STRESS-CAUSING PROBLEMS AMONG PUBLIC SECONDARY SCHOOL STUDENTS AND THE CHALLENGES FACED BY THE TEACHER-COUNSELLOR: A CASE STUDY OF STUDENTS IN NGONG DIVISION, KAJIADO NORTH DISTRICT.

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A PROJECT PAPER SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF ARTS (M.A.) IN COUNSELLING SOCIOLOGY

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DECLARATION

This project is my original work. It has not been submitted for a degree in this or any other university.

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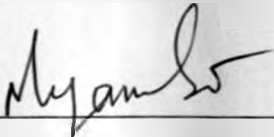ALICE W. NYAMU   DATE

This project paper has been submitted for examination with our approval as the University supervisor.
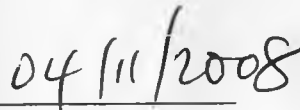
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DEDICATION

This study is dedicated to my late mother,

Milka Wanjiru

who filled my life with love,

happiness, to my love and partner in this walk of life.

To my children-

Janet, Joan Andrew, Ciku, Njoka and Grace

each of whom has brought fresh joy to my life.

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It would have been hard to accomplish this work without the dedicated contribution of others. The following people only a representation of others to whom I will remain forever, obliged to.

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To God I say 'Asante sana' for blessing me with wonderful people.

ABSTRACT

This study examined stress-causing problems among public secondary school students and the challenges faced by the teacher-counsellor. Basically, counselling is a learning-oriented process, which occurs, usually in an interactive relationship. In this relationship, one person helps another to understand and solve their problems. In Kenya, secondary school students are at the turbulent age of adolescence (13-19 years). This is an age in human development characterized by identity versus role confusion. As such, most secondary school students experience a lot of stress in dealing with this ambiguous stage in life. The student is therefore in danger of forming maladaptive behaviour if he fails to achieve the desired goals. Effective counselling, especially in institutions of learning, has now become important. Counselling should empower students to participate fully in, and benefit from the economic and social development of the nation. Most students want to communicate with people who can help them. In schools, students are advised to seek help from the teacher-counsellor. However, the work of a teacher-counsellor in our present education system is very challenging.

Ngong Division where the study was carried out, t each of the five public secondary schools in the division records very poor performance in national examinations. There is need to know what the problem is in the division. Most students come from very poor families and the frequent number of times they are sent out of class to get school fees not only affects their studies but also puts a lot of stress on them. Such students tend to be very self-conscious and withdrawn. The objectives of the study are: to look more closely into the problems causing stress in public secondary schools in Ngong Division; and show where and how the stressed and hurting students may find a listening ear that is compassionate irrespective of their causes and to find out the challenges faced by the teacher-counsellor in provision of his/her services.

The Statistical Package for Social Science (SPSS) was used to analyse the data. During the study, most of the students indicated of the awareness of stress causing factors which included lack of interest in school, problem in boy/girl relationship, misunderstanding with parents, drug taking, low concentration and sexuality In seeking to establish the professional qualification of the teacher counsellors, the study found that more teachers in Ngong Division, Kajiado District have not attained the highest level of training in counselling skills

though they were all professional teachers. Competency and trust of teacher-counsellor can attract many students to the counselling department. The study found that students tend to seek help more frequently from peer counsellors perhaps.

Basing on the findings the study draws the following conclusions most secondary school students join form one on the onset of adolescence (14-19years) counselling services in schools should be emphasised. Students need to be made aware of the importance of the teacher counsellor services. Most teacher-counsellors were willing to train on counselling skills if they are given enabling incentives. Factors that hinder the success of counselling intervention other than lack of professionalism of teacher counsellors, lack of counselling offices and a clear time set for counselling should be studied such as: non-availability of teacher counsellor, bad prior counselling experience and negative attitude of students towards counselling. The implication of this is that eradication of these factors will lead to more students making use of the counselling services. The following recommendation was made that there should professional training of teacher –counsellors and resources and facilities should be availed by the school administration.

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CHAPTER ONE: INTRODUCTION

1.1. Background to the Study

Basically, counselling is a learning-oriented process, which occurs, usually in an interactive relationship. In this relationship, one person helps another to understand and solve their problems. However, the term counselling is used in a number of ways. For instance, counselling may be viewed as a series of definite direct contacts between a counsellor and client aimed at offering the client assistance in adjusting effectively to himself/herself and the environment; as a series of interventions or as a psychological process in terms of its goals (Jones, 2000:3-4). As a concept, counselling has existed for a long time. Of late, counselling has been institutionalized. Schools, for example have to a large extent taken over the function of providing psychological support for their students.

Not everyone can be a teacher-counsellor, contrary to common assumption. Counselling is not a mere pious advice to students. Ndirangu (2000:123) emphasized that a teacher-counsellor "...must have the interest, a consuming desire and drive to minister, to relieve stress and assist human beings to lead more fulfilling lives". However, the counsellor must go beyond mere interest in the subject and equip him/herself with the relevant knowledge because counselling deals with the complex domain of human behaviour.

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

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

1.2. Problem Statement

In Kenya, secondary school students are at the turbulent age of adolescence (13-19 years). This is an age in human development characterized by identity versus role confusion. As such, most secondary school students experience a lot of stress in dealing with this ambiguous stage in life. The student is therefore in danger of forming maladaptive behaviour if he fails to achieve the desired goals (Bulgelski, 1956:146).

A part from this, the experience most students encounter in high school can be quite stressful for many. They encounter a new environment where they are expected to take more personal responsibility, and school rules are more often than not irrelevant or are implemented in a haphazard manner. Most schools offer a very poor diet which students find hard to live on. Food means a lot to a growing adolescent and this causes a lot of conflict between the students and the administration. As a compromise, school heads allow for bread to be stocked in the school canteen, forgetting the fact that many students cannot afford to buy it.

School heads, many of whom lack leadership qualities, do not make matters any easier. They often do not provide for good communication, and more often than not students are left out in major decisions which affect them, such as prefect selection and making school rules. As a result, the students feel alienated and oppressed. They therefore find it hard to identify positively with the school rules or the prefects, and this causes stress and conflicts (Ndirangu, 2000:42).

As we progress in the 21st century, our already complex culture is characterized by diverse and changing values in the home, community and school. Society's stressful problems are reflected in our schools in dramatic increases and cause reactions such as substance abuse, teenage pregnancy, school drop out, depression, indiscipline and acts of violence against fellow students and teachers, to name but a few (Nkinyangi, 1981:56). These are clear indications that secondary school students are not able to cope effectively with the unprecedented economic and social changes which have over the years changed the ways in which we manage our lives. Consequently, not all the lessons of the past can effectively deal with the challenges of modern times. Effective counselling, especially in institutions of learning, has now become important. Counselling should empower students to participate fully in, and benefit from the economic and social development of the nation (UNESCO, 2000:25).

Most students want to communicate with people who can help them. In schools, students are advised to seek help from the teacher-counsellor. However, the work of a teacher-counsellor in our present education system is very challenging. Ndirangu, (2000:121) observes thus "... in fact it is not the case of the schools alone but in a

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society as a whole which has a scanty, almost non-existent service in a monumental ocean of need for counselling".

One reason for this is the non-existence of laid-down system and resource-base where teachers can get help from. Consequently, for most teachers charged with the responsibility of counselling students, it has been a daunting task with a legion of problems and challenges. I have not come across any existing manual on how to go about counselling students in schools and neither is there something like an umbrella association for teacher-counsellors to exchange experiences and make recommendations to our policy makers. However, there is a Department of Guidance and Counselling within the Ministry of Education, Science and Technology, and I have seen a teacher promoted to head counselling departments, but on the ground, very little are being done.

In a school, students face many stressful difficulties and problems which may be expressed in the following ways: withdrawal, unhappiness, anger, low academic performance, inability to realize aspirations and anxiety. Added to these is the problem of HIV/AIDS, for which a great deal of psychological support may be required for boys and girls, particularly those already infected, or who are orphans as a result of this disease as noted by Mutie and Ndambuki (1998:121). Counselling will empower the students with coping skills to deal with challenging circumstances, and create quality awareness and empower students with knowledge so that they know exactly what their duties and responsibilities are (Selwyn, 1998:6).

Changing times seem to demand that more and more responsibilities for adolescent's problems be dealt with by educators. The school shares responsibility for responding to

the problems of the youth. Beyond that, it would be illogical to expect any meaningful acquisition of knowledge, positive behavioural attitudes and appropriate character adjustment to occur for many students whose personal and school problems are not addressed and resolved adequately (Lutomia and Sikolia, 2002:24).

Available studies on problems with a negative impact on the secondary school students (such as Nkinyangi, 1981; and Wangai, 2001) do not show stress as a primary cause. On the other hand, the general assumption in Kenyan secondary schools is that any teacher can be assigned the duties of the school counsellor without the benefits of training in that particular field.

Consequently, many school heads and teachers lack intervention and counselling skills which are required when dealing with the student's problems. In addition to that, the role of significant others in the provision of counselling services seems to be ignored. The school head, class teachers, discipline master and parents should form an integral part of the counselling team (Ndirangu, 2000:122).

The primary role of a school is to facilitate the learning process for the students. One of the unique functions of learning is to permit individual adjustment to the problems of survival (Bulgelski, 1956:156). However, it is common experience for parents with more pride than good judgement to demand very high grades in the academic performance of their children. While there is nothing really wrong with this expectation, some students are reduced to emotional, stressful wrecks, and their self-worth is greatly shaken. Both parents and their teenagers must modify their expectations of each other and this will create less stress. Both parents must be willing to discuss things over for

without dialogue life could become extremely stressful for both parties (Mutie and Ndambuki, 1998:168).

One of the ultimate aims of this study is to help through its findings to bring out the importance of appropriate training of the school teacher-counsellor who often plays the focal point in the counselling activity. More concretely, the study seeks to determine how counselling can best be used to manage stress among high school students. By interviewing students, the consumers of counselling services, we will no doubt get a better understanding of their world, but much more especially on how they can best be helped.

Another justification for doing the study especially in Ngong Division is that each of the five public secondary schools in the division records very poor performance in national examinations. There is need to know what the problem is in the division. Most students come from very poor families and the frequent number of times they are sent out of class to get school fees not only affects their studies but also puts a lot of stress on them. Such students tend to be very self-conscious and withdrawn. With time, they lose interest in school, perform poorly and their self-esteem drops, courtesy of crude jokes from their classmates. Such students have specific needs which a counsellor should address in order to help.

The HIV/AIDS pandemic has not spared the students from their fair share of misery. Oftentimes students go home to bury a relative or a parent who has passed on. Such students would need a strong shoulder to lean on for emotional adjustment when they resume school.

Past studies on HIV/AIDS pandemic have concentrated on problems dealing health seeking behaviour and or coping with HIV status (Makokha, 2004; and Mesianto, 2003). The findings of this study will add more knowledge on how to counsel the affected or infected students. Due to their marriage-related cultural practices, most Maasai girls are engaged to be married soon after school; that is, if they are allowed to go that far. Consequently, many of them go through the motions of learning with a notable lack of interest, and no craving for future career development.

1.3. Objectives of the Study

The main aims of the study are:

1. To look more closely into the problems causing stress in public secondary schools in Ngong Division; and show where and how the stressed and hurting students may find a listening ear that is compassionate irrespective of their causes.

2. To find out the challenges faced by the teacher-counsellor in provision of his/her services.

1.4. Research Questions

In pursuing these objectives, the researcher was be guided by the following research questions.

1. What are the major problems that cause stress in public secondary school students?

2. What are the challenges that a public secondary school teacher-counsellor has to contend with while carrying out his/her counselling activities?

3. What is the role of the significant others in the provision of counselling services?

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This chapter presents a review of the relevant literature considered necessary in helping to understand the area under study. The information presented here is derived from diverse sources such as books, government documents and reports, published and unpublished research work, magazines as well as seminar papers. The review is discussed under the following topics: meaning and purpose of counselling, stress-causing problems, teacher-counsellor, the role of significant others, parents, peer counsellor, school heads/administration, sociological theories and hypothesis.

2.2. Meaning and Purpose of Counselling

Counselling, as Selwyne (1998:15) observes, can be defined as "a process, developmental in nature, by which an individual is assisted to understand, accept and utilize his/her abilities, aptitudes and interests". Mutie and Ndambuki (1999:112-113) define counselling as a programme or services "to individuals based upon the need of each individual, an understanding of his/her immediate environment, the influence of environmental factors on the individual and the unique features of each".

From the above definitions, counselling can therefore be said to be primarily designed to help each individual adjust to his/her environment and develop the ability to set realistic goals for him/herself. The counsellor in this case deals with the personal world of the individual in order to help them understand the internal world within him/her (Feldman, 1990:525). The goal of counselling is to effect change in behaviour, which in turn will permit the client to live a more productive and self-satisfying life. Makinde (1983:25) observes that " counselling will prevent frustration, restore self understanding and educate

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

According to Duda (1996:15), the teachers are only concerned with helping form four students to fill career forms and very little evidence of interest in forms one, two and three is observed. Since the introduction of counselling programmes in schools, one wonders how effective they have been if the implementation is haphazard and the emphasis shown only in the final year of school with respect to career choices only. So even as counselling is so much talked about in our school, it may just be in theory in most schools. This study will try to find out the level at which counselling programmes are being offered and their effectiveness in addressing students' problems.

However, the aims of counselling, as can clearly be seen, are broad. They may depend on the situation, the environment, and/or the training and experience of the teacher-counsellor. But the major objectives are the prevention of maladjusted behaviour and an improvement in the development of a students' potential (Narayana, 2002:54). Consequently, a counselling environment creates a relationship in which the student-client is stimulated to gain an insight into the origins and development of stressful problems. Rayner (1986:140) notes that counselling provides students with skills, awareness and knowledge which will enable them to confront social problems and hence resulting in well adjusted young men and women.

2.3. Stress-Causing Problems

Many articles on stress have appeared on professional and popular literature (such as, Nash, 1998; Mbogori, 1992). Despite or perhaps because of this, a number of divergent definitions of stress have been developed. However, in this study stress is defined as behavioural, emotional, mental and physical responses to anxiety-producing events which exert pressure and overcome coping mechanisms hence creating stress.

According to Rayner (1990:234), stress may have both negative and positive aspects. The positive aspects are those which enable people to mobilize their resources to achieve results; for example, when working hard to pass an exam. The negative aspects work retrogressively on a person's set goals. Mbogori (1992:3) says that "it is like trying to drive a car forward while engaging a reverse gear". Griffin (2000:167), citing Seeman, an epidemiologist, notes that "chronic stress can take a physical toll, contributing to heart problems, for instance, by raising blood pressure, constricting arteries and increasing blood's tendency to clot". The outcome of prolonged stress, as Pennington (1986:81) notes, is burnout, which is a state of physical, social and mental exhaustion, tiredness, hopelessness and feelings of emptiness. Counselling is therefore necessary to assist them with coping skills so that they can make a smooth transition to adulthood. Although in most schools there is a teacher appointed by either the T.S.C or the board of governors to provide these essential services, many questions still remain unanswered. For instance, are these teachers appointed on professional merit, are they genuinely interested in the welfare of students or is the appointment given solely as a promotion to a H.O.D post?

Many students in secondary schools are confronted for the first time with facts about themselves and their backgrounds that may cause them serious stress. Students may also worry about career choices as these affect future decisions. According to Forman (1993:44), adolescents are confronted with the many uncertainties of life at a stage in human development when they do not understand themselves enough to make decisions about the future. At the same time, many of them feel that teachers and parents do not fully understand them. In another study Mutie and Ndambuki (1999:125) observe that adolescents are very concerned about failing to meet the expectations of parents with regard to academic achievements, not having friends and at times they fail to see the relevance of education in their lives.

Other causes of stress among students are seen in the area of discipline. Students are afraid of punishment and particularly what they term unfair punishment. When parents and teachers become too critical, peer pressure or wanting to be accepted by friends are also major stressors. According to Makinde (1987:38), students may participate in things they do not feel comfortable with, such as taking drugs, alcohol or smoking, in order to be accepted by their peers. He also notes that, not being accepted or lacking the resources required to gain acceptance in a group may cause stress among students. Counselling programs are time-consuming and cannot be effectively carried out within the teaching time-table. A teacher counsellor needs to create enough time for group and individual students. However, with the current shortage of teachers in schools, and a full workload one wonders how counselling can effectively be carried out. There are doubts about the commitment of T.S.C and school administrators to quality counselling in schools. One of the purposes of this research is to find out how accessible the teacher-counsellor is to students who may need his/her services. Through its findings this study hopes to prove of

disapprove one of the hypothesis that inadequate counselling in schools has contributed to the increase of stress among students.

In schools where there is inadequate entertainment, sports and cultural activities, students suffer from boredom. However, as Gichinga (1995:23) notes, there is need to provide psychological empowerment to help students cope with the problem of boredom in schools. They should be counselled to discard the belief that boredom can only be broken through extreme action.

Adolescence is generally seen as a time of greater stress than any other stage of development in life. Pennington (1986:53) notes that at this stage, there is a strong urge for the individual to engage in pre-marital sexual activity. The danger in this, as noted in the study by Mutie and Ndambuki (1999:120) is that increasing sexual activity has come with increased incidence of teenage pregnancy, HIV/AIDS and other sexually transmitted diseases or infections (STDs). According to Ndirangu (2000:45), students are more on the receiving end of the stressors than teachers or parents because the latter have the benefit of experience. They may have learnt the realities of life and coping skills. Infact Pennington (1986:54) observes that people suffer and sometimes are killed by stress due to ignorance. The youth who may not have learnt the causes and the coping skills are vulnerable to stress.

It is human to hunger after life's meaning and purpose. Kipnis (1999:44) observes that the quest to be understood and to understand is very intense for young people. Consequently, they find adults hypocritical and dogmatic when they fail to approach issues with open, unprejudiced minds. However, Baker (1996:68) notes that although the

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youth may be very idealistic, they crave to be listened to, when the adults impose their will on them, sometimes they get hurt badly. Ndirangu (2000:41) observes that "it takes love, patience and firmness to lead them out of their sincere idealism and ignorance".

The sum total of all these problems is stress. Kipnis (1999:55) notes that students may feel that they cannot cope any longer. They suffer burnout and may no longer care about their grades, morals or their parents' values. They may opt to taking alcohol, dealing drugs, smoking or other options open to them in an effort to drown their worries.

2.4. Challenges Facing a Teacher-Counsellor

According to Mutie and Ndambuki (1999:120) "counselling in traditional Africa ensured the preservation of the society and continuation of a stable community". This was possible because most societies had various forms of social services that were provided to young people so that they could grow into responsible and productive members of their communities. On the other hand Lutomia and Sikotia (2002:6) notes that with the coming of the modern society, it is difficult to provide similar services. The school and other counselling facilities are therefore faced with the responsibility of providing these services.

With the increasing need for counselling in schools, what has been the challenges facing the teacher-counsellor? Most of the counselling literature locally available address issues that are not directly related to the problems of

the youth. There has been a lot of emphasis on the implementation of counselling in schools, especially after the abolition of capital punishment in schools, but very little is

said about the needs and qualification of a teacher-counsellor. Birks and Steffire (1979:14) argue that "counselling denotes a professional relationship between a trained counsellor and a client. This relationship is usually person-to-person, although it may sometimes involve more than two people. It is designed to help clients to understand and clarify their views of life space, and to learn to reach their self-determined goals through meaningful, well-informed choices and through resolutions of problems of an emotional or interpersonal nature".

The primary role of a teacher-counsellor is to help the student to uncover the underlying motivation for unwanted behaviour. Egan (1998:40) observes that the counsellor should not act as a judge/evaluator in the provision of counselling. In this respect the teacher-counsellor is seen as different from other teachers, parents and school administrators. The counsellors' work first and foremost is to establish a relationship with students that are free from threat and to create unrestricted scope to facilitate individual growth and development. Towards this end, the teacher-counsellor must work closely with other teachers, especially the class-teacher who spend considerable time with students (Ndirangu, 2000:125). These teachers are more likely to identify students with problems and refer them for counselling.

However, as mentioned elsewhere in this study, a school counsellor is faced with many challenges in the course of their work. Some of them are in the form of the apparent lack of support from the significant others. Makinde (1983:38) observes that this is because the subject is relatively new in our education system, or perhaps it is because certain people think that it does not deserve serious investment in personnel and resources. Whatever the case, the teacher-counsellor is often left to work through the complicated

maze that is human behaviour and problems, sometimes without the advantage of any relevant training.

According to Gichinga (1995:58), clients who come for counselling can at times tell a lot of "stories" instead of giving facts about their problems. When a teacher-counsellor is faced with such a problem, he/she is called upon to use professional techniques appropriately throughout the conversation and avoid inconsiderate remarks and actions that might frighten the student. The counsellor must not pretend to understand the problem of the student by merely seeming to agree with things, issues or policies that he does not really believe in. Baker (1996:78) notes it is risky for a school-counsellor to pretend because eventually he will loose trust and respect among students.

The counsellor is also greatly challenged by the influence individual students get from the peer group. Kipnis (1999:28) observes that most adolescents exist in a world which parents and teachers are unfamiliar with and do not share hence the common saying among students that "home is base, real world is school". He notes that important relationships, besides familial ones, are forged with persons of similar ages and interest. According to Baker (1996:115), adolescents view self through the eyes of peers; and deviation in peer dress code, appearance or behaviour can lead to negative self-esteem. Peer conformity can also lead to risk-taking behaviour such as promiscuous sex, alcohol taking, drugs and smoking. These make up the bulk of the re-current problems that a teacher-counsellor has to deal with.

Of all the challenges in counselling, creating and nurturing trust and confidence in a client is among the most important. This is especially so in a school situation, because if

students have no confidence in the counsellor they may refuse to open up. Ndirangu (2000:25, citing Carl Gustav Jung) wrote "we humans do not like travelling the road to our inner persons because we might find something we do not like". Trust building between students and the teacher-counsellor depends very much on the integrity of the individual counsellor. However, even when the set-up is fine from the counsellor's side, some students though in need of help may refuse to open up. Such ones can be referred to other persons like psychiatrists or other counsellors. Schwartz (1982:155) observes that such people could just be suffering form insecurity within the prevailing conditions. A counsellor should therefore identify them for further help.

There exists an assumption that counselling can be carried out by any trained teacher without the benefit of professional training. Training of counselling teachers has to a large extent been left to individual school heads through in-service courses or to those teachers who are willing to invest their time and money in training as counsellors. However, for effective counselling to take place, the counsellor must have a healthy understanding of behavioural and social sciences, biological sciences and humanities. The work also requires knowledge of cultural influences that surround the students and the effects of cultural change that may be facing them (Ndirangu 2000:126). This researcher feels the work of counselling students should be placed in the hands of professionals. Through its findings this study hopes to confirm or reject the hypothesis that lack of professionally trained teacher-counsellors lowers the quality of counselling or affects the quality of counselling in our secondary schools.

2.5. Significant Others in the Provision of Counselling

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

(i). Parents

According to Steimel (1962:78), despite the many problems that face the family, it still remains the most vital agency for providing emotional security for the child. Families are a source of inner strength. The parents' counsel therefore carries a lot of weight. Pennington (1998) also observes that parents have the biggest role in helping their children because they spend the most important time of their lives with them, that is the formative years. It is important to note therefore that without parental support to the teachers, any counselling carried out in schools may not achieve the desired results.

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

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Without the support of parents to the teachers, counselling in schools will not achieve much. Parents' should take a more active role in all programs that affect the lives of their children as this will ensure that the students' problems are dealt with by all the stakeholders and that the students get quality support during this difficult stage of maturation. It is also worth noting that some students are from dysfunctional homes, or are orphans. Such students are faced with a lot of problems ranging form lack of school fees, essential personal effects or are stigmatized by the situation they find themselves in. Due to lack of parental care and counselling, such students may become deviant in schools and may engage in various crimes ranging from drug abuse to alcoholism.

This category of students is becoming increasingly evident in schools and one wonders how the counselling department is able to identify and counsel them with a view to moulding their behaviour. The question to ask is to what extent has this department contributed to change of behaviour among high school students; and if not, what else needs to be done to help the students?. This study aims at finding out how counselling has impacted on the behavioural patterns of high school students.

ii). The School Principal

It is agreed among education researchers and practitioners that the Head-Teacher is the single most influential factor in the success of a school.

Wangui (2001:24) notes that among other qualities, a good Head-Teacher should be a team player and have good public relations. He/she should be an excellent facilitator of all school's programmes. According to Froehlic (1958:65), it is imperative that school Heads recognize the need for counselling in schools. Studies carried out by Ndirangu

(2000) and Mutie and Ndambuki (1999) underscored the view that for the counselling programmes to succeed, the school principal should be fully involved. The programmes can be supported by among others lowering the workload of the counselling teacher, provision of appropriate physical facility and, as far as possible, facilitating in-service training opportunities for staff members.

In view of this, the school principal needs to recognize the needs and importance of a comprehensive counselling programme by studying the values, purposes and limitations of such a programme in their particular institutions. Principals are also expected to provide active support in the counselling programmes, ensuring there is adequate time for the teacher-counsellor to attend to students' needs instead of focusing only on academic excellence. According to Collins (1980:14), counselling seeks to stimulate personality growth and development; to help people cope with problems of life, with inner conflicts, crippling emotions and to provide encouragement to those facing loses or disappointments. Counselling can also be looked at as a remedy for disruptive behaviour among the youth. This study, aims to find out how far this has been achieved and to what extent the school administration supports the programme.

iii). Peer Counsellor

According to Jones (2000:198), peer or group counselling is made up of people who have similar problems although they could be of different backgrounds. Lutomia and Sikolia (2000:74) note that peer counselling is a method where the peer members see each other as equals regardless of age or status, have similar feeling and can easily confide in each other. In a school set up, peer counselling can be used very effectively. However, a peer counsellor always has to be trained by the teacher-counsellor so that he/she may

understand the group he/she is dealing with since he/she is an interested party in the kind of problem his/her peers may be facing.

Due to the stress caused by the conflicts that face an adolescent- such as identity crisis, search for security, career choices, need for approval or academic excellence, pressure to conform and independence struggles-the young people may find adolescence to be very lonely years. It is not unusual therefore for an adolescent to feel that there is no one who can help (UNESCO, 2000:38). A peer group allows adolescents to question openly their values and to talk freely about their deepest concerns. Baker (1996:85) notes that in such a group, adolescents learn to communicate with their peers and benefit from the modelling provided by the leader. A unique value of a group is that it offers adolescents a chance to be instrumental for one another's growth and change. The members help one another gain increased self-acceptance.

The present viewpoint asserts that peers only exert negative influence on their members. This is not always true because in proper counselling a peer group can assist the individuals in the process of analyzing, understanding and resolving conflicts within him/herself and between him/her and others. In this case, therefore, peer counselling should be encouraged in schools as it provides important information about 'acceptable' behaviour. Finally, as is suggested in the above review, there is a need to establish and maintain a holistic and dynamic participation to adolescent counselling in schools with increased participation of significant others.

2.6. Sociological Theories

According to Jones (1995:5, citing Hall and Lindzey), "A theory is an unsubstantiated hypothesis or speculation concerning reality which is not yet definitely known to be so. When the theory is confirmed it becomes a fact".

Counsellors are decision makers as they are always called upon to make choices about how to think about client's behaviour, how to treat them and how to respond on a moment-to-moment basis during a counselling process. Theories therefore provide counsellors with concepts which allow them to think systematically about human development and counselling practice (Egan, 1998:40). Various theories are useful in explaining why different problems occur and why counselling becomes a remedy to such problems. In the field of counselling, theories help the counsellor to systemize the observations in order that the observed phenomenon of process makes sense to himself and to be able to easily communicate it to others. A theory therefore provides a systematic way of dealing with a problem. In a counselling relationship, a counsellor may use one or a combination of many therapies depending on the individual client's need. This study will focus on client-centered and rational-emotive therapy.

(a). Client-centered or Person-centered Theory

Client-centered or person-centered therapy was developed by Carl Rogers. This approach strongly assumes that clients fully understand the factors in their lives that are causing them to be unhappy, and that they have the capability for self-direction and constructive personal change (Rogers, 1967:38). The author of the theory believes that people can solve their problems if they are offered a conducive relationship by the counsellor. Such a relationship, he emphasizes, should show deep faith in the tendency of humans to develop in a positive and constructive manner in a climate of respect and trust (Rogers,

1967:56). He strongly advocated for the quality of the counselling relationship where the counsellor plays the role of the facilitator leading the client towards self-growth. According to Rogers (1967: 58), the counsellor should possess the attitude of congruence, unconditional positive regard and genuine empathy towards the client. These attitudes should be expressed during a counselling relationship in an open, honest and true interest in the client.

Rogers emphasizes on the attitudes, the personal characteristics of the counsellor and the quality of the relationship with client as the major determinants of the outcome of a counselling process. He believes that if clients are offered unconditional positive regard by a counsellor and feel empathically understood, they find it easier to reveal their weaknesses, build a trust in themselves and develop a willingness to continue growing (Jones 1995:18). This positive view in human nature has major implications for the practice of therapy. Due to the belief that the individual has the inherent capacity to move away from maladjustment towards psychological health, the counsellor places the primary responsibility of the client and rejects the assumption that the therapist knows best. The client therefore is an active participant in the counselling process which is aimed at helping him/her become a fully functional person.

(b). Rational-Emotive Theory (RET)

The rational-emotive theory was first developed by Albert Ellis, an American clinical psychologist. It is one of the cognitive behavioural approaches to counselling which is not a purely intellectual approach. It strongly emphasizes the interplay of feeling, behaviour and cognition (Ellis, 1973:25). What Ellis means by the term 'rational' is cognition that is effective in self-helping rather than cognition that is empirically and

logically valid.   He asserts that people's rationality rests on sound judgment regarding which of their desires or preferences to follow. This judgment is usually based on their emotions and feelings (Ellis 1985:39-40).   The rational-emotive theory also states that human beings' fundamental goals are survival, freedom from pain and happiness; and that people have biological tendencies of both actualizing themselves and being irrational, as well as some degree of free choice (Ellis 1985:28).   He further argues that in pursuit of their goals, people create inappropriate emotions and self-defeating behaviours because there are demanding as opposed to preferred beliefs. Ellis (1985:38) maintains that emotional and behavioural disturbances are primarily caused by rigid and absolutists' beliefs in the form of musts, should, have to, feelings of worthlessness and predictions of continuous failure.

Coupled with innate tendencies to irrationality, people acquire irrational beliefs partially by social learning and also because they do not develop and exercise their capacity for rational choice.   There are several reasons according to Ellis (19985:36-37) why people persist in maintaining irrational beliefs such as: biological tendencies to irrationality, emotional strength of their beliefs, reinforcing consequences, unrealistic beliefs about change, and lack of sufficient challenge to their beliefs through action among others.

In practice, rational-emotive theory has two goals:

Helping clients overcome emotional blocks and disturbances and helping them become more fully functioning or self-actualizing. The rational-emotional behaviour counsellor would use a variety of cognitive, emotive and behavioural techniques to assist clients to dispute their irrational beliefs and develop an effective new philosophy of live (Jones, 19985:272-274).

This study will seek to establish the stress-related problems among students, and explore the nature and quality of counselling interventions carried out in the secondary schools. Knowledge of the two theories will be of great help to the teacher-counsellor especially because they stress on an emphatic relationship between the client and the counsellor. They also emphasize on direct participation in solving one's problems. This type of counselling practice makes the clients own the solutions and therefore they are able to abide by their choice of solutions towards behaviour or attitude change. By offering students a trusting and emphatic relationship, the teacher-counsellor assists them to develop faith in themselves, to feel better understood and accepted without being condemned. While assisting students to solve their problems, the counsellor helps them to state clearly problems and goals, to generate and evaluate alternative strategies, to outline the steps to attain goals, to identify resources, and to develop and support practical skills for successful character growth. Thus armed with this knowledge, the school can adopt counselling programmes that are beneficial to students without necessarily waiting for things to go out of hand before action is taken.

2.7. Hypotheses

According to Mugenda and Mugenda (1999:15) a hypothesis "is a researcher's anticipated explanation or opinion regarding the result of the study". In a study, hypotheses provide direction and bridge the gap between the problem and the evidence needed for its solution. From the above literature review, the following hypotheses have been generated and will be tested in this study:

Inadequate counselling interventions in secondary schools have contributed to stress among students.

- The lack of professionally trained teacher-counsellors impacts negatively on the quality of counselling services offered to secondary school students.

- Lack of adequate participation by significant others has impacted negatively on the success of counselling interventions among secondary school students.

CHAPTER THREE: METHODOLOGY

3.1. Introduction

This chapter presents the main research design that was used in order to meet the objectives of this study. By definition, a research design is a programme that guides the researcher in collecting, analyzing and interpreting observed facts. This study was a survey of secondary school students in Ngong Division, Kajiado District, Rift Valley Province with a focus on stress related problems and the challenges facing the teacher-counsellor. The chapter covers site selection and description, unit of analysis, sources of data, sampling procedure, methods of data collection and data analysis. It concludes with the operational definition of variables.

3.2. Site Selection and Description

Ngong Division of Kajiado District was selected for this study for several reasons; first because the researcher lives and works there and therefore knows the area well. Secondly, close interaction between the researcher, the students and the teachers from the division revealed that students do not have regular or quality counselling interventions in their schools. Therefore, Ngong Division was sampled purposively. Purposive sampling according to Mugenda and Mugenda (1999:50), is a sampling technique that allows a researcher to use cases that have the required information with respect to his/her study. The division is situated 24kilometers North-west of Nairobi City. The area enjoys a multi-ethnic population and the students in the public secondary schools are drawn from diverse ethnic and economic backgrounds, making it an attractive research site. The division is divided into four zones: Ngong zone, Ronkai zone, Oloitokoshi zone and Ewaso zone with three provincial and two district public secondary schools. All the above zones were covered.

3.3. Unit of Analysis

Units of analysis are those units or things we examine in order to create a summary descriptions of all such units and to explain differences among them (Babbie, 1995:87). Schutt (1996:539) defines a unit of analysis as "the level of social life on which research questions focus". Therefore, unit of analysis can be individual people, social role, positions and relationships. In this study the unit of analysis was the individual student. The students, teacher-counsellors and the school heads served as respondents. The primary data was collected directly from the field by use of a questionnaire which was administered directly to students, teacher-counsellors and school heads from the sampled public secondary schools. The questionnaires administered to the students were designed to get their response on problems causing stress amoung the students. The questionnaires administered to the teacher counsellors was designed to seek the challenges they faced during counselling intervention.

3.4. Sampling Procedures / Design

According to Singleton et al (1988:137), "sampling design is that part of the research plan that indicates how cases are to be selected for observation." The two types of sampling design are probability and non-probability. In a probability sampling, cases in the study population have an equal chance of being selected through the process of random selection. In the non-probability sampling, cases in the study have no known chance for selection. In this study a combination of stratified sampling and simple random sampling was used. The target population for this study was made up of selected public secondary school students from Ngong Division, Kajiado District. The division has five schools with a combined population of 2,800 students.

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Since the population of schools that were studied was not homogenous, it was divided into three strata:

- First stratum – two boys' boarding secondary schools
- Second stratum – one girls' boarding secondary school
- Third stratum – two mixed day secondary schools.

All the five schools were visited and a list of students in each form obtained. Simple random sampling method was used to determine the number of students who participated in each form. All schools are double streamed and one student was selected from each form giving a total of (40) students. Other participants in the study were (10) teacher-counsellors, and (5) principals from the selected schools. The selected students and teachers were the units of analysis.

3.5. Data Collection Procedure

The study used the opinion scale where respondents were asked in a questionnaire to express judgement about particular problems that cause stress among students or problems that may hamper effective counselling in a secondary school (for example the open ended questions). In the scales there were selected statements which gave expression to the concurrence or otherwise of the attitude of the person responding.

Participant observations served as a technique to verifying or nullifying information provided by the above method. This entails writing descriptions of observations of students, and going through documentation (such as students files, counselling services request forms where available etcetera) from the teacher counsellors. In either procedure, the respondents were assured of confidentiality of their responses.

3.6. Operational Definition of Variables

Study Variable: According to Singleton (1988:72), "variables are characteristics of units that vary, taking on different values, categories or attitudes for different observations, for example age (range of years), gender (male or female), marital status (single, divorced, widowed).'

The dependent variables are the one that the researcher is interested in explaining and predicting while the independent variable explains / predicts change in the dependent variable.

Independent Variable: This is the variable that explains/predicts changes in the dependent variable.

HYPOTHESIS	TYPE OF VARIABLE	VARIABLE NAME	VARIABLE INDICATORS (MEASUREMENT)
Hypothesis 1	Dependent	Stress among students	Poor academic performance Withdrawal Rudeness Truancy Indiscipline Apathy – feeling nothing can change Lack of interest in academics.
	Independent	Adequacy of counselling interventions	Availability of teacher-counsellor Teaching load of teacher-counsellor Location of counselling premises Availability of counselling premises Time when counselling takes place Availability of counselling programmes.
Hypothesis 2	Dependent	Quality of counselling services	Very good service Good service Fair service Bad service Very bad service
	Independent	Availability of trained teacher-counsellors	Type and level of training in counselling Counselling experience Nature of counselling relationship with students.
Hypothesis 3	Dependent	Success of counselling interventions	Percentage of students seeking counselling Availability of a functioning counselling department Improved performance in academics level of truancy Level of participation in school programmes Frequency of indiscipline cases
	Independent	Level of participation by significant others	Level of administration support Frequency of communication between students, school and parents Role of peer-counsellor Presence or absence of a counselling team.

CHAPTER FOUR: ANALYSIS OF FIELD DATA.

This chapter is a descriptive analysis of the data that were collected from the target respondents comprising of secondary school students, teacher-counsellors and head-teachers of secondary schools in Ngong Division, Kajiado District. This is represented in the form of tables, charts, frequencies and percentages where applicable under four sub-headings namely: Response rate; School related problems and counselling interventions; Discussion of qualitative analysis of open ended questions.

4.1. Questionnaire Return Rate:

The study targeted public secondary school students, teacher-counsellors and school principals within Ngong Division in Kajiado North District. The study used stratified random and convenient sampling procedures to select 40 students, 10 teacher-counsellors, and 5 head-teachers. The data collection instruments were self administered and response received on the spot. This made it possible for the response ratio to be 100%.

4.2. Demographic Data of the Students

The government secondary schools in Ngong Division are divided into three categories, boys boarding, girls boarding and mixed day secondary schools. There are 2 mixed secondary schools with a population of 642 representing 36%; one girls boarding with a combined population of 338 representing 19%, two boys boarding schools with a combined population of 820 students representing 45% of the total population. All the targeted schools had a total population of 1800 students as by July 2004. This information was derived from the class registers. A further analysis of the data from teacher-counsellors responses showed that the total number of students who visited counselling office within the term were 126 (7%) of the total students population.

The students were requested to indicate the category of the school (type) they attended and their gender. This is as shown in the table below.

Table 1: Distribution of Respondents by their Gender and Type of School

School		Gender		Total
		Boys	Girls	
Boy's boarding	Count	16	0	16
	%	100.0%	.0%	100.0%
Girls boarding	Count	0	8	8
	%	.0%	100.0%	100.0%
Mixed Day	Count	8	8	16
	%	50.0%	50.0%	100.0%
Total	Count	24	16	40
	%	60.0%	40.0%	100.0%

Source: Field Data

Table 1 shows that there were 24 (60%) boys both from boy's boarding and mixed day schools and 16 (40%) girls in both the girls boarding and mixed day schools. The disparity in the number of boys and girls students is due to the fact that there are two boys boarding secondary schools and only one girls boarding secondary school in the division. The enrolment of boys is higher than that of girls even in the day schools.

Table 2: Distribution of Respondents by the Form they studied

Forms	Frequency	Percent
Form one	9	22.5
Form two	9	22.5
Form three	11	27.5
Form four	11	27.5
Total	40	100.0

Source: Field Data

About, 27.5% of the respondents were in form three and four respectively while 22.5% of the respondents were from form one and two.

4.3. Factors that Cause Stress in Public Secondary School Students

The researcher sought to know the problems that cause stress in public secondary school students.

Table 3: Stress Causing Factors

	Frequency	Percent
Lack of interest in school	3	7.5
Boy/girl relationship	3	7.5
Misunderstanding with parents	3	7.5
Drug taking	2	5.0
Low Concentration	2	5.0
Sexuality	2	5.0
No Response	25	62.5
Total	40	100.0

Source: Field Data

In table 3, 22.5% of the respondents indicated that they lacked interest in school, had a problem in boy/girl relationship and there was misunderstanding with parents, while

15.0% of the students indicated that they were taking drugs, had low concentration and were affected by issues of sexuality and 62.5% of them did not respond. These are the problems for which students may seek counselling as shown in table 4 below.

Table 4: Counselling Disaggregated by Gender

Counselling	Gender				Total	
	Boys		Girls			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	11	45.8	12	75.0	23	57.5
No	13	54.2	4	25.0	17	42.5
Total	24	100.0	16	100.0	40	100.0

Source: Field Data

There are more girls who sought counselling services than boys. However, in total more students (57.5%) went for counselling and 42.5% of them did not go for counselling. This may imply that students are aware of the services provided by the teacher counsellor though some may choose not to go for individual counselling.

Table 5: Distribution of Respondents by Gender, School and Number of Times Attended Counselling During the Term.

School	Gender		Times attended counselling				Total
			1-5	6-10	11-15	No Response	
Enoomatasiani Girls Boarding	Girls	Count	7	0	0	1	8
		%	87.5%	0	0	12.5%	100.0%
	Total	Count	7	0	0	1	8
		%	87.5%	0	0	12.5%	100.0%
Kibiku Mixed Day	Boys	Count	1	0	0	3	4
		%	25.0%	0	0	75.0%	100.0%
	Girls	Count	2	0	0	2	4
		%	50.0%	0	0	50.0%	100.0%
	Total	Count	3	0	0	5	8
		%	37.5%	0	0	62.5%	100.0%
Nakeel Boys Boarding	Boys	Count	5	0	0	3	8
		%	62.5%	0	0	37.5%	100.0%
	Total	Count	5	0	0	3	8
		%	37.5%	0	0	62.5%	100.0%
Ololaiser Boys Boarding	Boys	Count	6	0	0	2	8
		%	75.0%	0	0	25.0%	100.0%
	Total	Count	6	0	0	2	8
		%	75.0%	0	0	25.0%	100.0%
Oloolua Mixed day	Boys	Count	1	1	1	1	4
		%	25.0%	25.0%	25.0%	25.0%	100.0%
	Girls	Count	2	0	0	2	4
		%	50.0%	.0%	.0%	50.0%	100.0%
Total		Count	3	1	1	3	8
		%	37.5%	12.5%	12.5%	37.5%	100.0%

Source: Field data.

From table 5 above, most students who went for counselling are from same-sex boarding schools. The researcher observed that most of the students who attended counselling were from the two boys' boarding schools and the girls' boarding school. This perhaps shows that students from same-sex schools seek out the teacher counsellor intervention than their counterparts in mixed schools. Perhaps they feel less intimidated by their peers who

are of the same sex. In the girls' boarding school, the counselling office was noted to be located far from the offices and the class rooms. This may also have encouraged the girls to seek counselling help from their teacher-counsellor.

Table 6: Distribution of Respondents with Gender and whom to see for Counselling

Whom to See	Gender				Total	
	Boys		Girls			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Counselling Teacher	8	33.3	4	25.0	12	30.0
Peer	4	16.7	5	31.3	9	22.5
Parents	6	25.0	3	18.8	9	22.5
Other Teachers	0	0.0	4	25.0	4	10.0
No Response	6	25.0	0	0.0	6	15.0
Total	**24**	**100.0**	**16**	**100.0**	**40**	**100.0**

Source: Field Data

From table 6 above, 30% of the student respondents said they would seek counselling from the teacher counsellor, while 45% reflect they would be more comfortable with either their parents or friends. During the researchers' visit to the schools, the students' claims were affirmed as the researcher observed that some consultations were going on as the teacher counsellor was coming out of a class. In the schools where there were offices the researcher observed some students going to consult with the teacher during lunch break. Only 10% said they would seek counsel with other teachers. This shows the students had trust in the teacher counsellor.

Table 7: Distribution of Respondents Experiencing the Listed Problems

Problems Experienced	Very often	Often	Not Often	Not at all	No Response	Total
Rudeness to teachers and other students	1 (2.5%)	14(35.0%)	9(22.5%)	14(35.0%)	2(5.0%)	40(100.0%)
Lack of interest in school programme	13(32.5%)	8(20.0%)	13(32.5%)	5(12.5%)	1(2.5%)	40(100.0%)
Taking alcohol	1(2.5%)	3(7.5%)	9(22.5%)	27(67.5%)	0	40(100.0%)
Lack of Sleep	4(10.0%)	6(15.0%)	13(32.5%)	15(37.5%)	2(5.0%)	40(100.0%)
Suicidal Feeling	2(5.0%)	2(5.0%)	3(7.5%)	32(80.0%)	1(2.5%)	40(100.0%)
Taking drugs	3(7.5%)	1(2.5%)	2(5.0%)	33(82.5%)	1 (2.5%)	40(100.0%)
Feeling aggressive	6(15.0%)	8(20.0%)	17(42.5%)	9(22.5%)	0	40(100.0%)
Low concentration during lesson	13(32.5%)	8(20.0%)	13(32.5%)	6(15.0%)	0	40(100.0%)
Truancy	2(5.0%)	9(22.5%)	11(27.5%)	16(40.0%)	2(5.0%)	40(100.0%)
Excessive tiredness	4(10.0%)	9(22.5%)	11(27.5%)	16(40.0%	1(2.5%)	40(100.0%)
Excessive anxiety	8(20.0%)	11(27.5%)	12(30.0%)	8(20.0%)	1(2.5%)	40(100.0%)

Source: Field Data

Table 7 was drawn by use of opinion scale used in the interview schedule. The variable to

be measured here is the distribution of students experiencing the listed problems; that is,

how frequently do the students experience the problems. For each of the column available, the student scores the indicated item which totals the score for each rating (column). Finally each column by it's total score will represent the frequency the students experience the listed problems. In this study, the sample is 40 students, the rating scales are four: very often, often, not often, not at all. The indicators are eleven as shown above. We therefore expect any one column to score 440 (100%) if it has to represent the opinion of all students. From table 7, it was noted that all students interviewed experienced stressful problems of varying degrees. This signifies that there is need for counselling intervention in schools.

Table 8: Availability of Teacher- Counsellor

	Frequency	Percent
Very available	18	45.0
Often available	9	22.5
Available	9	22.5
Often not available	3	7.5
Never available	1	2.5
Total	40	100.0

Source: Field Data

All students interviewed confirmed there was a teacher-counsellor in the school and 45.0% indicated that the teacher was available. This explains why more than half (57.5%) students went for counselling as is noted in figure 4 in this study. Only a very small percentage (2.5%) of students recorded that the teacher was never available. These

could have been new students in the school or those who are quite ignorant of the school daily programmes.

Table 9: Students observation as to whether counselling has helped in solving Personal Problems

Indicator	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response	Total
Alcohol taking	11(27.5%)	8(20.0%)	4(10.0%)	5(12.5%)	10(25.0%)	2(5.0%)	40(100%)
Theft	10(25.0%)	11(27.5%)	4(10.0%)	6(16.0%)	5(12.5%)	4(10.0%)	40(100%)
Bullying	13(32.5%)	10(25.0%)	5(12.5%)	6(15.0%)	4(10.0%)	2(5.0%)	40(100%)
Truancy	9(22.5%)	9(22.5%)	9(22.5%)	4(10.0%	4(10.0%)	5(12.5%)	40(100%)
Rudeness to teaching staff	16(40.0%)	9(22.5%)	8(20.0%)	2(5.0%)	4(10.0%)	1(2.5%)	40(100%)
Smoking	16(40.0%)	2(5.0%)	5(12.5%)	5(12.5%)	9(22.5%)	3(7.5%)	40(100%)
Poor Academic Performance	15(37.5%)	6(15.0%)	7(17.5%)	6(15.0%)	4(10.0%	2(5.0%)	40(100%)
Noise Making	15(37.5%)	6(15.0%)	7(17.5%)	6(15.0%)	4(10.0%)	2(5.0%)	40(100%)
Refusal to do homework	18(45.0%)	10(25.0%)	4(10.0%)	3(7.5%)	3(7.5%)	2(5.0%)	40(100%)
Poor personal motivation in school activities	13(32.5%)	7(17.5%)	7(17.5%)	7(17.5%)	4(10.0%	2(5.0%)	40(100%)
Withdrawal	10(25.0%)	9(22.5%)	12(30.0%)	5(12.5%)	2(5.0%	2(5.0%)	40(100%)
Indiscipline	17(42.5%)	8(20.0%)	7(17.5%)	4(10.0%)	3(7.5%)	1(2.5%)	40(100%)
Apathy	14(35.0%)	10(25.0%)	7(17.5%)	4(10.0%)	3(7.5%)	2(5.0%)	40(100%)

Source: Field Data

From table 9, extracted from responses from students concerning help they have received in solving personal problems, it is very clear that help has been forthcoming to students as there are more students who responded positively i.e. (strongly agree/ agree) in all the columns indicating the problems for which they sought help. This could be due to the fact that the students help-seeking behaviour was aggressive or due to the fact that the teacher-counsellors were often available, as is noted else where in this report.

Counselling Intervention

Table 10: Rating of the Counselling Intervention in School

Rating	Frequency	Percent
Very Good	2	5.0
Good	19	47.5
Fair	9	22.5
Bad	10	25.5
Total	40	100.0

Source: Field Data

From table 10 above, 52.5% of the respondents said counselling interventions were good to very good. Only 22.5% termed them as fair, while another 22.5% indicated that they were bad. The evidence shows that counselling takes places in all the schools visited though in some schools especially single sex boarding schools the programmes are better coordinated. In schools where a counselling office existed, the students' response was observed to be higher.

Table 11: Distribution of Respondents by Number of Times they attended Counselling during the Term under Study

Times attended	Frequency	Percent
1-5	12	30.0
6-10	6	15.0
11-15	6	15.0
No Response	16	40.0
Total	**40**	**100.0**

Source: Field Data

From table 11 above, more than half (60%) of the students in the study visited the teacher-counsellor within the term. Most of those who attended (87.5%) as indicated elsewhere in this report were from the girls' boarding school. This was the only school with a counselling office serving as a positive indicator as to why many students sought the counselling services. For those who may not have attended (40%), reasons range from unavailability of a time table indicating when to visit the teacher-counsellor to lack of trust in the teacher and the fear of being known that they have problems by their peers.

Table 12: Students' Perception of the Teacher-Counsellor.

Indicators	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response	Total
A good listener	13(32.5%)	13(32.5%)	6(15.0%)	3(7.5%)	4(10.0%)	1(2.5%)	40(100%)
Link between students, school and parents	8(20.0%)	8(20.0%)	8(20.0%)	11(27.5%)	4(10.0%)	1(2.5%)	40(100%)
Provides solutions students problems	10(25.0%)	7(17.5%)	13(32.5%)	6(15.0%)	3(7.5%)	1(2.5%)	40(100%)
Good teacher dedicated to work	12(30.0%)	12(30.0%)	8(20.0%)	4(10.0%)	3(7.5%)	1(2.5%)	40(100%)
Sympathetic and understanding	10(25.0%)	10(25.0%)	9(22.5%)	6(15.0%)	3(7.5%)	2(5.0%)	40(100%)

Source: Field Data

Table 12 above presents data on students' perception of their teacher-counsellor in their respective schools. The attitude measures were obtained through the opinion scale used in the interview schedule. The responses on a five level perception/attitude scale were converted into percentages for further analysis as column representatives. The sample is of 40 students and the row of scores is obtained by calculating the frequency on the ratings of column. The students' attitude in a continuum which allows the weight in terms of their responses on how they perceive their teacher-counsellors. One scale is expected to score 100% if it has to represent the perception/opinion of all the students. From the findings, the perception of the teacher-counsellor by students is above in some columns as those who strongly agree/ agree are represented by 62%, 60% and 50%. However in two columns the students' opinion of the teacher-counsellor is below average. This is quite

expected especially because the teacher counsellor does not offer solutions to problems but helps the individual students to work out solutions to his problems.

Table 13: Level of Education for the Teacher Counsellor

	Frequency	Percent
Certificate level	3	30.0
University Degree	1	10.0
No Training	6	60.0
Total	10	100.0

Source: Field data.

Table 13 shows that 6 out of 10 of the teacher-counsellors had no formal training in counselling skills. This shows that counselling professionalism is not a prerequisite for a teacher to be appointed as a counsellor in the school. However, counselling is a complex relationship which needs the teacher to be well versed in behavioural, social sciences, humanities as well as cultural influences that impact on the students he/she is interacting with. In the school visited during this study this fact does not seem to deter students from seeking and receiving counselling interventions.

4.4. Qualitative analysis of Open-Ended Questions.

This section provides qualitative analysis of data derived from the open-ended responses from students, teacher-counsellors and school heads.

a) Factors Compounding Effective Counselling Interventions.

From the research findings, students responded that there was a teacher-counsellor in the schools visited. However, several factors can be said to smooth counselling interventions in the schools. The most outstanding is lack of counselling offices (Rooms); trained personnel; that is, teachers who are trained and equipped with the knowledge to handle proper counselling interventions. Lack of clear counselling programmes coupled with the serious unavailability of relevant books, journals and/or audiovisual aids further impact negatively on counselling activities. As said elsewhere in this study in table 4, 57.5% of students with problems seem to have gone for counselling. This is arguably not a very large percentage especially given the fact that students at this age have many pressing problems to contend with ranging from identity crisis to sex matters, academic and career choices.

b) Organisation of Counselling Interventions.

In three out of the five schools visited for the study many of the secondary schools under study, there were no facilities for carrying out counselling programmes. Where there was an office, the facility was shared with other members of staff.

The teacher-counsellors, as it was observed, had full teaching load due to shortage of teachers especially those who are in the languages and humanity departments. It was observed by the researcher that most students who received counselling were referred to the teacher counsellor by the principal, deputy principal and other teachers due to discipline problems.

c) Problems Faced by the Teacher Counsellor.

In all the schools visited, there was a teacher-counsellor who doubled up as head for that department. These teachers were either approved by the T.S.C. (Teachers Service Commission) after an interview or by the Board of Governors (BoG) with the recommendation of the principal. However, most of them had no professional training in the field of counselling. This created lack of professionalism especially in the way the counselling programmes were conducted. Most of them kept on records of the students counselled which made a follow up program almost impossible. Others gave information about the students quite freely to the discipline master and the principal. This would eventual create lack of trust between the teacher and his/her student clients.

d) The role of significant others in counselling interventions.

The School Principal

In almost all the schools where the research was conducted, it was found that the school principals agreed that the counselling interventions helped in calculating good attitudes towards school programmes, solving students' problems as well as among them with help seeking behaviour. However, most of them give very little support to the department in terms of providing counselling facilities or setting some money apart for purposes of buying support materials or training for the teachers.

More teacher-counsellors, apart from two in Nakel Boys and Ololaiser Boys have a full teaching load in spite of the fact that counselling needs to be allocated adequate time. As a result most teacher-counsellors are overworked and consequently devote very little time to this very important exercise in a learning institution. The role of the principal in facilitating counselling interventions was less defined. Consequently therefore, the programs were delegated to the teacher-counsellor with little back up if any from the

principal in form of acquisition of relevant learning materials, seminars, in service training or even identifying and inviting of professional counsellors to the school.

Parents

The teacher-counsellor indicated that most parents rarely follow up the progress of their children in school. There is general apathy with parents blaming teachers, head teachers and general school programs for the failure of their children especially in the National exams. This impacted negatively on counselling programs especially because the support of a parent to a student with a problem cannot be overemphasised.

They also noted that most students from homes which were experiencing problems such as divorce, death of one parent or both engage in deviant behaviour like lack of interest in educational programmes, noise making in class and truancy. However, considering the low number of students who turned out for counselling interventions in the schools visited, one can reliably observe that many of them do not receive adequate counselling with a view to mouldering their behaviour.

Peer-Counsellor.

All teacher counsellors interviewed indicated they had not trained peer counsellors in their schools. A peer-counsellor should be trained to serve as a role model to the students. This is important because some students would be more comfortable sharing their problems with a peer. In view of this, therefore, the teacher counsellors have failed to provide students with peer counsellors who would provide students with a chance to talk freely about their deepest concerns; to learn to communicate with their peers and benefit from the modelling provided by the peer leader.

CHAPTER FIVE: INFERENTIAL ANALYSIS OF FIELD DATA

This chapter will address itself to testing the derived hypotheses from which statistical inferences will be made. A hypothesis is a testable belief or opinion whereas hypothesis testing is the process by which the belief is tested by statistical means. Inferential statistics utilizes sample data to make estimates, decisions, predictions or other generalizations about a larger set of data (McClave, 2000:2).

5.1   Hypotheses Testing

This section seeks to find out whether the hypotheses of the study are accepted or rejected based on the findings of the research. Three hypotheses have been used:

1)   The null hypothesis which represents the status quo to the party performing the sampling experiment or the hypothesis that will be accepted unless the data provide convincing evidence that it is false,

2)   The alternative, or research hypothesis, which will be accepted only if the data provide convincing evidence of its truth.

In testing hypothesis 1, the multiple linear regression model was adapted. This is because it has the potential of including more than one related independent variable that in turn has potentially important variables that have to be incorporated in order to make accurate predictions. It attempts to predict and explain the variation of a single dependent variable Y from a number of independent/predictor variables.

In testing hypothesis 1, the researcher wanted to establish whether any of the independent factors contributed to stress among students

The indicators of stress among students included:-
 (a) Level of academic performance
 (b) Level of concentration (or interest in academic matters)

The indicators of adequacy of counselling interventions included
 (a) Availability of teacher-counsellor

(b) Teaching load of teacher counsellor

(c) Location of counselling premises

(d) Availability of counselling premises

(e) Availability of counselling programmes.

The general multiple linear regression model formula was used:

$Y = \beta_0 + \beta_1\chi_1 + \beta_2\chi_2 + \beta_3\chi_3 + \ldots + \beta_k\chi_k + \varepsilon$

Where

Y is the dependent variable

$\chi_1, \chi_2, \ldots, \chi_k$ are the independent variables

$E(y) = \beta_0 + \beta_1\chi_1 + \beta_2\chi_2 + \ldots \beta_k\chi_k$ is the deterministic portion of the model

β_1 the constant coefficients determines the contribution of the independent variable χ_1

ε_1 is the random error with mean 0 and variance of 1 (Mc Clave 2002: 578).

The summary output when all independent variables are included in the multiple regression equation leads to the Analysis Of Variance (ANOVA). The F-test associated with the ANOVA table is used to test the null hypothesis that the independent variables are significant to the model of analysis.

Hypothesis 1: Inadequate counselling intervention in secondary schools have contributed to stress among students.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.339(a)	.115	.092	1.040

a Predictors: (Constant), 5. How available is the counselling teacher?

ANOVA(b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.333	1	5.333	4.935	.032(a)
	Residual	41.067	38	1.081		
	Total	46.400	39			

a Predictors: (Constant), 5. How available is the counselling teacher?
b Dependent Variable: 15.8. Low concentration during lessons

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.367	.342		9.839	.000
	5. How available is the counselling teacher?	-.333	.150	-.339	-2.222	.032

a Dependent Variable: 15.8. Low concentration during lessons

The summary output shows that the independent variable indicators explain for only 11.5% of the inadequate counselling intervention in secondary schools contributing to stress among students. From the ANOVA tables the p-value 0.032<0.05 implies that there is significant difference between the inadequate counselling intervention received by students and what caused them stress. The null hypothesis is rejected while the alternative hypothesis is accepted that adequate counselling intervention in secondary school have contributed to stress among students.

Hypothesis 2: Lack of Professionally trained teacher-counsellors impacts negatively on the quality of counselling services offered to secondary school students.

To test this hypothesis, the respondents were asked whether lack of professional training affected their counselling services and the way they handled students clients in secondary school. This was tested using linear regression model.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.356(a)	.126	-.572	1.586

a Predictors: (Constant), 25. Do you think students are getting the quality of counselling that can help them acquire relevant coping skills, 21. Have you had any training in counselling?, 22. If your answer to question 21 above is yes, to what level?, 13. Have you even been sponsored to attend any training or seminar on counselling

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.821	4	.455	.181	.939(a)
	Residual	12.579	5	2.516		
	Total	14.400	9			

a Predictors: (Constant), 25. Do you think students are getting the quality of counselling that can help them acquire relevant coping skills, 21. Have you had any training in counselling?, 22. If your answer to question 21 above is yes, to what level?, 13. Have you even been sponsored to attend any training or seminar on counselling
b Dependent Variable: Quality of counselling

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.817	.761		3.703	.014
	21. Have you had any training in counselling?	-.071	1.406	-.030	-.051	.961
	13. Have you even been sponsored to attend any training or seminar on counselling	1.103	1.953	.421	.565	.597
	22. If your answer to question 21 above is yes, to what level?	-.492	.937	-.376	-.525	.622
	25. Do you think students are getting the quality of counselling that can help them acquire relevant coping skills	-1.087	1.377	-.362	-.789	.466

a Dependent Variable: Quality of counselling

The summary output shows that the independent variable explains only 12.6% of the lack of professional training of teacher-counsellor affects negatively the quality of counselling services offered to secondary school students. From the ANOVA table above, the p-value = 0.939 >0.05 level of significant with the calculated F-test at 0.181. The critical value of F at 0.05 significance level with 4 and 5 degrees of freedom is at 3.52 more than calculated F value (0.181). With the degree of confidence being low, the null hypothesis cannot therefore be rejected. From the ANOVA analysis we can conclude that there are other factors which determine what impacts negatively on the quality of counselling services offered in the secondary school students.

Hypothesis 3:

Lack of adequate participation by significant others has impacted negatively on the success of counselling interventions among secondary school teachers

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.633(a)	.401	.326	.870

a Predictors: (Constant), b. School Head

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.050	1	4.050	5.355	.049(a)
	Residual	6.050	8	.756		
	Total	10.100	9			

a Predictors: (Constant), b. School Head
b Dependent Variable: 36.4. Poor motivation in school programmes

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.400	.476		7.138	.000
	b. School Head	.450	.194	.633	2.314	.049

a Dependent Variable: 36.4. Poor motivation in school programmes

Excluded Variables(b)

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Contribution from Parents	-.054(a)	-.185	.859	-.070	1.000
	Discipline Master	-.407(a)	-1.576	.159	-.512	.946
	Peer Counsellors	.218(a)	.770	.466	.280	.986

a Predictors in the Model: (Constant), b. School Head
b Dependent Variable: 36.4. Poor motivation in school programmes

The summary output of the independent variable indicators explains only 40.1% of lack of adequate participation by significant others has impacted negatively on the success of counselling intervention among secondary schools. From the ANOVA tables the p-value 0.049<0.05 implies that there is significant difference between lack of adequate participation by significant others impacting negatively on the success of counselling intervention among secondary school students. The null hypothesis is rejected while the

alternative hypothesis is accepted that participation by significant others has impacted positively on the success of counselling intervention in secondary schools.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarises the main findings which focus the base on which the researcher makes a number of conclusions and makes recommendations for further research.

6.1 Summary

The study attempted to establish the problems that caused stress to secondary school students and the various challenges facings a teacher-counsellor. It also gathered information on the counselling facilities and the level of training of the personnel involved in providing counselling services in public secondary schools.

In seeking to establish the professional qualification of the teacher counsellors, the study found that more teachers in Ngong Division, Kajiado District have not attained the highest level of training in counselling skills (graduate and post graduate levels) though they were all professional teachers.

The study has also found out that the efficacy of counselling as a way of mitigating stress among students can be improved through training teachers in counselling skills, providing counselling offices/ rooms and equipping the department by providing relevant materials. Competency and trust of teacher-counsellor can attract many students to the counselling department. The study found that students tend to seek help more frequently from peer counsellors perhaps. They believe that one of their own will understand their problems better, as in emphasised by Gichinga (1995:35) who argues that 'some counselling issues are best articulated by people of the same sex and one of their own gender has a better understanding.'

As to factors that hinder students from seeking counselling services in secondary schools, the study found that lack of competency of teacher counsellor, lack of resources and facilities for counselling department, lack of trust of the teacher counsellor, lack of appropriate time set aside from the main curriculum for counselling are among the factors that hinder students from seeking counselling services.

The study found that the students who sought counselling had problems on issues ranging from poor academic performance, career choice, boy/girl relationship, financial problems, fighting among parents, conflict between teachers personal and social problems among others.

6.2. Conclusions

Basing on the findings stated above, the study draws the following conclusions:-

Since most secondary school students join form one on the onset of adolescence (14-19years) counselling services in schools should be emphasised. Students need to be made aware of the importance of the teacher counsellor services.

Most teacher counsellors in the field needed training in counselling skills. The few who have training up to diploma level have don so on their own initiative. This implies that most teacher-counsellors are willing to train on counselling skills if they are given enabling incentives.

Factors that hinder the success of counselling intervention other than lack of professionalism of teacher counsellors, lack of counselling offices and a clear time set for counselling should be studied such as : non-availability of teacher counsellor, bad prior

counselling experience and negative attitude of students towards counselling. The implication of this is that eradication of these factors will lead to more students making use of the counselling services.

6.3. Recommendations

Owing to the findings and conclusions drawn from this study, the following recommendations can be made to teachers, teacher service commission and school principals in relation to counselling services.

(a). Professional Training of Teacher Counsellors

Teacher-counsellors require training in counselling skills. This would help them in handling their student clients professionally in methods of keeping mutual trust and students' records. Therefore the Ministry of Education through the Teacher's Service Commission should sponsor teachers for training as professional counsellors. Teacher counsellors should learn to be secretive with the information from their students clients in order to with their confidence and hence attracting them to their services.

(b). Resources and Facilities

School managers should provide funds to the counselling departments in their budgets just like they do for other departments. The funds thus provided would enable the counselling departments to buy support materials, such as books, journals, tapes etc. to make counselling more realistic and attractive to students. Offices should also be provided for this department and located far from the administration and classrooms to ensure confidentiality.

6.4. Areas for Further Research

There is a great need to provide guidance and counselling services in Kenya's educational system nationally as indicated by the Republic of Kenya (1997) and the Gachathi Report of (1996). Similar studies should be done to cover post-secondary, colleges and universities.

This study was limited in scope as it covered only a division in a district in one province. A large scope would have been too expensive. Therefore more studies should be done to cover a district, province or the whole country. This would use a large sample which will give better representation for generalisation purposes.

Since this study was done only in public secondary schools, a similar study should be done in private schools for proper evaluation of guidance and counselling programmes in all types of secondary schools.

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APPENDIX 1: INTRODUCTION

University of Nairobi

Sociology Department

P.O. Box 30197

NAIROBI.

Dear Respondent,

Ref: Questionnaire / Interview Schedule for the study of stress-causing problems among Public Secondary School Students and the Challenges faced by the Teacher-counsellor.

I welcome you to participate in this study. The purpose of this research is to investigate problems that cause stress among secondary school students and the difficulties faced by the school teacher-counsellors in Ngong Division of Kajiado District.

Kindly spare some time and provide information by responding to the questions that follow. All the information given will be treated in confidence.

Thank you for your consideration.

Yours faithfully,

Alice W. Nyamu
M.A. Student in Counselling

APPENDIX 2: INTERVIEW SCHEDULE FOR STUDENTS

The aim of this interview is to find out school-related problems associated with adolescents.

Section A: Personal Details

1. Name of school _____

2. School category (tick only one as appropriate)
   Boys' Boarding   ( )   Girls' Girls Boarding ( )
   Mixed Boarding   ( )

3. Class (tick only one)
   Form one   ( )   Form two   ( )
   Form three   ( )   Form four   ( )

Section B (Tick the most appropriate answer where choices have been given. Where a space has been left, please write the correct answer)

4. Do you have a Counsellor teacher?

   Yes   ( )   No   ( )

5. How available is the counselling teacher?
   Very available   ( )   Often available   ( )
   Available   ( )   Often not available ( )
   Never available   ( )

6. Is there time set aside for counselling at your school?
   Yes   ( )   No   ( )

7. Is the counselling time-table strictly followed?
   Yes   ( )   No   ( )

8. Have you ever gone for individual counselling?

   Yes   ( )   No   ( )

9. If so, on what problem(s), did you seek counsel for?

a)   _____

b)   _____

c)   If no, why not? _____

10. How frequently did you go for counselling during the last school term,

a)   _____ times per week   b)   _____ times during the term

11. If you were in a serious need of counselling, whom among the following would you prefer to go to and why? (choose only one).

Friends   ( )   Counselling teacher   ( )

Other teachers   ( )   Parents   ( )

Other (specify_____

12. Does the school organize counselling sessions for all students as a group

a)   Yes   ( )   b)   No   ( )

13. If so, how many do you attend?

a)   All ( )   b)   Most ( )

c)   Some ( )   d)   Few ( )   e)   None ( )

4. In your opinion, has counselling helped you in resolving the following problems?

Tick where appropriate.

	Yes	No
a) In self-understanding		
b) Coping with personal problems		
c) Relating with parents		
d) Communication with teachers		
e) Relationship with peers		
f) Low academic performance		
g) Noise making in class		
h) Interest in school programmes		
i) Bullying other students		

15. How often do you experience the following problems? Answer as truthfully as possible.

PROBLEM	VERY OFTEN	OFTEN	NOT OFTEN	NOT AT ALL
1. Rudeness to teacher and other students.				
2. Lack of interest in school programmes				
3. Taking alcohol				
4. Lack of sleep				
5. Suicidal feelings				
6. Taking drugs				
7. Feeling aggressive				
8. Low concentration during lessons				
9. Truancy				
10. Excessive tiredness				
11. Excessive anxiety				

16. Does the teacher-counsellor organize peer-group counselling?

Yes   (   )   No   (   )

17. If so, do you belong to one such group?

Yes   (   )   No   (   )

18. Who mostly offers counselling in your school? (choose one only)

Other students   (   )   Counselling teacher   (   )

Invited counselors   (   )   Other teachers   (   )

Others (specify)   --

19. What problems do you mostly seek counselling for?

_____

_____

20. Where does the teacher-counsellor carry out the counselling sessions (tick one)

Classroom   (   )   Assembly ground   (   )

Staff room   (   )   A private room for counselling   (   )

Other (specify)   _____

21. How helpful are the counselling programmes in your school. (choose one)

Very helpful   (   )   Helpful   (   )

Average   (   )   Poor   (   )   Very poor   (   )

22. In your opinion, can the teacher-counsellor be trusted with students' secrets? Explain your answer.
_____

23. In your opinion, how do you respond to the following about the teacher counsellor

in your school? Tick appropriately.

1. Strongly agree   2. Agree   3. Neutral 4. Disagree 5. Strongly disagree

		1	2	3	4	5
1.	A good listener					
2.	Link between students, school and parents					
3.	Provides solutions to student problems					
4.	Good teacher, dedicated to work					
5.	Sympathetic and understanding					

24. In your opinion how would you rate the counselling interventions in your school?

(tick where appropriate)

Very good   ( )   Good   ( )

Fair   ( )   Bad   ( )   Very bad   ( )

25. Have you ever participated in any of the following misconduct?

		Yes	No		
a)	Alcohol taking	( )	( )	b)	Theft ( ) ( )
c)	Bullying	( )	( )	d)	Truancy( ) ( )
e)	Rudeness to teacher	( )	( )	f)	Smoking ( ) ( )
g)	Refusal to do homework	( )	( )		
h)	Noise making in class	( )	( )		
i)	Taking drugs	( )	( )		

Any other (please specify)_____

26. Would you agree that counselling has helped you in solving the following problems?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a) Alcohol taking					
b) Theft					
c) Bullying					
d) Truancy					
e) Rudeness to teaching staff					
f) Smoking					
g) Poor academic performance					
h) Noise making					
i) Refusal to do homework					
j) Poor personal motivation in school activities.					
k) Withdrawal					
l) Indiscipline					
m) Apathy					
n) Any other					

Thank you for your cooperation

APPENDIX 3: INTERVIEW SCHEDULE FOR TEACHER-COUNSELLOR

The aim of the interview is to obtain information about problems encountered by the counsellor in a secondary school.

Name of School _____

School Category _____

Forms/classes for which counsellor is responsible (tick where appropriate)

Form 1 ( )   Form 2 ( )   Form 3 ( )   Form 4 ( )

1.   Is the school's counselling department active in student-counselling?

      _____

2.   How well organized is the counselling department in school? What makes you say so?

      _____

3.   Who refers students to teacher-counsellor?

      Head teacher   ( )   Teachers   ( )

      Students   ( )   Any other (specify) ....

4.   What resources has the school administration provided for counselling services?

      _____

      _____

5.   How frequently do students see you when they are having an emotional problem? Use this scale.

      Very frequently   ( )   Frequently   ( )   Rarely ( )   Never ( )

6.   What are the common problems that students seek counsel for?

      _____

      _____

7.   Is there a counselling programme in your school?

      _____

8. Where does counselling take place in your school?

    _____

9. Do you have fixed time / days when students should come for counselling?

    Yes   ( )   No   ( )

    If yes, specify._____

10.   Do you keep students' records? If so, where are they kept?

    _____

    _____

11. Other than yourself, who else has access to these records and under what

    conditions?_____

12.

Form	Number of students who came for counselling		Number of student under care
	During the term	This week	
1			
2			
3			
4			
TOTAL			

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

    counselling?

    Yes ( )   No ( )

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

    your school have on average?

    _____ number of lessons I have per week

    _____ number of lessons other teachers have on average per week.

15. What support in counselling programmes do you get from other teachers?

_____

16. In your opinion do the parents actively support the counselling services? Why do you say so?

_____

_____

17. What support do you get from the school head?

_____

What other support would you expect from him / her?

_____

18. What problems do you encounter as you perform your duties in your school?

_____

_____

19. What are the main considerations for a teacher to be appointed in the counselling department?

_____

_____

20. What is the highest level of education that you have attained?

Form IV   ( )   A-Level   ( )   Diploma ( )

B. Ed.   ( )   M.A   ( )

21. Have you had any training in counselling?

Yes ( )   No ( )

22. If your answer to question 21 above is yes, to what level?

Certificate Level   ( )   Diploma Level ( )

University Degree   ( )   Masters Degree ( )

23. Which year did you obtain the level of qualification and where?

a) Year _____

b) Place/Institution _____

24. When did you join your current school? _____

25. Do you think students are getting the quality of counselling that can help them acquire relevant coping skills? Explain your answer.

_____

_____

26. What do you think inhabits students from seeking counselling services as often as possible?

_____

_____

27. In your opinion, do students give information willingly about their problems? Explain your answer

_____

_____

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

_____

_____

_____

29. For how long (in years) have you counselled adolescents?

_____

_____

30. Do you organize peer counselling? How well do students respond to sessions both

in attendance and participation? (use this scale)

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

31.   What problems do you face as a student counsellor?

32.   What would you say is the contribution of the following in the counselling programmes.

Parents _____

School head _____

Discipline-master _____

Peer-counsellors _____

33.   How many students suffering from low self-esteem have you counselled in the last one term/one week?

_____during the term   _____ during the week

34.   What in your opinion would you say is the level of students suffering from depression in your school? (tick one)

a)   Very high ( )   b)   Often high ( )

c)   High   ( )   d)   Not high ( )   e)   None at all ( )

35. As a teacher-counsellor how many students have you counselled during the last one term due to the following problems?

Problems	NO. of Students
1. Rudeness to teachers	
2. Lack of interest in school programmes	
3. Alcohol taking	
4. Sleep disorder	
5. Drugs	
6. Noise making	
7. Poor academic performance	
8. Suicidal thoughts	
9. Aggression / bullying	
10. Poor concentration in class	
11. Truancy	
12. Smoking	
13. Theft	
14. Refusal to do homework	

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

Problem	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Not Applicable
1. Depression						
2. Noise making						
3. Irrational emotional behaviour						
4. Poor motivation in school programmes						
5. Smoking						
6. Poor academic performance						
7. Taking alcohol						
8. Rudeness to teachers						
9. Truancy						
10. Taking drugs						
11. Bullying						
12. Theft						
13. Withdrawal						

Thank you for your cooperation

APPENDIX 4: INTERVIEW SCHEDULE FOR SCHOOL HEAD

The aim of this interview is to gather information on the support given to the counselling department by the administration.

Name of school _____

School category _____

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

   _____

2. Does your school have a trained counsellor?

   Yes   ( )   No   ( )

   If yes, what is the level of training? _____

3. For how long have you been a school head?

   Years _____

4. In your opinion, what is the proportion of your students who participate in the following forms of indiscipline?

Problem	All	Most	Many	About Half	Few	Very Few	None
a) Alcohol taking							
b) Theft							
c) Bullying							
d) Truancy							
e) Rudeness to teaching staff							
f) Smoking							
g) Poor academic Performance							
h) Noise making							
i) Refusal to do homework							
j) Poor personal motivation in school Activities							

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

_____

6. In your opinion, how would respond to the following perceptions about counselling programmes?

		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
a)	Counselling helps students in self understanding					
b)	Counselling helps students to cope with personal problems					
c)	Parents are important to the success of counselling interventions.					
d)	Students need to be equipped with problem coping skills.					
e)	The lack of head-teachers' support in counselling programmes can lead to its failure.					
f)	Parents need to be sensitized on the importance of counselling interventions.					
h)	Peer or group counselling is an effective method of inculcating desired changes among the youth.					

7. Does your school have all the necessary facilities for carrying out effective counselling interventions.

_____

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

Problem	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Not Applicable
1. Depression						
2. Noise making						
3. Irrational emotional behaviour						
4. Poor motivation in School programmes						
5. Smoking						
6. Poor academic Performance						
7. Taking alcohol						
8. Rudeness to teachers						
9. Truancy						
10. Taking drugs						
11. Bullying						
12. Theft						
13. Withdrawal						
14. Refusal to do homework						
15. Apathy						

9. What other support, in your opinion does the counselling teacher require?

_____

10. What criteria is used to appoint the counselling teacher / team in your school?

_____

11. How often do you refer indiscipline cases to the counselling teacher?

_____

12. How does the work load of the teacher counsellor relate to that of other teachers?

_____

13. In your opinion, what more do you need to do to enhance counselling programmes in your school?

_____

Thank you for your cooperation