

**INFLUENCE OF SELECTED FACTORS ON HELP-SEEKING BEHAVIOUR
AMONG PUBLIC SECONDARY SCHOOL STUDENTS: A COMPARATIVE
STUDY OF NYERI AND NAIROBI COUNTIES, KENYA**

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**A Thesis Submitted to the Graduate School in Partial Fulfilment of the
Requirements for the Award of the Degree of Doctor of Philosophy in
Counselling Psychology of Egerton University**

EGERTON UNIVERSITY

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DECLARATION AND RECOMMENDATION

Declaration

I declare that this Thesis is my original work and has not been previously presented for the award of a degree in any other University.

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Recommendation

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DEDICATION

To the Almighty God, and to my father Alexander Ngure, my mother, Lucy Nduta, my husband Samuel Gichuki and my children-Alex, Joan and Jimmy Junior who encouraged me throughout the study period.

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ABSTRACT

Secondary school students are exposed to many problems which they are unable to handle on their own and instead of seeking counselling, they tend to keep these problems to themselves. Many factors including perceptions of social supports, personal coping, self-efficacy, help-seeking experiences, attitudes toward psychological help, locus of control, perceived problem severity and gender among others influence the help-seeking behaviour. The purpose of this study therefore was to examine the influence of the students' attitudes toward psychological help, locus of control, gender, and problem severity on help-seeking behaviour, among public secondary school students in Nyeri and Nairobi counties and to find out whether the identified factors differ in the two counties. The study employed *ex-post-facto*-causal comparative research design. The population of study was 61342 students and 380 teacher counsellors. Stratified random sampling procedure was used to classify schools as boys' only, girls' only and mixed schools and also male and female students. Systematic sampling was then used to get the 20 schools and then 20 students in each sampled school. Two teacher counsellors were purposively sampled to give a total of 40. Quantitative data was collected through administration of teacher-counsellors and students' questionnaires. The instruments were pilot tested for validity and reliability in 4 public schools, 2 in each County and a Cronbach Alpha correlation coefficient for students' questionnaire was $r=0.7805$ while that for the teacher counsellors was $r=0.7106$. The study findings showed that, the male students sought counselling more than the females and that gender differences in help-seeking were significant in Nairobi but not in Nyeri as per the t-test results. The Pearson's Product Moment Correlation Coefficient showed that there was no statistically significant relationship between locus of control and help-seeking behaviour among students in the two counties. Findings further showed a positive statistically significant correlation between problem severity and the frequency of help-seeking behaviour among Nyeri students but not among Nairobi students as per the *Chi-square* test results. This study therefore recommends that, guidance and counselling services in schools to be provided by professionally trained counsellors and both genders of students should be given similar treatment to ensure well adjustment among boys and girls.

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LIST OF ABBREVIATIONS AND ACRONYMS

ATSPHS	Attitude towards Seeking Psychological Help Scale
I-E	Internal-External
K.I.E	Kenya Institute of Education
LOC	Locus of Control
M.O.E	Ministry of Education
M.O.E.S.T	Ministry of Education Science and Technology
NACOSTI	National Commission for Science Technology and Innovations
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organisation

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Formal guidance and counselling started in America in the late 1890s and the early 1900s. Frank Parsons who has been called the father of vocational guidance was among the pioneers of the guidance and counselling movement. Parsons established the first career institution in the United States of America, and set the pace for the development of psychological testing. Gradually the guidance and counselling movement developed into an organised service. Later on in September 1968, guidance and counselling services were set up within the department of education when the recommendations made by Louis, a consultant sent over to Malta by United Nation's Educational Scientific and Cultural Organization (UNESCO), were taken up (Sammut, 1997).

Regionally, school guidance and counselling has also received a major boost as different regions have accepted the programme and embraced it. In some countries, guidance and counselling services are not new phenomenon. In Nigeria, for instance, the services started to be incorporated into some school systems way back in 1959. The essence of incorporating guidance and counselling into the school system was to eliminate the problems many young people had on their choices of career prospects and personality maladjustment. Based on these issues and more, career officers and counsellors were appointed to take the responsibility in sensitising students on the needs for effective career choices. Although these were untrained counsellors, their efforts brought remarkable development in guidance and counselling in Nigeria that led to organised body of counsellors (Oye, Obi, Mohd & Gwadabawa, 2012).

In Malawi the need for guidance and counselling was recognised when a survey was conducted of 20 school counsellors in southern and central regions and the main problems examined. It was proven that, there was great need for a clear rationale and guidelines for guidance and counselling programmes (Taylor & Francis, 1998). In Tanzania, professional guidance and counselling in schools began in the year 1984 following the National October 1984 Arusha Conference, where guidance and counselling services were endorsed by the government as an integral part of the country's education system (Biswalo, 1996).

In Kenya, formal guidance and counselling was introduced in 1967, under the Ministry of Education to help students deal with their day today challenges which negatively impacted on their studies and overall adjustment to life. Later on, a report of the National Committee on Education Objectives and Policies, the Gachathi Report, recommended that the Ministry of Education should take charge of delivering counselling services (Republic of Kenya 1977). The guidance and counselling programme has continued to receive a lot of support from the government and private agencies such as Amani Counselling Training Institute. Government commissions on education emphasised the importance of guidance and counselling in secondary schools. The commissions recommended introduction of guidance and counselling in schools, training teachers on guidance and counselling and appointment of senior teachers to head the guidance and counselling department among other issues (Republic of Kenya, 1988; 1999). Therefore, guidance and counselling services are essential elements in educational institutions due to different challenges learners encounter.

Guidance and counselling programme aims at assisting people to overcome their problems in life. According to Kenya Institute of Education (2004), guidance involves a process in which an expert educates a person to make responsible decisions so as to be able to handle challenges in his or her environment effectively. According to Wango and Mungai (2007) counselling is a personal and dynamic relationship between two individuals, one older and more experienced and wiser and another younger, less experienced and less wise. According to Sikolia and Lutomia (2002), counselling is the purposeful understanding of a person so as to promote self-understanding in that person. Nondo (2004) defines counselling as a process in which the counselee having identified an emotional problem is helped by the counsellor to see his problem clearly until he is able to give himself advice considering his opinions, abilities and limitations in solving it.

Guidance and counselling programme is an integral part of an educational system and is designed to address the physical, emotional, social, vocational and academic challenges faced by adolescent students (Eyo, Joshua & Esuong, 2010). This is necessary because some problems that the adolescents encounter place a great challenge on them and their effects might impair their overall development. At this

stage of human development, the adolescents have developmental needs, start defining their independence and are also concerned with career path they will embark on when they graduate from secondary schools, among other concerns.

Therefore, adolescents need guidance and counselling in making concrete and compounded decisions which include dealing with academic pressures as they face high-stakes testing, deal with relationships and also cope with psychological problems. Consequences of these problems range from poor academic performance to numerous cases of strikes and indiscipline in secondary schools in Kenya (Republic of Kenya, 2001). Despite the challenges encountered in secondary schools, corporal punishment and expulsion have been banned by the Ministry of Education and instead schools have been directed to embrace counselling as a behavioural correction tool to ensure overall adjustment of students (Republic of Kenya, 1999).

Guidance and counselling programme plays a vital role in preventing educational, vocational, personal, social, emotional and other problems among secondary school students. It is believed that the success of any programme in school lies on the students' attitude towards it. The way students perceive and respond to guidance and counselling services will to a great extent determine whether or not guidance and counselling services will be effectively utilised in schools.

The utilisation of guidance and counselling programme leads to the development of the help-seeking behaviour. Help-seeking behaviour is an important aspect of coping behaviour, which involves asking for assistance from others, to help resolve a problem (Boldero & Fallon, 1995; Rickwood, 1995). Students are faced with problems, in some cases they may not be able to handle them on their own and hence the problems may impair their overall adjustment in life if they fail to seek help. However previous researches have shown mixed findings, with some reporting that students do not seek help from teacher counsellors and other potential help providers (Suradi, 2010; Nyamwange, Nyakan & Ondima, 2012) with others showing that they do (Mohd. A, Mohd. S, & Izzah 2010: Mokogi, 2008).

One of the factors noted to influence counselling help seeking behaviour is the students' attitude towards seeking psychological help. Attitudes are predispositions

which have developed through long and complex processes. Ubom (2001) defines attitude as an individual perception and reaction to a task which is expected to be carried out or executed in a group, institution, school setting or an organisation. Some studies have tried to establish the gender differences in attitudes towards counselling. Research among Kuwait University students established that female students had a more positive attitude towards seeking counselling help than their counterpart male students (Odah, 2001). Another study by Lonnie and Darrell (2007), in a study of attitudes toward counselling and counsellor preference, got similar findings that gender is a statistically significant predictor of attitudes toward counselling with females being associated with more favourable attitudes toward seeking counselling. Ubana (2008) in a study on the attitude of secondary school students towards guidance and counselling services in Yakurr local government area of Cross River State came up with the findings that students' attitudes toward guidance and counselling services were negative and that gender of the student had no significant influence on the students' attitudes toward guidance and counselling services.

Another factor that influences help seeking is the perceived problem severity. Different studies have shown that as the severity of a problem increases the tendency to seek counselling help increases. Phillipa (2007) found out that, adolescents perceive formal sources of help as more appropriate for severe symptoms of depression than informal sources such as friends and family. Therefore, the adolescents who experience a high level of impairment and distress are generally more likely to seek mental health services. Moghadam (2009) also found that the willingness to self-disclose to a counsellor and the severity of the problem were significantly related to willingness to seek help. Therefore, the more severe the problem, the more likely the student would seek counselling.

Another factor noted to influence help-seeking behaviour is the locus of control. Locus of control is whether or not an individual believes that he or she has the personal resources to cope with a problem. People with high internal locus of control believe that events result primarily from their own behaviour and actions while those with a high external locus of control believe that powerful others, fate, or chance primarily determine events (Rotter, 1954). Fischer and Turner (1970) found that individuals with an internal locus of control had more favourable attitudes toward

seeking professional help. Similarly, Lefcourt (1991) and Davis (1996) concluded that individuals with an internal locus of control made more use and benefitted more from social support systems than do their external counterparts. However, another study observed contrary findings where by an external locus of control was associated with high likelihood of seeking counselling help. Oladipo and Oyenuga (2013) found a significant relationship between external locus of control and psychological help seeking behaviour and concluded that those people with an external locus of control are more likely to seek counselling help than those with internal locus of control. This study will therefore try to find out if locus of control has an influence on help-seeking behaviour among students under study.

Among Kenyan schools, guidance and counselling programme has not achieved its intended goals despite the support it has received from Ministry of Education, Science and Technology (MOEST), as cases of indiscipline in Kenyan secondary schools have continued to be on an upward trend and this could be attributed to students' failure to utilise the programme. In 2008, there were numerous unrests reported in Kenyan secondary schools and there was also destruction of property. Many stake-holders attributed strikes to the ban on canning and corporal punishment, drugs and alcohol use among students among other causes (Gikonyo, 2005).

Nairobi and Nyeri counties have been among the regions affected by such incidences. Some secondary school students in Nairobi were found to be working in collaboration with public vehicle touts and drivers and some non-teaching staff in supplying drugs to other students (Maithya, 2009). Another incidence in Nairobi County is the sodomy case of a boy by his colleagues in Upper Hill School. In Nyeri, it has been noted that there have been many incidences of students burning school property and even in some cases killing their colleagues. In 2012, Giakanja Secondary School students burnt a dormitory while in Nyeri and Endarasha High Schools dormitory fires resulted in the loss of lives (Republic of Kenya, 2001; Wambugu, 2012). There has also been a drop in educational standards as indicated by the performance in the Kenya Certificate of Secondary Education (KCSE) in some of the schools. Among them are Nyeri High and Bishop Gatimu Ngandu High school which were ranked position 60 and 55 respectively in the 2012 KCSE results (Mathangani & Odour, 2012), while in 2005

they were among the top 20's in the republic (<http://www.kcse-online.info/kcse%2028/education%20138.html>).

Researches further show that the rural and urban areas differ due to their different social environments and experiences. People in urban areas are more exposed to images and messages promoting tobacco and alcohol unlike their counterparts in rural areas (Schaefer 1996). Also prevalence of heroin and cocaine use among rural youth populations is generally low, this is due to exposure and also those in urban areas have more opportunities to try new drugs and are exposed to more peer influence and media than the rural youths (Adelekan, 1999).

Nairobi is an urban area and also a major international entry point and hence a transit route for illegal drugs and this could be a key contributor of it being ranked highly on drug use such as bhang, inhalants, tobacco and alcohol among students at either position 1 or 2 while Central province, a rural area where Nyeri is found, was either position 2 or 3 out of the 8 former provinces in Kenya in usage of the same drugs (NACADA, 2004). Kombo (2005) notes that, a higher proportion of students who abuse drugs reside in urban areas as compared to their counterparts in rural areas. The drug use is an issue of concern because it has been noted to be a main cause of violence in schools and also indiscipline (Gikonyo, 2005) and this can in turn contribute to poor performance in examinations. There is therefore need to ensure that learners in secondary are stable physically, psychologically and emotionally to ensure they emerge as well adjusted citizens.

However, a major contributor to the scenario in schools could be the student's failure to utilise guidance and counselling services despite the many challenges they encounter. This may imply that the students in Nyeri and Nairobi Counties may not have developed the help-seeking behaviour. This is because students with help-seeking behaviour seek help, are able to overcome their problems and hence smoothly handle the challenges they encounter hence any effort to change the trend would go a long way in helping students. Studies have shown mixed findings that some students seeking counselling while other do not. However, majority of these findings are for researches carried out outside Kenya, but even the ones carried out in Kenya, are either in an urban or rural without any comparisons being made between rural and

urban areas. There are also many studies carried out in Kenya to establish the attitude of students towards counselling and also challenges encountered by teacher counsellors and students. However, no research has been carried out on comparing factors influencing help-seeking behaviour in rural and urban areas in Kenya. The two counties used in the study, Nyeri (rural) and Nairobi (urban) were appropriate to help in filling the gaps identified.

1.2 Statement of the Problem

Secondary school students are faced with many problems which they are unable to solve on their own and they therefore need assistance in handling them. Guidance and counselling programme if well implemented can assist students in problem solving. However, researches have shown mixed findings in relation to seeking help, with some reporting that students do not seek help from teacher counsellors but others showing that they do. Students in Nyeri and Nairobi Counties continue to experience many problems as evidenced by cases of maladaptive behaviours such as becoming members of illegal gangs, breaking of school rules, bullying, truancy, drug abuse, alcohol addiction, and irresponsible sexual behaviour. This could imply that the guidance and counselling services have not been properly embraced or they have not impacted on students' lives as expected and hence they might not have achieved their intended goals. There is therefore need to find out if failure to seek help could be contributing to these problems. It is also important to ensure that students in Nyeri and Nairobi Counties develop help-seeking behaviour as this may go a long way in ensuring that the students in the regions seek help from their teacher counsellors when they encounter challenges. Since no study on comparing help-seeking has been carried out in the regions, the study was intended to find out if public secondary students in Nyeri and Nairobi counties differ in their help-seeking behaviour and also to compare the influence of gender, attitude towards psychological help, problem severity and locus of control on help seeking behaviour among public secondary school students in the two counties.

1.3 Purpose of the Study

The purpose of the study was to compare help-seeking behaviour among public secondary school students in Nyeri and Nairobi Counties. The study further tried to establish the influence of students' attitudes, gender, perceived severity of the

problem and locus of control on the help-seeking behaviour of the students in the two Counties.

1.4 Objectives of the Study

The objectives of the study were as follows:

- i) To compare students', help-seeking behaviour in Nyeri and Nairobi Counties.
- ii) To compare students' attitudes toward seeking psychological help in Nyeri and Nairobi Counties.
- iii) To establish gender differences in help-seeking behaviour among students in Nyeri and Nairobi Counties.
- iv) To determine the relationship between perceived problem severity and help- seeking behaviour among students in Nyeri and Nairobi Counties.
- v) To determine the relationship between locus of control and students' help-seeking behaviour in Nyeri and Nairobi Counties.

1.5 Hypotheses

The research hypotheses of this study were as follows:

H₀₁: There are no statistically significant differences in students' help-seeking behaviour in Nyeri and Nairobi Counties.

H₀₂: There are no statistically significant differences in student's attitudes toward seeking psychological help in Nyeri and Nairobi Counties.

H₀₃: There are no statistically significant gender differences in help-seeking behavior among students in Nyeri and Nairobi Counties.

H₀₄: There is no statistically significant relationship between perceived problem severity and students' help-seeking behaviour in Nyeri and Nairobi Counties.

H₀₅: There is no statistically significant relationship between students' locus of control and help seeking behaviour in Nyeri and Nairobi Counties.

1.6 Significance of the Study

The findings, if adopted, maybe helpful to students since help-seeking behaviour may enable them to know how to handle challenges, ensure there is psychological well-being amongst the students and this may in turn lead to well-adjustment amongst the students. The adjustment may last their whole life-span and hence reducing the social misfits and maladjusted people in the society. The school administrators in creating an environment that may encourage students to seek help and hence there may be less interference with the school programme since students may seek help for problems they encounter before those problems affect them. The Ministry of Education in making school policies that may encourage seeking help among secondary school students. The family and society at large because the students may not be causing unnecessary problems within the family and society after seeking help. Finally, future researchers may require the findings of this study in carrying out their studies.

1.7 Scope of the Study

The study focused on comparing help-seeking behaviour among public secondary school students in Nyeri and Nairobi Counties. The study further assessed the influence of students' attitudes toward psychological help, gender, locus of control and severity of the problem on help-seeking behaviour in the two Counties. The study focused on secondary school students who are adolescents since people in this stage of development encounter rapid changes in growth and also are generally rebellious towards the adults. In addition, Form 3 and 4 students were used because they had been in secondary school for a period of time adequate for them to have understood the guidance and counselling programme activities. The teacher-counsellors in the public secondary schools in Nyeri and Nairobi Counties were also involved in the study. The findings of this study may be generalised to different regions within Kenya, those for Nairobi which is a cosmopolitan County and an urban region may be generalised to other urban areas, while generalisations of Nyeri County findings may be applicable to other rural regions which share cultural similarities with it.

1.8 Limitations of the Study

The following were limitations of this study:

- i) The results of the study are limited to Nairobi and Nyeri Counties however; the study findings may be generalised to other regions but with caution.

This is because student's socio-cultural and geographical factors have an influence on help-seeking.

- ii) The study focused on selected factors, but there may be other influencing factors but the researcher tried to delimit them by randomly selecting the respondents.

1.9 Assumptions of the Study

The study was conducted under the following assumptions:

- i) There were guidance and counselling services in the selected secondary schools.
- ii) The extraneous factors not studied did not significantly affect this study.

1.10 Operational Definition of Terms

For the purpose of this study the following operational definitions of terms are offered:

Counselee: This refers to a person who seeks help from the counsellor in this study it refers to a secondary school student who seeks help from a teacher counsellor.

External Locus of Control: Measured using an adaptation of Rotter Locus of Control Scale. Individuals with high scores on the scale have an external locus of control, believe that; 'powerful forces' beyond their control are responsible for the problems.

Externals: People who believe that their actions and behaviours are caused by things and forces beyond their control.

Help-seeking Behaviour is a type of coping behaviour which involves asking for assistance from others to help resolve a problem. In this study it refers to the behaviour of secondary school students getting help from a teacher counsellor.

Internal Locus of Control - Measured using an adaptation of Rotter locus of control scale. Individuals with low scores on the scale have an internal locus of control, and believe that events result primarily from their own behaviour and action (Rotter, 1966).

Internals: People who believe that they are responsible for their behaviour and actions.

Problem Behaviour: A type of an unacceptable activity a person engages in. An Activity is classified as acceptable or unacceptable according to the set conditions and known norms or rules of a society. Some problem behaviours are general indiscipline, strikes use of drugs among others.

Secondary School: Is a post primary school institution, and caters for learners in form one up to form four.

Severe Problem Behaviour: An unacceptable activity that a person engages in frequently and hence impairs his/her overall adjustment or affects those relating with him/her.

Teacher Counsellor: One who is designated to carry out the role of guidance and counselling in the school set up.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of literature on the following areas: an overview of guidance and counselling, problems faced by secondary school students; adolescents' help-seeking behaviour, attitudes toward psychological help among students, students' related variables and help-seeking behaviour, perceived problem severity and help-seeking behaviour, locus of control and help-seeking behaviour, theoretical framework and finally conceptual framework of the study.

2.2 An Overview of Guidance and Counselling

The idea of guidance and counselling has been there for many years. Since Kenya's independence in 1963, Kenyan education has evolved in series of changes (Republic of Kenya, 1976). Initially, guidance and counselling services were not emphasised in institutions of learning. Mutie and Ndambuki (2004) trace modern forms of guidance and counselling to very recent years, also Biswalo (1996), further notes that the need for counselling services today could be due to the ever increasing number of challenges in the society. These are social, personal, vocational, educational and other challenges in the modern society. There is therefore need to ensure students can get solutions to the ever increasing challenges. The terms guidance and counselling both involve process of offering some help and different definitions of the two terms are given below.

According to Kenya Institute of Education (2004), guidance involves a process in which an expert educates a person to make responsible decisions so as to be able to handle challenges in his or her environment effectively. According to Makinde (1984) the term guidance has four components which include a process, helping, the individual or client and understanding of self and the world by the client. Thus guidance is primarily concerned with individual behavioural processes and helping a client to understand himself and his world. According to Mutie and Ndambuki (2004), counselling service is the brain and heart of the guidance programme. Thus counselling represents a part of the total process of guidance which is helping individuals achieve the self-understanding and self-direction necessary to make the maximum adjustment in a particular environment.

Egan (2002) notes that the key goal of counselling is to reduce psychological disturbances and therefore counselling lays emphasis on helping clients develop their competencies. Generally, counselling emphasises the aspect of increasing clients' personal responsibility for their own lives. Therefore, counsellors tend to be most effective when they enable clients to help themselves after the end of counselling. Thus the ultimate goal of counselling is self–helping so that clients become their own best counsellors.

Therefore, Guidance and counselling services are very important tools in human development as they involve the assistances made available by qualified and trained persons to individuals of any age to help them to manage their own life activities, develop their own points of view, make their own decisions and carry their own burdens (Bark, 2003). In addition, Braddock (2001) states that, the purpose of guidance and counselling in schools is to improve academic achievement, foster positive study attitudes and habits, increase acquisitions and application of conflict resolution skills, decrease school dropouts, among others. Hence guidance and counselling programme is a key component in any learning institution, since students encounter very many problems.

2.3 Problems Faced by Secondary School Students

Secondary school students in different parts of the world experience many problems which at times interfere with their well-being and adjustment in life. In Britain, according to a report by the United Kingdom Government's Social Exclusion Unit (2004), a child born into the bottom social class is still more likely to leave school with no qualifications, to live in relative poverty and to die younger than their peers born into the professional classes (Sirin, 2005). Economic problems also affect Australian students, Rothman's (2003) analysis revealed that within the same school, a student who comes from a higher socio-economic group will achieve better test results than a student from a lower socio-economic group. Low socio economic status is not only a problem on its own but it has also been noted to cause other problems experienced by students. As compared to high socio economic positions, low socio economic positions was associated with an increased risk of all mental health problems and most associations were statistically significant and the strongest increases were found for aggression, delinquency, attention, internalising and

externalising problems. Students from low socio economic backgrounds may suffer from low self-esteem and also frustrations due to unmet needs and these may cause the behaviour problems observed in the group, on the other hand, students of high socio economic backgrounds may feel privileged because their parents are in a position to meet their needs hence not exhibiting behaviour problems.

In Nigeria some common problems among students are truancy, absenteeism, fighting, stealing and drug addiction among others as typical examples of disciplinary problems (Temitayo, Nayaya & Ajibola, 2013). Petersen and Rosser (2008) contend that serious breaches of school discipline policy include assault by students on teachers and other students, verbal abuse, offensive language against teachers and other students, sexual and other forms of harassment, threat and intimidation of teachers and other students, possessing offensive weapons, supplying or using illegal drugs, and intrusions into the school or classrooms by adults with the intention of confronting teachers. Other observable personal problems of Nigerian adolescents, particularly those in secondary schools, are unhappiness, annoyance and anger, inability to meet needs, anxiety neurosis, excessive frustration, lack of knowledge and information and partial or total failure. Also common among the secondary school students are educational or academic problems such as poor study habits, poor memory, poor performance, lack of interest in the school and fear to disclose their problems to teachers while vocational problems border on poor job motivation, lack of job skills, poor capacity for work and lack of information about world of work.

In Kenya, secondary school students face many problems just like their counterparts in other parts of the world. The problems faced by secondary school students in Kenya have generally been classified into four distinct areas: social, psychological, educational and vocational (Republic of Kenya, 1977). Economic problems have also been noted as very key among students and it has been found that they cause other problems and hence their effects on educational and vocational problems are also highlighted in the subsections below. The following subsections will therefore deal with the different types of problems amongst the secondary school students in Kenya.

2.3.1 Social Problems

Most social problems stem from association between individuals especially when relationships are under strain or when there is relationship deterioration, while other social problems occur as a result of characters of association i.e. having some influence over one another. These associations and relationships can also be a source of problems to the students whereby they might be influenced by their peers to go against the schools set rules and regulations. In the last two decades, there have been marked upswing in social problems among secondary school students that resulted in loss of life and destruction of property.

It has been noted that social problems in the Kenyan schools are very common and have taken a new dimension where students have been causing a lot of destruction to property and even deaths. According to Kindiki (2009) there have been increased cases of students assaulting and raping their colleagues, teachers and other times innocent citizens, burning their colleagues and their properties, school properties, matching out of school in riotous manner, frog-matching school administrators, blocking roads and even looting farms and shops when on rampage.

The new dimension of students' social problems first came into the limelight at St Kizito Mixed Secondary School in Meru in 1991, when male students invaded a girl's dormitory and the outcome of the invasion was that 19 girls died and scores were injured (Republic of Kenya, 2001). Other tragic incidents include the case of Nyeri High School where some students locked prefects in their cubicle and set them ablaze using petrol. Two years later, 68 students of Kyanguli Secondary School in Machakos lost their lives when some of their colleagues set fire on a dormitory (Republic of Kenya, 2001). The situation has not changed as similar scenarios of indiscipline continue to be reported. In 2008, many schools were burnt down by students resulting into great financial losses and even death. Another similar incidence happened at Endarasha high school where students burnt down a dormitory and two students perished (Wambugu, 2012). Other common incidences are burning of school dormitories in Stephjoy Girl's and Boy's High schools in Kiambu County in 2015 and in the Boys school three boys were killed in the inferno.

Students also seem to experience other types of social problems, Ajowi and Simatwa (2010) on their study on the role of guidance and counselling in promoting student

discipline in secondary schools in Kisumu district, concluded that social problems such as bullying of new students, rudeness to teachers, fighting among students, boy/girl sexual relationships and bullying of new students were common among learners.

Another problem facing Kenyan youth and secondary school students are not an exception is extremism in the country. Although this threat originally came from outside the region, it has increasingly gained momentum in Kenya by attracting local Kenyans to its philosophy and goal since the August 1998 United State of America embassy bombings in Kenya (Botha, 2013). Some of the factors noted to make people vulnerable to radicalisation are peers and religious figures, who have been found to be among the most active players in introducing others to radical groups (Botha 2014). Other factors include poor socio-economic status which may not drive people to radicalisation, but poor socio-economic circumstances undoubtedly make individuals more susceptible to it (Botha 2013). However, uneven development and subsequent relative deprivation played a prominent role among people joining Mombasa Republican Council members, but not Al-Shabaab. Lack of access to quality education to help people secure better employment may cause people to join extremist groups especially when monetary gains are expected after recruitment (Botha 2014). The family background may play a role in the radicalisation especially when the young person experiences abandonment or lack of belonging; these feelings might contribute to making such a person feel the need to belong to a radical group where one will experience acceptance and a feeling of belonging (Botha 2013).

The social problems experienced could be as a result of parents, teachers and other help providers not being able to reach students because through dialogue and use of social skills, the students could be in a position to present their issues to those in authority and on the other hand those in authority could listen. The two groups may come into a consensus whereby it is a win-win situation and in the long run the losses, damages, deaths and body harms could be avoided. Therefore, if learners have the help-seeking behaviour, they would look for means of getting solutions rather than engaging in anti-social behaviours.

2.3.2 Psychological Problems

Psychological problems include problems such as drug abuse, depression, suicide, and juvenile delinquency (Kazdin, 1993). Clinical practitioners and other experts on the development and treatment of psychological problems during adolescence typically distinguish between three categories of problems: Substance abuse, internalising disorders and externalising disorders (Steinberg, 1999). Substance abuse is the frequent and excessive use of alcohol or drugs such that there is impairment in the physical, mental, or social functioning of the individual (Adams & Gullotta, 1983).

Different studies have shown that students abuse drugs and alcohol. According to Ngesu, Ndiku and Masese's (2008) study on drug dependence and abuse in Kenyan secondary schools, found that majority of the respondents (80%) agreed that alcohol was the most frequently abused drug followed by miraa, kuber and bhang. Atemi and Ondieki (2012) in their study on the preconditioning factors to drug use and abuse among secondary school adolescents in Kiamokma Division, Kisii County also found that, alcohol use was the most prevalent in the division since 46% of the respondents had used it, cigarettes had been used by 16% of the respondents, while cocaine and heroin were the least used by only 2% of the respondents.

Internalising disorders are those in which the young people's problems are turned inward and are manifested in emotional and cognitive distress such as depression, anxiety or phobia. Externalising disorders on the other hand are those in which the young person's problems are turned outwards and are manifested in behavioural problems. Common externalising problems during adolescence include delinquency, antisocial aggression, and truancy (Steinberg, 1999). Watindi (2012), in her study on late childhood and adolescent externalising and internalising psychopathology in rural public secondary and primary schools in Western Kenya found out that students had internalising problems (100) 33.1%, those with somatic problems were (89) 29.5% and those with anxious/depression and (93) 30.8% of them with withdraw/depression and age group 15 –18 years had highest internalising problems. Further findings were that 29.6% of the respondents had externalising problems with these problems being more common in boys than girls.

The adolescents experience many psychological problems due to maybe the changes they go through which may make them view themselves as adults and hence engage in risky behaviours like taking drugs and alcohol which might be viewed as normal for adults. They may also engage in such behaviours because of misconceptions which come from the advertisements of some of those products on mass media or may be due to incorrect information provided by the peers. Therefore, parents and teachers should take a proactive role to ensure that young people are well advised on developmental changes and hence be well prepared to handle challenges of each stage of development. They should equally be educated on the negative effects of drugs and alcohol. When adults engage in such discussions with adolescents they may get a feeling that there are people who are concerned about their problems and hence any other time they find themselves in a need, they may find it imperative to seek help.

2.3.3 Vocational and Educational Problems

Vocational and educational problems may arise when students fail to receive necessary help related to the two areas. Through provision of educational and vocational guidance, students may adjust well in school. According to Kochhar (2007), educational guidance entails all activities related to students' adjustment in a learning situation therefore it helps develop desirable behaviour which will lead to good academic performance and to solve their educational challenges. This type of guidance helps students in dealing with issues related to examinations, learning difficulties, study habits, making subject choices among others. The career choices they will later embark on will be based on some of the choices made especially those related to the subjects they learnt.

Vocational guidance becomes an area of concern when students start to plan for their future professions as they require information about the future demands of adopted or required profession, ways of progress in specific professions, knowledge related to refresher courses, training programs, and subject choices among other issues. According to Dash (2003) vocational guidance is the process of helping a person choose, prepare, and progress in an occupation. Madhukar (2005) similarly defines vocational guidance as the assistance given to the students in order for them to be in a position to choose and prepare for a suitable vocation. This also includes providing all

the information related to the world of work such as on job entry, progress and grooming among others.

Therefore, vocational problems are those related to career/vocational choice. Vocational choice is a developmental task. According to Havighurst (1972) a developmental task is a task that arises at or about a certain period in an individual's life and the successful achievement of the task leads to a person's happiness and success in later tasks; while failure leads to unhappiness in the individual, disapproval by the society and difficulty with later life tasks. Therefore, students should be able to make choices on subjects to study in secondary schools so as to be in a position to enrol in the courses of their choice in middle level colleges or universities.

In a study to investigate high school students, perception of their problems and their help seeking preferences, Ongubo, (1987), found that educational and vocational problems were ranked as the most urgent concerns of the students. Also Nyaegae (2011) on a study on principals' and students' attitudes towards guidance and counselling services in the management of secondary schools of Kisii County found that students have educational problems such as failure to complete assignments (59.7%), time management (49.5%) and fear of exam (53.5 %). The educational and vocational problems are at times compounded by the economic problems learners encounter.

Vocational and educational problems are very common among adolescents especially in high school since at this stage, a large proportion of them realise that the subjects and grades they will get in secondary school have a bearing on the courses to undertake in middle level colleges or at the university. Also in the Kenyan context failure to succeed academically at this level could spell doom in a person's life. Therefore, students feel that they need to ensure that they address any barriers which may come between them and their success and hence they are able to identify many of such challenges. Teacher counsellors and career teachers should ensure that general problems among learners are handled in group counselling and guidance sessions and this may make learners to feel free to approach the same teachers when other vocational and educational problems arise.

2.3.4 Economic Problems

Economic problems are very common among secondary school students. These problems could lead to students lacking necessities required to ensure that they are able to adjust well and fit in the school environment. The failure to afford basic needs among students may also give rise to other problems or may impact on them negatively in different aspects of life. One such area where socio-economic status has been noted to impact on is performance whereby low socio economic status has been associated with low performance in school performance (Juma, 2011). Juma further notes that students from poor backgrounds perform poorly in the examinations because they are mostly in areas where schools lack important enriching facilities and these poor children may develop an attitude of helplessness and may feel that being in school is a waste of time. Lack of finances may make the learner waste time worrying about dropping out of school due to lack of school fees and other necessities and this may in turn become a student's stressor leading to poor performance.

Another problem that may result from poverty is dropping out of school due to the high cost of secondary school education in Kenya as this has made some students to cut short their ambitions as they drop out of high school due to lack of school fees. Others students also fail to attend high schools of their choice due to high fees charged in such schools especially if they are among the best performing schools. The problem may go beyond high school because students of low economic status background who fail to qualify for the highly rated university courses of their choice under the government sponsorship may not be in a position to undertake those courses under self-sponsored programmes as the fees charged are too high to be afforded by ordinary Kenyan citizens.

Considerable local literature exists to show that Kenyan students face problems related to the different areas discussed above. Kinai (2005) further gave some of the very common problems among secondary school students as, drug abuse and addiction, alcohol use, boredom, conflicts, identity crisis, academic problems and delinquent behaviour among others. Other problem behaviours and some scenarios experienced in secondary schools in Kenya include, rampant demonstrations and riots, suspensions and expulsions from schools, low academic achievements and career choice difficulties and developmental problems (Mokogi, 2008). The issue of

student's behaviour problems in secondary schools in Kenya is not just a concern of the last few months but the subject has long been debated and has featured repeatedly on schools as well as national agendas. Despite the rise in indiscipline cases, corporal punishment was abolished in Kenyan schools in 2001. This made the Ministry of Education to come up with strategies for solving the challenges in the secondary schools and a lot of emphasis has been placed on the use of guidance and counselling with behaviour modification in schools (Republic of Kenya, 1999). Due to the above mentioned incidences in most Kenyan schools, there is therefore need to ensure that learners are willing to consult the teacher counsellors when in difficult situations.

2.4 Adolescents' Help-Seeking Behaviour

Adolescence period extends from the time one becomes sexually mature until the age of 18 years. Papalia and Wendkos (1992) observe that there is a lot of ambiguity regarding the role of adolescents; they undergo a lot of emotional problems, which seem to be their most important concern. Other problems experienced by adolescents are as a result of physical and hormonal changes during adolescence and increasing demands put on young people by their family, teachers and peers. When the adolescents are faced with such problems, in some cases they may not be able to handle them on their own and hence the problems may impair their overall adjustment in life.

Help-seeking is an important aspect of coping behaviour, which involves asking for assistance from others, to help resolve a problem (Boldero & Fallon, 1995; Rickwood, 1995). Help seeking may also involve communicating with other people to obtain help in terms of understanding, advice, information, treatment, and general support in response to a problem or distressing experience (Ciarrochi, Deane, Wilson & Rickwood, 2003). Therefore, help-seeking behaviour is any activity carried out by a person who perceives herself/himself requiring personal, psychological, affective assistance or social services, with the aim of overcoming a challenge. Help may be requested from informal sources of support, such as family members (parents, siblings, relatives) or peers (friends, classmates). Help may also be sought from the formal help network, consisting of health professionals (physicians, psychologists and social workers) and community-based organizations. Both informal and formal help-

seeking have been found to be an adaptive coping strategy, resulting in better adjustment and less emotional and behavioural problems in young people (Lazarus, 1991; Windle, 1992).

The aspect of help-seeking being addressed is the positive one because at times young people may engage in behaviour due to interactions such as association with anti-social peers, or substance use in a group setting, which a young person might define as help-seeking or coping, but which would not be considered positive from a health and well-being perspective. There are three categories of adolescent help-seeking behaviour, help-seeking for specific health needs, including health services (in the formal health care system). There is also help-seeking for normative developmental needs, including help in completing school, or help related to vocational orientation/training, or employment-seeking; relationship formation and concerns; understanding the changes associated with sexuality or puberty; and/or other concerns that are frequently associated with adolescence. Finally, the third category of help-seeking behaviour is in relation to personal stress or problems, such as those related to family violence, abuse relationship stresses, acute financial needs and homelessness among others within the family set-up.

Research findings have indicated that adolescents of all ages seek for assistance from both formal and informal sources although in some cases the age seems to influence the preferred source. Dubow, Lovoko, and Kausch (1990) found that help-seeking from friends and the school guidance counsellor increased with age. In addition, older students reported their friends as significantly more helpful than younger adolescents, and were more aware of professional help-seeking sources available to them. Ciarrochi *et al* 2003 found that with an increase in age, young people reported a shift away from seeking help from parents, and reported more help-seeking from friends for emotional problems and psychological problems.

Despite the benefits of help-seeking, and an increase in psychological, social, developmental and behavioural problems during adolescence, a large percentage of young people do not seek help they need (Carlton & Deane, 2000; Dubow, Lovoko, & Kausch, 1990). Sawyer (2001) got similar findings that young people do not seek help even when they experience severe emotional and behavioural problems. For example, of those Australian children and adolescents who were in the top 10% of the most

severe emotional and behavioural problems, only 50% had accessed professional services in the last six months prior to the study, and 17% of those who accessed professional services actually accessed mental health services (Sawyer, 2001).

Due to increased vulnerability to psychological, behavioural and social problems during adolescence, failure of adolescents to seek help and the far reaching impact of being maladjusted at this age, there is need for more research to be done on coping strategies, such as help-seeking, that contribute to adjustment and also look into ways of ensuring that the adolescents are willing to use the guidance and counselling services in schools and even outside the schools.

Seeking help should be encouraged because it helps students to get solutions to their problems or needs. When needs are not met or problems are not solved, psychological and physical development may be hindered. Through help seeking, adolescents will be able to meet lower level needs and this will create room for higher level needs to arise and in the long run they may be become successful in life and also be self-actualised. This may bring a sense of well-being, satisfaction and hence reducing the number of maladjusted people in the society making the society a better place to live in.

2.5 Attitudes towards Seeking Psychological Help among Students

Attitudes are predispositions which have developed through long and complex process. Anastasi (1990) defined attitude as a tendency to react favourably or unfavourably towards a designated class of stimuli. Ubom (2001) defined attitude as an individual perception and reaction to a task which is expected to be carried out or executed in a group, institution, school setting or an organisation. It is evident that attitude cannot be directly observed, but must be inferred from overt behaviour, both verbal and non-verbal. Attitude can be said to be positive or high when individuals' response to the task or programme is favourable and when they show commitment to their duties. It can be negative or low when the students express a non-favourable response, with regard to what is expected of them in the given situation.

Students encounter many problems and therefore many schools have the guidance and counselling programme to help students with such problems. However previous researches have shown mixed findings, with some reporting that students do not seek

help from teacher counsellors and other potential help providers but others showing that they do. Some factors like student's age and gender, counsellor's age, gender and teacher counsellor's qualifications have been noted to influence the attitude towards seeking counselling help among students.

Research on Kuwait University students established that female students had a more positive attitude towards seeking counselling help than their counterpart male student (Odah, 2001). Another study by Gloria, Hint and Navarro (2001), found that females have a more positive attitude towards seeking counselling help than males. Lonnie and Darrell (2007), in a study of attitudes toward counselling and counsellor preference, found out that gender is statistically significant predictors of attitudes toward counselling with female being associated with more favourable attitudes toward seeking counselling.

Ubana (2008) in her research study on the attitude of secondary school students towards guidance and counselling services in Yakurr local government area of Cross River State came up with the findings that students' attitudes toward guidance and counselling services was negative. Ubana further found out that gender of the student had no significant influence on students' attitudes toward guidance and counselling services. Denga (1983) studied the attitude of 2000 students towards the counsellor from the then 19 states of the federation of Nigeria and obtained the result that showed a 100 percent need for counselling and the readiness of the students to go to the counsellor for counselling.

Research findings in Kenya have indicated mixed results with some noting a positive attitude towards counselling while others indicating a negative one, but on the side of gender, findings indicate that female students have a more positive attitude than their male counterparts. Anyona (1989), in study of factors affecting guidance and counselling, found out that there were no effective guiding and counselling services being offered in secondary schools due to the negative attitudes toward guidance and counselling. Gitonga's study (1999) revealed that students generally were unwilling to admit that they had problems and they refused to open up and were very uncooperative. In yet another study by Wanjohi (1990) as cited by Mokogi, revealed

that guidance and counselling services, which are relatively new in Kenyan schools, are viewed with skepticism by students.

Also Nyamwange, Nyakan, and Ondima's (2012) study on assessment of challenges facing secondary school guidance and counselling teachers in Nyamira district, found that 56.2% of the students did not consider counselling necessary in the schools, only 43.8% felt it was necessary and only 38% of the students consider guidance and counselling as essential in boosting their self-understanding. Equally only 49% of the students in the study felt that guidance and counselling had a role to play in enhancing their ability to make important choices like choosing careers.

However, Mokogi (2008) study on factors influencing guidance and counselling in secondary schools in Ogembo Division indicated that students had a positive attitude towards guidance and counselling and also their teacher counsellors. This could be inferred from the responses by students on some items on the questionnaire such as, on whether teaching and learning atmosphere could be improved by guiding and counselling, where 89.3% of the respondents gave a yes response; on whether guidance and counselling can assist students in choosing subjects and future career, 93.8% of the respondents said yes, and on whether guidance and counselling programme was necessary in their school, 96.7% of the respondents gave a yes response. However only 59.9% of the respondents had positive attitudes toward their teacher counsellors. Boit and Chepchieng (2011) also found that students relied more on guidance counsellors for their first advice of careers than other sources which included parents, friends among others which reflects a positive attitude towards guidance and counselling. These findings indicate that some students have a positive attitude towards counselling, while others have a negative one.

Therefore, a lot of effort should be put in place to ensure all learners develop the right attitude towards counselling. This may be done by ensuring that the teachers in-charge of counselling are well trained and have characteristics which encourage adolescents to seek help. This is necessary because if the adolescents trust a care giver, they will trust the information provided by that person and also if their previous experiences in seeking help caused them relieve, they will learn that seeking help is

important and will seek help in many situations making them to finally develop the help-seeking behaviour.

2.6 Students' Characteristics Influencing Help Seeking Behaviour

Numerous factors including perceptions of social supports as positive, personal coping, self-efficacy and self-agency, previous experiences with seeking help, gender and age among others influence the help-seeking behaviour of adolescents. Adolescents approach a given social support or a decision about help-seeking with past experiences which have either positive, negative or neutral effects based on those past experiences which in turn influence subsequent decisions about seeking help. Whether young people trust or view sources of support as helpful becomes an important factor in help-seeking behaviour. Research suggests that youth may ignore help-related information because they do not trust the source or view it as unreliable. Research from Asia and sub-Saharan Africa finds that even when parents and adolescents report frequent conflict, parents continue to be a major source of support and adolescents continue to value their connections with their parents (WHO, 1997).

Personal coping skills, which refer to a young person's ability to resolve or the belief that the person can resolve problems is also an important factor related to help-seeking. Hence those young people who believe they can solve their own problems may be reluctant to seek help. Other adolescents may have self-efficacy and self-agency, which refer to the belief that one has the ability to seek help and that seeking help will make a difference hence such people may utilise the available venues to access help. Help-seeking is a learned behaviour, and therefore it is influenced by past experiences of seeking help, Adolescents who have had negative experiences in seeking help may be reluctant to trust such persons or services in the future.

However, there has been mixed findings on how the age correlates with seeking help, with some studies finding that younger adolescents seek more psychological help services (Cohen and Hesselbart, 1993), whereas other studies have found that older adolescents are more likely to seek professional help (Sears, 2004) while still others finding out that age is not a significant determinant of help-seeking. Phillipa (2007) findings on a study on young peoples' help-seeking for depression indicated that those who were over 16 years reported higher importance of help-seeking. This is consistent with older adolescents having more positive attitudes to help-seeking and being more

positive towards professional help-seeking sources available than younger adolescents (Dubow, Lovoko, & Kausch, 1990). While Fallon and Bowles (2001) conservatively concluded that help-seeking behaviour patterns are already established when people reach adolescence, stage hence finding no significant effect of age on help-seeking in their study.

2.7 Students' Gender and Help Seeking Behaviour

Students gender has been cited as a significant determinant of students help seeking behaviour. Most study findings indicate that female students have a more positive attitude towards seeking counselling help as compared to their male counterparts. A study by Gregory (2001) on coping style, need for cognition, and college students' attitudes toward psychological counselling, noted that females were significantly related to more positive attitudes toward seeking counselling and low fears about counselling than males. Similarly, Eyo, Joshua and Esuong (2010) in their study found that the gender of the student had a significant influence on the attitude towards guidance and counselling services. The female students had a higher mean score on attitude of 22.00 and the male a lower mean score of 19.00, which implied that female students had a more favourably attitude towards the school guidance and counselling services than their male counterparts. This may be explained from the fact that the female gender is more concerned about relationships and this may make female students to feel it is proper to seek help when in problem unlike the male gender who may believe that they do not require other people to overcome their challenges.

On the other hand, a small number of studies have found only minor differences in help-seeking behaviours between males and females and postulate that other variables such as lifestyle choices or more traditional masculinity (Galdas, Cheater & Marshall, 2005) are more important than gender when looking at these gender differences in help-seeking behaviour. Research has shown that individuals with stereotypical masculine attitudes have more negative attitudes toward help seeking for psychological issues (Hayes & Mahalik, 2000). Stereotypical masculine attitudes may include restricting one's emotions, and hence a person tries to avoid feelings that are feminine in nature such as feelings of vulnerability and caring emotions towards others. The individuals with such stereotypical masculine attitudes may also be from communities where there is stigmatisation attached to seeking help by men and in turn

such men may be viewed as weaklings. They may therefore avoid seeking help to avoid being labelled as so. On the other hand, those male who do not hold such strong masculine attitudes may not have any problem with seeking help because it is acceptable in their communities.

2.8 Perceived Problem Severity and Help-Seeking Behaviour

All people encounter different problems which at times may cause a lot of pain or distress to the person experiencing them and hence hinder normal functioning. However same types of problems affect people differently since different people interpret situations differently. Adolescence stage is characterised as the most distressing stage in life due to developmental changes, social expectations and emotional changes in this stage (Papalia & Sally 1992).

Different studies have shown that as the severity of a problem increases the tendency to seek counselling help increases. Phillipa's (2007) found out that, adolescents perceive formal sources of help as more appropriate for severe symptoms of depression than informal sources such as friends and family. Adolescents who experience a high level of impairment and distress are generally more likely to access mental health services. The severity of problems and the importance of seeking help as a coping strategy have been found to determine the likelihood of an individual seeking help (Adams & Bromley, 1998). Moghadam (2009) also found that the willingness to self-disclose to a counsellor and the severity of the problem were significantly related to willingness to seek help for the problem. The outcomes suggested that the more severe the problem, the more likely the students would seek counselling. However, in some cases the adolescents will start by seeking informal counselling and only seek formal counselling as the last resort (Grinstein-Weiss, Fishman & Eisikovits, 2005).

The different sources of help; formal and informal are important. The students may first start with informal sources because they are readily available as this help comes from those people who are close to them like family members, friends, school mates among others. They might at this point be assuming that those informal connections may be in a position to get them the solutions they need. Therefore, when it reaches a point and they realise that the solution is not forthcoming, they may opt for the other

options which include formal sources like teacher counsellors and social workers among others. Therefore, if the teacher counsellor provides the needed help, the students start trusting the counsellor as well as guidance and counselling programme and this may lead to the development of help-seeking behaviour.

2.9 Locus of Control and Help-Seeking Behaviour

Rotter (1954) introduced the concept of locus of control as a part of individual personality. Locus of control is whether or not an individual believes that he or she has the personal resources to cope with a problem. The concept is used to classify people into two categories, those with internal locus of control and those with external locus of control. Individuals with a high internal locus of control believe that events result primarily from their own behaviour and actions while those with a high external locus of control believe that powerful others, fate, or chance primarily determine events (Rotter, 1954). Those with a high internal locus of control have better control of their behaviour than those with a high external locus of control; they are more likely to assume that their efforts will be successful. They are more active in seeking information and knowledge concerning their situations (Rotter, 1975).

The locus of control concept has been applicable in many areas. Most famous application has probably been in the area of health psychology. Maltby, Day and Macaskill (2007), cite studies linking internal locus of control with improved physical health, mental health and quality of life in people undergoing diverse conditions such as Human Immuno-Deficiency Virus (HIV), diabetes, kidney disease and epilepsy. In industrial and organisational psychology, it has been established that internals are more likely to take action to change their jobs, rather than merely talk about occupational change, than externals (Allen, Weeks & Moffat, 2005; cited in Maltby *et al.*, 2007).

Other differences between internals and externals are in terms of their achievement motivation, suggesting that internal locus of control is linked with higher levels of achievements and less prone to stressing situations. On the other hand, due to them locating control outside themselves, externals tend to feel they have less control over their fate and hence more prone to stress. People with an external locus of control tend to be more stressed and prone to clinical depression (Benassi, Sweeney & Dafour,

1988; cited in Maltby, *et al*, 2007). The type of family one grew in affects the orientation of a person in relation to locus of control. Many internals have grown up with families of high socio-economic status with members who typically emphasis internal beliefs such as effort, education, responsibility and thinking. In contrast, externals are typically associated with lower socio-economic status (Schneewind, 1995, as cited by Schultz & Schultz, 2005).

The type of society a person lives in also plays a role in moulding the type of locus of control in a person as those from well-functioning societies are mostly internals unlike those from societies experiencing social unrest who tend to be mostly externals (Schneewind, 1995, as cited by Schultz & Schultz, 2005). This clearly shows the importance of peaceful co-existence in any social set up to ensure that an internal locus of control emerges. Through guidance and counselling, students can be assisted and be made to understand how to handle challenging situations they encounter and in the long run be able to handle situations appropriately and co-exist peacefully.

An individual's locus of control has also been noted as an important determinant of a person's decision to seek counselling help. Internal or external locus of control would be relevant to a person's belief in their ability to make changes in their relationship which determine their adjustment in life. Fischer and Turner (1970) found that individuals with internal locus of control had more favourable attitudes toward seeking professional help. Similarly, Lefcourt (1991) and Davis (1996) concluded that individuals with an internal locus of control made more use and benefitted more from social support systems than do their external counterparts. This may be due to internals believing that something can be done to solve an existing challenge and hence have the positive attitude, unlike the externals who believe that the forces responsible for their problems are beyond them and hence they are not in control of events.

However, Oladipo and Oyenuga (2013) observed contrary findings where by an external locus of control was associated with high likelihood of seeking counselling help and concluded that those people with an external locus of control are more likely to seek counselling help than those with internal locus of control. This may be because internals feel they are in charge and hence capable of getting their solutions hence no need to seek help and externals on the other hand feeling there are not the

ones who caused the problems in the first instance and hence the external sources which caused the problems should also be responsible for coming up with the solutions. Therefore, the way a person views the origin of a challenge may make a person to seek or not to seek help. This is because if one feels like it is of no use to look for help since the situation is beyond his or her control, then such a person may end up not seeking help, unlike the one who feels that something can be done to solve a problem.

2.10 Theoretical Framework

This study was based on the following theories: Abraham Maslow's Hierarchy of needs and Person-Centred Theory.

2.10.1 Abraham Maslow's Theory

American psychologist Abraham Maslow is best known for creating Maslow's hierarchy of needs. In the late 1950s, humanistic psychology became increasingly popular, with Maslow widely regarded as its founding father. Maslow's humanistic psychology is based on the belief that people are born with the desire to achieve their maximum potential or reach a point Maslow termed self-actualisation (Maslow, 1943). His hierarchy of human needs model suggests that human needs will only be fulfilled one level at a time. According to Maslow's theory, when a human being ascends the levels of the hierarchy having fulfilled the needs in the hierarchy, one may eventually achieve self-actualisation.

Abraham Maslow created the original five level Hierarchy of Needs model, and for many this remains entirely adequate for its purpose. The needs contained in the original model were: biological and physiological needs, safety needs, belongingness and love needs, esteem needs and self-actualization needs (Maslow, 1954). The seven level 'hierarchy of needs' model discussed below is a later adaptation by others, based on Maslow's work which includes the five needs in the original Maslow's model and also includes cognitive and aesthetic needs. According to Maslow, needs are arranged in terms of priority and range from the lower level to higher level needs. The theory is based on the assumptions that: -

- (a) When a person's lower needs are addressed at one level, the person advances to the next higher level needs.

- (b) If satisfaction is not maintained, then it becomes a priority need once again.
- (c) The needs depend on each other and they overlap and therefore a person moves up from the lower to the higher level needs and also a person can move up and down the hierarchy.

The needs in Maslow's hierarchy are discussed below starting from the most basic to the highest level needs:

Physiological needs: These are biologically based and survival related needs. They include food, shelter, clothing, heat and light. Once these needs are met, the security needs arise.

Security Needs: Once physiological needs have been met, the individual will seek security at home, tenure at work, protection against reduced living standards, purchase of life, house and medical insurance and collective activities through trade unions are examples of attempts to achieve security.

Love and Belongingness: These are psychological needs; when individuals have taken care of themselves physically, they are ready to share themselves with others, such as with family and friends. Most people desire affection; they want to belong to a community, and to feel wanted. Hence, social groups, religious, cultural, sporting, and recreational organisations are formed.

Esteem needs: These are needs related being recognised and competent such as through status and level of success. Esteem needs include needs for recognition, authority and influence over others. They also include desires to acquire possessions and internal demands for self-respect.

Cognitive needs involve individuals intellectually stimulating themselves and exploring more knowledge.

Aesthetic needs: These include the need for harmony, order and beauty.

Need for Self-actualisation: This is the highest level of need of in the Maslow hierarchy and it concerns with being creative and hence searching for personal fulfilment. Self-actualisation occurs when individuals reach a state of harmony

and understanding because they are engaged in achieving their full potential but only few people ever reach this final stage.

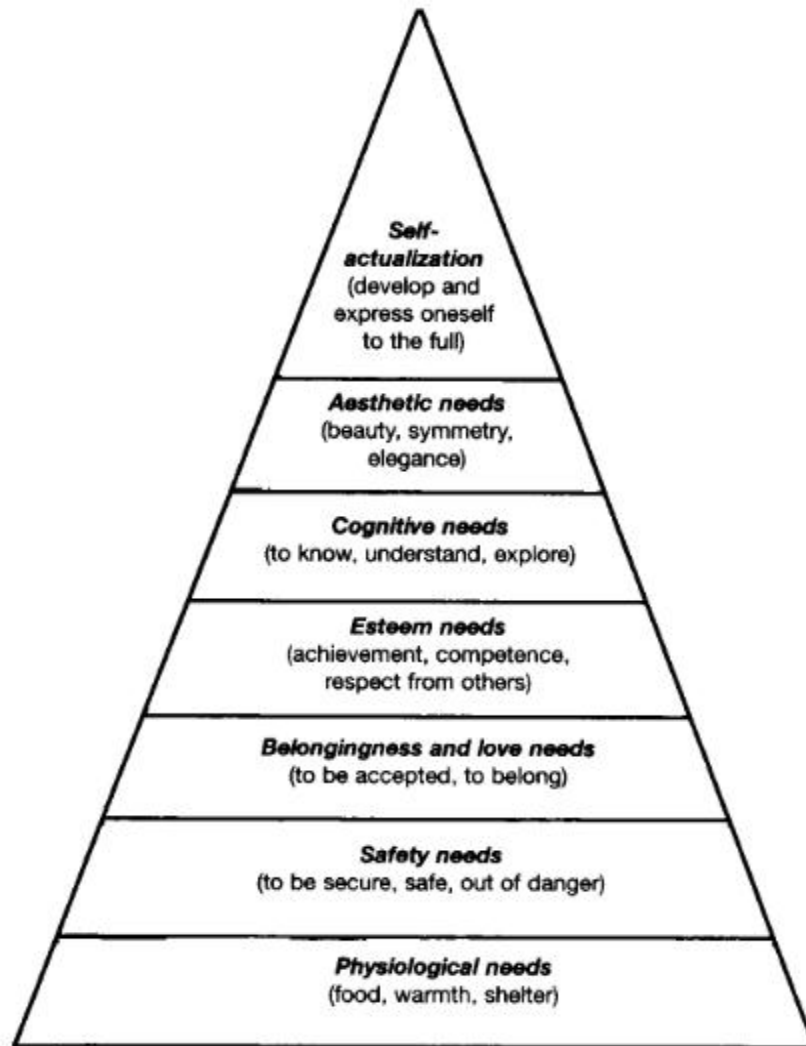


Figure 1: Maslow's Hierarchy of Needs

Secondary school students encounter different challenges which fall in the different categories in Maslow's hierarchy of human needs. These problems include social, psychological, educational, vocational and economic among other problems. These needs range from most basic physiological needs to higher level psychological needs. Moving up the hierarchy of needs depends on one's ability to satisfy a lower need. The most basic needs according to Maslow are the physiological needs such as hunger, thirst and pain avoidance among others. These needs are followed by the need for safety and security, the need for affiliation, the need for esteem, cognitive aesthetic and finally the need for self-actualisation.

Unsatisfied human needs, therefore, may be sources of problems and when the needs of the students are not met then the higher level needs like esteem, aesthetic, cognitive and self-actualisation may never arise and this may hinder the development of students to their full capacity. Furthermore, unmet needs and challenges make a person incapacitated and hence this may make students feel helpless as they may have low self-esteem. This may trigger their urge to seek help and this may lead to development of help-seeking behaviour. Through help-seeking, students may feel that they are able to move on and handle challenging situations, develop positive self-esteem which may even make other higher level needs like, aesthetic, cognitive and self-actualising arise. Students with help-seeking behaviour will ensure that they do not let any challenges stand on their way to their success as they will seek help from teacher counsellors when they encounter different challenges. They will also become their own counsellors through counselling process and hence in some instances get solutions to their problems. Therefore, help-seeking can play a great role in assisting students overcome the challenges which stand on their way to self-actualisation and hence the students get a chance of achieving all that they were supposed to get from school and life in general.

2.10.2 Person Centred Theory

Carl Rogers was an influential psychologist and among the proponents of the humanistic approach to psychology. The person-centred approach, was Carl Rogers own unique approach to understanding personality and human relationships. Rogers postulated that persons possess resources of self-knowledge and self-healing, and that personality change and development are possible if a definable climate of facilitative conditions is present (Rogers, 1957; Rogers, 1980a). The implication of Rogers' position is that some persons and environments foster growth and development in human beings, and some undermine and inhibit growth. The person's inherent self-directive processes promote greater self-differentiation, more efficient self-regulation, self-understanding, and acceptance (Ryan & Deci, 2000).

Rogers utilised the construct of the "actualising tendency" to describe the organism's motivation to realise and enhance inherent potentials (Goldstein, 1963; Rogers, 1959; Bozarth & Brodley, 1991). Rogers felt that this actualising tendency best described

the unfolding of human potential he witnessed in his interviews with clients. This construct postulates that all living organisms are continually actualising their potentials, even under unfavourable circumstances. This actualising tendency is an underlying basis of the person-centred approach (Rogers, 1980).

The actualising tendency makes the therapist hold the hypothesis that the client possesses the capacity for self-determination and he or she is more likely to perceive the client's ideas, feelings, and actions as aspects of growth instead of pathology. It should be stated that the actualising tendency does not mean that Rogers believed that people are "good," simply that organisms realise their potentials limited only by internal and external environmental constraints (Rogers, 1951, 1959, 1961; Brodley, 1998).

Rogers was always reluctant to tell people what they should do, when found with problems but always had strong personal interest in helping people change and grow their self-actualising tendencies. The researcher strongly supports this view that student clients should be allowed to explore their problems through help seeking since one of key counselling goals is to help people to counsel themselves. Rogers maintains that people are trustworthy, resourceful and capable of self-understanding and self-direction, able to make constructive changes and able to live effective and productive lives.

Rogers (1961) maintains three therapist attributes that can create a growth promoting climate in which individuals can move forward and become what they are capable of becoming. These are: unconditional positive regard, congruence and empathy. According to Rogers, the construct of *congruence* refers to a state of wholeness and integration within the therapist. It is a dynamic inner state of being in which the therapist is un-distracted by his or her own concerns, and is able to be fully present in the relationship with the client (Bozarth, 1998; Brodley, 1998).

The second condition is described as the therapist's experience of prizing, non-judgmental caring, or *unconditional positive regard* towards the client, the client's beliefs, ideas, behaviours, or ways of being. Unconditional positive regard, as Rogers (1961) pointed out, is a condition that exists upon a continuum; we are sometimes conditional in our regard for the client, but strive to realize greater and greater

acceptance in the relationship. Effective therapy, Rogers asserted, probably would not occur to any significant degree if the therapist were to experience consistently negative feelings or attitudes toward the client. The therapist's conscious value as it is lived out with clients gradually leads to spontaneous feelings of warm caring and acceptance of the client.

The third condition is the therapist's experience of empathic understanding of the client's. A therapist should be accurate, empathic and understanding. One of the main tasks of the therapist is to understand client's experiences and feelings sensitively and accurately as they are revealed in the moment to moment interaction during the therapy session. The therapist strives to sense clients' experiences especially in the here and now. The aim is to encourage clients to get closer to recognise and resolve incongruity that exists within them. Empathic understanding implies that the therapist will sense the client's feelings as if they were his or her own without becoming lost in those feelings.

Rogers (1961) further notes that through counselling a person can develop fully and lead a good life. According to him optimal development results in a certain process rather than static state. Rogers describes this as the good life, where the organism continually aims to fulfil its full potential. He further gives the characteristics of a fully functioning person which include: openness to experience which means they move away from defensiveness, have an increasingly existential lifestyle that is living each moment fully and also increasing organism's trust on its own judgement and in choosing behaviour. Other characteristics include freedom of choice from restrictions which result to incongruent behaviour, creativity, constructiveness, and hence having a rich full life.

Rogers (1961) further notes that this process of the good life involves the stretching, growing and becoming more and more of one's potentiality. Therefore, the essence of help-seeking is to live a good life. This is because according to the Person-centred theory, students who engage in seeking help will be in a position to get the solutions to their problems and hence be able to self-actualise themselves. When these students go through the process of seeking help from a counsellor having the core conditions for counselling, they learn to trust themselves and their potentialities. They will even

find it imperative to go for counselling on their own volition since they will have learnt that the process not only offers solutions to their current obstacles but also arms them with strategies applicable in future to handle challenges. Similarly, through self-seeking there will be development of congruence within a person and this will further lead to students becoming self-actualised and hence living more fulfilling life. Therefore, through help-seeking, the students will be able to come up with solutions to their problems and hence reach high levels of achievements in different aspects of their lives.

2.11 Conceptual Framework

A conceptual framework is a hypothesised model that is used to show the relationship between variables. In this study it was used to help the reader quickly see the relationship between the independent variables which are students' attitudes towards psychological help, gender, perceived problem severity and student locus of control and the dependent variable which is the help-seeking behaviour. This conceptual framework shows the flow of arrows indicating the relationship between the different variables. The implication is that the independent variables impact on help-seeking behaviour. The female students are expected to seek help more than the male ones since social relationship are generally more important to females than males, students with positive attitude towards psychological help seek counselling more than those with negative one since a positive attitude towards an action makes a person view the action in a favourable manner hence do things which go in line with the attitude while the ones with negative attitudes tend to move away from the attitudinal action. The internals seek counselling more than externals, this is because the internals believe that when in problem, something can be done to overcome it while externals feel that the forces causing challenges are beyond them. The researcher further tried to establish how perceived problems severity influenced help-seeking since those students who experienced more severe problems were expected to seek help more because as severity increases the discomfort increases and this may make a person to seek counselling in the process of trying to restore the body comfort. There are some moderator variables (students' culture, school environment, students' needs, self-esteem and self-actualising tendencies) which come between the independent and dependent variables. This is because students in a school might have a culture of seeking help hence score highly in help-seeking behaviour than those in another

school that do not have help-seeking behaviour culture. Also the social environment in a school especially the type of interactions between students and the teachers might influence help seeking because when students interact freely with their teachers they can easily share with them their problems. The students' needs, levels of self-esteem and self-actualising tendencies may vary and hence have an impact on help-seeking. Those students with higher levels of self-esteem, many needs and self-actualising tendencies may have a higher help-seeking behaviours that those with fewer needs, lower self-esteem and without self-actualising tendencies in the process of ensuring that the challenges do not become hindrances to their success. Figure 1 shows factors influencing help-seeking behaviour among public secondary school students in Nyeri and Nairobi Counties.

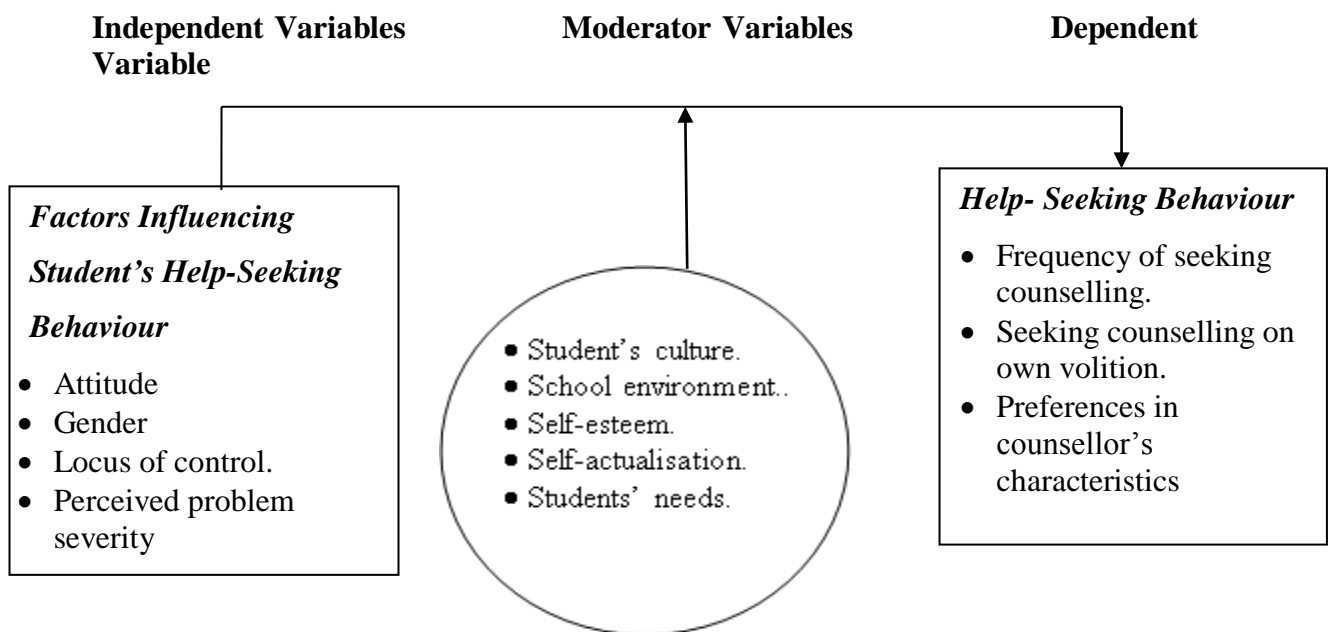


Figure 2: Factors Influencing Help-Seeking Behaviour among Public Secondary School Students in Nyeri and Nairobi Counties

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology that was used in data collection and analysis. The discussion includes the research design, location of study, study population, sampling procedure and sample size, instrumentation, validity, reliability, data collection procedures and data analysis.

3.2 Research Design

This study used *ex-post facto*-causal comparative research design. It was appropriate because the researcher used it to compare two groups and determine the relationship between variables and the nature of prevailing circumstances without manipulating and after manifestations had already occurred. This design was appropriate because there were no manipulations done on the variables and also it was studying situations which had already happened in Nyeri and Nairobi Counties. In the current study, the researcher tried to compare students' attitudes toward psychological help, locus of control and gender on student help-seeking behaviour among students in Nyeri and Nairobi Counties. The design further helped the researcher to compare the influence of perceived severity of the students' problems on their help-seeking behaviour in the two Counties under the study.

3.3 Location of the Study

The study was conducted in Nyeri and Nairobi Counties and the two Counties were purposively sampled to represent rural and urban areas respectively. Nairobi County is the capital and largest city of Kenya, occupies 696 square kilometres, its altitude is 1,795 metres (5,889 ft) above sea level and is Located between Machakos, Kiambu and Kajiado Counties. Nairobi is an urban region whose main economic activity is business related occupations. The county is a cosmopolitan town and therefore the inhabitants are composed of almost all the local Kenyan tribes. On the other hand, Nyeri County is mainly a rural region which is located in the central highlands of the country and is situated between longitudes 36⁰38' East and 37⁰20' East and between the equator and latitude 0⁰ 38⁰ south. It borders Laikipia, Kirinyaga, Murang'a, Nyandarua and Meru Counties. It covers an area of 3,337.1 square kilometres according to the 2009 Kenya Population and Housing Census. The main economic

activity in Nyeri County is farming due to the favourable climate in most regions within the county. The main type of farming is mixed farming where there are cash crops, food crops and animals rearing, all in one farm. However other economic activities such as businesses also thrive in the towns within the county. The two Counties were chosen because the secondary school students in the two regions have been noted to be involved in many incidences in relation to indiscipline and hence there was a need to find out information on the students help-seeking behaviour.

3.4 Population of the Study

In this case, the target population comprised of all the 61,324 students and all the teacher-counsellors in 140 public secondary schools in Nyeri and Nairobi Counties, while the accessible population comprised all the 30,112 students in Form 3 and Form 4 public secondary schools. The Form 3 and 4 students were preferred as they had been in secondary school for an adequate period of time to have understood the guidance and counselling programme activities.

Table1

Distribution of Types of Public Secondary Schools and Students' Population in Nairobi and Nyeri Counties

County	School Type	No. of Schools	No. of Boys	No. of Girls	Total no. of Students
Nairobi	Boys	28	15815		15815
	Girls	18		9336	9336
	Mixed	26	3320	7011	10331
	Subtotal	72	19135	16347	35482
Nyeri	Boys	17	8121		8121
	Girls	20		8515	8515
	Mixed	31	5124	4100	9224
	Subtotal	68	13245	12615	25860
	Total	140	32380	28962	61342

(Sources: Nairobi and Nyeri County Educational Offices, 2012)

3.5 Sampling Procedures and Sample Size

The study used Krejcie and Morgan (1970) table of determining sample size from a given population. For a population of 61,342 according to the appendix C a sample

size of 382 was derived. The appendix gives the minimum sample and therefore the researcher adjusted the sample size upwards slightly to 400 to cater for non-return. Twenty public secondary schools were used in the study because according to Borg and Gall (1999), at least 10% is used in a survey, which gives 14 schools and the researcher purposively adjusted it to 20. Stratified random sampling was used in getting the three strata of schools; girls' schools, boys' schools and mixed schools and also placing students in two categories; boys and girls. Eleven public secondary schools were sampled in Nairobi County, which included 3 girls' schools, 4 boys' schools and 4 mixed schools while 9 public secondary schools were sampled from Nyeri County which composed of 3 girls' schools, 2 boys' schools and 4 mixed schools to make a total of 20 schools. Thereafter 20 students in each school were selected using systematic random sampling 10 from each form that is form 3 and form 4. In cases of mixed schools 5 boys and 5 girls were selected obtain 10 students for each form. Two teacher counsellors in each of the sampled school were selected using purposive sampling to make a sample of 40. The two teacher counsellors in each sampled school with more experience in school counselling were used in the study because they had a higher chance of having been involved in guiding and counselling students and in better position to give better responses to the questionnaire.

Table 2

Distribution of the Schools, Students and Teacher Counsellors Samples

County	School type	Schools	Students	Teacher Counsellors
Nairobi	Boys	4	80	8
	Girls	3	60	6
	Mixed	4	80	8
	<i>Subtotal</i>	<i>11</i>	<i>220</i>	<i>22</i>
Nyeri	Boys	2	40	4
	Girls	3	60	6
	Mixed	4	80	18
	<i>Subtotal</i>	<i>9</i>	<i>180</i>	<i>18</i>
	Total	20	400	40

3.6 Instrumentation

The instruments used in collecting data were two sets of questionnaires one for students and the other for teacher counsellors. The instruments helped the researcher in getting information on students' attitudes toward psychological help, locus of control, severity of the students' problem, demographic characteristics of the students, demographic characteristics of the help providers, counselling physical facilities, time and support. Some parts of the students' questionnaire were the adaptations of the Attitudes Towards Seeking Psychological Help Scale (ATSPHS) by (Fischer and Farina, 1995) and the Internal-External Locus of Control Scale by (Rotter 1966), which are standardised scales for measuring attitudes towards seeking counselling help and locus of control respectively. The other parts of students' questionnaire and the teacher counsellor questionnaire were designed by the researcher. The part of the students' questionnaire relating to students' problems and students' frequency of seeking counselling help had response format in a frequency-related 4-point likert scale (always=1 sometimes=2, rarely=3, never=4) and ATSPHS a 5-point likert scale (strongly agree=1, agree=2, undecided=3, disagree=4, strongly agree=5). In the case of the Internal-External Locus of control scale by Rotter (1966) there were two choices (a and b) with each representing an internal or external locus of control.

3.6.1 Validity

The researcher went through the instruments to ensure that they contained all the required information as per the study objectives. The researcher then ascertained the content validity by subjecting the instruments to the researcher's supervisors who are experts in the Psychology, Counselling and Educational Foundations department of Egerton University. All the necessary adjustments were adopted in the final questionnaires.

3.6.2 Reliability

The questionnaires were pilot tested in 4 secondary schools, 2 in Nyeri County and 2 in Nairobi County which were not among the schools used in the actual data collection. Twenty students, 10 in Form III and 10 Form IV were used in each school making a total of 80 students in the sample and 2 teacher counsellors in each school to make a total of 8. The pilot study helped in removing ambiguity and achieving the required precision of the questionnaires and also assisted the researcher in testing the

reliability of the instruments. According to Fraenkel and Wallen (2000), reliability is the degree to which an instrument provides scores consistent with what the instrument measures. Cronbach's Coefficient Alpha was computed and the Internal-External Locus of Control Scale had a reliability coefficient of 0.7842, that of Attitudes Towards Seeking Psychological Help was 0.7421 while that for the parts of instruments in students' questionnaire prepared by the researcher was 0.7805. The teacher counsellors' questionnaire had a reliability coefficient of 0.7106. According to Mugenda and Mugenda, (2003), a reliability coefficient of 0.7 or above reflects adequate reliability of the instruments.

3.7 Data Collection Procedures

The researcher sought permission from Graduate School of Egerton University, The National Commission for Science, Technology and Innovation (NACOSTI), and finally the principals of the secondary schools that were used in the study. When the permission was granted, the researcher visited the selected schools and informed the principals about the purpose of the study and booked appointments for data collection. The researcher personally delivered and administered some of the instruments while others were delivered by a research assistant to the schools.

3.8 Data Analysis

Data collected was processed and coded. It was then analysed using descriptive and inferential statistics with the aid of the Statistical Package for Social Sciences (SPSS) version 17.0. The researcher used means, frequencies distributions, percentages and standard deviations in obtaining data relating to, severity of the students' problems and qualifications of the counsellors in Nairobi and Nyeri Counties. The t-test was used to test the hypotheses one, two, and three, while *chi*-square for hypothesis four and Pearson's Product Moment Correlation Coefficient for hypothesis five. This helped the researcher in determining whether to reject or accept the null hypotheses at a 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

In this chapter, the results and discussions of findings are presented. Data was analysed by means of both descriptive and inferential statistics aided by SPSS version 17.0 for windows. The descriptive statistics used were means and standard deviations while the inferential statistics were t-scores, *chi*-square scores and Pearson's Product Moment Correlation Coefficient. The presentation of data was by the use of frequency distributions tables, bar-graphs and a pie-chart. All tests of hypotheses were performed at the level of significance of .05. The null hypothesis was accepted if $p > .05$ and rejected when $p < .05$. In each section in this chapter, the objective was stated followed by the descriptive results then the hypothesis was stated, then it was followed by statistical tests scores which were used to accept or reject the null hypothesis. The study objectives were as follows:

- i) To compare students' help-seeking behaviour in Nyeri and Nairobi Counties.
- ii) To compare students' attitudes toward seeking psychological help in Nyeri and Nairobi Counties.
- iii) To establish gender differences in help-seeking behaviour among students in Nyeri and Nairobi Counties.
- iv) To determine the relationship between perceived problem severity and help-seeking behaviour among students in Nyeri and Nairobi Counties.
- v) To determine the relationship between locus of control and students' help-seeking behaviour in Nyeri and Nairobi Counties

4.2 Demographic Characteristics of the Study Respondents

Demographic characteristics play a key role of giving a summary of respondents who participated in a study. This section presents demographic information of both students and teacher counsellors who participated in the study.

4.2.1 Students' Demographic Information

Students' demographic information included gender and school type. Figure 3 gives a summary of students' distribution by gender in Nyeri and Nairobi Counties.

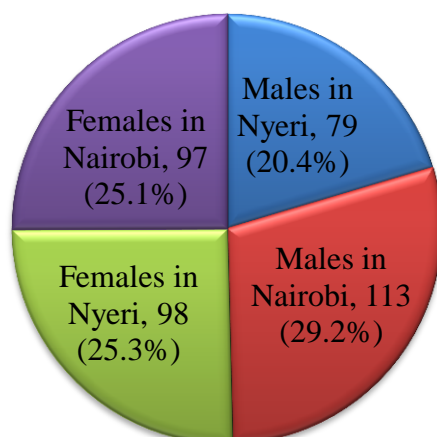


Figure 3: Students' Distribution by Gender in Nyeri and Nairobi Counties

Results in Figure 3 show that, among the 387 students, 192 (49.6%) were males and 195 (50.4%) were females. Among the 210 students from public schools in Nairobi County, 113 (29.2%) were male students and 97 (25.1%) were female students. Of the 177 students from schools in Nyeri County, 79 (20.4%) were males whereas 98 (25.2%) were females. The students' sample used was 400 but the returned filled questionnaires were 387, therefore 13 students did not either fill the questionnaires or return them.

Table 3

Distribution of Students by School Type in Nairobi and Nyeri Counties

School type	Counties				Total	
	Nairobi		Nyeri		f	%
	f	%	f	%		
Mixed school	78	37.1	80	45.2	158	40.8
Boys only	73	34.8	40	22.6	113	29.2
Girls only	59	28.1	57	32.2	116	30.0
Total	210	100.0	177	100.0	387	100.0

As depicted in Table 3, 78 (37.1%) students from Nairobi County were in mixed schools, 73 (34.8%) were in Boys only schools and 59 (28.1%) were in Girls only

schools. Among the 177 students in Nyeri County, 80 (45.2%) were in mixed schools, 40 (22.6%) were in Boys only schools and 57 (32.2%) were in Girls only schools.

4.2.2 Teacher Counsellors Demographic Information in Nyeri and Nairobi Counties

Teachers' counsellors' demographic data described in this section include duration they had served as teacher counsellors and level of training in counselling. Table 4 illustrates teachers' responses on the duration they had served as teacher counsellors.

Table 4

Number of Years Teachers Had Served as Teacher Counsellors in Nyeri and Nairobi Counties

Duration in years	Counties				Total	
	Nairobi		Nyeri		f	%
	f	%	f	%		
1 and below	1	5.9	1	5.3	2	5.6
2-4	1	5.9	5	26.3	6	16.7
5-7	4	23.5	6	31.6	10	27.8
8 and above	11	64.7	7	36.8	18	50.0
Total	17	100.0	19	100.0	36	100.0

According to Table 4, among the 17 teacher counsellors from the schools in Nairobi County, 1 (5.9%) had served for 2-4 years, 4 (23.5%) had served for 5-7 years while 11 (64.7%) had served for 8 years and above. Out of the 19 teacher counsellors from Nyeri County, 1 (5.3%) had served for 1 year and below, 6 (31.6%) had served between 5 and 7 years while 7 (36.8%) had served for 8 years and above. Therefore, majority (77.8%) of them had served as teacher counsellors for 5 years and above. Table 5 depicts level of training among teacher counsellors from Nairobi and Nyeri Counties.

Table 5***Level of Training in Counselling among the Teacher Counsellors in Nyeri and Nairobi Counties***

Level of training	Counties				Total	
	Nairobi		Nyeri		f	%
	f	%	f	%		
No counselling training	2	11.8	5	26.3	7	19.4
Certificate	5	29.4	6	31.6	11	30.6
Diploma	3	17.6	1	5.3	4	11.1
Bachelor's degree	5	29.4	2	10.5	7	19.4
Master's degree	2	11.8	4	21.0	6	16.7
Capacity building workshops	0	0.0	1	5.3	1	2.8
Total	17	100.0	19	100.0	36	100.0

From Table 5, 29.4.0% of the teacher counsellors from Nairobi County had a Certificate in counselling, 11.8% had attained Diploma qualifications while another 11.8% of them had Master's Degree. Among those from Nyeri County, 31.6% had attained Certificate in Counselling, 10.5% had Bachelor's degree while another 21.1% had Masters' degree. Two (11.8%) teacher counsellors from Nairobi County and 5 (26.3%) teacher counsellors from Nyeri had not attained any training in counselling.

4.3 Help-Seeking Behaviour among Public Secondary Students in Nairobi and Nyeri Counties

The first objective was key in comparing help-seeking behaviour among public secondary school students in Nyeri and Nairobi Counties.

Objective one: To compare students' help-seeking behaviour in Nyeri and Nairobi Counties.

To address this objective, students were asked to indicate how often they sought counselling in relation to social, psychological, educational and vocational problems. The students were given a table containing different common problems and the students were to indicate how often they had sought counselling by either putting a tick at zero, one time, 2 or 3 times and more than 3 times. The figure 4 shows overall prevalence of seeking counselling on social problems.

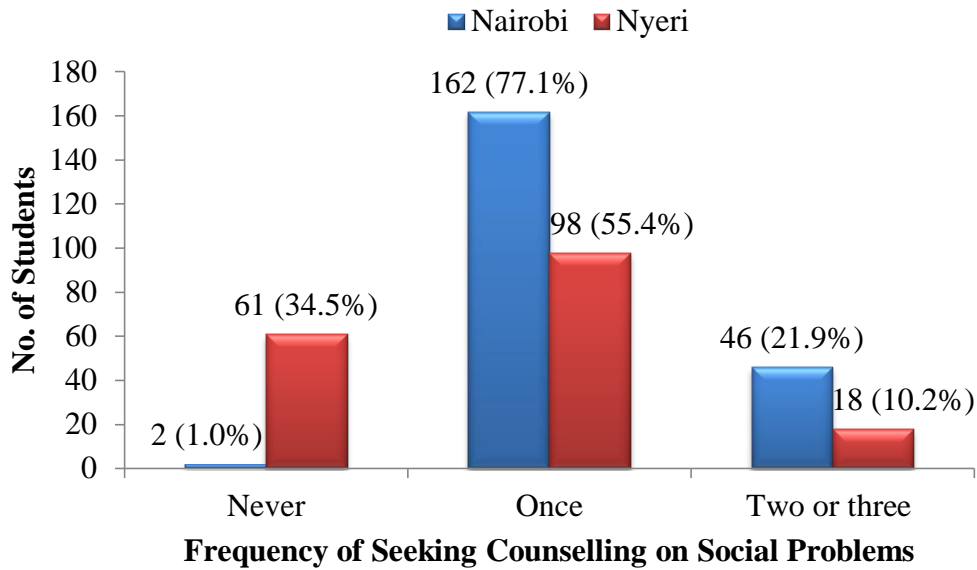


Figure 4: Prevalence of Seeking Counselling Help on Social Problems

According to the figure 4, 99% of students in Nairobi County and 65.6% from Nyeri County sought counselling on social problems for all the time they had been in secondary school. These percentages represent students, who gave responses that they had sought counselling once, twice or three times. Therefore, more students in Nairobi sought counselling than those in Nyeri this could be due to the findings that students from Nairobi experienced more problems than those from Nyeri. Another explanation could be that the majority of Nairobi parents may be busy trying to make ends meet hence they do not have time for their children. Therefore, students in Nairobi may have limited sources of information due to unavailability of parents' input and hence they utilise school guidance and counselling programme to overcome their challenges. The students' responses on psychological problems are presented in Figure 5.

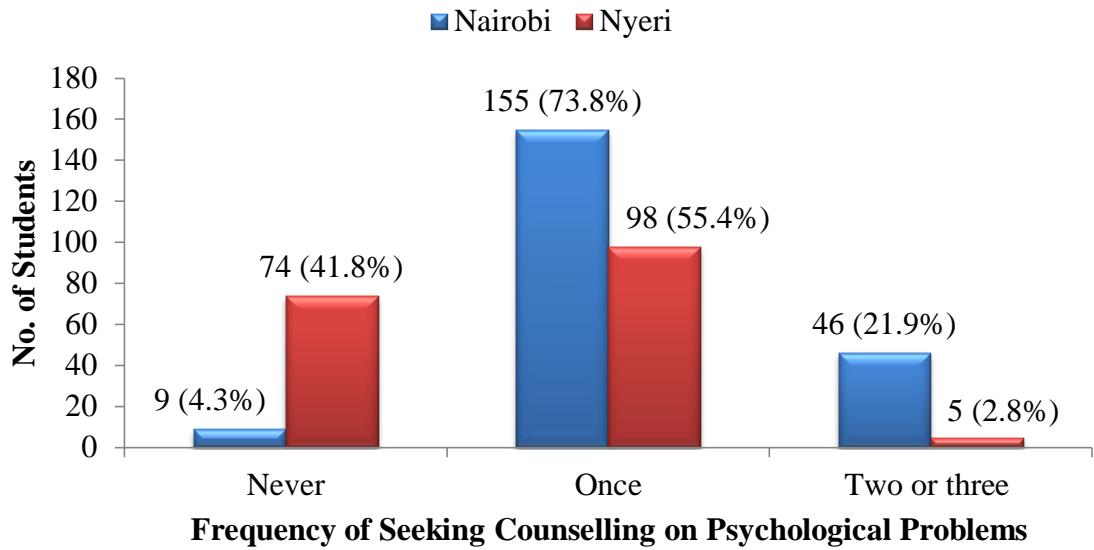


Figure 5: Prevalence of Seeking Counselling Help on Psychological Problems

From Figure 5, 95.7% of students in Nairobi County and 58.2% from Nyeri County sought counselling on psychological problems for their past stay in secondary school. The trend of seeking counselling on psychological problems was similar to that of social problems as students in Nairobi sought counselling help more than those in Nyeri. This could again be due to the higher frequency of Nairobi students experiencing problems than those in Nyeri and also the busy lifestyle among the many Nairobi parents living them with no or limited time for their children. The students' responses on educational problems are presented in Figure 6.

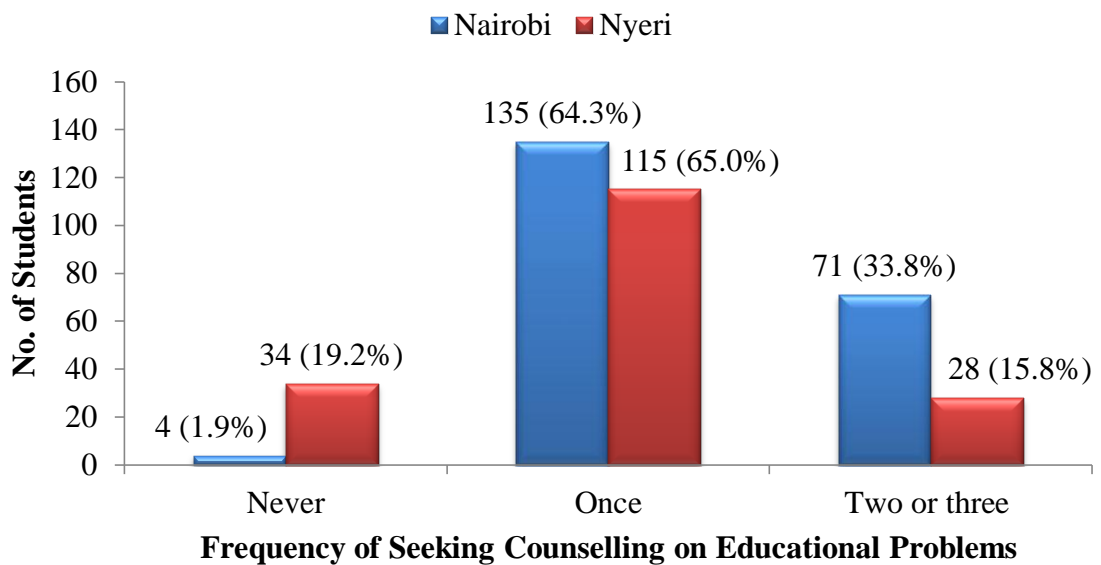


Figure 6: Prevalence of Seeking Counselling Help on Educational Problems

According to Figure 6, 98.1% of students in Nairobi County and 80.8 % from Nyeri County sought counselling on educational problems from the time they joined secondary school up to the time they participated in this study. Therefore, more students in Nairobi sought counselling on educational problems than those in Nyeri. This could be due to the findings that students from Nairobi experienced more problems than those from Nyeri. The findings also show that Nyeri students also sought more counselling on educational problems than social, psychological and vocational problems and this could be caused by them getting exposed to group counselling on educational issues hence realising that their needs can be met through guidance and counselling and also maybe realising that the main reason for being in school is to excel academically and hence directing their efforts towards that end. Finally, the students' responses on vocational problems are presented in Figure 7.

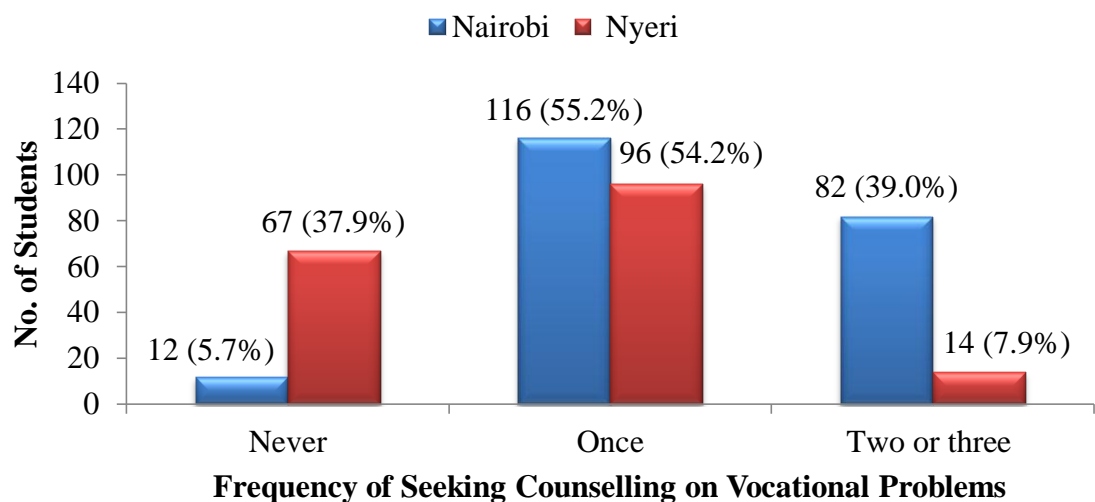


Figure 7: Prevalence of Seeking Counselling Help on Vocational Problems

As indicated in Figure 7, more students (94.2%) from Nairobi County sought counselling compared to those students (62.1%) from Nyeri County for the entire duration they had been in secondary school. Therefore, more students in Nairobi sought counselling than those in Nyeri this could be due to the findings that students from Nairobi experienced more problems than those from Nyeri. Another explanation could be that the Nairobi parents may be busy trying to make ends hence they do not have time to offer help to their children on the available careers and the job market information. Another possible explanation for the differences in seeking counselling on vocational problems could be different levels of exposure to available careers.

Students in major urban areas like Nairobi may be exposed to more information on careers and hence may make use of the teacher counsellors to get clarifications on different issues related to the many careers they may have gotten information about. The overall scores on seeking counselling help on social, psychological, educational and vocational problems among students of Nyeri and Nairobi Counties were computed and reported in Table 6.

Table 6

Overall Scores in Seeking Counselling Help among Nyeri and Nairobi Public Schools Students

Area of the study	N	Mean	Std. Deviation
Nairobi	210	24.95	5.638
Nyeri	177	15.46	8.595
Total	387	20.61	8.562

According to Table 6, the overall score scores of seeking counselling help indicated that Nairobi public secondary school students sought counselling help more than those in Nyeri Students. This could be attributed to the findings that the Nairobi County students reported that they experienced more problems than their counterparts in Nyeri County.

The findings from this study showed that students sought counselling when they encountered social, psychological, educational and vocational problems. These could be explained from the students' high incidences of experiencing the different types of problems because as problems become severe the likelihood of seeking help increases. These findings agree with Mohd. A, Mohd. S, and Izzah (2010) study on secondary school students' reluctance in seeking counselling that concluded that students were seeking counselling as 76.9% of the students in the sample used indicated they had sought counselling services in school and only 23.1% of them seemed reluctant to seek counselling services. Boit and Chepchieng (2011) also found that students relied more on guidance counsellors for their first advice of careers than other sources which included parents, friends among others.

These findings however are contrary to those of Janie, Francois, Denis, Real and Katherine (2013) study of help-seeking behaviour among adolescents experiencing a negative life event where majority preferred informal sources to formal sources of help. Locally, it has also been noted that students are reluctant to seek counselling. A study by Nyamwange *et al* (2012) on assessment of challenges facing secondary school guidance and counselling teachers in Nyamira district, found that 56.2% of the students did not consider counselling necessary in the schools, only 43.8% felt it was necessary, only 38% of the students considered guidance and counselling as essential in boosting their self-understanding. Equally only 49% of the students in the study felt that guidance and counselling had a role to play in enhancing their ability to choose careers. To establish if the differences on help-seeking are significant among the Nyeri and Nairobi counties, the researcher tested the hypothesis 1 of this study.

Hypothesis One: There are no statistically significant differences in students' help-seeking behaviour in Nyeri and Nairobi Counties.

The t-test was used to analyse this hypothesis by comparing help seeking behaviours among students in Nyeri and Nairobi Counties. The students' scores on help seeking behaviour from the two counties were compared using a t-test and the results are presented in Table 7.

Table 7

The t-test Results on Students' Differences in Help-seeking Behaviour in Nyeri and Nairobi Counties

T-test statistics	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	13.019	385	.000*	9.49	.729
Equal variances not assumed	12.583	294.220	.000	9.49	.754

***Significant at $p < 0.05$ level**

As reflected in Table 7, the $t=13.019$ at $df=385$ and $p=.000$, and therefore the difference is significant because the $p < .05$. Therefore, the null hypothesis that stated that there was no significant difference in help-seeking among public secondary school students in Nairobi and Nyeri Counties was rejected and hence conclusion

reached that there was a significant difference. This implied that Nairobi public secondary school students sought counselling help more than those in Nyeri as the mean of seeking counselling for Nairobi students was 24.95 which was higher than 15.46 for Nyeri students as reported on Table 6. This could be attributed to the findings that the Nairobi County students reported that they experienced more problems than their counterparts in Nyeri County. The findings showed that students who experienced problems more frequently which was represented by ‘always’ and ‘sometimes’ responses on frequency of experiencing problems were from Nairobi. These percentages on different categories of problems are as follows: Social problems, Nairobi 76.1% and Nyeri 47.85%, Psychological problems, Nairobi 58.6% and Nyeri 31.6%, Vocational problems, Nairobi 68.5% and Nyeri 46.9% while the Educational problems were experienced to almost same level of severity in the two counties at 75.7% in Nairobi and 74.0% in Nyeri. The students from Nyeri are from a rural region where extended families stick together and hence many students may have other sources of social informal support unlike those from urban areas like Nairobi where the majority of the families are nuclear and hence fewer sources of support and hence the school counsellor is very relevant in helping students overcome their challenges. This may make those students from Nairobi County to seek more help than those in Nyeri County.

4.4 Students’ Attitudes Toward Psychological Help-Seeking Behaviour in Nyeri and Nairobi Counties

The second objective was very instrumental in comparing attitudes toward Psychological Help-Seeking among public secondary school students in Nairobi and Nyeri Counties.

Objective Two: To compare students’ attitudes toward seeking psychological help in Nyeri and Nairobi Counties.

To respond to this objective, students were presented with 26 items measuring their attitudes toward psychological help seeking. They were expected to indicate their agreement and disagreement levels on a 5-Point Likert scale. The scale ranged from 1-5, with 1 denoting strongly agree, 2- agree, 3-undecided, 4-disagree and 5-strongly disagree. The midpoint of the scale was a score of 3. Therefore, any score below 3 denoted that respondent agreed with the statement (negative attitude) while scores

above 3 signified that respondent disagreed with the statement (positive attitude). Figure 8 shows students' overall attitudes toward seeking psychological help.

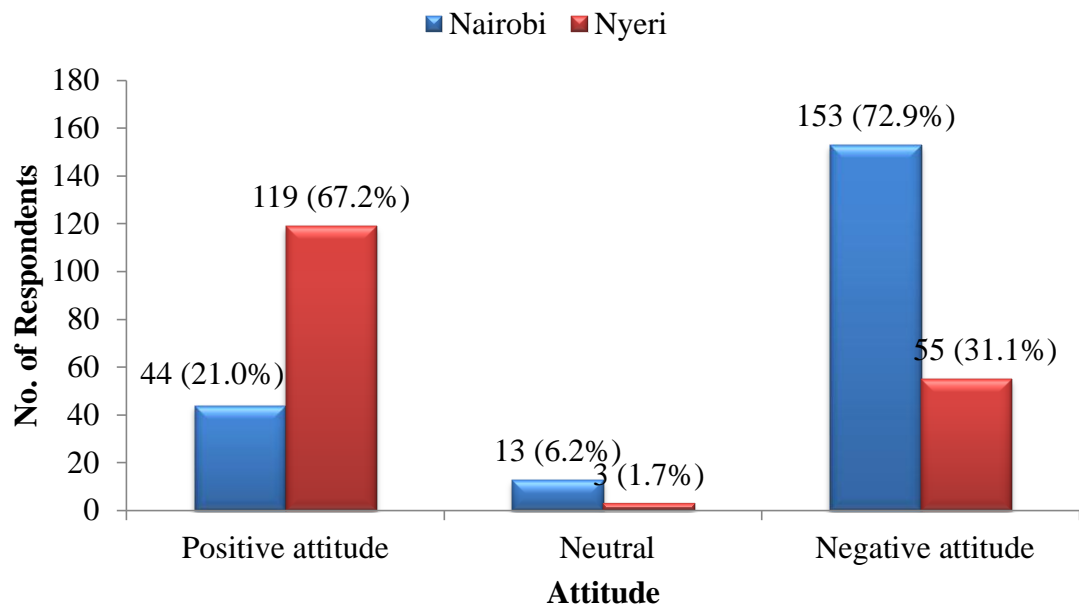


Figure 8: Students' Overall Attitudes Toward Seeking Guidance and Counselling Help

Results in Figure 8 illustrate that majority (67.2%) of the students from Nyeri County had a positive attitude towards seeking psychological help while majority (72.9%) of the students from Nairobi County had a negative attitude towards the same. This shows that there is a difference in attitudes toward counselling between public secondary school students in Nairobi and Nyeri Counties.

Hypothesis Two: There are no statistically significant differences in student's attitudes toward seeking psychological help in Nyeri and Nairobi Counties.

To test this hypothesis, the researcher conducted the t-test to establish whether students from Nairobi and Nyeri Counties differed statistically in their attitudes toward seeking psychological help. This was done by comparing the students' scores on attitudes toward psychological help in the two Counties. Table 8 presents means and standard deviations obtained by the students from Nairobi and Nyeri Counties on the scale measuring their attitudes toward seeking psychological help.

Table 8***Means and Standard Deviations of Attitudes Toward Seeking Psychological Help among Public Secondary School Students in Nairobi and Nyeri Counties***

Area of the study	N	Mean	Std. Deviation
Nairobi	210	74.00	6.260
Nyeri	177	85.09	12.904
Total	387	79.07	11.301

As shown in Table 8, students from schools in Nairobi County (M=74.00; SD=6.260) scored lower than the students from schools in Nyeri County (M=85.09; SD=12.904). The t-test results are presented in table 9.

Table 9***The t-test Results on Students' Attitudes Toward Seeking Psychological Help in Public Secondary Schools in Nairobi and Nyeri Counties***

T- test statistics	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	-11.009	385	.000*	-11.09	1.007
Equal variances not assumed	-10.441	244.636	.000	-11.09	1.062

***Significant at $p < 0.05$ level**

The t-test statistics revealed that there was a significant difference in attitudes toward seeking psychological help among public secondary school students in Nairobi and Nyeri Counties, ($t = -11.009$, $df = 385$, $p = 0.000$). The null hypothesis of the study that stated; there is no statistically significant difference in public secondary school students' attitudes toward psychological help-seeking behaviour in Nyeri and Nairobi Counties was rejected. The conclusion made was that; there is a significant difference in public secondary school students' attitudes toward guidance and counselling help-seeking behaviour in Nyeri and Nairobi Counties. Therefore, the students in Nairobi County had a more negative attitude towards psychological help that those from Nairobi County since their mean score (74.00) which was lower than that of Students

from Nyeri County (85.09) as per results of Table 8, and the lower the mean score the more negative the attitude towards psychological help.

The negative attitude among majority of students from Nairobi County could be as a result of peer influence. Since Nairobi is an urban area, there is a likelihood of those students already with a negative attitude succeeded in changing other students who had a positive attitude. However, Nyeri being a rural area, the effect of peer influence may not be significant and therefore those with a positive attitude towards seeking counselling retained it.

The research findings of this study agree with previous researches whereby some researchers concluded that students had a positive attitude toward counselling like the one observed in Nyeri County while others indicated a negative one similar to findings of Nairobi County. Ubana's (2008) study on the attitude of secondary school students towards guidance and counselling services in Yakurr local government area of Cross River State came out with the findings that students' attitude towards guidance and counselling services was negative similar to the one observed among students in Nairobi County. Another study by Nyamwange, Nyakan and Ondima (2012) on assessment of challenges facing secondary school guidance and counselling teachers in Nyamira district similarly found that 56.2% of the students did not consider counselling necessary in the schools as only 43.8% felt it was necessary, which implies that majority of those students in that study viewed guidance and counselling negatively.

Other research studies have shown that students have a positive attitude towards guidance and counselling similar to that observed among students in Nyeri County. One of such studies is Mokogi's (2008) on factors influencing guidance and counselling in secondary schools in Ogembo Division which indicated that students had a positive attitude towards guidance and counselling and also their teacher counsellors. This was inferred from the responses by students on some items on the questionnaire such as, on whether teaching and learning atmosphere can be improved by guiding and counselling with 89.3% of the respondents giving a yes response, on whether guidance and counselling can assist students in choosing subjects and future career, 93.8% of the respondents said yes, and on whether guidance and counselling

programme is necessary in their school, 96.7% of the respondents responded to the affirmative.

4.5 Gender Differences in Help-Seeking Behaviour among Public Secondary School Students in Nyeri and Nairobi Counties

The third objective provided information on gender differences in help-seeking behaviour among public secondary schools' students in Nyeri and Nairobi Counties. The data was used to compute the mean scores and standard deviations for male and female students.

Objective 3: To establish gender differences in help-seeking behaviour among students in Nyeri and Nairobi Counties.

The mean scores and standard deviations for male and female students on help-seeking behaviour in the two counties were computed and reported in Table 10.

Table 10

Means and Standard Deviations on Help-Seeking Behaviour among Public Secondary School Students in Nyeri and Nairobi Counties

Gender	Counties					
	Nairobi			Nyeri		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Male	113	26.13	4.918	79	16.20	8.667
Female	97	23.58	6.118	98	14.87	8.535

According to the Table 10, students in Nairobi county (Male: 26.13, Female: 23.58) had higher mean scores on seeking counselling than their counterparts from Nyeri County (Male: 16.20, Female: 14.87). The results further show that the male students got higher scores than female students in the two Counties. The overall mean scores obtained by male and female students on the scale measuring gender differences in help-seeking behaviour among students in Nyeri and Nairobi Counties are presented in Table 11.

Table 11***Overall Gender Scores in Seeking Help among Public Secondary School Students in Nyeri and Nairobi Counties***

Gender	N	Mean	Std. Deviation
Male	192	22.05	8.298
Female	195	19.20	8.603
Total	387	20.61	8.562

As reflected on Table 11, male students (M=22.05; SD=8.298) scored higher than the female students (M=19.20; SD=8.603) on the scale measuring their seeking counselling help. The higher scores by male students could be explained from the fact that the boy-child in Kenya has been neglected and a lot of attention has been directed to the girl-child. The male child may be experiencing many challenges since the family and society seem to have concentrated more on girl child and hence left the boy-child on his own especially at the family level to sort out his own problems. This may make the male students be more willing to utilise any available help providing programme and therefore the guidance and counselling programme in schools help in bridging that gap. In addition, the female students may have other avenues for getting solutions to their problems, among them the parents who see girls as more fragile and therefore even get concerned of their whereabouts any time they are out of sight, while little or no concern is directed towards most boys.

Another possible explanation could be caused by the backgrounds of the students in the study. This is because majority of people in the regions used in the study especially males do not hold strong values regarding traditional male role because as men's value regarding male role become less traditional, they become more positive towards seeking help (Blazina & Marks, 2001). Also the possibility that in the regions used, there may be no or little stigmatization associated with men seeking help, therefore male students do not find it intimidating to ask for assistance.

The findings of this study disagree with Ubana (2008) in her research study on the attitudes of secondary school students toward guidance and counselling services in Yakurr local government area of Cross River State who concluded that sex of the

student has no significant influence on students' attitudes toward guidance and counselling services. Mohd, A, Mohd S & Izzah (2010), also had similar findings in their study on secondary school students' reluctance in seeking counselling where the results indicated that the gender of the students did not affect their willingness or reluctance in seeking counselling services.

These findings further disagree with other studies which concluded that female gender was significantly related to more positive attitudes toward seeking counselling and low fears about counselling, than male gender (Gregory 2001:, Odah, 2001). Therefore, implying that the females seek counselling more than males since actual help-seeking behaviour has been noted to be positively related to willingness to seek and seeking help. In order to find out if the difference was statistically significant the third hypothesis was tested.

Ho₃: There are no statistically significant gender differences in help-seeking behaviour among students in Nyeri and Nairobi Counties.

The third hypothesis was used to establish if the male and female students in the two counties differed in their help-seeking behaviour. The scores on help-seeking behaviour for the two genders in each County were subjected to a t-test and results are shown in Tables 12 and 13.

Table 12
Independent Samples t-test Results on Gender Differences in Help-seeking Behaviour among Public Secondary School Students in Nairobi County

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	3.354	208	.001*	2.56	.762
Equal variances not assumed	3.299	183.610	.001	2.56	.775

***Significant at $p < 0.05$ level**

As shown in Table 12, the t-test statistics indicated that there were significant gender differences in help-seeking behaviour ($t=3.354$, $df=208$, $p=0.001$) among male and female students in Nairobi County. This shows that both male and female students in Nairobi County differ in their help-seeking behaviour and therefore the third hypothesis of the study that stated; there are no statistically significant gender differences in help-seeking behaviour among students in Nairobi County was rejected and concluded that these gender differences in help-seeking behaviour were statistically significant. Therefore, boys sought counselling more than the girls in the Nairobi County as reported on Table 10, where mean for Nairobi male students (26.13) was higher than that of female students (23.58).

This may be caused by male students within Nairobi region not holding strong values regarding traditional male role and also due to no or little stigmatisation associated with men seeking help. Another possible explanation could be due to the boy-child being left on his own and the effect might be felt more in urban than rural areas. In rural areas, there are other family members who can offer assistance, while in urban areas, there are less extended family ties and hence few sources of support making male students to use the available sources among them the teacher counsellor.

Table 13

Independent Samples t-test Results on Gender Differences in Help-seeking Behaviour among Public Secondary School Students in Nyeri County

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	1.028	175	.306	1.34	1.299
Equal variances not assumed	1.026	166.028	.306	1.34	1.302

Not significant at $p<0.05$ level

As shown in Table 13, the t-test statistics indicated that there were no significant gender differences on help-seeking behaviour among male and female students in Nyeri County ($t=1.028$, $df=175$, $p=0.306$). Therefore, the third hypothesis of the study

that stated; there are no statistically significant gender differences in help-seeking behaviour among students in Nyeri County was accepted and concluded that these gender differences in help-seeking behaviour were not statistically significant in Nyeri County. This may be caused by the availability of counselling services in school and therefore any gender feel these services might assist in overcoming challenges and also no stigmatisation may be associated with seeking counselling help in this region.

4.6 Influence of Perceived Severity of the Problems on Help-seeking Behaviour

The fourth objective was instrumental in examining the influence of problem severity on help seeking behaviour.

Objective 4: To determine the relationship between perceived problem severity and help-seeking behaviour among students in Nyeri and Nairobi Counties.

To address this objective, study respondents (students) were asked the extent to which they experienced social, psychological, educational and vocational problems. Their ratings were scored on a 4-Point Likert scale ranging from 0 (Never), 1 (rarely), 2 (sometimes) to 3 (Always). The severity of problem refers to the degree of experiencing the problem. The scores for each student in each category of problems were computed and then mean obtained and this helped in obtaining the number of students who never, rarely, sometimes and always experienced the problems. The students' responses on social, psychological, educational and vocational problems severity are presents in Table 14, 15, 16 and 17 respectively.

Table 14

Severity of Social Problems of Nyeri and Nairobi Counties Public Secondary School Students

Freq. of experiencing problems	Counties				Total	
	Nairobi		Nyeri		f	%
	f	%	f	%		
Never	2	1.0	7	4.0	9	2.3
Rarely	46	21.9	89	50.3	135	34.9
Sometimes	145	69.0	75	42.4	220	56.8
Always	17	8.1	6	3.4	23	5.9
Total	210	100.0	177	100.0	387	100.0

As shown in Table 14, 99% of students in Nairobi and 94% of those in Nyeri had experienced the social problems rarely, sometimes or always. This is a clear indication that social problems are very common among public secondary school students in Nairobi and Nyeri. However, students in Nairobi County experienced more social problems than those in Nyeri. This is reflected by a higher proportion of those students in Nyeri who never or rarely experienced the social problems and also the high proportion of students in Nairobi who experienced these problems sometimes or always. The students from Nairobi may be exposed to more social challenges than their counterparts in Nyeri due to exposure to more things like readily available entertainment joints and also mass media.

This finding concur with Ajowi and Simatwa (2010) on their study on the role of guidance and counselling in promoting student discipline in secondary schools in Kisumu district, Kenya and concluded that social problems such as bullying of new students, rudeness to teachers, fighting among students, boy/girl sexual relationships and bullying of new students were common among learners. It has also been noted that the social problems in the Kenyan schools are very common and have taken a new dimension where students have been causing a lot of destruction to property and even deaths. According to Kindiki (2009) there have been increased cases of students assaulting and raping their colleagues, teachers and other times innocent citizens, burning their colleagues and their properties, school properties, marching out of school in riotous manner, frog-marching school administrators, blocking roads and even looting farms and shops when on rampage.

Table 15
Severity of Psychological Problems amongst Nyeri and Nairobi Counties Public Secondary School Students

Frequency of experiencing problems	Counties				Total	
	Nairobi		Nyeri		f	%
	f	%	f	%		
Never	3	1.4	20	11.3	23	5.9
Rarely	84	40.0	101	57.1	185	47.8
Sometimes	113	53.8	54	30.5	167	43.2
Always	10	4.8	2	1.1	12	3.1
Total	210	100.0	177	100.0	387	100.0

As shown on Table 15, Students in Nairobi County experienced more psychological problems than those in Nyeri since 98.6% (Nairobi) and 88.7% (Nyeri) of the students experienced the psychological problems rarely, sometimes or always. These high levels of experiencing psychological problems could be as a result of adolescents looking at adults especially their parents as old fashioned and therefore not consulting them on issues affecting them.

According to clinical practitioners and other experts on the development and treatment of psychological problems during adolescence, there are three categories of problems: Substance abuse, internalising disorders and externalising disorders (Steinberg, 1999). According to Ngesu, Ndiku and Masese (2008) study on drug dependence and abuse in Kenyan secondary schools: strategies for intervention, majority of the respondents (80%) agreed that alcohol was the most frequently abused drug followed by miraa, kuber and bhang. Atemi and Ondieki in their study on the preconditioning factors to drug use and abuse among secondary school adolescents in Kiamokma Division, Kisii County found that, alcohol use was the most prevalent in the division with 46% of the students having used it, cigarettes had been used by 16% of the respondents, while cocaine and heroin were the least used by only 2% of the respondents.

Watindi (2012), in her study on late childhood and adolescent externalising and internalising psychopathology in rural public secondary and primary schools in Western Kenya found that students had internalising problems (100)33.1%, those with somatic problems were (89)29.5% and those with anxious/depression and (93)30.8% of them with withdraw/depression and age group 15 –18 years had highest internalising problems.

Table 16***Severity of Educational Problems among Nyeri and Nairobi Counties Public Secondary School Students***

Frequency of experiencing problems	Counties				Total	
	Nairobi		Nyeri		f	%
	f	%	f	%		
Never	1	0.5	7	4.0	8	2.1
Rarely	50	23.8	39	22.0	89	23.0
Sometimes	141	67.1	113	63.8	254	65.6
Always	18	8.6	18	10.2	36	9.3
Total	210	100.0	177	100.0	387	100.0

As shown on Table 16, 99.5% (Nairobi) and 96.0% (Nyeri) of the public secondary school students experienced the educational problems rarely, sometimes or always. Hence, students in Nairobi County experienced more educational problems than those in Nyeri County. This clearly shows that students from the two counties experience many educational problems. This could be due to the awareness among students that the Kenyan education system mainly concentrate on the grades one scores in national examinations and therefore the students may become keen on identifying any problems which may hinder them from fulfilling their academic dreams.

This is in line with Nyaegae's (2011) study on principals' and students' attitudes towards guidance and counselling services in the management of secondary schools of Kisii County found that students have educational problems such as failure to complete assignments (59.7%), time management (49.5%) and fear of exam (53.5 %). Therefore, educational problems are very common among Kenyan secondary school students.

Table 17***Severity of Vocational Problems among Nyeri and Nairobi Counties Public Secondary School Students***

Frequency of experiencing problems	Counties				Total	
	Nairobi		Nyeri		f	%
	f	%	f	%		
Never	15	7.1	18	10.2	33	8.5
Rarely	51	24.3	76	42.9	127	32.8
Sometimes	129	61.4	79	44.6	208	53.7
Always	15	7.1	4	2.3	19	4.9
Total	210	100.0	177	100.0	387	100.0

As shown on Table 17, 92.9% (Nairobi) and 89.8% (Nyeri) of the students had experienced the vocational problems rarely, sometimes or always. Therefore, students in Nairobi County experienced more vocational problems than those in Nyeri. This could be caused by secondary school students who are mainly adolescents' unwillingness to listen to any advice given to them on subject choices and available job opportunities and instead making choices based on what their peers have chosen without putting into consideration important factors such as abilities and interests.

The findings are in line with Ongubo (1987), who found that the students experienced many vocational problems which were ranked as the most urgent concerns by the students used in the study. Similarly, Boit and Chepchieng (2011) also found that students depended more on their teacher counsellors for their first career advice than other sources which included parents, friends among others. In order to find out if the relationship between perceived severity of the problem and students help seeking behaviour, was statistically significant the researcher tested the fourth hypothesis of the study.

Hypothesis Four: There is no statistically significant relationship between perceived problem severity and students' help-seeking behaviour in Nyeri and Nairobi Counties.

To test this hypothesis, *Chi-square* test was performed to establish the relationship between problem severity and help seeking behaviour. This involved getting the relationship of individual scores of help-seeking and those of perceived problem

severity for students in Nyeri County and also for those in Nairobi County. The *Chi* test results for Nyeri County are presented in Table 18 while those for Nairobi County are in Table 19.

Table 18

The Chi-Square Test Results on Relationship between Problem Severity and Help-Seeking in amongst Students in Nyeri County

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.896	4	.000*
Likelihood Ratio	27.483	4	.000
Linear-by-Linear Association	20.586	1	.000
N of Valid Cases	177		

***Significant at $p < 0.05$ level**

The findings presented in Table 18 illustrates that there was a significant relationship between problem severity and the frequency of seeking counselling help among the students, ($\chi^2 = 25.896$ $df=4$, $p=0.000$). Results showed that students experiencing problems more frequently were more likely to seek counselling more times compared to those rarely experiencing them. The null hypothesis of the study that stated; there is no statistically significant relationship between perceived severity of the problem and students' help-seeking behaviour when faced with various problems in Nyeri County was rejected. It was therefore concluded that as the problem severity increases, the likelihood of seeking counselling help increases.

The possible explanation of this scenario could be that as severity of problems increases there is a likelihood that the level of discomfort increases. Such an uncomfortable state may bring about a state of imbalance in the body and a person may feel the need to engage in activities meant to return the body back into the state of balance. This may be done by engaging in seeking help so that one overcomes the challenging situations. Therefore, when the level of discomfort is high, a person may not have another option, but to reduce or remove it through seeking help. Another possible explanation could be as a result of few avenues available in the rural areas to

handle problems of secondary school students and hence the students use the only available ones among them the teacher counsellors.

Table 19

The Chi-Square Test Results on Relationship between Problem Severity and Help-Seeking amongst Students in Nairobi County

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.030	6	.540
Likelihood Ratio	6.105	6	.411
Linear-by-Linear Association	3.019	1	.082
N of Valid Cases	210		

Not Significant at $p < 0.05$ level

The findings presented in Table 19 illustrate that there was no significant relationship between problem severity and the frequency of seeking counselling help among the students, ($\chi^2 = 5.030$ df=6, $p = 0.540$). The null hypothesis of the study that stated; there is no statistically significant relationship between perceived severity of the problem and students' help-seeking behaviour in Nairobi County was accepted. It was therefore concluded that as the problem severity increases, frequency of seeking help does not increase.

The trend for Nairobi County students could be due to the fact that there are many avenues for seeking help and also sources of information and therefore those with problems must not only get the assistance from teacher counsellors. The urban areas are more endowed with resources which include internet, print media and even mass media which may be of great value to the secondary school students who might require different forms of assistance.

The finding of Nyeri County study concurs with Phillipa's (2007) who found out that, adolescents perceive formal sources of help as more appropriate for severe symptoms of depression than informal sources such as friends and family. Adolescents who experience a high level of impairment and distress are generally more likely to access mental health services. The severity of problems and the importance of seeking help as a coping strategy have been found to determine the likelihood of an individual

seeking help (Adams & Bromley, 1998). Moghadam (2009) found that the willingness to self-disclose to a counsellor and the severity of the problem were significantly related to willingness to seek help for the problem. The outcomes suggested that the more severe the problems were, the more likely the students sought counselling.

4.7 Relationship between Locus of Control and Students' Help-Seeking Behaviour

The fifth objective of the study was to examine the influence of locus of control on student's decision to seek guidance and counselling help among students in Nyeri and Nairobi Counties.

Objective 5: To determine the relationship between locus of control and students' help-seeking behaviour in Nyeri and Nairobi Counties.

The researcher used the internal-external locus of control (I-E) scale developed by Rotter (1966) to assess students' locus of control. The I-E scale used had thirteen (13) pairs of statements where one statement in each pair reflected an external locus of control while the other one reflected an internal one. In the scoring one point was given for each external statement selected and a zero for any internal statement selected. Scoring was done by aggregating the number of external statements selected by the respondent. The maximum score possible for this scale is 13 and the minimum is zero (0). The reference point for the scale is a score of 6.5 with a score above it indicating an external locus of control while a score below it implies an internal locus of control. The results obtained by preliminary analysis, including mean, standard deviation and range for the students' locus of control are summarised in Figure 9.

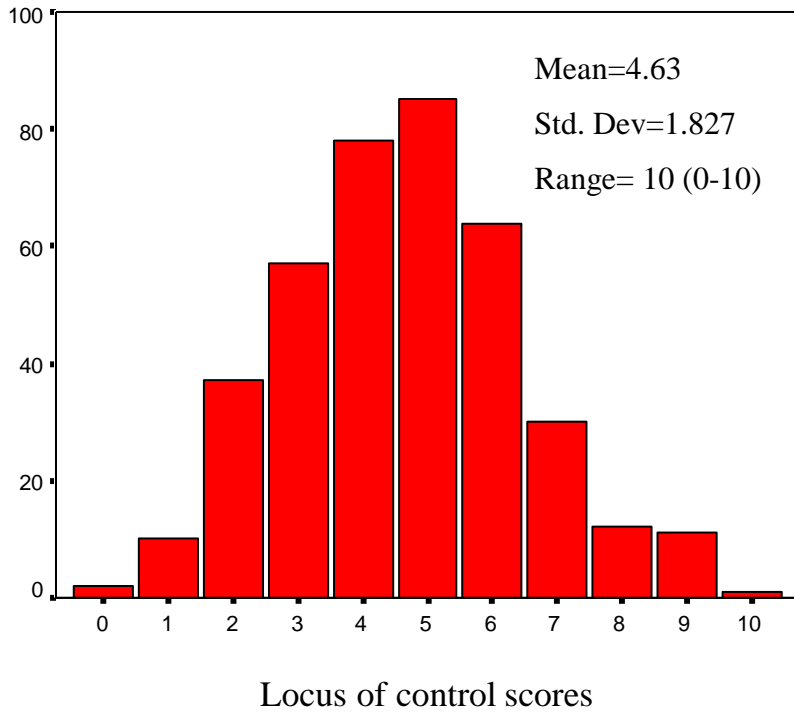


Figure 9: Students' Scores on Locus of Control

In Figure 9, it can be observed that students' scores on locus of control ranged from 0 to 10 with a mean score of 4.63 and standard deviation of 1.827. Scores above 6.5 denote that students have external locus of control while scores below 6.5 denote that they have an internal locus of control. The findings of frequencies and percentages of students with external and internal locus of control are presented in Table 20.

Table 20

Frequencies and Percentages of Students with External and Internal LOC in Nyeri and Nairobi County Public Secondary School

Locus of Control	Counties				Total	
	Nairobi		Nyeri		f	%
	f	%	f	%		
Internal LOC	170	81.0	163	92.1	333	86.0
External LOC	40	19.0	14	7.9	54	14.0
Total	210	100.0	177	100.0	387	100.0

As per Table 20, those students with internal locus of control in Nyeri County were 163 (92.1%) and those with an external Locus of control were 14 (7.9%). In Nairobi County those students with internal locus of control were 170 (81.0%), while those with an external Locus of control were 40 (19.0%). Therefore, the overall students with internal locus of control in the two counties was 86%, while those with external locus of control was 14%. This implies that majority of the students had an internal locus of control, that is, they believe in themselves and hence have a high control of their life. To determine the influence of locus of control on student's decision to seek guidance and counselling help, a t-test was conducted to test the fifth hypothesis of the study.

Hypothesis 5: There is no statistically significant relationship between students' locus of control and help seeking behaviour in Nyeri and Nairobi Counties.

This hypothesis was analysed using Pearson's Product Moment Correlation Coefficient. This involved finding the relationship between locus of control scores and help-seeking behaviour scores for students in Nyeri and Nairobi Counties. The results for Nyeri County are presented in Table 21, while those for Nairobi County are in Table 22.

Table 21

Relationship between Locus of Control and Help-seeking Behaviour for Nyeri County Students

	Pearson's Moment Correlation	Product	Help Seeking Behaviour
Locus of control	Pearson Correlation		-.048
	Sig. (2-tailed)		0.524
	N		177

Not significant at the 0.05 level

As shown in Table 21, the Pearson's Product Moment Correlation Coefficient showed that there was no statistically significant relationship between counselling help seeking behaviour and locus of control among the students in Nyeri County. The null hypothesis of the study that stated; there is no statistically significant relationship between locus of control and help-seeking behaviour among students in Nyeri and

Nairobi Counties was accepted. It was therefore concluded that there was no relationship between help-seeking behaviour and locus of control in Nairobi County.

Table 22

Relationship between Locus of Control and Help-seeking Behaviour for Nairobi County Students

	Pearson's Product Moment Correlation	Help Seeking Behaviour
Locus of control	Pearson Correlation	-.009
	Sig. (2-tailed)	0.895
	N	210

Not significant at the 0.05 level

As shown in Table 22, the Pearson's Product Moment Correlation Coefficient showed that there was no statistically significant relationship between counselling help seeking behaviour and locus of control among the students in Nairobi County. The null hypothesis of the study that stated; there is no statistically significant relationship between locus of control and help-seeking behaviour among students in Nyeri and Nairobi Counties was accepted. It was therefore concluded that there was no relationship between help-seeking behaviour and locus of control in Nairobi County. From the Pearson's Product Moment Correlation Coefficient $r=-0.48$ and $r=-0.009$, for Nyeri and Nairobi Counties respectively, it is clear that an inverse relationship was observed between locus of control and help seeking behaviour. Therefore, those with low scores on locus of control scale (an internal locus of control) got high scores in help seeking behaviour than those with high scores on locus of control scale (an external locus of control). This finding however agree with findings by Lefcourt (1991), who reported that individuals with an internal locus of control, make more use and benefit more from social support systems than do their external counterparts. This is become they believe that something can be done to help them overcome the challenge they encounter.

This finding disagree with to those of Oladipo and Oyenuga (2013) who found a significant positive relationship between external locus of control of behaviour and psychological help seeking behaviour and concluded that those people with an external locus of control are more likely to seek counselling help than those with internal locus of control.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The study aimed at comparing factors that influence help seeking behaviour among public secondary school students in Nyeri and Nairobi Counties. The study sample comprised of 387 form three and four students and 36 teacher counsellors. Among the students, 192 were males and 195 females with 189 students in form III and 198 in form IV. Two sets of questionnaires one for teacher counsellors and another one for students were used in collecting the required data. The data was then quantitatively analysed and this chapter is based on those research findings.

The main goal of the study was to compare factors influencing help-seeking behaviour among public secondary school students in Nyeri and Nairobi Counties. The study was guided by the following objectives:

- i) To compare students' help-seeking behaviour in Nyeri and Nairobi Counties.
- ii) To compare students' attitudes toward seeking psychological help in Nyeri and Nairobi Counties.
- iii) To establish gender differences in help-seeking behaviour among students in Nyeri and Nairobi Counties.
- iv) To determine the relationship between perceived problem severity and help-seeking behaviour among students in Nyeri and Nairobi Counties.
- v) To determine the relationship between locus of control and students' help-seeking behaviour in Nyeri and Nairobi Counties.

The study findings are:

- i) More students sought counselling in Nairobi than Nyeri County. This is per the responses on seeking help where more students in Nairobi indicated that they sought counselling and few of them indicated that they had never sought counselling unlike in Nyeri where the number of the students who had not sought counselling was higher than that which had.

- ii) More students in Nyeri County had a positive attitude towards seeking psychological help than their counterparts in Nairobi County and there was a significant difference in attitude towards seeking psychological help among students from schools in Nairobi and Nyeri Counties.
- iii) The t-test statistics showed that there was a statistically significant gender difference in help seeking among the male and female students in Nairobi County while that difference was not statistically significant in Nyeri County. The male students sought counselling more than the girls in the Nyeri and Nairobi counties.
- iv) The findings illustrated that there was a statistically significant positive relationship between problem severity and help seeking among students in Nyeri County, while that relationship was not significant among the students in Nairobi County.
- v) Pearson's Product Moment Correlation Coefficient showed that there was no statistically significant relationship between locus of control and help-seeking behaviour among the students in Nyeri and Nairobi Counties. However, those students with an internal locus of control were observed to score higher in seeking counselling as compared to those with external locus of control.

5.2 Conclusions

The study sought to compare factors influencing guidance and counselling help-seeking behaviour among public secondary school students in Nyeri and Nairobi Counties. The following conclusions were arrived at:

- i) Public secondary school students in Nairobi County and Nyeri County utilised the guidance and counselling programmes in schools.
- ii) The region learners came from had an influence on attitudes toward seeking psychological as those students from Nyeri mainly a rural region had a more positive attitude than those from Nairobi which mainly an urban area.
- iii) The gender of the students had an influence on help-seeking behaviour as the male students sought more counselling than their female counterparts.
- iv) As problems became severe, the likelihood of students seeking counselling increased.

- v) The locus of control had an influence on help seeking behaviour as an internal locus of control was associated with higher levels of help-seeking than an external locus of control.

5.3 Recommendations

Based on the above findings, the following recommendations are made:

- i) The students should be enlightened on the importance of guidance and counselling services to ensure that they utilise them as this may help them to become well-adjusted and have psychological health.
- ii) Students experience many problems and therefore efforts should be made to ensure that the guidance and counselling services provide the solutions required by students to ensure development of a positive attitude towards guidance and counselling among students.
- iii) All stakeholders including parents, teachers, counsellors and government should ensure that both boys and girls are given fair treatment so that they have many sources of information when they find themselves in challenging situations.
- iv) Measures should be put in place to reduce the problems experienced by students and ensuring they are more willing to seek help when in problems. The teacher counsellors should play a more proactive role to prevent the problems from arising in the first place. This may also be done by ensuring that there are trained counsellors in schools who are not teachers so that they can concentrate on counselling and hence be in a position to note and take intervention measures before problems go out of hand.
- v) The stake-holders in schools should embrace dialogues in tackling differences to reduce instances of demonstrations. This may make the students feel that there is something they can do when they find themselves in challenges instead of feeling that forces beyond their abilities are responsible for the situations they find themselves in.

5.4 Suggestions for Further Research

Following the findings of this study, the following areas are suggested for further research.

- i) A study can be conducted to investigate the competencies needed for counsellors in secondary schools that would improve the levels of seeking counselling by students.
- ii) A research to be carried to find out if psycho-education can reduce the problems experienced by students by ensuring that learners have adequate knowledge in relation to different issues that may affect them.
- iii) A study can be conducted to find out if the different roles of teaching and counselling in regard to the teacher-counsellors interfere with seeking counselling help among secondary school students.

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APPENDIX A
STUDENTS' QUESTIONNAIRE

Introduction

I am Lucy Njeri Ngure, a student undertaking a doctoral degree in Counselling Psychology at Egerton University. I would like to collect data from you using this questionnaire for purposes of research. I hereby assure you that your responses shall be treated with total confidentiality. Your genuine response will go a long way in assisting this study.

Your cooperation is highly appreciated in advance.

Instructions

Please tick (✓) or fill in the most appropriate response.

SECTION I

1. Please indicate your sex. Male Female

2. How old are you in years? Below 14 14 - 18
Above 18

3. What form are you in? Three Four

4. What type of school are you in?

Mixed School Boys' only Girls' only

5. Please tick on the spaces provided to indicate the characteristics of a teacher counsellor you would prefer.

a) Gender Male Female

b) Tick against the characteristics you would like your teacher counsellor to have from the list below,

Patient	<input type="checkbox"/>	Understanding	<input type="checkbox"/>
Friendly	<input type="checkbox"/>	Emotionally stable	<input type="checkbox"/>
Available	<input type="checkbox"/>	Trustworthy	<input type="checkbox"/>
Social	<input type="checkbox"/>	Sincere	<input type="checkbox"/>
Respectful	<input type="checkbox"/>	Experienced	<input type="checkbox"/>
Confident	<input type="checkbox"/>	Humble	<input type="checkbox"/>

SECTION II. PROBLEMS EXPERIENCED BY STUDENTS.

1. The table below has a list of problems that are commonly experienced by students while in school. Please indicate the extent to which you experience each of the problems by placing a tick (✓) against the relevant box.

Table 1: Students problems	Frequency of experiencing problems			
Social problems	Always	Sometimes	Rarely	Never
1. Problems relating with other students				
2. Problems relating with teachers				
3. Problems with those of opposite sex				
4. Problems relating with parents and families				
5. Negative peer influence				
Psychological Problems	Always	Sometimes	Rarely	Never
6. Stress				
7. Negative self image				
8. Anger management problems				
9. Drugs and alcohol use problems				
10. Addiction to pornographic material				
Educational Problems	Always	Sometimes	Rarely	Never
11. Stress during examinations				
12. Poor study habits				
13. Poor academic performance				
14. Negative attitude to some subjects				
15. Failure to concentrate in class				
16. Poor time management				
Vocational Problems	Always	Sometimes	Rarely	Never
17. Career selection problems				
18. Fear that I will not succeed in a career				
19. Unaware of what various careers entail				
20. My parents want me to pursue a career that I don't like				

SECTION III: COUNSELLING

1. The table below has a list of problems that are commonly experienced by students while in school. State the number of times you have ever sought counselling when facing the problem by placing a tick (✓) against the relevant box.

Table 1: Students problems	Number of times you have sought counselling on experiencing the problem			
Social problems	More than 3	2 or 3	1	0
1. Problems relating with other students				
2. Problems relating with teachers				
3. Problems relating with those of opposite sex				
4. Problems relating with family members				
5. Negative peer influence				
Psychological Problems	More than 3	2 or 3	1	0
6. Stress				
7. Negative self-image				
8. Anger management problems				
9. Drugs and alcohol use problems				
10. Addiction to pornographic material				
Educational Problems	More than 3	2 or 3	1	0
11. Stress during examinations				
12. Poor study habits				
13. Poor academic performance				
14. Negative attitude to some subjects				
15. Failure to concentrate in class				
16. Poor time management				
Vocational Problems	More than 3	2 or 3	1	0
17. Career selection problems				
18. Fear that I will not succeed in a career				
19. Unaware of what various careers entail				
20. My parents want me to pursue a career that I don't like				

2. What is the gender of teacher counsellor(s) in your school?

Both male and female

Male

Female

3. Which gender of counsellor do you mostly consult?

Male

Female

SECTION IV: Attitudes Toward Seeking Psychological Help (ATSPH) Scale

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

Strongly	Agree	Undecided	Disagree	Strongly
Agree (SA)	(A)	(UN)	(D)	Disagree (SD)

1. Although there are people in school who offer counselling help I would not have much faith in them **SA A UN D SD**
2. Not to have contained one's problems within oneself carries with it a burden of shame. **SA A UN D SD**
3. I would feel uneasy going to a counsellor because of what some people might think. **SA A UN D SD**
4. A person with a strong character can get over mental conflicts by himself and would have little need of external help. **SA A UN D SD**
5. There are times when I felt completely lost and helpless and would have welcomed help for a personal or emotional problem. **SA A UN D SD**
6. Considering the time and effort involved in seeking counselling. It is doubtful that I would really help a student like me. **SA A UN D SD**
7. I would willingly confide intimate matters to an appropriate person if I thought it might help. **SA A UN D SD**
8. I would rather live with my mental conflicts than go through the process of getting counselled. **SA A UN D SD**

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

SA A UN D SD

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

SA A UN D SD

11. A person with emotional problems would probably be wise seeking for counselling help.

SA A UN D SD

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

SA A UN D SD

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

SA A UN D SD

14. To have sought counselling help is bad-mark on one's records.

SA A UN D SD

15. I would not like a person whatsoever to know about my personal difficulties.

SA A UN D SD

16. I would want to get counselling help if I were worried or upset for a long period.

SA A UN D SD

17. The idea of talking my problems with a counsellor strikes me as a poor way to solve one's problem.

SA A UN D SD

18. If I thought I needed counselling, I would get it no matter who knows about it.

SA A UN D SD

19. There are experiences and issues in my life I would not discuss with anyone.

SA A UN D SD

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

SA A UN D SD

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

SA A UN D SD

22. There is something admirable in a person who is willing to cope with conflicts and fears without resulting to external help.

SA A UN D SD

23. At some time in future I might want to have counselling help.

SA A UN D SD

24. A person should work out his own problems. Going for counselling help should be the last resort.

SA A UN D SD

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

SA A UN D SD

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

SA A UN D SD

SECTION V: LOCUS OF CONTROL SCALE

This is a questionnaire to find how certain events affect different people. Each item consists of a pair of alternatives, (a) and (b). Please tick (✓) against one statement of each pair (only one), which you more strongly believe to be the case as far as you are concerned. Note that there are no right or wrong answers and in each case you only express what you strongly feel about the event.

1. a. Many of unhappy things in people's lives are partly due to bad luck.
 b. People's misfortunes result to the mistake they make.
2. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
 b. There will always be wars, no matter how hard people try to prevent them.
3. a. In the long run people get the respect they deserve in this world
 b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
4. a. The idea that teachers are unfair to students is nonsense.

- b. Most students don't realize that the extent to which their grades are influenced by accidental happenings.
5. a. Without the right breaks one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.
6. a. No matter how hard you try some people just don't like you.
b. People who can't get others to like them don't understand how to get along with others.
7. a. I have often found that what is going to happen will happen.
b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
8. a. In the case of the well-prepared student there is rarely if ever such a thing as an unfair test.
b. Many times exam questions tend to be so unrelated to course work that studying is really useless.
9. a. Becoming a success is a matter of hard work; luck has little or nothing to do with it.
b. Getting a good job mainly depends on being in the right place at the right time.
10. a. The average citizen can have an influence in government decisions.
b. This world is run by few people in power, and there is not much the little guy can do about it.
11. a. When I make plans, I am almost certain that I can make them work.
b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow
12. a. In my case getting what I want has little or nothing to do with luck.
b. Many times we might just as well decide what to do by flipping a coin.
13. a. What happens to me is my own doing.
b. Sometimes I feel that I don't have control over the direction my life is taking.

THANK YOU FOR YOUR COOPERATION

APPENDIX B

TEACHER COUNSELLORS' QUESTIONNAIRE

Introduction

I am Lucy Njeri Ngure, a student undertaking a doctoral degree in Counselling Psychology at Egerton University. I would like to collect data from you using this questionnaire for purposes of research. I hereby assure you that your responses shall be treated with total confidentiality. Your genuine response will go a long way in assisting this study.

Your cooperation is highly appreciated in advance.

Instructions

Please tick (✓) or fill in the most appropriate response.

Section I: Background Information

1. Type of school

Girl's only School

Boy's only School

Mixed school

2. Age (to the approximate full years)

Below 30 31-37

38 -44 45 and above

3. Sex: Male Female

4. The number of years you have served as a teacher counsellor.

0-1 2-4 5-7 8 and above

5. Level of training in counselling

No counselling training

Certificate

Diploma

Post graduate diploma

Bachelor's degree.

Master's degree

Any other Specify.

SECTION II: COUNSELLING

1. Do you have the following physical facilities /resources for counseling?

	Available	Unavailable
a) Reference books	<input type="checkbox"/>	<input type="checkbox"/>
b) Counselling office	<input type="checkbox"/>	<input type="checkbox"/>
c) Guidance and counselling manual	<input type="checkbox"/>	<input type="checkbox"/>
d) Vocational /career resource centre	<input type="checkbox"/>	<input type="checkbox"/>
e) Any other available? specify	<input type="checkbox"/>	<input type="checkbox"/>

2. Number of teaching lessons;

Less than 20

More than 20

3. How do you find your teaching load?

Low

Okay

High

4. Does your teaching load leave you with adequate time for counselling?

Yes

No

5. Do you have some time in the school programme set aside counselling?

Yes

No

If yes, when?

If no, when do you counsel students?

6. What type of counselling do you mostly engage in?

Individual counselling

Group counselling

7. How would you rate the amount of support you receive from the following?

a) The school administration

Adequate

Inadequate

None

b) The other colleague teachers

Adequate

Inadequate

None

c) The parents

Adequate

Inadequate

None

d) The students

Adequate

Inadequate

None

8. What type of attitude do the students in your school have towards counselling?

Positive

Negative

Give indicators of the attitude you have chosen.

.....

.....

.....

.....

.....

.....

.....

10. How often do students come for counselling for different types of problems given below?

Problem	Frequency of students seeking counselling help on problems			
	Always	Sometimes	Rarely	Never
Social problems				
1. Problems relating with other students				
2. Problem relating with teachers.				
3. Problems relating with opposite sex.				
4. Negative peer influence.				
Psychological problems				
5. stress				
6. Addiction to pornographic material				
7. Negative self-image				
8. Feeling of hopelessness				
Educational problems				
9. stress during examinations				
10. Poor study habits				
11. poor academic performance				
12. Negative attitude to some subjects				
Vocational problems				
13. Career selection problems				
14. Career requirements				

THANK YOU FOR YOUR COOPERATION

APPENDIX C

Table for Determining Sample Size from a Given Population

population	sample	population	sample	population	sample
50	44	320	175	2400	331
55	48	340	181	2600	335
60	52	360	186	2800	338
65	56	380	191	3000	341
70	59	400	196	3500	346
75	63	420	201	4000	351
80	66	440	205	4500	354
85	70	460	210	5000	357
90	73	480	214	6000	361
95	76	500	217	7000	364
100	80	550	226	8000	367
110	86	600	234	9000	368
120	92	650	241	10000	370
130	97	700	248	15000	375
140	103	750	254	20000	377
150	108	800	260	30000	379
160	113	850	265	40000	380
170	118	900	269	50000	381
180	123	950	274	75000	382
190	127	1000	278	100000	384
200	132	1500	306		
210	136	1900	320		
290	165	2000	322		
300	169	2200	327		


Source: R. V. Krejcie and D. Morgan, (1970). "Table Determining Sample Size for Research Activities": *Educational and psychological measurement*. Vol. 30 No. 3 1970P.688

APPENDIX D

RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:
MS. LUCY NJERI NGURE
of EGERTON 52833-200 Nairobi, has
been permitted to conduct research in
Nairobi, Nyeri Counties
on the topic: A COMPARATIVE STUDY
OF FACTORS INFLUENCING GUIDANCE
AND COUNSELLING HELP-SEEKING
BEHAVIOUR AMONG PUBLIC SECONDARY
SCHOOL STUDENTS IN NYERI AND
NAIROBI COUNTIES, KENYA
for the period ending:
31st December 2014

Permit No : NACOSTI/P/14/5261/494
Date Of Issue : 9th January, 2014
Fee Received : Kshs khs2000.00




Applicant's Signature


Secretary
National Commission for Science, Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before undertaking of your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Offices will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, flaking and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 815

CONDITIONS: see back page

APPENDIX E
NACOSTI APPROVAL LETTER



NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone: 254 20-2213471,
2241349, 310571, 2219420
Fax: 254 20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 20523-00100
NAIROBI-KENYA

Ref No.

Date:

9th January, 2013

NACOSTI/P/14/5261/494

Lucy Njeri Ngure
Egerton University
P.O.Box 536-20115
EGERTON.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*A comparative study of the factors influencing guidance and counselling help-seeking behaviour among public secondary school students in Nyeri and Nairobi Counties, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Nyeri and Nairobi Counties** for a period ending **31st December, 2014.**

You are advised to report to the **County Commissioners and the County Directors of Education, Nyeri and Nairobi Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUT, PhD, HSC.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Nairobi County

National Commission for Science, Technology and Innovation is ISO 2008: 2003 Certified

APPENDIX F

EGERTON UNIVERSITY DATA COLLECTION CLEARANCE LETTER

EGERTON

Tel: Mob: 254-51-2217620
254 51-2217877
254-51-2217631
Dir./fax: 254-51-2217847
Cell phone
Egerton: 3606



UNIVERSITY

P.O. Box 536 20113
Egerton, Nyanza, Kenya
Email: bps@egerton.ac.ke
www.egerton.ac.ke

OFFICE OF THE DIRECTOR, GRADUATE SCHOOL

Ref:.....ED16/0285/10

Date: 3rd September, 2015

Ms. Lucy Njeri Ngure
Dept of Psychology
Egerton University
P. O. Box 536
EGERTON

Dear Ms. Ngure

RE: CORRECTED PROPOSAL


This is to acknowledge receipt of two copies of your corrected proposal, entitled "A Comparative Study of Factors Influencing Guidance and Counseling Help-Seeking Behaviour Among Public Secondary School Students in Nyeri and Nairobi Counties, Kenya".

You are now at liberty to commence your fieldwork.

Please note, you are expected to publish at least one paper in an international peer-reviewed journal before final examination (oral defense) of your PhD thesis.

Thank you.

Yours sincerely,


Prof. M.A. Okior

DIRECTOR, BOARD OF POSTGRADUATE STUDIES

c.c. Supervisors
CoD, Psychology
Dean, FEDCOS
Admissions

MAC/vk