attitude, online psychotherapy should be included in the primary teacher education syllabus with emphasis on online psychotherapy practice.

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