UNIVERSITY OF NAIROBI

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

THE INFLUENCE OF COUNSELING ON ADOLESCENTS: A STUDY OF ADOLESCENTS IN NGONG WARD SCHOOLS OF KAJIADO NORTH SUB-COUNTY

BY

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C50/84908/2016

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN SOCIOLOGY (COUNSELING) IN THE UNIVERSITY OF NAIROBI

DECLARATION

This project is my original work and has not been submitted for a degree or any other academic award in to any other University or institution.

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Signature----------------------------------- Date -----------------------------------

This project has been submitted for examination with my approval as the University supervisor.

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DEDICATION

I wish to dedicate this project to my mother Jane Bernard, my brother Patrick Muhia, my husband Anthony Thiong'o, my daughter Annette Wanja and all those involved in making this project a success and for their love, support and encouragement during the entire course.

ACKNOWLEDGEMENTS

LIST OF ABBREVIATIONS AND ACRONYMS

HIV/AIDS Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome

UNESCO United Nations Educational, Scientific and Cultural Organization

TSC Teachers' Service Commission

SPPSS Statistical Package for Social Sciences

WHO World Health Organization

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ABSTRACT

Counseling is an essential tool to help adolescents overcome the challenges they face in this significant stage of human growth and development. Young people need to acquire the right knowledge and skills to become productive workers and responsible adults. One way of helping adolescents cope with the various social and developmental challenges is through school counseling programmes which significantly lead to more positive attitudes towards school. School counseling decreases adolescents aggressive and hostile behaviors. The broad objective of this study was to investigate the influence of counseling integration in schools on adolescents. Specific objectives were to: identify the factors affecting provision of adolescence counseling and examine perceptions and attitudes of adolescents on role of counseling; analyze the challenges of adolescence counseling in schools. The study was carried out in three secondary schools in Ngong ward in Kajiado County. The study adopted a descriptive research design. A sample of 36 adolescents aged 13- 18 years were interviewed using a questionnaire. In addition the researcher interviewed 6 key informants using a key informant guide. Data was analyzed using the Statistical Package for Social Science (SPSS) and it was presented in form of frequencies and percentages, charts and tables. The study found that the provision of counseling to adolescents was affected by level of education of counselors and their experience. It established that students had a more positive attitude towards individual counselling programmes compared to group and peer counselling. Overall the study found out that counseling helped adolescents solve their personal problems, improve their well-being, their academic performance and it increased their self-esteem. Based on the findings of this study, the following recommendations were made: that the Ministry of Education in collaboration with Teachers Service Commission should employ counselors in each school for effective counselling to adolescents in secondary schools; that there should be continuous training of teachers-counselors in schools; and that school administrators should carry out monitoring and evaluation of counselling programmes to identify effective measures to help achieve effective counselling services in secondary schools.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

According to World Health Organization (WHO), Adolescence is said to be a period of stress and strain. Adolescents are a special group because of their developmental stage and the special problems, because adolescence is a stage of human development during which a young person must move from dependency to independence and develop autonomy and maturity, young people, in particular, are faced with many challenges.

Rao, (1991) argues that counseling is an act of assistance. When a person is in difficulty and seeks out someone in whom he has confidence for advice and guidance, a situation exists for counseling. It is very common situation in everyday life. Younger persons seek the advice of older persons. McLeod,(2003)Adolescence counseling is important because it helps them in insight , relating with others, self-awareness, self-acceptance, self-acceptance, self-actualization or individualism, enlightment, problem solving, psychological-education, acquisition of social skills, cognitive change, behavior change, system change, empowerment, restitution, generativity and social change.

Adolescence counseling is an essential tool for the adolescence to help them overcome all the developing issues in their stage. According to the World Development Report (2007) young people need to acquire the right knowledge and skills to become productive workers, good parents, and responsible citizens. Learning also takes place in schools. Baker &Gerler (1994) note that students who participate in a school counseling program had significantly less appropriate behaviors and more positive attitudes toward school, than those students who did not participate. They also

pointed out that, group counseling provided by school counselors significantly decrease participants' aggressive and hostile behaviors.

According to G. Stanley Hall (1956) adolescence is a period of great storm and stress. The issues facing adolescents range from HIV/AIDS pandemic, career selection, bullying among peers, relationships among peers, parents, teachers, head teachers and the clergy are all concerned with this group of people. This has also been reflected by Rothney (1976) pointing out that groups which have received guidance have better academic records, are better satisfied with their high school experiences, are progressive in their employment activities and satisfied with their lives.

Nyamu (2008) notes that in schools, if the collaboration between teachers and students is good, students learn in a practical way. Young people develop degrees of freedom in their lives as they become aware of options and take advantage of them. At its best, counseling should enable people to throw off chains and manage life situations effectively (UNESCO, 2000:10).

With the removal of capital punishment in schools, counseling of students is seen as the best alternative to help curb indiscipline among students. Two of the recommendations in the Wangai Report (2001:19) recommend that 'Training of guidance and counseling teachers be given a priority under a crash programme both by the public and private sectors. And that, teachers with professional qualifications in guidance and counseling be identified and deployed by the Teachers Service Commission (TSC) immediately". The same report recommends that the teaching load of such teachers be reduced to allow them enough time to effectively carry out guidance and counseling activities.

Havighurst (1970, 1975), argues that, regardless of their differences, young adolescents need to develop positive self-esteem, cultural and gender identities, attitudes toward their sexual orientations, and generally speaking, feel good about themselves. Unquestioningly, opinions of oneself and one's culture play significant roles in academic achievement, social development, school behavior, and overall outlook on life. Opinions of self and culture, whether positive or negative, are formed during early adolescence and may last a lifetime. For some young adolescents, wholesome attitudes toward self and cultural identity might be difficult, especially in the face of negative reactions from others. Middle school educators need to identify examples of racism, sexism, classism, and homophobia in the school curriculum, instructional practices, and the overall school environment and deal with them promptly and firmly. Examples of unacceptable and rejectionist behavior from history can be studied alongside contemporary examples in middle school exploratory programs and in the regular curriculum. Understanding injustices and discrimination will be beneficial, but it will be more important to take deliberate action to work toward changing students' negative behavior and attitudes.

With regard to the school's role in socialization, Havighurst explained: Ten- to fifteen-year-olds constantly interact and socialize with peers, unfortunately with varying degrees of success. In some middle schools, culture and gender are the primary determiners of peers with whom one will socialize. Young adolescents must want, and be able, to socialize positively with peers of other cultures and both genders. Depending on their developmental rate, young adolescents develop personal attitudes and perspectives toward cultural groups as whole, religious organizations, groups with differing sexual orientations, and people from differing socioeconomic classes. Successful achievement of this developmental task requires young adolescents to examine their

own mindsets toward differing groups and to form opinions toward concepts such as justice, equality, and acceptance.

During early adolescence, young people should work toward reducing injustices and unfair treatment. Most can detect ill treatment of others; however, some might continue to engage in unfair behaviors or fail to take a stand when others do. Negative feelings also can result from feelings of superiority, prejudices, or outright racism. Young adolescents need to recognize diversities as strengths rather than deficits. Other aspects of this developmental task include accepting differing perspectives that learners bring to cooperative and collaborative learning experiences and accepting responsibility to address racism, prejudice, and discrimination. Young adolescents have the task of developing the desire and ability to behave in a civil, courteous, and socially acceptable manner. Those who satisfactorily achieve this developmental task treat educators, parents, and other students in a positive manner, regardless of culture, gender, social class, and sexual orientation. Socially responsible behavior in a diverse society includes acting in a civil manner and demonstrating mutual respect.

It also includes taking a stand against racism, discrimination, and injustice. Unfortunately, some young adolescents lack the motivation and ability to behave responsibly. However, they may adopt more socially responsible behavior when educators and counselors model desired behaviors and address these concerns in individual counseling and advisor-advisee groups.

1.2 Problem Statement

Counseling is not just an act of advising or guiding another person, a common function performed by parents, teachers, doctors and others in our society. The art of counseling depends so much on the specific knowledge, understanding, skills, attitudes and values of the counselor that it has become a specialized job for which one is requires a professional training (Rao, 1991).

According to Word Health Organization (WHO), during adolescence, young people inevitably face physiological and biological changes. These changes influence the young person's emotional states. Saba Hashmi (2013) notes that, adolescence is also a period of emotional transition, marked by changes in the way individuals view themselves and in their capacity to function independently. As individuals' self-conceptions become more abstract and as they become more able to see themselves in psychological terms, they become more interested in understanding their own personalities and why they behave the way they do.

For most adolescents, establishing a sense of autonomy, or independence, is as important a part of the emotional transition out of childhood as is establishing a sense identity. During adolescence, there is a movement away from the dependency typical of childhood toward the autonomy typical of adulthood.

For example, older adolescents do not generally rush to their parents whenever they are upset, worried or in need of assistance. They do not see their parents as all-knowing or all all-powerful, and often have a great deal of emotional energy wrapped up in relationships outside the family. In

addition, older adolescents are able to see and interact with their parents as people, not just as their parents.

Being independent, however, means more than merely feeling independent. It is also means being able to make decisions and to select a sensible course of action. In general, researchers find that decision- making abilities improve over the course of the adolescents' years, with gains continuing well into the later years of high school. Many parents wonder about the susceptibility of adolescents to peer pressure. Specifically, adolescents are more likely to conform to their peer's opinions when it comes to short- term, day-to-day, and social matters- styles of dress, tastes in music and the early years of high school. When it comes too long term questions concerning educational or occupational plans, however, or values, religious belief, and ethical issues, teenagers are influenced in a major way by their parents.

In general, during childhood, boys and girls are highly oriented toward their parents and less so toward their peers; peer pressure during the early elementary school years is not especially strong. During early adolescence, conformity to parents continues to decline and conformity to peers and peer pressure continues to rise. It is not until middle adolescence that genuine behavioral independence emerges, when conformity to parents as well as peers declines.

During adolescence, young people also experience cognitive changes. They develop a capacity for abstract thinking, discern new ways of procession information and learn to think creatively and critically. Additionally, the emergence of sexual drives predisposes the young person to explore new relationships which produce social and interpersonal challenges.

Saba Hashmi (2013) argues that, second element of the passage through adolescence is a cognitive transition. Compared to children, adolescents think in ways that are more advanced, more efficient and generally more complex. This is evident distinct areas of cognition.

Hall (1956) says that education in the 21st Century is taking a completely new dimension, gone are the days when students would be caned by the school authorities and parents, or made to do manual work punished for their misconduct, and thus a point reflected by Rothney (1976) pointing out that groups which have received guidance have better academic records, are better satisfied with their high school experiences, are progressive in their employment activities and satisfied with their lives.

1.3 Research Questions

1. What are the factors affecting provision of counseling in schools of Ngong Ward of Kajiado North Sub-County?

2. What are the perceptions and attitudes of adolescents towards counseling in schools in Ngong Ward of Kajiado North Sub-County?

3. What are the challenges towards achieving effective counseling in schools of Ngong Ward of Kajiado North Sub-County?

4. What are the consequences of counseling to adolescents in schools of Ngong Ward of Kajiado North Sub-County?

1.4 Objectives of the Study

1.4.1 Broad Objective

The broad objective of this study was to investigate the influence of counseling integration to adolescence with specific reference to adolescents.

1.4.2 Specific Objectives

1. To identify the factors affecting provision of counseling to adolescents.
2. To examine perceptions and attitudes of adolescents on role of counseling.
3. To analyze the challenges of adolescence counseling.
4. To examine the results of adolescence counseling.

1.5 Justification of Study

Adolescence counseling is a complex issue and remains a widespread phenomenon throughout the word. In places where adolescence are placed counseling becomes a secondary issue after they are faced with negative outcomes that are visible to the society like addiction to alcohol, drugs, terrorism, sexual experimentation that lead to teenage pregnancies and Sexually transmitted diseases like HIV/AIDS, suicide, crimes among others. It is at this point counseling becomes important to those that are exposed to benefits of counseling.

Ngong County Assembly ward is one of the 5County Assembly wards of Kajiado North Sub-County, among other County Assembly wards are Ngong, Oloolua, Olkeri, Nkaimurunya and Ongata-Ongai, which in the last 10years infrastructure has grown tremendously thus transforming the ward to an urban settlement.

Some of the adolescents are engaged in child labour (Mugo, 2016) says Kenya is yet to come up with a policy specifically addressing the plight of children engaged in child labour in their forms whether visible or invisible. The children's act 2001 is the only national legal instrument that states children shall be protected from economic exploitation. However, it does not specifically address how the concerned stakeholders can deal with the various forms of child labour occurring in both rural and urban areas, added to these is the problem of HIV/AIDS, for which a great deal of psychological support may be required for boys and girls, particularly those already infected, or who are orphans as a result of this disease as noted by Mutie and Ndambuki (1998).

Child labour being a socio-economic and human rights issue, can only increase psychological problems to the adolescents as changing times seem to demand more responsibilities for them and counselling will empower them with coping skills to deal with challenging circumstances, and create quality awareness and empower adolescents with knowledge so that they know exactly what their duties and responsibilities are (Selwyn, 1998).

1.6 Scope of the Study

The primary focus of the study was in public secondary schools in Ngong where education at this level is premised to prepare individuals to make a positive contribution to development of the society (Republic of Kenya, 1976). Secondary education in Kenya takes place between 14-17years of age which has been regarded as the most confusing period of individual development. Where adolescent spends 75% of his/her growth time in school (Gitome & Ndung'u, 2008)

The study was carried out in schools in Ngong thus the respondents targeted were the adolescents in schools. The informants were the school principals and the teachers'-counselors, thus the study sought to cover various counseling methods that schools use on adolescents and their influence on students' behavior and help in their development stages.

1.7 Limitations of the Study

There was a great concern of confidentiality and sensitivity of the information of the respondents. There could have been fear if the respondents would have felt insecure or as if they were being interrogated for their weaknesses to be exposed to their teachers or parents, however to curb this, the questionnaires and interviews did not require any identification to be provided.

Although the study findings were limited to Ngong County Assembly Ward, the findings can be generalized to give the nature of counseling in Kenya especially in all secondary schools both boarding and mixed day.

1.8 Definition of Key Terms

Adolescence - World Health Organization (WHO) defines adolescence as the period of life between 10-19 years. It is the transient period from dependent childhood to self-sufficient adulthood. It is a time of psychological maturation, becoming adult like in behavior. It is a period of rapid physical and biological changes, which may lead to confusion, tension, frustration and feeling of insecurity.

Child labour– Kaushiket al…, (1998), define child labour as any situation whereby a child (aged below 18 years of age) engages in both paid and unpaid labour activities for more than four hours per day that are mentally physically, socially or morally dangerous and harmful to him/her. Payment maybe done either in cash or in kind such as being offered food. These labour activities can include; domestic work, farm work activities and hawking of items.

Counseling–according to Carl Rodgers (1997), it is the process by which the structure of the self is relaxed in the safety of client's relationship, with the therapist and previous denied experienced and are perceived and then integrated into altered self**.**

It can also be defined as an interactive process that brings together a counselee (client) and a counselor who is trained and educated to provide this kind of assistance.

Cognitive Transition–according to Seiffge-Krenke, (2011), this is the phase where adolescents learn to think in a more advanced, efficient and complex manner compared to children. Initially, when a child moves into adolescence, he is able to think better. He is able to think about different possibilities rather than limiting himself to what is real like children do. In other words, an adolescent is able to think hypothetically.

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CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter reviews key thematic issues that revolve around adolescence counseling and key objective of the study. Thematic areas reviewed included adolescence counseling, counselor-client relationship, rationale for adolescence counseling and barriers to effective adolescence counseling in schools of Ngong. The chapter also presents the theoretical and conceptual framework for the study.

2.2 Meaning and Purpose of Counseling

Counseling, as Selwyne (1998) observes, can be defined as ''a process, developmental in nature, by which an individual is assisted to understand, accept and utilize his/her abilities, attitudes and interests''. Mutie and Ndambuki (1999) define counseling as a programme or services "to individuals based upon the need of each individual, an understanding of his/her immediate environment, the influence of environmental factors on the individual and the unique features of each".

These definitions are driving counseling can therefore be said to be primarily designed to help each individual adjust to his/her environment and develop the ability to set realistic goals for him/herself. The counselor in this case deals with the personal world of the individual in order to help them understand the internal world within him/her (Feldman, 1990). The goal of counseling is to effect change in behavior, which in turn will permit the client to live a more productive and self-satisfying life. Makinde (1983) observes that "counseling will prevent frustration, restore self-

understanding and educate on tasks necessary for good adolescent growth". In Kenya, although the Ministry of Education took over the role of guidance and counseling from the Ministry of Labour in 1971, the implementation programme has so far been wanting.

According to Duda (1996), the teachers are only concerned with helping form four students to fill career forms and very little evidence of interest in forms one, two and three is observed. Since the introduction of counseling programs in schools, one wonders how effective they have been if the implementation is haphazard and the emphasis shown only in the final year of school with respect to career choices only. So even as counseling is talked about in schools, it may just be in theory. This study found out the level at which counseling programs were being offered and their effectiveness in addressing students' problems.

However, the aims of counseling, as clearly seen, are broad. They may depend on the situation, the environment, and/or the training and experience of the teacher-counselor. But the major objectives are the prevention of maladjusted behavior and an improvement in the development of a students' potential (Narayana, 2002). Consequently, a counseling environment creates a relationship in which the student- client is stimulated to gain an insight into the origins and development of stressful problems. Rayner (1986) notes that counseling provides students with skills, awareness and knowledge which will enable them to confront social problems and hence resulting in well-adjusted young men and women.

2.3 Counseling as a Helping Relationship

According to Rao (1991) Counseling in its essence a 'helping relationship'. Everybody seek to satisfy our personal needs. More often than not, in trying our needs, we find ourselves in conflicting situations in which our interests clash with those of others. But, through the process of socialization in childhood, and later through education, we may learn to moderate our desires such that there is no open clash. We may learn to suppress a few desires and inhibit other needs so long as our happiness is not endangered. In addition to suffering caused by physical handicaps and clash of interests, a major source of suffering is to be found in one's own personality. Often a sense of personal inadequacy and inferiority leads to lack of self-confidence, withdrawal and lack of desire for achievement. Even if the individual has the desire or motivation, he is hindered by subjective and environmental factors. The psychological conflicts, namely those of goals, values, interests and the like, cause an ebbing of human enthusiasm and zest for life. The counseling psychologist alleviates this suffering by establish a helping relationship.

A helping relationship is characterized by certain essential features. According to Sherzer and Stone (1968), the helping relationship is meaning because it is personal and intimate, affective in nature involving mild to strong emotional relationships, involves the integrity of the helper and the helped and is sustained voluntarily, involves the mutual consent of the counselor and the counselee either explicitly stated or implicitly to be inferred, takes place because the individual in need of help is aware of his own limitations and inadequacies, involves confidence reposed in the helper, is often achieved and maintained through communication and interaction; it involves give

and take, that is, it is not a one-way process. They continue to argue that a helping relationship involves a certain amount of 'structure'. The situation is either vaguely or clearly defined and is marked by the desire for change in the existing condition of the client that is it is concerned with the improvement of the client.

While most human relationships may involve the rendering or receiving of help, over the years, importance has come to be attached to providing help effectively and efficiently. In other words, helping has become professional in nature. According to McCully (1966), "a helping profession is defined as one which, based upon its specialized knowledge, applies an intellectual technique to the existential affairs of other the end of enabling them to cope more effectively with the dilemmas and paradoxes that characterize the human condition. In short a helping profession involves specialized knowledge, trained skills and the desire to provide comfort to others.

2.4 Counseling as a Solution to Human Problems

Bandura (1956) states, counseling aims at helping the clients understand and accept themselves "as they are", such that they are able to work towards realizing their potential. Often this requires modification of attitude, outlook and behavior. The nature of the counseling process depends on the setting or the situation. The counselor accepts his clients and has unconditional regard for their personality or self or self-worth. Naturally, counseling involves the feelings of clients. It is often because the feelings of the run strong that the counseling function becomes a highly delicate and specialized function. In addition to the concern for the feelings of the clients, counseling has a cognitive dimension through which a behavioral change (conation) is sought to be achieved. The client is received without any reservations and he is helped to state his problems and explore the

possible solutions. The counselor does not try to solve the client's problems or make choices that could reduce his emotional conflicts. Instead through counseling, the client is helped to discover for himself his strengths and weaknesses. The self-understanding that is sought to be reached is often through the use of objective psychological instruments. It is generally recognized that an individual from making suitable choices is a lack of proper or adequate self-understanding and understanding of the environment. The counselor aims at making the client act independently in a mature and responsible manner and with full understanding of the consequences. This is what is meant by personality development. A child or an adolescent is not able to act independent is not able to act independently. He is not prepared to face the consequences. This is what meant by personality development. a child or an adolescent is not able to act independently. He is not prepared to face the consequences of his actions. Hence, he is considered immature. A mature person on the other hand, is expected to function efficiently, make desirable adjustments when he has the necessary understanding of his capacities and liabilities as well as the environmental conditions-physical, social and cultural- in terms of which he has to act. Counseling aims at helping individuals reach a stage or state of self-autonomy through self-understanding, self-direction and self-motivation. Such an individual suffers from the minimum of i2nhibitions, conflicts and anxieties. He is a 'fully-functioning person'

2.5 Adolescence

Development in the early stages is determined by inborn forces (inherited factors) and reflects what human beings have in common with animals. However, the later stages of development raise human beings above animals and make them distinctively human. For Hall, the vague evolutionary principle of recapitulation governed the unfolding of human life cycle. For Freud "sexuality "was

the guiding force in the life and ultimate source of all energy. This later stage of development, hall holds corresponds with the stage of adolescence. Itis during this stage that the individual become aware of most forces or institutions that shape his adult life. For Hall, adolescence was particularly vital period in perpetuating nature's evolutionary scheme for mankind. Adolescence has a kind of dual significance. On the one hand, it represents the 'recapitulative' stage-the bridge between the primitive and the civilized. On the other hand, it is a period during which the individual becomes more sensitive to the cultural atmosphere that surrounds' him. This increased sensitivity, awareness and flexibility marks a kind of second birth. He would during this time, contribute to changing and promoting institutions. Adolescents sustain the society in its march towards progress. A hundred years before Hall, Rousseau (1970) described adolescence as a kind of rebirth. It was described as a period of great complexity that marks a vital stage in human development. This stage has particularly decisive impacts on adult personality. Hall described this period as one of 'storm and stress' (Strum and Drang, 1982). The imperiousness of adolescent sexuality is responsible for making adolescence a period of emotional turbulence and abrupt shifts in mood-high spirits at one moment and depths of despair in the one of its greatest challenges. Halls characterization of adolescence as a period of emphasized the importance of adolescence as a period of development, during which various elements of personality get integrated, resulting in emergence of sense of individuality.

Anna Freud (1965) describes adolescence as an exclusively egoistic stage. However, in later life adolescents are capable of forming the most passionate love relations, self-sacrifice and devotion. They are materialistic and selfish and at the same time, full of lofty idealism. The growing individual cannot remain forever in complicated emotional tangle he had got himself into. The

ambivalences have to be sorted out and removed from the path of the development. While relegating the adolescence as a period of emotional turbulence. It is a stage during which both the desirable and undesirable that is good and the bad aspects of human nature often tend to be simultaneously revealed. The later neo-psychoanalytic theories, while not accepting the emphasis attached to sexuality, also neglected the role of social and cultural factors affecting the course of human development.

Sullivan (1933), stressed the importance of satisfaction of two inter- personal needs the need for security and the need for emotional support. These needs exist co-terminously with life. psychoanalytic tenets stress the immutability of the "id" and the mutability of the "ego". In other words, they hold that the basic human drives change very little throughout life. Only the ability to handle them changes. Thus the psychoanalytic theories view the human existence as an inner struggle between thee 'id' and the 'ego' under the watchful eye of overseeing "super ego". Irrespective of level of civilization that human being may have achieved, there is an inherent primitive tendency in them, craving for release. This reductionist account for personality development in the basic theme of the constant threat of the return of the repressed. However, Sullivan views human development less as an internal struggle and more as an attainment of certain crucial relationships with other people, that's is, securing certain "internal personal needs" . According to Sullivan, what begin in infancy as a global, vague and diffused need for security is progressively refined to be fulfilled by one's close friends. What was once amorphous and uncritical has become increasingly differentiated and selective. This explanation of human development emphasizes significantly, inter-personal needs rather than "libido" as a driving force in life. The motivate principle of human being behavior involves the concept of tension reduction,

which is similar to the psychoanalytic explanation. Certain needs arise within the individual, which impel him to engage in various activities for obtaining some gratification and relief. Sullivan holds that's it is the need to be free of anxiety that provides a key to all human motivation. Classical psychoanalysis also stress the importance of anxiety which, of course, is caused by the "id" impulses. They are the prime movers, although it is apparently anxiety that appears to have caused the activity or behavior. Hall, Anna Freud and Sullivan regard adolescence as period of turmoil, although the emphasis varies.

2.6 Counselee-Counselor Relationship

Rao et al (2016)…argue that the success of the counseling session largely depends on the nature of the relationship between the counselor and the counselee, the latter's readiness to communicate and his real desire to improve. The essence of the counseling interview lies in securing an effective relationship which reflects permissiveness (tolerance and indulgence), kindness and warmth. This relationship, if established, aids in reaching a therapeutic relationship, leading to a resolution of the counselee has less anxiety, less unrealistic behavior and can resolve a number of his or her conflicts.

McKinney states that the counseling relationship differs relationship differs from other kinds of relationship like those existing between parents and children, between friends, between teachers and students, and so on. Some of the relationships may exhibit indifference and apathy. But most of the relationships above exhibit affection and social bonds. Counseling relationship, while being open and accepting, is essentially an objective relationship says as an experience that can occur in human beings without taking responsibility for it or without evaluating it.

The crux of the problem lies in establishing an effective counseling relationship. Counselors as individuals bring into the situation their own needs, values, anxieties and conflicts. Some of them have other roles to play such as those of a teacher, parent, or supervisor outside the counseling situation. Naturally, they will introjet the attitudes of the concerned roles. They may interpret counselee symptoms as impulsive, obstinate, and irrational. They may have rigid expectations concerning how people should conduct themselves and these could come in the way of establishing a good relationship which is characterized as an unconditional acceptance. Individuals as teachers and supervisors accept or praise pupils or others so long as they conform to the norms expected of them. Such acceptance is called conditional acceptance. This is not expected of a counselor in a counseling situation. What is expected of him is his unconditional acceptance of the client, that is, the counselor does not prescribe or demand compliance to his expectations. For example, the parent accepts his child and showers concern and affection, notwithstanding the fact that the child has committed an error or misbehaved. For the parent, he/she is his/her child, and this relationship does not end because of the misdeeds or mistakes committed by the child. The parent's affection is unconditional. This does not preclude the fact that a parent may experience unhappiness and misery owing to his/her child's behavior.

2.7 Significant Others in the Provision of Counseling to Adolescents

There are those people who impact significantly on the life of a student and their influence continues to be felt long after school years. Such are like parents, teachers, school principal, peer-counselor and religious leaders like the youth pastors. All these people must work as a team for counseling to be effective. The following is an outline of the role played by each of these people to enhance counseling:

2.7.1 Parents

According to Steimel (1962), despite the many problems that face the family, it still remains the most vital agency for providing emotional security for the child. Families are a source of inner strength. The parents' counsel therefore carries a lot of weight. Pennington (1998) also observes that parents have the biggest role in helping their children because they spend the most important time of their lives with them that is the formative years. It is important to note therefore that without parental support to the teachers, any counseling carried out in schools may not achieve the desired results.

However, in the study by Lutomia and Sikolia (1999), it is noted that some parents are so irresponsible that they do not create time to visit schools and discuss their children's problems with teachers. Children of such parents may feel neglected and keep repeating the same mistakes. Others discuss teachers in bad taste with their children. This causes the students to lose respect for the same teachers who are expected to mold their behavior. The parent's role is to reinforce the work of teachers and especially the counsel being given by the teacher-counselor. He/she should therefore be more available for the child and be a keen stakeholder in the education of his/her child.

Counseling in schools will not achieve much without the support of the parents to the teachers. Parents' should take a more active role in all programs that affect the lives of their children as this will ensure that the students' problems are dealt with by all the stakeholders and that the students get quality support during this difficult stage of maturation.

2.7.2 The School Principal

It is agreed among education researchers and practitioners that the school principle is the single most influential factor in the success of a school. Wangui (2001) notes that among other qualities, a good principle should be a team player and have good public relations. He/she should be an excellent facilitator of all school's programs. According to Froehlic (1958), it is imperative that school Heads recognize the need for counseling in schools. Studies carried out by Ndirangu (2000) and Mutie and Ndambuki (1999) underscored the view that for the counseling programs to succeed, the school principal should be fully involved. The programs can be supported by among others lowering the workload of the counseling teacher, provision of appropriate physical facility and, as far as possible, facilitating in-service training opportunities for staff members.

In view of this, the school principal needs to recognize the needs and importance of a comprehensive counseling programme by studying the values, purposes and limitations of such a programme in their particular institutions. Principals are also expected to provide active support in the counseling programs, ensuring there is adequate time for the teacher-counselor to attend to students' needs instead of focusing only on academic excellence. According to Collins (1980), counseling seeks to stimulate personality growth and development; to help people cope with problems of life, with inner conflicts, crippling emotions and to provide encouragement to those facing loses or disappointments. Counseling can also be looked at as a remedy for disruptive behavior among the youth. This study, aims to find out how far this has been achieved and to what extent the school administration supports the programme.

2.7.3 Peer Counselor

According to Jones (2000:198), peer or group counseling is made up of people who have similar problems although they could be of different backgrounds. Lutomia and Sikolia (2000) note that peer counseling is a method where the peer members see each other as equals regardless of age or

status, have similar feeling and can easily confide in each other. In a school set up, peer counseling can be used very effectively. However, a peer counselor always has to be trained by the teacher-counselor so that he/she may understand the group he/she is dealing with since he/she is an interested party in the kind of problem his/her peers may be facing.

Due to the stress caused by the conflicts that face an adolescent- such as identity crisis, search for security, career choices, need for approval or academic excellence, pressure to conform and independence struggles-the young people may find adolescence to be very lonely years. It is not unusual therefore for an adolescent to feel that there is no one who can help (UNESCO. 2000:38). A peer group allows adolescents to question openly their values and to talk freely about their deepest concerns. Baker (1996) notes that in such a group, adolescents learn to communicate with their peers and benefit from the modeling provided by the leader. A unique value of a group is that it offers adolescents a chance to be instrumental for one another's growth and change. The members help one another gain increased self-acceptance.

2.8 Theoretical Framework

Kassim (2010) states that a theory is the assumption that contains several ideas to explain an event or a phenomenon and the function of that theory is to explain an event, control of certain conditions and forecast.

According to Jones (1995 citing Hall and Lindzey), "A theory is an unsubstantiated hypothesis or speculation concerning reality which is not yet definitely known to be so. When the theory is confirmed it becomes a fact".Counselors are decision makers as they are always called upon to make choices about how to think about client's behavior, how to treat them and how to respond

on a moment-to-moment basis during a counseling process. Theories therefore provide counselors with concepts which allow them to think systematically about human development and counseling practice (Egan, 1998). Various theories are useful in explaining why different problems occur and why counseling becomes a remedy to such problems. In the field of counseling, theories help the counselor to systemize the observations in order that the observed phenomenon of process makes sense to himself and to be able to easily communicate it to others.

A theory therefore provides a systematic way of dealing with a problem. In a counseling relationship, a counselor may use one or a combination of many therapies depending on the individual client's need. This study will focus on client-centered and rational-emotive therapy.

2.8.1 Client-Centered or Person-Centered Theory

Client-centered or person-centered therapy was developed by Carl Rogers. This approach strongly assumes that clients fully understand the factors in their lives that are causing them to be unhappy, and that they have the capability for self-direction and constructive personal change (Rogers, 1967). The author of the theory believes that people can solve their problems if they are offered a conducive relationship by the counselor. Such a relationship, he emphasizes, should show deep faith in the tendency of humans to develop in a positive and constructive manner in a climate of respect and trust (Rogers, 1967). He strongly advocated for the quality of the counseling relationship where the counselor plays the role of the facilitator leading the client towards self-growth. According to Rogers (1967), the counselor should possess the attitude of congruence, unconditional positive regard and genuine empathy towards the client. These attitudes should be expressed during a counseling relationship in an open, honest and true interest in the client.

Rogers emphasizes on the attitudes, the personal characteristics of the counselor and the quality of the relationship with client as the major determinants of the outcome of a counseling process. He believes that if clients are offered unconditional positive regard by a counselor and feel empathically understood, they find it easier to reveal their weaknesses, build a trust in themselves and develop a willingness to continue growing (Jones 1995). This positive view in human nature has major implications for the practice of therapy. Due to the belief that the individual has the inherent capacity to move away from maladjustment towards psychological health, the counselor places the primary responsibility of the client and rejects the assumption that the therapist knows best. The client therefore is an active participant in the counseling process which is aimed at helping him/her become a fully functional person.

2.8.2 Rational-Emotive Theory (RET)

The rational-emotive theory was first developed by Albert Ellis, an American clinical psychologist. It is one of the cognitive behavioral approaches to counseling which is not a purely intellectual approach. It strongly emphasizes the interplay of feeling, behavior and cognition (Ellis, 1973). What Ellis means by the term 'rational' is cognition that is effective in self-helping rather than cognition that is empirically and logically valid. He asserts that people's rationality rests on sound judgment regarding which of their desires or preferences to follow. This judgment is usually based on their emotions and feelings (Ellis 1985). The rational-emotive theory also states that human beings' fundamental goals are survival, freedom from pain and happiness; and that people have biological tendencies of both actualizing themselves and being irrational, as well as some degree of free choice (Ellis 1985). He further argues that in pursuit of their goals, people create

inappropriate emotions and self-defeating behaviors because there are demanding as opposed to preferred beliefs. Ellis (1985) maintains that emotional and behavioral disturbances are primarily caused by rigid and absolutists' beliefs in the form of musts, should, have to, feelings of worthlessness and predictions of continuous failure.

Coupled with innate tendencies to irrationality, people acquire irrational beliefs partially by social learning and also because they do not develop and exercise their capacity for rational choice. There are several reasons according to Ellis (1985) why people persist in maintaining irrational beliefs such as: biological tendencies to irrationality, emotional strength of their beliefs, reinforcing consequences, unrealistic beliefs about change, and lack of sufficient challenge to their beliefs through action among others.

In practice, rational-emotive theory has two goals:

Helping clients overcome emotional blocks and disturbances and helping them become more fully functioning or self-actualizing. The rational-emotional behavior counselor would use a variety of cognitive, emotive and behavioral techniques to assist clients to dispute their irrational beliefs and develop an effective new philosophy of live (Jones, 1985).

This study will seek to establish the stress-related problems among students, and explore the nature and quality of counseling interventions carried out in the secondary schools. Knowledge of the two theories will be of great help to the teacher-counselor especially because they stress on an emphatic relationship between the client and the counselor. They also emphasize on direct participation in solving one's problems. This type of counseling practice makes the clients own the solutions and therefore they are able to abide by their choice of solutions towards behavior or

attitude change. By offering students a trusting and emphatic relationship, the teacher-counselor assists them to develop faith in themselves, to feel better understood and accepted without being condemned. While assisting students to solve their problems, the counselor helps them to state clearly problems and goals, to generate and evaluate alternative strategies, to outline the steps to attain goals, to identify resources, and to develop and support practical skills for successful character growth. Thus armed with this knowledge, the school can adopt counseling programs that are beneficial to students without necessarily waiting for things to go out of hand before action is taken.

2.9 Conceptual Framework

According to Goetz and LeCompte (1984), and Bliss et al.., (1983), a conceptual framework increasingly strengthens and keeps research on track by providing clear links from the literature to the research goals and questions as well as contributing to the formulation of the research design. The conceptual framework for the current study captures three variables as indicated in the schematic representation namely; Independent, intervening and dependent variables. These variables are all in interaction thus contributing to the study.

Figure 2.1

Independent variables   **Intervening variables**   **Dependent variables**

Factors that lead to Counseling

- Withdrawal
- Rudeness
- Truancy
- Indiscipline
- Apathy (feeling nothing can change)
- Sexuality Awareness
- Identity Crisis
- Self Esteem

Level of participation

- Level of administration support
- Frequencyof communication between students, teachers and parents.
- Presence or absence of counseling team.

Adequacy of Counseling Interventions

- Teaching load of a teacher-counselor

- Time allocated for counseling

Improved Behavior

- Percentage of students seeking counseling
- Availability of functioning counseling department
- Improved performance, level of truancy and frequency of indiscipline cases.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology that this study assumed/used. The chapter is organized into the following sub-sections; the research design, research sites for the study, unit of analysis and observation, target population, sampling design and procedure, sources of data, techniques of data collection, instruments of data collection and data analysis.

3.2 Research Design

This was a case study design that adopted a descriptive research design and it sought to establish if counselling in schools was effective to adolescents in secondary schools and sought to establish effective measures of adolescents counselling in schools and guided the teachers-counsellors on ways to improve adolescence counselling in schools.

3.3 Study Sites and Site Selection

The selection of a research site was essential since it influenced the quality of information produced. The idea was to go to all the secondary schools in Ngong since the case study had a broad objective of understanding the influence of counseling integration to adolescents with specific reference to study adolescents in secondary schools of Ngong Ward of Kajiado North Sub-County and for this reason the study sites for the case study was drawn from all the Ngong secondary schools shown in the map below.

Figure 3.1: MAP
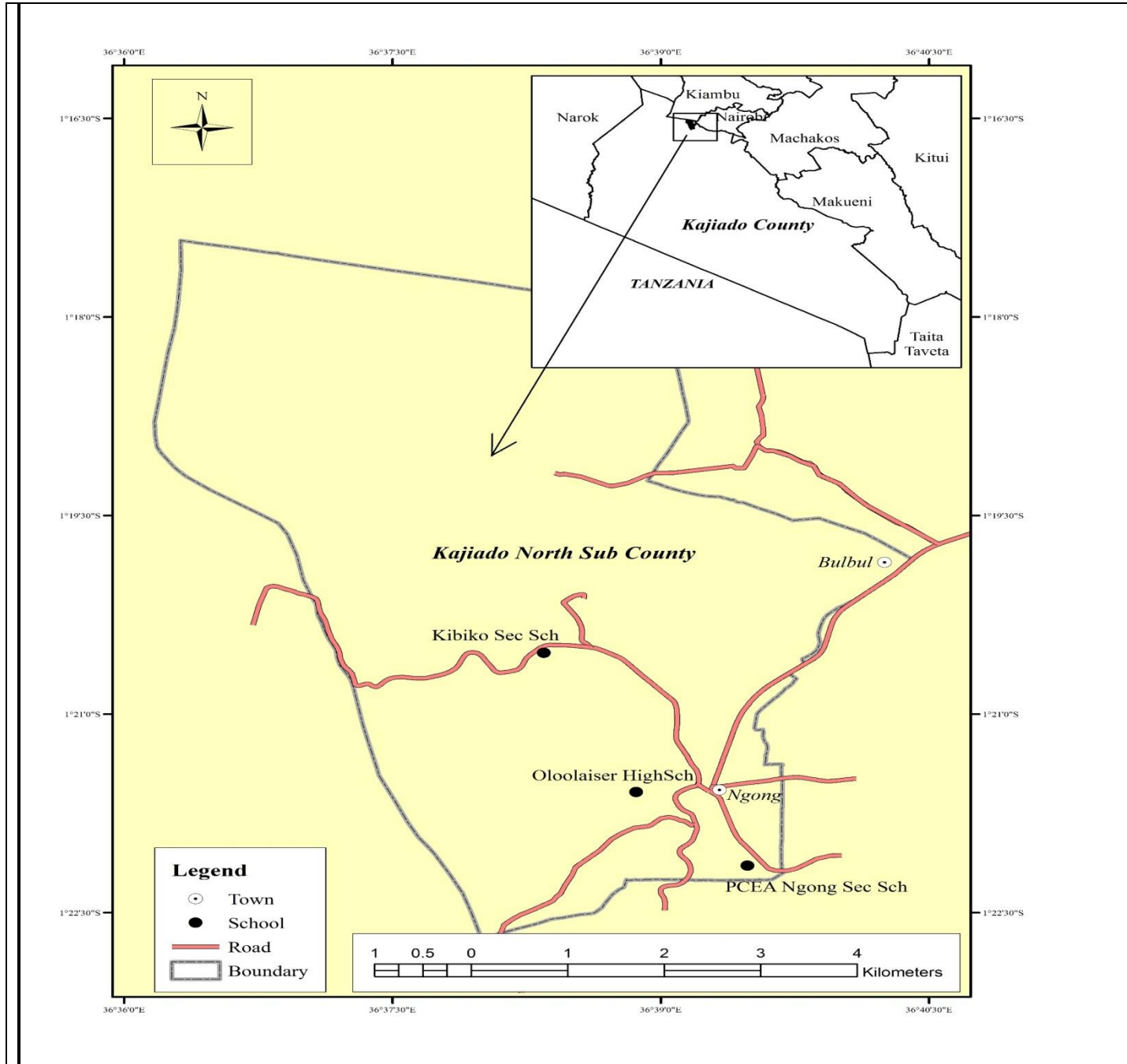
Source: Survey of Kenya (2011)

The study as mentioned earlier took place in Ngong' which is 35KM from Nairobi, Kenya's Capital City. The location consists of a multi-ethnic population thus adolescents and counselors in the schools were from diverse ethnic and economic backgrounds, making it a suitable and attractive research site for the researcher.

3.4 Units of Analysis and Observation

Units of analysis refer to the units about which information is collected while units of observation refer to the units from which information is collected. Babbie (2003) cited by Adler and Clark (2008: 371) offers useful distinction between units of analysis and units of observation. The units of analysis was the adolescents counseling while the unit of observation was the effects adolescents and the key informants were the principals and teacher-school counselors.

3.5 Target Population

The target population was students (adolescents) of the schools who were the main respondents aged between 13 and 18 years, Principals and Counselor-Teachers were the key informants. Bless et al.., (2006: 99), defines target population as the set of elements that the research focuses upon and to which the results obtained by testing the sample should be generalized. These elements can include people and objects as well.

3.6 Sampling Design and Procedure

The term "sampling design" refers to that part of the research plan that indicates how cases are to be selected for observation (Kombo and Tromp, 2006).The current study adopted Multi-Stage cluster sampling. Mugenda (2008) states that, "Cluster sampling is sometimes done in two or more

stages or cycles. The researcher divides the population into clusters, samples the clusters, then re-arranges the samples into clusters and re-samples. The process is repeated until the ultimate sampling units selected at the last of the hierarchical levels.

First stage was purposive sampling where the key informants were identified and sampled. Second stage was probability sampling; the procedures were used in the study to ensure representativeness of the sample to enable generalization of the findings of the entire population. In a probability sampling, cases in the study population have an equal chance of being selected through the process of random selection.

The target population for the study was all public secondary schools in Ngong, which are Kibiko Day Secondary School, PCEA Ngong' Day Secondary School and Oloolaiser High School. Thus 36 questionnaires were administered to students (12students from each school), 3 key informant guides to the school principals and 3 to the teacher-counselors (1principal and 1teacher from each school).

3.7 Techniques of Data Collection

This was a descriptive study that mainly required the use of quantitative data collection techniques through administration of questionnaires. The study utilized in-depth interviews were conducted with key informants that enabled the researcher gather rich information on key areas as they gave substantial information that helped address various research objectives of this study.

3.8 Tools of Data Collection

The questionnaires were the main data collection tool in the study. They contained open-ended questions and close-ended questions. The open-ended questions enabled the respondents to give

as much information as possible while the close-ended questions comprised pre-coded responses, hence largely yielded quantitative data.

An interview guide was designed by the researcher and was used to obtain important information from the key informants, the teacher-counselors and principals. The interview guide contained a summary of key issues to be raised during the interview which ensured that the interview remained as focused as possible and relevant to the study objectives.

3.9 Data Analysis and Interpretation Methods

Data analysis involves the reduction of accumulated data to a manageable size, developing summaries, looking for patterns and applying statistical techniques. It also included the interpretation of research findings in the light of the research questions, and determines if the results are consistent with the research objectives and theories (Cooper & Schindler, 2003). The qualitative data from the key informant interviews was presented in prose as they provided more in depth information on adolescence counselling this was done in verbatism so as not to distort the meanings as explained by the respondents.

3.10 Ethical Considerations

In this research there was compliance with the principles protecting the dignity and privacy of every respondent who participated in this research by informing all the respondents and key informants on the aims of the research, the choice of data collection methods and the benefits of the research. On confidentiality, the respondents were informed on the extent with which their answers would remain a secret. The participation was voluntary to encourage the accuracy of information provided by all participants. Moreover, the final report did not have information

concerning the details of personal information or communication thus the identity of participants

was kept private.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The following section of the study comprises of the data analysis and interpretation according to the study objectives and research questions. The data is presented in tables and pie-charts and interpreted discussed in relation to the literature reviewed for the study.

4.2 Characteristics of Respondents

The government secondary schools in Ngong Ward are divided into two categories; boys boarding and mixed day secondary schools. There are 2 mixed day secondary schools with a population of 726 representing a majority of 66.7% and 1 boys' boarding school with a population of 814 representing 33.3%. The targeted schools had a total population of 1540 students as of May 2019. This information was derived from the information given by the key informants.

Table 4.1 Distribution of School Category

School Category	Frequency (n)	Percent (%)
Boys Boarding	12	33.3
Mixed Day	24	66.7
Total	**36**	**100.0**

Table 4.2 Distribution of Class's Respondents

The respondents were derived from all classes equally as shown in Table 4.2. This encouraged the participation of respondents from all levels of the schools.

Frequency Distribution of Class		
Class	Frequency (n)	Percent (%)
Form 1	9	25
Form 2	9	25
Form 3	9	25
Form 4	9	25
Total	**36**	**100**

4.3 Factors Affecting Provision of Counseling Services

The researcher sought to identify the factors affecting provision of counseling services to adolescents in secondary schools. The researcher noted that, the level of education of the counselors is a key factor. The trained and certified counselors would be the most suited to handle the issues the adolescents related with. Another factor was the experience they had had as counselors which meant the more the years they had been exposed to counseling the easier and faster it was to help students out with their issues as issues tended to mostly be the same in adolescents in schools.

One of the school principals said:

> "*TSC should employ counselors in schools who are not teachers or we ask the government of Kenya to deploy police officers in schools because of the level of indiscipline that we experience each day. We cannot trust the teachers to help students with their problems whereas their bench marking is performance. Again students don't trust their teachers for fear of embarrassment in class when teachers give examples with their problems*"

One of the school principals said:

> *"For effective counseling, the ministry should organize in-service training for counselor teachers and provide materials like books, audios and videotapes on counseling as they would sensitize approaches on counseling in schools"*

These were similar findings to those of Ngotho (2013) that there was low perception in the schools due to lack of resources to fully implement counseling services programs in schools. Lack of professional training to teachers was a major hindrance to effectiveness of these services. The study findings further agree with Kiprop (2004) that teachers lacked the necessary skills to implement counseling programs. He further established that, teachers felt that the Ministry of Education emphasis on counseling failed to take into account the fact that many schools were staffed by ill-prepared teachers and also lacked necessary resources like books and offices.

One of the teacher-counselors said:

> *"Students have quite a number of challenges they deal with , some claim their parents don't love them, school fees issues, truancy (for mixed day) to an extent of missing national exams and the concerned subject teacher goes for them at home to sit for the exam, drug abuse, depression, sexuality problems leading to unwanted pregnancies among others. It is terrible and I cannot deal with all those issues in the school and I am overloaded with other teaching duties. At the end of the day TSC will pay me for teaching duties, the body doesn't recognize any other effort especially counseling"*

Table 4.3 Distribution of a Teacher – Counselor

Counselor in Schools	Frequency (n)	Percentage (%)
Students Agreed	35	97.2
Students Disagreed	1	2.8
Total	**36**	**100.0**

The findings of Table 4.3 indicated that the every school in the study had a counseling teacher allocated to provide counseling services in schools with majority of the students97.2% were aware

that their respective institutions had a counselor while minority of 2.8% stated they don't have a teacher counselor thus the school needed to sensitive to ensure all students were aware of their counseling teacher and the office.

Table 4.4 Distribution of Availability of the Counselor

Availability of the counselor	Frequency (n)	Percent (%)
Very Available	21	58.3
Available	13	36.1
Never Available	2	5.6
Total	**36**	**100.0**

The researcher further sought to establish how available was the counseling teacher, and the findings as indicated in the Table 4.3.2 below proves that 58.3% indicated was very available, 36.1% was available whereas 5.6% indicated the teacher-counselor was never available.

Availability of the counselor at any given time is an indicator of the effectiveness of a school counseling program. A key factor that has been found to affect the effectiveness of counseling services is time. The counselors have heavy teaching loads and other responsibilities such as administrative and clerical duties in the school leave little time for them t meet students in need of counseling services.

Table 4.5 Distribution of Time Set for Counseling

Time Set	Frequency (n)	Percent (%)
Students agreed	27	75
Students disagreed	9	25
Total	**36**	**100**

The researcher sought to find out if there was time set for counseling in schools. Majority of the respondents,75% stated there was time set for counseling in their schools while 25% stated otherwise. This observation could be due to the fact that counseling time was not indicated in the timetables thus the minority were not aware of the allocated time for counseling.

Table 4.6 Distribution of Timetable Strictly Followed

Timetable Strictly Followed	Frequency (n)	Percentage (%)
Not Sure	1	2.8
Strictly followed	19	52.8
Strictly not followed	16	44.4
Total	**36**	**100.0**

The researcher further sought to find out if the time set was strictly followed; 52.8% stated yes 44.4% stated no, while 2.8% were not sure if the timetable was not followed. This findings imply that counseling was not part of the schools' programs thus leading to lower uptake of counseling services.

Table 4.7 Distribution of Formal and Informal Counselors Preferred by the Students

Preferred Counselor	Frequency (n)	Percentage (%)
Friends	8	22.2
Counseling Teacher	18	50.0
Parent	6	16.7
Other Teachers	2	5.6
Other school staff	2	5.6
Total	**36**	**100.0**

The posed questions to the respondents to indicate the counselor the respondents preferred to ask for counseling services.50% stated they prefer the Counseling Teacher, 22.2% prefer friends, 16.7% prefer parents, 5.6% prefer other teachers and 5.6% prefer other staffs in school.thus implying the students sought services from the teachers-counselors. The key informants agreed that the workload of a teacher-counselor was just as much as that of other teachers thus affecting counseling office negatively.

One of the teacher-counselors said:

> *"Students don't like counseling from their teachers for fear of embarrassment, or afraid the teacher can mention his/her problem at the Assembly Ground while cautioning other students, or bring emotional conflict between them and the teachers. I have seen a few students talking to the watchman and cooks about their problems and they feel safe. We recently had counselors from Marist University for a week and the students flocked seeking for counseling services. We later noticed positive behavior and happy students in classes, which made me suggest to the administration to push for a school counselor who is not a teacher."*

Figure 4.1 Problems Experienced by the Students

Problems Experienced by the Students

- Rudeness to teachers, parents and other students 14%
- Lack of interest in school programmes 23%
- Taking alcohol or other drugs 9%
- Lack of sleep 4%
- Suicidal feelings 0%
- Excessive anxiety 14%
- Truancy 9%
- Low concentration during lessons 27%
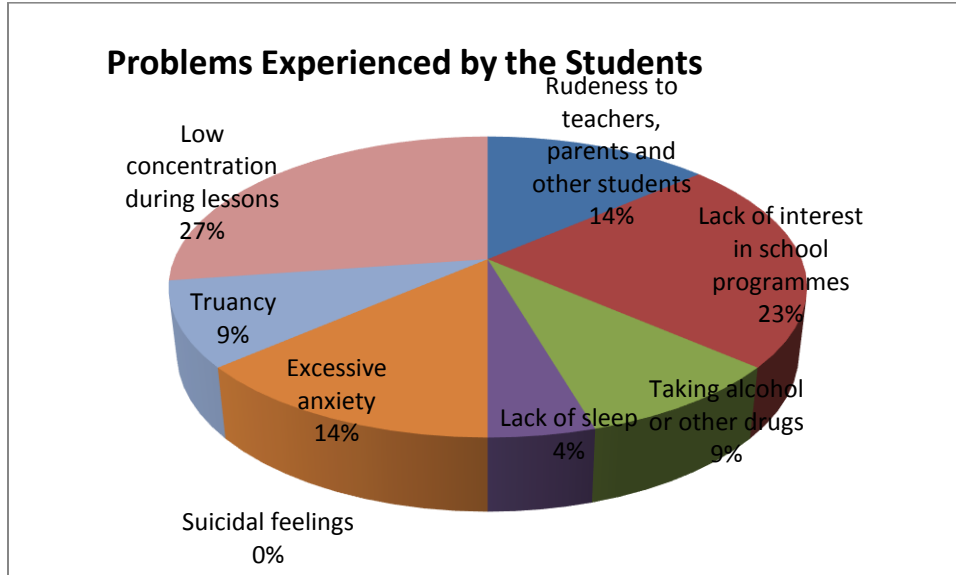
From the questionnaire the researcher had asked the students to indicate the problems they experienced often. Low concentration in class was 27%, Lack of Interest in school programmes 23%, Rudeness to teachers and other students 14%, Excessive anxiety 14%, Taking alcohol or other drugs 9%, Truancy 9%, Lack of sleep 4%, and Suicidal feelings 0%.

This indicated the need for counseling in schools was wanting as students were experiencing problems that need counseling help.

4.4 Perceptions and Attitudes of Adolescents on Counseling Services in School

The study sought to know the role of counseling in relation to student perception. Table 4.8 indicated 55.6% sought individual counseling while 44.4% did not. In Table 4.9 the majority 75% had sought counseling for 10 or less time, 16.7% 11 to 20times, while 8.3% had sought for individual counseling 21 to 30 times.

This meant the majority of the students sought for individual counseling but fewer times. This can be contributed by the fact that students were afraid of seeking counseling from their available teachers for reasons that they preferred invited guest counselors who were also rare in the school programs.

Table 4.8 Distribution of Students that Sought Individual Counseling

Distribution of individual Counseling attendance	Freq	Percent
Students that sought individual counseling	20	55.6
Students that didn't seek individual counseling	16	44.4
Total	**36**	**100**

Table 4.9 Distribution of Number of Times Students Sought any Counseling in One Term

Number of Times	Freq	Percent
0-10	27	75
11-20	6	16.7
21-30	3	8.3
Total	**36**	**100**

To examine the perceptions and attitudes of adolescents on counseling services in the schools, the researcher posed statements to which the students were required to agree or disagree. Table 4.5.1 indicates respondents in regard to seeking individual counseling and Table 4.9 indicates 55.6% of respondents sought individual counseling for 75% times in a term for a number of problems as listed below:

i. *Sexual relationships, Drug abuse, Bad Company.*

ii. *Poor academic performance.*

iii. *Home problems and Self esteem.*

iv. *Depression.*

v. *Truancy.*

vi. *Anxiety and rudeness.*

vii. *Bullying.*

viii. *Relationship with parents and teachers, Set goals and Focus.*

ix. *Friendship and Decision making.*

x. *Indiscipline and Coping with grief.*

xi.   *Pornography.*

xii.   *Critical thinking, Loneliness and complaining.*

The above problems were listed by the majority of the respondents as the major problems they were dealing with and sought help from counseling services. This implied that the adolescents had one problem or another and they all needed help. The schools should make counseling services intentional for all students so that their problems wouldn't escalated to depression or other mental illness.

One of the teacher-counselors said;

> "*Students will avoid counseling form their teacher for conflict of interest. If I encounter an indiscipline issue with a student, I won't consider if he/she had sought counseling, I will punish like any other student, thus most of them will avoid counseling from me. Some of them generally hate their teachers as they see them as their enemies thus cannot share their problems*"

4.5 Challenges of Adolescents' Counseling

Table 4.10 Counseling Group Sessions

Distribution of School's Counseling Group Sessions		
School's Counseling Group Session	**Frequency (n)**	**Percentage (%)**
Students that had group counseling session	28	77.8
Students that didn't have group counseling session	8	22.2
Total	**36**	**100.0**

The study further analyzed the challenges that could affect adolescence counseling in schools. It was found out that schools organized group counseling sessions with a majority of students 77.8.5 agreeing while 22.2% disagreed as shown in Table 4.10.

According to Griffin (1994) and Bakhda (2004) maintain that, group counseling is very important for the prevention of student disturbances and to help develop a very free abd friendly atmosphere.

Table 4.12 Peer Counseling in Schools

Peer Counseling	Frequency (n)	Percentage (%)
Students that had peer counseling	30	83.3
Students that had not had peer counseling	6	16.7
Total	**36**	**100**

The findings of peer counseling method in schools was agreed by 83.3% and 16.7% disagreed. Peer counseling is a method where an individual sought counseling from his/her fellow students informally at their time of choice.

Peer counseling was done through pairing up of students in the school, this would involve students informally talking to their friends on issues.

Table 4.12 Peer Counseling Effects

Was Peer Counseling Effective to solving students' problems	Frequency (n)	Percentage (%)
Students that agreed that peer counseling was effective	29	80.6
Students that disagreed that peer counseling was effective	7	19.4
Total	**36**	**100**

The study further found out the effects of peer counseling method was applied in the schools, and majority 80.6% agreed that it was effective while 19.4% disagreed. Peer counseling was identified as being more favorable in schools compared to individual counseling which was for more personal issues among individual students.

Table 4.13 Counselor's Level of Trust

Level of Trust	Frequency (n)	Percentage (%)
Students that were confident with their teachers	32	88.9
Students that were not confident with their teachers	4	11.1
Total	**36**	**100**

Confidentiality is also an important component of counseling which the researcher sought to ascertain to which extent do students were satisfied with this. Responses indicated a good perception of confidentiality among school counselors but 11.1% disagreed that the school counselors maintained confidentiality. Nyambura (2010) found fear of breaking confidentiality was a reason that would them from seeking help. Being confidential is one of the qualities that most students expect of their counselors. The study found that maintaining confidentiality and respecting students positively can affect counseling services. For instance, students indicated that they fear teachers-counselors would reveal their problems to their parents or other teachers. Besley (2002) states that, the students must believe in the school counselor.

Figure 4.2 Schools' Counselors
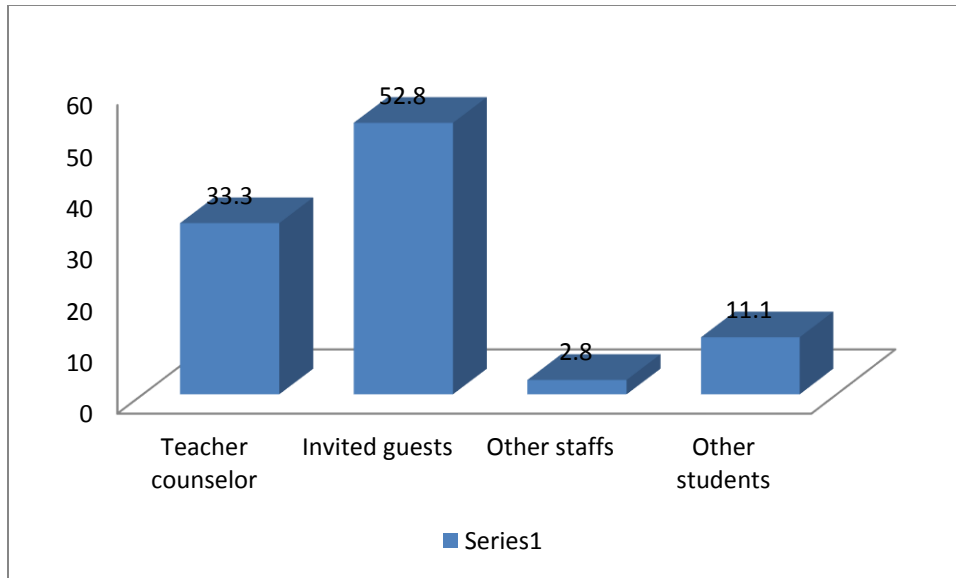
Majority of the respondents indicated the invited guests mostly offered counseling in schools and were most preferred by the students.

A teacher-counselor said:

> "Students believe sharing with strangers won't affect them as invited guests don't know them and they won't share with their families. Some are afraid we might preach their problems at the assembly when addressing them and it will bring more harm to the concerned students than good, they like counseling by guests that come to schools, however it is not sustainable as the guests would require an allowance and our school cannot afford it since the ministry has full control of the school fees thus the board cannot afford to employ a counselor, and now that students love counseling services from invited guests, I officially invite you to offer counseling to our students as a way of paying us for participating in your study"

Figure 4.3 Counseling Venue

The findings reported that counseling took place in different venues of the school compound with 52.8% private counseling room, 16.7% dining hall, 13.9% assembly ground, 13.9% Classroom, and 2.8% staffroom.

It was observed by the researcher that the counseling rooms were the private offices for the teachers thus the offices were more of academic offices than a counseling office. One of the schools had a good private office for counseling activities however the teacher-counselor reported that;

> *"I hardly stay in this room, if I must, is to see the students referred to me by the by the principal, deputy principal and other teachers due to discipline problems. My teaching load is full due to shortage of teachers especially in the languages and humanity departments."*
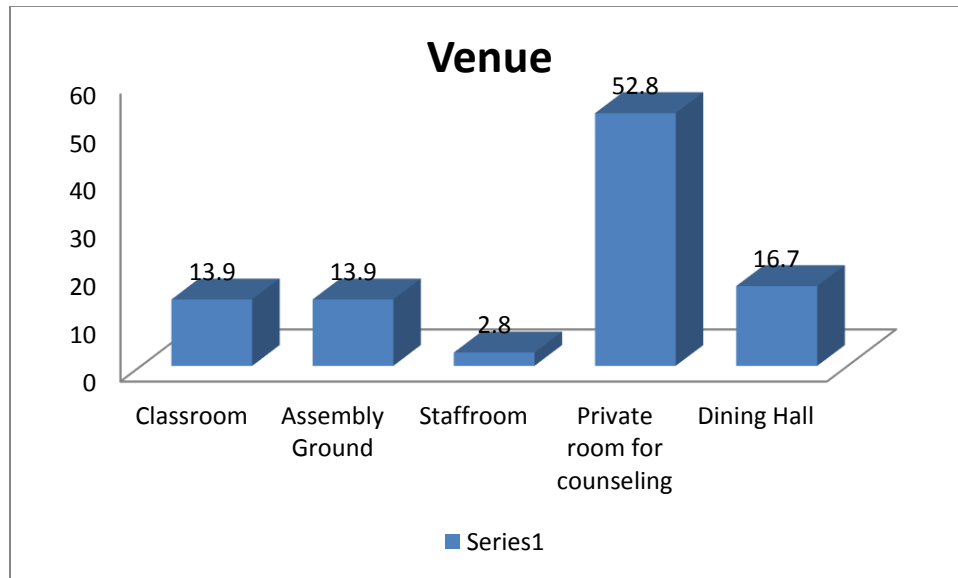
4.6 Consequences of Adolescents Counseling

The researcher further examined the consequences of counseling in schools that sought to answer if counseling helped encounter the challenges that the researcher posed to respondents to agree or disagree was clear that help had been forthcoming to students as there were more students who responded positively i.e (agree/disagree) in all the columns that indicated the problems due to they sought help for. This could be due to the fact that the students' help-seeking behavior was aggressive or due to the fact that the teacher-counselors were available.

It was noted that responses from respondents concerning help they received in solving their personal problems.

Table 4.14 Effects of Counseling

Problem	Frequency (Percentage)	Frequency (Percentage)	TOTAL
Self-Esteem	34 (94.4%)	2 (5.6%)	36 (100%)
Improved relationship with other people	34 (94.4%)	2 (5.6%)	36 (100%)
Academic Performance	34 (94.4%)	2 (5.6%)	36 (100%)
Improved Discipline in School	29 (80.6)	7 (19.4%)	36 (100%)
Sexuality Awareness	27 (75%)	9 (25%)	36 (100%)
Interest in School Programs	27 (75%)	9 (25%) counseling	36 (100%)

The table 4.14 above indicates the extent to which respondents agreed or disagreed to change after counseling services were offered or after they sought counseling services. It is clear the majority agreed that counseling helped them solve their personal problems but only for those that sought counseling services.

Thus if counseling services would be implemented in schools it would be very effective in the well being of the students. The study found out that the collaboration of all the stakeholders is required to affect positively the counseling services.

Table 4.15 Frequency Distribution of Counseling Helping Schools' General Problems

Counseling Helping Schools' General Problems	Frequency (n)	Percentage (%)
Students agreeing to have encountered problems through counseling	30	83.3
Students disagreeing to have encountered problems through counseling	6	16.7
Total	**36**	**100**

The respondents further indicated in Table 4.15, that counseling has generally encountered students' problems in their schools with 83.3% agreeing and 16.7% disagreeing; for there was behavior change and improved academic performance.

One of the school principals said;

> *"The school doesn't have enough money to pay counselors unless they volunteer, thus a proposal to TSC to employ special counselors. We have seen students who were counseled by a Intern Counselor changed behavior drastically. The students confessed to have dealt with depression, Drug abuse, Suicidal thoughts, Self Esteem, Truancy, Sleep Disorders, Grief and Indiscipline."*

Therefore, the key informants agreed that counseling would help solve adolescents' problems as they had noted a change to students who sought counseling especially to the invited guests who offered counseling at free.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study sought to establish the influence of adolescence counseling on secondary schools students in Ngong Ward of Kajiado North Sub-County. The study was guided by specific objectives which were to identify the factors affecting provision of adolescence counseling in Ngong, to examine perceptions and attitudes of adolescents on role of counseling in Ngong, to analyze the challenges of adolescence counseling in Ngong and to examine the consequences of adolescence counseling in Ngong. The study adopted the descriptive approach to collect the data from the target population which was the adolescence of the schools in Ngong, their principals and their counselor-teachers. The study was undertaken in June 2019 when the students were preparing for mid-term exams therefore there were challenges in getting the students to fill in the questionnaire as they were revising during their free time. The key informants were equally busy administering exams and marking and some principals were not very welcoming to the researcher as they were busy with other administrative duties thus the researcher had to go a number of times to get the opportunity to interview. However, the study was able to acquire 36 fully completed questionnaires from the respondents and interviewed all the key informants as sampled through the multi-stage sampling procedure. The study presented the data in tables, pie-charts and bars and the researchers own interpretations.

5.1.1 Factors Affecting Counseling Provision in Schools

On factors affecting provision of counseling in schools, the study revealed that there are number of indiscipline cases in the schools and mostly were a reaction of issues that the students were

dealing with but were not able to counter them. Group and Peer Counseling were found to be helpful though not effective. The study found out that there were trained teachers-counselors but were not offering counseling services as expected by the students even as the schools set the counseling time, the teachers were not fully available as they mostly attended to their teaching duties which was their benchmark as expected by their employer, TSC.

The study also found out that the students preferred counseling services by the invited guests as they trusted them with confidentiality to their teachers for fear of embarrassment.

5.1.2 Perceptions and Attitudes of Adolescents on Counseling Role in Schools

Study findings revealed that students highly regarded counselor role in assisting students cope with their challenges and personal needs. Students also acknowledged that counseling providers were mindful of their interaction in the school environment. Asikhia (2010) notes healthy interpersonal relationship among personnel in the school setting will help to promote beneficial environment for teaching-learning situation. Confidentiality was also identified as an important quality of students with regard to their perception and attitude towards seeking counseling. The study found out that counseling concentrated on behavioral change and improve on academic performance than life skills, career path and opportunities after secondary school which is important for learners after their time of secondary school.

5.1.3 Challenges of Adolescents Counseling

The major challenge that the study found was that was that the schools didn't not have counselors assigned to counseling duties but rather they had teachers whose first major duty to the school was to offer academic services; counseling was second however much it was needed in schools.

The principals sampled identified various challenges they undergo in an effort to implement counseling programs in schools; they didn't have enough money to employ counselors under Board of Management. They lacked support from the Ministry of Education (MOE) and stakeholders as they have not allocated established departments and enough resources and materials to the teacher-counselors to promote effective counseling services in schools.

5.1.4 Consequences of Adolescence Counseling

The study found out that counselling encountered students; challenges and problems and affected positively the academic performance of the students and behavioural change of the students. The students reported that that the students that sought counselling got help in dealing with problems such as Self Esteem, Sexuality, Interest in the School Programmes, Indiscipline both at home and school among others. This was due to the fact that the students' help-seeking behaviour was aggressive or due to the fact that the teacher-counsellors were available.

5.2 Conclusion

Study findings show that there is relative indication to show that counselling has had a positive influence to adolescents in dealing and coping with their problems and challenges in schools. Evidence suggests that there is a deliberate effort by the school's administrators to use counselling to counter indiscipline in schools but the efforts are hampered by resource challenges. Counselling was not popular in dealing with life challenges after secondary schools; the attention was to improve academic performance and indiscipline cases among the students.

Counselling in the study promoted individual student's personality in realization of their adolescence stage. Students as direct beneficiaries of counselling should be well informed on the aims and benefits of counselling. Lack of poor participation of children in the design and implementation of counselling programmes in the schools can also be a hindrance to the effectiveness of these programmes. Parents and other stakeholders should also be informed on their duties and responsibilities as guardians in the process of counselling.

5.3 Recommendations

Based on the study findings the researcher makes the following recommendations;

1. The Ministry of Education in collaboration with Teachers Service Commission should work together and seek to employ counselors in each school for effective counselling to adolescents in secondary schools.

2. There should be continuous training of teachers-counsellors in schools facilitated by stakeholders given the decentralization of education management which would suit different counselling challenges faced in schools.

3. There should be more communication among the stakeholders in developing counselling programmes to achieving education objectives in schools.

4. School administrators and stakeholders should make an effort to embrace and integrate counselling methods in effort to achieve effective counselling.

5. Monitoring and Evaluation of programmes is an important way to identify challenges to take effective measures to improve on counselling services. It will help to find a way of supporting the schools with resources needed to provide effective counselling.

6. School administration should not give up in reaching out for help from the stakeholders and involving them on issues relating to counselling in schools.

5.3.1 Suggestions for Further Study

The researcher proposes the following areas for further study:

i.   This study needs to be replicated in private secondary schools to compare the results.

ii.   More studies should be done to cover a sub-county, county or the whole country. This would use a large sample which would give better representation for generalization purposes.

iii.   Similar studies should be done to cover post-secondary, `colleges and universities.

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LIST OF APPENDICES

DATA COLLECTION TOOLS

APPENDIX 1: QUESTIONNARE FOR THE STUDENTS

Hello. My name is Anne Wanjiru and I am a Master of Arts student at the Department of Sociology and Social Work in the University of Nairobi. I am conducting a research on "The Impact of Adolescence Counseling on Secondary schools' students: A Case Study of Ngong Secondary schools in Kajiado North Sub-County. The findings of this study will be used to write an M.A Project Paper. I would highly appreciate your patience and time spent to answer the following questions. All information collected will be treated as confidential and thus will not be disclosed to any other parties for unknown intentions. Thank you in advance for your continued cooperation.

Section A: Personal Details

1. Name of the School_____
2. School Category (tick as appropriate)

   Boys' Boarding ( )   Girls' Boarding ( )

   Mixed Day ( )   Mixed Day ( )
3. Class (tick as appropriate)

   Form One ( )   Form Two ( )

   Form Three ( ) Form Four ( )

Section B: Tick as Appropriate where choices have been given and write the correct answer where a space has been left.

4. Do you have a counselor teacher?

   Yes ( ) No ( )
5. If yes, on the question 4, how available is the teacher?

   Very Available ( )   Available ( )   Never Available ( )
6. Is there a time set for counseling in your school?

   Yes ( )   No ( )

7. If yes on question 6, is the timetable strictly followed?

Yes ( )   No ( )

8. Have you ever attended an individual counseling?

Yes ( )   No ( )

9. If yes, on question 8, what challenges were you seeking help for?

a.

b.

c.

10. If no, on question 8, why not?

a.

b.

11. How frequently did you go for counseling during the last school's term?

a. _____ times per week

b. _____times during the term

12. If you were in need of counseling who among the following would you prefer to go to and why? (Choose only one)

Friends ( )   Counseling Teacher ( )

Parent ( )   Other Teachers( )   Other(Specify)

13. Does your school organize compulsory group counseling sessions for the students?

Yes ( )   No ( )

14. i. Does your school organize peer counseling?

Yes ( )   No ( )

ii. Has it helped in solving the challenges that you encounter?

Yes ( )   No ( )

15. Who mostly offers counseling in your school?

Teacher Counselor ( )   Invited Guests ( )

Other Students ( )   other Teachers ( )

16. Can the answer above be trusted with students' secret?

Yes ( )   No ( )

17. List 3 problems that counseling in 16 above solves for you.

a. _____

b. _____

c. _____

18. How often have you experienced the following problems?

NO.	PROBLEM	VERY OFTEN	OFTEN	NOT AT ALL
1.	Rudeness to teachers, parent and other students			
2.	Lack of interest in school programmes			
3.	Taking Alcohol or other drugs			
4.	Lack of sleep			
5.	Suicidal Feelings			
6.	Excessive Anxiety			
7.	Truancy			
8.	Low concentration during lessons			

19. In your opinion, has counseling guided you in solving the following challenges?

NO.	PROBLEM	YES	NO
1.	Self esteem		
2.	Relationship with parents, teachers and peers.		
3.	Sexuality		
4.	Academic performance		
5.	Interest in school programmes		
6.	Indiscipline in school. e.g bullying other students, lateness and noise making in class		

20. Where does counseling in your school take place?

Classroom ( )   Assembly Ground ( )

Staff Room ( )   Private room for Counseling ( )

Other (specify)_____

21. In your opinion, would you agree counseling has helped encounter students' problems in your school?

22. Briefly explain your answer of question 21.

The end.

Thank you for your cooperation!

APPENDIX 2: QUESTIONNAIRE FOR THE PRINCIPAL

Hello. My name is Anne Wanjiru and I am a Master of Arts student at the Department of Sociology and Social Work in the University of Nairobi. I am conducting a research on "The Impact of Adolescence Counseling on Secondary schools' students: A Case Study of Ngong Secondary schools in Kajiado North Sub-County. The findings of this study will be used to write an M.A Project Paper. I would highly appreciate your patience and time spent to answer the following questions. All information collected will be treated as confidential and thus will not be disclosed to any other parties for unknown intentions. Thank you in advance for your continued cooperation.

1. Name of the school_____

2. School Category (tick as appropriate)

   Boys' Boarding ( )   Girls' Boarding ( )

   Mixed Day ( )   Mixed Day ( )

3. What is the total number of students in your school?

4. Does your school have a trained counselor?

   Yes ( ) No ( )
   If yes, what is the level of training in counseling? _____

5. How many years have you served in a school administration?

6. Have you encountered the following challenges among students in your school?

No.	Problems	Yes	No
1.	Depression		
2.	Lack of Interest in School Programmes		
3.	Alcohol taking/drug abuse		
4.	Sleep Disorder		

5.	Poor Academic Performance		
6.	Suicidal Thoughts		
7.	Truancy		
8.	Self esteem		
9.	Sexuality		
10.	Indiscipline in school. e.g bullying, rudeness, students, lateness and noise making in class		
11.	Withdrawal and irrational emotional behavior		

7. What other forms of indiscipline do you encounter among students in your school?

8. What other support does the counseling teacher require?

9. How often do you refer indiscipline cases the teacher-counselor?

10. How is the teacher-counselor's workload compared to that of other teachers?

11. What criterion is used to appoint the counseling teacher/team in your school?

12. Does your school have all the necessary facilities for carrying out effective counseling interventions? What more do you need to do to enhance counseling in your school?

13. Kindly tick as appropriate the following table that will respond to the perceptions about counseling programmes.

No.	Perception	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1.	Counseling helps students in realizing self-esteem.					
2.	Counseling helps students to cope with personal problems.					
3.	Parents are important to the success of counseling interventions.					
4.	Students need to be equipped with problem coping skills.					
5.	The lack of principals' support in counseling programmes affects the program negatively.					
6.	Peer /Group counseling is an effective Method of inculcating desired changes among the adolescents					

Thank you for your cooperation!

APPENDIX 3: QUESTIONNAIRE FOR THE TEACHER-COUNSELOR

Hello. My name is Anne Wanjiru and I am a Master of Arts student at the Department of Sociology and Social Work in the University of Nairobi. I am conducting a research on "The Impact of Adolescence Counseling on Secondary schools' students: A Case Study of Ngong Secondary schools in Kajiado North Sub-County. The findings of this study will be used to write an M.A Project Paper. I would highly appreciate your patience and time spent to answer the following questions. All information collected will be treated as confidential and thus will not be disclosed to any other parties for unknown intentions. Thank you in advance for your continued cooperation.

1. Name of the school_____

2. School Category (tick as appropriate)
   Boys' Boarding ( )   Girls' Boarding ( )
   Mixed Day ( )   Mixed Boarding ( )

3. Stream/Classes you are responsible for counseling (Tick as appropriate)
   Form1 ( )   Form2 ( )   Form3 ( )
   Form4 ( )   Form1-Form4 ( )

4. Is the school's counseling department active in student-counseling?

5. How well organized is the counseling department in school. (Briefly explain your answer)

6. What resources has the school administration provided for counseling services?

7. How frequently do students see you when they are in challenges?
   Very Frequent ( ) Frequent ( ) Rarely ( ) Never ( )

8. What are the common problems that student seek counsel for?

9. Do you have a fixed program when students come for counseling?

Yes ( )   No ( )

   If yes, kindly specify,

1

10. Do you keep students' counseling records? If so where are they kept and who is the custodian?

11. Have you ever been sponsored by the school to attend any training or seminar on counseling?

Yes ( )   No ( )

12. What is your highest level of education?

13. Have you had any training on counseling? If yes, what level?

14. How many teaching lessons do you have in a week? How many do other teachers have on average?

_____number of lessons you have per week.

_____number of lessons other teachers have on average per week.

15. What kind of support do you get from other teachers?

16. In your opinion, do the parents actively support the counseling services? Kindly explain your answer.

17. What are the challenges you encounter as you perform your duties in your school?

18. What are the main considerations for a teacher to be appointed in the counseling department?

19. What do you think inhabits students from seeking counseling services as often as possible?

20. Do students give information willingly about their problems? Explain your answer.

21. In your opinion, do you think the credibility/competence of a teacher counselor affects students' help seeking behavior?

22. For how long have you counseled adolescents?

23. Do you organize peer counseling? If yes, how do students respond to sessions both in attendance and participation?

    Very Well ( ) Well ( ) Fair ( ) None ( )

24. What are the major challenges you face are a teacher-counselor?

25. What are the common problems do students approach you with for solutions?

26. Kindly fill in the following table indicating the number of students you have counseled during the last term due to the indicated problems?

No.	Problems	No. of Students
1.	Rudeness to Teachers, Parents and other Students	
2.	Lack of Interest in SchoolProgrammes	
3.	Alcohol taking/drug abuse	
4.	Sleep Disorder	
5.	Poor Academic Performance	
6.	Suicidal Thoughts	
7.	Truancy	
8.	Self esteem	

9.	Sexuality	
10.	Indiscipline in school. e.g bullying other students, lateness and noise making in class	

27. Would you agree that counseling has improved your students' response to the following problems?

No.	Problems	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	Not Applicable
1.	Depression						
2.	Lack of Interest in School Programmes						
3.	Alcohol taking/drug abuse						
4.	Sleep Disorder						
5.	Poor Academic Performance						
6.	Suicidal Thoughts						
7.	Truancy						
8.	Self esteem						
9.	Sexuality						
10.	Indiscipline in school. e.g bullying, rudeness, students,						

	lateness and noise making in class					
11.	Withdrawal and irrational emotional behavior					

Thank you for your cooperation!