STUDENTS' ATTITUDES TOWARDS GUIDANCE AND COUNSELLING SERVICES IN PUBLIC SECONDARY SCHOOLS IN NAIROBI PROVINCE

BY

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DECLARATION

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

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DEDICATION

To my father, Thomas Mutinda Mbalasi, late mum, Regina Mukee Mutinda, my loving husband and dear children.

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ABSTRACT

Youth, in contemporary times, are exposed to several conflicting, distracting, difficult and stressful situations. In the past, young people generally tended to rely on the advice, wisdom and judgement of their elders. In modern times, owing to their exposure to other cultural milieu, they are often tempted to imitate and emulate other modes and patterns of behaviour and transvestism. Such influence sometimes creates distressing problems of adjustment. They appear to be increasingly groping for a meaning in life consonant with their ideas and expectations and express themselves by resorting to drug and substance abuse and espousal of the hippie culture. In regard to all these issues, the youth is called upon to make choices from a welter of disconcerting alternatives, of which guidance and counselling is a major aspect.

The main objective of this study was to investigate the attitude of students towards seeking guidance and counselling in public secondary schools in Nairobi Province, Kenya. The study analysed four issues, namely: attitude of students towards seeking guidance and counselling, difference in attitudes towards seeking guidance and counselling between boys and girls, difference in attitudes towards seeking guidance and counselling among students from different types of schools and common personal and academic problems that secondary school students experience. Literature was reviewed on guidance and counselling movement in Africa, the need for the students' counselling and the problems they experience, the role of the teacher-counsellor as perceived by the students and review of studies carried out on attitudes of students towards guidance and counselling.

Data were collected from students in public secondary schools in Nairobi Province through the use of questionnaires. Data were analysed using descriptive statistics. The Pearson Chi-square statistic was determined to test if there was any significant difference in attitudes towards seeking guidance and counselling between boys and girls. The F-ratio was determined to test if there was any significant difference in attitudes towards seeking guidance and counselling and the category of schools. Frequencies were worked out to establish the common personal and academic problems that secondary school student's experience.

i.   The findings of the study indicated that secondary school students in Nairobi Province had a negative attitude towards seeking guidance and counselling services.

ii.   The results also showed that there was no significant difference in attitude towards guidance and counselling between boys and girls.

iii.   The results further showed a significant difference in attitudes among students from various categories of schools. The category of school was a significant determinant of the attitude students have towards seeking guidance and counselling help. The most common problems that bedevil students were academic in nature.

iv.   The findings also revealed that gender of the guidance and counselling teacher was not a significant determinant of the attitude boys and girls have towards guidance and counselling.

v.   The study elicited several recommendations that were meant to enhance students' attitudes towards guidance and counselling and relate to counsellors engaging in preventive counselling, harmonisation of students expectations and the goals of the counsellors, encouraging students to seek counselling help, training of some students to enable them guide and counsel their peers who, earnestly require counselling assistance.

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LIST OF ABBREVIATIONS

AIDS   –   Acquired immunodeficiency syndrome

KAACR   –   Kenya Alliance for Advancement of Children Rights

MOEST   –   Ministry of Education, Science and Technology

PDE   –   Provincial Director of Education

TSC   –   Teachers Service Commission

USA   –   United States of America

WHO   –   World Health Organization

CHAPTR ONE
INTRODUCTION

1.0 Background to the Study

Guidance and Counselling is as old as human kind (Mutie and Ndambuki 1999). In traditional African society, the aunties, uncles and other elders were charged with the responsibility of counselling the youth. These people knew exactly when and how to do it. As a result, the youth knew exactly what was expected of them. They did not only know their rights in the society but also their obligations.

Wangoi (1994) observed that in Africa, the disintegration of the traditional society structure has given way to modernisation and therefore traditional school that used to take care of issues that affect young members of the society has also disintegrated. This has created a vacuum since an issue like sexuality is rarely discussed between elder members of the society and the young generation.

Wangoi (1994) further points out that the youth are an abandoned and neglected lot in terms of guidance provision. She suggests that clear, supportive and progressive polices are needed to deal with most of the problems they face. There is need to guide the youth on how to manage their sexuality in order to combat the teenage pregnancies, abortion and the spread of sexually transmitted diseases and HIV/AIDS. Wangoi (1994) suggests that people should borrow from the traditional community, which recognised sexuality as healthy. The community devised the mechanism for communicating messages on sexuality and its management in morally and socially acceptable ways that were varied and culture-specific.

In the Kenyan context, the youth spend more time in school than at home. As a result, a formal service of guidance and counselling in our educational institutions becomes a must. Guidance and Counselling is now an integral part of the total educational system. The government through the Ministry of Education Science and Technology (MoEST) recognises guidance and counselling as an integral service that must be offered to every student in Kenya (Republic of Kenya, 1997). The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond, (Republic of Kenya, 1988) noted with concern that some schools tended to overemphasise the cognitive aspect of education at the expense of the affective aspect, which relates to the development of desirable character and values (Republic of Kenya, 1988). The policy of the Ministry of Education in this provision is to see an operational and effective guidance and counselling services in every institution of learning.

The National Committee on Educational Objectives and Policies (Republic of Kenya, 1976) made four important recommendations on the development of guidance and counselling. First, it recommended the expansion of counselling services of the Ministry of Education, Science and Technology. Second, it required the head of each educational institution or department to assign a member of staff to be responsible for seeing to it that opportunities for individual guidance by teachers and parents were available at appropriate times. Third, it required each institution to build up and use cumulative records of students' academic performance, home background, aptitudes, interests and special problems to facilitate guidance and counselling. Fourth, it recommended the

establishment of courses at the university level for training professional workers in guidance and counselling (Republic of Kenya, 1976).

Karugu (1989), in his paper; *Guidance and Counselling in Kenya in the period 1971-1988*, observed that the guidance and counselling unit of the MoEST might be credited for the following three aspects:

i)   Encouraging schools to have counsellors

ii)   Creating awareness on the importance of guidance and counselling by holding seminars for schoolteachers.

iii)   Writing, producing and updating the handbook for school guidance and counselling.

The Ministry of Education's Sessional Paper No. 6 of 1988 observes that the government through the MoEST has established inspection, guidance and supervisory services for schools with a view to ensuring the maintenance of high standards of education and training. In trying to meet the stated demands and needs for guidance and counselling services, the MoEST has established a section charged with responsibility of ensuring that viable guidance and counselling services are established and sustained in all the schools. In response to this effort by the MoEST, the Teachers Service Commission (TSC) has ensured that every secondary school in the country has a teacher in charge of guidance and counselling.

The need for guidance and counselling for students of secondary schools cannot be over emphasised. This is because the youth are confronted with various social and academic

problems. In Kenya, research has indicated that most of the school-going population is not able to make responsible decisions in life and as a result, it is experiencing serious problems on health and welfare (Wangoi, 1994). Findings from research carried out by WHO (1991) recognises AIDS as a major concern affecting today and tomorrow's youth. Twenty percent (20%) of all people who have AIDS are in their teenage and a large number probably became infected during adolescence (WHO 1991).

According to Wangoi (1994), despite the fact that the school-going youth have teacher-counsellors in the school, most young people obtain sex information from friends, books, magazines, other media and rarely from teachers. Njau (1993), found that peers were the primary sources of information for teenagers on all sexual and reproduction matters such as boy/girl relationship. Mgendi (1999) also found that the preferred sex educators for adolescents were peers. Close to fifty percent of adolescents interviewed said that they get their reproduction health and sexuality information from peers, while close to thirty percent get it from teachers. This clearly shows that students have a low preference of teachers as their source of information.

Drug abuse has been reported in Nairobi secondary schools. Reports show that forty-seven percent of Nairobi High School students have in the past taken drugs and out of this number, twenty-seven percent were found to be regular consumers (*Daily Nation* 1991, 3 August). It was reported by the *Sunday Nation*, 26th April 1996 that ten percent of secondary school students countrywide take drugs. In its edition, the *Daily Nation*, 30th June 1998 observed that the exposure and availability of harmful drugs to school students could spell doom for the nation as its vital future human resource is damaged beyond

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repair. Drug abuse threatens the learning environment, the health and safety of students. It contributes to classroom disorder and undermines morality, discipline and authority. Such a serious issue cannot be handled by peers, yet research shows that, students prefer getting information, and counsel from their peers (Wangoi 1994).

Records at the MoEST headquarters show that every school in Nairobi Province has a teacher counsellor. It is expected that since school going children spend three quarters of their time in school, they ought to seek help to deal with their problems from the teacher-counsellors. However, some factors exist which encourage or discourage students from seeking help. One of these is the readiness of the students to receive help. Brammer (1998), indicates that unless a person is ready for counselling, it is difficult to work with him or her. The counsellor does not create this readiness; it must come from within the person (Cottle, 1973). Indeed, it is a widely held view that successful counselling of necessity involves some degree of voluntary client participation (Patterson, 1974). Therefore, as research indicates, the student who in this case is the client has to be willing to seek and receive the help of the teacher-counsellor. In the event of the students being unwilling to discuss their problems with a counsellor, their problems are likely to persist. The attitudes held by students towards seeking help also determine how effectively counselling resources are used. Students with positive attitudes towards seeking help are more likely to seek counselling than those with somewhat negative attitudes. It is, therefore, necessary to find out the attitudes of secondary school students towards guidance and counselling.

Gitonga (1999), investigated problems encountered by headteachers in the guidance and counselling services. The findings concurred with Wangoi's (1994) that student-related problems were the main issues that encouraged headteachers to develop the guidance and counselling services. The study established that students were generally unwilling to admit that they had problems. Students had wrong notions of what guidance and counselling was about. The students were afraid to be seen with the teacher-counsellor, in the counselling room. The findings are in agreement with Kombo (1998) study that consisted of 310 students, 13 parents and headteachers and guidance and counselling teachers from Nairobi Province. The investigations revealed that the students were not free to consult their teachers. Eighty-five percent (85%) of the student's, 50% of the headteachers and 40% of the guidance and counselling teachers were of the view that students are not free to consult their teachers.

Since guidance and counselling in our secondary schools is very important in the education of the young, it should therefore be inbuilt in our education system and should focus on interpersonal relationships in order to lead students towards positive behaviour, change in attitudes, feelings, values and goals which are good and satisfactory to the youth and the society in which they live.

1.1 Statement of the Problem

A report to the British Council on "Drug-Abuse-Problem-Solving-Approach for Nairobi Secondary Schools Teacher-Counsellors" held in Nakuru in 1998 revealed that drug abuse was a problem in most of the learning institutions. The workshop deemed it necessary to train teacher-counsellors who take more time with girls and boys on

guidance and counselling matters. The workshop was attended by 26 female teacher-counsellors, 5 male teacher-counsellors and 2 officials from the MoEST - Nairobi Province. Mr. Erastus M. Kiugu the then PDE-Nairobi Province said that drug abuse is a real danger that needed concerted efforts from those in authority to be eliminated. The PDE was optimistic that the teachers were in a position to change the attitudes of boys and girls so as to create a drug-free school environment and community. On the same issue, the British Council Deputy Director, Fanella Brooks lamented that drug abuse was a worldwide problem and it had escalated more in urban centres where parents were too busy for their children. She echoed the PDE's sentiments that Nairobi is a centre of trade and a conduit for drug traffickers. She concluded by saying that although attitudes take time to change, adolescent boys and girls changed their attitudes faster if they related well with an adult. On the same note, the chairperson of Kenya Alliance for Advancement of Children's Rights, (KAACR), lamented that Nairobi is a market for drugs and therefore schools cannot be drug-free.

It is even noted that Nairobi boarding school students have access to drugs despite the fact that they are confined within the school compound during the school term. Drugs are smuggled into the school compound and hidden without the notice of the school administration. Cases in point are Lenana and Nairobi schools. Their performance standards fell as a result and their reputations besmirched by many cases of drug abuse. Students in both schools argued that they took *bhang* (cannabis sativa) and *miraa* (khat) because of academic pressure and they had a belief that it would enhance academic prowess, (*Daily Nation*, May 31, 1999). The Deputy Principal of Upper Hill Secondary

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says that even though his school is located in what would otherwise be regarded as a safe area, his students started falling prey to the problem in the late 1990s.

In an Annual General Meeting in Nairobi School, parents complained bitterly about the high level of indiscipline among the students in the school (*Daily Nation*, March 29th 1999). They cited cases of bullying where junior students ran menial and humiliating errands for the senior students. In 1998, from the same school, six boys were expelled and others suspended in connection with drug-taking. Canabis Sativa and cocaine were some of the common drugs in the school. The parents blamed the administration of laxity and incompetence in running the school and called for change of tactics in the management approach to disciplinary problems (*Daily Nation*, March 29th 1999).

In a related development, Dagoretti High School students boycotted classes and marched to the city centre to protest againsts lawlessness due to drug abuse. They claimed that there were frequent fights among students. The headteacher blamed it on parents' apathy, influence from the local community and the location of the school. According to the *Daily Nation*, January 20th 2001, State House Girls School was closed indefinitely on the previous day after students stormed out of the school in the wee hours of the morning. They alleged that the school was mismanaged and accused the headteacher of implementing important decisions without proper consultations. They were bitter that the new parents were forced to pay ten thousand shillings every year since 1998 to purchase a bus "yet President Moi had donated a bus to us" so they said. Recently, the same school went on strike protesting against the schools administration (*East African Standard*, July 16th 2004). They also accused the principal of being rude to their parents who were not

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well off and giving preferential treatment to 'wealthy' parents who came to school in flashy cars.

1.2 Purpose of the Study

The purpose of this study was to investigate the attitudes of secondary school students towards seeking guidance and counselling in secondary schools in Nairobi Province. The study also investigated the most common personal, and academic problems students experience.

1.3 Objectives of the Study

The objectives that guided the study hoped to:

1.   Find out the attitudes of students seeking guidance and counselling.

2.   Establish whether there are gender differences in attitudes towards seeking guidance and counselling.

3.   Establish whether there are gender differences in attitudes towards seeking guidance and counselling in relation to the category of the school.

4.   Find out the common personal and academic problems experienced by students in school.

5.   Determine whether there is any significant difference in attitudes towards seeking guidance and counselling and the gender of the guidance and counselling teacher.

1.4 Research Questions

On the basis of the objectives identified above, the following research questions were formulated. These were:

1) What is the attitude of students towards seeking guidance and counselling?

2) Is there any significant difference in attitudes towards seeking guidance and counselling between boys and girls?

3) Is there any significant difference in attitudes towards seeking guidance and counselling among students from different types of schools?

4) What are the common personal and academic problems that secondary school students experience?

5) Is there any significant difference in attitudes towards seeking guidance and counselling and the gender of the guidance and counselling teacher?

1.5 Significance of the Study

The findings of this study would be used as a source of information by curriculum specialists in developing curriculum, syllabus and curriculum materials to assist students and teachers with information on guidance and counselling. The research findings of this study would also sensitise teacher-counsellors and policy-makers in the MoEST to be aware of any gaps in the actual provision of guidance and counselling services in secondary schools and seek to solve any problems hindering the provision of these essential services. The need is even more, now that corporal punishment has been banned in schools. The study would also benefit policymakers, headteachers and teachers in obtaining feedback of students' perception towards guidance and counselling.

Apart from adding to the world of knowledge in guidance and counselling services in Kenyan secondary schools, it would also act as a provocation and springboard from which other researchers can carry out further investigations in the field of guidance and counselling. At any rate, the findings could particularly benefit the guidance and

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counselling unit in the MoEST in obtaining feedback on the adequacy and preference of guidance and counselling services offered in secondary schools. This would help policy-makers to improve the quality and quantity of guidance and counselling services in secondary schools.

1.6 Limitations of the Study

The main limitation of this study arose from the fact that attitudes are a multifaceted concept that keeps changing from time to time. Though efforts were made to validate the instruments, there remains a degree to which one cannot be absolutely sure that he or she has only measured the attitudes he or she set out to measure. As Stanley and Hopkins (1978) observed, "effective measures can be falsified, no matter how constrained they are" (p. 298). Human beings usually strive to make a socially desirable impression at times referred to as the 'façade effect'. This effect can also be expected when to fake a certain answer is to the subject's advantages.

The research was conducted in one province of Kenya, which has an urban setup. This urban setup does not reflect the social class structure of the entire country. The findings of the study would, therefore, need to be applied to adolescents in other places with some caution.

1.7 Delimitations of the Study

Kenya as a country has many secondary schools, which are spread all over the eight (8) provinces. Ideally, it would be appropriate to include all the secondary schools in Kenya in this study. However, this is not possible because of limited financial resources available and constraints such as the timeframe within which this study was to be

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completed. As a result, public secondary schools in Nairobi Province were selected for the study. Therefore, conclusions were not generalised to all schools in Kenya. The study was mainly concerned with the problems students experience, their preference for the available counselling services and their attitude towards seeking guidance and counselling. The attitudes of the students in private secondary schools were not studied because they were not within the scope of the study.

1.8 Basic Assumptions Underlying the Study

The study is based on the following assumptions:

1. The information given by the students in the questionnaire would be true and students would not influence each other in answering the questionnaire items.

2. Secondary school students were responsible for seeking guidance and counselling services.

3. Teacher - counsellors had basic counselling skills.

4. Secondary schools in Nairobi Province had operational guidance and counselling departments.

1.9 Definition of Significant Terms

Attitude: Refers to a learned, relatively enduring predisposition to respond to a given object in a consistently favourable or unfavourable way.

Counselling: Refers to a process in which the helper expresses care and concern towards the person with a problem so as to facilitate that person's personal growth and positive change through self-understanding.

Counsellor: Refers to that particular teacher who is officially recognised and working in a secondary school, concerned with assisting students with their career needs and problems.

Client: Refers to that student who needs the services of a counsellor to be able to understand him or herself.

Educational guidance: Refers to the process of helping an individual in planning of suitable educational services and making progress in it.

Vocational guidance: Refers to a process of helping an individual to choose an occupation, prepare for it, and enter it and progress in it.

Public secondary schools: Refers to a secondary school that is sponsored by the Government.

1.10 Organization of the Study

This research is divided into five chapters. Chapter one presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions of the study, significance of the study, basic assumptions and definitions of significant terms. Chapter two consists of the literature review and conceptual framework. The review includes the following: the need for student counselling and the problems they experience, the role of a teacher-counsellor as perceived by students, attitudes towards seeking help and review on some studies on attitudes of students towards guidance and counselling. Chapter three covers description of research methodology used in the study. It also includes research design, target population, sample and sampling, sampling procedure, research instruments, validity and instrument

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reliability, data collection procedure and data analysis techniques. Chapter four comprises data analysis and discussion of the findings. Chapter five comprises a summary of the research findings, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter covers literature review on attitudes of students towards seeking guidance and counselling. The review is organised under the following sub-headings; guidance and counselling, the need for the students' counselling and the problems they experience, the role of the teacher-counsellor as perceived by the students and review of studies carried out on attitudes of students towards guidance and counselling. The chapter ends with a conceptual framework of the study.

While counselling as a helping art is as old as human society, formal counselling as a movement originated from the United States of America where it has taken root in almost every facet of life from pre-schools to industries. Consequently, most of the available literature, including studies, originates from western countries where formal counselling is widespread.

This has at least two consequences for those who are concerned with literature on counselling. First, due to the poor and slow means of literature exchange or acquisition, the literature available is both inadequate and often far from being current. Second, people have to contend with the fact that by virtue of the setups from which it has originated this literature can only be applied to the Kenyan situation. These two factors have serious implications on the task of reviewing literature. In the USA, formal counselling setup begun to take shape in the early and mid-years of the 20th century. In

comparison, the oldest efforts to establish guidance and counselling in Kenyan schools was in 1977 (Republic of Kenya, 1977).

The materials available may still be of relevance to our particular situation taking into account, that guidance and counselling services in schools are modelled after those in the Western countries. Furthermore, there is a degree to which all human beings are alike in their experiences and needs. This is so irrespective of their race, creed or nationality differences as the existentialist Jean (1974: 4) noted;

> "If it is impossible to find in every man some universal essence, which would be human nature, yet there does exist a universal human condition. There is always a way to understand the idiot, the savage and the foreigners provided one has the necessary information"

To this end, we can benefit from the experience of others no matter where they come from.

2.1 The Guidance and Counselling Movement in Africa

Literature on guidance in Africa is rather scanty. However, the beginning of guidance in some African countries can be dated back to the fifties (50's) in countries such as Nigeria, which has made great strides in the field. In other countries such as Malawi, Tanzania, Zambia and Swaziland, guidance services did not begin until the late sixties.

Prior to Western influence, most African societies had various forms of social services that were provided to youth so that they could develop and grow into responsible and productive members of their communities (Makinde, 1984). To function effectively in one's community, one needed to be aware of the values, beliefs and roles they had to play as members of particular regiment or sex. Many young boys and girls were socialized or

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taught the ways of their communities. They also learnt the various skills that their forefathers used to eke a livelihood from or provide for their families. Makinde (1998), further indicates that initiation schools for instance inculcated traditional education in the young people.

The extended family setup provided other services that young people and children needed. Uncles, auntie's and other relations were sources of information that young people needed as they grew up. For example, a boy would talk to his uncle if he had queries regarding relationships with girls. Likewise, the girl would talk to the aunt or elder sister wherever they wanted to know more about issues related to sexuality.

In his discussion of the cultural relevance of guidance and counselling in Botswana, Maes (1995) concluded that Botswana has a history of communal support and compassion for those in need. He argued that the helping structures which are introduced as a part of guidance and counselling services in schools should be congruent with the best of the cultural values and should incorporate the best of the traditional healing practices. Mapp-Robinson (1987), also recognized that: guidance and counselling for individuals have always formed part of the African strategy for combating personality problems and practices by indigenous counsellors. It is worth knowing to what extent guidance services are utilizing cultural practice.

In his consultancy project with the University of Botswana, Witner (1990: 27) suggests that:

> "Always be cognizant of cultural conditions and changes. The best of traditional medicine and family life and the emerging human and social

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services of modernization should be combined to enhance the well being of those."

The unprecedented economic and social scenario has changed the ways people manage their lives. Consequently, not all the wisdom transmitted from the traditional culture of the past can effectively challenge the modern lives. Effective counselling, especially in institutions of learning, has in view of the foregoing, become extremely important. The young people need to be fully guided regarding the relationship between health and the environment, life earning skills, knowledge and attitudes that lead to success and to failure in life.

The ever-growing complexity of society, coupled with social problems like HIV/AIDS and the rapid development of science and technology place a heavy demand on education. The school as one of the most important in our social institutions is required to adapt quickly to these changing patterns and to help prepare the citizen for tomorrow's challenges. This means that counselling in the educational system has an important role to play in meeting these challenges. Counselling in the educational system should aim in helping the human beings to develop their capacities to the fullest; these include intellectual, social, physical and moral capacities.

2.2 The Problems Students Experience

The areas in which students may need help can be divided into academic and personal problems. "A problem exists any time a person is in one situation while he/she wants to be in another, but doesn't know how to get there," (Dixon and Glower, 1984). Milner

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(1974: 82), points out to a need for full time counselling services for students. He suggests that;

> "Specially qualified people are needed for the full-time counselling of students, which is too important to be left entirely to enthusiastic amateurs, however good many of them may be. Easy accessibility to a well-qualified counsellor can enable relatively minor needs of students to be met before deterioration begins. Normal development processes can create problems; it is not only the ill, maladjusted who need help."

2.2.1. Personal Problems

Disillusionment with and unrealistic expectations of academic, social and personal aspects of secondary school life have a demoralising effect upon a number of form one students. These adaptation problems may be quite difficult concerns to express to a teacher. When students are making choices to get to form one, their primary school teachers provide little or no information about the secondary school life. The student, therefore, is not able to prepare for school life in a secondary school. Student guidance and counselling services have a useful contribution to make in this area, partly because they are in closer touch with the various aspects of student's life than most academic and administrative staff. It has been noted that adaptation to a new school may create stress in the student.

Many students are living away from home in boarding school and are in the position of being wholly responsible for their own behaviour for the first time. Their years in secondary school provide a period in which they can begin to work through their emotional emancipation from their parents. They must do this if they are to begin to

become mature and responsible people, with their own sense of personal identity and system of personal values, which give meaning to their lives.

Although many students adapt well to secondary school, we should neither minimize nor attempt to shrink off the loneliness and utter dissolution which some of them experience. The intensity of this feeling of being abandoned often leads to all kinds of unrepresentative and sometimes bizarre behaviours. Students who have been apparently stable throughout their primary school life become withdrawn and depressed. They may also become involved with peer groups whose values and actions are often morally and personally alien to those they previously held. Such students whether they are withdrawn or acting out, may eventually reach the counsellor in a desperate attempt to find a reason to go on living, to pick up their disintegrating pieces of their lives and begin to build something worthwhile from their chaos and despair. The way or path to recovery may be slow and painful but students have great potential for personal growth. They also have a remarkable resilience, which serve them well if they can be helped to get in touch with their own resources through the sharing of their experiences in an accepting relationship.

One of the main problems of adaptation to any new situation is search for friendship and for relationship with other people, which often leads to intense emotional entanglements. It is in this way that students may become emotionally charged with an intense need for a close involvement with another person, usually of the opposite sex, which may have less to do with real feelings for the other person than with dependency needs or the need for parental independence. The breakage of such a close relationship and the accompanying unhappiness bring both boys and girls into counselling. If they can have an opportunity to

talk about the situation and to acknowledge and freely experience their emotional upheaval in the privacy of a counselling relationship they can often use the pain as a positive learning experience.

There is need to guide the youth on how to manage their sexuality in order to combat the spread of teenage pregnancies, abortion and sexually transmitted diseases. Findings from research carried by WHO (1991) recognizes AIDS as a major concern affecting today and tomorrow's youth. Twenty percent of all people who have AIDS are in their twenties and a large number probably became infected during adolescence. The source of information on sex can be queried since it appears that they have low preference of asking teacher-counsellors for such information. Wangoi (1994) points out that most young people obtain sex information from friends, books, magazines and other media. Njau (1993), found that peers were the primary sources of information for teenagers on all sexual and reproductive matters such as boy/girl relationship.

2.2.1.1. Developmental Difficulties

Students at secondary school encounter development difficulties associated with adolescents, which arise mainly from the emotional, physical and intellectual needs of this particular age group. A familiar one is the search for some meaning of life and the attempts to work out a set of personal values, which involves examining and perhaps replacing some of the values valued during childhood. Santrack (1981) indicates that adolescence is characterized with turmoil, conflicts and uncertainties. It is also a stage characterized with freedom, excitement and adventure. Hence, it is in the counselling atmosphere that today's student is most likely to face his/her development courageously,

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sort out the ideas and values that are valid and implement them in consistent responsible actions.

Moser (1963), stresses that guidance and counselling is needed in schools in order to help every student in formulating goals, in adjusting to new situations, involving personal/ social problems. Peter and Sheltzer (1974), add that guidance and counselling is designed to help individuals with psychological problems to voluntarily change their behaviour and to enable them to make wise future decisions, clarify their ideas, perceptions, attributes and goals. Tattum (1986), adds that guidance and counselling aims at ensuring discipline in schools by assisting pupils with disruptive behaviour. A student may not work hard to realize his/her potential because he has a low concept of himself/herself, lacks personal security or may be experiencing excessive pressure to succeed hence causing anxiety and tension that hinder his learning (Republic of Kenya, 1977). Therefore, any problem which is an obstacle to a student is an important one and where possible should be dealt with through guidance and counselling.

2.2.2 Academic Problems

Academic difficulties involving lack of organization in study habits and ineffective use of time may be a symptom of some psychological stress, or they may be a practical result of the inadequacy of schools in teaching students how best they as individuals may learn This may result from an inability to read quickly and sensibly to make discriminating lecture and reading notes, or they may arise from a combination of both. If the inability to study has psychological origins, counselling may help it, which concentrates on this area of the student's life with the expectation that once the personal difficulties are resolved,

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the academic ones would be resolved. If the inability to study arises from ineffective study habits then, the counsellor may be able to help the student in a practical way by organizing together individual study patterns.

Academic pressure arising from an environment which grades people on the basis of their performance in a highly competitive situation is one of the occupational hazards of being a student. The effects vary and are closely related to personality and temperament, to the students' expectations and those of significant people in his/her life, as well as to the actual academic standards and those of any school and the pressures, which they exert. If more than an average number of students taking a particular subject indicates in counselling that the level of academic pressures in that subject may be unrealistically high or low, the counsellor may offer this information to the staff of that department without revealing the identity of the student.

Milner (1974), points out that an aspect of academic difficulty, which is too frequently ignored, is the quality of the teaching offered to students. Milner continues to note that research shows that a good teacher can expect about 40% of his/her students to learn about 40% of the material he/she presents in a term. The majority of teachers assume that the reason that the percentage is not higher is the function of limited intelligence or effect on the part of the student. The research indicates that in the majority of cases the area, which accounts for a greater proportion of the variance than either student's 1Q or student's effort, is the style of delivery of the lesson. Therefore, if teachers paid attention to the style of their presentation and thought about their audience, they could increase the proportion of students learning it.

Another component of academic guidance relates to subject choices. A student with many abilities and interests may have difficulty in deciding which subjects will not be most meaningful for him/her in the long run. Therefore, such a student needs assistance in understanding the relationship of his/her subject choices to his/her vocational objectives. Some students are unrealistic in that their interests require a higher level of ability than their tested levels. Some other students are influenced by the choices of their peers. Thus the counsellor guides students to make their choices by helping them to recognize the factors that determine their choices. The students need to be encouraged to seek guidance and counselling on academics matters from the teacher counsellor and not from peers.

Tumuti (1985), carried out a study and discovered that primary school pupils encounter a number of problems. These include fear of competition. There is a clamour to be first in position so as to win a reward. In most cases, pupils who fail in exams are ridiculed. Therefore, the pupils are perpetually anxious of failing in their academic performance. The pupils also indicated having problems with some school subjects like maths, geography, history, science and kiswahili.

The same study revealed that pupils experience occupational problems even at that early age. They are faced with issues of career choice since for some of them primary school education is terminal. They are not able to choose careers for lack of adequate skills and besides they are too young and confused. They find themselves having to confront the issue of lack of employment. They suffer frustration and disappointment.

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Tumuti (1985), in his study, discovered that primary school pupils also experience physiological problems. A number of pupils are involved in drugs and more specifically cigarette smoking and taking of alcohol. The girls agonize over fear of pregnancy. Some pupils experience hunger while in schools. Poverty also contributes to lack of clothing and school fees for some pupils. Other problems experienced by pupils include fear of punishment by teachers and parents for failing to meet their expectations, the society's failure to recognize them as individuals, difficulties in relating to the opposite sex, hatred from other pupils and teachers, deaths, peer pressure, health, parental disagreement and divorce and most of all uncertainty of the future. If these problems are not sorted out at primary school, they are likely to be carried on to secondary school and be manifested here.

2.2.2.1. Vocational Guidance

Vocational guidance is primarily focused on helping a student to answer the following question, "What shall I do in life?" With hundreds of new careers available today because of the fast moving development in science, technology and international relations coupled with a high rate of the unemployment, the need for vocational guidance is critical. A student may face a conflict between his/her interests and his/her abilities. Therefore, vocational guidance is concerned with helping students to understand the world of work and understand themselves in relation to it. It is also concerned with assembling information about many common occupations and less familiar jobs and enables the students to recognize these occupations in which they may find satisfaction and develop the fullest potential (Paterson, 1962). Vocational guidance cautions students and their

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parents against being attracted by the loftiness or lucrativeness of a particular occupation or profession regardless of whether they meet the requirements or not (Republic of Kenya, 1976). Guidance and counselling service should assist in reducing personality conflicts between students and their parents regarding choices of education and training and various careers. At times, parents choose careers for their children who are beyond the children's ability or interest. The Minister for Education in a speech to the Kenya Secondary School Headteachers Association emphasized: "Career guidance is important to ensure that job expectations are harmonized with the market realities (The *Daily Nation* 1997, June.P17).

2.3. The Role of a Teacher-Counsellor as Perceived by Students

According to Dixon (1984), whenever the teaching/learning process takes place, there are attendant problems and needs, which require the attention of a specialist in the school who in this case happens to be the teacher–counsellor. Wangoi (1990), noted that in Kenya, the role of a counsellor is not fully understood and accepted. In response to this, the MoEST introduced guidance and counselling unit at the ministry's headquarters.

If guidance and counselling is to be helpful in enhancing student's potential and abilities, it should be practised right from the pre-school, primary and secondary school through to tertiary tier. Every student has as much right to counselling as to education. For this reason, various writers have felt that guidance and counselling should be a central and integral part of the core curriculum. Newsome et al (1973), observed that guidance and counselling should be a central and integral part of the education process for all. Wherever the teaching/learning process takes place, there are attendant problems and

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needs and such needs require the attention of a specialist in the school. The type of need or problem affects the way a client seeks help. According to Patterson (1962), many students do not perceive the counsellor as being a source of help with problems, particularly those of a personal nature. Grant (1954), studied the help given to students by counsellors in educational planning, vocational training and personal problems. The results show that counsellors were preferred as the student's first source of help in educational and vocational planning, but not in personal emotional problems.

Wanjohi (1990), in his study on the perception of the teacher-counsellor by students discovered that high school students preferred counsellors to teachers and parents. They also preferred to discuss personal matters or problems with parents and peers (Jersild, et al 1978). It can be argued that students are aware of where to take different problems.

Students feel that only those with problems should see a counsellor, while those without problems or are bright in class should not seek counsellor's help. Wanjohi (1990), asked high school students to indicate the degree of counselling needed by individuals with various kinds of problems. Majority felt that those who were bright and performing well in schools did not need counselling and that it should be reserved for those who displayed character disorders.

In some schools, some students are unaware of the presence of a counsellor; hence they do not know his/her duties. There are other students who are aware but still they do not go to him/her for help. This suggests that students are reluctant in admitting their problems. Students should have a very clear perception of the role of a counsellor as this

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may determine whether they use the counselling services or not. To have a good perception of the counsellor's role, both the counsellor and the student should have a good relationship.

Heppner and Dixon (1978), discovered that when students know whether there is a counsellor in their school, they are likely to go to him/her for help. The chances of seeking help will be increased if the counsellor talks to the students either in a group or individually. The counsellor's presence in a school is likely to increase the awareness of his/her importance to the students. Tinsley (1984), documents investigations on whether perceptions of counselling centre title affect its utilization. He indicates that even when teachers are identified solely by title, that is, teacher-counsellor, they are perceived quite differently by students and student's perceptions of these helpers influence to whom they go for help. It can be concluded that even a label like school counsellors, teacher-counsellors, or guidance and counselling office has some effects on student's tendency to seek help from such persons or centres. Since students' perception of the role of the counsellor may determine whether they use counselling services or not and their concepts may determine the success or failure of a counselling services, the need to determine how to change those concepts is of paramount importance and efforts should be made to improve the awareness students have on guidance and counselling services through group counselling in their classrooms.

Response of students to guidance services where the former is counselled is better than where they are not. Wanjohi (1990), concluded that non-users of counselling centre services believe their problems were not appropriate or important enough to justify

seeking a counsellor. Students are likely to seek help from friends and relatives for personal/social concerns but from academic advisors for vocational educational concerns (Wanjohi, 1990). Tinsley (1980) had consistent conclusions that potential clients believe that their social emotional problems are more appropriately handled by informal support network including friends, parents, relatives rather than counsellors. On the use of counselling services, Johnson (1977) carried out a survey, which came out with the following results:

a) Approximately 50% of the student respondents agreed that they would not hesitate to use the counselling services if needed, while 19% said they would not.

b) When asked if they would recommend the service to a friend, 45% said they would not.

The above results show that students in a school where there are properly organized guidance services are better than non- counselled students in perceiving the role of the counsellor. A school in such a situation increases the degree of awareness on the importance of a counsellor to the students. Also, students come to know where to take their problems. Whether teachers or counsellors do counselling, there are various obstacles that prevent students from going to seek help. Brammer (1973) also indicates that there are certain obstacles to readiness for counselling which are seen to be inherent in the society in general and in the schools in particular. This is why the counsellor must make a direct effort in defining and classifying his/her functions to students and also he must make students aware that counselling is not teaching.

Wanjohi (1990), discovered that people have different opinions on whether students should be counselled on their personal problems. While 70% of the headteachers were of the opinion that they should, 20% disagreed and 10% had no opinion. A hundred percent of the counsellors indicated that students should be counselled on personal problems. High school students preferred counsellors to teachers, parents and friends services of educational and vocational help. They also preferred to discuss personal problems with parents and peers (Twinsley 1984). It has been observed that certain obstacles within the society in general and schools in particular prevent students from going to seek help.

Wanjohi (1990) in his study on the perception of the counsellors by students discovered that 40% of the students reported that they should take their problems to a counsellor. Eighty-three percent of the student respondents held the view that counsellors should help them as much as possible to decide and select careers and other prospects in education.

There may be some obstacles in the school, which prevent students from seeking help despite their knowledge of the benefits of these services. The role of the counsellor may not be fully accepted by all students. This was revealed by Gibson (1981) when he found that 56% of the sample he used was not sure what constituted the activities of their school guidance services, while a third of them reported that the guidance and counselling services had not been described, explained or outlined to them.

2.4. The Concept of Attitude

Kerlinger (1973), defines the term, attitude as an organised predisposition to think, feel, perceive and behave towards a referent or cognitive object. Lambert and Lambert (1973),

state that an attitude is an organised and consistent manner of thinking, feeling and reacting to people, groups and social issues or more generally to any event in the environment.

Gitonga (1999), points out that attitudes consist of three types of components. These are the cognitive component, affective and behavioural components. The cognitive component is related to thoughts and beliefs, the affective relates to emotions or feelings and the behavioural component relates to action. These three components of attitudes interact such that specific feelings and reaction tendencies become consistently associated with the attitude object.

Triandis (1971), quoted by Gitonga (1999), states that attitudes are not only learnt but can be changed, modified and developed throughout one's life. Attitudes can be changed and modified in a variety of ways. These are through direct experience with the attitude object, through force or legislation, or through a person perceiving new information either from other people or through mass media that can produce changes in the cognitive component of the individual life.

According to Best and Kahn (1989), it is difficult to describe and measure attitudes. Even though people's attitudes can be inferred from their expressed opinions that are obtained from the use of questionnaires or reactions to statements, inferring attitudes from expressed opinions has many limitations. For example, people may conceal their attitudes and express socially acceptable opinions. Moreover, it is difficult to measure attitudes because people may not really know how they feel about a social issue, never

having given the idea serious consideration or never having been confronted with a real situation. Best and Kahn (1989) assert that behaviour in itself is not always a true indication of attitude.

If there is no sure method of description, measurement of opinion may in many instances be closely related to people's real feelings or attitudes. There are procedures that are used extensively to elicit opinions and attitudes. These are: the Thurston technique, the Likert method and Semantic differentials method also known as Gouhman method. One of the main disadvantages of these direct methods of attitude measurement is that they are rather transparent in that the participant knows that his or her attitudes are being measured. When the participant is aware that he/she is being studied, he/she is likely to modify his/her response in order to please the researcher or appear open-minded or enlightened. There are indirect measures of attitude but have lower reliabilities than direct methods mentioned (Gitonga, 1999).

2.4.1. Attitudes Towards Seeking Help

Counselling can be conceptualised as social inference process (Strong, 1968). Like any other interpersonal relationship, it involves both indirect and direct attempts by the counsellor to influence the thoughts and or actions of another client, (Mckee and Smouse, 1983). Factors exist that enhance or diminish a counsellor's ability to influence a client towards change, since helping other human beings is basically a process of enabling those people to grow in the direction of their change. Brammer (1973), observes that unless a person is ready for counselling, it is difficult to work with him or her. The counsellor cannot create this readiness; it must come from within the person. Indeed, it is a widely

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held view that successful counselling of necessity involves some degree of voluntary client participation. Patterson (1974), noted that how a client perceives counselling might serve as a barrier to the process. This perception is derived from a person's prior experiences in or out of counselling and the nature of his or her concerns and may even keep him or her from seeking help.

An important influence on both expectations and pre-conceptions about counselling is whether one has sought counselling before or not (Johnson, 1877). If a person has had poor prior counselling experience, his/her attitude towards counselling and seeking help is most likely to be negative. Individuals who have had good experience in counselling view the process positively. It is likely that they will think of counselling when they face inordinate personal and academic problems in the school (Johnson, 1970). For one without prior counselling experience, preconceptions develop from a combination of things. These include what one had read, what they hear their friends say, what they see on television and what the social expectation is in his or her social environment (Johnson 1970).

Attitudes towards seeking help have also been associated with attribution to causality. After an event or experience, particularly one relating to failure, we seek to attribute cause. Broadly, the cause is seen as lying within themselves or being external. The cause to which we attribute an event or experience influences our subsequent behaviour (Sue 1978). Sue (1978) also relates attributes of causality to worldviews, which highly correlate with one's cultural upbringing and life experiences. Worldviews are composed

of our attributes, values, opinions and concepts all of that affect the way people think, make decisions, behave or define events.

According to research carried out by Tessler and Swartz (1972), findings indicate that students were more willing to seek help when they felt their difficulties were less attributable to their own failure than to difficult situations. It has also been demonstrated that when students felt adequate in their skills and then did not succeed in a task, they were more willing to seek help than those who did not initially feel adequate (Moser 1963). A person's worldview is likely to determine what one attributes as the cause to problems in their life, which in turn influences their attributes towards seeking help. The type of services described was also shown by Patterson (1967) to influence the attitudes towards seeking help. Students were more positive regarding academic or career programmes than more personal or interpersonal programmes.

In school settings, researchers have reported that the title of the help-giver and that of the mental health centre itself are related to help-seeking attitudes (Gelso, Brooks and Karl, 1975). In these settings, perceived confidentiality could also influence student's help seeking attitudes. Confidentiality in education setting is however associated with a dilemma that involves the teacher-counsellor who is accountable to school authorities. The headteacher and the other teachers always expect a report of the counselling session. If students are aware of this then, they will not seek help. Dadfar and Friedhander (1982), reported that sex and educational levels were not uniquely significant in predicting attitudes. They further reported that male and female non-American students held more similar attitudes than male and female American students.

Others have reported sex as playing a more significant role in determining both the attitudes towards seeking help and the tendency to actually seek this type of help. Good and Dell (1989), reported that there appears to be a distinct difference in psychological help-seeking tendencies between the two sexes, as two thirds of all clients seeking psychological help are females. Collier (1982) noted that one in every three women, compared to one in seven men seek services from a mental health professional at some point during their life time.

Good and Dell (1989), hypothesised that one possible reason why men are more hesitant to use counselling services is adherence to the traditional gender role. This role was characterised by instrumentality, strength and aggressiveness. David and Brannon (1976), have reported that people with a masculine gender role orientation are less likely to experience an interest in seeking counselling than individuals with a feminine gender role orientation. Warren (1983) also reported that feeling sad or depressed and asking for help regarding these feelings are often viewed as unmanly. Evidence has accumulated to suggest that men may experience social sanctions, for example, rejection and punishment for asking for help. This could give men strong motivation to conceal feelings of sadness and not be disposed to recognise or directly seek help for such problems (Warren, 1983).

It has further been discovered that students feel that only those with problems as poor performance should see a counsellor, while those without problems or are bright in class should not seek counsellor 's help (Johnson, 1977). He asked his high school students to indicate the degree of counselling needed by individuals with various kinds of problems.

Majority felt that those who were bright and performing well in school didn't need counselling and that it should be reserved for those who displayed character disorders.

2.5. Conceptual Framework of the Study

The conceptual framework of this study is based on the concept that young people in secondary schools are in their adolescence. Adolescence is characterized by a search for identity. It is a time the individual can experiment with different vocational, sexual, religious and political roles trying each of them out to see which one fits (Santrock, 1981). An adolescent can either successfully cope with these alternatives or be unsuccessful in coping and land into a crisis. This crisis is what makes it necessary for the young people to need the opportunity to talk to someone like a counsellor yet there are factors which exist, that enhance or diminish a counsellor 's ability to influence a young person towards change.

Stroung (1973), indicated that counselling could be conceptualised as a social process. Like other interpersonal relationships, it involves both indirect and direct attempts by one person that is the counsellor to influence the thoughts and or actions of another that is a client. Brammer (1973), emphasizes that unless a person is ready for counselling, it is difficult to work with him or her. How a client perceives counselling may serve as a barrier or bridge to the process. The student's attitude towards counselling will determine how often he or she seeks help and what problem he/she takes to the counsellor. If his/her attitude towards seeking counselling is negative then, it follows that he/she will not seek help from the teacher-counsellor or parent but from the peers. The peers are adolescents

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also and are most likely going through the same difficulties; therefore, they are not likely to give objective guidance.

Wangoi (1994), observes that most of the difficulties adolescents experience such as problems in managing their sexuality and academic problems need to be addressed by a mature, qualified and experienced person who is the counsellor. The attitude of students towards seeking counselling, to a large extent, is determined by their prior experience in counselling, what their friends say about it and what they have read. The attitude of students towards seeking counselling is also influenced by what one attributes as the cause of the problems in his/her life. Tessler and Swartz (1972), indicate that students are more willing to seek help when they feel their difficulties are less attributed to their own failure than to difficult situations.

Figure 2.1 Conceptual Framework of the Study

ATTITUDE OF STUDENTS TOWARDS SEEKING GUIDANCE AND
COUNSELLING

Intrinsic Influence	External Influence

Type of problem Prior experience Cause of problem Identity crisis	What friends say What the media say Qualification of counsellor

Positive or negative attitude towards seeking guidance and counselling.
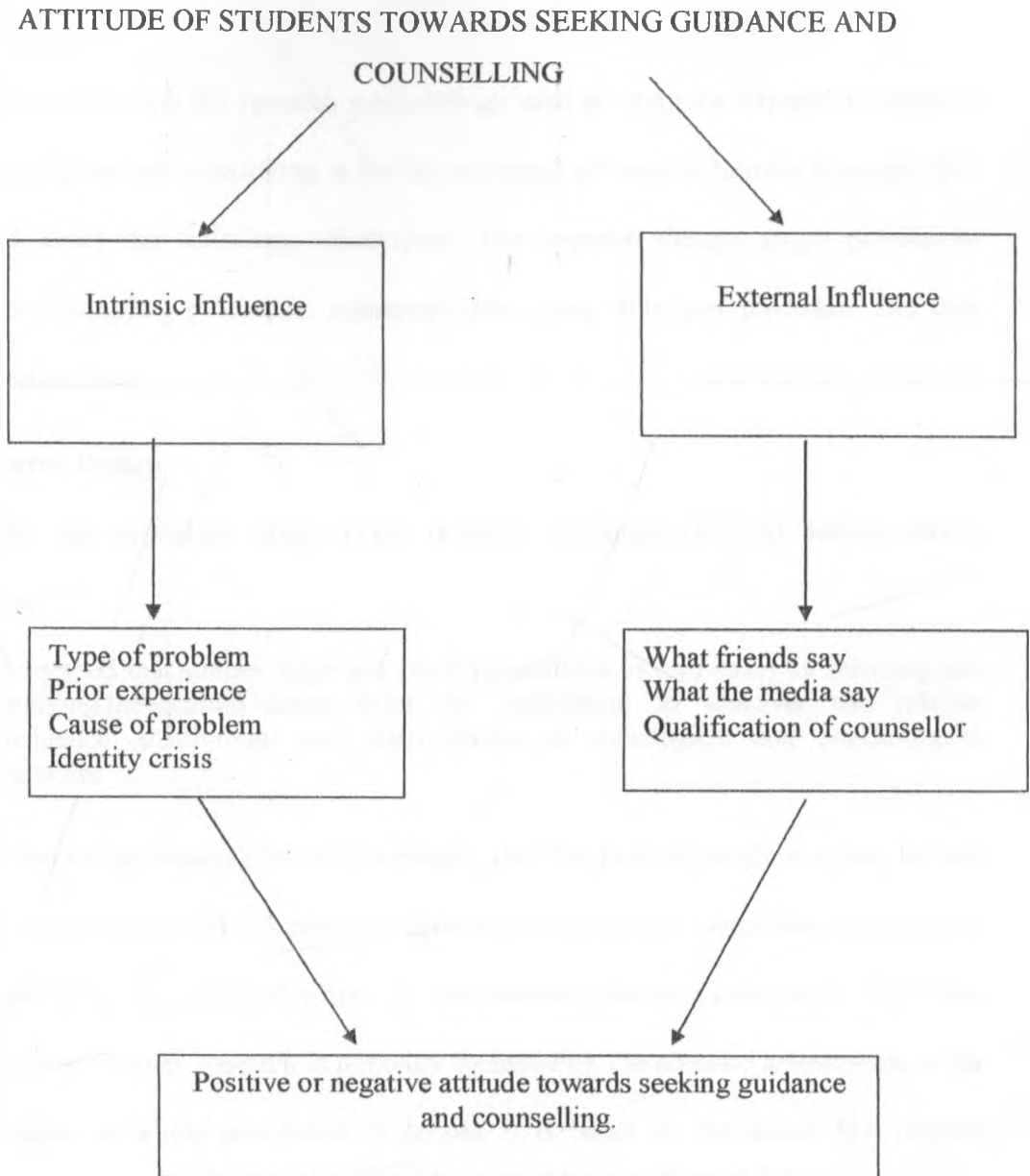
Source: researcher, (2005)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section dealt with the research methodology used to study the attitudes of students towards guidance and counselling in public secondary schools in Nairobi Province. It is organised under the following subsections: The research design, target population, sample and sampling procedure, instrumentation, data collection procedure and data analysis techniques.

3.1 Research Design

The study was conducted using survey research. Kerlinger (1973:6) defines survey research as:

> A method that studies large and small populations or (universe) by selecting and studying the samples chosen from the population to discover the relative incidence, distribution and interrelations of sociological and psychological variables

He adds that survey research focuses on people, the vital facts of people and their beliefs, opinions, motivations and behaviour. It therefore involves the systematic collection of data on an entity, or a group of entities or operations and drawing conclusions from what the data show. Survey research is normally focussed on the accurate assessments of the characteristics of whole population of people. It is based on the theory that random samples can often furnish the same information as a census (and enumeration and study of the entire population) at much less cost, with greater efficiency and sometimes greater accuracy.

3.2 Target Population

The target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generate the research study (Borg and Gall, 1989). The target population for this study consisted of all students in all public secondary schools in Nairobi Province. The researcher got a list of public secondary schools in Nairobi Province from the PDE office. According to the MoEST Nairobi Province has forty-seven (47) public secondary schools as follows: 16 boarding secondary schools, 15 day schools and 16 mixed secondary schools.

3.3 Sample and Sampling Procedure

Kerlinger (1986), states that sampling is taking any portion of a target population or universe as a representative of that population or universe. Stratified random sampling method was used in selecting the sample schools. Using the Krejcie and Morgan Table as quoted in Mulusa (1988) when the population is 30, 000 then a sample of 379 is representative enough. Therefore, the sample was made up of 20 public secondary schools in Nairobi Province and comprised 7 boarding schools, 6 day schools and 7 mixed secondary schools. Before going to the field, an updated list of public schools in Nairobi Province was obtained from the PDE office. This enabled the researcher to select randomly the schools to be visited.

Using simple random sampling, schools were selected according to their categories as follows: Girls boarding were represented by 4 schools, girls day 3, boys boarding 3, boys day 3 and mixed public secondary schools 7. This was done using simple random sampling. For girls and boys only public secondary schools, simple random sampling was

used to get five students to participate in the study from forms one to four. For mixed public secondary schools, girls and boys from each class were separated and then simple random sampling was used to get two girls and two boys from each class from forms one to four. In total, 372 students were included in the sample.

In carrying out the exercise of random sampling, pieces of papers were written, 'yes', for the number of students required for the study and, 'no', for the rest. They were well mixed and put in a basket and shuffled thoroughly for students to pick. This gave each student an equal chance to be selected.

3.4 Research Instruments

Data were collected from the samples by the use of questionnaires. The questionnaires were developed from the literature related to the attitudes of students towards seeking guidance and counselling services in schools. They consisted of three parts. Part A of the questionnaires contained three items on biographical data, which is, age, sex, and class. Part B of the instrument contained thirty closed questions. These questions were to measure the attitudes of secondary school students towards seeking guidance and counselling. The attitude scale was an adaptation of the Fischer and Turners' test of Attitudes Towards Seeking Psychological Help (ATSPH, 1970). The scale consisted of 30 items that were categorized into 4 factors or sub-scales.

I.	Recognition of need for counselling	(1-8)
II.	Stigma tolerance	(9-13)
III.	Interpersonal openness	(19-20)

IV.   Confidence help-giver   (21-30)

Fischer and Turner (1970), reported an internal reliability of 0.86 for the standardization sample of N=27 and 0.83 for a later, sample of 806 subjects using Tryons (1957) method. This is a fairly good consistency of response within the whole scale.

The scores were assigned a five-point Likert scale as follows,

S.A –   Strongly Agree   (1)

A -   Agree   (2)

U -   Undecided   (3)

D -   Disagree   (4)

SD -   Strongly Disagree   (5)

A score of 5 (Strongly Agree) indicated positive attitude towards seeking help. A score of 1 (Strongly Disagree) indicated negative attitude towards seeking help. Therefore, any score of more than 3 indicated positive attitudes, any score below 3 indicated negative attitudes. A score of 3 indicated neutral attitude. Part C of the instrument contained a list of sixteen problems students face. Students were asked to put a tick against any of the presented problems they had experienced.

3.5 Validity of the Instrument

Validity of a research instrument is the degree to which it measures what is intended by the researcher (Borg and Gall, 1989). To enhance validity, a pilot study was carried out. The pilot study helped the researcher to identify items in the research instruments that might have been ambiguous in eliciting the relevant information. These items were

discarded or modified with a view to improving the quality of instruments and its validity. Borg and Gall (1988), advocate that the respondents should be drawn from similar population from which the main respondents are selected using the Krejcie and Morgan Table as quoted in Mulusa (1998). Three secondary schools were used for the pilot study out of the 20 that had been randomly selected.

The researcher used simple random sampling where 15% of the 20 school were selected giving 3 schools i.e $15/ X 20 = 3$ schools.

3.6 Reliability of the Instruments

Reliability of research instruments is its level of internal consistency or stability overtime (Borg and Gall, 1989). Therefore, a reliable instrument is the one that consistently produces the expected results when used more than once to collect data from two samples randomly drawn from the same population (Mulusa, 1988). The reliability of a standardized test is usually expressed as a correlation coefficient, which measures the strength of association between variables. Such coefficients vary between 0.00 and 1.00 with the former showing that there is no reliability whereas the latter shows perfect reliability, which is very difficult to achieve in practice. Reliability coefficient shows the extent to which an instrument is free of error variance, which is caused by factors such as ambiguous questions, language, and mood of the respondent or even the way the researcher ordered the items in the instrument. To establish the reliability of the instruments, a pilot study was done. Questionnaires were administered to a total number of ten (10) students. The reliability of the instrument items coefficient of internal consistency was calculated by splitting the instrument items into two by placing all odd

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numbers in one sub-test. This was to divide the scores of each individual respondent into two sub-test scores. The scores for odd-numbered sub-test were compiled separately and correlated with the computed even numbered sub-test.

The correlation is computed as follows:

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 (\Sigma Y)^2\}}}$$

Where ΣX = sum of the X scores

ΣY = sum of Y raw scores

ΣX^2 = sum of the squared X raw scores

ΣY^2 = sum of the squared Y raw scores

ΣXY = sum of the products of paired X and Y raw scores

N = number of paired scores (Best and Kahn 1998 p. 366)

Since the 'r' value obtained represents one half of the test, a correction measure, the Spearman-Brown prophesy formula will be used to establish reliability of the full instrument. Spearman-Brown Prophesy formula is given by:

$Re = 2r / 1 + r$

Where:- Re = Reliability co-efficient

r = correlation co-efficient between halves.

Source: (Best and Kahn, 1998 p. 366).

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RELIABILITY ANALYSIS - SCALE (SPLIT)

Reliability Coefficients

N of Cases =   10.0   N of Items = 26

Correlation between forms =   .8523   Equal-length Spearman-Brown =   .9202

Guttman Split-half =   .   8445   Unequal-length Spearman-Brown = .9202

13 Items in part 1   13 Items in part 2

Alpha for part 1 =   .8083   Alpha for part 2 =   .8922

In the head teachers' questionnaire alpha for part 1 was 0.8083 and alpha for part 2 was 0.8922 which are tending towards 1. The questionnaire was therefore deemed reliable. Therefore there was no need for any improvement or change on the instrument.

3.7 Data Collection Procedures

Before going to the field, the researcher obtained a research permit from MoEST Permission to conduct the research was sought from the principals of the institutions concerned.   After consent was obtained from the principals, the class teachers were requested to help distribute the questionnaires to the students in their classes.

Before the questionnaires were distributed, adequate instructions were given to the students. The students were also assured that the responses they gave were not to be shown to anyone and were only to be used for research purposes to help improve their school life. The students were to fill the questionnaire in an exam-like situation. Filling of the questionnaires took place concurrently in all the four classes and completed questionnaires were collected.

3.8 Data Analysis Techniques

The responses in the questionnaires were tabulated, coded and processed using Statistical Package for Social Sciences (SPSS). Descriptive statistics were used to analyse the responses. Analysis of data was accomplished by use of frequencies, percentages and means. χ^2 and F-test was used to identify significant differences in attitude towards seeking guidance and counselling services on gender and category of their schools.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

Presented in this section are the findings of the data analysis of the study together with their interpretations. All of the data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). The analysis of data is presented in both narrative and tabular forms.

4.1 Note on Questionnaire Return Rate

The sample for the study included 372 students, out of which 56 students were included in the pilot study. The questionnaires were administered to a sample of 316 respondents out of which 259 responses were usable. All the respondents were secondary school students from public secondary schools in Nairobi Province.

4.2 Demographic Characteristics of the Respondents

The respondents were asked to give information relating to, among other things, their gender, the age and type of school.

4.2.1 Gender of the Respondents

Respondents were asked to state their gender. Table 4.1 shows the gender of the respondents.

Table 4.1: Gender of the Respondents

Gender	Frequency	Percent
Male	121	46.7
Female	138	53.3
Total	259	100

The results in Table 4.1 reveal that 46.7 % of the respondents were male while 53.3 % of the respondents were female

4.2.2 Age of the Respondents

Respondents were asked to state their age bracket. Table 4.2 shows the age distribution of the respondents

Table 4.2: Age Distribution of the Respondents

Age	Frequency	Percent
Between 13 - 14 years	8	3.1
Between 14 - 15 years	29	11.2
Between15 - 16 years	46	17.8
Between 16 - 17 years	71	27.4
Between 17 - 18 years	87	33.6
Above 18 years	18	6.9
Total	259	100.0

The results in Table 4.2 indicate that 33.6 % (87) of the respondents were in the age bracket 17 – 18 years while 27.4 % (71) of the respondents were in the age bracket 16 – 17 years, 11.2 % (29) were in the age bracket 14 – 15 years and 3.1 % (8) were in the age

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bracket 13 – 14 years. The results therefore connote that majority of the respondents were in the age bracket 17 18 years.

4.2.3 Class of the Respondents

Respondents were asked to state the form they were in. Table 4.3 shows the form of the respondents.

Table 4.3: Class of the Respondents

Form	Frequency	Percent
Form I	12	4.6
Form II	105	40.5
Form III	58	22.4
Form IV	84	32.4
Total	259	100.0

From Table 4.3, it is evident that majority of the respondents, 40.5 % (105) stated that they were in form II, 32.4 % (84) stated that they were in form IV, 22.4 % (58) stated that they were in form III while, 4.6 % (12) of the respondents stated that they were in form I.

4.2.4 Category of the School

Respondents were asked to state the category in which their school fell. Table 4.4 shows the category of schools

Table 4.4: Category of the School

Category	Frequency	Percent
Mixed Day and Boarding	94	36.3
Girls Boarding	79	30.5
Boys Boarding	54	20.8
Boys Day	32	12.4
Total	259	100.0

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The results in Table 4.4 show the category of schools for the respondents where 36.3 % (94) stated that they were in mixed day and boarding schools, 30.5 % (79) stated that they were in girls boarding schools, 20.8 % (54) stated that they were in boys boarding schools while 11.6 % (30) stated that they were in boys day schools.

4.3 Data Analysis

4.3.1 Introduction

The major findings of the study are stated in this section, which are then corroborated with the information obtained from literature reviewed.

4.3.2: Students Attitude towards seeking Guidance and Counselling.

The first research question sought the attitude of students towards seeking guidance and counselling. The respondents were asked to state whether they; strongly agree, agree, are undecided, disagree, or strongly disagree with a number of statements given to test the attitude of students towards seeking guidance and counselling. Each item was assigned values between one and five to correspond to the attitudes of those who strongly disagree to those who strongly agree.

Value	item
5	Strongly disagree
4	Disagree
3	Undecided
2	Agree
1	Strongly agree

The attitude of the students was ascertained by determining the maximum and minimum values of the items. The minimum value was 30 while the maximum was 150. The items were then assigned the values to determine those with negative attitudes, neutral and those with positive attitudes,

30 - < 90   Positive attitude

90   Neutral

90< - 150   Negative attitude

Table 4.5: Attitude of Students towards seeking Guidance and Counselling.

Category	Frequency	Percent
Negative	193	74.5
Neutral	2	0.8
Positive	64	24.7

N = 259

From Table 4.5, it is evident that majority of the respondents 74.5 % (193) have a negative attitude towards seeking guidance and counselling, while 24.7 % (64) of the respondents have a positive attitude towards seeking guidance and counselling.

The findings of this study are similar to those of Santrock (1981), who observes that adolescents want to experiment, to see what works and what does not work and would in most cases be unwilling to seek help from a counsellor. The counsellor may be seen as a hindrance to freedom of experiment by the students and would thus prefer to seek help from their peers. Brammer (1973), observes that unless a person is ready for counselling, it is difficult to work with him or her. It is a widely held view that successful counselling

of necessity involves some degree of voluntary client participation and how a client perceives counselling may serve as a barrier to the process (Patterson, 1974). The findings are also similar to those of Gitau (2000) but not similar to those of Gitonga (1999), whose findings revealed that 94.1 % of the students were favourably disposed towards guidance and counselling.

4.3.3: Difference in Attitudes towards seeking Guidance and Counselling between Boys and Girls.

The second research question sought to find out if there was any significant difference in attitudes towards seeking guidance and counselling between boys and girls in public secondary schools in Nairobi Province. The findings are as shown in Table 4.6 below.

Table 4.6: Difference in Attitudes towards Seeking Guidance and Counselling between Boys and Girls.

Gender	Attitude			
	Negative	Neutral	Positive	Total
Male	99	2	20	121
Female	94	-	44	138
Total	193	2	64	259

$\chi^2 = 7.286$; df = 1; p = 0.07

Table 4.6 shows the difference in attitudes towards seeking guidance and counselling between boys and girls. The chi-square ($\chi^2 = 0.07$; df = 1; p = 0.07) is not significant at 0.05 level of significance. The results show that there is no significant difference in

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attitudes towards seeking guidance and counselling between boys and girls. The findings suggest that sex is not a significant determinant of the attitudes of boys and girls have towards guiding and counselling.

Sex has been reported as playing a more significant role in the attitudes towards seeking help and the tendency to occasionally seek the type of help. Good and Dell (1989), reported that two thirds of all the clients seeking psychological help were female. Collier (1982), noted that one in every three women; compared to one in seven men seek services from a counsellor during their lifetime. The findings of this study are similar with those of Wotuku (2002), which revealed that sex was not an important factor in determining students' attitude towards seeking guidance and counselling. The results also agree with those of Mwangi (1991) but contradict those of Dadfar and Friedlander (1982) who discovered that sex was an important determinant of the attitude students have towards counselling.

4.3.4: Difference in Attitudes towards Seeking Guidance and Counselling among students from different types of Schools

The third research question sought to find out if there was any significant difference in attitudes towards seeking guidance and counselling among students from different types of schools. The results are tabulated in Table 4.7.

Table 4.7: Difference in Attitudes towards Seeking Guidance and Counselling among Students from Different Types of Schools

Category	Mean	N	Std. deviation	Variance
Girls boarding	1.68	82	0.954	0.911
Boys boarding	1.52	54	0.863	0.745
Boys day	1.20	30	0.610	0.372
Mixed day and boarding	1.43	93	0.826	0.683
Total	1.50	259	0.864	0.747

$F = 2.691$; df $= 3$; p $= 0.047$

From Table 4.7, it is evident that the F - statistic computed was significant at 0.05 level of significance ($p < 0.05$). The results show that there is significant difference in attitudes towards seeking guidance and counselling among students from different types of schools. The effect of category of schools was statistically significant.

4.3.5: Common Problems experienced by Secondary School Students.

The fourth research question sought to find out the common personal and academic problems that secondary school students experience in public secondary schools in Nairobi Province. The findings were as shown in Table 4.8.

Table 4.8: Common Personal and Academic Problems that Secondary School Students experience.

Category	Frequency	Percent
Time management problems	148	57.1
Unexplainable fear of failure of exams	143	55.2
Career problems	114	44
Recurrent problems in completing assignments	106	40.9
Continued lack of self-confidence	103	39.8
Domestic problems such as poor relationship(s) with parent(s) or guardian, brothers and sisters	95	36.7
Poor relationship(s) with those in authority: - headteacher and prefects	87	33.6
Excessive worry	77	19.7
Spiritual/religious problems	63	24.3
Poor relationship(s) with members of the opposite sex	60	23.2
Prolonged or frequent depression	47	18.1
Sexual problems such as; pornographic literature, sex movies and involvement in sexual acts	45	17.4
Poor relationship(s) with classmates and members of the same sex	43	16.6
Excessive guilt	40	15.4
Prolonged or frequent nervousness	37	14.3
Alcoholism	19	7.3
Nervous breakdown	18	6.9
Addictive drugs	12	4.6

N = 259

The results in Table 4.8 show the common personal and academic problems that secondary school student's experience. While 57.1 % (148) of the respondents stated that time management is the most common problem bedeviling them, 55.2 % (143) of the respondents stated that they experience unexplainable fear of exams. Some of the respondents, 44 % (114) stated that they experience career problems while 40.9 % (106) of the respondents have recurrent problems in completing assignments. At the same time, 29.7 % (77) of the respondents stated that they have excessive worry, 17.4 % (45) of the respondents stated that they experienced sexual problems, 7.3 % (19) of the respondents stated that they were alcoholics and 6.9 % (18) of the respondents stated that they experienced nervous breakdown. The least experienced problem was drug addiction, which stood at 4.6 % (12).

The findings of this study concurs with those of Gitau (2000), whose statistics indicate that both boys and girls experience the problem of being unable to manage time properly as the highest problem. It is also imperative to note that like Gitau's findings, most of the commonly experienced problems were of academic nature. It is therefore evident that guidance and counselling is very important to the learners to enable them sort out their personal and academic problems. Provision of effective guidance and counselling should assist in the improvement of self-image of the students and broaden their educational and occupational aspiration.

4.3.6 Difference in Attitudes towards Seeking Guidance and Counselling by the students and the Gender of the Guidance and Counselling Teacher

The fifth research question sought to find out if there was any significant difference in attitudes towards seeking guidance and counselling and the gender of the guidance and counselling teachers in public secondary schools in Nairobi province. The findings are as shown in Table 4.9 below.

Table 4.9: Difference in Attitudes towards Seeking Guidance and Counselling by the students and the Gender of the Guidance and Counselling Teacher

Gender of guidance and counselling teacher	Attitude			Total
	Negative	Neutral	Positive	
Male	10	-	2	12
Female	183	2	62	147
Total	193	2	64	159

$\chi^2 = 0.479$; df = 1; p = 0.489

Table 4.9 shows the difference in attitudes towards seeking guidance and counselling by the students and the gender of the guidance and counselling teachers. The chi-square ($\chi^2 = 0.479$; df = 1; p = 0.489) is not significant at 0.05 level of significance. The findings suggest that gender of the guidance and counselling teacher is not a significant determinant of the attitudes boys and girls have towards guidance and counselling.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

Presented in this section is the summary, conclusions and recommendations of the study. The section ends with suggestions for further research.

5.1 Summary of the Study

The purpose of this study was to investigate the attitudes of students towards seeking guidance and counselling in public secondary schools in Nairobi Province, Kenya. The study analysed four issues, namely: Attitudes of students towards seeking guidance and counselling, difference in attitudes towards seeking guidance and counselling between boys and girls, difference in attitudes towards seeking guidance and counselling among students from different types of school and common personal and academic problems that secondary school students experience. Data were collected from students in public secondary schools in Nairobi Province through the use of questionnaires.

The Statistical Package for Social Sciences (SPSS) was used to analyse data. Data were analysed using descriptive statistics. The Pearson Chi-square statistic was determined to test if there was any significant difference in attitudes towards seeking guidance and counselling between boys and girls. The F- ratio was determined to test if there was any significant difference in attitudes towards seeking guidance and counselling and the category of schools. Frequencies were worked out to establish the common personal and academic problems that secondary school student's experience.

The findings of the study indicated that:

i.   Secondary school students in Nairobi Province had a negative attitude towards seeking guidance and counselling services.

ii.   The results also showed that there was no significant difference in attitude towards guidance and counselling between boys and girls. In this case, attitudes towards seeking help are not influenced by the sex of the students.

iii. The results further showed a significant difference in attitudes among students from various categories of schools.

iv.   The category of school a student was in was not a significant determinant of the attitude students have towards seeking guidance and counselling help. The most common problems that bedevil students were academic in nature.

v.   The findings also revealed that gender of the guidance and counselling teacher was not a significant determinant of the attitude boys and girls have towards guiding and counselling

5.2 Conclusions

This study sought to establish students' attitudes towards guidance and counselling services in public secondary schools in Nairobi Province. The results imply that the attitude of students towards seeking guidance and counselling services was negative. Gender of students was found not to have any significant relationship with attitudes towards seeking guidance and counselling while at the same time, the category of school where the students were in, had a significant relationship with attitudes towards seeking guidance and counselling. Most of the common problems that students indicated as having experienced were academic in nature. Majority of the guidance and counselling

teachers were female but this did not deter students of either sex from seeking guidance and counselling help from them.

5.3 Recommendations

From the findings of the study, the following recommendations were made.

1. The provision of guidance and counselling is likely to benefit a wider circle of students if it is concentrated on preventive counselling.

2. Schools should train students to enable them to guide and counsel their peers since it seems that students are free with other students.

3. The students need to be assisted in seeking guidance and counselling.

5.4 Suggestions for Further Research

1. Research on attitudes towards guidance and counselling could be extended by examining the attitudes of secondary school students in other provinces or districts and compare the findings with those of this study.

2. A study should be carried out to find out the attitudes of students in primary and tertiary institutions towards guiding and counselling since the main focus of this study was on secondary schools.

3. A study should be carried out to investigate why students have negative attitudes towards seeking guidance and counselling services.

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APPENDICES

Appendix A: Questionnaire for Students

Introduction

The purpose of this questionnaire is to gather information that would help improve guidance and counselling services for the benefit of the students. The more honest your response is, the more it will help us achieve the purpose.

This is not a test and only honest answers are the right ones. Your identity will not be revealed and all the responses will be treated with strict confidence.

In filling the questionnaire work independently following the instructions given for each section.

Put a tick (√) where appropriate

SECTION 1 Biographical Data

1.   Please state your gender   Male ☐   Female ☐

2.   Class   Form I ☐   Form II ☐   Form III ☐   Form IV ☐

3.   What is your age? Tick (√) 1.   Between 13-14 years
                                    2.   Between 14-15 years
                                    3.   Between 15-16 years
                                    4.   Between 16-17 years
                                    5.   Between 17-18 years
                                    6.   Above 18 years

Section 2: Problems Experienced

Instructions: In the space provided, put a tick (√) against any of the problems listed below that you personally experienced during your secondary schooling.

1. Recurrent problems in completing assignments.
2. Time management problems
3. Unexplainable fear of failure in exams
4. Domestic problems such as poor relationship(s) with parent(s) or guardian, brothers and sisters.
5. Poor relationship(s) with those in authority: - headteacher and prefects.
6. Poor relationship(s) with classmates and members of the same sex
7. Addictive drugs.
8. Alcoholism
9. Sexual problems such as: pornographic literature, sex movies and involvement in sexual acts.
10. Poor relationship(s) with members of the opposite sex
11. Excessive guilt
12. Excessive worry
13. Continued lack of self-confidence
14. Prolonged or frequent nervousness
15. Prolonged or frequent depression
16. Nervous breakdown
17. Career problems
18. Spiritual/religious problems

Section 3: Awareness of Guidance and Counselling Services.

Instructions: Fill the spaces appropriately against each question.

1. Does your school offer guidance and counselling services to students?

   [_____] YES   [_____] NO   [_____] I DON'T KNOW

2. Does your school have a teacher(s) in charge of guidance and counselling services?

YES [   ]   NO [   ]   I DON'T KNOW [   ]

3. What is the gender of your guidance and counselling teacher?

MALE [   ]   FEMALE [   ]

4. Do you know the head of the guidance and counselling department? (If the school doesn't have   guidance and counselling department, then omit this question that is, do not tick any box)

YES [   ]   I DON'T KNOW [   ]

5. Do you know the location of the guidance and counselling office(s)?

YES [   ]   I DON'T KNOW [   ]

6. Is there a specific time set aside for consulting the guidance and counselling office?

[   ] YES [   ] NO [   ] I DON'T KNOW

7. Do you know the assistance available to you from the guidance and counselling department?

YES [   ]   NO [   ]

Section 4: Attitudes towards Guidance and Counselling

Instructions: Given below are a number of statements. For each statement indicate your level of agreement or disagreement by ticking the appropriate choice from those given.

SA	-	STRONGLY AGREE
A	-	AGREE
U	-	UNDECIDED
D	-	DISAGREE
SD	-	STRONGLY DISAGREE

1. Although there are people in school who offer counselling help, I would not have much faith in them

    SA   A   U   D   SD

2. Not to have contained one's problems within oneself carry with it a burden of shame

    SA   A   U   D   SD

3. I would feel uneasy going to a counsellor because of what some people might think

    SA   A   U   D   SD

4. A person with a stronger character can get over mental conflicts (confusion) by himself/herself and would have little for external help.

    SA   A   U   D   SD

5. There are times when I have felt completely lost and would have welcomed external help for a personal or emotional problem

    SA   A   U   D   SD

6. Considering the time and effort involved in seeking counselling, it is doubtful that it would really help a student like me

   SA   A   U   D   SD

7. I would willingly confide intimate (very personal) matters to an appropriate person if I thought it might help

   SA   A   U   D   SD

8. I would rather live with my mental conflicts than go through the process of getting counselling

   SA   A   U   D   SD

9. Emotional difficulties like many things tend to work out by themselves.

   SA   A   U   D   SD

10. There are certain problems, which should not be discussed outside one's immediate family

   SA   A   U   D   SD

11. A person with emotional problems would probably be wise to seek counselling

   SA   A   U   D   SD

12. If I believe I was having a nervous breakdown, my first inclination would be to get counselling

   SA   A   U   D   SD

13. Keeping one's mind on studies is a good solution for avoiding personal worries and concerns

SA   A   U   D   SD

14. To have sought counselling is a bad mark on one's record.

SA   A   U   D   SD

15. I would rather be advised by a close friend than by a counsellor

SA   A   U   D   SD

16. A person with social or emotional problems is not likely to solve it alone. He/she is more likely to solve it with a counsellor's help

SA   A   U   D   SD

17. I resent a person, counsellor or otherwise any one who wants to know about my personal difficulties

SA   A   U   D   SD

18. I would want to get counselling if I were worried or upset for a long period of time?

SA   A   U   D   SD

19. The idea of talking about problems with a counsellor shrinks me as a poor way to solve one's problems

SA   A   U   D   SD

20. If I thought I needed counselling, I would get it no matter who knew about it

SA   A   U   D   SD

21. There are experiences in my life I would not discuss with anyone

SA   A   U   D   SD

22. It is probably best not to share everything about oneself with someone else

SA   A   U   D   SD

23. If I were experiencing a crisis at this point in my life, I would confide in a counsellor

    SA   A   U   D   SD

24. There is something admirable in a person who is willing to cope with his conflicts and fears without resorting to external help

    SA   A   U   D   SD

25. At some future time, I might want to have counselling help

    SA   A   U   D   SD

26. A person should work out his own problems; going for counselling should be a last result

    SA   A   U   D   SD

27. If I were to receive counselling, I would not try to cover it up

    SA   A   U   D   SD

28. If a good friend asked my advice about a problem, I might recommend that he/she sees a counsellor

    SA   A   U   D   SD

29. It is difficult to talk about personal affairs with people who give any type of counselling

    SA   A   U   D   SD

30. Going for counselling should be a last resort

    SA   A   U   D   SD