

**SECONDARY SCHOOL STUDENTS' PREFERENCE FOR HELP-GIVERS  
FOR THEIR PERSONAL, EMOTIONAL, EDUCATIONAL AND  
VOCATIONAL PROBLEMS AND THEIR ATTITUDES TOWARD HELP-  
SEEKING BEHAVIOUR.**

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**“A Project submitted in partial fulfillment for the Degree of Master of Education  
(Educational Psychology) of Kenyatta University”.**

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Mungai David, Njoroge  
Secondary School  
Students' preference



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### Declaration

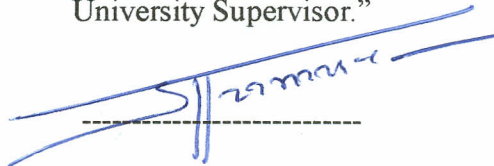
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**DAVID NJOROGE MUNGAI**

“This Research Project has been submitted for examination with my approval as University Supervisor.”



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**DR. SAMMY TUMUTI**

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### **Dedication**

This Research Project is dedicated to my mother, Maria Muthoni, my late sister,  
Jecinta Wanjiru, and all the members of my family for their support.

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### **Acknowledgement**

I would like to express my sincere gratitude to my Supervisor, Dr Sammy Tumuti, for his patience, perseverance and expertise in guiding me through this research. I would also like to thank Prof. Patel for his invaluable advice and encouragement throughout my course. Lastly, but not least, I would like to most sincerely thank the students of Nasokol Girls, Kapenguria Boys, Talau Secondary and Kacheliba Mixed Secondary Schools, along with their teachers, for their cooperation and support during my research.

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## **Abstract**

The purpose of this research was to investigate the preference for help-givers by secondary school students with their emotional, personal, educational and vocational problems, and whether these students held favourable or unfavourable attitudes toward help-seeking behaviour. A sample of 60 secondary school students completed a questionnaire that sought information on their preferences for help-givers and their attitudes toward help-seeking behaviour. Descriptive statistics such as measures of central tendency and distributions were used to analyse the data.

The results showed that for emotional problems, a religious person, teacher-counsellor, close student-friend and parent/guardian were most preferred in that order. The preferences for personal problems were the same. For educational problems, teacher-counsellor, other teachers, headteacher and parent/guardian were the most preferred in that order. These four help-givers were also the top four most preferred sources of help for vocational concerns but in a different order. The results also indicated that there was a relationship between the type of problem faced by a student and the kind of helper preferred. It was also observed that for some help-providers the year of study of a student affects preference. It was also found that there was a relationship between sex of the student and the help-giver preferred.

On the question of attitudes toward help-seeking behaviour, it was observed that the students held favourable attitudes to the same. The attitudes of male students toward help-seeking behaviour were found not to differ significantly from those of female students.

The study recommended that secondary schools encourage peer-counselling programmes. Schools should also give careful thought to the idea of integrating persons who serve as alternative sources of help for students into school activities. Further research was also recommended to shed more light on the topic.

## CHAPTER I

### Introduction

#### *Background*

In the recent past we have had a rising number of cases of indiscipline in our institutions of learning. This is especially true of our secondary schools. These recent secondary school unrests have involved not just damage to school property but also loss of life. These disturbances have also become too common, as noted by a correspondent for the *East African Standard* daily. In an article appearing on 3<sup>rd</sup> July 2000, the correspondent notes that “over the last two months it has become almost impossible to open a daily newspaper without reports of schools strikes” (p.6).

Some of these incidents of unrest in secondary schools have been so gruesome that the entire Kenyan nation was left in shock. For example, in July 1991, 19 female students died and 71 others were raped after their male colleagues at St Kizito Mixed School, Meru, turned on them in an orgy of violence. About eight years later, in 1999, four prefects were burnt to death in their cubicle by fellow students at Nyeri High School. More recently, in March 2001, some students set a dormitory on fire at Kyanguli Mixed Secondary School as their colleagues slept. Sixty-seven students died in the incident.

Many schools have also recorded a decline in their performance in national examinations and in academic achievement. According to the editorial of the *Daily*

*Nation* of 22<sup>nd</sup> August 2000, for instance, about 85% of the previous year's Form four candidates scored less than 25% in the Kenya Certificate of Secondary Education (KCSE) examination. More than 60% of the 172,522 candidates of 1999 scored less than 10% in the KCSE examination. The situation was worse for girls with only 97 candidates scoring above 75%. Educationists and leaders across the country continue to decry the deteriorating performance in national examinations. For example, in an article in the *Daily Nation* of 19<sup>th</sup> March 1990, the then Bungoma District Commissioner promised to form a special committee to find out why standards of education in the District had deteriorated.

In many secondary schools across the country, the number of school girls who drop out of school is high and continues to rise. One of the major reasons for this trend is unwanted pregnancy. According to Dr Wangoi Njau (1995) of the Centre for the Study of Adolescence, about 30 girls drop out of secondary school each day because of pregnancy. Of these, only 10% or 3 girls return to school after giving birth. The then Minister for Education is reported in the *East African Standard* daily of January 30<sup>th</sup> 1996 as stating that out of 76,126 girls who entered Form one in 1991, only 62,383 sat for the KCSE examination in 1994.

While lamenting the high rate of school dropout in Lamu District, the then District Commissioner is reported in the *East African Standard* of 10<sup>th</sup> August 2000 as saying that it is unprofessional for teachers to abandon their duties especially in guidance and counselling which could encourage the children to go back to school.

Nakuru Municipality, found that students in secondary schools are confronted with educational, vocational and social problems. Bordin (1946) devised five categories into which problems could be classified: dependence; lack of information; self-conflict; choice anxiety; and no problem. Callas (1965) suggested three categories viz. vocational, emotional and educational problems. Engelkes (1982) on the other hand developed a two-dimensional method of classifying problems. Firstly, a problem is intrapersonal or interpersonal. Secondly, it is developmental or environmental. These pertain to an individual's stage of development in life, or his/her current set of conditions or stimuli, respectively. For this research, I will combine Khaemba's (1986) educational, vocational and social problems categories with Callas' (1965) vocational, emotional and educational categories to come up with four categories of secondary school students' problems. These categories are:

- (a) Emotional problems.
- (b) Personal problems.
- (c) Educational problems.
- (d) Vocational problems.

#### ***Emotional problems.***

Under this category we have nervousness, fear and worries.

During a student's stay in secondary school, he or she is confronted with one or more of these problems at one time or another. When this occurs, the student decides how best to handle the problem. As Form (1953) notes, all college students do not seek organized counselling when they are confronted with problems. Many prefer to solve their own difficulties in their own way or seek advice from other sources. For secondary school students, these other sources include the teacher-counsellor, other teachers, the headteacher, parents, close relatives, close student-friend, religious person, school nurse, matron and traditional healer.

Research on potential help-providers shows that students perceive potential help-givers quite differently. These different perceptions may be related to students' tendency to seek help from various help-providers. Tinsley and Benton (1978) and Parham and Tinsley (1980) found that students preferred attributes in a helper that they might reasonably expect to find in a peer or close friend. According to Tinsley, St. Aubin and Brown (1982), student help-seeking preferences are a function of:

- (i) The nature of the problem.
- (ii) Characteristics of the help-seeker.
- (iii) Characteristics of the help-giver.

The relationship between help-seeking tendency and the nature of the problem has been well-documented by various researchers. Christensen and Magoon

(1974) found out that students typically seek somewhat different help-givers depending upon whether their concerns are of a career or personal nature. They further distinguished between emotional problems and educational-vocational ones and found that friends ranked high as potential helpers for both problem types.

Rust and Davie (1961) found that friends were the first choice as helpers by students for social problems.

Other factors that have been known to influence help-seeking preferences are race, sex of the helper and the helper's dress characteristics. Findings on these factors are however varied and inconclusive.

The attitudes that students hold toward seeking help are important. Firstly, attitudes can be a fairly good predictor of whether or not an individual will seek help if and when the need arises. Evidence from research on potential help-givers shows that students perceive help-givers quite differently. These different perceptions may be related to the students' tendency to seek help from various help-providers. Students with favourable attitudes toward help-seeking behaviour would be expected to recognize the need for help and have tolerance for the stigma that is usually associated with help-seeking. Such students would thus be expected to seek help more often and from more of the available sources.

As Krumboltz (1965) notes, the chief reason for the existence of counselling is based on the fact that people have problems that they cannot resolve on their own.

Professional counsellors on their own, however, cannot meet all the needs of the people in the society they serve. Fortunately, helping is not the monopoly of a few. Hence the need to understand, recognize and utilize the various helpers available to secondary school students.

### **Statement of the Problem**

This research will explore the preference for help-givers by secondary school students when they are faced with emotional, personal, educational and vocational problems. Secondary school students face many different problems which have been classified under the above four categories in this research. A variety of help-givers are available to the students. This research will therefore try to find out whether certain help-givers are preferred for particular problems while other helpers are preferred for other problems. The research will also endeavour to establish whether the students hold favourable or unfavourable attitudes toward help-seeking behaviour. The attitudes of an individual student toward help-seeking behaviour will have some bearing on his/her help-seeking behaviour. One whose attitude is positive would be expected to easily seek help for a given problem and to seek it from that helper whom the student believes will assist him/her most appropriately.

This research will hence attempt to specifically answer the following questions:

- (i) Which potential helper is preferred for emotional, personal, educational and vocational problems?

- (ii) Is there a relationship between the type of problem faced by a student and the kind of helper preferred?
- (iii) Does the student's year of study affect his or her preference for help-giver?
- (iv) Is there a relationship between sex of the student and the helper preferred?
- (v) Do the students hold favourable or unfavourable attitudes toward help-seeking behaviour?
- (vi) Are the attitudes of male students toward help-seeking behaviour similar to or different from those of female students?

### **Purpose of the Study**

The purpose of this study is to examine secondary school students' preference for help-givers for their emotional, personal, educational and vocational problems. It will also look at their attitudes toward help-seeking behaviour.

### **Significance of the Study**

The findings of this research may be useful in improving the effectiveness of the available helpers. If, for instance, it is found that the majority of the students prefer to be helped by fellow students, then it would be advisable to introduce courses or training in peer counselling in all secondary schools so as to equip certain students with skills to better assist their colleagues with their problems.

Little research has been carried out locally on the topic of helper preference by secondary school students. More research has been done in the developed

countries. These researches have, however, been inconclusive due to varied and discrepant findings. The findings of this research will therefore contribute to the world of knowledge in the topic under survey.

Finally, it is hoped that this research can and will provoke more research into the topic or certain aspects of it.

### **Limitations of the Study**

- (a) This study is confined to only four secondary schools in one district. The time duration and funding available for the research were limited and could not allow research on a bigger scale. Any generalizations to be drawn from the findings should hence be done with caution.
- (b) All the schools used in the study are Government or public schools. No private or Harambee schools were included because there aren't any in the district where the research was conducted.
- (c) One of the variables of the study is attitudes. It must be pointed out that attitudes are a multifaceted concept that keeps changing. Additionally, affective measures can be falsified, no matter how constructed.

### **Definition of Terms**

- (i) **Help-giver:**– This is any of the various persons or individuals available for consultation by students with their various problems. It includes the teacher-counselor, other teachers, student-friends, close relatives, among others. In this

research the term help-giver is used interchangeably with helper and help-provider.

(ii) **Help-seeking behaviour:**— The conscious and deliberate action by a student who is facing a difficult decision, going through a crisis, worried, facing inner conflict or facing any other problem, of approaching another individual so as to be assisted in making the right decision, coping with the crisis, working through feelings of conflict and worry, etc. The overall aim of help-seeking behavior is to live more fully and satisfyingly.

(iii) **Attitude:**— A learned, relatively enduring predisposition to respond to a given object in a consistently favourable or unfavourable way.

(iv) **Teacher-counsellor:** — This is the teacher who is officially designated as being in charge of the Guidance and Counselling Programme in the school. The teacher-counsellor is usually a regular teacher with teaching duties as well. He/she may or may not have had additional training as a counsellor, and is either appointed by the Teachers Service Commission or school administration.

## CHAPTER II

### Literature Review

#### *Introduction*

In this chapter literature that contains relevant and pertinent information is reviewed. This literature includes journals, dissertation abstracts and books. A number of studies have been carried out on the topic of students' help-seeking preferences and attitudes toward seeking help. Most of these studies have however been done on college students in the United States.

The literature review in this chapter is organized in such a way that related studies are grouped under suitable sub-headings and discussed together. This makes the review easier to read and follow.

#### *Preference for Helpers*

##### *Help-seeking as a function of the student's characteristics.*

Tracey et al. (1984) examined the relationship of several student characteristics and counselling centre programme description variables to help-seeking attitudes and behaviors. Each member of a random sample of 175 undergraduate students at a college in the USA received one of eight workshop descriptions and was asked to respond to questions regarding the descriptions. The counselling workshop descriptions were varied on the (a) type of workshop - that is, exam or relationship skills; (b) attributional basis - i.e. whether the programme was geared

toward those who had skills they wanted enhanced (healthy) or toward those who had skill deficits and who needed remedial help (sick); and (c) focus of effect - i.e. whether the programme was geared toward internal self-change or toward better ability to manipulate the external environment. Help-seeking attitudes and behaviours of the respondents were examined with regard to the three workshop description variables and the sex and coping level of the students.

It was found that help-seeking attitudes were related to the students' level of coping and content of the specific workshop offered and that a positive attitude was associated with an interaction between the attributional basis and focus of effect used in the workshop description. Actual help-seeking behaviour was found to be a function of the interaction of the sex of the student and the focus of effect used in the description.

Tracey et al.(1984) further found support from previous research on the relationship between sex of the student and help-seeking attitudes. Females tended to see more value and showed more interest in attending counselling centre workshops than did males. Sex of the student was also found to be related to actual help-seeking behaviours and then in interaction with focus of effect. Males were more likely to enroll if an external focus of effect was used in the programme description whereas females responded best to an internal focus of effect. Other studies that have found an influence of sex on help-seeking include Form (1953)

who found that students' desire for help is a function of sex while Christensen and Magoon (1974) found no differences in help-seeking associated with the sex of the student.

Kebaya (1987) investigated how high school students perceive their problems and how they rank their helpers in personal-emotional and educational-vocational problems. He used a sample of 180 high school students (90 boys and 90 girls) randomly drawn from six secondary schools in Kisii Municipality. The six schools were randomly selected from a list of 11 and consisted of two boys', two girls' and two co-educational schools. In each school one stream of either Form IV or VI was selected and 37 students were randomly picked. They were required to complete a three-part self-report questionnaire with 12 personal-emotional and 12 educational-vocational problems.

The results showed that boys differed significantly from girls in their help-seeking. With educational-vocational problems, boys were more likely to seek help from the teacher-counsellor than from a religious person or traditional healer. Girls were more likely to seek help from the teacher-counsellor than from a religious person or traditional healer for their educational-vocational concerns.

Mwangi (1991) examined the extent and effectiveness of students' counselling resources amongst Kenyan university students and the effect of sex and year of

study of the students on the problems experienced by the students, their awareness and preferences for available counselling resources and their attitudes toward seeking psychological help. He used a sample of 300 university students from Kenyatta University, who were stratified according to year of study. The subjects completed a self-report questionnaire.

The results indicated that both the sex of the student and the year of study had a significant influence on preference of particular help-givers. Help-givers, from the most to the least preferred, were found to be: Guidance and Counselling unit, close friend, chaplain, academic advisor, parent/guardian and close relative. Female students were found to lead males in preference for close friend. Gender apart, the longer the student had stayed on campus the more they preferred to seek help from close friends.

Hardin and Yanico (1983) investigated subject expectations for counselling as a function of counsellor gender, problem type, and subject gender. The subjects were 100 female and 100 male students enrolled in introductory psychology at a college in the US. They identified themselves as white American (164), black American (13), Hispanic American (1) and other (22). The subjects responded to the short form of the Expectations About Counselling questionnaire modified to include sex of counselling psychologist and type of problem (personal or vocational).

The results indicated a significant main effect for subject gender; there were no other significant main or interaction effects. Women had significantly higher expectations for the client attitudes/behaviours of motivation, openness and responsibility and for the counsellor attitudes/behaviours of acceptance, confrontation and genuineness. Women also expected more attractive and trustworthy counsellors than did men, expected more immediacy in the counselling process and had a more positive outcome expectancy. Men expected counsellors to be more directive and self-disclosing than women did. Men and women did not differ in their expectations for counsellor empathy, expertness, and concreteness. These results appear to conform to sex role stereotypes regarding interaction styles.

Having some insight into those characteristics of the students that influence help-seeking preferences will enable the school counsellors and other help-givers to offer more effective assistance. Knowing whether or not a student's year of study and sex influence help-seeking would enable us to anticipate and plan for possible preventive and/or curative measures for the common students' concerns. As Mwangi (1991) proposes, we might need to expand those counselling resources for which the students have a higher propensity to utilize or consult.

*Preference for helper as a function of the nature of the student's problem.*

Kebaya (1987) found that for personal-emotional problems, parents, self-consultation and student-friend were listed as highest in that order, while for educational-vocational problems, teacher-counsellor, school teacher, headteacher and self-consultation were most preferred in that order. He further found that boys were significantly more likely to seek help for personal-emotional problems from a parent than from a teacher-counsellor, friend or teacher. Girls with personal-emotional problems were significantly more likely to seek help from a parent than from a traditional healer. For personal-emotional problems, he found the following to be the three most preferred help-givers:

- a) Parent
- b) Self-consultation
- c) Student-friend

For educational-vocational problems, the four most preferred sources of help on average were:

- a) Teacher-counsellor
- b) School teacher
- c) Headteacher
- d) Self-consultation.

Tinsley, St. Aubin and Brown (1982) used a sample of 136 undergraduate college students (60 males and 76 females) enrolled in a US university to

investigate college students' help-seeking preferences. All the students in the sample had no previous counselling experience and were 22 years or younger. The students completed a questionnaire indicating the relative likelihood that they would turn to seven potential help-givers with 11 personal or five career problems. For personal problems, the students were more likely to turn to a close friend for help. For career problems, the students were more likely to seek help from an academic advisor, instructor, close friend or close relative. A total of 36% and 26% of the students said they would seek help from a professional counsellor for a personal or career problem, respectively. Students were significantly more likely to seek help from a close friend than from a professional counsellor. On the other hand, students were significantly less likely to consult an instructor or academic advisor than a professional counsellor for assistance with a personal problem.

Close friend (58%) and close relative (45%) were the two potential help-givers to whom the greatest number of students indicated they would turn. This data suggests that college students' tendency to seek help was a function of both the type of problem and the potential help-giver. This agrees with two earlier studies by Carney and Savitz (1980) and Christensen and Magoon (1974).

The aspects of this research by Tinsley et al. (1982) that most clearly supports earlier research are the findings that the professional counsellor is not the preferred help-giver for either personal or career concerns. Close friends seemed to be

preferred as help-givers for personal problems, in general, whereas the academic advisor, instructor, close friend and close relative were the most frequently preferred help-givers for career problems. This is probably consistent with Tinsley and Benton's (1978) findings who reported that the greater discrepancy between what students expect and prefer to happen in counselling was observed when potential clients were asked about the counsellor's ability to help them personally. The students responded that they would like the counsellor to help them, but they were doubtful that the counsellor would be able to do so. In contrast to the above line of argument, Brown and Helms (1981) and Parham and Tinsley (1980) suggested that the professional counsellor was best viewed as a "back up" to the helpee's social support network. They argued that professional services were more appropriately sought only after the helpee's primary support system had failed to effectively solve his or her problems. Tinsley et al. (1982) gives the following recommendations:

(i) Future researchers may need to carefully consider the multidimensionality of students' tendency to seek counselling. Other aspects of tendency to seek counselling that deserve attention are problem severity and the modification of a student's tendency over time. It seems plausible to hypothesize that students having more severe problems will be more likely to seek counselling and that the student's tendency to seek counselling will increase if other sources of help are consulted but the problems are not ameliorated.

(ii) The fact that many students may choose to deal with their problems themselves underscores the importance of a carefully designed outreach programme.

(iii) Since relatives and friends, instructors and academic advisors are potential help-givers likely to be consulted by students, the counselling psychologist should give careful thought to the assistance he or she can give as a consultant to these persons.

Schneider, Laury and Hughes (1976) asked college students to indicate their perceptions of six college help-givers using a long list of objectives and their preferences for these same help-givers for nine problems. They found that preference largely depended on whether the problems were personal-social or educational-vocational. Psychiatrists were preferred to clinical psychologists for personal problems. For emotional problems, counselling psychologist were preferred most.

Webster and Fretz (1978) asked 250 male and female undergraduate students from different ethnic groups to rank 12 help-givers for educational-vocational and emotional problems. These help-resources were parent, faculty member, university counselling centre, non-student friend, relative, residence hall counsellor, help crisis centre, clergyman/minister, physician, community mental health service, health centre mental service and private practice psychotherapist. The students

ranked parents as the primary resources for assistance with educational-vocational problems followed by faculty members; private practice psychotherapists, health centre mental service and community health services were ranked lowest.

For emotional problems, private practice psychotherapist, community mental health services and residential hall counsellor were ranked lowest.

In their review of literature on student counselling, Tinsley, Brown, St Aubin and Lucek (1984) found that research suggested the following:

- (a) Different types of problems are viewed as appropriate for different types of help-providers.
- (b) The nature of the client's problem influences his/her own help-seeking tendencies.

Others who obtained similar findings include Rust and Davie (1961); Snyder, Hill and Derksen (1972); and Gary (1980).

As in some of the studies reviewed in this part, this research seeks to establish whether or not there is a relationship between the nature of the student's presenting problem and their help-seeking tendencies, and whether certain helpers are preferred for specific types of problems. It does this by presenting some common emotional, personal, educational and vocational concerns to the student respondents, and asking them to indicate the most preferred helper for each

problem from a list of 11 potential sources of help. The findings of this research will hence shed more light on the previous studies reviewed.

*Help-seeking as a function of potential helper's characteristics.*

Worthington and Atkinson (1996) designed an experiment to test the hypothesis that clients who perceived their counsellors as holding etiology attributions similar to their own would rate their counsellor's credibility higher than clients who perceived their counsellors as holding dissimilar attributions. They defined etiology attributions as beliefs about the specific causal agents that act as antecedents to physical or mental illness. Their subjects were 40 undergraduate volunteers who participated as clients in counselling role-plays with 11 graduate student counsellors. At the end of the three-session counselling analogue experience, each client was exposed to a mock counsellor questionnaire on which the counsellor's etiology attributions were manipulated to either agree or disagree with client's etiology attributions. The researchers found that clients in the similarity of etiology attribution condition rated their counsellors to be more credible sources of help than did clients in the dissimilarity of etiology attribution condition.

Stranges and Riccio (1970) requested adult trainees in a manpower and development training programme to express their preference for counsellors based

on videotaped and printed information about counsellors. They reported that whites preferred white counsellors and black preferred black counsellors.

Haviland, Horswill, O'Connell and Dynneson (1983) investigated preference for counsellor race and sex, client sex, likelihood of using the counselling centre, and problem type (personal and educational-vocational). They used a sample of 62 (39 females, 23 males) Native American college students enrolled at Montana State University during spring quarter of 1979. A modified version of the Thompson and Cimboic (1978) questionnaire was used.

The results indicated that both females and males demonstrated a strong preference for Native American counsellors, regardless of problem situation. Males preferred male counsellors, but females expressed a preference for female counsellors only if they had a personal problem. The likelihood of using the counselling centre increased if the students could be seen by a counsellor of the same race regardless of problem situation. Students were less likely to indicate they would go to the counselling centre with a personal problem if they would be seen by either their third- or fourth-choice counsellors.

Cash, Begley, McCowan and Weise (1975) presented to a sample of students a 30-minute video-taped self-presentation of a presumably 30 year-old male counsellor whose appearance was varied cosmetically so that it was judged as either attractive or unattractive. They observed that a physically attractive counsellor was generally perceived as more favourable by both male and female

students. The students also reported him as more friendly, intelligent, assertive, trustworthy, warm, competent and likeable. He also elicited more optimistic outcome expectations for eight specific personal problems. When the counsellor was physically anonymous (i.e., only heard) these effects disappeared.

Lewis and Walsh (1978) replicated the above study with a female counsellor. They concluded that when a counsellor was perceived as physically attractive, this perception might exert influence on perceptions of other counsellor attributes and hence on the development of the counselling relationship.

Other researchers have also found that physical attractiveness of a counsellor influences the way clients perceive them and their possible help-giving. They include Byrne, London and Reeves (1968); Newcomb, Turner and Converse (1965); and Dion, Berscheid and Walster (1972). These studies found that physically attractive counsellors were thought to have socially desirable characteristics.

Porche and Banikiotes (1982) investigated the racial and attitudinal factors affecting the perceptions of counsellors by black adolescents. They used 247 black (123 males and 124 females) adolescents from a high school in an urban area in the US. The subjects were presented with racial and attitudinal information about a hypothetical male or female counsellor and asked to express their perceptions of the counsellor.

The results showed that attitudinal rather than racial information regarding a counsellor was observed to have a more crucial effect in determining perception of the counsellor. Counsellors portrayed as attitudinally similar were rated significantly higher than those dissimilar in terms of their perceived attractiveness, expertness and social attraction. Racial information also influenced the perceived attractiveness of a counsellor. Race of the counsellor was observed to interact with gender of the counsellor. White female counsellors were perceived as more expert than their black female counterparts, whereas the ratings of male counsellors were not influenced by the racial variable. According to Porche and Banikiotes (1982), an implication of their findings is the extent to which attitudinal information about a counsellor appears to be an important factor in a subject's perception of that particular counsellor. This in turn confirms the importance of attitudinal similarity of counsellors and clients in leading to positive perceptions.

Littrel and Littrel (1982) examined the effects of two non-verbal cues, the counsellor's dress and sex, on students' preferences for counsellors. They used two samples of high school students. One comprised of 140 American Indians (67 males, 73 females) from a high school on a North Dakota Sioux Indian reservation. The second comprised of 226 students (119 males and 107 females) from a North Dakota urban high school that's almost exclusively Caucasian. The four independent variables were race of student, sex of student, form of dress, and sex of counsellor. The students rated their preferences for discussing personal,

academic and vocational concerns with a counsellor. The results showed that student's preferences for counsellors varied with the counsellor's sex and dress, the type of problem and the race of the student. Same-sex preferences for counsellors were not influenced by counsellor dress. Preference for a counsellor of the same sex was strongest for female Indian students. Students differentiated their preferences for counsellors based on dress. Although the order of preferences based on clothing differed between races, they did not differ with sex of the counsellor. Across all concerns Indian high school students preferred counsellors dressed in "fashionable, coordinated, up-to-date" three piece suits. For vocational concerns this preference was particularly distinct. One implication of these findings is that attention to the fashionability of attire and to acceptance of diversity of form in counsellor attire would appear to appeal to a multiracial adolescent audience with varying problems. In addition, for counselling settings desiring to address client preferences as a means of reaching and retaining clients, availability of counsellors of both sexes seems essential.

Hardin and Yanico (1983) however failed to find differences in help-seeking preferences associated with counsellor sex.

As observed in this part of the literature review, student help-seeking is a function of potential helper's characteristics. These characteristics are varied and include attitudes held, dress, physical appearance and sex. It is important to be

aware of these characteristics and their potential influence as they might well explain some of the observed preferences in help-seeking in this study.

### ***Students' Attitudes toward Help-Seeking Behaviour***

Attitude is normally defined as a perceptual orientation and response readiness in relation to a particular object or class of objects. The following can be said of attitudes:

- (i) Attitudes are reasonably enduring, thus distinguishing them from sets and expectations which normally refer to more temporary states of readiness.
- (ii) Attitudes must show variation between individuals and between cultures.
- (iii) Possibly the most important distinguishing feature of attitudes is that they are necessarily evaluative or affective.
- (iv) The attitude concept in psychology has the scientific status of a hypothetical construct. It cannot be directly observed, but must be inferred from observable behaviour such as verbal statements of opinion.

Mwangi (1991) in his study found that Kenyan university students' attitudes toward psychological help were relatively independent of the sex of the student, but showed a definite stratification relating to the year of study.

Tracey et al. (1984) found that help-seeking attitudes were related to student's level of coping, while Good, Dell and Mintz (1989) found that gender appeared to play a significant role in determining attitudes toward seeking help and the tendency to actually seek it.

Dadfar and Friedlander (1982) studied the differential attitudes of international students toward seeking professional psychological help. They used a sample of international students representing 75 countries, and stratified by continent (Africa, Asia, Europe, Latin America). In-so far as possible, equal numbers of males and females were randomly selected from each country represented, among students enrolled at a large U.S. university.

The researchers had the subjects complete Fischer and Turner's scale of Attitudes Toward Seeking Professional Help. The results showed that of the variance in total attitude, 23% could be predicted from the variables age, sex, continent, educational level, time spent in US and prior contact with mental health treatment. Prior contact and continent were the most important determinants, with Western (European and Latin) attitudes significantly more positive than non-Western (African and Asian). International students inexperienced with professional help perceived it as a non-trustworthy, inappropriate means for solving personal difficulties. Furthermore, foreign students least concerned with the social stigma and invasion of privacy associated with treatment were those who had received help in their native countries.

Sex and educational level were not uniquely significant in predicting attitudes. This finding parallels Lorion's (1974) who found no sex differences among outpatients and Levine's (1972) who found greater differences in help-seeking attitudes among countries than among occupational groups. These results differ

however, from those of Fischer and Turner (1970) who reported a significant sex effect. Christensen and Magoon (1974) also found no differences in help-seeking associated with sex.

Blazina and Watkins (1996) investigated the effects of gender role conflict (GRC) on college men's scores of attitudes toward psychological help-seeking. They defined GRC operationally as a psychological state where gender roles have negative consequences or impact on a person or others. In measuring this variable, they used aspects of success, power, competition and restricted emotionality. They used 148 male undergraduate students and had them complete an instrument with 29 Likert-type statements rated on a scale 1-4. The subjects indicated agreement or disagreement with the statements about seeking professional help for psychological problems. The results showed that men who scored higher on GRC viewed seeking help more negatively. These results are understandable in light of Tracey's (1985) model of therapeutic process where shifts in power occur in favour of therapist when client begins to divulge information and express feelings.

Kelly and Achter (1995) investigated self-concealment and attitudes toward counselling in university students. In study one, with a sample of 256 (186 women, 70 men), the relations among self-concealment, attitudes toward seeking psychological help, and intentions to seek counselling were explored. The results revealed that even though self-concealment was associated with less favourable

attitudes toward seeking help, it was also associated with greater intentions to seek counselling. In the second study, high and low self-concealers read a description of counselling that either (a) indicated that counselling involves revealing highly personal information or (b) made no mention of such disclosure. The sample consisted of 83 undergraduate (61 women, 22 men) students in a U.S. college. The results showed that in the former condition, high self-concealers were less favourable toward counselling than were low self-concealers, whereas in the latter condition, there was no significant difference between the two groups. One reason why high self-concealers are more negative toward counselling than are low self-concealers is that they fear that counselling will require them to reveal highly personal information.

Sanchez and Atkinson (1983) studied Mexican-American cultural commitment, preference for counsellor ethnicity and willingness to use counselling. Mexican-American students who expressed a strong commitment to the Mexican-American culture (28 students); strong commitment to the Anglo-American culture (18 students); strong commitment to both cultures (38 students); or weak commitment to both cultures (14 students) rated their preference for an ethnically similar counsellor and completed a willingness to use professional counselling survey. The subjects were obtained from three institutional settings in the following manner: 16 subjects enrolled at a University of California campus were solicited by personal invitation. Community college participants were obtained through

referrals by Equal Opportunity Programme peer counsellors. On a state university campus a random sample of Mexican-American students received written, telephone or personal invitations to participate in the study.

The results indicated that preference for counsellor ethnicity and willingness to self-disclose in counselling were found to be related to cultural commitment.

Subjects with a strong commitment to the Mexican-American culture expressed the greatest preference for an ethnically similar counsellor and the least willingness to self-disclose. Females expressed a greater willingness to use professional counselling services than did males. This is consistent with the findings of Fischer and Turner (1970), and Hummers and De Volder (1979). Apparently females raised in both cultures were more socialized to counselling than were their male counterparts.

Understanding the attitudes of students toward help-seeking is vital since the issue of attitude is central to the tendency to seek help and also to actual help-seeking. Attitude will also have some significant bearing on preference for helpers. For instance, a student whose attitudes are unfavourable may resent what they perceive as undue invasion of privacy by the school counsellor, thereby preferring to consult the more familiar and less probing student-friend or parent.

Even though a lot of research has been done on the topic of students' preferences for help-givers and their attitudes toward seeking help, the findings are varied and sometimes contradictory. On the issues of preference for helpers and its

relationship with type of problem, for instance, Tinsley et al. (1982) found that close friends were in general preferred for personal problems while academic advisor, instructor, close friend, and close relative were generally preferred for career problems. Strong, Hendel and Bratton (1971) in turn found that counsellors were preferred for vocational and educational problems and some specific personal problems. Schneider, Laury and Hughes (1976) observed that psychiatrists were preferred to clinical psychologists for personal problems while for emotional problems counselling psychologist was preferred. Webster and Fretz (1978) found that ranking in helpers did not vary greatly across race, sex or even problem type and that all students tended to rank the same help sources highly e.g. parents and relatives, while others were rated quite low. Parents were ranked as the primary resources for assistance with educational/ vocational problems followed by faculty members.

Another area in which there is no clear agreement among previous research work is on the effect of counsellor gender on students' preferences for a helper. Littrel and Littrel (1982) reported that adolescent subjects preferred a counsellor of the same sex. Hardin and Yanico (1983) failed to find differences in help-seeking associated with counsellor gender. Inconsistent with this are the findings of Carter (1978), Feldstein (1982) and Johnson (1978) all who found differences associated with counsellor gender.

Nowhere is this inconclusiveness of previous research findings more glaring than on the question of whether or not sex of helpee or client influences help-seeking preferences and attitudes. Mwangi (1991) found that sex of client influences preference for particular help-givers but had no influence on attitudes. Kebaya (1987) in turn noted that boys differ significantly in help-seeking from girls, implying sex influenced help-seeking. Form (1953) and Bird (1956) also found that the desire for help was a function of sex. Taking an opposing view are Christensen and Magoon (1974) and Snyder, Hill and Derksen (1972) who found no differences in help-seeking associated with sex. Dadfar and Friedlander (1982) found that sex and educational level were not uniquely significant in predicting attitudes. Remember that Mwangi (1991) found that the year of study had an influence on attitudes.

### *The population*

In view of these discrepant and varied research findings, it can be reliably concluded that research in this topic is still inconclusive. There is a need therefore to shed more light on the topic and clarify various issues through further research.

*Study population*  
The study population consisted of 100 secondary school students from 10 different districts in Kenya. The population was divided into two groups of 50 students each. The first group consisted of 50 students from District schools.

## CHAPTER III

### Methodology

In this chapter various aspects of the population from which the sample was obtained, the sample itself, research instrument, the procedure for collecting data and the method used to analyse the data will be discussed. These are precisely discussed under five sub-headings viz.:

- (a) The population
- (b) The sample
- (c) Research instrument
- (d) Data collection procedure
- (e) Data analysis.

#### *The Population*

The population for this research was secondary school students studying in West Pokot District of the Rift Valley Province, North Western Kenya. The District is in an arid area with the Pokot people being the district's ethnic group. The district has a total of 16 secondary schools. A few of them are relatively young or new and have only Forms one and two. Five of the schools are Provincial while the rest are District schools.

### *The Sample*

The sample consisted of 60 students from four secondary schools. Some schools were eliminated from consideration on the following grounds:

- (i) Lack of a teacher-counsellor ( trained or appointed).
- (ii) Not having Form one through to Form four.

After this elimination, 12 schools remained for consideration. These were grouped into four categories as shown below:

<b>Category</b>	<b>Number considered</b>	<b>Number selected</b>
Boys boarding	4	1
Girls boarding	6	1
Mixed boarding	1	1
Mixed day	1	1

One school was required from each category. Out of the four boys boarding and six girls boarding, one school was selected from each category based on considerations of accessibility. These categories were constituted in the belief that they would enable the capture of the variety and scope of responses thought to be present in the differently- composed schools.

In each of the four selected schools, a different class was used as indicated below:

<b>Category</b>	<b>Class used</b>
Boys boarding	Form one
Girls boarding	Form four
Mixed boarding	Form three
Mixed day	Form two

For every class selected in each school, one stream was picked for those schools that had more than a single stream. In the selected stream, 19 students were picked to complete the questionnaire. Fifteen respondents were required from each school but 19 were picked incase some questionnaires were found to be incomplete and had to be rejected. To pick the 19 students, a class list was obtained and systematic random sampling employed to pick them. Starting with the first name on the list, every third name was picked for inclusion in the sample until the required size was achieved. This was done with the boys boarding, girls boarding and mixed day (in which the proportions of female and male students were more or less equal). In the fourth school, mixed boarding, there were disproportionately more male than female students in the target class. Stratified random sampling was consequently used so as to achieve the desired representation from the two genders in the class. The sampling of the respondents is summarized in the table below:

School category	Number present in class		Number picked	
	Males	Females	Males	Females
Boys boarding	54	0	15	0
Girls boarding	0	32	0	15
Mixed boarding	29	17	9	6
Mixed day	16	15	8	7
<b>Total</b>	<b>99</b>	<b>64</b>	<b>32</b>	<b>28</b>

The total sample of 60 picked eventually comprised of 32 male students and 28 female students.

### *The Instrument.*

The research instrument used was a self-administered questionnaire. It consisted of three parts. Part one required the respondents to give biographical data such as their gender, class etc. Part two contained two sub-sections and dealt with preference for and ranking of helpers. The first sub-section provided a list of the potential helpers available to secondary school students. A number of problems and concerns commonly faced by secondary school students was then presented. For each problem, the student was required to select two sources of help from the list provided. The first choice was the most preferred source of help while the second one was the least preferred. A total of 16 problems were presented, with four problems representing each of the four problem categories identified in chapter one, i.e. emotional, personal, educational and vocational. Sub-section two

of part two required the students to rank the same helpers listed earlier (with self-consultation excluded) in the order in which they would prefer them to help them with all their problems in general.

The third and last part of the questionnaire was an attitude scale. It required the respondents to state their agreement or disagreement with each of 12 statements about help-seeking behavior. Seven of the 12 statements were positively worded while five were negatively worded. The responses were on a five-point Likert type scale ranging from strongly agree to strongly disagree, to be scored such that the higher the total score the more positive or favourable is the respondent's attitude toward seeking help. The highest possible score per respondent was 60 while the lowest was 12. For positively worded items, the item scores range from five for strongly agree to one for strongly disagree. This scoring procedure is reversed for negatively worded items.

The instrument was developed after reviewing related literature (such as Mwangi, 1991, and Kebaya, 1987, who used similar instruments) and consulting experts. The list of helpers was modified from that used by Christensen and Magoon (1974) to suit the local situation. The problems faced by students were discussed with two teacher-counsellors. It was agreed that those included in the questionnaire were representative of the problems and concerns common to secondary school students.

The attitude scale was an adaptation of the Fischer and Turner's (1970) test of Attitude Towards Seeking Psychological Help (ATSPH). This scale comprises seven positive and five negative items, which capture four crucial aspects of the attitude being measured viz.:

- (i) Need – recognition of personal need for help ( 3 items ).
- (ii) Stigma – tolerance of the stigma associated with seeking help (3 items).
- (iii) Openness – interpersonal openness regarding one's problems (3 items).
- (iv) Confidence – confidence in the ability of the helper to be of assistance (3 items).

Suggestions from consultation with the supervisor were also incorporated during the development of the instrument. The instrument was further validated by pretesting with 10 students. Findings from the pretesting were discussed with an expert (the supervisor) and further adjustments were effected.

### ***Data Collection Procedure***

The researcher made arrangements with the administration of the concerned schools and was advised on a convenient day and time when he could visit the school to administer the questionnaire. On arrival at the school on the agreed day and time, the researcher requested for a class list of the target class. He then proceeded to pick the 19 students who would complete the questionnaire. The 19 were then taken to a separate room or the rest of the class members asked to leave. This ensured that the respondents completed the questionnaire independently. The

researcher then distributed the questionnaires personally and went through the instructions with the respondents. They were then given ample time to complete the questionnaires. Afterwards the questionnaires were collected and sorted out. Those that were incomplete were rejected. In cases where all 19 scripts were properly filled, four were picked at random and rejected so that a final sample of 15 was obtained.

### ***Data Analysis***

Descriptive statistics were used to analyse the data for this research. Some of these descriptive statistics are measures of central tendency (such as mean) as well as distributions (such as percentages and frequencies). These statistics were ideal for this study because there were no statistical hypotheses to be tested. Great use is therefore made of frequency tabulations.

## CHAPTER IV

### Findings

The first research question was: Which potential helper is preferred for emotional, personal, educational and vocational problems? Four problems representing each category were presented and the respondent asked to select the most preferred and the least preferred source of help for each problem. The results of the most preferred helper are presented below.

**Table iv.1: The most preferred helper for each problem.**

Problem Number	Emotional problems					Personal problems					Educational problems					Vocational problems					Grand TTL
	5	6	7	8	TTL	9	10	11	12	TTL	13	14	15	16	TTL	17	18	19	20	TTL	
Teacher-counsellor (A)	17	10	10	20	57	7	9	16	19	51	24	30	29	27	110	26	9	8	16	59	277
Headteacher (B)	3	6	8	1	18	4	1	3	6	14	12	10	5	9	36	8	27	10	21	66	134
Other teachers (C)	1	1	2	3	7	0	5	0	4	9	16	14	20	5	55	17	7	4	5	33	104
Close student-friend (D)	9	12	6	1	28	1	15	8	11	35	2	1	2	2	7	1	2	1	1	5	75
Parent /Guardian (E)	8	4	7	5	24	14	6	1	4	25	1	2	1	9	13	5	8	32	13	58	120
Close relative (F)	0	1	2	3	6	7	5	3	4	19	1	1	0	1	3	1	5	1	2	9	37
Religious person (G)	9	22	17	19	67	24	10	14	4	52	0	1	2	3	6	0	1	1	1	3	128
School nurse (H)	12	2	3	3	20	0	1	9	1	11	1	0	0	0	1	0	0	0	0	0	32
Matron (J)	0	1	2	1	4	0	4	1	1	6	0	0	0	0	0	0	1	0	0	1	11
Traditional healer/ Witchdoctor (K)	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1
Self-consultation (L)	1	1	3	4	9	3	4	4	5	16	3	1	1	4	9	2	0	3	1	6	40
Others (M)	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1

**Key:** TTL=TOTAL

From the table above, it can be seen that a religious person is the helper selected by the highest number of students as the most preferred helper for emotional problems. The next most preferred help-giver was the teacher-counsellor followed by close student-friend and then parent/guardian. For personal problems, the preference for help-giver is consistent with that for emotional problems. The four

most preferred help-givers for personal problems are hence, religious person followed by teacher-counsellor, close student-friend and then parent/guardian. For educational problems, the top four help-givers starting with the highest preferred were teacher-counsellor, other teachers, headteacher and parent/guardian. For vocational problems, the same four help-givers were the most preferred but in a different order. Starting with the highest preferred, the four were listed in this order: Headteacher, teacher-counsellor, parent/guardian and other teachers.

The second research question was: Is there a relationship between the type of problem face by a student and the kind of helper preferred? A closer scrutiny of the information in table iv.1 above enables this question to be answered.

The table reveals that for the first emotional problem (problem number five), the teacher-counsellor leads with 17 respondents (28.3%) out of a total of 60 selecting that choice as the most preferred. School nurse is seen as an appropriate source of help for this problem of “occasionally suffering from excessive nervousness, fear and worry”, coming second with 12 respondents (20%). For problem number six, “I easily get upset and annoyed at others”, a religious person was picked by the highest number of respondents representing 36.6% of total respondents. Close student-friend was second with 20%. For the third emotional problem (number seven) which was, “sometimes I feel very guilty over things that I’m not necessarily responsible for”, religious person led with 28.3% of total respondents followed by teacher-counsellor with 16.6%. The fourth emotional problem

(number eight) was: "There are moments when I feel useless and hopeless, and lack motivation and ambition." Teacher-counsellor led with 20 respondents closely followed by religious person with 19 respondents. When the four emotional problems are combined, religious person leads with 67 out of 240 respondent-problems or mentions (60 respondents x 4 problems). Teacher-counsellor is second with 57 respondent-problems. For the four personal problems, religious person and teacher-counsellor lead with 52 and 51 mentions respectively. When it comes to educational problems, the religious person's tally of mentions drops drastically to only six out of 240 (0.025%). A religious person seemed to have been viewed as inappropriate for educational problems. The same is true of vocational problems where the religious person secured only three mentions (0.0125%). Although the headteacher is not among the top four most preferred help-givers for emotional and social problems, that source of help is third most preferred for educational problems. With vocational problems, headteacher is the top most preferred help-giver .

So then, it appears that there is indeed a relationship between the type of problem faced by a student and the kind of helper preferred.

The third research question read: Does the student's year of study affect his or her preference for help-giver? To answer this question, the students' responses on the most preferred helper for emotional, personal, educational and vocational

problems are analysed for each class. The total number of mentions for each help-giver are tallied and presented in Table iv.2 below.

**Table iv.2: Analysis of each help-giver's mentions by class.**

	Emotional Problems				Personal Problems				Educational Problems				Vocational Problems				TOTAL			
	Form 1	Form 2	Form 3	Form 4	Form 1	Form 2	Form 3	Form 4	Form 1	Form 2	Form 3	Form 4	Form 1	Form 2	Form 3	Form 4	Form 1	Form 2	Form 3	Form 4
Teacher-counsellor (A)	11	16	14	16	6	10	14	21	15	19	36	40	11	7	24	17	43	52	88	94
Headteacher (B)	10	3	5	0	9	2	2	1	13	14	8	1	28	19	9	10	60	38	24	12
Other teachers (C)	1	2	1	3	4	2	2	1	21	16	6	12	7	11	8	7	33	31	17	23
Close student-friend (D)	2	5	11	10	7	7	12	9	2	1	3	1	0	3	1	1	11	16	27	21
Parent/Guardian (E)	5	7	9	3	5	7	7	6	2	4	3	4	11	16	12	19	23	34	31	32
Close relative (F)	2	1	1	2	5	4	4	6	1	2	0	0	1	0	5	3	9	7	10	11
Religious person (G)	21	18	12	16	11	18	15	8	1	3	1	1	0	1	0	2	33	40	28	27
School nurse (H)	5	6	4	5	4	3	1	3	1	0	0	0	0	0	0	0	10	9	5	8
Matron (J)	2	1	0	1	2	3	1	0	0	0	0	0	0	1	0	0	4	5	1	1
Traditional healer/ witchdoctor (K)	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Self-consultation (L)	1	1	3	4	6	3	2	5	4	1	3	1	2	2	1	1	13	7	9	11
Others (M)	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0

The data in the table reveals that there was a discernible trend in preference across the classes for some help-givers. For instance, the total mentions for the teacher-counsellor increased as we move from Form one to Form four. The total mentions for the headteacher on the other hand decrease from a high of 60 in Form one to a low of 12 as we get to Form four. This is evidence that the student's year of study affects his or her preference for help-giver. A look at the headteacher's mentions for emotional and personal problems reveals more support for the above assertion. The headteacher is mentioned a total of 19 times in the two categories of problems by respondents in Form one and only once by those in Form four. Other teachers seemed to be decreasing in importance as sources of help the longer a student had

stayed in school. In general, close student-friend became a preferred source of help more and more as the student moved from Form one to four.

For all the problems combined, the top four preferred help-givers for each class were:

Form One:

1. Headteacher
2. Teacher-counsellor
3. Other teachers
4. Religious person

Form Two:

1. Teacher-counsellor
2. Religious person
3. Headteacher
4. Parent/guardian

Form Three:

1. Teacher-counsellor
2. Parent/guardian
3. Religious person
4. Close student-friend

Form Four:

1. Teacher-counsellor
2. Parent/guardian
3. Religious person
4. Other teachers.

Though most of the helpers in the top four are common, the order changes from class to class. This implies that the year of study of a student does affect his or her preference for help-giver.

The fourth research question was: Is there a relationship between sex of the student and the helper preferred? To answer this question the responses on the most preferred helper for each problem category are analysed for each sex. Since the two sexes have unequal number of respondents, a mean score for each problem category per help-giver is obtained for each sex.

The mean score is obtained by dividing the total mentions by the number of respondents for each sex. This makes the comparison of scores of the two sexes meaningful.

This is shown in table iv.3 below.

**Table iv.3 : Analyses of preference for helper by sex of respondents.**

	Emotional Problems				Personal Problems				Educational Problems				Vocational Problems				Totals			
	Mentions		Mean Score		Mentions		Mean Score		Mentions		Mean Score		Mentions		Mean Score		Mentions		Mean Score	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Teacher-counsellor (A)	30	27	0.94	0.96	19	32	0.59	1.14	36	74	1.13	2.64	27	32	0.84	1.14	112	165	3.50	5.89
Head teacher (B)	14	4	0.44	0.14	11	3	0.34	0.11	30	6	0.94	0.21	44	22	1.38	0.79	99	35	3.09	1.25
Other teachers (C)	4	3	0.13	0.11	8	1	0.25	0.04	35	20	1.09	0.71	20	13	0.63	0.46	67	37	2.09	1.32
Close student friend (D)	12	16	0.38	0.57	19	16	0.59	0.57	5	2	0.16	0.07	4	1	0.13	0.04	40	35	1.25	1.25
Parent/Guardian (E)	12	12	0.38	0.43	9	16	0.28	0.57	5	8	0.16	0.29	25	33	0.78	1.18	51	69	1.59	2.46
Close relative (F)	3	3	0.09	0.11	11	8	0.34	0.29	3	0	0.09	0	3	6	0.09	0.21	20	17	0.63	0.61
Religious person (G)	38	29	1.19	1.04	31	21	0.97	0.75	5	1	0.16	0.04	0	3	0	0.11	74	54	2.31	1.93
School nurse (H)	10	10	0.31	0.36	5	6	0.16	0.21	1	0	0.03	0	0	0	0	0	16	16	0.50	0.57
Matron (I)	3	1	0.09	0.04	3	3	0.09	0.11	0	0	0	0	0	1	0	0.04	6	5	0.19	0.18
Traditional healer/ witchdoctor (K)	0	0	0	0	1	0	0.03	0	0	0	0	0	0	0	0	0	1	0	0.03	0
Self-consultation (L)	1	7	0.03	0.25	10	6	0.31	0.21	8	1	0.25	0.04	5	1	0.16	0.04	24	15	0.75	0.54
Others (M)	0	0	0	0	1	0	0.03	0	0	0	0	0	0	0	0	0	1	0	0.03	0

The table reveals that the top four helpers in terms of total mean score were:

For male respondents:

1. Teacher-counsellor – Mean score 3.50
2. Headteacher – Mean score 3.09
3. Religious person – Mean score 2.31
4. Other teachers – Mean score 2.09

For female respondents the top four helpers were:

1. Teacher-counsellor – Mean score 5.89
2. Parent / guardian – Mean score 2.46
3. Religious person – Mean score 1.93
4. Other teachers – Mean score 1.32

Although three of the top four helpers for the two genders are common, the two lists are not identical. The headteacher featured as the second most preferred helper overall for males while for females the parent /guardian was the second most preferred source of help overall. The total mean scores for those helpers appearing in the two lists were significantly different e.g. 3.5 for males against 5.89 for females for the teacher-counsellor. All these observations suggest that there was a relationship between the sex of the student and the helper preferred. Further scrutiny of table iv.3 yields more evidence of this. For instance, the teacher-counsellor was consistently preferred more by the females for all the four categories of problems as revealed by the higher mean scores for females. The headteacher on the other hand was consistently preferred more by the males for all problem-categories. The males also consistently preferred other teachers more across all problem-categories. With a close student-friend, the males preferred them as help-givers more than females in all problem-categories except emotional problems where females led in their preference for close student-friend. The females consistently preferred the next helper, the parent/guardian, for all problem areas.

Although the total mean scores of preference of close relative for the two sexes are almost equal, the males preferred this helper more than females in two problem areas i.e. personal problems and educational problems. For emotional and vocational problems, the females preferred close relative more. With a religious person, the males preferred him more in three problem-categories viz. emotional,

personal and educational problems. This helper was preferred more by females for vocational concerns. The school nurse was preferred more by females for emotional and personal problems. The males preferred this help-giver more with educational concerns while with vocational ones none of the respondents said they would prefer this help resource. Matron was preferred more by females for personal and vocational concerns. Males preferred matron more for their emotional problems. No respondent preferred this help-giver with their educational concerns. Male respondents preferred to handle some of their personal, educational and vocational problems themselves more than female respondents. With emotional problems, females preferred to self-consult more than males. This analysis hence supports the finding that there is a relationship between the sex of the student and the helper preferred.

The last two research questions dealt with students' attitude toward help-seeking. The fifth question read: Do the students hold favourable or unfavourable attitudes toward help-seeking behavior? An attitude scale consisting of 12 Likert-type statements was used to gather information on the attitude of students toward help-seeking behavior. An analysis of this data will enable this question to be answered. This analysis is presented in table iv.4 below:

scale. This was followed by tolerance for stigma associated with help-seeking, confidence in helper, and finally interpersonal openness.

The sixth and last question also dealt with students' attitude toward help-seeking behaviour. It stated: Are the attitudes of male students toward help-seeking behaviour similar to or different from those of female students? An analysis of the scores of the attitude scale by gender was carried out so as to answer this question. This is shown in table iv.5 below:

**Table iv.5 : Scores for Attitude toward help-seeking behaviour by gender**

	Males		Females	
	Score	Mean Score	Score	Mean Score
Recognition of need for help	373	11.66	333	11.89
Tolerance for stigma	336	10.50	305	10.89
Interpersonal openness	302	9.44	289	10.32
Confidence in helper	329	10.28	273	9.75
<b>Total</b>	<b>1340</b>	<b>41.88</b>	<b>1200</b>	<b>42.86</b>

The mean score for each sub-scale and for the total score were calculated for each gender. This made comparison of the scores of the two genders valid and meaningful. The differences in the mean scores of the four sub-scales between the two genders were very small, with all of them being less than one in value. The

largest one was the difference between the interpersonal openness sub-scale which was 0.88. The difference between the total means was 0.98. These differences were slight and not significant. The mean scores therefore indicated a more or less similar attitude by the two sexes. It can then be said that the attitudes of male students toward help-seeking behaviour were similar to those of female students. However, it can also be observed that, even though the attitudes of both males and females were favourable and similar, the females had a slightly more favourable attitude than males in three of the four sub-scales as evidenced by a higher mean score. These sub-scales were Recognition of need for help, Tolerance for stigma, and Interpersonal openness. The males had a slightly more favourable attitude in the fourth sub-scale, i.e. Confidence in helper.

## CHAPTER V

### Summary, Discussion, Conclusions and Recommendations

#### *Summary*

This research sought to explore the preference for help-givers by secondary school students when they were confronted with emotional, personal, educational and vocational problems. It also sought to establish whether the students held favourable or unfavourable attitudes toward help-seeking behavior.

A questionnaire was used to collect data for the research. The data was in turn used to provide answers to the research questions.

#### *Discussion*

The results indicated that a religious person, followed by the teacher-counsellor, close student-friend and then parent/ guardian were the most preferred sources of help for emotional problems. This was partly consistent with Kebaya's (1987) findings. He found that for personal-emotional problems, parents, self-consultation and student-friend were listed as highest in that order.

A possible explanation for the high preference accorded to a religious person is that he is seen as a very objective and non-judgmental person who can be trusted with intimate information on one's emotional problems. Almost everyone in the rural areas, where this research was based, has had some form of contact with a religious figure since religion is central to rural life in Kenya. Rural folks may hence find it easy to trust religious persons.

The subjects for this study were secondary school students. Such students are in their adolescence. At that stage they were likely to be actively searching for peer acceptance. They were at the same time still under the care of their parents and so still dependent on them. This may explain the high ratings of preference given to close student-friend and parent/guardian.

The preference for help-provider for personal problems is consistent with that for emotional problems. The explanation offered above may also be valid here. This is true because there is a close linkage between emotional and personal problems.

For educational problems, the top four most preferred helpers were teacher-counsellor, other teachers, headteacher and parent/guardian. This was consistent with the findings by Kebaya (1987) who found that for educational-vocational concerns, teacher-counsellor, school teacher, headteacher and self-consultation were most preferred in that order. The inclusion of self-consultation in the top four help sources may be due to the fact that Kebaya's (1987) sample comprised of Form IV and VI students who were obviously more mature and independent. These findings also agreed with those of Tinsley et al. (1982) who found that for career problems, the two most preferred help-givers for college students were academic advisor and instructor. They also partly agreed with those of Webster and Fretz (1978). They found that college students ranked faculty members as the

second most preferred resource for assistance with educational-vocational problems after parents.

Teachers are basically concerned with educational issues. Educational issues and problems require some degree of expert knowledge, which the teachers possess. This may therefore explain the high preference given to teacher-counsellor, other teachers and headteacher as sources of help for educational problems.

The same top four help-providers preferred for educational problems were also preferred for vocational concerns but in a different order. For vocational problems, the headteacher, teacher-counsellor, parent/guardian and other teachers were listed in that order as the most preferred help-givers. It is natural to expect educational and vocational problems to feature common sources of help. This is because there exists some relationship between educational and vocational issues in the sense that an individual's education very often determines what vocation the individual takes. That the headteacher tops the list of help-providers for vocational problems may be explained by the fact that the headteacher has or is perceived to have a lot of contact with the outside world, with leaders, career persons and so on. He was therefore seen as having a lot of information relevant to vocations. Parent/guardian was ranked higher for vocational problems as compared to educational ones. This is probably due to the fact that most Kenyan households' decisions and plans on career and vocation are made in close consultation with parents or guardians.

The second research question sought to know whether there was a relationship between the type of problem faced by a student and the kind of helper preferred. The findings indicated that there was a relationship between the type of problem faced by a student and the kind of helper preferred. This was consistent with the findings of Tinsley et al. (1982) who found college students' tendency to seek help to be a function of both the type of problem and the potential help-giver. It also agreed with Schneider, Laury and Hughes (1976). They found that preference for help-givers by college students largely depended on whether the problems were personal-social or educational-vocational. This was also the conclusion arrived at by Tinsley, Brown, St. Aubin and Lucek (1984) in their review of literature on student counselling. They observed that result suggested that (a) different types of problems were viewed as appropriate for different types of help-providers, and (b) the nature of the client's problem influenced his/her own help-seeking tendencies. As mentioned earlier, students in secondary schools face many and varied problems. These problems were categorised into emotional, personal, educational and vocational. These problems are inherently different in nature. Some of them, such as emotional and personal problems, may require the help-seeker to disclose some intimate information. Such problems may hence be viewed as appropriate for particular help-providers who can be trusted. These may include a religious person, close-student friend and parent/guardian. Sharing with these people may produce a sense of relief and comfort. Some of these help-givers may on the other hand be viewed as inappropriate for problems of a different kind. A close student-

friend, for instance, is seen as having similar knowledge and exposure to fellow students. He or she is therefore not expected to be very helpful with educational or vocational concerns, i.e. a close student-friend is viewed as inappropriate for these concerns. In fact, more students would rather self-consult than consult their colleagues with both educational and vocational problems.

The third research question was on whether or not the student's year of study affected his/her preference for help-giver. The findings indicated that for some help-providers, the year of study does affect preference. The headteacher, for instance, was mentioned as the most preferred helper a total of 60 times by respondents in Form one, 38 by those in Form two, 24 by those in Form three and only 12 by Form four respondents. The headteacher hence decreased in rating as a helper as a student moved from Form one to Form four. This is probably due to the fact that the headteacher is one of the first members of the school staff that new students in Form one encounter on admission. In many schools the headteacher/principal is involved directly in the admission process. Even in schools where this is not the case, the headteacher will still come into contact with the new students a lot during orientation, assemblies etc. It is conceivable therefore to expect that students in Form one will immediately trust the headteacher as a possible and appropriate source of help, hence the high number of mentions. The headteacher however diminished in importance as a help-giver the longer a student stayed in school. This can be attributed to two main reasons. One is that as a student spends

more and more time in school, he/she discovers alternative sources of help such as the teacher-counsellor, student-friend etc. The second reason is that the student discovers that the headteacher is a tough, authoritative figure, sometimes a disciplinarian and hence begins developing a fear for the headteacher. The student will therefore increasingly keep off the headteacher.

The preference for teacher-counsellor across the classes has the reverse trend to that of the headteacher. The preference for teacher-counsellor increases steadily from Form one to Form four. This is probably due to the fact that as a student spends more and more time in school, he/she discovers and develops more and more trust and confidence in the teacher-counsellor. This is especially true since the teacher-counsellor is expected to carry out an awareness campaign targeted at the new students.

Other teachers seemed to be preferred more by the lower classes, i.e. Forms one and two. This is possibly because, along with the headteacher, the students in Form one are in frequent contact with other teachers. But as they progress they diversify their sources of help, implying that other teachers diminish in importance as helpers. Close student-friend on the other were preferred more by the upper classes, i.e. Forms three and four. This can be explained by the fact that students in the upper classes have been in the school for a longer time. They have therefore had a chance to build strong friendships.

The highest number of respondents who would opt to deal with their problems their own way, i.e. self-consultation, was found in Form one (13) and the lowest in

form two (7). The students in Form one have just entered a new environment with which they are unfamiliar. They are therefore confused and unwilling to or afraid of seeking external help. In Form two the student is now comfortable in the familiar environment and can hence venture into seeking out external help. In Forms three and four the student has matured and can now handle some of the problems themselves. The number of respondents selecting self-consultation in Form three is therefore higher (9) as compared to that in Form two (7), and it increases further in Form four to 11.

These research findings were consistent with what Mwangi (1991) found. He observed that the year of study had a significant influence on preference of particular help-givers among Kenyan university students.

The next research question sought to know whether or not there existed a relationship between sex of the student and the helper preferred. The results indicated that there was a relationship between sex of the student and the helper preferred. For all problem categories, both sexes preferred the teacher-counsellor most. The males listed the headteacher as the second most preferred help-provider, while the females listed the parent/guardian in position two. The males may find it easy to identify with the headteacher, who is seen as a figure of authority and a leader. This is because in the African cultural setting males are socialized to be figures of authority and leaders. Male students may therefore prefer to be assisted by the headteacher, whom they see as a role model.

The female students on the other hand may find it easy to identify with the parent/guardian. After all, females are socialized to be home or family oriented. The males were also found to consistently prefer other teachers more than the females, while the females led in their preference for teacher-counsellor. Other teachers are also viewed as figures of authority when compared to teacher-counsellor whose task is to assist clients make the right decisions rather than directing and ordering them. Hence the males preferred other teachers to the teacher-counsellor as compared to the females.

The finding that there existed a relationship between sex of student and the helper preferred was consistent with certain other researches and inconsistent with others. It was consistent with Tracey et al. (1984) who found that actual help-seeking behaviour was related to sex of the student. It was also consistent with Kebaya (1987) who found that boys differed significantly from girls in their help-seeking. Mwangi (1991) also found that the sex of the student had a significant influence on preference of particular help-givers. Hardin and Yanico (1983) also found a significant main effect for subject gender in their study on subject expectations for counselling. Christensen and Magoon (1974) however found no differences in help-seeking associated with the sex of the student.

The fifth research question dealt with students' attitudes toward help-seeking and it sought to establish whether students' attitudes toward help-seeking behaviour were favourable or unfavourable. The results indicated that the students

held favourable attitudes toward help-seeking behaviour. The attitude scale used to collect data comprised four sub-scales. The sub-scale for recognition of need for help had the highest score. This means that most students readily recognized and admitted the need for help. This is to be expected because the students are at an age where they face many problems and difficult situations. As Khaemba (1986) noted in her study, students in secondary schools are confronted with educational, vocational and social problems which hinder their academic progress. This being the situation, then, it is natural to expect that these students will realize that they need some sort of help. As Brammer (1973) notes, "few of us achieve our growth goals or solve our personal problems alone. We need other people in some kind of helping relationship to us" (p.1).

The recognition of need for help sub-scale was followed by tolerance for stigma associated with help-seeking, confidence in helper and finally interpersonal openness. The low score for interpersonal openness can be explained from a cultural point of view. The majority of the respondents for this study were from the Pokot community. This is a very closed community in which children are socialized to be wary of strangers and anyone who is not a close relative. These children will hence find it difficult to open up fully to some of the help-providers when they are in secondary school, hence the low score for interpersonal openness. Tracy et al. (1984) found that help-seeking attitudes were related to student's level of coping. Dadfar and Friedlander (1982) found that prior contact with mental health treatment and continent were the most important determinants of attitudes,

with Western attitudes significantly more positive than non-Western (African and Asian). Additionally, foreign students least concerned with the social stigma and invasion of privacy associated with treatment were those who had received help in their native countries. Sanchez and Atkinson (1983) found that willingness to self-disclose in counselling was related to cultural commitment. Subjects with a strong commitment to the Mexican-American culture expressed the greatest preference for an ethnically similar counsellor and the least willingness to self-disclose.

The last research question sought to know whether the attitudes of male students toward help-seeking behaviour were similar to or different from those of female students. The results showed that the attitudes of male students toward help-seeking behaviour did not differ significantly from those of female students. This was consistent with the findings of Christensen and Magoon (1974) who reported no differences in help-seeking associated with sex of the student, as well as with Mwangi (1991) who found that students' attitudes toward psychological help was relatively independent of the sex of the student. Dadfar and Friedlander (1982) also reported that sex was not uniquely significant in predicting attitudes. The findings of this research on the relationship between sex of the student and attitudes toward help-seeking behaviour were however inconsistent with the findings of a number of studies. These include Tracey et al. (1984) who found that students' help-seeking attitudes and behaviour were a function of the sex of the student, and Good, Dell and Mintz (1989) who found gender to be significant in

determining attitudes toward seeking help and the tendency to actually seek it.

Sanchez and Atkinson (1983) found that females expressed a greater willingness to use professional counselling services than did males.

As stated earlier, the attitudes of both females and males toward help-seeking behaviour did not differ significantly in this study. The results also reveal, however, that female students had a slightly more favourable attitude than male students overall and also in three of the four sub-scales. This can be explained in terms of culture and socialization. In our society the females are socialized to be dependent on their parents as children and on their husbands later as adults. This may then predispose females to be more inclined to seek help as compared to men who are socialized and expected to be strong and independent. Sex role stereotypes would therefore explain this observation.

Of the four sub-scales, the males had the least favourable attitude toward interpersonal openness. This observation may be seen in light of Tracey's (1985) model of therapeutic process. In this model, shifts in power occur in favour of the therapist when client begins to divulge information and express feelings. Gender role stereotypes ascribe aspects of success, power, competitiveness and restricted emotionality to the male. Males would therefore find it difficult to have interpersonal openness with a help-provider. This is because it may be perceived as tantamount to ceding power. The female students on their part had the least favourable attitude toward confidence in helper. This may be because the females might view their help-seeking needs and desires as sanctioned and expected by the

society. They may therefore feel like they don't have much say in the question of whether or not to seek help, that society expects them to need and seek help, being members of the "weaker sex". This may in turn lead to some degree of skepticism about the help-providers' ability to effectively assist them. This would then explain the low score for this sub-scale.

### **Conclusion**

This research had two broad areas. These were preference for help-providers by secondary school students for their problems, and the attitudes held by these students toward help-seeking behaviour. The information gathered was used to provide answers to six research questions pertaining to the two areas. The findings of this study, as outlined in chapter four, have been discussed and some of their implications stated.

### **Recommendations**

The following recommendations are offered:

1. This study revealed that close student-friend is an important source of help especially with emotional and personal problems (ranked third overall in both problem categories). This would indicate the desirability of encouraging peer-counselling programmes in secondary schools.
2. Schools should also deliberately plan for and encourage more activities that would enable students to expand and strengthen their network of friends. Such

activities include sports, community work, group discussion, projects to be done in groups, entertainment, time for relaxation etc.

3. Although providing help to students is not, and may be ought not to be, the monopoly of the teacher-counsellor, it may be desirable to have the teacher-counsellor as the most preferred source of help for all types of problems. This is because the teacher-counsellor is in a better position to counsel the students. Consequently, teachers should be given in-service courses in counselling.
4. The results from this study indicated that the teacher-counsellor was ranked second overall in both emotional and personal problem areas. Gelso and McKenzie (1973) determined that presenting either oral or written information to potential clients concerning counselling services influenced their perceptions of the role of a counsellor. They suggested that those changed perceptions could influence help-seeking. In light of this and the findings from this study, it might be advisable for teacher-counsellors to institute some out-reach programmes to create an awareness about the services available to the students from the Guidance and Counselling department and on the need to utilize these services fully.
5. It is inevitable that students will continue to seek help from sources outside the teacher/student community. These sources include religious persons, parents, relatives, school nurses and matrons. It may therefore be wise to involve and integrate such people more into school activities. The teacher-counsellor should also give careful thought to the assistance he or she can give as a

consultant to these persons. The importance of this is underscored by the high rating as sources of help received by some of these persons. The religious person, for instance, was ranked first as the most preferred helper for emotional and personal problems, while the parent/guardian was ranked fourth for emotional, personal and educational problems, and third for vocational problems. Schools sponsored by the church usually have a chaplain. In such cases it would be very easy and appropriate to integrate him/her as a helper in the school.

6. Finally, it is envisaged that this study will spur further research into the topic or some of its aspects. Specifically, future research could try to determine what exactly impels an individual student to either seek or not seek external help when faced with a problem, or whether there is a correlation between one's attitude toward help-seeking behaviour and actual help-seeking behaviour.

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## Appendix

### QUESTIONNAIRE FOR STUDENTS.

QN\_\_\_\_\_

This is part of an educational research.

The information gathered will assist the researcher complete his research and will be treated confidentially. This is not a test and there are no right or wrong responses. Just give honest and truthful responses.

#### PART 1: BACKGROUND INFORMATION

Please select the correct or appropriate option with a tick [✓]:

1. What is your gender?

Male            [ ]

Female         [ ]

2. Which is your present class?

Form 1         [ ]

Form 2         [ ]

Form 3         [ ]

Form 4         [ ]

3. What type of school are you in?

Boys Boarding    [ ]

Girls Boarding    [ ]

Mixed Boarding   [ ]

Mixed Day        [ ]

Any other (specify) [ ] \_\_\_\_\_

4. Indicate your religion

Catholic         [ ]

Protestant        [ ]

Islam  [ ]  
 Any Other (specify)  [ ] \_\_\_\_\_

## PART II: (a) PREFERENCE FOR HELPERS

Below is a list of persons to whom you can turn or whom you can approach when you have a problem:

- A. Teacher–counsellor (the teacher in charge of guidance and counselling in your school)
- B. Headteacher
- C. Other teachers
- D. Close student–friend
- E. Parent / Guardian
- F. Close relative e.g. brother, sister, aunt
- G. Religious person like Pastor
- H. School nurse
- J. Matron
- K. Traditional healer / Witchdoctor
- L. Self–consultation (i.e. dealing with your problem in your own way without involving any other person)
- M. Others (please specify)

### Instructions:

Listed below are some problems and concerns commonly faced by secondary school students. For those problems you have never faced, assume that you are facing the problem. From the list of persons above, select **two** persons as follows: the person you would **most** prefer to approach with that problem; and the person you would **least** prefer to approach, i.e. the person you would approach only if all

the others are unavailable or not helpful. Indicate your preferences by writing down the letter that corresponds to the person you have selected.

Example: I'm easily tempted to steal anything my classmates leave carelessly.

Most preferred G

Least preferred B

5. I occasionally suffer from excessive nervousness, fear and worry.

Most preferred \_\_\_\_\_

Least preferred \_\_\_\_\_

6. I easily get upset and annoyed at others.

Most preferred \_\_\_\_\_

Least preferred \_\_\_\_\_

7. Sometimes I feel very guilty over things that I'm not necessarily responsible for.

Most preferred \_\_\_\_\_

Least preferred \_\_\_\_\_

8. There are moments when I feel useless and hopeless, and lack motivation and ambition.

Most preferred \_\_\_\_\_

Least preferred \_\_\_\_\_

9. There are many general home problems like financial difficulties and quarrels among family members, which affect me.

Most preferred \_\_\_\_\_

Least preferred \_\_\_\_\_

10. I find it difficult to get along with my friends and to build new friendships.

Most preferred \_\_\_\_\_

Least preferred \_\_\_\_\_

11. I have problems of dating and social activities with members of the opposite sex.

Most preferred \_\_\_\_\_ Least preferred \_\_\_\_\_

12. I'm very shy and timid and I'm unable to express myself confidently in public.

Most preferred \_\_\_\_\_ Least preferred \_\_\_\_\_

13. I have very poor study habits.

Most preferred \_\_\_\_\_ Least preferred \_\_\_\_\_

14. I don't know how to improve my academic performance.

Most preferred \_\_\_\_\_ Least preferred \_\_\_\_\_

15. I face difficulties in preparing for and taking exams.

Most preferred \_\_\_\_\_ Least preferred \_\_\_\_\_

16. There are lots of things that distract me from my educational goals.

Most preferred \_\_\_\_\_ Least preferred \_\_\_\_\_

17. I need help in selecting the optional subjects to take for KCSE.

Most preferred \_\_\_\_\_ Least preferred \_\_\_\_\_

18. I need information on the opportunities available or open to school leavers.

Most preferred \_\_\_\_\_ Least preferred \_\_\_\_\_

19. I cannot decide whether to proceed to college or to look for a job after school.

Most preferred \_\_\_\_\_ Least preferred \_\_\_\_\_

20. I have difficulties in selecting a college and a course of study.

Most preferred \_\_\_\_\_

Least preferred \_\_\_\_\_

**(b) RANKING OF HELPERS.**

Instructions:

For the 10 persons listed below, please rank them in order of how you would prefer them to help you with **all** your problems in general. Use the numbers 1 to 10 to rank your preferences, i.e. indicate 1 next to the person you would **most** prefer to help you, all the way up to 10 against the person you would **least** prefer to be helped by:

- |    |                                  |       |
|----|----------------------------------|-------|
| A. | Teacher–counsellor               | _____ |
| B. | Headteacher                      | _____ |
| C. | Other teachers                   | _____ |
| D. | Close student–friend             | _____ |
| E. | Parent /Guardian                 | _____ |
| F. | Close relative                   | _____ |
| G. | Religious person like Pastor     | _____ |
| H. | School Nurse                     | _____ |
| J. | Matron                           | _____ |
| K. | Traditional healer / Witchdoctor | _____ |

**PART III - ATTITUDE SCALE**

**Instructions:**

For each of the statements below, indicate whether you Strongly Agree with (SA), Agree with (A), are Undecided (UD), Disagree with (D) or Strongly Disagree (SD) with the opinion expressed by each. State your feeling by ticking [✓] the appropriate option.

Example: Sometimes it is alright to cry when you have a problem.

SA [ ]            A [✓]            UD [ ]            D [ ]            SD [ ]

21. There are some problems that you cannot handle on your own and you need help from others.

SA [ ]            A [ ]            UD [ ]            D [ ]            SD [ ]

22. It is wrong for other people to intrude into your private life to try and help.

SA [ ]            A [ ]            UD [ ]            D [ ]            SD [ ]

23. If someone approaches me with a problem, I would do everything within my ability to help.

SA [ ]            A [ ]            UD [ ]            D [ ]            SD [ ]

24. If I felt that I needed help, I would approach someone even if other people found out.

SA [ ]            A [ ]            UD [ ]            D [ ]            SD [ ]

25. It is shameful and improper to discuss intimate and personal things with others.

SA [ ]            A [ ]            UD [ ]            D [ ]            SD [ ]

26. Approaching others with your problems is a sign of mental sickness or instability.

SA [ ]            A [ ]            UD [ ]            D [ ]            SD [ ]

27. There are some personal things that should never be discussed with other people.

SA [ ]            A [ ]            UD [ ]            D [ ]            SD [ ]

28. People who wish to be helped have a duty to be open and free with the individuals who intend to help them.

SA[ ]      A [ ]      UD [ ]      D [ ]      SD [ ]

29. I would find it fairly easy to confide in anyone who was willing to help me.

SA[ ]      A [ ]      UD [ ]      D [ ]      SD [ ]

30. I believe I can handle all my problems better than anyone else can help me do.

SA[ ]      A [ ]      UD [ ]      D [ ]      SD [ ]

31. Even people who are not professionally trained can sometimes help others deal with problems effectively.

SA[ ]      A [ ]      UD [ ]      D [ ]      SD [ ]

32. It is alright to trust others with your problems and secrets.

SA[ ]      A [ ]      UD [ ]      D [ ]      SD [ ]

Thank you very much for your co-operation.

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