STUDENTS' ATTITUDES TOWARDS GUIDANCE AND COUNSELLING IN PUBLIC SECONDARY SCHOOLS: A CASE STUDY OF NGONG DIVISION, KAJIADO DISTRICT.

BY

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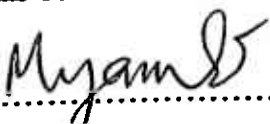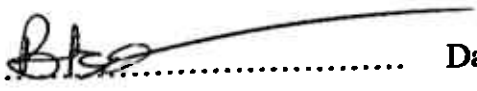## KENYA

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This project is my original work and has not been presented for any degree in any other University.

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DEDICATION.

This work is dedicated to my dear children: Philet, Maureen, Brillian and Brian, for always being there for me during the course of this project paper; my friends and relatives who prayed for me and encouraged me despite the trying moments.

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ABSTRACT

Guidance and counselling has emerged as an essential component in the educational system. Due to economic and social changes which have resulted in the weakening of the structures of the traditional societies, boys and girls in schools need to be fully guided regarding the relationships between health and the environment, life-earning skills, the knowledge and attitudes that lead to success or failure in life. Counselling helps in opening educational and vocational opportunities to students. It also helps them to acquire the right values and attitudes that would make them productive and useful citizens.

This study was designed to establish the efficacy of guidance and counselling as a vehicle for behavioral change in secondary schools. It also attempted to establish how students' attitudes towards guidance and counselling influence/affect their help-seeking behaviour. It was conducted in all the five public secondary schools in Ngong Division, Kajiado District.

The researcher interviewed students and teacher-counsellors to gather some information on the preparedness and quality of personnel involved in providing guidance and counselling services. The data obtained from the interview was analyzed through descriptive and inferential analysis.

The study revealed that most teachers-counsellors in Ngong Division, Kajiado District, had not attained the highest level of training in counselling skills though they were all professional teachers. All schools recognized the guidance and counselling department. The efficacy of guidance and counselling could be improved through training teachers in guidance and counselling skills. It also revealed that students tend to seek help more frequently from teacher-counsellors of their gender.

The study further found that lack of competency of the teacher-counsellor, lack of resources and facilities for the guidance and counselling department, double role of teacher-counsellor, lack of appropriate time set aside from the school curriculum for guidance and counselling and fear of staff members were among the factors that hindered students from seeking guidance and counselling services. Lastly, the study established

that the nature of consultations students made with the teacher-counsellors were mostly referral.

From the study, it was concluded that other factors, other than the ones investigated affect the attitudes of students towards guidance and counselling. The possible factors included: non-availability of teacher-counsellors, bad prior counselling experience, negative attitudes of students towards guidance and counselling, level of training of teacher-counsellors, teaching experience, the relationship between students and teacher-counsellors, cultural backgrounds and lack of awareness of guidance and counselling services in schools.

From the above findings and conclusions, it was recommended that the other factors, other than the investigated ones, that affect students' attitudes towards guidance and counselling should be studied and the hindrances to students' help-seeking behaviour should be eliminated.

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CHAPTER 1:   INTRODUCTION

1.1 BACKGROUND

Secondary schools have the extraordinary difficult task of educating, today's youths who will someday be responsible for political, economic and cultural well-being of the nation. Ideally, conscientious teachers and dedicated school administrators provide students with, essential social and intellectual skills. With the government ban in 1992 on corporal punishment as a strategy for managing indiscipline in schools, school administrators are left with the options of suspension, expulsion and manual work but with emphasis on guiding and counselling the victim.

Guidance and counselling has existed in one form or another since the very beginning of human civilization. People sought comfort and solance from family and close associations. However, it is only in the recent past that counselling has emerged as a component of educational system which has deep roots in the values of individual freedom, rights, dignity and worth as a human being (Narayana ,2002:2).

Guidance and counselling are two terms which are generally used interchangeably though they are different in meaning. Guidance is defined by (Narayana, 2002:34) as "the assistance given to an individual in making intelligent choices and adjustment". It is concerned with promoting the utilization of one's own potential. In other words, it helps to make the individual self-dependent and self-directed. Hence guidance helps people to solve problems, it does not solve problems. Counselling is defined by (Narayana 2002:23) quoting Gustad (1953) as "a learning oriented process, carried on in a simple, one-to-one social environment in which the counsellor, professionally competent in relevant psychological skills and knowledge, seeks to assist the client, by methods appropriate to the latters's needs and within the context of the total personnel programme, to learn how to put such understanding into effect in relation to more clearly perceived, realistically defined goals to the end that the client may become a happier and more productive member of society".

Guidance and counselling movement had its origin in Europe and the U.S.A in the 19th century but did not gather momentum until the beginning of the 20th century. The pioneers, one of whom was Frank Parsons of Boston, U.S.A , between 1905 to 1909 concentrated on the

provision of occupational information. Later there was a move towards the use of more objective methods.

Guidance in traditional African society involved educating the youth about the tradition and cultures of the community. This was done from generation to generation by the elders. The objective of the guidance was to mould the individual in such a way that he/she fitted in the society as a responsible member of the community (Mutie, 1999:9)

Guidance in schools in Africa is a relatively new concept. Due to economic and social changes which in turn have resulted in the weakening of the structures of the traditional societies, boys and girls in schools need to be fully guided regarding the relationship between health and the environment, life-earning skills, the knowledge and attitudes that lead to success or failure in life. For instance, vocational guidance gives detailed and essential career information concerning different vocational avenues, understanding the requirements, demands, limitations and prospects of vocational developments (Narayana, 2002:38). In Kenya, guidance is becoming increasingly important because the country is faced with many new problems requiring special psychological or social services which are peripheral to education (Mutie and Ndambuki 1999:11).

Counselling assists in opening educational and vocational opportunities to students. It helps them acquire the right values and attitudes that will make them productive and useful citizens. It will also help them acquire self-esteem, a sense of identity, values and beliefs that can guide their behaviour and form their characters. Lack of guidance and counselling in schools may hinder students from discovering themselves, their potentials and interests. Some students may go to school, and leave without any idea of the kind of jobs they should train in for the future. Therefore "young people need guidance and counselling than ever before for they are living in a considerably more complex world than it was ten years ago" (Makinde,1984:172).

1.2 PROBLEM STATEMENT

The Government of Kenya in 1992 through its national policy on education highlighted the need for guidance and counselling services in Kenya's educational system to address the young people's apparent lack of awareness concerning potential career choices and skills on how to deal with some social problems. This called for the training of teachers in the field of guidance and counselling (Republic of Kenya, 1997). This study is a follow-up to gather some information on the preparedness and quality of personnel involved in providing guidance and counselling

services in secondary schools. It also aims at attempting to establish how students' attitudes towards guidance and counselling affect/influence their help seeking behavior.

The importance of guidance and counselling in schools cannot be overemphasized. As stated early in the introduction, guidance and counselling programmes enable students to discover themselves, their potential and interests. It also helps them make academic choices that ultimately determine their vocational future. Lack of guidance and counselling facilities may make many students to go to school and leave without any idea of the kind of jobs they want to train for. Others move from job to job in an attempt to discover jobs that are suited to their abilities (Mutie and Ndambuki, 1999: vii). The findings of the proposed study will add more knowledge to the existing literature on guidance and counselling in secondary schools which seems to be designed around the counselling process, qualities of a counsellor and major areas of counselling. The study hopes to provide practical insights and analysis on attracting more students for guidance and counselling. The ministry of education can also use the findings for policy recommendations.

Secondary school students are normally at the adolescent stage. Their problems arise out of the adolescent's total interaction with the environment such as educational, social, cultural, economic and religious interactions. Failure to provide solutions may lead to indecision, uncertainty, ambiguity, conflicts, instability, unpredictability leading to delinquency, alcoholism, career muddle and hindered heterosexuality. Therefore guidance and counselling should be welcome to help find solutions to many problems of adolescents Makinde (1984:9). Unless proper guidance is given to adolescents when their needs arise, they become frustrated and unwilling to cooperate. They seek all sorts of adjustment mechanisms such as aggression, compensation, identification, rationalization, negativism, withdrawal among others Miller (1978:10)

According to Teacher Advisory Center AEO's office, Ngong, disturbed students exhibit different forms of indiscipline, leading to poor exam performance. Going by the 2003 K.C.S.E results, none of the five public secondary schools in the division was among the top hundred (100). This forces one to raise a number of questions about the efficiency of guidance and counselling in this division.

For guidance and counselling to benefit the students, it is necessary that they have the right attitudes towards these services. Positive attitudes will show their readiness to communicate and

real desire to improve their state (Narayana, 2002:160). Even though attitudes cannot be easily measured, they can be inferred from people's responses to the questions. For example, in a school, when students use such words as like, dislike, love, hate, good and bad (in regard to a person or an object), they are actually describing their attitudes. Franzoi (2000:148) states that "if you want to influence people's attitudes, their behaviour will follow". Therefore, a change in attitudes sets in motion a modification of behaviour. The researcher in this study will attempt to establish whether the negative or positive attitudes of students towards guidance and counselling is influenced by their personal characteristics such as experiences, cultural background, expectations for counselling held by students, economic conditions, environment of the community or the characteristics of the institution in which counselling takes place.

Even though guidance and counselling as a discipline has grown so rapidly in response to social demands and pressures, the literature available is from foreign countries. The local literature is scarce. For instance, Gitonga (1991) studied secondary school teachers' attitudes towards guidance and counselling. Wanjohi (1990) wrote on the role of cousellors in secondary schools. The role of students and especially their attitudes towards guidance and counselling, which is the topic of this study, has not been adequately addressed. This information is missing though it is required for proper evaluation of the guidance and counselling programme. The researcher hopes to provide this information.

Ngong is a peri-urban division. The students in the public secondary schools under this study are from different ethnic and economic background. The findings of this study will be a better generalisation of students' attitudes towards guidance and counselling than when the selection of schools is done from an area where students have the same ethnic background. The public secondary schools in Ngong division are sponsored by the Presbyterian Church of East Africa (P.C.E.A) which gives them the same Christian background. Since the data have to be collected when the schools are in session, Ngong Division will be convenient to the researcher as it will save time and costs involved.

1.3 SCOPE AND LIMITATION OF THE STUDY

The study will be carried out in Ngong division of Kajiado District Rift-Valley province. It will cover five public secondary schools namely:

1. Oloolaiser Boys' Boarding Secondary School.
2. Nakeel Boys' Boarding Secondary School

3. Enoomatasiani Girls' Boarding Secondary School.
4. Kibiko Mixed Day Secondary School.
5. Ololua Mixed Day Secondary School.

The study will cover students' attitudes towards guidance and counselling in terms of their perception of the role of the teacher counsellor, factors hindering them from seeking guidance and counselling services and the efficiency of guidance counselling delivery services.

Ngong Division has been selected purposively. The study will cover a small area (division) in one province (Rift Valley) out of eight in the country. In the educational system, students' attitudes towards guidance and counselling is a national concern which extends from the primary school to the University level. However, it is not possible to extend the study to all other areas of the republic, not just because of logistics but also because of the large amount of money that would be required to carry out a study of that nature. Another limiting factor is the fact that the data must be collected during school term. The researcher being in a full time employment would not have the kind of time that would be required to carry out a national or provincial study.

GENERAL OBJECTIVE

The general objective of the study is to investigate student's attitudes towards guidance and counselling in public secondary schools in Ngong Division, Kajiado District.

SPECIFIC OBJECTIVES

1. To establish and assess students' attitudes towards guidance and counselling in secondary schools.
2. To establish the efficacy of guidance and counselling as a vehicle for behaviour change in secondary schools.
3. To find out and explain the factors that hinder/motivate students from seeking guidance and counselling services in secondary schools.

CHAPTER TWO: LITERATURE REVIEW

This chapter presents a review of the relevant literature deemed necessary in helping in the understanding of the subject/topic under review. It is discussed under the following subtopics: the concept of guidance and counselling, the role of the school counsellor from the perspective of the students, factors that may hinder/motivate students from seeking guidance and counselling services, the concept of attitudes, attitude formation and measurement, attitude change, counselling theories and hypothesis.

2.1 THE CONCEPT OF GUIDANCE AND COUNSELLING

Guidance is used synonymously with the term counselling but they have different meanings. Guidance is basically that assistance that is given to an individual through education and interpretation procedures in order to make intelligent choices and adjustments. Guidance is not in any way imposition of one's point of view upon another neither is it making decisions for individuals which he/she may be able to make for himself. Rather guidance is the persistent made by competent counsellors to an individual of any age in order to develop his own point of view and make his own decisions (Narayana,2002:34).

The essential function of guidance is to make the individual responsible. It helps to bring out the best possible utilization of the individual capacities and the available environmental resources. Guidance has basic respect for the counsellee (unconditional self-regard) and views the help he provides as enhancing the counsellee's freedom of choice, responsibility and commitment to his choice. The student seeking guidance is expected to make his own choices. The person giving guidance does not choose but helps in choosing the most desirable or most appropriate course of action. As Narayana (2002:35) points out, " Guidance helps individuals to help themselves". Rogers (1962:416) maintained that the purpose of a helping profession is to enhance the personal development and the psychological growth towards a socialized maturity of the client.Hence according to Makinde (1984:42) the four guidance services most frequently found in secondary schools are as follows:

Orientation/adaptive services: These services are provided to help students adjust better in each new environment. At the beginning of each academic year, new students are admitted into secondary schools. Many of them feel lost socially and psychologically in their new environments. This is because they no longer enjoy the psychological support of parents, friends

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and former teachers. Also, the new environment, with its rules, regulations and administrative set-up, appears completely different. "Orientation services are therefore designed to help such students make adjustments during such critical transition periods. Programmes are drawn up to familiarize them with the overall school situation. They are introduced to physical plants, the administrative set-up rules, and regulations governing student conduct, the use of school facilities, the teaching staff and how the school guidance programme can serve their needs" (Makinde, 1984:42).

Appraisal/inventory services: "This is where one collects, analyses and uses a variety of objective data for the purposes of better understanding the student/client. Without adequate and reliable information on an individual, it will be difficult to help that individual resolve his/her problems or plan realistically. It is therefore important to collect and make available a variety of information through observation, interview, testing, history, social adjustment data etc about each pupil which will enable the school authority to plan satisfying educational and social programmes" (Makinde, 1984:42). It is a way of helping an individual to acquire and organize useful information about himself so that when he knows his strengths and weaknesses he can make a reasonable choice from all alternatives at his disposal.

Information/distributive services: These aim at providing students with better knowledge of educational, vocational and social opportunities so that they can make informed choices and decisions. "An individual will need at all times to make decisions about education, career and social life. For example, if a person decides to acquire further education, the question of which institution and how to secure admission and profit from the programme will have to be addressed. If it is the choice of career, he/she needs to examine the advantages and disadvantages of several careers before embarking on one. Socially, a person may have to decide where to live and to which kind of social institution he/she wants to belong" (Makinde, 1984:43). In all these, no informed decisions can be made without sufficient and reliable information. The provision of information in these areas then helps an individual become adequate in making realistic decisions.

Planning and placement services: "At critical stages in a student's life, he has to make some terminal choices. For example at the end of secondary school education he has to decide whether to go straight into the university or polytechnic or into the world of work. In fact, while still in school, because of financial constraints he may have to register for a work-study programme if

available apply for a vacation job or internship. He may also require hospitalization for one kind of sickness or another" (Makinde, 1984:43). The placement service is therefore designed to aid an individual to achieve admittance into a school of his choice, to get into a job or secure treatment for some ailment.

Guidance in secondary schools is very important since the students are at the crucial period of adolescence which brings with it a host of problems which need to be met and resolved with understanding. At the secondary school stage, the students have to make academic choices that ultimately determine their vocational future. There is also a need to help young boys and girls deal with problems of growing up (as they are sexually mature). The guidance counsellor's relationship with secondary school students must display warmth, understanding and friendliness by which a bond of confidence and trust can be built between him/her and the students. Thus it is possible to inculcate in them the desirable attitudes, interests and goals. Adolescence is the period of choice-making and guidance is the systematic effort to help improve the quality of choices made (Narayana, 2002:205).

The term counselling has many definitions by different authors as follows: Smith (1955:56) defines counselling as a process in which the counselor assists the counsellee to make interpretations of facts relating to choice, plan, or adjustment which he needs to make. Blocher (1966:15) explains it as "helping an individual become aware of himself and the ways in which he is reacting to the behavioral influences of his environment. It further helps him to establish some personal meaning for his behavior and to develop and clarify a set of goals and values for future behavior."

Gustad (1953) defines counselling as "a learning oriented process carried on in a simple one-to-one social environment in which the counsellor, professionally competent in relevant psychological skills and knowledge, seeks to assist the client by methods appropriate to the latter's needs and within the context of the total personnel program to learn how to put such understanding into effect in relation to more clearly perceived, realistically defined goals to the end, that the client may become a happier and more productive member of society."

From the above three definitions of counselling, two things can be deduced. First counseling is a process which brings about sequential changes over a period of time leading to a set of goals. Secondly the counsellor-counsellee relationship is not casual, matter-of-fact and business-like but it is characterized by warmth, responsiveness and understanding.

Counselling is concerned with bringing a voluntary change in the client. The counsellor provides the facilities to help achieve the desired changes or make the suitable choices. The client alone is responsible for the decisions or choices he makes though the counsellor may assist in this process by his warmth and understanding relationship. Counselling is a service designed to help an individual analyze himself by relating his capabilities, achievements, interests and mode of adjustment to what new decisions he has made or has to make (Makinde, 1984:44).

Counselling is concerned with the feelings, attitudes and emotional dispositions of an individual about himself and the situation facing him. That is, counselling is designed to provide an interacting relationship where the counselor is attempting to help a student/client to better understand himself in relating to his present and future decisions or problems. Rogers (1962:461) refers to counselling as a series of direct contacts with the individual which aims to offer assistance in changing attitudes and behavior. Rogers further writes that "effective counselling consists of definitely structured, permissive relationship which allows the client to gain an understanding of himself to a degree which enables him to take positive steps in the light of new orientation. Arbuckle (1970:9) says that the broad objective of counselling is to help the individual to clear away the entangling and hampering tentacles so that he can be what he really is and contribute more both to self and to his fellows. Perez (1965:15), summarizing the definition of counselling, points out that "counselling is an interactive process co-joining the counsellee who is vulnerable and who needs assistance and the counsellor who is trained and educated to give this assistance, the goal of which is to help the counsellee learn to deal more effectively with himself and the reality of his environment."

In summary, the concept of guidance and counselling go hand in hand by complementing each other. We can agree with Miller cited in Makinde, (1984:49), who has said that counselling represents only one of the services to be found in a guidance programme. Guidance is really the body of psychotherapy and counselling is the soul or heart without which a self-understanding person cannot be produced. Counselling service is the brain and heart of the guidance programme. It helps an individual achieve the self-understanding and self-direction necessary to make the maximum adjustment at school.

2.2 THE ROLE OF THE SCHOOL COUNSELLOR FROM THE PERCEPTION OF THE STUDENTS.

The government of Kenya through the ministry of education has highlighted the essential need for guidance and counselling services in Kenya's educational system. The Republic of Kenya (1976) and the Gachathi report of (1976) stressed the importance of guidance and counselling in schools. This has led to the appointment of career advisors and counsellors to advice students. Despite these advances the basic issue presently confronting the guidance profession is their efficiency in the school system. How do students perceive the school counsellor and how often do they go to seek help from him?

Students expect school counsellors to assist them in solving academic problems by helping them to develop effective study skills (Bulus, 1990:15). In addition, students view the school counsellor as someone who has knowledge about the school curriculum and can give then knowledge concerning the educational and vocational opportunities available to them. They also expect the counsellor to play a major role in assisting them with personal or social problems (Bulus, 1990:15). Eleanor (1990:65) notes that students generally go to close friends for help or make use of their own resources when they experience problems because they fear that the school counsellor will punish them or be overly prescriptive when issues arise (Lokara, 1993:56).

Leviton (1977:242) in his study conducted in Edina public schools of Minnesota in America found for example that in addition to the counsellor, other concerned people to whom the students go for help when they have problems include relatives, especially parents, friends and at times teachers. The person sought for help depends much on the type of problem. By and large, parents were the most important for resolving career indecisions, while the school counsellor was important in dealing with truancy problems. Some 54% of students seek out a relative or friend to discuss a personal problem. Only 4% seek the counsellor.

The table (at the back) shows where students sampled from Edina public schools go for help for various concerns as analyzed by Wells C. E (1979:171). As seen in the table, more than 80% of the students sampled would go to a counsellor if they wanted to change a class or check on graduation requirements, 51% for those planning school programmes and 40% regarding conflict with a teacher. A small percentage of students see any of the counsellors when they have a problem with a friend, have a question about sex, have a personal problem or when they are in

serious trouble. Where the students go for help for various concerns is a function of their needs and perception of a counsellor's role at a particular time in their secondary school career. The information from the table provides a feedback to the counselling staff on its efficacy. If students are aware of the role of the counsellor but are rejecting the service, then the counsellor's competency may be the issue. For instance, from the table very few students/respondents see the counsellor for personal problems. Therefore, counsellors may need to verify their expertise in handling personal problems to the students.

According to Denald (1981:58), "clients often go to a counsellor not only because they are in distress and in need of relief but also because they believe that the counsellor is an expert: he/she has the necessary knowledge, skills, training, experience and tools to help (problem-solving set). Perceived expertness is typically a function of reputation, evidence of specialized training, competency and trustworthiness."

The counselling relationship may also be affected by gender. Emotional problems are best handled by someone of the same sex. According to Gichinga (1999:35), "In counselling someone of the opposite sex, there are issues which are best articulated by people of the same sex and one of their own gender has a better understanding." The researcher in this study will attempt to verify whether the students' perception of the role of a teacher counsellor is a function of a teacher's credibility and gender, and whether there is any relationship between the three.

The available literature on guidance and counselling Bulus (1990:25) and Shertzer (1980:120) suggests that the duties of a school counsellor include: Personal and social counselling, Career awareness and the organization of career talks in schools, Academic counselling and evaluation services, Record keeping, Public enlightenment programs, Orientation programs, Remedial, placement and follow-up services.

2.3 FACTORS THAT MAY HINDER/MOTIVATE STUDENTS FROM SEEKING GUIDANCE AND COUNSELLING.

The secondary school years for students are marked with early adolescence and post-puberty emotional problems. It is during this stage that there is tremendous all- round development in adolescents. They have their individualistic ideas, interests and emotions; are keen to express them; and look forward to proper recognition and encouragement. Students can be motivated by a counsellor who shows them warmth, understanding and friendliness by which

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their confidence and trust is won (Narayana 2002:205). Students need a listener with broader experience than their own to whom they can recount their difficulties and from whom they may get suggestions regarding their proposed plan of action (Mutie and Ndambuki, 1999:110).

Students may be motivated/hindered from seeking guidance and counselling services depending on their prior counselling experience. Those who may have had good past experiences in counselling may view the counselling process positively. It is likely that they will think of counselling whenever they will face personal difficulties as they anticipate that counselling will be beneficial the next time they visit a counsellor. On the other hand, if the student has had poor prior counselling experience, he will develop negative attitudes towards it. He may develop fear and he will be extremely cautious and defensive (Mckinney, 1958:24).

Fear of others such as the family, peers, society in general and if the setting is in school, what other staff members think of counselling and the person who consults a counsellor may be a hindrance. The fear may derive from some basic attitudes the student himself has learned from the significant persons in his environment. There can also be fear of counselling. If counselling is unknown, the student will approach it apprehensively. He may fear what will happen to him as a consequence of the experience. Fearful, hostile individuals create blocks to effective counselling (Johnston and Vestermark, 1970:101).

Delayed changes in behavior may also be a hindrance. Counselling is expected to bring about changes in attitudes, in thinking, in outlook, in understanding, in behavior etc, the changes may not come immediately. This can cause student's frustrations and may exhibit development in the desired direction (Tyler, 1969:170).

Finally, the students' help seeking behavior may be influenced by their background, that is how they have been socialized from birth to adolescence by socializing agents. It is within the various agents of socialization that appropriate components of training and learning are brought together to ensure that personalities such as those of secondary school students are trained basically, intellectually, technically and in many other ways to perform adequately in the role structures of the adult society. They include the family, the school, the peer group, the church and the mass media.

Although the background is a major hindrance, it will not be included in this study because of the time frame and the nature of the study. It may be difficult to measure the variables involved since the study is in schools. The researcher in this study will attempt to verify whether

these factors mentioned above have a negative influence on students' guidance and counselling seeking behaviour.

2.4 THE CONCEPT OF ATTITUDES, ATTITUDE FORMATION AND MEASUREMENT.

Attitudes, according to Franzoi (2000:147), quoting Allport , are defined as "a mental and neutral state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations within which it is related....attitudes determine for each individual what he will do... they draw lines about and segregate on otherwise chaotic environment; they are our methods for finding way about in an ambiguous universe". Breckler (1984) defines attitudes as being made of beliefs, feelings and behavioral intentions about the object (although the three need not be all present in an attitude) Schuman (1995:10) defines attitudes as positive or negative evaluations of an object. Objects include things, people, events and issues. Bernstein et al (1988:632) define attitudes as a predisposition towards a particular cognitive, emotional or behavioral reaction to an object. Kuppuswamy (1990:96) notes that our attitudes are derived primarily from social influences. The home is a primary social unit which has a great influence on the formation of one's attitudes. This is why later influences cannot easily alter these attitudes. Cowan (1994:89) concurs with this observation that "many of the attitudes people hold are not new but date back to childhood". From these definitions, one can conclude that attitudes are determined by a number of factors including past behavior, emotions and cognitions.

According to Nzuve (1999:22), there are three related psychological factors that make up an attitude: first is the behavioral factor which consists of a persons tendency to behave towards the object in a certain way. Secondly is the emotional factor dealing with personal feelings about an object; likes or dislikes of it. The tendency varies from weak to strong. Lastly cognitive factor is made of the beliefs and information a person has about an object. Of these three components, an observer can only perceive the behavioral element of another person's attitudes. One cannot directly observe another person's feelings or likes or dislikes but can only directly infer them from behavior such as facial expressions, conversational approach or avoidance. One also cannot directly observe another's cognitions but can only infer them from behavior such as verbal discussions.

A person acquires attitudes in the course of his/her experience, and maintains them when they are reinforced. The majority of attitudes held by a person are acquired from members of the family and from the peer group in early childhood and later. Thus other people are generally the sources for the formation of attitudes (Nzuve, 1999:21). Most of our attitudes develop within the group to which we belong, "the reference group" , through association. According to Kuppuswamy (1990:99), "a person's attitudes are anchored in his membership and reference group."

Secondly, attitudes can be acquired through mere exposure. Zajonc (1968:27) suggests that simply exposing people repeatedly to a particular object will often lead them to develop a more positive attitude towards the object. For example, students seem to naturally develop a liking to those things that are repeatedly presented to them such as Maths and English which are taught more frequently than history.

Thirdly, through a traumatic experience. For example a student who has been physically abused can develop a negative attitude towards corporal punishment. Fourthly, attitudes can form through classical conditioning; for example, a student may develop a negative attitude towards a certain teacher/subject by listening to their parents and other adults continuously use negatively evaluated words such as lazy, half-baked, uncivilized to refer to the teacher/subject (Franzol, 1996:154). According to Zanna et al (1970:32), classical conditioning is a more powerful determinant of attitude formation when people possess little knowledge about the attitude object. For example, guidance and counseling can initially be a neutral stimulant before they are associated with either positive or negative which make students to acquire negative attitudes towards school counsellor.

Finally, reinforcement and punishment can shape attitudes. According to operant conditioning principles, when an action towards an object is rewarded or reinforced the action will probably be repeated in the future. If behavior is punished, similar future action is less likely. For example if a student's teachers and parents praise her for doing well in Mathematics, she may redouble her efforts towards Mathematics in general. However, if significant people in her life do not acknowledge these academic accomplishments, her interest in Mathematics may diminish and eventually extinguish. She probably will develop a negative attitude towards the subject matter (Franzoi, 2000:155).

Although attitudes can develop by being directly rewarded or punished when interacting with the attitude object, they can also develop through the indirect means of observational learning. In such instances, attitudes are shaped by observing how other people are rewarded and punished when interacting with the attitude object (Rowe et al, 1996:45). For example, a student can develop a dislike for soccer after watching a friend being injured while playing (observational learning). Attitudes can therefore be learned and not inherited.

Punitive child-training leads to formation of authoritarian personality. Adorno et al (1950) showed that those with stern and punitive fathers develop authoritarian personality. They accept in-group authority without questioning. Punitive child training practices develop negative views of human relations looking upon people as bad, favoring settling disputes by violence Kuppuswamy (1990:99) observes that well established attitudes tend to be extremely resistant to change but others may be more amendable to change. How can attitudes be measured then?

Sharma (2000:181) argues that it is hard to measure attitudes. For example, emotions and feelings involved cannot be easily measured but the individual's external behavior is generated by inner tendencies. Hence attitudes can be measured from external behavior. According to Best and Khan (1989:79) " it is difficult to describe and measure attitudes. It can be inferred from the people's expressed opinions that can be obtained from the use of questions or reaction to statements." Hence students' attitudes can be effectively got through the use of a questionnaire and from their responses in which one may infer or estimate their attitudes or what they really believe.

2.5 ATTITUDES CHANGE

Attitudes can not only be acquired, modified and maintained in one's life, they can also be changed. This can be done through he following ways: First, a person's attitude can be changed by obtaining new information from people or mass media. This may cause changes in the cognitive, effective and behavioral components of a person. Secondly, attitudes may change through direct experience. Since a person's attitudes are anchored in membership group and reference group, one way to change attitude is to modify one or the other. Kuppuswamy (1990:101) gives an illustration of a school attendance where girls came from wealthy conservative homes while teachers were liberal in their outlook. The two groups interacted. The end result was that the attitudes of the girls changed to become liberal. This shows that an

individual's attitudes often are modified, simply through further experience with the object in question.

Thirdly, attitude change may occur through indirect or vicarious experience. Remarkable change in an individual's attitudes often occur if he/she can be induced to behave as if he/she held attitudes different from his/her own (McDavid and Harari, 1974:100). Through playing the role of a person with a particular defined set of attitudes, one may often find one's own attitudes have undergone a shift in that direction. For example, taking a certain position for the purposes of a debate (even when that position is not one's own) tends to induce a shift of attitude towards the position argued, especially if the argument is regarded as a good and convincing one (Scott, 1957:91).

Fourthly, persuasion and cognitive organization can change attitudes. Since attitudes are basically patterns of cognitive organization, attempts to shift an individual's attitudes are attempts to re-organize his cognitive structure. Because the overall pattern of an individual's cognitive interpretation of the world around him is normally well organized, he will experience cognitive dissonance when disruption and deviation from that pattern occurs. Such dissonance is especially prevalent when the individual finds himself doing something that he really does not like.

Finally, persuasion and personality can cause changes in attitudes. In most societies, females are generally more persuadable than males (McDavid,1974:89 citing Janis and Field; Scheidel, 1963). Among children, persuasibility is associated with non-aggressiveness and social isolation at least for boys (McDavid and Harari, 1974:103 citing Lesser and Abelson,). The patterns of socialization and parent-child interaction in the developmental backgrounds of persuasible people differ from those of non-persuasible people. Among boys, parental domination is associated with persuasibility. For both boys and girls, excessive use of physical punishment and deprivation of privileges in order to control and train appears to contribute to increased persuasibility- that is, the individual personality characteristics of susceptibility to propaganda (McDavid and Harari, 1974:103 citing King,)

In conclusion, the manipulation of attitudes provides an immensely powerful means of controlling human behavior. In education, the dissemination of knowledge, ideas and values through institutionalized practices is one of the nobler forms of propaganda. Guidance and counselling programs can be derived directly through the application of principles on effective

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propaganda and attitude change. It is therefor the interest of this researcher to establish whether there is a relationship between the manipulation of students' attitudes and their help seeking behaviour.

2.6 COUNSELLING THEORIES

Counselling and psychotherapy are concerned with behaviour change. They involve application of the principles of learning or learning theories. Counsellors adopt different theoretical approaches or therapy when dealing with different types of clients in different kinds of situations (Narayana 2002:101). In this study, two therapies/approaches will be used namely; person or client-centered approach and behavioural approach.

i)   Client-centered approach/therapy

This approach was developed by Carl Rogers. He was interested in searching the ways in which people best learn in psychotherapy and he focused his studies on the qualities of the client/therapist relationship as a catalyst leading to behavioural change (Rogers, 1967:205). The underlying aim of therapy is to provide a climate conducive to helping the client become a fully functional person.

The client-centered therapy stresses that for a therapist to produce positive outcomes, he/she is required to feel and demonstrate unconditional positive regard and genuineness. The therapist needs to communicate to the client a deep and genuine caring for him/her as a person without evaluation or judgement of a client's feelings, thoughts and behaviour as good/bad. Accurate empathy and reflection of feeling must be shown to the client-hence the therapist should actively listen, enter and understand the client's world so that he/she can understand the client's feelings and thus accurately validate their emotions. The cornerstone of this therapy is the view that clients in relationship with a facilitating therapist have the capacity to define and clarify their own goals.

Rogers' theory is based on the assumption that human nature has an innate striving for self-actualization. Therapeutic counselling is based on person-to-person relationship in the safety and acceptance of which client's drop their rigid defenses and come to accept and integrate aspects that they have denied or distorted. The theory further holds that the therapist's function is to be immediately present and accessible to the client and to focus on the here-and-now experience.

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This approach is applicable in guidance counselling in secondary schools because students face a host of problems as adolescents, which they expect to be solved by sympathetic attitudes of teachers and in particular the school counsellor. Even on maladjusted behaviour/attitudes, the counsellor should know that what the student needs are conditions of warmth and encouragement to be able to express the good already within, either through verbalization, feelings or behaviour not condemnation on past life. The counsellor should not be a judge but he/she is to "establish a relationship free from threat and unrestricted scope, able to facilitate individual growth and development (Shertzer and Stone, 1980:37).

Behavioristic Approach

Behavioristic approach to counselling asserts that all behaviour, adjustive or maladjustive, are not inbuilt but are primary learnt and as such can be unlearned. They should be modified by employing suitable learning principles such as drive, cue, response and reinforcement. This according to behaviorism may be done through classical conditioning, operant conditioning and social learning

The behavioral therapist does not concern himself/herself with the past and case histories but he/she is concerned with symptoms here and now. They use labelling which is based on principle of generalization and transference to help client acquire certain desirable behavior tendencies.

In the implementation of this therapy, the client is provided with permissive social environment where he/she is free to talk and express his feelings hence giving the therapist the relevant information. The experimental extinction technique is used to weaken the habit. The therapy uses systematic relaxation, systematic decentralization and assertive training (Narayana 2002:90).

i)   Classical Conditioning

Ivan Pavlov, a Russian physiologist, is credited with having developed this theory of learning. Classical conditioning is a type of learning which takes place through association. A stimulus which originally was totally neutral can take the place of a stimulus which elicits a response (Mwamwenda, 1995:187).

Pavlov argued that through association, it is possible for an organism to develop a new set of behaviour. The fact that the dog salivates in response to the sound of the experimenter's

footsteps prompted Pavlov to carry out an experiment to verify whether such a behaviour would be replicated if a similar neutral stimulus was presented to the dog. He used a bell paired with food. The first time, the dog did not salivate but the second time, it salivated. He learned that respondent behaviour can be conditioned. The food presented was an unconditional stimulus while the salivation which occurred was an unconditional response. Learning occurs on the basis of an association made between the stimulus and the response made to such stimulus as well as some form of reinforcement.

Pavlov finally reasoned that whatever has been learned can be unlearned. To bring about extinction, it is vital to find out how the existing behaviour emerged. By withdrawing the reinforcing element (in this case food for the dog) the behaviour was unlearned. Classical conditioning therefore is primarily concerned with responses that are elicited by stimulus which are both specific and identifiable.

Operant Conditioning.

Skinner went along with classical conditioning as a plausible theory of learning but went a step further by arguing that not all learning can be explained on the basis of identifiable stimuli. In his view, there were other forms of learning which occur independently of any specific identifiable stimulus. This led him to develop operant conditioning theory (Skinner, 1953:132)

Skinner argued that when an organism works on its given environment, it is responsible for generating consequences. Behaviour is likely to be repeated when it is reinforced and less likely to be repeated when punished. Operant conditioning refers to the fact that the organism is instrumental or solely responsible for generating rewards for its activity/behaviour. Any pattern of behaviour that occurs must have been reinforced either positively or negatively. A positive reinforcement (reward) is a stimuli that strengthens behaviour, whereas a negative reinforcement (punishment) is a stimuli that the withdrawal of which strengthens behaviour-an organism behaves in an expected manner in order to avoid being punished (Uba, 1987:186).

Unlike in classical conditioning where the response was elicited, in operant conditioning the response is emitted. Skinner wanted to show that human behaviour was moulded by the environment just as rats' lever pressing was. If manipulated, environment changes rats' behaviour. It can change people's behaviour too (Skinner, 1976:90).

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Operant conditioning can be applied in the school situation where learning is defined as a change in behaviour. The primary function of a teacher then is to change student behaviour. Students are likely to learn effectively when their responses are rewarded effectively. Without reinforcement in schools, students will achieve less than their potential (Mwamwenda, 1995:195).

ii)   Social Learning

Social learning theory was propounded by Albert Bandura. The theory is based on what the child learns in his/her environment as he/she interacts and observes others for example, language. Social learning guides a person's behaviour so that it is in accordance with societal norms, values and beliefs, thus enabling the person to adjust successfully to society. Bandura was greatly concerned with wrong models the American culture provided to children (Bandura 1990:859).

According to Mwamwenda (1995:203) "observational learning is ongoing and continuous. Children pick up behaviour consciously and unconsciously every day by watching parents, teachers, peers and others...Almost every action of a teacher or parent in the presence of children, therefore, has the potential of being modelled". Teachers can capitalise on this continuous modelling process by making every effort to be desirable models. Behaviour can be learned without being necessarily engaged in and such behaviour need not direct reinforcement to be sustained (vicarious reinforcement).

However, in social learning theory, not everything is learned by observation without putting one's life at stake. For example, touching uninsulated live electric wire can be fatal so the individual has to observe and interpret the effects of his/her own behaviour and determine which behaviours are appropriate and which ones are not. The individuals who deviate from the cultural norms-the delinquents, neurotic, criminal or psychopath-has learned in the same way that everybody else has. The difference is that the deviant person has followed a different model-one not considered desirable by the rest of the society (Abu, 1987:199). The fact that the behaviours are learned makes change a possibility and so problem behaviours can be modified.

2.7 HYPOTHESES

A hypothesis is defined by Kerlinger (1964:20) as a conjectural statement of the relation between two or more variables. He notes that hypothesis are always in a declaration sentence form and they relate either generally or specifically, variables to variables. The hypothetical statements contain two or more variables that are measurable or potentially measurable, and that they specify how the variables are related. The study will attempt to test the following hypotheses:

H1: There is no significant relationship between the students' attitudes towards guidance and counselling and the credibility/competency of the counsellor.

H2: There is no significant relationship between the counsellor's gender and the students' attitudes towards guidance and counselling.

H3: There is no significant relationship between the factors that hinder the success of guidance and counselling and the students' help- seeking behaviour.

CHAPTER THREE: METHODS

This chapter presents the research design that was used in this study. It will include the following: Site selection and description, Target population, Unit of Analysis, Sampling procedures/Design, Methods of data collection, Type of data collected, Data Analysis, Field experience and study variables.

3.1 Site Selection and Description

The study was conducted in Ngong Division of Kajiado District in the Rift Valley Province of Kenya. The selection of Ngong was done purposively. Ngong is a peri-urban area and is about 24 kilometers from Nairobi City. The residents and even the students in public secondary schools come from diverse ethnic and economic backgrounds. This makes it a sort of cultural microcosm of Kenya, and an attractive research site. Ngong division is divided into five zones, namely: Oloitokoshi , Ronkai , Kisamis , Ewaso and Ngong zone. There are five public secondary schools (three provincial and two district schools).

3.2 Target Population

The target population for this study was made up of public secondary school students from Ngong Division, Kajiado District, Rift Valley Province, Kenya. The division has five public secondary schools which can be broken into three strata, that is

1) Day mixed secondary schools
2) Boarding for boys secondary schools
3) Boarding for girls secondary schools

Ngong division is made up of five school zones with a total student population of 1,800 in public secondary schools.

3.3 Unit of Analysis

According to Singleton et al (1988:69) a unit of analysis is "what or whom is to be described or analyzed". Schutt (1996:539) sees a unit of analysis as "the level of social life on which research questions focus". Units of analysis can thus be individual people, social role, positions and relationships. Following these definitions, the unit of analysis for this study is the individual student attending one of the sampled public secondary schools. The primary data was collected directly from the field with the use of an interview schedule administered directly to

the students and selected guidance and counselling teachers/teams, respectively. The interview schedule administered to the students was designed to get some information regarding their attitudes towards guidance and conselling. The interview schedule administered to the teacher-counsellor s / teams was designed to seek the opinion on students' attitudes towards guidance and counselling.

3.4 Sampling Procedures/Design

Singleton et al (1988:137) state that the "sampling design is that part of the research plan that indicates how cases are to be selected for observation". There are two types of sampling design; probability and non-probability sampling. The former being where cases in the study population have a known chance/equal chance of being selected. This is made possible through the process of random selection and the latter having no known chance for selection. In this study, stratified sampling method and simple random sampling method were used because the sample was not homogeneous. The schools in the division were divided into three strata namely:

i)   First stratum-Two boys' boarding public secondary schools.

ii)   Second stratum-One girls' boarding public secondary school

iii) Third stratum-Two mixed day public secondary schools.

All the five schools were visited. A list of students in each class in all the schools involved was obtained. Simple random sampling method was used to determine the students who would participate from each class. Since all the schools had two streams each, one student was selected from each class randomly giving a total of forty (40) students. Other participants in this study were five guidance and counseling teachers/teams from the schools. Selected students were units of analysis.

3.5 Methods of Data Collection

The researcher used the opinion scale where individuals were asked in a straightforward manner to express judgement about a particular person, issue or object (for example the open-ended interviews). In the scale, there were selections of statements which gave expression to the concurrence or otherwise of the attitude of the person.

The attitude rating scale was also used. Here, attitudes were evaluated on the basis of the opinion and judgement of the researcher herself. Written statements were presented to the respondent where he/she was asked to express agreement/disagreement. Individuals who hold unfavourable attitudes would respond in one direction (e.g. "disagree").

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Participant observations also served as a technique for verifying or nullifying information provided by the above methods. Practically, this would entail writing descriptions of observations of students, various encounters observed and asking for documentation (such as students' files, counselling service request forms etc) from the teacher counsellor. In either procedure, the respondents were assured of confidentiality of their responses.

3.6 Type of data collected

Qualitative and quantitative data were collected. The data focused on various aspects of students' attitudes towards guidance and counselling, frequency of consultations, nature of consultations, factors hindering them from seeking the services and their perspective of their teacher counsellor in regard to gender and competency. The interview schedule was the principal method of data collection. It had two sets of questions: open ended and close-ended questions. The former mainly generated qualitative data and the latter quantitative data. In issues that required probing/questioning, supplementary questions were asked and their responses recorded in a field notebook. Students were directly interviewed on identification ,one at a time.

Observation method was also used to generate data. I spent two to three days in each school I visited to see for myself how the guidance and counselling department worked. In all the schools visited, the interviews were conducted when students were free; that is during lunch time (12.45pm to 1.45pm) and after school (4.00 p.m to 6.00pm) either in the guidance and counselling office (for those schools which had) or in the classroom. The observations for the two/three days were put in the field notebook.

Documentary data (secondary data) were not available for verification of information given since there were no records kept by the guidance and counselling teachers.

3.7Data Analysis

According to Nachmias (1996:292) "data analysis is an ongoing process". This study as a case study and qualitative in nature used qualitative techniques for data analysis. Qualitative studies generate masses of data generated by interviews, observations and focus group discussion. They have to be described and surmarised to ensure that data is reduced to a comprehensive and manageable size. The following steps were used to analyse data.

1. Organizing the data: This involved transcriping and organising data into easily retrievable sections. This would entail giving each interview a number or a code. Narrative data was coded using line or paragraph data so that any unit of text used may be traced back to its original context.

2. Familiarisation: This entailed reading and re-reading the data, making summaries before the formal analysis begun.

3. Coding: It begun the process of categorising and analysing data. This involved use of highlighter pens of different colours or codes in the margin, reading through the field notes transcript thus developing codes from the data. Finally, three broad based categories of ideas based on the hypothesis were prepared using a list of codes that could contribute to each category. The closed-ended questions were coded and entered in a codebook from which they were keyed into a computer using statistical package for social sciences (SPSS) The hypotheses were tested using Pearson's Correlation Coefficient (R) and Analysis of Variance (ANOVA).

4. Themes: From the based categories arising from the coding, themes or emergent concepts were identified and then engaged in recording to develop better-defined categories, linked with various study variables in the hypothesis. This was done by looking through the list of codes and identifying those that would form a particular category.

5. Conclusion: Data analysis also included drawing conclusions and verification of the study. .

3.8 FIELD EXPERIENCE

The fieldwork took place from July 12th to 30th 2004. I started with the first strata of boys' boarding schools, then the second strata of girls' boarding school,and finally the third strata of mixed day schools. In all the schools, I introduced myself and explained my mission to the school to whoever was concerned.

All the teachers with whom I came into contact were very helpful in the fieldwork exercise. In all the five schools visited, the deputy headmasters together with the senior teachers assisted me to get the class lists from the 8 classes where one student was to be selected randomly from each class using simple random sampling method. The fieldwork took longer than expected because of certain difficulties which I encountered. They included the following:

First, the period coincided with the form four mock examinations and mid-year examinations for form one to three. Students were free during lunch hour and after 4.00 p.m. For mixed day schools, I conducted my interviews during lunch hours (between 12.45pm and 1.45pm) and as they left school immediately after 4.00pm. This took more than 3 days in each school. For boarding schools, the interviews took place between 4.00pm and 6.00pm. I spent three days in each school.

Secondly, there was a problem of lack of facilities. In schools which did not have guidance and counselling offices, I used the classroom or the dining hall to interview the students. There was a lot of disturbance from other students who were not among the sample. Some students were very curious and they would come to me to find out what the interview was all about. Some students who were interviewed seemed to be fearful even after assuring them that the information given was to be kept/treated with confidence. This gave me the impression that most students were not free with the deputy headmaster or the senior teachers who were assisting me to get the sampled students from their classrooms during the interview session. They also provided a room (classroom / dinning hall / guidance and counselling office) where I carried out the interviews. This may be explained from the point that these teachers are in charge of discipline in their schools . .

Female students were freer with me when answering the questions than male students. Boys preferred to sit/stand far from me and answer questions very fast so that they could be allowed to leave.

Guidance and counselling teachers were cooperative. I interviewed them from the staff room where I found them. Those who had offices, I interviewed them from there then they had to leave the office for me at the request of the deputy headmaster or senior teacher to interview the students. Most of them expressed the desire to undertake the counselling training so that they could be equipped with the necessary knowledge and skills on how to handle guidance and counselling issues. They indicated that they had been guiding students on career choices but not actual counselling and this explained why they did not have records of what they were doing.

For the days I was in each school, no student came forward to seek the services of the guidance and counselling teacher. This confirmed the assumption that the students' attitudes towards guidance and counselling is to a large extent negative.

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3.9 STUDY VARIABLES

According to Sington et al (1988:72) " variables are characteristics of units that vary, taking on different values, categories or attributes for different observations for example age (range of year), gender (male or female), marital status (single, married, divorced etc)". There are two types of variables; dependent and independent variables.

The dependent variable is the one the researcher is interested in explaining and predicting while the independent variable is the explanatory variable that does the influencing and explaining- it is a predictor variable. In other words, independent variable is the presumed cause and the independent variable is the presumed effect. The table below shows the study variables and how the indicators were measured to verify the hypotheses

STUDY VARIABLES AND MEASUREMENT OF INDICATORS:

Hypothesis	Type of Variable	Variable Name	Variable Indicators or Measurements
Hypothesis 1	Dependent	Attitudes of students towards guidance and counselling.	Positive or negative attitudes indicated by a)the frequency of contacts made during the school term or the school year with the teacher counsellor/counselling office or b)expressing certain views c)) whether the contacts were student- intiated or referrals or
	Independent	Credibility/ competence of teacher counsellor.	-Counsellor's level of education -Counsellor's relevant experience -Counsellor's professional qualifications -Counsellor's reputation among students.

Hypothesis 2	Dependent	Students' attitudes towards guidance and counselling.	Positive or negative attitudes shown by a) The frequency of contacts made during the school term or the school year with the teacher counsellor/counselling office or b) expressing certain views c) Whether the contacts were student initiated or referrals.
	Independent	Gender of counsellor	Male or female.
Hypothesis 3	Dependent	Students' help-seeking behaviour.	Frequency of contacts made during the school term or year with the teacher counsellor/counselling office. -The kind of help for which students seek a counsellor.
	Independent	Factors that hinder the success of guidance and counselling..	1. Fear of others such as family, peers and society in general. 2. Frustrations due to efforts to change behaviour. 3. Bad prior counselling experience.

CHAPTER FOUR: DESCRIPTIVE ANALYSIS OF FIELD DATA.

This chapter descriptively analyses the data collected from the students and teacher counsellors in public secondary schools in Ngong Division, Kajiado District. It is presented in the form of tables, frequencies and percentages. The data is analyzed in three sub-headings namely: description of sample, students' distribution across schools and distribution of guidance and counselling services.

4.1 Description of the Sample

A total of 40 students were interviewed in this study. Their age distribution was between 14 and 21 years. However the majority of the students (27.5%) were 18 years old. The age distribution is presented in the table 1 below.

Table 1   Respondents' age distribution

Age	Frequency	Percentage
14	2	5
15	6	15
16	5	12.5
17	10	25
18	11	27.5
19	4	10
20	1	2.5
21	1	2.5
Total	40	100%

Source: field data

4.2 Students distribution across school categories

The public secondary schools in Ngong Division are divided into three categories namely: boys boarding, girls boarding and mixed day secondary schools. There are two boys boarding secondary schools with a population of 820 representing 45% of the total population; one girls' boarding secondary school with a population of 338 representing 19% and two mixed day secondary schools with a population of 642 representing 36% of the total population. All the public secondary schools had a total population of 1800 by July 2004 according to class registers

from targeted schools. A further analysis of the data from teacher- counsellors' responses showed that the total number of students who had consulted/visited the guidance and counselling office since the beginning of the year were 181 with 126 belonging to boys boarding secondary schools, 15 from girls boarding secondary school and 40 from mixed day secondary schools as shown in table 2

Table 2 Category and number of students visiting guidance and counselling office.

Category of school	Students' population per category	Percentage distribution per category	Number of students visiting guidance and counselling office from perspective of teacher counsellor	Students visiting the guidance and counselling office as percentage of total population in the school
Boy's boarding	820	45	126	15.4
Girls' boarding	338	19	15	4.4
Mixed day	642	36	40	6.2
Total	1800	100	181	10.1

Sources: Field and secondary data.

Note: (1) Students' population column totaling 1800 was obtained from class

registers (Forms I to IV) in the targeted schools.

(2) The number of students visiting guidance and counselling office totaling

181 was obtained from the field as reported by teacher counsellors.

The above table shows that 10% of the entire student population visited the guidance and counselling office. This percentage is rather small, thus indicating that the guidance and counselling teacher/team is under utilized. The students in the division need to be sensitized on the importance of the guidance and counselling department.

Table 3 Gender of Students

Gender	Frequency	Percentage of total population
Male	24	60
Female	16	40
Total	40	100

Out of the 40 respondents, 24 students who account for 60% of the total were male while 16 (40%) were female. The disparity in the number of male and female students is due to the fact that there are two boys' boarding secondary schools and one girls' boarding secondary school in the division.

4.3 Distribution of guidance and counselling facilities across schools.

The researcher established that in all the five public secondary schools visited in the division, there was a teacher in charge of guidance and counselling department who was referred to as the teacher/ school counsellor by students and teachers. This was irrespective of whether the teacher had undergone training in counselling skills. Though guidance and counselling was not reflected in the school timetable/curriculum, on the school chart showing teachers' responsibilities, it was among the core departments. This shows that guidance and counselling is a recognized department in all secondary schools. The question to ask at this point is "How equipped in terms of training and experience are these teacher counsellors in handling adolescent problems?" . Most teacher counsellors interviewed indicated/confirmed that they had not trained in guidance and counselling. Some had only attended a seminar in counselling which was not enough to equip them with the knowledge necessary to handle guidance and counselling issues.

Table 4 Teachers' observation as to whether their school had guidance and counselling office.

Guidance and counselling office	Frequency	Percentage of sample
Yes	3	60
No	2	40
Total	5	100

From table 4 above, 3 (60%) of the teachers said that they had guidance and counselling office in their schools while 2 (40%) said that they had no guidance and counselling office. The researcher affirmed that of the five schools visited, two had no guidance and counselling offices while three had offices but very close to either the administration block or the classrooms. This perhaps suggests that the school administration had not given guidance and counselling the weight it deserves. Just like any other departments in the school, guidance and counselling requires an office far from the administration block and the classrooms and the necessary materials for teachers in charge. Without an office, the school counsellor is left with the option of using the classroom , staff room or the school field when he/she wants to talk to the students. All these avenues do not guarantee confidentiality to students and so some do not consult with the teacher counsellor when they are in difficulty/facing certain problems. This perhaps explains why some students had no idea as to whether guidance and counselling existed as shown in table 5 below;

Table 5 Students' observation as to whether their School had a guidance and counselling office.

Guidance and counselling office	Frequency	Percentage of total population
Yes	24	60
No	15	37.5
No idea	1	2.5
Total	40	100

Source: Field data

From table 5 above, 24 (60%) of the student respondents said that they had guidance and counselling office, 15 (37.5%) said that they did not have a guidance and counselling office while 1 (2.5%) said that he/she did not know whether there was a guidance and counselling office. During the researcher's visit to the schools, students claims were affirmed. In the case where there was no office, the researcher observed that some consultations were going on as the teacher- counsellor was coming out of a class or when he/she was going home. Even in schools with guidance and counselling offices, the number of students consulting with the teacher counsellor were quite few. Some offices were too close to the administration building or to the classrooms. This prevented the students from consulting with the teacher counsellor in fear that

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they might be seen by other staff members or students who may treat them as people with problems which they cannot solve on their own hence a sign of weakness.

From the evidence given in this chapter, the distribution of guidance and counselling services across schools is uneven. Some schools have the facilities while others do not have. Even those who have, they are not located in appropriate sites to ensure confidentiality to students. This situation calls for improved guidance and counselling facilities in the schools. There is also need to sensitize the students on the importance of guidance and counselling in their school lives.

CHAPTER FIVE: STUDENTS' PERCEPTIONS AND UTILIZATION OF GUIDANCE AND COUNSELLING SERVICES AT SCHOOL.

This chapter presents aspects of students' perceptions and utilization of guidance and counselling services in secondary schools in Ngong division, Kajiado district. It tries to highlight the efficiency of the guidance and counselling department in secondary schools in an effort to have behavioral change in the individuals concerned. It also analyses factors which hinder students from seeking guidance and counselling services. The data on attitude of students towards guidance and counselling, competency and gender of teacher counsellor will be analyzed and used to measure hypothesis 1 and 2. Factors that hinder students' help seeking behaviour will be analyzed and used to measure hypothesis 3. How to change students' attitudes towards guidance and counselling would also be analyzed qualitatively to give suggestions and recommendations on the way forward for the improvement of guidance and counselling delivery services. The presentation is based on the assumption that guidance and counselling department in secondary schools is an important department for all the students.

5.1 Attitudes of students towards guidance and counselling and credibility/competency of teacher-counsellor.

The study found that students' attitudes towards guidance and counselling are relatively negative. From the students' responses, very few students had bothered to consult with teacher-counsellor whenever they had a problem. The table below captures the responses of students as per the number of consultations they had made with the teacher-counsellor since the beginning of the year (January to July 2004) as reported by students.

Table 6 Number of consultations made by students with the teacher counsellor

Number of visits made by respective students as reported by students	Number of students involved	Percentage of total sample of students
1	13	32.5
2	4	10
3	1	2.5
None	22	55
Total	40	100

Source: Field data

Table 6 above shows that according to students' responses, 22 (55%), had not consulted with the guidance and counselling teacher since the beginning of the year (January to July 2004). Some 13 (32.5%) had consulted with the teacher counsellor once, 4 (10%) twice and 1 (2.5%) thrice. A further question was asked as to why the students had either not consulted, consulted once , twice or thrice (depending on the answer given to the previous question). Some said that they had not had a major problem which they could share with the teacher-counsellor. Others said that they were able to solve the problems they had encountered with the help of friends and relatives; while others reluctantly said that the teacher-counsellors were not "doctors" with special abilities to solve their problems, so they did not actually see the need to visit them.

For those who had consulted with the teacher-counsellor, the nature of consultation is analyzed in table 7

Table 7 Nature of consultations/visitation with the teacher-counsellor.

Nature of visit as reported by students	Frequency	Percentage of sub-total	Percentage of sample
Referral	8	44.6	20
Voluntary	6	33.3	15
Obligatory	4	22.2	20
Sub-total of sample	18	100	45
Total sample	40		100

Source: Field data

Table 7 shows that there were more students who consulted with the guidance and counselling teacher on referral 8 (44.5%). Some 6 (33.3%) consulted with the teacher- counsellor voluntarily while 4 (22.2%) were obligated to consult especially where the teacher-counsellor was involved in guiding the new students such as form ones during the orientation period. The difference between the nature of visits is 2 (11.1%) which is very small. This implies that if the students are sensitized early enough on the importance of guidance and counselling, their attitudes would be different. Leaving other factors constant, they could consult with the teacher-counsellor whenever they had a problem.

The study found that it was only in one school where obligatory consultation programme was practised. From the teacher-counsellor's responses and even the students'. all the Form ones and Form Twos had gone through this system/ programme.

Students often go to a counsellor not only because they have a problem but also because they believe that the counsellor has the necessary knowledge, skills, training and tools to help. Therefore, the reputation of a counsellor among students is a function of his/her competence and of evidence of his/her specialized training and trustworthiness. This can be analyzed in table 8 below:

Table 8 Assessment of school counsellor's credibility/competence by students.

Indicators	Very high	High	Average	Low	Very low	Total
Level of education	10	21	9	-	-	40
Counselling experience	8	20	9	2	1	40
Professional qualifications	12	15	9	3	1	40
Reputation among students	15	11	8	4	2	40
Total cell score	45	67	35	9	4	160
Cell Representative	28%	42%	22%	6%	2%	100%

Source: field data

Key: Cell Representative = $\dfrac{\text{Total cell score}}{\text{Total expected score}}$ x 100 = $\dfrac{\text{Total cell score}}{160}$ x 100

The above table is drawn by use of the opinion scale used in the interview schedule. The variable to be measured here is the credibility/competency of the teacher counsellor; that is, how efficient the teacher- counsellor is in rendering his/her services to the students. For each of the range of ratings (cells) available, the student scores each of these items and sums the score for each rating (cell). Finally each cell by its total score will represent the opinion of students about their teacher-counsellor's credibility. In this study, the sample is 40 students, the rating scales are five: very high, high average, low and very low. The consideration/indicators are four as shown above. We therefore expect any one cell to score 160 (100%) if it has to represent the opinion of all the respondents =(40x4).

The single largest group of the students assess their teacher counsellors' credibility or competence as being high in terms of level of education, counselling experience, professional

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qualifications and reputation among students. However, as shown by the cell representative of 42%, their assessment represents less than half the total scores expected, showing that students' attitudes towards guidance and counselling is relatively low/negative. This proves right the hypothesis that students' attitudes towards guidance and counselling is closely related to the competency of the teacher-counsellor. This relationship can also be looked at from another angle on how the students perceive their teacher-counsellor.

Table 9 Perception of the teacher-counsellor by students

Indicators	SA	A	N	D	SD	Total
Warm, understanding and friendly	24	13	1	2	0	40
Good listener .	19	16	2	1	2	40
Very secretive	17	10	7	3	3	40
An expert in counselling issues	16	13	4	3	4	40
Trustworthy	22	11	2	1	4	40
Total cell score	98	63	16	10	13	200
Cell Representative	49%	31%	8%	5%	7%	100%

Source: Field data

Key: Cell Representative= Total cell score x 100

Total expected score

Key: SA= Strongly Agree   A= Agree   D= Disagree   SD= Strongly Disagree   N = Neutral

Table 9 above presents data on students' perception of their teacher-counsellor in public secondary school targeted in this study. The attitude measures were obtained through the opinion scale used in the interview schedule. The responses on a five level opinion/attitude scale were converted into percentages for further analysis as cell representatives. The sample is 40 students. The row of scores is obtained by calculating the frequency on the rating cells. The cell representatives places the students' attitudes in a continuum which shows the weight in terms of their responses on how they perceive their teacher-counsellor. One scale is expected to score 200 (100%) if it has to represent the opinion of all the respondents =(40x5).

From the findings (table 9) the perception of the teacher-counsellor by students is still below average as those who strongly agree are represented by 49% hence affirming the earlier

stated hypothesis that there is a relationship between students' attitudes towards guidance and counselling and the competency of the teacher- counsellor.

Table 10 Level of training for teacher-counsellors from students' perspective

Level of training	Frequency	Percentage of total sample
Post graduate	12	30
Graduate	17	42.5
Diploma	8	20
Certificate	3	7.5
Total	40	100

Source: Field data

From table 10 above, 17 students who represent 42.5% expect a teacher counsellor to have undergone training in counselling skills up to graduate level. Some 12 students who account for 30% said that the teacher-counsellor should have trained up to post graduate level. Those who felt that the teacher-counsellor should have trained up to certificate level are the fewest (3 students who account for 7.5%). When we compare table 10 and table 11 below which shows the actual level of training in counselling skills of teacher counsellors, none of the five teacher-counsellors interviewed had trained in counselling up to graduate or post graduate level. Only one had trained up to diploma level and another one up to certificate level. The other three counsellors had not undergone training in counselling at all.

From the student's perspective, 20% felt that teacher-counsellors should have a diploma in counselling skills. The same is reflected in the number of diploma holders in the field. Therefore, there is a strong correlation between the two. Hence there is a strong need for teachers-counsellors to train in guidance and counselling to a higher level. Certificate holders in the field were 20% of the total sample while the responses from students' perspectives reflected 7.5% . In conclusion, we can say that teacher-counsellors should train to a higher level than what is reflected in the field . Perhaps this might motivate students in their studies and attract them to the department for guidance .

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Table 11 Level of training of teacher-counsellors in counselling skills

Level of training	Frequency	Percentage of total sample
Post graduate (masters)	-	-
Graduate	-	-
Diploma	1	20
Certificate	1	20
No training	3	60
Total	5	100

Source: Field data

It was observed that most of the teachers interviewed were old in the teaching profession, having been in the guidance and counselling office/department for more than ten years. These teachers were all professionals (holders of Bachelor of Education Degree and Diploma in Education), but they had trained when counselling was not offered as a unit/course in teacher training colleges/Universities. Those who had trained up to certificate level and even diploma level had done it out of their own initiative in the recent past. What was common to all teacher-counsellors interviewed was that they had all attended a seminar or workshop in counselling once or twice since they were appointed as teacher- counsellors.

In addition to the level of training of teacher-counsellor, students consider other factors when consulting with the guidance and counselling teacher as shown in table 12.

Table 12 Factors students consider when consulting with teacher-counsellor

Factors	Frequency	Percentage of total sample
Necessary knowledge in counselling	7	17.5
Experience in counselling	5	12.5
Undergone training in counselling	3	7.5
All the above	15	37.5
None of the above	10	25
Total	40	100

Source: Field data

The table 12 above shows that before the students consult with the teacher- counsellor, most consider three main factors namely: whether the teacher has necessary knowledge in counselling,

experience in counselling and whether he/she has undergone training in counselling, as represented by 37.5% of the entire population. This applies mainly to those who consult teacher-counsellors voluntarily. Those who do not consider these factors represent 25%. These are the ones who are referred by other teachers or the administration to the counselling office.

From the evidences in tables 6 to 12, we can conclude that the students' attitudes towards guidance and counselling is negative but it can be improved if the level of training in counselling skills for teacher-counsellors can be improved. This affirms the earlier stated hypothesis that there is a relationship between students' attitudes towards guidance and counselling and competency of teacher counsellor.

Table 13 Where students go for help when faced with specific problems

Problem   **where to go for help**

	Teacher counsellor	Class teacher	Relative / friend	Principal	Parent	Total
inging a class	-	36	-	4	-	40
iflict with a teacher	8	5	-	22	5	40
iblem with a friend	8	11	15	3	3	40
ancial aid question	4	2	2	8	24	40
eer discussion	19	11	2	-	8	40
estion about sex	20	-	12	-	8	40
iblem between you and parent	9	2	19	-	10	40
ormation about career opportunities	20	10	-	3	7	40
iersonal problem	11	2	8	-	19	40
ien you are in serious trouble	6	2	3	4	25	40
nning a school programme	6	17	4	12	1	40
tal cell score	111	98	65	56	110	440
ll representative	25%	22%	15%	13%	25%	100%

Key: Cell representative = $\dfrac{\text{Total cell score}}{\text{Total expected score}}$ x 100

= $\dfrac{\text{Total cell score}}{440}$ x 100

Table 13 above has been drawn by use of the rating scale. It shows where students sampled/targeted by this study go to seek help for various concerns. Those who go to see the teacher-counsellor when they are faced with the specified problems above were rated at 25%. This percentage is very small. It means that 75% of the students go to other alternative people for help. For instance, when they have a problem, 25% go to parents, 22% go to class teacher, 15% go to relative/friend and 13% go to principal. When the teacher- counsellor is placed at the same rate as that of parents (25%), their competency in handling students' problems is questionable. Teacher-counsellors need to be trained so that they can be equipped with the necessary counselling skills. Proper skills are the ones which will market their services to the students.

Besides competency, there are other personal characteristics/attributes that students look for in a person they would seek help from. From the students' responses, most of them prefer a person who has the following attributes; warm, understanding, friendly, a good listener, very secretive and trustworthy. If the teacher-counsellor does not have these attributes, then the students would go out to seek help from other people as shown in the table above. This perhaps explains why the percentage of those who seek help from parents and class teachers is high (25% and 22% respectively).

Table 14 The role of the teacher-counsellor as perceived by students.

Rules   Categories

	Major	Minor	Not a role	No idea	Total
Assist students in solving academic problems	35	5	-	-	40
Help students to develop effective study skills	30	10	-	-	40
Give students knowledge concerning the educational aid and vocational opportunities available	31	7	-	2	40
Assist students with personal or social problems	25	13	1	1	40
Total cell score	121	35	1	3	160
Cell representative	76%	21%	1%	2%	100%

Source: Field data

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From table 14, which is drawn by the use of the opinion scale, the teacher- counsellor's roles mentioned above were categorized as they are perceived by students and rated. The majority of students' responses,76%, perceived the above roles as "major roles"; 21% perceived them as minor roles, while 1% and 2% perceived them as "no roles" or had no idea" respectively. We can therefore conclude that students are aware of the roles of teacher-counsellors. When they opt not to consult them when they have problems, then the competency is an issue –perhaps a very important one.

5.2 Gender of teacher-counsellor and students' attitudes towards guidance and counselling.
Table 15 Number of students visiting teacher-counsellor by gender.

Gender of students and teacher- counsellor to be visited	Number of students visiting guidance and counselling office as per gender	Students visiting guidance and counselling office as percentage of all male and female students respectively
Male students visiting male counsellors	14	58.33
Male students visiting female counsellors	10	41.66
Female students visiting female counsellors	15	93.75
Female students visiting male counsellors	1	6.25

Source: field data

As shown in table 15, most students visit counsellors of their own gender/sex when they have an emotional problem. Some 93.75% of female students visit female counsellors. while 58.33% of male students visit male counsellors. A probing question was asked in relation to the gender of the teacher-counsellor and the student " Why do you prefer a male counsellor to a female counsellor and vice versa?" The majority of the respondents affirmed that counsellors of the same gender /sex would understand an emotional problem better and faster than those of the

opposite sex. There are also some issues which are too sensitive to discuss with a counsellor of the opposite sex; for example, sexual issues. Some 41.66% of male students felt that they could visit a female counsellor because they are motherly but they could not discuss in detail any emotional issue/problem. Male students visit male counsellors to have a man –to- man talk.

However, the researcher established that in most schools targeted by her study, the guidance and counselling team was made up of female teachers even in boys' boarding schools. Only in one boys' school was there a male counsellor and the highest number of visits by different students were recorded 66 (21% of the entire school population of 320) since the beginning of the year. In the girls boarding school, 15 (4%) visits were recorded out of a population of 338. Therefore, it could be concluded that students' reluctance to visit guidance and counselling office is a function of the counselling team's composition, not just competency. Boys' schools should have more male counsellors than female counsellors, and vice versa.

5.3 Factors that hinder students from seeking guidance and counselling services

Several factors can be said to hinder students from seeking guidance and counselling services. Top on the list is the issue of gender of the teacher-counsellor. As mentioned earlier, most students affirmed in their responses that counsellors of the same gender would understand an emotional problem better and faster than one of the opposite sex. For instance, the researcher established that in boys' schools where the counselling team comprised only female teachers, guidance and counselling was minimal: while the opposite happened in the other boys' school where there was a male counsellor. The male students who consulted with the female counsellors were very selective on the issues to discus with them. Most of the students interviewed indicated that they could only discus academic issues (for example guidance in career choices) but not emotional issues as mentioned in the previous analysis on gender of teacher-counsellor and students' attitudes towards guidance and counselling

Another hindering factor is lack of competent teacher-counsellor. Nearly all the teacher-counsellors interviewed during this study had not trained in guidance and counselling. Some had only attended a counselling seminar, which is not enough to equip the teacher-counsellor with the necessary training and knowledge required when handling counselling issues .For instance, when students fail to get the needed assistance the first time they visit a counsellor, they lose

confidence in him or her so they look for other alternatives in future like friends, relatives, parents among others for help.

Lack of resources and facilities is yet another hindering factor. Many schools visited did not have guidance and counselling offices. Any assistance given to the student by the teacher counsellor was either done in the classroom, in the open field or in the staff room. Even the schools which had guidance and counselling offices, located these offices either too close to the classroom or next to the administration block. This made the students not to see the teacher-counsellor for fear of being seen with the teacher-counselor and being associated with people with problems by other students and teachers.They could also fear that those in the adjacent rooms might hear what they are discussing with the teacher counsellor so they preferred seeking help from other alternatives than being seen with the teacher counsellor.

In line with the above factors, some teacher-counsellors complained that they lacked the resources to use for counselling.Without training and resources, guidance and counselling was hard for them .If secondary schools could provide resources like guidance and counselling journals, books, videotapes and other related audio visual aids, then teacher counsellors and students could enjoy the counselling session and many students may wish to attend.

On many occasions, the teacher-counsellor plays a double role; as a counsellor and as a disciplinarian when on duty or in class. Many students confessed that they feel betrayed when they are punished by the teacher-counsellor whom they expect to be motherly/fatherly, friendly, loving and caring. They find it hard to confide in a teacher- counsellor after the punishment. Though punishment is unavoidable when the student is on the wrong, it spoils the relationship between the teacher-counsellor and the student concerned.

Lack of appropriate time set aside for guidance and counselling is another underlying factor. The schools' normal daily routine does not allow time for guidance and counselling. Even the students who are referred to the teacher-counsellor have to forego a class or a school activity in order to meet with the teacher-counsellor. The most affected by this factor are the day schools. During this study, the researcher observed that some consultations were going on as the teacher-counsellor and the student were walking home after school. For those students who come from far, they had no time to sit with the teacher-counsellor after school even if they had a serious problem. Other factors which hinder students from seeking guidance and counselling services can be summarized in the table below.

Table 16 Other factors hindering students from seeking guidance and counselling services.

Factor	Frequency of mention	Percentage of total sample
Fear of family members	23	57.5
Fear of peers	28	70
Fear of staff members	31	77.5
Fear of church members	15	37.5
Frustration due to prior efforts to change behaviour	24	60
Bad prior counselling experience	29	72.5
Influence of the mass media	17	42.5

Source: Field data

From table 16 extracted from students' responses concerning the factors that hinder them from seeking guidance and counselling services ,we can say that students are hindered by various factors in various degrees / magnitudes. Those who were hindered by fear of family members were 23 (57.5%), fear of peers 28 (70%), fear of church members 15 (37.5%), bad prior counselling experience 29 (72.5%), influence of the mass media 17 (42.5%) and fear of staff members 31 (77.5%) was the most common reason for students' failure to seek guidance and counselling services. Most students feared that the information shared with the teacher-counsellor might leak out to other teachers, students, parents or to the outside community. In other words, students had no trust/confidence in staff members.

Even though fear of staff members could not be justified, from observation the researcher established that the fear of staff members might have been derived from some basic attitudes the student himself/herself had learned from the significant persons in his/her environment. For instance, in a school where the teacher-counsellor has been used to investigate a discipline case for the administration and the students get to know, they regard him/her as a betrayer and a spy for the administration. They develop a negative attitude towards him/her and they do not open up even when they have been referred to the guidance and counselling teacher/team.

Some students claimed that some teacher-counsellors were not warm, understanding or friendly, hence were unapproachable. In all the schools visited, the majority of the students said that they feared what other staff members think of counselling and the person who consults with a counsellor. Therefore, the students did not want to be singled out as people with problems, they opted to keep off from the guidance and counselling teacher/team.

On being asked why church members were least feared, 15 of the students, accounting for 37.5% indicated that church members were trustworthy and the church encourages counselling by preaching the gospel of "carry one another's burdens. Church members are warm, understanding and friendly. Even though they may not be experts in counselling issues, they are good listeners". In conclusion, we can say that there is a positive relationship between factors that hinder students from seeking guidance and services and their help seeking behaviour. Unless these hindrances are removed the students attitudes towards guidance and counselling will remain negative.

5.4 Kind of help students seek a counsellor for

From the research findings, there are a number of issues which students take to the guidance and counselling teacher/team. Top on the list were the academic issues. These ranged from poor academic performance, study skills, career choices to revision techniques. Students get stressed as a result of persistent poor academic performance so they tend to seek help.

Secondary school students are in the adolescent stage (ages 14 to 21). They get stressed when they experience poor relationships with other teenagers. Most of them consult with a counsellor on the type of friends to have and how to handle the boy-girl relationship. Family issues/problems also make students seek the help of a counsellor. They include separation or divorce of parents, social conflicts/fights among parents or siblings and financial problems as a result of poverty from home. Even when there is conflict between a student and teacher(s), a counsellor is consulted.

5.5 How to change students' attitudes towards guidance and counselling.

Almost all the respondents, both students and teachers indicated that the students should be sensitized on the importance of guidance and counselling. This would help to correct the notion in people especially the students that those who seek guidance and counselling services are those with problems which they cannot handle by themselves hence a sign of weakness. Students

need assurance from the teacher-counsellor that the guidance and counselling office is not used for spying for the administration and students should not be victimised for whatever reason.

Students' attitudes towards guidance and counselling are influenced to a large extent by the teacher-counsellor's personal characteristics. From the research findings respondents indicated that more students could consult with a teacher-counsellor if he/she is friendly, loving, kind, understanding and caring. For example, a caring teacher counsellor should make a follow-up of students who show unusual behaviour such as withdrawal, sadness, over excitement among others. Above all, the teacher-counsellor should be secretive in that anything discussed during the counselling session should be kept in confidence. By so doing. the teacher-counsellor would build confidence in students.

From the research finding, it was established that students felt that the counselling sessions were boring. To make them lively, teacher-counsellors should use video-tapes when discussing common issues such as drug abuse, abortion, homosexuality, lesbianism, AIDS among others. During public addresses, students will be attracted and entertained by the demonstrations.

The teacher-counsellor together with the peer counsellors should start a counselling club which could be run side by side with other clubs and activities. This will give guidance and counselling some importance in the school curriculum. Moreover, the teacher-counsellor will have that time to meet with the students especially the day-scholars who are hindered by the time factor.

5.6 Results of Hypotheses Testing.

Three hypotheses were tested using field data. The null hypotheses were tested using Pearson's Correlation Coefficient (R). Correlation analysis puts the relationship in a continuum ranging from -1 to 1. It shows the strength/magnitude of the relationship between the variables and the direction of the relationship; that is whether it is positive or negative. R is the coefficient of determination. It shows how much of the variation/change in dependent variable (Y) is determined/explained by independent variable (X). It is usually expressed as a percentage. There were three null hypotheses to be tested.

Hypothesis 1: There is no significant relationship between the students' attitudes towards guidance and counselling and credibility/competency of the teacher counsellor.

This hypothesis was tested using Pearson's Correlation Coefficient (R). The indicators were: assessment of school counsellor's reputation among students, his/her level of education, his/her professional qualifications, counselling experience frequency and nature of students' contacts with teacher counsellor. The following table was obtained.

Table 17 The relationship between the students' attitudes towards guidance and counselling and credibility/competence of teacher-counsellor.

Model sample

Model	R	R square	Adjusted R square	Standard error of the estimate
1	0.239	0.057	-0.54	2.990

Table 17 shows that R=0.239 meaning there is a positive but weak relationship between the variables. As the variable Y increases, variable X increases in the same direction . R^2 =0.057. This means that only 5% of the change in Y (students' attitudes) can be explained by X (competency/credibility of teacher counsellor). Some 95% can be explained by other factors. Among these are, possibly: cultural background, lack of awareness of guidance and counselling services, non availability of teacher-counsellors and the relationship between students and teacher-couinsellors.

To get the rejection level, that is the point at which the null hypothesis would be accepted or rejected, the raw data with the help of SPSS package were used to produce Analysis of Variance (ANOVA), as shown in the table below

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ANOVA

Model	Sum of squares	d.f	Mean square	F	Sig
1 Regression	18.388	4	4.597	0.514	0.726
Residual	303.971	34	8.940		
Total	322.359	38			

With a critical F value at 4 and 34 degrees of freedom (d.f) at 0.05, the significance level obtained from the table is 2.69. Therefore, the calculated F (0.514) is less than tabulated F(2.69) hence the null hypothesis cannot be rejected indicated that there are other factors which determine students' attitudes towards guidance and counselling.

Hypothesis 2: There is no significant relationship between the counsellor's gender and student's attitudes towards guidance and counselling.

The hypothesis was tested using Pearson's Correlation Coefficient (R). The predictor or indicator was gender of guidance and counselling teacher a student may prefer when he/she has a problem . The following table was obtained;.

Table 18 The relationship between the teacher-counsellor's gender and students' attitudes towards guidance and counselling.

Model Summary

Model	R	R Square	Adjusted R square	Std error of estimate
1	0.198	0.039	0.014	2.855

From table 18 above, R=0.198 while R^2 =3%. This shows that there is a positive relationship between the variables but weak. Only 3% of the change in Y (students' attitudes) can be explained by X (gender of teacher counsellor). Hence 97% can be explained by other factors, possibly: level of training of teacher counsellor, the teaching experience and the relationship between the counsellor and students.

In order to get the rejection level, the SPSS package was used to produce Analysis of Variance (ANOVA) as shown below:

ANOVA

Model	Sum of squares	d.f	Mean square	F	Sig
1 Regression	12.615	1	12.615	1.548	0.221
Residual	309.760	38	8.152		
Total	322.375	39			

With a critical F value at 1 and 38 degrees of freedom (d.f) at 0.05, the significance level obtained from tables is 4.17. The calculated F (1.548) is less than tabulated F (4.17). Hence we cannot reject the null hypothesis, indicating that there are other factors which determine students' attitudes towards guidance and counselling.

Hypothesis 3: There is no significant relationship between the factors that hinder
                the success of guidance and counselling and students' help-seeking behaviour.

The hypothesis was tested using Pearson's Correlation Coefficient (R). Indicators were: other factors hindering students from seeking guidance and counselling-fear of mass media, family members, church members, peers, frustration due to prior efforts to change behaviour and bad prior counselling experience and frequency of contacts made during the school term .The following table was obtained:

Table 19 The relationship between the factors that hinder the success of guidance and counselling and students' help-seeking behaviour.

Model Summary

Model	R	R square	Adjusted R square	Std. Error of estimation
1	0.592	0.351	0.182	0.730

From the above table. R=0.592 and R^2 =35%. This shows that there is a positive relationship between the variables and 35% of the changes in Y (students' help seeking behaviour) can be explained by X (factors that hinder success of guidance and counselling), while 65% can be explained by other factors, possibly: non-availability of teacher-counsellors, bad prior . counselling experience and negative attitudes of students towards guidance and counselling. To get the rejected level, Adjusted of Variance (ANOVA) was used as shown in the table below:

ANOVA

Model	Sum of squares	d.f	Mean square	F	Sig
1 Regression	7.776	7	1.111	2.084	0.080
Residual	14.395	27	0.533		
Total	22.171	34			

With a critical F at 7 and 27 degrees of freedom (d.f) at 0.05, the significance level obtained from the table is 2.46 therefore the calculated F (2.084) is less than the tabulated F (2.46). Hence the null hypothesis cannot be rejected, indicating that there are other factors which determine students' help-seeking behaviour .

CHAPTER SIX. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

This chapter summarizes the main findings of the study. on the basis of which the researcher draws a number of conclusions and makes recommendations for further research and policy concerns.

6.1 Summary

The study attempted to establish the attitudes of students towards guidance and counselling and how their attitudes influence their help-seeking behaviour. It also gathered some information on the preparedness and quality of the personnel involved in providing guidance and counselling services in public secondary schools.

In seeking to establish the teacher-counsellors' reputation among students, counsellor's level of education, counselling experience and professional qualification, the study found that most teachers in Ngong Division, Kajiado District, have not attained the highest level of training in counselling skills (graduate and post graduate levels) though they were all professional teachers. It further established that all schools recognized the guidance and counselling department as important as they had a teacher/team in charge of it.

The study has also found that the efficacy of guidance and counselling as a vehicle for behavioural change in schools can be improved through training teachers in guidance and counselling skills. Competency and trust of teacher-counsellor can attract many students to the guidance and counselling department.

Concerning whether the gender of the teacher-counsellor affects students' attitudes towards guidance and counselling, the study found that students tend to seek help more frequently from teacher-counsellors of their gender. They believe that one of their own will understand their problems better, a fact emphasized by Gichinga (1995:35), who argues that "some counselling issues are best articulated by people of the same sex and one of their own gender has a better understanding".

As to factors that hinder students from seeking guidance and counselling services in secondary schools, the study found that the gender of teacher-counsellor, lack of competency of teacher-counsellor, lack of resources and facilities for guidance and counselling department, the double role of the teacher-counsellor, lack of appropriate time set aside from the school curriculum for guidance and counselling, fear of staff members, fear of peers, frustration due to

prior efforts to change behaviour and fear of family members are among the factors that hinder students from seeking guidance and counselling services.

The study established that, most of the students had not consulted with the teacher-counsellor since the beginning of the year (January to July 2004) due to lack of competent teacher-counsellors. For the students who had consulted with the teacher counsellor, the study found out that the nature of consultation was mostly referral from either the headteacher or other teachers. A few visited voluntarily while others were obliged to do so by the school system which involved teacher-counsellors during the orientation period of new students especially Form Ones. Only one school was very clear on how obligatory counselling was done.

Besides competency, the study found that there were some personal attributes that some students looked for in a teacher-counsellor. He/she should be warm, understanding, friendly, a good listener, very secretive and trustworthy.

As to the kind of help students seek the teacher-counsellor for, the study found that most students are bothered by academic issues ranging from poor academic performance, study skills, career choices and revision techniques. They also needed help on family issues such as separation/ divorce/ fighting among parents or siblings, financial problems and conflict between teachers and students.

The study also found that most students are aware of the role of the teacher counsellor such as; assisting students in solving academic problems, help them to develop effective study skills, give them knowledge concerning the educational aid and vocational opportunities available and help them with personal and social problems.

Finally, the study found that there is no significant relationship between the students' attitudes towards guidance and counselling and competency of the teacher counsellor, there is no significant relationship between the couinsellor's gender and students' attitudes towards guidance and counselling and there is no significant relationship between the factors that hinder the success of guidance and counselling and students' help-seeking behaviour.

6.2   Conclusions

On the basis of the findings stated above, the study draws the following conclusions: Most secondary school students join school on the onset of adolescence (14-21 years). Therefore, guidance and counselling in schools is very important in their school life.

As to the number and nature of consultations made with the teacher-counsellor, very few students consult with the teacher-counsellor. This implies that some of the students are not aware of the importance of guidance and counselling services while others have negative attitudes towards guidance and counselling. Hence the teacher counsellor is underutilized.

Most teacher-counsellors in the field were old in the teaching profession but they had not trained in counselling skills. The few who have trained up to the diploma level have done so privately. This implies that most teacher-counsellors are willing to train/learn counselling skills if they are given a chance to do so.

Competency of the teacher-counsellors did not have significant influence on students' attitudes towards guidance and counselling. In other words, besides competency of teacher-counsellors, there are other possible factors which influence students' attitudes such as: cultural background, lack of awareness of guidance and counselling, non availability of teacher-counsellors and the relationship between students and teacher- counsellors.

Gender of teacher counsellor was not found to have significant influence on students' attitudes towards guidance and counselling, hence, other factors that should be studied in mind are: level of training of teacher counsellor, teaching experience and the relationship between teacher-counsellor and students.

Factors that hinder the success of guidance and counselling programmes were also not found to have a significant influence on students' help seeking behaviour. Hence, other factors should be studied such as: non-availability of teacher counsellor, bad prior counselling experience and negative attitudes of students towards guidance and counselling. The implication of this is that eradication of these factors will lead to more students making use of the guidance and counselling office.

6 Policy Recommendations

From the findings and conclusions drawn from this study, the following recommendations can be made to Teachers, Government/Ministry of Education (policy makers) and Teacher Training Colleges in relation to guidance and counselling services.

a) Sensitization programme for students

The findings in chapter four indicated that only 10% of the sampled students had visited the guidance and counselling department between January and July 2004. This implied that most students in the division were not encouraged/self motivated to seek guidance and counselling services. Consequently sensitization programmes among the students is necessary. This can be done by intiating peer-counselling programmes in schools. The teacher and peer-counsellors should start a counselling club in their schools. This would give the teacher-counsellor time to meet students and as they interact weekly, friendship and confidence/trust would be cultivated among the students. The students should be reminded and encouraged consistently on daily /weekly assemblies by the teacher counsellor and administration on the importance/ role of guidance and counselling department. In most schools, guidance and counselling was handled as a private affair. Unless there was a guest speaker from outside the school to talk to the students on a particular day, (normally during the weekends or at games time) the teacher-counsellors did not have specific days and time set aside for guidance and counselling. Therefore. such announcements at daily/weekly assemblies were not common.

b) Training of teachers in charge of guidance and counselling department

Teacher-counsellors require training in guidance and counselling skills. The observation of students indicated that teacher counsellors should have the highest level of training (graduate or post graduate degree). Therefore, the Ministry of Education through the Teachers' Service Commissioner should sponsor teachers in charge of guidance and counselling to train at higher levels.

c) Record keeping to be taught in colleges.

The study found that there was poor or no record-keeping in the targeted schools by the practicing teacher-counsellors. Most of the information given by teacher-counsellors to the researcher could not be verified. Teacher trainers should incorporate record- keeping in the taught units/courses.

d) Emphasis on professional Ethics

From students' observation , fear of third parties getting the information discussed during counselling session acted as a hindrance in their help- seeking behaviour. Teacher- counsellors should learn to be secretive in order to create trust and confidence in students hence attracting them to the department

e) Guidance and counselling team

The study revealed that when students have emotional problems, they seek help from teacher-counsellors of their gender. Therefore, the composition of the counselling team should be determined by the category of the school. For instance, a boys' school should have only male teacher-counsellors, and vice versa.

f) Provision of resources and facilities

School administrations should allocate some funds to their guidance and counselling departments in their yearly budgets just as they do for other departments. The funds would enable the departments to buy books, videotapes, guidance and counselling journals and other related audio-visual aids to make counselling sessions attractive/interesting to the students. The guidance and counselling departments should also have offices just like other departments. This would prove to the users that they are recognized and important departments. The offices should be located far from the administration building and classrooms to ensure confidentiality.

g) School curriculum.

The study revealed that there is no syllabus for guidance and counselling in secondary schools and it was not included in the time-table like other non-examinable subjects such as physical education and HIV/AIDS. Fixing counselling on the time table would give the teacher-counsellor ample time to meet students and sensitize them on the importance of guidance and counselling.

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6.4 Areas for Further Research

1) The essential need to provide guidance and counselling services in Kenya's educational system has been a national concern as indicated by The Republic of Kenya (1997) and The Gachathi Report of (1996). Therefore, similar studies should be done to cover primary schools and universities

2) This study covered only a division in a district in one province out of eight in the country. It was not possible to extend the study to other areas of the republic because of the large amounts of money that would be required. Therefore, more studies should be done to cover a district, province or the whole nation. This is because the larger the sample, the better the representative for generalisation.

3)The study concentrated only in public secondary schools, a similar study should be done in private secondary schools for proper evaluation of guidance and counselling programmes.

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SUMMARY OF WHERE STUDENTS GO FOR HELP [All figures are percentage of total responding]

Source	Changing a college	Changing a class	Conflict with a teacher	Problem with a friend	Financial aid Question	Graduation requirement	Career decision	A question about sex	Problem between student and parent	Decision on college major	Information about career opportunities	A personal problem	Help in finding a job	When student is in serious trouble	Planning a school programme
Counsellor	29	81	40	6	24	80	26	4	12	26	8	4	4	-	51
Dean	1	3	18	2	2	3	1	0	1	1	1	0	0	4	1
Career Counsellor	27	1	0	3	17	6	29	2	1	29	78	2	52	0	6
Teacher	4	-	8	3	2	6	4	3	4	4	2	1	1	2	5
Principle	0	1	10	1	3	1	0	0	0	0	0	0	0	3	0
Relative or friend	8	2	6	49	7	1	5	32	54	5	5	46	11	32	7
Parents	27	5	17	28	38	2	28	45	16	28	4	35	21	43	26
Others	2	1	0	10	5	0	7	14	12	7	1	11	10	6	4

UNIVERSITY OF NAIROBI
SOCIOLOGY DEPARTMENT
P.O BOX 30197
NAIROBI.

Dear Respondents,

REF: Questionnair/Interview Schedule for the Study of Students' Attitudes Towards Guidance and Counselling in Public Secondary Schools.

I welcome you to participate in this study. The purpose of this research is to investigate students' attitudes towards guidance and counselling in public secondary schools in Ngong Division of Kajiado district in the Rift Valley Province of Kenya.

Kindly spare some time to provide some information relating to the questions that follow. All the information given will be treated with confidence.

Thank you for your cooperation.

Yours faithfully
Eunice K. Bichanga
M.A Student in Counselling.

STUDENT INTERVIEW SCHEDULE

Good morning/evening!

My name is Eunice Bichanga from the university of Nairobi. I am carrying out a study on students' attitudes towards guidance and counselling in public secondary schools. I kindly request you to spare some time and participate in this important study by giving your honest responses. All the information given will be treated with confidence.

Please answer the following questions as honestly as possible. There are no right or wrong answers to the questions that ask you to give your own opinion.

School..

Questionnaire Number...............................

1. What is your age?   (   )

2. What is your gender/sex?

    a) Male   (   )

    b) Female   (   )

3. Specify the category of your school.

    a) Mixed Day Secondary School ....

    b) Boys' Boarding Secondary School...

    c) Girls' Boarding Secondary School..

4. Which form are you in this year?

    a) Form I.........................

    b) Form II........................

    c) Form III.......................

    d) Form IV.......................

5. Does your school have a guidance and counselling teacher?

    a) Yes   (   )   b) No (   )   c) I don't know   (   )

6. Does your school have a guidance and counselling office?

a) Yes ( )   b) No ( )   c) I don't know ( )

7. Have you ever consulted with the guidance and counselling teacher/team?

a) Yes ( )   b) No ( )

8 I). Since the beginning of the year, how many times have you consulted with the guidance and counselling teacher/team?

   a) Four times

   b) Three times

   c) Two times

   d) Once

   e) Not at all

8ii) If you have consulted with the guidance and counselling teacher, how many times did you do so voluntarily, obligatorily and how many times were you referred?

a) Voluntarily................times

b) Referred...................times

c) Obligatorily.............. times

9. When you consider consulting with the guidance and counselling teacher, what factors do you consider?(Tick appropriately) Whether he/she has:

   a) Necessary knowledge in counselling..................

   b) Experience in counselling.............................

   c) Undergone training in counselling....................

   d) All the above...

   e) None of the above

10. When you have an emotional problem and you need to see a guidance and counselling teacher, what gender would you prefer?

a) Male ( ) b) Female ( )

11. In the table below, indicate where you could go for help when faced with the specified problems. Tick appropriately. Alternative options: 1. Teacher counsellor/team. 2. Class teacher. 3. Relative or a friend. 4. Principal 5. Parents.

Problem | | | | Where to go for help | |

		1	2	3	4	5
1	Changing a class					
2	Conflict with a teacher					
3	Problem with a friend					
4	Financial aid question					
5	Career discussion					
6	Question about sex					
7	Problem between you and parent					
8	Information about career opportunities					
9	A personal problem					
10	When you are in serious trouble					
11	Planning a school programme					

12. In your opinion, how would you categorise the role of the school counsellor? Tick appropriately. Scale to use: 1. Major role 2. Minor role 3. Not a role 4. No idea.

Roles | | | Categories | |

		1	2	3	4
1	Assist students in solving academic problems				
2	Help students to develop effective study skills				
3	Give students knowledge concerning the educational and vocational opportunities available				
4	Assist students with personal or social problems				

13. In your opinion, do you think the factors listed below hinder students from seeking guidance and counselling services? Scale to use: Yes or No.

	Factors hindering	Yes	No
1	Fear of family members		
2	Fear of peers		
3	Fear of staff members		
4	Fear of church members		
5	Frustration due to prior efforts to change behaviour		
6	Bad prior counselling experience		

7	Influence of the mass media

14. What level of training in counselling skills (expertise) would you consider necessary for a teacher counsellor?

    a) Post graduate   (   )

    b) Graduate   (   )

    c) Diploma   (   )

    d) Certificate   (   )

15. How do you perceive your teacher counsellor? Tick appropriate. Scale used: 1. Strongly agree 2. Agree 3. Neutral 4 Disagree 5. Strongly disagree.

		1	2	3	4	5
a	Warm, understanding and friendly					
b	Good listener					
c	Very secretive					
d	An expert in counselling services					
e	Trustworthy					

16. In your opinion, what kind of help would you seek a counsellor for?...
....

17. In your opinion, how can students' attitudes towards guidance and counselling be changed?..
....

18. In the table below, show your assessment of your school counsellor's credibility/competence (tick appropriately). Alternatives/options to use: very high, high, average, low, very low.

	Very high	High	Average	Low	Very low
Level of education					
Counselling experience					
Professional qualifications					
Reputation among students					

Thank you for taking your time to answer the questions.

INTERVIEW SCHEDULE FOR TEACHER COUNSELLOR/COUNSELLING TEAM

School...

1. Specify the category of your school   (   )

     a) Mixed day Secondary School   (   )

     b) Boys boarding Secondary School   (   )

     c) Girls boarding Secondary School   (   )

2. What is your gender?

     a) Male   (   )   b) Female   (   )

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

4. How many students have visited the guidance and counselling office/center since the beginning of the year?..

5. How frequently do students see you when they have an emotional problem and other various concerns?...

6. Do students visit the guidance and counselling office voluntarily or are they referred?...

7. In your opinion, do you think the gender of a teacher counsellor has anything to do with their help-seeking behaviour?...
....

8. What common problems do students bring to you for counselling?...

....

9. In your opinion, what factors hinder students from seeking guidance and counselling services?..

....

10. In your opinion, to what extent do you think the credibility/competence of a teacher counsellor affects students' help-seeking behavior?.............................

11. Have you had any counselling training? If any, to what level? (choose one)

a) Masters (Post graduate)   b) Graduate   c) Diploma   d) Certificate e) No training

12.What is your level of education?...

13.What are your professional qualifications?...

14.For how long (in terms of years)have you been a counsellor?.............................

15. In your opinion what are your students attitudes towards guidance and counselling? (Tick appropriately)
   a) Negative   (   )   b) Positive   (   )

16. In your opinion, how can students' attitudes towards guidance and counselling be changed?..

....

Thank you for finding time to answer the above questions.