

**RELATIONSHIP BETWEEN STUDENTS' FEAR OF SELF DISCLOSURE AND
HELP - SEEKING BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS
IN NAKURU DISTRICT**

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DECLARATION

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

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We confirm that the work reported in this thesis was carried out by the candidate under our supervision as University supervisors.

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DEDICATION

To all the adolescent students in our secondary schools who are going through issues that need to be resolved.

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ABSTRACT

The study sought to find out whether students in the selected schools in Nakuru District feared revealing information to their teacher counsellors and whether there was a significant relationship between students' fear of self disclosure and help seeking behaviour. It further investigated factors that lead to fear of self disclosure like content of disclosure, fear of lack of privacy/confidentiality, vulnerability avoidance, fear of perceived negative feedback and fear of change in teacher counsellor's perception. Hence leading to fear of seeking help from the teacher counsellor by students.

The study targeted form two and three students in Nakuru District. Using stratified random sampling, a sample of 240 form two and form three students were obtained from public schools in Nakuru District. The instrument used for data collection was a 2-part questionnaire. A pilot study was carried out to ascertain the validity of the instrument. Data collected was analysed using descriptive statistics, correlations and the t-test was used for the gender differences. The statistical procedures were done using the Statistical Package for Social Sciences (SPSS).

The study revealed that 61.7% of the interviewed students didn't utilize the Guidance and Counselling programmes in their schools. Fear of self disclosure to the teacher counsellor was found to exist among the sampled students. A significant relationship was found to exist between fear of self disclosure and help seeking behaviour. Gender differences were also observed as far as self disclosure to the teacher counsellor is concern. It was also revealed that the nature of the problem, fear of lack of confidentiality, fear of negative feedback and fear of change in teacher counsellor's perception influenced students' decision to seek guidance and counselling.

The study recommends that teacher counsellors should reassure students seeking counselling of their privacy, it also recommends that teacher counsellors should hold public meetings with their students and demystify their roles as counsellors. A separation of the teaching and counselling roles to encourage students to seek help is also recommended by the study.

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CHAPTER ONE INTRODUCTION

1.1 Background to the study

Guidance and Counselling involves personal help and advice given by a professionally trained individual. This help is designed to assist people in deciding where they want to go, do, how to get to the destination and how to solve problems (Muite & Ndambuki, 1999). Guidance and Counselling does not solve problems for people. Rather, it facilitates the process of problem solving. Miller (1961), Guidance is a process which is developmental in nature, by which individuals are assisted to understand, accept and utilize their aptitudes, interests and attitudinal patterns in relation to their aspirations. Petterson (1977) defined educational guidance as a broad area of educational activities and services aimed at assisting individuals in making and carrying out adequate plans and achieving satisfactory adjustments in life. Kenya Ministry of Education (1977) defines Guidance as a continuous process concerned with determining and providing for the developmental needs of learners. Guidance is considered a life long process that involves helping individuals both at group and personal levels.

(Muite & Ndambuki, 1999) Before the 1970's Guidance and Counselling in Kenya was done informally. Within families, parents and relatives would counsel their children on how to solve problems they encountered in life. In case of serious personal or family problems, counselling was done by people who were recognized by the community in handling specific problems for example elders could be consulted to handle conflicts between families.

Vocational Guidance and Counselling existed in some government schools in the 1960's and was administered by career masters. However, these career masters had no professional training in Vocational Guidance. Formal Guidance and Counselling in Kenya began in the 1970's as a result of the first Guidance and Counselling conference held in 1967. The conference sought to replace expatriates who had been working in Kenya during the period of colonization with qualified Kenyans. It brought together educational and employment agencies to establish and coordinate the criteria for selecting secondary school leavers for jobs in the private and public sector.

Subsequent to the conference, the Ministry of Education established a Guidance and Counselling unit in 1971. The unit was charged with the responsibility of dealing with three main areas.

- i. Educational Counselling Guidance.
- ii. Vocational Counselling Guidance.
- iii. Personal and psychological Counselling.

In 1988 the Presidential Working Party on Education and Man Power Training for the Next Decade and Beyond (Kamunge report) offered the following recommendations on the development of Guidance and Counselling in the country:

- i. It suggested that schools should establish Guidance and Counselling programmes and that the senior teachers should be responsible for running the programmes.
- ii. Guidance and Counselling should assist the pupils to appreciate their roles as workers and develop right attitudes towards discipline and the management of time.

iii. Guidance and Counselling services to be decentralized to district level.

The counsellors who are in our schools as a result of this report depend on students disclosing information to them in order to propose a way of solving a problem. Self-disclosure is thus a positively valued activity in Counselling. The assumption underlying interpersonal self-disclosure seems to be that a person's ability to self-disclose is considered to be an essential part of psychological well-being. This assumption has its roots in therapy, where the therapist's goal is to facilitate client disclosure (Collins, 1994). Most experts in the field of Psychotherapy maintain that a lack of self-disclosure is both a symptom and a cause of mental and physical disorders, while the ability to engage in self-disclosing behaviour is characteristic of a healthy personality.

Counselling and Psychotherapy both involve developing and deepening relationships which are professional. These relationships offer a formal means of self-disclosure. Within the well-marked boundaries of the professional helping relationship, the person is free to disclose his feelings, thoughts, anxieties, doubts and fears (Burnard, 1992). Indeed, one of the main aims of Counselling and Psychotherapy is the encouragement of self-disclosure by the client. In Counselling and Psychotherapy, one of the counsellor's or therapist's main tasks is to help the client to tell his or her story. A counsellor tries to get through a client's defences and make him or her open up.

In an attempt to identify the level of self-disclosure in the Counselling or psychotherapeutic relationships, Cox (1989) distinguishes between three levels of self-

disclosure by the client. First level disclosures, according to Cox, are safe and relatively unimportant ones. Second level disclosures refer to the disclosure of feelings. This second level of disclosures will not occur until the relationships between the therapist and the client has matured sufficiently and to the point where the client feels confident and trusting with the counsellor. It might be a significant indicator that the relationship has deepened when the client begins to offer disclosures of how he or she is feeling. Third level disclosures are those that indicate the really deep, existential concerns of the client. These are the sort of things that the client may not have disclosed to anyone before or may have only disclosed to a very small number of people. Third level disclosures do not occur all at once. They tend to occur at various points in the Counselling process. In the early stages, disclosures may mostly be of the first and second level variety. As the relationship deepens, the client may edge towards and then make third level disclosures.

1.2 Statement of the problem

The need for Guidance and Counselling programmes in schools has for a long time been emphasized. People seem to have come to the conclusion that establishing Guidance and Counselling programmes in institutions is very important. It is realised that if students know themselves and have proper channels of communicating their concerns, then they will be able to involve themselves actively in educational programmes.

Despite the great awareness and availability of Guidance and Counselling services accessible in the community and schools, the usefulness of the services has been down played by students' failure to seek help from them as evidenced by various studies such

Kariuki (1990), Ndirangu (1990), Koech (1999) and Kebaya (1987) who concluded that teacher counsellors were the least consulted by students especially with regards to personal and emotional problems. Kariuki (1990) and Kebaya (1987) say that Guidance and Counselling in schools has been limited to career choices guidance and discipline exercises. Consequently, a school counsellor becomes unpopular among the students. Students thus seek help from other sources for their psychological problems.

One of the reasons for students' failure to seek help from the teacher counsellors is their fear of self disclosure to the teacher counsellor. Going for Counselling is a risky endeavour since the client opens up to someone over very personal issues. Opening up or self disclosure, which is central to Counselling, could be a factor for avoiding Counselling because fear of self disclosure might make people not to seek help. Vogel (2003) says that people's decision to seek psychological help strongly correlates with their comfort about revealing personal thoughts or their problems to the target person. This means that people always look keenly at the person who will receive their disclosures. If they feel that their disclosures to a certain person will have negative outcomes such as negative feedback, then they might not open up to that person.

Due to fear of self disclosure and the voluntary nature of Counselling, many people, especially students in need of psychological help do not seek help. According to Vogel (2003) only one-third of people who need Counselling seek help. Counselling could be perceived as a type of risk-taking behaviour and, as such, counsellors may need to pay

extra attention to clients' expectations and fears about Counselling both in the outreach efforts and in the initial work with clients.

1.3 Objectives of the study

The study thus sought to investigate the following:

- i. Whether students feared to disclose information to the teacher counsellor.
- ii. Whether fear of self disclosure affected students' desire to seek psychological help.
- iii. The degree to which students utilised Guidance and Counselling services in schools.
- iv. Whether there were any difference between form twos' and form threes' levels of disclosure to the teacher counsellor.
- v. Whether there were differences between male and female levels of self disclosure to the teacher counsellor.
- vi. Whether the nature of problem influenced students' desire to reveal information to the teacher counsellor.
- vii. Whether students experienced fear of lack of confidentiality when thinking of seeking help from the teacher counsellor.
- viii. Whether students experienced fear of negative feedback when considering seeking help from the teacher counsellor.
- ix. Whether students experienced fear of blackmail/vulnerability when considering seeking help from the teacher counsellor.
- x. Whether students experienced fear of teacher counsellors' change in perception when they considered seeking help from teacher counsellors.

1.4 Research questions

The study sought to answer the following research questions:

- i. To what extent do students fear disclosing their problems to the teacher counsellor?
- ii. Is there a significant relationship between students' decision to seek psychological help and their willingness to reveal personal thoughts or feelings to the teacher counsellor?
- iii. To what extent do students utilise Guidance and Counselling services available in schools?
- iv. Is there a significant difference between form twos' and form threes' levels of self-disclosure to the teacher counsellor?
- v. Is there a significant difference between male and female levels of self-disclosure to the teacher counsellor?
- vi. To what extent does the nature of the problem influence students' desire to disclose to the teacher counsellor?
- vii. Do students experience fear of lack of confidentiality when considering seeking help from the teacher counsellor?
- viii. Do students experience fear of negative feedback when considering seeking help from the teacher counsellor?
- ix. Do students experience fear of blackmail / vulnerability when considering seeking help from the teacher counsellor?
- x. Do students feel that their teacher counsellors' perception towards them would change upon seeking help?

1.5 Hypotheses

The following null hypotheses were generated for this study

H₀1: There is no significant relationship between students' decision to seek psychological help and their willingness to reveal personal thoughts or feelings to the teacher counsellor.

H₀2: There is no significant difference between form twos' and form threes' levels of self disclosure to the teacher counsellor.

H₀3: There is no significant difference between boys' and girls' levels of self disclosure to the teacher counsellor.

1.6 Significance of the study

Although Guidance and Counselling has been in schools for along time, it does not seem to be effective as evidenced by the increased incidents of students' unrest, and increased drug abuse cases. Ciakuthi (1999) studying drug abuse in Meru concluded that 50.8% of respondents who lived in rural areas used drugs while 22.2% of students living in urban areas used drugs. Koech (1999) found that the status of Guidance and Counselling had not changed since 1988 and was marked by lack of efficiency and resources. Effective guidance and counselling services should be able to avert this undesirable behaviour. There is therefore need to carry out research that aims at pointing out the problems in Guidance and Counselling programmes. The findings would be used in recommending ways of improving the quality of Guidance and Counselling programmes in schools.

Students in high schools are in the adolescent stage, between 12-20 years, which is marked by a lot of transitions biologically, sociologically and psychologically. Some of

the changes that girls go through are developing breasts, menstrual periods start and growth of pubic hair. Boys on the other hand break their voices, facial and pubic hair grows and they start experiencing wet dreams. Both boys and girls start developing their own views of the world. This might be a source of conflict as their views may differ from those of their parents. These changes that take place during adolescence have been found to cause confusion. This confusion comes at a time when the adolescents are laying the foundations for their adult lives. Therefore, if not assisted, the students may end up making mistakes which may harm their future. While some problems are resolved by the individuals without external assistance from people around them, some problems may require external assistance from friends, parents, teachers or counsellors. There is therefore need to ensure that students are free to seek help and disclose their problems to their teacher counsellors, in order to help students lay down stable foundations for their future lives.

Students especially those in boarding schools spend most of their time in schools, with teachers. Therefore, contact with their parents is very minimal. Even for those who go home, contact with their parents might be restricted as their parents may come home late and tired from work, in an attempt to raise their family's living standards. Teachers therefore have become like parents and they are expected to address the issues that surround their students in the absence of the parent. Studies done on students' help seeking preferences reveal that teachers are only preferred for educational and vocational problems. This can be attributed to the teachers' perceived expertise in these areas. Parents and friends are preferred for personal and emotional problems. But in a situation

where the availability of the parent is uncertain and the competence of friends is questionable, there is need to understand why students fear disclosing problems or seeking help from the teacher counsellor, who is readily available and of greater competence especially with regard to personal and psychological problems.

If the students' problems are not solved as a result of not seeking help from the teacher counsellor due to fear of self disclosure, this could lead to several undesirable behaviours such as truancy, lateness, stealing, lying, fighting, drug abuse, cruelty or bullying, disobedience to authority, destruction of property and sickness. All these behaviours are detrimental to the academic outcome of the students as they may lead to poor performance due to absenteeism, lack of concentration, lack of preparation, poor health and too much anxiety. Good performance in education is valued by both the parents and the government, for this reason the two parties invest a lot of money in it. With such emphasis placed on education it would be important to ensure that factors that may lead to poor performance are taken care of.

Kariuki (1990) and Kebaya (1987) say that teacher counsellors are preferred for educational and vocational problems and not personal problems. Kariuki (1990) says that 83% of sampled students held the view that teacher counsellors should help in educational matter while only 40% of the sampled students reported that teacher counsellors should be consulted for personal problems. We need to understand why students fear disclosing personal problems to the teacher counsellors in order to improve Guidance and Counselling programmes in schools.

There was need to carry out a research that pointed out the difficulties and risks that students weigh when considering seeking help from a teacher counsellor, this will help the teacher counsellors to better anticipate the needs of students who are doubtful of the counselling process.

1.7 Delimitations and limitations

The study took representative samples of students in schools within Nakuru District. Therefore, generalization beyond this scope may not be accurate. Also, due to financial and time constraints only form two and three students were used in the study limiting its generalization to all grades.

1.8 Assumptions

- i. The study accounted for the content and target's influence on disclosure. Other factors that are believed to influence self disclosure such as dyadic effects, age and level of distress were not accounted for.
- ii. Since the study made use of self reports, it is hoped that the respondents were as honest as possible in their responses.
- iii. The problems faced by students in the sampled schools were limited to the problems used in the questionnaires.

1.9 Theoretical framework

The following theory provides the basis for the study. It outlines what self disclosure is and its importance to the development of individuals.

1.9.1 The Johari window

The Johari Window is named after the first names of its inventors, Joseph Luft and Harry Ingham. Joseph and Harry were American psychologists who came up with this theory in the 1950's while researching group dynamics. It is a theoretical model for describing the process of human interaction like the one in a Counselling session (Luft, 1969). It divides personal awareness into four different types, as represented by its four quadrants: open, hidden, blind, and unknown. Table 1.1 shows the four quadrants.

Table 1.1 The Johari window

Quadrant1 Open Self	Quadrant 2 Blind Self
Quadrant3 Private Self	Quadrant4 Unknown Self

The lines dividing the four panes are like window shades, which can move as an interaction progresses. Through the window's panes people present and receive information about themselves and others and how they interact.

1.9.1.1 Open/public self

Quadrant 1: The open quadrant, often referred to as the public self, contains behaviour, feelings, and motivations known to self and to others. This pane represents free and open exchange of information between a person and others; it represents public behaviour available to everyone. The pane increases in size as the level of trust increases between

an individual and other people, as more information particularly personally relevant information is shared. An individual with a capacity for open relationships will have a bigger open self window pane. An individual has the option of whether he wants to be known by quadrant 1 or the other quadrants. If a person does not want to be known, he may react toward others with anger, threats, and guilt so that he may establish barriers within himself by applying defence mechanisms such as repression, projection and denial.

1.9.1.2 Blind self

Quadrant 2: The blind quadrant refers to behaviour, feelings, and motivations known to other people but not to the self. These are behaviours which one is insensitive to or unaware of but which communicate something to others. As people interact with others, they communicate all kinds of information of which they are unaware, but others pick up. This may be through verbal cues, gestures, the way one says things or the style in which one relates to others. For example in a conversation a person might avoid eye contact. This behaviour might be unknown to that person yet it may communicate a message of being insincere to the second party. At times, people may find things we do and say difficult or puzzling, and are hurt or irritated by some of our behaviours. Blind spot behaviour may be sources of interpersonal conflict since they may be irritating. A teacher counsellor may observe that a student does not pay attention during the counselling session. This behaviour might be the cause of poor academic performance by the student. Since the student was unaware of this behaviour which is brought to his realization, then the blind self reduces in size and the open self increases. Recognizing the content of the

blind spot is very important in terms of personal development as it demands considerable self awareness and self-control.

1.9.1.3 Private self

Quadrant 3: The hidden quadrant refers to behaviour, feelings, and motivation known to oneself but unknown to other people. This region contains secretive information. For one reason or another people keep some information hidden. Perhaps they want to protect themselves from being criticised or they want to support and protect others, but unless these assumptions are tested through self-disclosure. Then, learning about what is true is obstructed since their thoughts may not be true. One reason for people keeping information hidden may be selfishness that is, one may wish to control the situation and non-disclosure could be tactically helpful. For example, a student not revealing that he was involved in organizing a strike to avoid punishment is due to selfishness. Nevertheless, at times not disclosing could be selfless. Tactful non-disclosure of private thoughts may be helpful for example in saving a relationship. Keeping your views to yourself with no hint of how you feel about the other party can be useful behaviour. The private self is controlled. Uncontrolled leaks may be untimely or hurtful.

1.9.1.4 Unknown self

Quadrant 4: The unknown quadrant refers to behaviour, feelings and motivations known neither to self nor to others. What affects us in an interaction may be below the surface of awareness. Early childhood experiences may give rise to aversions learned through experience. We may have unrecognised resources and traits. Learning opportunities and exchange of feedback in a supportive setting may allow for these influences to surface

and be opened, but only if we want to. For example, a teacher counsellor may offer a personality test to the student. This test may reveal that the student has some aggression. This information was previously unknown to the teacher counsellor and the student. It was therefore in the unknown self and the behaviour may be causing problems to the student.

1.9.2 Theoretical application to counselling.

At the beginning of a counselling session the open self is small but as the teacher counsellor interacts with the student and the student reveals unknown information to the teacher counsellor then the open self increases in size and the private self decreases in size. People who self disclose to others increase the open self, because others come to know them for who they really are. It is in this area where proper communication takes place. Fear of self disclosure which leads to failure to open up to others, leads to an increase in the size of the private self and a decrease in the size of the open self. Fear of revealing what is in the private self might make students not to seek help from the teacher counsellor. Information that is in the private self might be sensitive and for it to be revealed the students need to overcome fear of self disclosure which hinders revealing of information. According to Luft (1969) it takes a lot of energy to hide, deny or be blind to information in the private self. This may affect students negatively in their academic work.

1.10 Definition of terms

Content of disclosure: Refers to the subject matter of a revelation.

Disclosure target: Refers to the person to whom one reveals information.

Fear of self disclosure: Refers to hesitance of individuals to reveal private information about themselves to others.

Help-seeking: Refers to looking for assistance from sources outside oneself so as to ease the distress one is experiencing.

Self disclosure: Refers to the willingness of individuals to verbally reveal private information about themselves to others.

Teacher counsellor: Refers to a person in a school who is involved in teaching and Counselling of students.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

This chapter gives a detailed examination of self disclosure and fear of self disclosure. It further looks at the relationship between the perceived risks in self disclosure and their influence on help-seeking.

2.2 Self disclosure

Self-disclosure is made up of two words that is, “self” and “disclosure”. The self can be defined as a person’s attitudes and feelings about himself. Jersild (1990) says that the self is that part of each of us of which we are consciously aware of. A person’s self is the sum total of all he can call his. The self includes among other things, a system of ideas, attitudes, values and commitments. The self is a person’s total subjective environment: it is the distinctive centre of experience and significance. The self constitutes a person’s inner world as distinguished from the outer world consisting of all other people.

The self has three levels:

- i. Public self
- ii. Semi-private self
- iii. Inner Core

The public self is known to very many people, the semi private self is known to a limited set of people while the inner core is the private domain which contains values, self-concept, and deeply felt emotions. It might not be known to anybody else. Relational intimacy is tied to how much other people know the content of these levels. The more

intimate one is, the higher the likelihood of them knowing the contents of the semi private self and the inner core.

To disclose means to reveal what was previous unknown. The self while interacting with the environment undergoes experiences which may become problematic leading to discomfort. It may be able to resolve these problems by itself, but at times self help efforts may fail leading to seeking of assistance from others. Seeking of assistance from others generally involves opening up to them or self disclosing to them.

Jourard (1964) arrived at a broad definition of self-disclosure. He says that self-disclosure is the act of making yourself manifest, showing yourself so that others can see you. He proposes that to disclose means to unveil, to make manifest, or to show.

Jourard and Jaffe (1970) again define self-disclosure as the means by which one person willingly makes himself known to others.

Derlega et al. (1993) define self-disclosure as what individuals verbally reveal about themselves to others.

Jourard (1971) presents a technique developed by Haymes for measuring self-disclosure. He outlines what may be called a behavioural or operational definition of self-disclosure which includes four major categories of response:

- i. Expression of emotion and emotional processes.

- ii. Expression of needs.
- iii. Expressions of fantasies, strivings, dreams and hopes.
- iv. Expressions of self-awareness.

Self-disclosure is an activity where individuals verbally and honestly expose as regards themselves to others. What is exposed could be their thoughts, feelings or experiences. Self-disclosure plays a major role in development of close relationships among individuals.

Self-disclosure, in the context of social research, refers specifically to the sharing of one's personal thoughts, feelings, attitudes, and beliefs (Leaper, Carson, Baker, Holliday, & Myers, 1995). For the purpose of the present study, self-disclosure was defined as voluntary and intentional sharing of information with others regarding personal issues, such as relationships, attitudes, feelings, sex life, and difficulties.

2.3 Types of self disclosure

Self disclosure can be divided into two categories intrapersonal self disclosure and interpersonal self disclosure.

2.3.1 Intrapersonal self-disclosure

According to Jourard (1971), self-disclosure is seen as an interpersonal process involving at least two people. However, before we can disclose information to others, we must become aware of the information ourselves. This process is called intrapersonal self-disclosure. This is the starting point of interpersonal self disclosure.

2.3.2 Interpersonal self-disclosure

Interpersonal self disclosure involves revealing of personal information to another person. It is the connection between self-disclosure and a communicator's willingness to be known by others. Interpersonal self-disclosure involves more than just the mere sharing of information that was previously unknown to the other person. It occurs when individuals share information in a personal way. The disclosure in a Counselling session for example between a student and a teacher counsellor is of this type. A student might reveal a problem such as an addiction problem to the teacher counsellor hoping that he might be helped to over come it. This research focused on interpersonal disclosures.

2.4 Degrees of self-disclosure

Most writers place positive value on self-disclosure since it is a means by which man can decrease his alienation from his self and from others. Mental health experts such as Jourard, Mowrer, and Ellenberger, have seen self-disclosure as important in an individual's quest for better psychological adjustment. Failure to disclose oneself in relationships forfeits opportunities for feedback and often results in reduced self-esteem. Cozby (1973) suggests that individuals who are poorly adjusted are characterised by either high or low disclosure to virtually everyone in the social environment.

Healthy individuals appear to be those in the middle level of self-disclosure. Concealers on one end of the self-disclosure continuum are characterised by hiding feelings. They conceal data inwardly until they feel they have mastered the interpersonal problems, but they risk losing the benefit of external feedback, and the opportunity for personal growth.

Revealers who are on the other end of the self-disclosure continuum react by revealing immediately any information to which they have access. Their self-disclosure is also often too early, they nullify the effects of self-disclosure and they are in danger of receiving no support for their openness. A great deal of self-disclosure is perceived as inappropriate by Lombardo & Wood (1979) and unattractive by Gilbert (1977). This person may experience an emptying of oneself with nothing to fill the vacuum created. Thus, too much and too little disclosure may be detrimental to reality testing.

2.5 Importance of self disclosure

When a man discloses his experiences to another, fully, spontaneously and honestly, then the mystery that he was decreases enormously. Things are seldom what they seem and externals do not portray the inside. We are shocked when a man without warning takes a hatchet and kills his family whom he seemed to love so much or when a woman without warning ends her life. If the man had frankly disclosed his feelings and plans to kill his family then the news wouldn't come as a surprise or if the woman had disclosed her intentions, then her death wouldn't be shocking.

According to Archer (1987), Derlega & Grzelak (1979) and Miller & Read (1987) self-disclosure may serve different functions or goals in a relationship for example a Counselling relationship. One purpose of self-disclosure is social validation that is, getting feedback from others about our thoughts or feelings or getting help with problems in our lives. Counselling is based on this, clients approach counsellors with their problems hoping to get help. Coates & Winston (1987) add that self-disclosure is an

efficient way of receiving needed emotional aid because as individuals describe their distress, they provide listeners with cues that indicate a need for help as well as hints about the type of help that might be most effective.

Self disclosure helps in catharsis: getting it "off your chest". It takes energy to hide, deny, or be blind to behaviour which is involved in interaction. For this reason stress builds up inside a person who is concealing or denying something these stress levels are reduced when one lets out or shares the screened information.

Self disclosure also helps in clarification of our beliefs, opinions, attitudes and feelings. Through self disclosure other people are able to know us better, they get to know those things that are hidden from them and known only to us.

Disclosure itself can be therapeutic. Disclosure in the form of confession may be viewed as having a redemptive quality. Jaffe (1984) describes self-disclosure as a process he calls 'self-renewal'. Jaffe argues that after a particularly traumatic life event, people seem to need to gradually disclose what has happened to them in order to regain their sense of self. Increased self-disclosure may result in significant psychological benefits. Keeping of information secret takes energy as the person will struggle actively to avoid being known by another person, this provides stress which is unhealthy and they can become sick.

Jourard (1971) hypothesized that self-disclosure serves not only as an indicator of a healthy personality, but also as a means by which healthy personality may be achieved. In an attempt to emphasize the importance of self-disclosure in the development of rich

interpersonal relationships, Jourard (1973) hypothesized a curvilinear relationship between self-disclosure and mental health. Too much or too little disclosure is dysfunctional towards the achievement of psychological well-being and mental health.

Prager, Fuller, & Gonzalez (1989) and Sullivan (1953) declare that conveying of personal thoughts and feelings to others has been shown to foster self-exploration and open communication. A person comes to know who he actually is when he discloses information to another person. Jourard (1964) said: "Know thyself and declare, make thyself known, and thou shalt then know thyself". (p. 20).

Self disclosure improves and expands interpersonal relationships. Altman & Taylor (1973) said that self-disclosure is a central activity in the development of intimate relationships. Decisions that people make about self-disclosure have consequences not only for the individuals in a relationship but also for the relationship itself. In addition to getting to know one another through self-disclosure, telling someone something truly personal about yourself conveys information beyond the content of the disclosure. It says that you trust that person to respond appropriately to the revealed information and, in some cases, to keep that information between the two of you private. When we receive very personal disclosures from another, we may feel closer to that person because we know he or she trusts us and values our response. Rotenburg & Whitney (1992) identified self-disclosure to be a significant predictor of both socio-emotional adjustment and relationship satisfaction for adolescents and adults in looking at the relationship between gender and friendships, it is claimed that female same sex friendships are more satisfying

than male same sex friendships, and that cross sex friendships are more satisfying for males than for females because of their high levels of intimacy, self-disclosure, and trust.

Self disclosure is reciprocal that is, disclosing information about you encourages another person to do the same. Jourard (1971) found a correlation between what persons were willing to disclose to other people in their life and what the other people had disclosed to them. Therefore disclosing of information to a person who is reluctant to disclose information that is causing problems might convince that person to open up.

Self-disclosure may be used for social control that is, selectively presenting information about us to create a good impression. These according to Adler (2000) are manipulations calculated to achieve desired results. Individuals should consider their own interests, as well as their partner's interests, in deciding whether to divulge or receive certain information during a social interaction. Self-disclosure may be used to satisfy personal goals that are opposing to the needs of the other person. A person may disclose information to escape from blame or responsibility.

2.6 Fear of self disclosure

As seen earlier self-disclosure carries many advantages. However, it sometimes works against the individual(s) who open up. Self disclosure is a risky affair as it comes with some risks which individuals look at before they can decide to disclose private information. Fear of self disclosure can thus be said to be anxieties that one has with

regards to the consequences of the disclosure. While other people are able to overcome these anxieties others are not able to and may need reassurance.

2.7 Risks of self disclosure

While there are several advantages to self-disclosure, there are also risks. Culbert (1968a) states that: “risk in self-disclosure is the importance the communicator places on the disclosure, divided by the probabilities that the receiver will hear the disclosure as intended and that the receiver will react as expected” (p.8). Risks involved in self disclosure include perceived negative feed back, lack of confidentiality or anonymity, fear of blackmail or vulnerability and a change in the targets perception about the client. If the risks involved upon disclosure are not addressed then client may not seek help from counsellors. For example, fear of self disclosure may occur in a situation where students fear for the confidentiality of their problems thus they may not seek help from a teacher counsellor.

2.7.1 Relationship between perceived feed back and self disclosure

One risk of self-disclosure is that the receiver of a disclosure will not respond favourably to the information. Self-disclosure does not automatically lead to favourable impressions. The discloser may perceive that the target of the disclosure may respond in condemnation, might ignore him, might be angry at him or may make fun of him or even hate him. The negative or judgmental feedback which the discloser receives might lead to feelings of shame and guilt. For this reason, the discloser might hate himself for revealing the information which was received negatively.

Disclosers interested in maximising positive outcomes with respect to their disclosures must consider the person they are opening up to. Pearce and Sharp (1973) said that individuals are highly selective when choosing persons to whom to disclose and that the number of communicators in the transaction affects the probability of the development of high levels of disclosure.

Johnson (1971) Feedback should be helpful and none threatening. In encountering feedback the discloser is faced with the immediate consequences of his disclosures. The discloser comes to realise that his disclosures affect others. The discloser is often not sure whether the receiver will hear him as he intended. A quality of risk therefore emerges with every disclosure. In the conventional relationship, people will usually follow a conservative strategy of self-disclosure for minimal risk. The individual begins with disclosures of low intensity and gradually works upwards, all the time checking the receiver's reactions. The person who fails to evaluate his receiver's response is likely to be at risk. By reacting to the clients' disclosure either verbally or nonverbally the counsellors' response show the clients whether they are understood or not.

A student wishing to disclose information to a teacher counsellor, pictures the teacher counsellor's reaction in his mind. If the perceived feedback is negative, the student might decide not to open up. Hence, a problem may not be solved since there was no assistance sought. Teacher counsellors who undertake both Counselling and disciplining roles may have problems here as the two roles conflict. Students may perceive that the feedback will be negative due to the disciplining role played.

2.7.2 Relationship between self disclosure and anonymity/ confidentiality

Clark (1965), there are no written laws stating what one should or should not discuss with others. However, society has developed unwritten laws. We are aware of what topics are acceptable to be discussed and which ones are not, and often fear we will be judged for disclosing personal information about ourselves that isn't socially acceptable. Privacy is needed if disclosers are to maintain psychological, physical and spiritual well being. They need to be reassured of privacy for example a secluded office or a person they can trust with their disclosure. Privacy helps the disclosers to do or be as they really are without fear of external sanctions or criticisms. It also rids the feeling of guilt arising from the difference between the way they appear in public and the way they are in private.

Clark (1965) school counsellors are responsible for both the school and the individuals seeking their assistance. Their professional ethics require that they treat information in a Counselling session as confidential because their primary obligation is to respect the integrity and promote the welfare of the client. However, the information may be harmful to others or the school. Clark (1965) offers a solution where the counsellors' professional authority is determined by schools. Therefore, the amount of confidentiality is in turn determined by the degree of authority thus granted. This policy leads to the conclusion that if a rare situation occurs when the interests of the school and the pupils are in an irreconcilable conflict and the counsellor must choose between them, the interests of the school should usually be given precedence. Because of this, students may feel that if their interests are protected only until some other interest conflicts with them, they would certainly be wise not to rely upon that protection, and if they cannot rely upon them, then

the effectiveness of any Guidance and Counselling process can be expected to deteriorate accordingly. Clark (1965) emphasises that the counsellor is responsible for communicating the conditions that limit confidentiality of information to pupils before the establishment of a Counselling relationship. However, this might prevent some disclosure especially of materials that will lead to conflict of interest, and clients who need help will turn back unaided.

Anonymity has been found to encourage self-disclosure especially with regards to information that when disclosed would pose the greatest amount of risk to disclosers as they may be severely judged. Due to this factor counsellors have opened Counselling sites on the internet where clients can log in and talk about their problems. Some internet counselling websites have gone a step a head and encourage the use of nick names or fake names.

Nowell and Spruill (1993) investigated 75 undergraduate on willingness to disclose information about several clinical concerns: depression/anxiety, substance use/abuse, physical/psychological aggression, suicidal thought/behaviour, and psychotic thought/behaviour. Subjects were randomly assigned to one of three experimental groups: absolute confidentiality group, short-form group (provided with general information about confidentiality limitations), and long-form group (provided with highly detailed information about specific exceptions to confidentiality). Results indicated that subjects in the condition of absolute confidentiality reported more willingness to disclose information than did subjects informed of confidentiality restrictions. However, greater

detail about confidentiality limits did not result in greater inhibition between short-form and long-form groups.

Clark (1965) adds that institutions like schools deprive their inhabitants of privacy because in unprivateness there is maximum opportunity to control behaviour and to produce conformity to assigned roles. People are made to behave in ritualistic modes due to the presence of others, for people to experience privacy they may need freedom from the impact of others' physical or psychological presence. Guidance and Counselling offices in schools need to be in areas with a lot of privacy not in the staff room or in classrooms.

2.7.3 Relationship between vulnerability avoidance and self disclosure

Vulnerability has been defined as opening of oneself to the possibility of being taken advantage of by another person in a relationship. It may come as a result of relating of your innermost feelings and fears to others with the possibility that they might use such feelings and fears against you. Vulnerability avoidance comes as a basic survival instinct. People with vulnerability avoidance close others out or shut down themselves to put emotions on the check. They always stay with their guards up and opening up is always a serious business. They believe that the other person will gain power in the relationship because of the information they possess. The disclosed information may be very sensitive and disclosers may not want it to go beyond the target of the disclosure. Therefore, the disclosers might feel like they are at the mercies of the person they disclosed to. Self disclosure leads to vulnerability, one might fear blackmail where the person who

possesses the disclosed information might threaten to reveal it if particular conditions are not met. Fear of vulnerability may come as a result of being hurt by others in the past, it is marked with regret after a disclosure and the person may swear never to put his guards down again and never to trust anyone. Students may fear seeking help from a teacher counsellor because they may disclose something that will leave them feeling vulnerable.

2.7.4 Relationship between counsellors' change in perception and disclosure

Opening up to another person might lead to changes in that person's perception, because who we really are inside might be different from what we present in public. When we disclose we reveal our real self and remove the mask that we constantly wear in public for social acceptance, therefore people get to know us for who we really are. What we really are might not be what other people think we are. Therefore, disclosing to them might change their perception as they come in contact with our genuine self. The person they perceive as being without fault may have made several mistakes. People should understand that making some mistakes does not change who we are. Change in perception might lead to the receiver's change in behaviour when around the person who disclosed information. Students who are bright or viewed as being disciplined may fear to tell their favourite teachers that they are drug addict because the teachers might change their perception towards them and the relationship may never be the same again.

Self-disclosure is usually a risk hence it is performed in service of some goals. The usefulness of self-disclosure is questionable unless one can identify some discloser goal,

either subjective or objective, whose benefits are of equivalent magnitude to the risk of the discloser (Culbert, 1968).

2.7.5 Relationship between gender and disclosure

One particular area of investigation that has received considerable attention is the presence of gender differences in self-disclosure. Jourard (1971) suggests, on the one hand that gender role expectations required men to appear tough, objective, striving, achieving, unsentimental and emotionally unexpressive, demeanours that would inhibit self-disclosure for males. On the other hand, Jourard asserted that gender role expectations required women to be nurturing and comforting demeanours that would increase self-disclosure for females.

Studies done by Collins & Miller (1994), Dolgin & Kim (1994) and Reisman (1990) examining gender differences in disclosure have revealed that females disclose significantly more than their male counterparts. Therefore, girls' friendships have typically been considered to be more intimate than boys' since traditional definitions of emotional closeness have relied upon self-disclosure as their measuring stick (McNelles & Connolly, 1999).

Youniss and Smollar (1985), in their investigation of adolescent friendships, found that female adolescents enjoyed just talking with their same-sex friends more so than did male adolescents. Approximately 66% of the females reported having close same-sex friendships that involved personal and supportive discussions, whereas 60% of males had

friendships in which little or no discussion of an intimate nature took place. Females engaged in more intimate disclosure (for example, family problems, personal development), whereas males tended to engage in non-intimate disclosure (for example, school events, grades).

A later study of adolescent disclosure by Papini et al. (1990), which examined the effects of age and gender on patterns of self-disclosure, revealed that female adolescents displayed more emotional self-disclosure to parents and peers than did their male counterparts. In a study of secrets among third, fifth, and seventh graders, Last and Aharoni-Etizioni (1995) also found gender differences in disclosure. Girls were more willing to reveal secrets about their family, whereas boys more readily disclosed secrets about moral transgressions and possessions.

However, this may not be entirely accurate, some studies have failed to discover any overall gender differences in self-disclosure for example Garcia and Geisler (1988) conducted a study with an adolescent sample to determine gender differences in self-disclosure to each of four targets, namely mother, father, best female friend, and best male friend. In contrast, no such differences between males and females were found.

One possible explanation for the tendency of both adolescent and adult females to report more self-disclosure is the presence of gendered social norms in childhood that may persist throughout the lifespan (Leaper, 1994). The childhood peer groups of females have been described as being much smaller than those of males. Whereas female

children tend to place importance upon social sensitivity and equality in groups of two to three, male children typically engage in large-group competitive activities. In following, society simply seems to perceive intimate self-disclosure as more appropriate for females than males, regardless of age. For example, Kleinke and Kahn (1980) found that adult men who disclose highly intimate information to new acquaintances were more likely to be judged by outsiders as maladjusted. When surveyed, adolescents themselves also perceive it to be more commonplace for females to be more disclosing of their feelings and problems than males (Reisman, 1990). These social expectations relating to gender appropriate behaviours may greatly influence both the actions of adolescents in their friendships as well as researchers' understanding of adolescent intimacy. Thus, apparent gender differences in emotional closeness could be caused by female-biased definitions of intimacy coupled with a failure of scientists to consider alternative behavioural pathways to close friendship.

Currently, studies that have utilized observational data, rather than self-report, from conversations between peers suggest that when men are placed in a situation that calls for self-disclosure, they will disclose at levels similar to women (Leaper, 1994; Oldenburg, 1998). This finding supports the notion that gender variations in self-disclosure may be the result of differences in individual preferences or reporting biases rather than in innate or predisposed abilities. Men appear to be able and willing to disclose when situational cues call for such behaviour. Miller & Read (1987) have further predicted that the occurrence of self-disclosure may be more dependent on individuals' goals for interacting with another person than on their actual personality traits and tendencies. Therefore,

when people find themselves in situations where self-disclosure is seen as a means to a goal, they might tend to disclose more than they would in other contexts. These suggestions seem to run counter to the claims made in the self-report literature which propose that males might simply lack the social preparation or innate ability to disclose at the same level as females. The discrepancy in findings also underscores the need for further research on the self-disclosure processes of adolescents, especially in the realm of gender differences and situational influences.

2.7.6 Relationship between content and self disclosure

Some of the self defeating problems that people go through might be very personal and disclosing of these problems might make one feel exposed and vulnerable. The adolescents in high schools encounter problems as they seek to make life choices.

Research has been done on whether the content of a disclosure or type of problem affects one's decision to disclose. Afifi and Guerrero (1998) explored avoidance in topics of discussion. They concluded that the issues many people avoided were negative life experiences and relationship issues, as well as sexual experiences. Jourard's (1971) research focused on the types of information people are willing to share with others. In developing his questionnaire, he attempted to measure self-disclosure in relation to the following six categories: attitudes and opinions, tastes and interests, work, money, personality and body. Jourard's study found the personality and body categories to be particularly threatening, resulting in low disclosure patterns, and the attitudes and

opinions, tastes and interests categories to be particularly low in threat, resulting in high disclosure patterns.

Talking about foods and drinks one likes or your opinion regarding the economy is to talk about topics that are impersonal and external in nature. The focus is not on the character, personality, intimate affairs, conduct, or behaviour of one's own self and therefore, the threat is low. On the other hand, to talk about one's sexual inadequacies or personality problems is to talk about topics that are personal and internal in nature. In this token, the threat is obviously high because the focus is directly related to the self.

According to Culbert (1968), individuals may differ greatly in the content areas they choose to disclose. He suggests a number of reasons for this variance: An individual's values, areas of guilt, needs for privacy, perceptions of societal or referent group norms, needs for acceptance, perceptions of rewards and punishments, needs for safety, and doubts of personal adequacy are some of the factors contributing to the choice of content for disclosure.

2.8 Summary

The advantages of interpersonal self disclosure seem to outweigh the disadvantages. Most of the literature reviewed places positive value on self disclosure. Disclosers are likely to benefit from better health, feedback from others, others getting to know their personality and better interpersonal relationships. However, for disclosers to profit from all these advantages, they must overcome fear of self disclosure. Reviewed literature suggests that

fear of self disclosure arises from factors like fear of lack of confidentiality, fear of perceived negative feedback, fear of blackmail and fear of change in perception. All these factors are fears and unless individuals overcome these worries they will not reap the benefits of self disclosure. Self disclosure has also been seen to be influenced by gender and the content of a disclosure. Most research points out that, girls disclose more than boys, probably due to gender roles assigned by society. Research has also pointed out that not all topics are disclosed equally. Topics that involve individuals' personality and bodies are less likely to be discussed than those that entail attitudes and opinions.

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methods that were employed to find answers to the research questions listed in chapter one. This description has been undertaken under several subheadings which include research design, sampling technique, instrumentation, Data collection, pilot study and data analyses.

3.2 Research design

The research design that was used in this study was descriptive survey research design. It investigated the relationship between fear of self disclosure and seeking help from the teacher counsellors, through investigation of whether students in selected schools fear to disclose information to their teacher counsellors. It also investigated why students fear to divulge their problems to their teacher counsellors.

3.3 Variables

Fear of self disclosure was the independent variable in the research while help seeking was the dependent variable.

3.4 Location of the study

The study was carried out in Nakuru District which is in Rift Valley province.

3.5 Target population

There were 139 public secondary schools in the district at the time of study. Of the 139 public secondary schools 11 were girls' schools 7 were boys' schools and the remaining 121 were mixed schools.

3.6 Sampling technique and sample size

3.6.1 Sampling technique

The study focused on form 2 and 3 students from public secondary schools in Nakuru District because they are in the mid adolescence stage where according to Hargie et al. (1994) this is the most problematic age and disclosure tends to be lowest. Hargie argues that at this stage of development, individuals are still forming their identity and trying to find themselves, with consequent difficulties for self-revelation. Coupland et al. (1991), investigations revealed that, in general, self-disclosure increases with age therefore emphasizing on the need to focus on earlier years of high school.

A numbered list of all the public secondary schools in Nakuru District was obtained from the Ministry of Education. The schools were then divided in to three stratum, that is, boys' only schools, girls' only schools and mixed schools. Each school in the three categories was then assigned a unique number and the numbers were written down on pieces of papers, folded and put in a bag. The pieces of papers were then mixed up then they were randomly selected from the bag. The same process was repeated for each stratum.

Once the schools were sampled an ordered class list was obtained from each sampled school and using the list students were randomly selected by writing their numbers on pieces of papers, folding them, placing the papers in a bag and randomly selecting them.

3.6.2 Sample size

A total of 240-form two and three students' took part in the study. Six (6) schools took part in the study. All the schools were stratified into three categories they were boys' only, girls' only and mixed schools. Through simple random sampling two schools were selected from each stratum. There was a total of 120 girls and 120 boys. Thirty students were sampled from each of the four selected schools in the Boys' only and girls' only strata while 60 students were sampled from each of the two schools in the mixed stratum of which 30 were boys and 30 were girls. The distribution is presented on table 3.1.

Table 3.1 Sample distribution

		Boys		Girls		
Type of School	Number Of Schools	Form 2	Form 3	Form 2	Form 3	Total
Boys' Only	2	30	30			60
Girls Only	2			30	30	60
Mixed	2	30	30	30	30	120
Total	6	60	60	60	60	240

3.7 Instrumentation

The first part of the instrument known as the teacher counsellor disclosure questionnaire was used to obtain background information of the student that is, the school name, gender and age. It also consisted of 14 items which were intended to assess the kind of concerns students felt they could disclose to their teacher counsellor. It is adapted from “Openers: Individuals Who Elicit Intimate Self-Disclosure” by Miller (1983) and Jourard’s self disclosure questionnaire. It measured students’ self disclosure to the teacher counsellor in seven areas namely personal interests, relationships, attitudes and opinions, work or education, money, personality and physical concerns.

The second part of the instrument consisted of 12 items designed to measure the influence of lack of confidentiality, perceived negative feedback, vulnerability avoidance and fear of counsellor’s change of perception on self disclosure it is adapted from “Consequences of Disclosures” by Taylor (1998).

3.8 Pilot study

The pilot study was done with a sample of 60 students. A list of all the schools in the district was obtained from the Ministry of Education and the schools were then stratified in to three stratum i.e. boys’ only, girls’ only and mixed schools. The schools in each stratum were assigned a number. The numbers were written on pieces of papers and the papers were then folded and put in a bag. The bag was then shaken and one school was selected from each stratum. At the school level an ordered class list was obtained and students were randomly selected using the same procedure. Twenty students were

selected from the mixed school, twenty from the boy's school and twenty from the girl's school. The schools were within the selected area of study and were not used when collecting data for the actual research.

After the pilot study the sixth item in the fear of self disclosure questionnaire was adjusted to read "You are bound to get hurt if you open yourself up to the teacher counsellor". Previously, it was stated as "You are bound to get hurt if you open yourself up". This was found to be necessary because the item was intended to measure fear of vulnerability from the teacher counsellor and not just any one.

3.8.1 Reliability & validity

Consultations with experts were done in order to help establish the reliability and validity of the instrument.

3.9 Data collection techniques

Appropriate dates for data collection were arranged between the researcher and the schools' management. The questionnaires were administered to the subjects in their classroom by the researcher and the class teacher. The students were given sufficient time to respond to the questions. Before answering, the researcher went through the instructions with the students. After administration the questionnaires were collected for analysis.

3.10 Data analyses

The responses on the teacher counsellor disclosure questionnaire (TCDQ) were awarded marks according to a likert scale which ranged from 1 to 5. A score of 1 signified that the student was very unlikely to discuss a problem with a teacher counsellor whereas a score of 5 signified that the student was very likely to discuss a problem with a teacher counsellor.

The responses on the fear of self disclosure questionnaire were also awarded marks according to a likert scale ranging from 1 to 5. A score of 1 on a question meant there was least fear of self disclosure while a score of 5 meant there was high fear of self disclosure.

All the students' responses on the Teacher Counsellor Disclosure Questionnaire were summed up and the figure subjected to descriptive statistical analysis to determine whether they feared disclosing information in general to the teacher counsellor. Since the questions measured seven areas namely personal interests, relationships, attitudes and opinions, work or education, money, personality and physical concerns. The questions were then analysed according to the areas they focused on to find out which areas of concern were mostly brought to the teacher counsellors and those that were least brought to them. A t-test was used to test for gender differences in self disclosure. The point biserial correlation coefficient was used to test for a relationship between students' decision to seek psychological help and willingness to reveal personal thoughts to the teacher counsellor.

On the fear of self disclosure questionnaire descriptive statistics was used to test the influence of lack of confidentiality, vulnerability avoidance, perceived negative feedback and fear of counsellor's change in perception on self disclosure.

All statistical analyses were computed via the statistical package for social sciences (SPSS).

3.11 Ethical considerationsThe participants were informed of the purpose of the study .Verbal consent to participate in the study was then obtained from all participants and the participants were free to decline participation in the study. The questionnaires were designed in such a way that the identity of the respondent remained anonymous. All the responses were treated confidentially. This was ensured by instructing students not to write anything that may identify them on the questionnaire, for example their name or admission number.

CHAPTER FOUR RESULTS OF THE STUDY.

4.1 Introduction

This chapter presents the result of the study. In order to analyse the data, descriptive statistics mainly means, modes and standard deviation were used. Moreover the point biserial correlation coefficient was used to test for correlations and the t test was used to test for gender differences.

4.2 Methods of data analysis

4.2.1 Students' age

Data was collected from a sample of 240 students, comprising of 120 boys and 120 girls.

A frequency of the students and their ages is presented on table 4.1.

Table 4.1 Frequencies of students' age

Age	Frequency	Percent
15	4	1.7
16	76	31.7
17	94	39.2
18	46	19.2
19	10	4.2
20	9	3.8
21	1	0.4
Total	240	100.0

From table 4.1 it can be observed that the ages of students sampled ranged from 15 years to 21 years. Table 4.2 shows the descriptive statistics of the students' ages, that is the mean, mode, standard deviation, variance and range.

Table 4.2 Mean, median, mode, standard deviation, variance and range

Mean	Median	Mode	S.Deviation	Variance	Range
17.05	17.00	17	1.071	1.148	6

From table 4.2 it can be seen that the median of the students' ages is 17. A majority of the students are aged 17 representing 39.2 percent of the sample, followed by 16 years representing 31.7 percent of the sample.

4.2.2 Seeking help

In order to answer the research question, "to what extent do students utilise Guidance and Counselling services available in schools?" The respondents were asked whether they had ever sought help from a teacher counsellor. A summary of the number of students who had sought help from a teacher counsellor and those who had never sought help is presented on table 4.3.

Table 4.3 Sought help

Sought Help	Frequency	Percent(%)
No	148	61.7
Yes	92	38.3
Total	240	100.0

From table 4.3 it can be seen that of the 240 respondents, 148 students indicated that they had never sought help this represents 61.7 % of the sampled students. 92 students

indicated that they had sought help representing 38.3 % of the sampled students. This finding indicates that most students do not make use of the guidance and counselling services available in schools.

4.2.3 Self disclosure to the teacher counsellor

So as to answer the research question “to what extent do students fear disclosing their problems to the teacher counsellor?” Descriptive statistics, particularly the mean was used. The questions in section one were categorized into seven areas likely to cause problems to students namely relations, finances, physical changes, attitudes, academic, personality and interests. Each category was measured by two items on the teacher counsellor disclosure questionnaire. Based on a likert scale of 1 to 5 the students were asked whether they would reveal issues based on the seven areas to the teacher counsellor.

All the students’ responses on the two items measuring each problem area were summed up and the means and standard deviation for each category were then calculated. Since the likert scale has 5 categories and the range of data is 4, a cut off point of 0.8 was used in interpreting the data giving rise to the analyses guidelines presented on table 4.4.

Table 4.4 Self disclosure analyses guidelines

Range Of Mean	Inference
1 —————> 1.8	Will not discuss
1.81 —————> 2.6	Might not discuss
2.61 —————> 3.4	Cannot decide
3.41 —————> 4.2	Might discuss
4.21 —————> 5	Will discuss

Table 4.5 shows a summary of the students' response to questions that measured relationships.

Table 4.5 Relationships

	1 Very unlikely to discuss	2 Quite unlikely to discuss	3 Cannot Decide	4 Quite likely to discuss	5 Very likely to discuss
Question 1	136 (56.7%)	79(32.9%)	13(5.4%)	11(4.6%)	1(0.4%)
Question 2	126(52.5%)	75(31.25%)	17(7.08%)	18(7.5%)	4(1.67%)
Σ	262 (54.6%)	154(32.08%)	30(6.24%)	29(6.05%)	5(1.04%)
$\Sigma \times$ Scale Value	262	308	90	116	25

From table 4.5 it can be seen that in the area of relationships 54.6 % of the respondents were very unlikely to discuss their problems with their teacher counsellor, 32.08% were quite unlikely to discuss their problems with their teacher counsellor, 6.24% were undecided, 6.05% were quite likely to discuss their problems with their teacher counsellor while only 1.04% were very likely to discuss their problems with their teacher counsellor.

Table 4.6 shows the mean of the questions measuring relationships.

Table 4.6 Relationships mean

Sum of 2 Items	Average	N	Mean	Std. Deviation
801	400.5	240	1.6688	0.70538

From table 4.6 it can be observed that in the area of relations a mean of 1.6688 was obtained. Based on the analyses guide lines presented on table 4.4 it falls in the “will not discuss” range. This means that the students felt that they would not discuss problems in the area of relations with the teacher counsellor.

Table 4.7 shows a summary of the students’ response to questions that measured finances.

Table 4.7 Finances

	1 Very unlikely to discuss	2 Quite unlikely to discuss	3 Cannot Decide	4 Quite likely to discuss	5 Very likely to discuss
Question 3	95(39.58%)	57(23.75%)	25(10.4%)	31(12.9%)	32(13.3%)
Question 4	139(57.9%)	53(22.08%)	22(9.17%)	14(5.8%)	12(5.0%)
Σ	234 (48.75%)	110(22.92%)	47(9.79%)	45 (9.38%)	44 (9.17%)
$\Sigma \times$ Likert Scale	234	220	141	180	220

From table 4.7 it can be seen that in the area of finances 48.75% of the respondents were very unlikely to discuss their problems with their teacher counsellor, 22.92% were quite unlikely to discuss their problems with their teacher counsellor, 9.79% were undecided, 9.38% were quite likely to discuss their problems with their teacher counsellor while 9.17% were very likely to discuss their problems with their teacher counsellor.

Table 4.8 shows the mean of the questions measuring finances.

Table 4.8 Finances mean

Sum of 2 Items	Average	N	Mean	Std. Deviation
995	497.5	240	2.0729	1.04296

From table 4.8 the area of finances had a mean of 2.0729. Following the analyses guidelines on table 4.4, it falls in the “Might not discuss range” This means that the students felt that they might not discuss problems in the area of finances with the teacher counsellor.

Table 4.9 shows a summary of the students’ response to questions that measured physical changes.

Table 4.9 Physical changes

	1 Very unlikely to discuss	2 Quite unlikely to discuss	3 Cannot Decide	4 Quite likely to discuss	5 Very likely to discuss
Question 5	134(55.8%)	63(26.3%)	15(6.3%)	20(8.3%)	8(3.3%)
Question 6	106(44.2%)	74(30.8%)	21(8.8%)	25(10.4%)	14(5.8%)
Σ	240(50%)	137(28.5%)	36(7.5%)	45(9.38%)	22(4.58%)
$\Sigma \times$ Likert Scale	240	274	108	180	110

From table 4.9 it can be seen that in the area of physical changes 50% of the respondents were very unlikely to discuss their problems with their teacher counsellor, 28.5% were quite unlikely to discuss their problems with their teacher counsellor, 7.5% were undecided, 9.38% were quite likely to discuss their problems with their teacher counsellor while only 4.58% were very likely to discuss their problems with their teacher counsellor.

Table 4.10 shows the mean of the questions measuring physical changes.

Table 4.10 Physical changes mean

Sum of 2 Items	Average	N	Mean	Std. Deviation
912	456	240	1.9000	0.95746

From table 4.10 the area of physical changes had a mean of 1.9000. Following the analyses guidelines on table 4.4, it falls in the “Might not discuss range” This means that the students felt that they might not discuss problems in the area of relations with the teacher counsellor.

Table 4.11 shows a summary of the students’ response to questions that measured attitudes.

Table 4.11 Attitudes

	1 Very unlikely to discuss	2 Quite unlikely to	3 Cannot Decide	4 Quite likely to discuss	5 Very likely to discuss
Question 7	102(42.5%)	77(32.1%)	16(6.7%)	20(8.3%)	25(10.4%)
Question 8	60(25.0%)	46(19.2%)	13(5.4%)	46(19.2%)	75(31.3%)
Σ	162(33.75%)	123(25.63%)	29(6.04%)	66(13.75%)	100(20.8%)
$\Sigma \times$ Likert Scale	162	246	87	264	500

From table 4.11 it can be seen that in the area of attitudes 33.75% of the respondents were very unlikely to discuss their problems with their teacher counsellor, 25.63% were quite unlikely to discuss their problems with their teacher counsellor, 6.04% were undecided, 13.75% were quite likely to discuss their problems with their teacher counsellor while 20.8% were very likely to discuss their problems with their teacher counsellor.

Table 4.12 shows the mean of the questions measuring attitudes.

Table 4.12 Attitudes mean

Sum of 2 Items	Average	N	Mean	Std. Deviation
1259	629.5	240	2.6229	1.18591

Table 4.12 shows that the area of attitudes had a mean of 2.6211. Following the analyses guidelines on table 4.4, it falls in the “Cannot decide range” This means that the students

could not decide whether or not they could discuss problems in the area of attitudes with the teacher counsellor.

Table 4.13 shows a summary of the students' response to questions that measured academics.

Table 4.13 Academics

	1 Very unlikely to discuss	2 Quite unlikely to discuss	3 Cannot Decide	4 Quite likely to discuss	5 Very likely to discuss
Question 9	30(12.5%)	21(8.8%)	3(1.3%)	42(17.5%)	144(60.0%)
Question10	40(16.7%)	21(8.8%)	10(4.2%)	50(20.8%)	119(49.6%)
Σ	70(14.58%)	42(8.75%)	13(2.71%)	92(19.17%)	263(54.79%)
$\Sigma \times$ Likert Scale	70	84	39	368	1315

From table 4.13 it can be observed that in the area of academics 14.58% of the respondents were very unlikely to discuss their problems with their teacher counsellor, 8.75% were quite unlikely to discuss their problems with their teacher counsellor, 2.71% were undecided, 19.17% were quite likely to discuss their problems with their teacher counsellor while 54.79% were very likely to discuss their problems with their teacher counsellor.

Table 4.14 shows the mean of the questions measuring academics.

Table 4.14 Academics mean

Sum of 2 Items	Average	N	Mean	Std. Deviation
1876	938	240	3.9083	1.34130

Table 4.14 shows that the area of academics had a mean of 3. 9083. Following the analyses guidelines on table 4.4, it falls in the “Might discuss range” This means that the students felt that they might discuss problems in the area of academics with the teacher counsellor.

Table 4.15 shows a summary of the students’ response to questions that measured Personality.

Table 4.15 Personality

	1 Very unlikely to discuss	2 Quite unlikely to discuss	3 Cannot Decide	4 Quite likely to discuss	5 Very likely to discuss
Question11	93(38.8%)	77(32.1%)	15(6.3%)	45(18.8%)	10(4.2%)
Question12	100(41.7%)	69(28.8%)	29(12.1%)	31(12.9%)	11(4.6%)
∑	193(40.21%)	146(30.42%)	44(9.2%)	76(15.8%)	21(4.38%)
∑×Likert Scale	193	292	132	304	105

From table 4.15 it can be observed that in the area of personality 40.21% of the respondents were very unlikely to discuss their problems with their teacher counsellor, 30.42% were quite unlikely to discuss their problems with their teacher counsellor, 9.2% were undecided, 15.8% were quite likely to discuss their problems with their teacher counsellor while only 4.38% were very likely to discuss their problems with their teacher counsellor.

Table 4.16 shows the mean of the questions measuring personality.

Table 4.16 Personality mean

Sum of 2 Items	Average	N	Mean	Std. Deviation
1026	513	240	2.1375	0.98835

Table 4.16 shows that the area of personality had a mean of 2.1375. Following the analyses guidelines on table 4.4, it falls in the “Might not discuss range” This means that the students felt that they might not discuss problems in the area of personality with the teacher counsellor.

Table 4.17 shows a summary of the students’ response to questions that measured interests.

Table 4.17 Interests

	1 Very unlikely to	2 Quite unlikely to	3 Cannot Decide	4 Quite likely to discuss	5 Very likely to discuss
Question13	55(22.9%)	45(18.8%)	15(6.3%)	43(17.9%)	82(34.2%)
Question14	78(32.5%)	48(20.0%)	19(7.9%)	38(15.8%)	57(23.8%)
Σ	133(27.7%)	93(19.38%)	34(7.08%)	81(16.9%)	139(29%)
$\Sigma \times$ Likert Scale	133	186	102	324	695

From table 4.17 it can be seen that in the area of personality 27.7% of the respondents were very unlikely to discuss their problems with their teacher counsellor, 19.38% were quite unlikely to discuss their problems with their teacher counsellor, 7.08% were undecided, 16.9% were quite likely to discuss their problems with their teacher counsellor while 29% were very likely to discuss their problems with their teacher counsellor.

Table 4.18 shows the mean of the questions measuring interests.

Table 4.18 Interests

Sum of 2 Items	Average	N	Mean	Std. Deviation
1440	720	240	3.0000	1.41569

Table 4.18 illustrates that the area of interests had a mean of 3.0000. Following the analyses guidelines on table 4.4, it falls in the “Cannot decide range” This means that the

students could not decide whether or not they could discuss problems in the area of interests with the teacher counsellor.

Table 4.19 shows the overall mean of the seven areas measured by the teacher counsellor self disclosure questionnaire.

Table 4.19 Overall mean

Categories	Sum	Mean	Std. Deviation
Relations	400.5	1.6688	0.70538
Physical Changes	456	1.9000	0.95746
Finances	497.5	2.0729	1.04296
Personality	513	2.1375	0.98835
Attitudes	629.5	2.6229	1.19526
Interests	720	3.0000	1.41569
Academic	938	3.9083	1.34130
	4154.5	2.4729	0.50534

An Analyses of the overall mean of 2.4729 presented on table 4.19 using the guidelines on table 4.4 shows that on average the sampled students feared disclosing information to the teacher counsellor since their average mean falls on the “Might not discuss range”.

4.2.4 Relationship between students' decision to seek psychological help and their willingness to reveal personal thoughts or feelings to the teacher counsellor

In order to answer the research question “is there a significant relationship between students' decision to seek psychological help and their willingness to reveal personal thoughts or feelings to the teacher counsellor?” The point biserial correlation was used. It was used because the variable whether students had sought help is dichotomous. The point biserial correlation is mathematically equivalent to the Pearson correlation coefficient. Table 4.20 shows a summary of the number and means of students who had ever sought help from the teacher counsellor and those who had never.

Table 4.20 Sought help means

Sought Help	N	Sum	Mean	STD
Yes (1)	92	249.857	2.716	0.486
No (0)	148	343.643	2.322	0.466

Equation 4.1 Point biserial correlation

$$\frac{M_1 - M_0}{dx} \sqrt{\frac{n_1 n_0}{n(n-1)}}$$

M_1 = Students' mean in group 1

M_0 = Students' mean in group 2

S_x = Standard deviation of all scores.

n_1 = number of students in group 1

n_0 = number of students in group 2

n = total sample size.

$$\frac{2.716 - 2.322}{0.51055} \frac{\sqrt{92 \times 148}}{240(240-1)} = +0.376$$

The results from equation 4.1 show that there is relationship of +0.376 between a student's decision to seek psychological help and their level of self disclosure. We can thus conclude that the students who have sought help from the teacher counsellor have higher self disclosure.

4.2.5 Gender difference in self disclosure

A t-test was carried out to answer the research question "is there a significant difference between male and female levels of self-disclosure to the teacher counsellor?" Table 4.21 shows the number of males and females who had sought help from the teacher counsellor and those who had not.

Table 4.21 Gender differences in help seeking

		Gender		TOTAL
		Male	Female	
Sought Help	No	79	69	148
	Yes	41	51	92
	TOTAL	120	120	240

From table 4.21 it can be observed that of the 120 males sampled in the study 79 had never sought help from the teacher counsellor while only 41 had sought help. Of the 120 girls sampled in the study 69 had never sought help from the teacher counsellor while 51 had sought help.

The males' responses on the teacher counsellor disclosure questionnaire were summed up and an overall mean obtained. This was also done for females' responses and the results are presented on table 4.22.

Table 4.22 Self disclosure means of males and females

Gender	N	SUM	Mean	Std. Deviation
Male	120	283.786	2.365	0.505
Female	120	309.714	2.581	0.496

Table 4.22 shows that there is a difference in the means between the males and females. Males have a mean of 2.3720 while females have a mean of 2.5738. This means that males have lower self disclosure to the teacher counsellor compared to females. To find out whether the difference between the means is significant a t-test was used and the results are displayed on table 4.23.

Table 4.23 Gender t Test

F	Sig	t	df	Sig.(2-tailed)	Mean Difference	Std. Error difference	95% Confidence Interval of the Difference	
							Lower	Upper
0.624	0.430	-3.347	238	0.001	-0.2161	0.06455	-0.34323	-0.08891

From table 4.23 we can observe that $t=3.347$, $p<0.05\%$, $df= 238$ we can therefore conclude that there is a significant difference between the male and female self disclosure to the teacher counsellor where. Female students have significantly higher self disclosure

to the teacher counsellor than their male counterparts. Therefore the null hypothesis that stated that there was no significant difference between boys' and girls' levels of self disclosure to the teacher counsellor is rejected.

4.2.6 Class difference in self disclosure

A t-test was also used to answer the research question, is there a significant difference between form twos' and form threes' levels of self-disclosure to the teacher counsellor?

Table 4.24 shows the mean ages of the students in each form.

Table 4.24 Class ages means

	N	minimum	maximum	sum	mean	Std. Deviation
Form 2	120	15	20	2003	16.69	0.994
Form 3	120	16	21	2090	17.42	1.026

From table 4.24 it can be seen that form threes are older than form twos, they have a higher age mean. A significant difference between form threes and form twos self disclosure can therefore tell us whether self disclosure increases or decreases with age.

Table 4.25 shows the self disclosure means of form twos and form threes.

Table 4.25 Class self disclosure means

Class	N	Sum	Mean	Std. Deviation
Form 2	120	299.357	2.495	0.505
Form 3	120	294.143	2.451	0.517

From table 4.25 we can see that form threes have a lower mean than form twos. This means that form threes have lower self disclosure towards the teacher counsellor than form twos. But to find out whether the difference is significant, a t-test was used. Table 4.26 shows the results of the t-test.

Table 4.26 Forms t-Test

F	Sig	t	df	Sig.(2-tailed)	Mean Difference	Std. Error difference	95% Confidence Interval of the Difference	
							Lower	Upper
0.000	0.984	0.658	238	0.511	0.0435	0.06599	-0.08655	0.17345

From table 4.26 we can observe that $t=0.658$, $p<0.05\%$, $df= 238$. This means that the difference in the means is not significant and that the difference might be due to chance. We cannot therefore conclude that form twos disclose to the teacher counsellor more than form threes. Therefore our null hypothesis that stated that there was no significant difference between form twos' and form threes' levels of disclosure to the teacher counsellor is accepted.

4.2.7 Fear of self disclosure.

The second questionnaire was used to test whether students experienced fear of self disclosure due to fear of lack of confidentiality, fear of negative feedback, fear of vulnerability, fear of perception change. Each of this was tested using three items in the

fear of self disclosure questionnaire. All the students' responses on the three items measuring each problem area were summed up and the means and standard deviation for each category were then calculated. Since the likert scale has 5 categories and the range of data is 4, a cut off point of 0.8 was used in interpreting the data giving rise to the analyses guidelines presented on table 4.27.

Table 4.27 Fear of self disclosure analyses guidelines

Range Of Mean	Inference
1 —————> 1.8	Never
1.81 —————> 2.6	At times
2.61 —————> 3.4	I don't know
3.41 —————> 4.2	Most of the time
4.21 —————> 5	All the time

4.2.7.1 Lack of confidentiality

Three items were used to tests whether students felt that their teacher counsellors lacked confidentiality. A summary of the responses to the three items is presented on table 4.28.

Table 4.28 Confidentiality responses

	1 Never	2 At Times	3 I don't know	4 Most of the time	5 All the time
Question 1	5 (2.1 %)	48 (20.0 %)	51 (21.3 %)	74 (30.8 %)	62 (25.8 %)
Question 5	23 (9.6 %)	44 (18.3 %)	58 (24.2 %)	73 (30.4 %)	42 (17.5 %)
Question12	66 (27.5 %)	56 (23.3 %)	66 (27.5 %)	33 (13.8 %)	19 (7.9 %)
∑	94 (13.0%)	148 (20.6%)	175 (24.3%)	180 (25%)	123 (17.1%)
	94	296	525	720	615

Table 4.28 shows that 13.0% of the respondents thought that their teacher counsellors never revealed to other people problems brought them, 20.6% thought that they at times revealed problems brought to them to other people, 24.3% didn't know whether or not they revealed problems brought to them to other people, 25% thought that they revealed most of the times problems brought to them and 17.1% thought that they revealed all the time problems brought to them.

Table 4.29 shows the mean of the questions measuring fear of lack of confidentiality.

Table 4.29 Confidentiality mean

Sum of the 3 Items	Average	N	Mean	Std. Deviation
2250	750	240	3.125	0.95317

Table 4.29 shows that fear of lack of confidentiality had a mean of 3.125. Following the analyses guidelines on table 4.27, it falls in the "I don't know range". This means that the students were not sure whether the teacher counsellors would reveal problems brought to them to other people.

4.2.7.2 Perceived negative feedback.

Three items were used to tests whether students felt that their teacher counsellors' reaction to a disclosure would be negative. A summary of the responses is displayed on table 4.30.

Table 4.30 Negative feedback responses

	1 Never	2 At Times	3 I don't know	4 Most of the time	5 All the time
Question 3	60 (25.0 %)	82 (34.2 %)	48 (20.0 %)	37 (15.4 %)	13 (5.4 %)
Question 8	97 (40.4 %)	69 (28.8 %)	40 (16.7 %)	25 (10.4 %)	9 (3.8 %)
Question10	176 (73.3 %)	20 (8.3 %)	30 (12.5 %)	7 (2.9 %)	7 (2.9 %)
Σ	333(46.25%)	171(23.75%)	118(16.4%)	69(9.6%)	29(4.0%)
	333	342	354	276	145

Table 4.30 shows that 46.25% of the respondents thought that their teacher counsellors would never react negatively to their disclosures, 23.75% thought that they would at times react negatively, 16.4% didn't know whether they would react negatively or not, 9.6% thought that they would react negatively most of the times and only 4.0% thought that they would react negatively all the time.

Table 4.31 shows the mean of the questions measuring fear of perceived negative feedback.

Table 4.31 Negative feedback mean

Sum of the 3 Items	Average	N	Mean	Std. Deviation
1450	483.33	240	2.014	0.7603

Table 4.31 shows that fear of negative feedback had a mean of 2.014. Following the analyses guidelines on table 4.27, it falls in the “At times range”. This means that the students felt that their teacher counsellors might at times react negatively to their disclosures upon help seeking.

4.2.7.3 Vulnerability avoidance

Three items were used to tests whether students felt vulnerable when considering seeking help from their teacher counsellor. A summary of the responses is displayed on table 4.32.

Table 4.32 Vulnerability avoidance responses

	1 Never	2 At Times	3 I don't know	4 Most of the time	5 All the time
Question4	19 (7.9 %)	56 (23.3 %)	27 (11.3 %)	67 (27.9 %)	71 (29.6 %)
Question6	22 (9.2 %)	69 (28.8 %)	15 (6.3 %)	77 (32.1 %)	57 (23.8 %)
Question7	18 (7.5 %)	67 (27.9 %)	14 (5.3 %)	59 (24.6 %)	82 (34.2 %)
∑	59(8.2%)	192(26.7%)	56(7.8%)	203(28.2%)	210(29.1%)
	59	384	168	812	1050

Table 4.32 shows that 8.2% of the respondents thought that teacher counsellors would never misuse information revealed to them, 26.7% thought that they would at times misuse information revealed to them, 7.8% didn't know whether they would misuse information revealed to them or not, 28.2% thought that they would misuse information revealed to them most of the times and 29.2% thought that they would misuse information revealed to them all the time.

Table 4.33 shows the mean of the questions measuring fear of vulnerability.

Table 4.33 Vulnerability avoidance means

Sum of the 3 Items	Average	N	Mean	Std.Deviation
2473	824.33	240	3.44	1.0026

Table 4.33 shows that fear of vulnerability had a mean of 3.44. Following the analyses guidelines on table 4.27, it falls in the “Most of the time range”. This means that the students felt vulnerable most of the time when thinking of seeking help from their teacher counsellor.

4.2.7.4 Change in perception

Three items were used to tests whether students felt that their teacher counsellor’s perception towards them might change upon seeking help. A summary of the responses is displayed on tables 4.34.

Table 4.34 Change in perception responses

	1 Never	2 At Times	3 I don’t know	4 Most of the time	5 All the time
Question 2	39 (16.3 %)	80 (33.3 %)	42 (17.5 %)	58 (24.2 %)	21 (8.8 %)
Question 9	24 (10.0 %)	42 (17.5 %)	38 (15.8 %)	70 (29.2 %)	66 (27.5 %)
Question11	68 (28.3 %)	62 (25.8 %)	40 (16.7 %)	44 (18.3 %)	26 (10.8 %)
∑	131(18.2%)	184(25.6%)	120(16.7%)	172(23.9%)	113(15.7%)
	131	368	360	688	565

Table 4.34 shows that 18.2% of the respondents thought that their teacher counsellors' perception towards them would never change when information is revealed to them, 25.6% thought that their teacher counsellors' perception towards them would change at times after they revealed information to them, 16.7% didn't know whether or not their teacher counsellors' perception towards them would change after they revealed information to them, 23.9% thought that their teacher counsellors' perception towards them would change most of the times after they revealed information to them and 15.7% thought that their teacher counsellors' perception towards them would change all the time after they revealed information to them.

Table 4.35 shows the mean of the questions measuring fear of change in perception.

Table 4.35 Change in perception mean

Sum of the 3 Items	Average	N	Mean	Std.Deviation
2112	704	240	2.9333	0.9792

Table 4.35 shows that fear of change in perception had a mean of 2.9333. Following the analyses guidelines on table 4.27, it falls in the "I don't Know range". This can be interpreted to mean that when considering seeking help from the teacher counsellor, students were not sure whether the perception of their teacher counsellor towards them after a disclosure would change.

CHAPTER FIVE CONCLUSION

5.1 Introduction

In this chapter the findings are presented followed by their implication to both the teacher counsellors and educational planners. Conclusions about the data obtained and analysed are then made. Lastly, recommendations are made on how to remedy the findings.

5.2 Summary of the findings

5.2.1 Help seeking

One of the aims of the study was to find out the extent to which students made use of Guidance and Counselling services in schools. The findings in table 4.3 pointed out that a majority of the sampled students had never sought help from the teacher counsellor that is 61.7 % had not sought help while only 38.3 % had sought help from the teacher counsellor. This imbalance indicated that there was a problem in the Guidance and Counselling programme. Few students were making use of a service that was meant to serve all.

5.2.2 Fear of self disclosure

The study further wanted to establish whether students feared disclosing information to their teacher counsellors. This could account for the disparity between those who made use of Guidance and Counselling programmes and those who didn't. The results on table 4.19 indicate that students feared disclosing information to the teacher counsellor.

5.2.3 Decision to seek psychological help and willingness to reveal information

The study established that there was a significant relationship between students' decision to seek psychological help and their willingness to reveal personal thoughts or feelings to the teacher counsellor. Those students who had sought help from teacher counsellors had higher self disclosure than those who had never sought any help. This can be attributed to familiarity with the process. Those who had never sought help might have been suspicious while those who had at one point sought help might have already gotten over their suspicions.

5.2.4 Gender differences

Gender differences as far as self disclosure to the teacher counsellor was concern were found to exist. Females were found to be more disclosing than their male counterparts. More females had sought help from the teacher counsellor compared to the males. Moreover females were observed to have higher self disclosure in comparison to males. This can be attributed to the social upbringing especially in the African setting, where a man is expected to be tough, solid and capable of controlling his emotions. Women on the other hand are expected to be gentle and emotional.

This finding seems to correspond with Papini et al. (1990) and Last and Aharoni-Etizioni (1995) who concluded that females generally have higher self disclosure than males.

5.2.5 Class differences.

The study was not able to establish any significant class differences with regards to self disclosure. That is, there was no significant difference between form threes' and form twos' levels of self disclosure to the teacher counsellor. Though there was a difference in the means of form threes and twos the difference was not significant.

This finding does not seem to concur with Coupland et al. (1991) who concluded self-disclosure increases with age. This disparity could be as a result of the small difference in age between form threes and form twos as observed on table 4.24.

5.2.6 Nature of concern

The type of concern seemed to influence whether students would share information with the teacher counsellor or not. Table 4.19 shows that of the seven areas in which students experienced problems in, they feared disclosing to the teacher counsellor in the areas of relationships, physical changes, finances and personality. They were uncertain whether they could disclose to the teacher counsellor in the areas of attitudes and interests. Nevertheless, they felt that they could disclose in the area of academics. From this, it can be observed that the areas students felt they couldn't discuss, that is relationships, physical changes, finances and personality, are more personal. Students felt they could disclose problems related to academics, this could be attributed to the perception that a teacher counsellor is knowledgeable in this area.

This finding seems to coincide with Kebaya (1987) who focused on students' preferences as far as help seeking is concern and concluded that teacher counsellors are preferred for educational and vocational problems and not personal problems.

5.2.7 Lack of confidentiality

The relationship between teacher counsellors and students was seen to be surrounded with suspicion. The results on table 4.28 and 4.29 show that students were not so sure that teacher counsellors upon receiving personal problems would keep them to themselves. Therefore, they may not seek help from the teacher counsellor.

5.2.8 Perceived negative feedback

As seen in tables 4.30 and 4.31, Students felt that at times the teacher counsellor might respond negatively to their disclosures. Those students who felt that a teacher counsellor would respond negatively to their disclosures might not seek help.

5.2.9 Vulnerability

The findings, as seen in tables 4.32 and 4.33, indicated that students felt vulnerable when considering seeking help from teacher counsellors. They felt that their teacher counsellors might manipulate them based on the information they revealed to them. Teacher counsellors would come to know the students' weak points leaving them vulnerable. The students felt that teacher counsellors cannot be trusted with this kind of power.

5.2.10 Change in perception

As observed on tables 4.34 and 4.35, students felt that they were unsure whether the perception of their teacher counsellor towards them after a disclosure would change.

Teacher counsellors would come to know them for who they really are and this might not be the impression they have portrayed all along. This would subsequently affect and change the relationship between the students and the teacher counsellors, because the teacher counsellors would now know the students for who they really are.

5.3 Implication of the findings

5.3.1 Implication to teacher counsellors

The results in this study are not meant to under score the important role played by teacher counsellors, rather, to help them perform their role effectively. From the findings of the research it is worth noting by teacher counsellors that a majority of students do not use their services. They therefore need to find ways to ensure the full utilization of their services.

Teacher counsellors also need to note that students don't trust them completely. They are unsure of their discretion and therefore don't seek their help. This has hampered their delivery of the services effectively. They therefore need to reassure students of their confidentiality in order to erase or minimise the perception that teacher counsellors cannot keep revealed information to themselves.

Teacher counsellors are made aware that they are only preferred when it comes to the area of academics. While they are not preferred in sensitive areas like relationships, physical changes, finances and personality. In order to perform their roles effectively they need to be able to counsel students in all areas that affect them. More effort needs to be

put into convincing the students that teacher counsellors can also be consulted with issues that don't revolve around education.

Teacher counsellors are also informed that students at times fear disclosing information to them because of the negative responses they expect from them. The teacher counsellors therefore need to be seen to be sympathetic and practise empathy. They need to step down from their disciplinarian roles when giving advice to the students.

Teacher counsellors also need to reassure the students that the information revealed will not be used against the students. The study pointed out that, students felt vulnerable when they revealed or felt like revealing information to the teacher counsellor. The revealed information might be sensitive and therefore leave the student at the mercy of the teacher counsellor. Teacher counsellors need to understand that the disclosures they receive are power and that they shouldn't be seen to be manipulating the students because of the power they hold.

Taking into consideration the gender differences that exist when it came to seeking help, the teacher counsellor should encourage males to talk about their problems and shun the notion that this is a sign of weakness. Since males are also affected with problems and if they don't open up it can have grim consequences.

5.3.2 Implication of findings to education planners

The results of this study have revealed that the Guidance and Counselling programme in schools is still under utilized despite the great amount of time and effort accorded to it. The sampled students felt that the perception of their teacher counsellor towards them would change upon receiving of private information. Based on this, education planners should consider separating the two roles of teaching and counselling. Students might fear that if the teacher counsellor is also their subject teacher then perception in class might change. The teacher will come to know the students for who they really are therefore affecting their classroom relationship. The student in a classroom is different from the student in a Counselling office. The student in a Counselling session might be vulnerable while the student in classroom might try and hide this vulnerability. A student might not wish to be known in both persons.

The preference of teacher counsellors with regards to educational matters and non preferences in other matters for example relationships and finances may mean that their role as teachers and counsellors are conflicting with the role of the teacher appearing to win the conflict. Teacher counsellors are perceived to be experts in educational matters since they are teachers. Therefore, many students feel comfortable seeking help from them with regards to educational issues. On the other hand they are not perceived to be experts in other areas hence students don't consult them.

5.4 Conclusion

Guidance and Counselling programmes are meant to assist students solve their problems. It is assumed that students who are not troubled will be able to perform as per their potential. But when students fail to fully utilize the service, as unearthed by this study, or when there is selectiveness in terms of the problems that are brought to the teacher counsellor, then the effectiveness of the programme is impeded. These impediments consequently affect the academic performance of students leading to a lot of wastage in terms of resources, manpower and time.

The study has helped reveal some of the issues that hamper the effectiveness of the Guidance and Counselling programme such as fear of lack of confidentiality, fear of negative feedback, fear of blackmail or vulnerability and fear of the teacher counsellor's change in perception. It is hoped that addressing these issues will lead to proper utilization of Guidance and Counselling programmes in schools.

5.5 Recommendations

Based on the results of the study the following recommendations are made:

- i. Teacher counsellors should hold meetings with all the students where they should assure the students of privacy when they come to seek help from them. The Guidance and Counselling offices should be located in a secluded area to ensure privacy. Before any session begins the client (student) should be informed of the limitations of the confidentiality of information shared. For example if the

information might be harmful to others then the teacher counsellor will be obliged to inform the concern parties.

- ii. A separation of the roles of teaching and counselling is recommended. This will help in reducing students fears that their teacher counsellor's perception toward them will change if they know them for who they really are and that the students might be punished upon disclosure. It will also give the impression that the counsellor is not just capable of handling educational matters only but can handle other issues a well.
- iii. Teacher counsellors need to hold public meetings with students where they should strive to help students not to feel vulnerable. They should assure the students that the information relayed to them will not be used to take advantage of them. They should convince the students that despite the sensitive information they might know about the student, the information will not be used to manipulate them.
- iv. Since those students who have sought Counselling have higher self disclosure, teacher counsellors are advised to practice group counselling which will help make students familiar with the Counselling process and pave way for private Counselling sessions.
- v. Teacher counsellors should strive to break the idea that men don't reveal information and are not emotional. This can be done by holding talks with the male students.

5.6 Further research

Further research should be carried out to determine why teacher counsellors are preferred for educational matters while they are not preferred when it comes to personal issues such as relationships and personality.

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APPENDICES

SECTION ONE

TEACHER COUNSELLOR DISCLOSURE QUESTIONNAIRE

School: _____

Class: _____

Gender: _____

Age: _____

INSTRUCTIONS

- Answer ALL questions
- Your cooperation is required. Please answer the questions as honestly as possible with the answer that first comes to mind.
- Your responses will be kept confidential.
- This is not an examination and you will not be penalised for any way you respond to the questions.
- There is no correct or wrong answer

a) Have you ever sought help from the teacher counsellor? Yes___ No___

b) Which of these would you discuss with your teacher counsellor? Tick ONLY ONE of the numbers on the columns besides the questions according to the scale below:

1 = Very Unlikely to Discuss

2 = Quite Unlikely to Discuss

3 = Cannot Decide

4 = Quite Likely to Discuss

5 = Very Likely to Discuss

	1	2	3	4	5
1. Your relationship with boy or girlfriend.					
2. Your deepest feelings about your parents					
3. Your financial difficulties.					
4. The amount of pocket money you are given					
5. Confusing changes in your physical development e.g. Breast size, Body size etc					
6. How you really feel about your physical characteristics e.g. height, weight, skin complexion etc					
7. Your attitude towards premarital sex or unwanted pregnancy.					
8. What is important to you in life.					
9. Your academic problems.					
10. Choosing your subject combination.					
11. What you like and dislike about your behaviour.					
12. Your personal habits.					
13. Your favourite sport					
14. Your favourite type of music					

SECTION TWO

FEAR OF SELF DISCLOSURE QUESTIONNAIRE

INSTRUCTIONS

- Respond to the following questions by ticking ONLY ONE of the numbers on the columns besides the questions according to the scale below:

1= Never

2 = At Times

3 = I do not Know

4 = Most of the time

5 = All the time

- Answer ALL questions
- Please answer the questions as honestly as possible.
- This is not an examination and you will not be penalised for any way you respond to the questions.
- Your responses will be kept confidential.
- There is no correct or wrong answer

	1	2	3	4	5
1. Do you think your teacher counsellor discusses problems brought to him with other teachers?					
2. When you feel like approaching a teacher counsellor with your problems do you feel like she/he will think you are not capable of handling your own problems?					
3. When you feel like approaching a teacher counsellor with your					

problems do you feel like she/he will criticize you?					
4. When you think of approaching the teacher counsellor with some private information are you afraid she/he will use it against you?					
5. Do you think your teacher counsellor discusses problems brought to him with parents?					
6. You are bound to get hurt if you open yourself up to the teacher counsellor.					
7. When you think of approaching the teacher counsellor with some private information do you feel like you are exposing yourself too much?					
8. When you feel like approaching a teacher counsellor with your problems do you feel like she/he will make fun of you?					
9. When you feel like approaching a teacher counsellor with your problems do you feel like his/her view of you in class will change?					
10. When you feel like approaching a teacher counsellor with your problems do you feel like she/he will punish you?					
11. When you feel like approaching a teacher counsellor with your problems do you feel like she/he will think you are immature?					
12. Do you think your teacher counsellor discusses problems brought to him with other students?					