

**FEAR OF NEGATIVE EVALUATION ON
COUNSELING-HELP SEEKING
BEHAVIORS AMONG PUBLIC
SECONDARY SCHOOL STUDENTS IN
NAIROBI PROVINCE, KENYA**

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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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DEDICATION

This work is dedicated to my children Natalie Hellen Osita, Rose Mukoya and Stella Ivy Olesi for their patience and understanding during the entire study period which gave me the motivation to pursue it to the end.

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ABBREVIATIONS AND ACRONYMS

ATSPH	-	Attitude towards Seeking Psychological Help
ATSS	-	Articulated Thoughts during Simulated Situation Deficiency Syndrome
EDI	-	Eating Disorder Inventory
FNE	-	Fear of negative evaluation
GP	-	General Practitioner
HIV/AIDS	-	Human Immuno-deficiency Virus/ Acquired Immune
KIE	-	Kenya Institute of Education
MoE	-	Ministry of Education
OC	-	Overhead Conversation
PASW	-	Predictive Analytics SoftWare
SPSS	-	Statistical Package for Social Sciences
TA	-	Teaching Assistant
TRA	-	Theory Reasoned Action
USAID	-	United States Agency for International Development

ABSTRACT

Secondary school students have educational and personal problems which are not usually met by the schools' instructional programme. Studies have shown that fear, embarrassment, distress, male gender and stigma are some of the factors contributing to reluctance to seek counseling help for psychological distress. Fear of negative evaluation has been associated with other social attributes. However, no unequivocal data exists on fear of negative evaluation on students' attitudes toward seeking counseling help in secondary schools in Kenya. The study sought to determine the relationship between students' fear of negative evaluation and their Counseling Help Seeking Behaviors among public secondary school students in Nairobi Province. It also sought to find out the gender and grade level differences in fear of negative evaluation and students' attitudes toward seeking counseling help. A total of 253 students both boys and girls participated in the study. Of the enrolled students, 141 were in Form 2 and 112 were in Form 4. Majority of the students were aged 17 years. The school distributions were two girls' schools, two boys' schools and two mixed schools. Fear of negative evaluation (FNE) scale and Attitude toward Seeking Professional Psychological Help (ATSPPH) scale was used to collect data. The data obtained was coded and analyzed using Statistical Package for Social Sciences (SPSS) version 17 (currently PASW 17) to determine the predictors of FNE and ATSPPH. A nonparametric correlation coefficient was performed to determine the relationship between FNE and ATSPPH. The study revealed that attitude toward seeking professional psychological help reduced slightly with increase in fear of negative evaluation but the relationship was not linear. There was also no statistically significant difference between Form 2 and Form 4 students' fear of negative evaluation ($p=0.351$). There was a statistically significant difference between students' gender and their fear of negative evaluation ($p=0.032$). Gender was a significant predictor of fear of negative evaluation. The study also revealed that most students had a positive attitude toward seeking psychological help although this was not statistically significant. Further research needs to be carried out in other provinces to find out the relationship between fear of negative evaluation and students' counseling help seeking behaviors.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Counseling services underutilization by secondary school students has been found to be an issue of concern. There are students who need help in the three areas of sociological and psychological counseling, educational guidance, and vocational guidance in practically all schools (Ongubo, 1987; Ministry of Education, 1977).

Students often have educational and personal problems which are not usually met in the schools' instructional programme. Guidance programmes need to be strengthened to cater for the students' needs and problems (Herman, 1974). In order to fulfill their responsibility to the community, schools, must continuously adapt courses and activities to the actual needs of the youth (McDaniel & Shafter 1961). Counselors should work constantly with individual students to know their personal problems, aspirations, abilities and aptitudes. They should work closely with adolescents since they often are unsure of themselves around others and are concerned with image and conformity making them susceptible to social anxiety. Seeking to improve students' willingness to use counseling services in schools should be of major concern.

The Ministry of Education has a Guidance and Counseling unit which was created in 1971. The unit provides guidance and counselling services to secondary schools

students. Over the years the mandate of the unit has been expanded in response to the challenges emerging in the education sector. There are many family problems, which pose serious challenges in the growth and development of the Kenyan adolescent for instance the HIV/AIDS pandemic, which has substantially increased the number of orphans and has negatively affected learning, the poverty levels and the pressure on students to perform well academically. The pressure on the infected and affected students necessitates guidance and counseling interventions to help them cope with the challenges of their status. In addition, the escalating indiscipline in the secondary schools, for instance drug abuse, adolescent sexuality and stress in the society, demand well coordinated and informed counseling interventions so as to provide learners with the skills to enable them face the above challenges since guidance and counseling is the recommended mode of correction. The Ministry of Education in conjunction with the Kenya Institute of Education (KIE) has introduced Life Skills as a subject in secondary schools to be taught to help improve the functions of guidance and counseling. To further the goal of the Ministry of Education of improving guidance and counseling in secondary schools, identification of unexamined barriers to psychological-help seeking behaviors could greatly improve the teacher counselor's efforts. Such efforts would then alleviate factors that prevent students from seeking needed psychological services.

The National Conference on Education and Training held in 2003 recommended that a national programme be instituted for professional training of teachers/

personnel to handle guidance and counseling services and that guidance and counseling be offered by professionally trained mature members of staff. The Wangai Report (2001) on discipline and unrest in secondary schools also made strong recommendations on the need to strengthen Guidance and Counseling in schools by equipping teachers with skills and knowledge in this area so that they can perform their duties effectively.

Task forces have been set up by the government and recommendations drawn from their findings. One recommendation that stands out is “guidance and counseling services need to be strengthened by equipping teacher counselors with skills and knowledge in the area of counseling (Mutie & Ndambuki, 1999; Nasibi, 2003). In an effort to achieve this goal, the Ministry of Education has deployed heads of departments to head Guidance and Counseling in public secondary schools. The Session Paper No.1 of (2005) also provided guidelines on guidance and counseling services in schools. The Kenya Adolescent Reproductive Health Project (KARHP) through The Ministry of Education has helped in the training of teacher counsellors to help deal with HIV/AIDS in schools. This has helped the Ministry of Education in the establishment of guidance and counselling programmes in secondary schools.

Despite the establishment of Guidance and Counseling programs in the secondary schools, students are reported not to seek counseling help from teacher counselors

(Ndirangu, 2001, Koech, 1999; Mwangi, 1991). This has been attributed to the attitudes one has toward seeking help (Fischer & Turner, 1970). Several studies have revealed factors associated with individuals' reluctance to seek psychological help. These include perception of social stigma associated with obtaining mental health services (Sibicky & Dovidio, 1986; Stefl & Proseri, 1985), low interpersonal dependency (Bornstein, Krukonis, Manning, Mastrosimone & Rossner, 1993), a tendency to conceal distressing and negative personal information (Kelly & Achter, 1995) and male gender (Rule & Gandy, 1994).

Fear of negative evaluation is believed to have significant predictive power on restrictive attitudes (Gilbert & Meyer, 2005) and to cause high students' anxiety (Kitano, 2001). This may cause a feeling of social inadequacy and concerns about others' evaluation in many psychological phenomena (Jones, Cheek & Briggs, 1986; Leary, 1983d). It was from this background that the researcher sought to find out whether fear of negative evaluation was a salient factor contributing to counseling-help seeking behaviors and the reluctance to seek psychological help among secondary school students' in Nairobi Province.

1.2 Statement of the problem

Secondary school students are unpredictable adolescents undergoing stormy Psycho-social changes and emotional stress (Hall G. S, 1904). They are going through a stage of intellectual, emotional, physical, moral and social development. As the development takes place, there is a lot of conflict as to what is right or

wrong. Adolescent personality believes in an imaginary audience and tends to behave as though “everyone” is watching them (Elkind, 1978), thus making them shy off from some issues.

The predisposition to seek out counseling services depends on the type of problem a person has (Howard, 1977). Most students prefer to discuss with the counselor matters related to vocational and educational concerns; however, for personal adjustment problems, there is a significant decline. Students perceive counselors as nice but not as bright or as knowledgeable as advisors (Strong, Hendel, & Bratton, 1971). The titles of the help-giver (Gelso, Brooks & Karl, 1975) and the centre itself (Sieveking & Chappel, 1970) are related to students’ help seeking attitudes. There may be other obstacles in the schools which prevent students from going to seek counseling help despite their knowledge of the benefits of these services (Wanjohi, 1990), and their positive attitudes toward seeking counseling help (Kibui, 2005) for those with a positive attitude.

Fear of negative evaluation is one factor that has received little empirical examination for its potential contribution to students’ reluctance to seek professional psychological assistance in secondary schools, yet it has a significant predictive power on restrictive attitudes (Gilbert and Meyer, 2005) and if strong it causes students’ anxiety (Kitano, 2001).

Stigma associated with receiving psychological treatment had been identified as a major deterrent to help seeking (Stefl & Prospero, 1985). Individuals who had received mental health services were perceived negatively (Sibicky & Dovidio, 1986; Farina et al, 1966) hence; concern for stigma seemed to have a basis in reality. However individuals who were fearful of evaluation might have attributed their reluctance toward help seeking to social stigma instead of attributing it to apprehension of negative evaluation. Therefore, the study sought to examine factors associated with attitudes toward seeking counseling help in particular the effects of fear of negative evaluation on counseling-help seeking behaviors among secondary school students in Nairobi Province.

1.2.1 Purpose of the study

The purpose of the study was to examine factors associated with secondary school students' attitudes toward seeking counseling services. In particular it looked into fear of negative evaluation by other students and individuals in the school on counseling-help seeking behaviors among secondary school students in Nairobi Province.

1.3 Objectives of the study

The objectives of the study were:-

- (1) To determine the relationship between fear of negative evaluation and students' attitudes toward seeking counseling help.
- (2) To determine the class/form differences among Form two and four students' fear of negative evaluation.

- (3) To determine the class/form differences among Form two and four students' attitudes toward seeking counseling help.
- (4) To find out the gender differences in students' fear of negative evaluation.
- (5) To find out the gender differences in students' attitudes toward seeking counseling help.

1.4 Research questions

1. Is there a relationship between fear of negative evaluation and students' attitudes toward seeking counseling help?
2. Does class influence students' fear of negative evaluation?
3. Does class influence students' attitudes toward seeking counseling help?
4. Do gender differences influence students' fear of negative evaluation?
5. Do gender differences influence students' attitudes toward seeking counseling help?

1.5 Significance of the study

Counseling being a major part of the school education system, the significance of the study was to provide data that will assist policy makers; (i) design programs to improve students' attitudes toward seeking counseling help and reduce the effects of fear of negative evaluation (ii) emphasis the need of the role played by peer counselors and encourage establishment of peer counseling in secondary schools to deal with peer pressure.

The data generated will also help teacher counselors to evaluate their efficacy as professional counselors to help improve students' attitudes toward seeking counseling help. This will assist teachers to understand students' behaviors and their problems thus enable them encourage students in need of psychological help to improve their attitudes toward counseling help.

1.6 Delimitations and limitations of the study

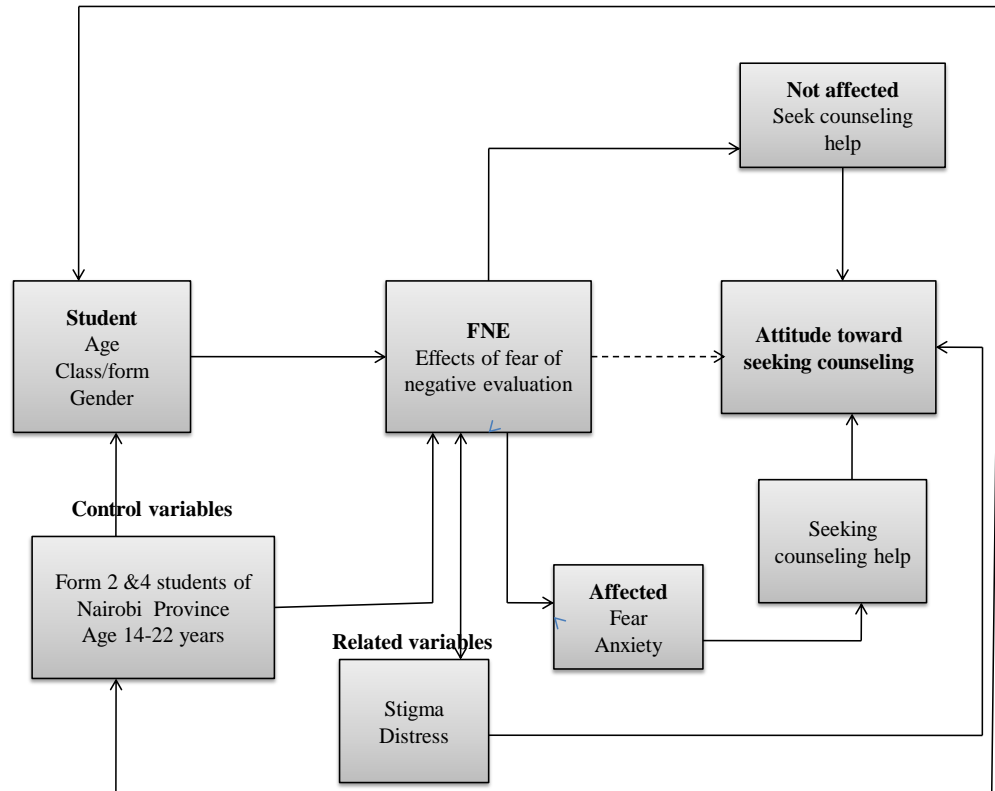
Due to time limit and financial constraints, the study was done in secondary schools in Nairobi Province. The study involved only public secondary schools because there was hopefully uniformity in the implementation of governing policies on Guidance and Counseling in the schools. Only Form 2 and 4 students were included in the study and a sample of urban public secondary schools in Nairobi Province was included in the study.

1.7 Assumptions of the study

The sample used in the study was assumed to be a representation of the urban public secondary school students' population which has uniform Education policies and are governed by the same recommendations of the Ministry of Education toward counseling in secondary schools. Guidance and Counseling programmes are in place in the secondary schools and are headed or managed by professional teacher counselors. Teacher counselors are aware of the functions of life skills in the secondary schools and adolescent risk behaviors of alcoholism, sex and drug abuse. Students are aware of the guidance and counseling services, the role of the teacher counselor and utilize the service.

1.8 Conceptual framework of the study

Figure 1 Fear of negative evaluation on counseling Help-Seeking Behaviors among Public Secondary School Students' in Nairobi Province



Counselling-help seeking behaviours are issues of concern that affect secondary school students during their stay in school. The age, class/form and sex of the student affect how a particular student behaves toward seeking counselling help. The various counselling-help seeking behaviours like negative or positive attitudes, reluctance to seek counselling help, and stigma and distress, affect students differently and bring about variations in their behaviours. Efforts made to deal with fear of negative evaluation are believed to impact positively on the attitudes developed toward counselling, effect of stigma and distress over seeking counselling help among secondary school students. Failure to deal with fear of

negative evaluation causes high anxiety levels which may result in secondary school students' reluctance to seek counselling help from teacher counsellors.

1.8.1 Theoretical Framework

The following theories guided the study to give generalizations and hypothesized principles that were scientifically tested.

1.8.1.1 Social Cognitive Theory (Bandura, 1986)

Social cognitive theory is rooted in a view of human agency in which individuals are agents pro actively engaged in their own development and can make things happen through their actions. Among other personal factors, individuals possess self-beliefs that enable them to exercise a measure of control over their thoughts, feelings, and actions, that “what people think, believe, and feel affects how they behave” (Bandura, 1986). Bandura provided a view of human behavior in which the beliefs that people have about themselves are critical elements in the exercise of control and personal agency. Thus individuals are viewed both as products and producers of their own environment and of their social systems.

Environments and social systems influence human behavior through psychological mechanisms of the self system. Hence the theory posits that factors such as economic conditions, socioeconomic status, and educational and familial structures do not affect human behavior directly. Instead, they affect it to the degree that they influence people's aspirations, self-efficacy, beliefs, personal standards, emotional states and other self-regulatory influences. Hence an

adolescent is capable of constructing reality, self-regulating and performing behaviors like seeking counseling help without being influenced by what the others think of him/her. He is able to overcome the fears and stigma caused by seeking counseling help.

1.8.1.2 Theory of Reasoned Action (TRA)

Fishbein and Ajzen's (1975) state that intention is the best predictor of behavior and that, intentions are influenced by attitudes and subjective norms. According to Fishbein and Ajzen, attitudes toward a behavior comprise individuals' appraisals of how positive or negative performing the behavior would be, and subjective norms reflect individuals' perceptions of the social pressure to either perform or not perform the behavior. They considered both attitudes and subjective norms to be based on beliefs and their effects on actual behavior to be mediated by intentions. Hence an adolescent's attitude to partake in seeking counseling help comprises his/her individual appraisal of how positive or negative seeking counseling help would be and his/her individual perceptions of the social pressure to either seek or not to seek counseling help.

1.8.1.3 Identity Status Theory

James Marcia's (1980) theory views the youth as lacking goals or clear values contributing to feelings of anxiety. They feel that the world is noticing and judging their every move - imaginary audience (Elkind, 1978). Marcia believes that the imaginary audience underlies the excessive self-consciousness of early adolescence.

Young people tend to be characterized by sophisticated levels of moral reasoning, self-esteem, self-directiveness, curiosity, social activity, and emotional expressiveness. They go through various stages and acquire different statuses. Foreclosure status may lead them not to do certain things because the group does not approve of it. They tend to have a great need for social approval and more often are most susceptible to persuasion by others especially whom they perceive as authority figures. Hence, if an adolescent may view seeking counseling help as a risk to acceptance by others, he/ she may not seek counseling help due to Fear of negative evaluation. The adolescent should be helped to view seeking counseling help positively not as a risk.

1.8.1.4 Person Centered Theory

Carl Rogers (1969) theory assumes that clients' even adolescents possess the abilities necessary for resolving their own problems, if helped to disclose and to accept the self. The adolescents should be helped to disclose by seeking counseling help from teacher counselors and to accept the self. This may also help reduce fear of negative evaluation for the students who may be affected by it.

1.8.1.5 Summary of related theories

The reviewed theories showed that:-

An adolescent's attitude toward seeking counseling help comprises his or her individual appraisal, the perceptions of how positive or negative seeking counseling help is, and the social pressure associated with it. Foreclosed adolescents may not seek counseling help in fear of being evaluated negatively by

the peers. An adolescent should therefore be helped to disclose by seeking counseling help. He/she should also be helped to accept the self.

1.9 Operational definition of terms

Behavior: In the study behavior is attitude. It is doing something in a particular way showing how one thinks or feels about it. The way one behaves toward something or somebody.

Class: A group of students at the same level in school.

Counseling: The process by which the teacher counselor assists a student to face, understand and accept information about him/her and his/her interaction with others so that he/she can make effective decisions about school and general life situations.

Counseling Help-seeking Behavior: Any step taken by a student to approach the teacher counselor for assistance over a problem or distressing issues in a way to show how he/she felt or thought about counseling.

Distress: A feeling of great worry or unhappiness.

Fear of negative evaluation: Apprehension about other's evaluation, distress over their negative evaluation and the expectation that others would evaluate one negatively. The opposite of FNE was the lack of apprehension about others evaluations, but not necessarily the desire or need to be evaluated positively.

Guidance: The help or advice given to a student by a teacher counselor on behavior.

Stigma: Internalized feeling of disapproval about certain behaviors.

Teacher Counselor: A professional counselor-teacher entrusted with the duty of assisting students in need.

“Tuseme club”: Clubs formed by students in secondary schools where they discuss their social and academic issues that affect them while in school. The student leader then gives feedback to the administration and the Guidance and Counseling teacher.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews related researches that show previous work related to the focus of the study and research hypotheses that provide direction to the study and bridge the gap between the problem and the evidence needed for its solution.

It contains research on gender differences in attitudes toward seeking counseling help, counseling-help seeking behaviors, the effects of fear of negative evaluation, symptoms and problems experienced when one has fear of negative evaluation and fear of negative evaluation and attitudes.

2.1 Counseling-help seeking behaviors

Vogel, Wade & Hackler (2007) study on public stigma and the willingness to seek counseling help, examined the mediating effects of the self-stigma associated with seeking counseling help and attitudes toward seeking counseling on the link between public stigma and willingness to seek counseling help for psychological and interpersonal concerns. Structural equation modeling of data from 676 undergraduates indicated that the link between public stigma and willingness to seek counseling help was fully mediated by self-stigma and attitudes. It revealed that perceptions of public stigma contribute to the experience of self-stigma, thus influencing help seeking attitudes and eventually help-seeking willingness.

Wrigler, Jackson, Judd & Komiti (2005) studied the role of stigma and attitudes toward help-seeking from a general practitioner for mental health problems in a rural town. Their objective was to examine the role of perceived stigma and attitudes toward seeking care in predicting help-seeking from a general practitioner (GP), to mental health problems. A self-report questionnaire assessing current levels of symptomatology, disability, attitudes toward mental illness, knowledge of prevalence and causes of mental illness, contact with mental illness and help-seeking behaviors and preferences and attitudes toward seeking professional psychological help, revealed that causal attributions and perceived stigma influence attitudes to help seeking for mental health issues.

Pederson and Vogel (2007) studied 575 undergraduate men on men's gender role conflict and their willingness to seek counseling. They noted that men experiencing higher gender role conflict were more likely to self-stigmatize and less likely to self-disclose. High self-stigma and less disclosure then led to less positive attitudes and subsequently less willingness to seek counseling help.

2.1.1 Gender influence on attitudes toward seeking counseling help

Masuda, Suzumura, Beauchamp, Howells and Clay (2005), Rule & Gandy (1994), Hinson & Swanson (1993), reported that females tend to have more positive attitudes toward seeking professional psychological help than males. Oliver, Read, Cynthia, Katz, Barry, Haugh and James, (1999) study on students' self-reports of

help-seeking reported that females acknowledged talking more frequently, but both genders showed the same preferences for help sources.

Traditionally, studies have found that women are more likely to make use of services than men, without regard to age or sexual orientation (Butcher, Rouse, & Perry, 1998; Garland & Zigler, 1994). Most of the published research explores barriers that affect men more than women. Robertson (2001) states that “traditional counseling requires men to set aside much of their masculine socialization simply to get through the door and ask for help” (McCarthy & Holliday, 2004). A fear of power differential inherent between therapist and client (Blazina & Watkins, 1996) and a confusion caused by the differences between their perceived gender roles and their reality (Blazina, 2001) may create double bind situation for men in which they need help but are resistant to seek that help (Blazina & Watkins, 1996; Levant, 1990; Tracey, 1985).

Levant (1990) reported four gender-role characteristics that contribute to men’s avoidance of therapy. First, men have difficulty admitting that a problem exists. Second, they have difficulty asking for help. Third, they have trouble distinguishing between the various emotional states. Finally, they are trained to fear intimacy. Men may find help seeking to be incompatible with being a man (Blazina, 1997), although “as men’s values regarding the male role become less traditional, their views of psychological help seeking become more positive”

(McCarthy & Holliday, 1994). Blazina and Marks (2001) studied the willingness of men to participate in individual, support group or psycho-educational treatment formats. They also found that men who identified more with traditional gender roles “had negative reactions to all three treatment formats, especially the men’s support group” (Blazina & Marks, 2001).

2.2 Fear of negative evaluation and attitudes

Gilbert and Meyer (2005) studied 91 young women in England on fear of negative evaluation and eating attitudes. They completed two versions of the short Fear of negative evaluation Scale (FNE). First they completed the standard scale (in relation to people in general) and then an amended version (in relation to close friends and relatives). Then they completed the three eating-related sub scales of the Eating Disorders Inventory (EDI). They found out that only general FNE had significant individual predictive power on restrictive attitudes.

2.2.1 Symptoms of fear of negative evaluation

People who have social anxiety generally assert more negative thoughts than positive thoughts about themselves. They have extreme sensitivity to criticism, rejection or negative evaluation. The negative thoughts may cause one to avoid social interaction, therefore turning oneself toward introversion, while positive thoughts may turn a person toward extraversion (Leary & Kowalski, 1995). This may lead to social relationships labeled as shy. Shyness could immobilize the social contact needed for quality relationships because the individual fears being rejected. Behavior connected to a shy personality does not always assist in the

progress of building acceptance and familiarity with other people. It may give an impression that one does not want to receive attention from other individuals (Leary & Buckley, 2000). Shyness may lead to fear of negative evaluation in social settings, thus feelings of anxiety about being judged negatively by other people (Cowden, 2005). This may lead to avoidance to seek counseling help as a result of intraversion.

Highly affected people may also suffer intense preoccupation with reactions and responses of other people. They may have heightened fears of being embarrassed or humiliated thus not seek counseling help in order not to be negatively evaluated. They tend to avoid feared situation(s) and anticipatory anxiety.

Those who are anxious in social interactions tend to be extremely preoccupied with portraying a presentable physical appearance. They are highly concerned with the impression they make on other people, thus they are high self-monitors and have high levels of self-awareness (Kocovski & Ender, 2000). Leary and Kowalski (1995) stated that social anxiety is accompanied by excessive self-preoccupation because fear of negative evaluation affects the cognitive processing in three ways: (a) decreasing the individual's attention to environmental cues, (b) affecting how a person encodes and interprets information, and (c) increasing the probability of certain overt behaviors. This may lead to reluctance to approach the teacher counselor for help.

2.2.2 Problems experienced when one has apprehension of negative evaluation

As the nature of construct predicts, people who score high on FNE scale tend to behave in ways designed to avoid the prospect of being evaluated unfavorably. High FNE subjects work hard on boring tasks as compared to low FNE subjects when they believe their work will be explicitly approved by others (Watson & Friend, 1969). They tend to avoid potentially threatening social comparison information to a greater degree (Friend & Gilbert 1973), and indicate they feel worse about receiving negative evaluations (Smith & Saranson, 1975). They may also withdraw and avoid participating in group discussions (Nunamaker, Dennis, Valacich, Vogel and George 1991).

Males and females manifest fear of negative evaluation in different ways. Females are more open with their fears while males generally mask their anxiety and use different strategies for coping. There is also speculation as to the effect of the level of education received on anxiety (Moore & Gee, 2003). Apprehension in social situations can cause people to restrict their actions, thus impacting the quality of their relationships with others (Cowden, 2005).

Social interactions of individuals are often hindered by their fears (Larsen & Buss, 2002). It is a basic human desire to avoid rejection and search for approval, and therefore adolescents who are seeking approval by others may become introverted as a result of doubts that they have the ability to make successful impressions on others (Leary & Buckley, 2000; Leary & Kowalski, 1995).

When individuals have a fear of being evaluated negatively, they will often do everything in their power to avoid social situations where they may face evaluation due to a concern of being embarrassed. It is impossible for them to avoid these interactions altogether and this avoidance causes an immense amount of stress for some individuals.

2.2.3 Effect of fear of negative evaluation

Kushner & Sher (1991) in their studies about what they term the “service gap,” reported that utilization of services may be low primarily because people prefer to receive help from informal sources such as family, friends, clergy, because of the inaccessibility of services, and because of what they call “treatment fearfulness.” Treatment fearfulness can come from a variety of sources identified by Kushner & Sher (1991): (1) fear of embarrassment, (2) fears associated with past experiences with mental health service system, (3) fears of negative judgment (stigma), (4) fears involving treatment stereotypes, (4) fear of change, and (6) fear of treatment associated with specific problem types.

Davison, Feldman & Osborn (1984) in a study on Articulated Thoughts, Irrational Beliefs and Fear of negative evaluation, studied 103 university students of Southern California. The study utilized a paradigm that provides virtually “on–line” assessment of cognition during complex experimenter–controlled interpersonal situations, called articulated thoughts during simulated situations (ATSS), the procedure has a subject pretend that he or she is a participant in a

role-played interaction, such as being the object of someone's critical remarks. The students were exposed to three stimulus tapes: - (i) Teaching Assistant (TA) Tape, (ii) Overheard Conversation (OC) Tape, and (iii) Control Tape. Personality questionnaires were used. After having articulated their thoughts to the tape situation to indicate on a six point scale from "very much" to "not at all", the subjects were asked how realistic they found the situation, how much they liked the people they had heard on the tapes, how similar these actors were to real people the subject knows, and how anxious each situation made them feel. They found out that, people articulate less rational thoughts when confronted with stressful social-evaluative situations than with those not involving criticism of themselves. They also found out that High FNE subjects reported more anxiety from the experimental tapes than did Low FNE subjects, especially in the TA (Teacher Assistant) condition. FNE tap into social evaluation more than does evaluation of academic competence.

Kitano (2001) study to investigate two potential sources of the anxiety of college learners of Japanese in oral practice established that: (a) an individual student's fear of negative evaluation, and (b) his or her self-perceived speaking ability. A survey was administered to 212 students in Japanese courses at two major universities. The study found that an individual student's anxiety was higher as his or her fear of negative evaluation was stronger.

United States Agency for International Development (2003) study on evaluation of HIV/AIDS counseling and testing, self-disclosure, social support and sexual behavior change among a rural sample of HIV/AIDS reactive patients in South Africa revealed that at follow up, only 36% had disclosed their HIV/AIDS status. The major reason for not disclosing their HIV/AIDS status was fear of negative reactions, fear of violence, fear of discrimination, and concerns about confidentiality.

Mohr (2003) study of 213 college students on psychological predictors of college women's leadership aspirations reported that if a woman's Fear of negative evaluation is low, her Leadership Aspirations are low. If a woman's fear of negative evaluation is high, her Leadership Aspirations are high.

Studies have been done in relation to Fear of negative evaluation and other variables but no study had looked directly at the possible effect of fear of negative evaluation on counseling-help seeking behaviors among secondary school students. The researcher intended to find out whether fear of negative evaluation influenced secondary school students' reluctance to seek counseling help from teacher counselors.

2.2.4 Benefits of dealing with fear

Extraverted individuals tend to have lower fear of negative evaluation. They do not avoid social situations for fear of negative evaluation. They also have lower

levels of self-awareness than introverts. They are not as focused on the impressions that they make on others thus their fear of negative evaluation is much lower (Harrington & Lottredo 2001). Dealing with fear of negative evaluation will also eliminate extreme sensitivity to criticism, rejection, or negative evaluations. It will remove intense preoccupation with the reactions and responses of others. Kitano (2001) revealed that an individual student's anxiety increased with an increase in fear of negative evaluation thus if the fear is removed, anxiety will be reduced and the students can consider seeking counseling help an option.

2.3 Summary of related researches

The related researches reviewed in this chapter revealed that fear of negative evaluation affected individuals in various areas including eating habits, speaking ability, disclosure of HIV status, leadership aspirations, gender roles, and anxiety levels. The studies showed that FNE could cause anxiety in individuals with an apprehension about other's evaluation but could not affect those who lacked the apprehension. This could lead to reluctance to disclose certain issues like HIV/AIDS status. FNE also had a positive influence on women's leadership aspirations. Those with high FNE had high leadership aspirations. The studies also revealed that counseling-help seeking behaviors were affected by the attitudes one had toward seeking counseling help. Stigma, distress and fear of negative evaluation played a part in the students' attitudes toward seeking counseling help.

2.4 Research hypotheses

1. There is a significant relationship between fear of negative evaluation and students' attitudes toward seeking counseling help.
2. There is a significant class/form difference in students' fear of negative evaluation.
3. There is a significant class/form difference in students' attitudes toward seeking counseling help.
4. There is a significant gender difference in students' fear of negative evaluation.
5. There is a significant gender difference in students' attitudes toward seeking counseling help.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter contains a description of the procedures the researcher used to select the sample, to administer the instruments and to analyze the data.

3.1 Research design

The purpose of the research was to investigate possible relationship between fear of negative evaluation and counseling-help seeking behaviors among secondary school students. An Ex post facto research design was used to investigate possible relationships among the variables. This was because the researcher would not manipulate the independent variables because their manifestations had already occurred. Also inferences about relations among the variables were made without direct intervention.

3.2 Variables

The Independent variable is fear of negative evaluation;

The Dependent variable is counseling-help seeking behaviors.

3.3 Location of study

The study was carried out in public secondary schools in the city of Nairobi Kenya. Both boys and girls participated. The schools had students from a metropolitan society and were believed to be a representation of the secondary school students. These provided a good population for comparison purposes. The

schools that participated in the study had Guidance and Counseling programs in place with a teacher counselor available. The schools had a room set aside for counseling which doubled as the office for the teacher counselor.

3.4 Target population

The research was carried out in six public secondary schools in Nairobi Province; two girl schools, two boy schools and two mixed schools. One stream of Form 2 and one stream of Form 4 students participated per selected school. Fifty percent of students per stream participated making the total number of subjects 253 students from the anticipated 240 students. Form 2 and 4 students were selected to participate in the study because they had been in school long enough to know the role of Guidance and Counseling in schools. The group also comprised early adolescents (Form 2) and late adolescents (Form 4) for better comparison. Public schools were used to control for possible bias due to locality or type of school.

3.5 Sampling techniques and sample size

3.5.1 Sampling Techniques

Since it was not possible to use the whole of Form 2 and 4 students in Nairobi, out of the 57 public schools in Nairobi, only 6 schools were selected by stratified random sampling method. Simple random sampling was used to select the actual sample size of the subjects. This was done on the assumption that every stream had forty students. Fifty percent of the total number of Form two and four students per stream from the selected streams participated.

3.5.2 Sample Size

On the assumption that every stream had forty students, fifty percent of Form four and Form two students were randomly selected. In schools with more than one stream, simple random sampling was used to select the stream to participate. A total of at least twenty students per class participated making a sample size of 253 subjects.

3.5.3 Sample Frame

Table 1: Sample frame

Type of School	Form 2	Form 4	Total
Boys (2)	(20)2	(20)2	80
Girls (2)	(20)2	(20)2	80
Mixed (2)	(20)2	(20)2	80
(6)	120	120	240

3.6 Research instruments

The study made use of a questionnaire composed of three sections; the background information and two adapted scales; fear of negative evaluation scale (Leary 1983) and attitudes toward seeking professional help-scale (Fischer and Farina 1995). The original scales before adaptation are in the appendixes. The questionnaire enabled many respondents to be reached in a short time.

Section A: Background information

There were three items covering basic information on age, gender, and the class/form.

Section B: Fear of negative evaluation scale.

The scale is an adapted 12-item scale (Leary 1983) with items answered on four-point scales (1, not at all characteristic of me; 4, extremely characteristic of me). Scores range from 12 to 48. Scoring: 1 (not at all characteristic of me), 2 (slightly characteristic of me), 3 (very characteristic of me), 4 (extremely characteristic of me). Get the sum of the scores. The higher the score, the more the subject worries about negative evaluation. The opposite of high FNE is the lack of apprehension about others' evaluations, but not necessarily a desire or need to be evaluated positively.

The reliability of the scale shows that the item-total correlations range from .43 to .75, and Cronbach's coefficient of .90. A 4-week test-retest coefficient was .75. Validity of the scale was supported by the findings that FNE scores correlate moderately with other measures of apprehension in social situations, such as the Social Avoidance and Distress Scale ($r = .51$) and the Interaction Anxiousness Scale ($r = .32$). Compared to people who score low on the scale, high scorers are more uneasy about being evaluated, more likely to endorse "irrational beliefs" about the importance of being loved, and more concerned about making good impressions (Leary, Barnes, & Griebel, 1986). High FNE people also experience

greater anxiety in evaluative settings and report being more bothered by the possibility of being negatively evaluated.

Section C: Attitudes toward seeking professional psychological help-scale (ATSPPH-Scale)

The scale is an adapted ten item scale (Fischer and Farina 1995) expressing a feeling which a particular person has about the issues presented. It is expressed on a four-point scale, agree to disagree. The scores range from 3-0. Scoring A=3, PA=2, PD=1, D=0. Get the sum of the scores. A score above 15= positive attitude and below 15= negative attitude.

Evidence supporting the solid psychometric properties of ATSPPH-S is a coefficient alpha of .84 and a test-retest reliability of .80 over a 4-week interval. The construct validity of the scale is supported by the finding that the ATSPPH-S displayed significant point-biserial correlations between respondents who had and those who had not: .24 ($p < .03$) for women, .49 ($p < .0001$) for men and .39 ($p < .0001$) overall (Fischer & Farina, 1995).

Item scoring

In the FNE scale, four items were reverse scored. These are item 2 (“I am unconcerned even if I know people are forming an unfavorable impression of me”), 4 (“I rarely worry about what kind of impression I am making on someone”), 7 (“Other people’s opinions of me do not bother me”) and 10 (“If I know someone is judging me, it has little effect on me”). The composite score for FNE was then calculated in the range of 12 to 48 and used in the subsequent analysis. The mean score for FNE was 29.666 with SD 6.058. Similarly in the ATSPPH scale six items were reverse scored. These are 2(The idea of talking

about problems with a teacher-counsellor strikes me as a poor way to get rid of emotional conflicts) 4 (There is something admirable in the attitudes of a person who is willing to cope with his or her conflicts and fears without resorting to seeking help),7 (A person with an emotional problem is not likely to solve it with professional help),8 (Considering the time involved in counselling, it would have doubtful value for a person like me), 9 (A person should work out his or her own problems; getting psychological counselling would be the last resort), and 10 (Personal and emotional troubles, like many things , tend to work out by themselves). The composite score for ATSPPH was then calculated in the range of 0 to 30. The mean score for ATSPPH was 17.32 with SD of 6.850.

3.7 Pilot study

A pilot study was carried out in one of the school not among the schools used in the study. This was done to test the reliability and clarity of the instruments used in the study. It also helped to improve on the language used on the items to suit secondary school students in Kenya and assess the time taken to administer the instrument. Changes were done on the scales for fear of negative evaluation and Attitude toward seeking professional psychological before they were used in data collection to improve on validity of the instruments.

3.7.1 Reliability analysis

A test-retest reliability that is normally used for the FNE and ATSPPH scales was not practical given the diverse nature of the schools. It would have been difficult to reach the same respondents in the two occasions. Consequently, internal

consistency reliability test was conducted for both the fear of negative evaluation and Attitude toward Seeking Professional Psychological Help Scales. The test revealed that both scales were reliable as none of the items was excluded. As shown in Table 2, Cronbach's alpha was at 0.659 and 0.773 for the FNE and ATSPPH scales respectively. The relatively low reliability of the FNE Scale may be attributed to the double negative statements in the scale, possibly due to language barrier among the students.

Table 2: Reliability tests for FNE and ATSPPH scales

	N	Cronbachs' alpha		Split-Half Reliability				
		alpha	alpha on standardized items	Part 1	Part 2	Correl btn Forms	Spearman-Brown Coeff	Gutman-Split-Half Coeff
FNE Scale	253	0.659	0.664	0.472	0.515	0.485	0.653	0.651
ATSPPH Scale	253	0.773	0.772	0.694	0.609	0.567	0.724	0.723

The items were reliable based on the measure however the double negative might have affected the reliability of the FNE scale. It would be necessary for somebody to rephrase the four items in the FNE scale due to the language barrier if the scale is to be used with high schools students.

3.8 Data collection techniques

A questionnaire was administered to the randomly selected Form 2 and 4 students from the 6 randomly selected schools in the province. It was administered with the help of the teacher counselor with the permission of the principal of the school and

the students' consent. The questionnaire was administered after which the researcher collected them for data analysis.

3.9 Data analysis

Descriptive and inferential statistics were used to analyze the data collected. Inferential statistics was used to test the hypotheses at $\alpha = 0.05$ level. The Statistical Package for Social Sciences (SPSS) version 17 currently Predictive Analytics Software (PASW 17) was used.

Statistical hypotheses

Each statistical hypothesis was tested as follows:-

Ho₁ There is no significant relationship between fear of negative evaluation and students' attitudes toward seeking counseling help.

This hypothesis was tested using Spearman correlation coefficient.

Ho₂ There is no significant class/form difference in students' fear of negative evaluation.

The independent sample t-test was used to test the hypothesis

Ho₃ There is no significant class/form difference in student's attitudes toward seeking counseling help.

The independent sample t-test was used to test the hypothesis.

Ho₄ There is no significant gender difference in student's attitudes toward seeking counseling help.

This hypothesis was tested using Independent sample t-test.

Ho5 There is no significant gender difference in students' fear of negative evaluation.

The independent sample t-test was used to test the hypothesis.

3.10 Logistical and ethical consideration

Before embarking on data collection, the researcher sought consent from the National Council for Science and Technology and the Ministry of Education to collect data from the schools. Stratified random sampling was done to select the schools to be used. Simple random sampling was done to select the subjects. The researcher also printed out enough copies of the instruments to be used in the research. The researcher upheld high levels of confidentiality and integrity. Data collected has only been used for the purpose of this study.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

Data collected using the instruments was analysed and the summary of the results are presented in this chapter. The interpretation of the analysed data and discussion are also presented in this chapter. The main themes of discussion obtained from objectives were: students fear of negative evaluation and their counseling help seeking behaviour. The data obtained from the students were coded and analysed using Statistical Package for Social Sciences (SPSS) version 17 currently Predictive Analytics Software (PASW 17) to determine the predictors of FNE and ATSPPH. Nonparametric correlation coefficients to determine the relationship between FNE and ATSPPH were computed

4.1 Demographic characteristics of the studied students

4.1.1 The Student's gender

The student's gender is a key item to understand the relationship between fear of negative evaluation and the attitude towards seeking help from counselors. Initially we had anticipated to enrol equal number of boys and girls to help us address our themes. However, the study reached more boys accounting for 54.5% as shown in Table 3. The goodness-of-fit test revealed that the observed number of male and female students was not significantly different from the expected equal proportions ($\chi^2 = 2.091$, df 1, $p = 0.148$).

Table 3: Distribution of students by gender and class/form

		Form 2		Form 4		Total
		Column N	Column %	Column N	Column %	
Male	Row N	84	59.6%	54	48.2%	138
	Row %	60.9%		31.9%		54.5%
Female	Row N	57	40.4%	58	51.8%	115
	Row %	49.6%		50.4%		45.5%
Total		141	55.7%	112	44.3%	100%

4.1.2 Student's class/ form

The student's class is an important item to indirectly gauge the maturity level of the students and their stay in school to be able to understand the importance of counselling services and their likelihood of seeking help from teacher counselors. Of the respondents 55.7% of students were in Form 2 while the rest were in Form 4 as shown in Table 5 above. The distribution of Form 2 and Form 4 students fitted the model of equal proportion of respondents in the two classes ($\chi^2 = 3.324$, $df = 1$, $P = 0.068$). Furthermore, a test for independence between students' gender and class/form revealed that Gender and Class were independent ($\chi^2 = 3.249$, $df = 1$, $p = 0.071$). This implies that students' gender did not determine their class and the two attributes were suitable for the statistical tests in the study.

4.1.3 Age characteristics

The student's age is a key item to understand the relationship between fear of negative evaluation and the attitude towards seeking counseling help from teacher

counselors. It also helps to understand the adolescent stage of the respondents which is an important factor of behaviour. The age distribution of the enrolled students ranged from 14 to 22 years with the majority (30.8%) being aged 17 years while one student each was aged 21 years and 22 years. Others age categories included 16 years (25.3%), 18 years (20.5%), 15 years (13.4%), and 19 years (6%). The mean age of respondents was 16.86 years with SD of 1.291, while the median age was 17 years. Table 4.5 below shows the age distribution of respondents by gender and class.

4.1.4 Age distribution by students' gender and class/form

The researcher sought to establish whether the students' age was uniformly distributed by gender and class. Among the gender, girls were more likely to be younger than boys including 6 boys who were aged 20 years and above. However, test for independence between gender and age revealed that the two attributes were independent ($\chi^2=6.295$, $df=8$, $p=0.614$). Table 4 shows the distribution of student's age by class and gender.

Table 4: Distribution of Students' age by gender and class

		14 yrs	15 yrs	16 yrs	17 yrs	18 yrs	19 yrs	20 yrs	21 yrs	22 yrs
Male	N	1	14	37	43	29	8	4	1	1
	%	0.4	5.5	14.6	17.0	11.5	3.2	1.6	0.4	0.4
Female	N	2	20	27	35	23	7	1	0	0
	%	0.8	7.9	10.7	13.8	9.1	2.8	0.4	0.0	0.0
Form 2	N	3	34	59	35	4	2	2	1	1
	%	1.2	13.4	23.3	13.8	1.6	0.8	0.8	0.4	0.4
Form 4	N	0	0	5	43	48	13	3	0	0
	%	0.0	0.0	2.0	17.0	19.0	5.1	1.2	0.0	0.0
Total	N	3	34	64	78	52	15	5	1	1
	%	1.2	13.4	25.3	30.8	20.6	5.9	2.0	0.4	0.4

On the other hand, chi-square test for independence revealed that age and class were not independent ($\chi^2=129.255$, $df=8$, $p<0.0001$). That is, students in Form two were more likely to be younger, despite the two students who indicated that they were aged 21 and 22 years respectively.

4.2. Distribution of students' responses on the FNE and ATSPPH scales

Responses on the two scales were cross tabulated against the categories for the FNE and ATSPPH scales.

4.2.1 Distribution of students' responses on FNE scale

The students were expected to choose the extent to which the statements in the FNE Scale were characteristic of them. The categories were “not at all characteristic”; “slightly characteristic”, “very characteristic” and “extremely

characteristic”. Table 5 below shows the frequency and percentages of responses per item on the 4-Likert scale after reverse-scoring double negatively worded items.

4.2.2 Distribution of students’ responses on the ATSPPH scale

The Attitude toward Seeking Professional Psychological Help was also reverse scored for the six items. The students were expected to indicate the extent to which they agreed with the items on the ATSPPH scale. Response categories were “Disagree” (D); “Partially Disagree” (PD); “Partially Agree” (PA) and “Agree” (A). Table 6 shows the distribution of students’ responses on the 4-Likert Scale.

Table 5: Distribution of responses on the FNE scale

	not at all		slightly		very		extremely	
	F	%	F	%	F	%	F	%
1. I worry about what people will think of me even when I know it doesn't make any difference	77	30.4	113	44.7	35	13.8	28	11.1
2. I am unconcerned even if I know people are forming an unfavorable impression of me	35	13.8	45	17.8	70	27.7	103	40.7
3. I am frequently afraid of other people noting my weaknesses	76	30.0	73	28.9	47	18.6	57	22.5
4. I rarely worry about what kind of impression I am making on someone	39	15.4	61	24.1	45	17.8	108	42.7
5. I am afraid that others will not accept me	110	43.5	77	30.4	32	12.6	34	13.4
6. I am afraid that people will find fault with me	91	36.0	81	32.0	51	20.2	30	11.9
7. Other people's opinions of me do not bother me	73	28.9	35	13.8	61	24.1	84	33.2
8. When I am talking to someone, I worry about what they may be thinking about me	60	23.7	66	26.1	58	22.9	69	27.3
9. I am usually worried about what kind of impression I make	34	13.4	58	22.9	75	29.6	86	34.0
10. If I know someone is judging me, it has little effect on me	55	21.7	44	17.4	69	27.3	85	33.6
11. Sometimes I think I am too concerned with what other people think of me	92	36.4	50	19.8	53	20.9	58	22.9
12. I mostly worry that I will say or do the wrong thing	75	29.6	64	25.3	60	23.7	54	21.3

Table 6: Distribution of responses on the ATSPPH Scale

	D		PD		PA		A	
	F	%	F	%	F	%	F	%
1. If I believed I was having a psychological problem, my first inclination would be to get professional attention	60	23.7	23	9.1	63	24.9	107	42.3
2. The idea of talking about problems with a teacher-counselor strikes me as a poor way to get rid of emotional conflicts	84	33.2	47	18.6	41	16.2	81	32.0
3. If I was experiencing a serious emotional crisis at this point in my life, I would be confident that I could get relief from a teacher-counselor	69	27.3	32	12.6	62	24.5	90	35.6
4. There is something admirable in the attitudes of a person who is willing to cope with his or her conflicts and fears without resorting to seeking help	97	38.3	61	24.1	34	13.4	61	24.1
5. I would like to get counseling help If I were worried or upset for a long period of time	39	15.4	11	4.3	61	24.1	142	56.1
6. I might want to have psychological counseling in the future	59	23.3	23	9.1	60	23.7	111	43.9
7. A person with an emotional problem is not likely to solve it with professional help	42	16.6	51	20.2	45	17.8	115	45.5
8. Considering the time involved in counseling, it would have doubtful value for a person like me	48	19.0	61	24.1	48	19.0	96	37.9
9. A person should work out his or her own problems; getting psychological counseling would be a last resort	91	36.0	43	17.0	25	9.9	94	37.2
10. Personal and emotional troubles, like many things, tend to work out by themselves	49	19.4	51	20.2	48	19.0	105	41.5

4.3 Principal Component Analysis

Principal component analysis (PCA) was conducted to determine the underlying components which explain most of the variability in both the FNE and ATSPPH scales. Both scales were suitable for PCA from the sampling adequacy and sphericity tests. Varimax Rotation with Kaiser Normalization was used to collapse the items into principal components.

The fear of negative evaluation Scale revealed four principal components which explained 52.3% of the variability in the responses. These were (1) anxiety toward other people's opinion/ evaluation, (2) apprehension over personal mistakes, (3) Indifference toward other people's opinion and (4) indifference toward impression that one makes on others. As shown in Table 7, one item "I am frequently afraid of other people noting my shortcomings" bridged between the first and the last components.

It can be hypothesized that the FNE Scale may be reduced to Two-Factor Components "Anxiety towards other people's judgements" and "Fear of making personal errors/ mistakes". It is possible that the double-negative items in the FNE scale might have contributed to the four-factor. Collins et al (2006) in their study on the validity of the brief version of the fear of negative evaluation Scale reported that the scale contains two types of items (8 straightforwardly worded items & 4 reverse-worded items). Collins et al (2005) using reversed version of scale having

all items straightforwardly worded, in a clinically anxious Canadian sample found a modest relationship ($r=0.56$) to the social phobia sub scale of the fear questionnaire. The scale successfully discriminated social anxious from non-anxious individuals. Carleton et al (2007) in their paper performing confirmatory factor analysis revealed that if the reverse-worded items are changed to straightforward items, then it would become clear that the brief fear of negative evaluation is a unitary factor structure scale that conforms to the theoretical basis for the scale without risking loss of sensitivity from its item removal since the reverse worded factor could be due to the result of students' misunderstanding the double-negative wording in these items.

On the Attitude toward Seeking Professional Psychological Help Scale, PCA revealed three components which explained 53.9% of variance in the responses. These components, as shown in Table 8 were (1) attitude toward counselling/ counsellors; (2) attitude toward resolving emotional crisis/ stress and (3) attitude toward effectiveness/ efficacy of professional counselling.

Table 7: Rotated component matrix for the fear of negative evaluation scale

	Component			
	1	2	3	4
I am afraid that people will find fault with me	.690			
I worry about what people will think of me even when I know it doesn't make any difference	.604			
I am afraid that others will not accept me	.563			
Sometimes I think I am too concerned with what other people think of me	.562			
I am frequently afraid of other people noting my weaknesses	.544			.487
I often worry that I will say or do the wrong thing		.812		
I am usually worried about what kind of impression I make		.653		
When I am talking to someone, I worry about what they may be thinking about me		.576		
Other people's opinions of me do not bother me			.670	
If I know someone is judging me, it has little effect on me			.665	
I am unconcerned even if I know people are forming an unfavorable impression of me			.628	
I rarely worry about what kind of impression I am making on someone				.867

Table 8: Rotated Component Matrix for the Attitude toward Seeking Professional Psychological Help Scale

	Component		
	1	2	3
If I believed I was having a psychological problem, my first inclination would be to get professional attention	.801		
If I was experiencing a serious emotional crisis at this point in my life, I would be confident that I could get relief from a teacher-counselor	.718		
The idea of talking about problems with a teacher-counselor strikes me as a poor way to get rid of emotional conflicts	.618		
I might want to have psychological counseling in the future	.542		
I would want to get counseling help if I were worried or upset for a long period of time	.505		
There is something admirable in the attitudes of a person who is willing to cope with his or her conflicts and fears without resorting to seeking help			
Personal and emotional troubles, like many things, tend to work out by themselves		.868	
A person should work out his or her own problems; getting psychological counseling would be a last resort		.643	
A person with an emotional problem is not likely to solve it with professional help			.807
Considering the time involved in counseling, it would have doubtful value for a person like me			.744

4.4 Relationship between FNE and students' ATSPPH

The researcher used Spearman's rho to calculate the correlation coefficient which measures association between the FNE and ATSPPH. The association may be positive, negative or neutral (no association); weak or they may be strong. A positive association in our case was considered to exist when those affected by FNE had a higher prevalence of the characteristics of ATSPPH than the students who were not affected by FNE. Negative association exists when those affected by FNE had lower prevalence of ATSPPH than those not affected by FNE. No association exists when those affected by FNE and those not affected by FNE had similar prevalence of ATSPPH. The values of the correlation coefficient range from -1 to 1. The sign of the correlation coefficient indicates the direction of the relationship (positive or negative). The absolute value of the correlation coefficient indicates the strength, with larger absolute values indicating stronger relationships. The significance level (or p-value) is the probability of obtaining results as extreme as the one observed. Small (**less than 0.05**) significant levels were considered to show significant correlation and the two variables were considered linearly related. Large (**greater than 0.50**) significance level showed that correlation was not significant and the two variables were not linearly related.

From the analysis, fear of negative evaluation among students slightly decreased the students' attitude toward seeking professional psychological help but this relationship was not linear (Spearman's $\rho = -0.023$, $p = 0.716$) as shown in Fig 2.

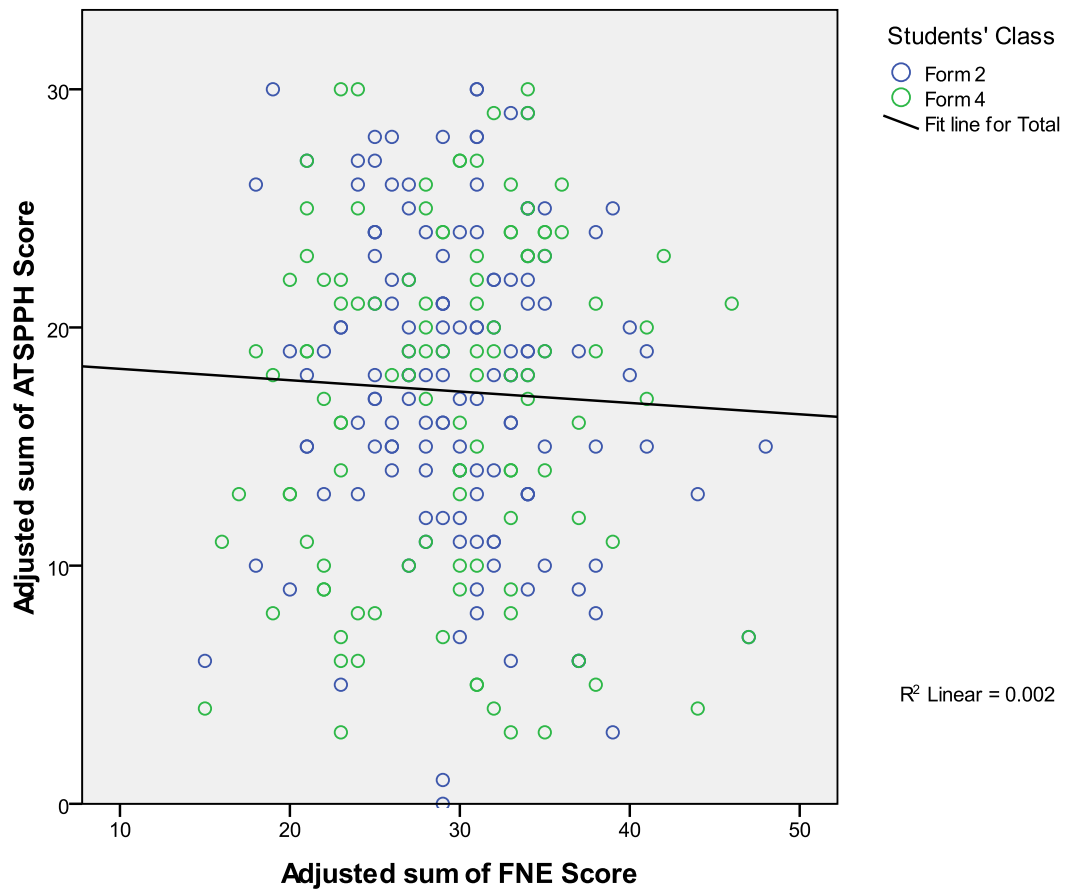


Figure 2: Correlation between FNE and ATSPPH: Increase in fear of negative evaluations has a corresponding gradual decrease in Attitude to seek Professional Help. Not statistically significant.

There was also no statistically significant association ($p=0.716$), between students' fear of negative evaluation and their attitudes toward seeking psychological help although there was a tendency (negative correlation) for students who were affected by fear of negative evaluation to hold negative attitudes toward seeking Professional Psychological Help as shown in Table 9.

Table 9: Correlation between FNE and ATSPPH

			Composite score for FNE	Composite Score for ATSPPH
Spearman's rho	FNE Score	Correlation Coeff.	1.000	-.023
		Sig. (2-tailed)	.	.716
		N	253	253
	ATSPPH Score	Correlation Coeff.	-.023	1.000
		Sig. (2-tailed)	.716	.
		N	253	253

4.5 Gender and class differences on students' fear of negative evaluation

An analysis was done to establish whether students' gender and class were predictors of FNE. In this analysis the composite score for the 12 items on FNE scale were calculated in the range 12 to 48. As Table 10 shows, the mean score for male students was 30.41 with an SD of 5.514 while the female students mean was 28.75 with an SD of 6.561. In terms of the students' class, Form 2 students had a mean score of 29.98 with SD of 5.633 whereas form 4 students mean was 29.25 with SD of 6.556.

Table 10: Summary of composite score for the FNE Scale

		N	Mean	Std. Deviation	Std. Error Mean
Gender	Male	138	30.41	5.514	0.469
	Female	115	28.75	6.561	0.612
Grade	Form 2	141	29.98	5.633	0.474
	Form 4	112	29.25	6.556	0.619

4.5.1 Independent samples test for FNE on students' gender and class/form

Independent sample t-test was conducted to determine the statistical significance of gender and class differences in the overall FNE score. Levene's test for equality of variances was significant ($p < 0.10$) (see Table 11), therefore equality of variances was not assumed. The t-test revealed that students' gender was a statistically significant predictor of fear of negative evaluation ($p < 0.05$). That is, male students were more likely to be affected by FNE than female students. There was, however, a small effect size for the difference in the mean score of male students and female students (Cohens $d = 0.0273$). A similar t-test for the difference in the mean FNE score by class revealed that students class/form was not a significant predictor of FNE at $p < 0.05$ as shown in Table 11.

Table 11: Independent samples t-test for the FNE Scale

		Levene's Test for Eq. of Var		t-test for Equality of Means						
		F	p	t	df	p	M D	S ED	95% C I Diff	
									Lower	Upper
Gender	Equal variances assumed	4.742	.030	2.194	251	0.029	1.665	0.759	0.170	3.160
	Eq. variances not assumed			2.159	223.312	0.032*	1.665	0.771	0.146	3.185
Grade	Eq. variances assumed	4.392	.037	0.950	251	0.343	0.729	0.767	-0.782	2.239
	Eq. variances not assumed			0.934	219.514	0.351	0.729	0.780	-0.809	2.267

4.6 Students characteristics for seeking professional psychological counseling

In this analysis, the study sought to determine whether gender and class were predictors of students' attitude toward seeking professional counseling. The mean score of male students was 17.86 with SD of 6.396 while female students had a mean score of 16.69 with an SD of 7.335. In terms of students' class, Form 2 had a mean score of 17.69 with an SD of 6.511 while the Form 4 had a mean of 16.87 with SD of 7.258 as shown in Table 12.

Table 12: Summary of Composite score for ATSPPH

		N	Mean	Std. Deviation	Std. Error Mean
Composite score for ATSPPH	Male	138	17.86	6.396	0.544
	Female	115	16.69	7.335	0.684
	Form 2	141	17.69	6.511	0.548
	Form 4	112	16.87	7.258	0.686

4.6.1 Independent samples test for ATSPPH scale

Levene's test for equality of variances was significant for both gender and class and therefore equality of variances was not assumed. Independent samples t-test for the mean differences revealed that gender was not a statistically significant predictor of students attitude toward seeking professional psychological help ($t=1.336$, $df=228.063$ $p= 0.183$) as shown in Table 13. Similarly students' class was not a statistically significant predictor of their attitude toward seeking professional psychological help ($t=0.936$ $df=225.276$ $p=0.350$)

Table 13: Independent samples t-test for ATSPPH scale

		Levene's Test for Equality of		t-test for Equality of Means						
		Var		t	df	p	M D	S E D	95% C I Diff	
		F	P						Lower	Upper
Gender	Eq. variances assumed	3.107	0.079	1.353	251	0.177	1.168	0.863	-0.532	2.869
	Eq. variances not assumed			1.336	228.063	0.183	1.168	0.874	-0.554	2.891
class	Eq. variances assumed	3.434	0.065	0.948	251	0.344	.822	0.867	-0.886	2.530
	Eq. variances not assumed			0.936	225.276	0.350	.822	0.878	-0.908	2.552

4.7 Discussion of findings

The discussion of the findings was based on the objectives of the study which were to determine the relationship between fear of negative evaluation and students' attitudes toward seeking counseling help; to determine the class differences among Form two and Form four students' fear of negative evaluation; to determine the class differences among Form two and Form four students' attitudes toward seeking counselling help; to find out the gender differences in students' fear of negative evaluation; and to find out the gender differences in students' attitudes toward seeking counselling help.

4.7.1 Fear of negative evaluation and Students' Attitudes toward Seeking Professional Psychological Counselling Help

Fear of negative evaluation from others is a well-known phenomenon in human social behaviour studies. This study reports data from a study carried out in public schools in Nairobi to find out whether fear of negative evaluation by others was a

significant contributor to high school students' reluctance to seek professional psychological help from teacher counsellors.

Fear of negative evaluation is believed to have predictive power on restrictive attitudes (Gilbert & Meyer, 2005) and to cause high students' anxiety (Kitano, 2001). This may cause a feeling of social inadequacy and concerns about others' evaluation in many psychological phenomena (Jones, Cheek & Briggs, 1986; Leary, 1983d). People who have high fear of negative evaluation worry about rejection from others (Leary, 1983). The possible thought of others disliking them is rarely far from their minds. They have a chronic dread of others' disregard, and the threat of criticism or derision from others is more salient to them than to those who worry less about others' disdain.

Embarrassability has also been closely linked to fear of negative evaluation (Leary & Meadows, 1991; Miller, 1995b). Highly embarrassable people are particularly likely to fear that others may think poorly of them. People who have high fear of negative evaluation worry about rejection from others (Leary, 1983). Such fear of negative evaluation is related to public self-consciousness (Leary & Meadows, 1991; Miller 1995b). This makes sense since one must first be aware of others' evaluations in order to be worried about them.

The study revealed that attitude toward seeking professional psychological help reduced slightly with increase in fear of negative evaluation. Regression Equation: $ATSPPH = k + m (FNE)$. $ATSPPH = 18.738 - 0.0477(FNE)$. When the coding of Attitude toward Seeking Professional Psychological Help scale was adjusted to 1-4 instead of 0-3, only the mean was affected (18.738 to 28.738). The residuals and probabilities remained the same, including the correlation coefficient. This showed that the students who were affected by fear of negative evaluation were less likely to seek professional psychological help, although the association was not statistically significant. The study also revealed that there could be other factors contributing to high school students' reluctance to seek professional psychological counselling from teacher counsellors.

It had been anticipated that fear of negative evaluation was a salient factor affecting students' attitudes toward seeking professional psychological help but from the analysis it was not a salient factor. This could be attributed to the two factor component effect and the students' possible misinterpretation of the four reverse stated items in the scale. The students viewed the questions in four components; (1) anxiety toward other peoples opinion/evaluation, (2) apprehension over personal mistakes, (3) indifference toward other peoples' opinion and (4) indifference toward impression that one makes on others. This is also evident from the factor analysis which revealed two factor components (1) Anxiety toward other people's judgements and (2) Fear of making personal

errors/mistakes. It is possible that the double-negative items in the FNE scale might have contributed to the 4-factor components thus reducing its significant effect on students' attitudes toward seeking counselling help.

4.7.2 Class/form difference on students' fear of negative evaluation

In the study, class was independent of gender. Girls were more likely to be younger than boys including six boys who were aged 20 years and above. The age and class were independent of each other. Students in Form 2 were more likely to be younger despite two who indicated were ages 21 and 22 years. The students' gender did not also determine their class although age was an important factor in the study to determine the stage of adolescence one was. The adolescent stage is an important factor to determine behaviour since adolescent personality believes in an imaginary audience and tends to behave as though 'everyone' is watching them (Elkind, 1978) thus causing them to shy off from some issues.

Fear of negative evaluation among university students has been found to tap into social evaluation more than does evaluation of academic competence (Davison, Feldman & Osborn, 1984). Kitano (2001) reported that an individual student's anxiety was higher as his or her fear of negative evaluation was stronger. This study revealed no statistically significant difference between Form two and Form four students' fear of negative evaluation ($p=0.351$). Equal variances not assumed ($p=0.037$) and class was not a significant predictor of FNE at $p<0.05$.

4.7.3 Gender on Fear of negative evaluation

Studies have shown that women tend to interpret others' emotional expressions more than men do (Hall, 1984; Riggio, 1986) and may recognize subtle signs of disapproval from others that escape some men. This may lead to women displaying higher fears of negative evaluation and stronger motives to avoid rejection from others than men (Miller, 1995b). Meredith Mohr (2003) reported that if a woman's fear of negative evaluation is high, her Leadership Aspirations are also high.

No studies have been done to find out the relationship between fear of negative evaluation and attitudes toward seeking psychological help. In this study, male students with perceived fear of negative evaluation scored significantly higher on fear of negative evaluation. There was a significant difference between students' gender and their fear of negative evaluation ($p=0.032$) Equal variances not assumed ($p=0.030$). The students' gender was a significant predictor of FNE, Levene's test for equality of variances was significant ($p<0.10$). The male students were affected more by FNE.

4.7.4 Counselling help seeking behaviours

Studies have shown that peers and other people outside the family become more and more important as sources of help during adolescent stage (Lou, 1999). Literature has argued that preferences regarding sources of help are problem-sensitive (Boldero & Fallon, 1995; Schonert-Reichl & Muller, 1996). Adolescents

have a tendency to want to balance their need for autonomy and dependency so the type of problem usually influences their choice of helper. They may go to friends with interpersonal problems while leaving health issues to the professionals (Boldero & Fallon, 1995).

Perceptions of public stigma have also been found to contribute to the experience of self-stigma, thus influencing help seeking attitudes and eventually help-seeking willingness (Vogel, Wade & Hackler, 2007). Men experiencing high gender role conflict are more likely to self-stigmatize and less likely to self-disclose thus high self-stigma and less disclosure then leads to less positive attitudes and subsequently less willingness to seek help (Pederson & Vogel 2007). The study revealed that most students had a positive attitude toward seeking psychological help though this was not statistically significant ($p=0.350$). Equal variances not assumed ($p=0.65$).

4.7.5 Gender differences on students' attitudes toward seeking psychological help

Levant (1990) reported four gender-role characteristics that can contribute to men's avoidance of therapy. First, men have difficult admitting that a problem exists. Second, they have difficult asking for help. Third, they have trouble distinguishing between the various emotional states. Finally, they may be trained to fear intimacy.

Traditionally other studies had found that women are more likely to make use of services than men without regard to age or sexual orientation (Butcher, Rouse, & Perry, 1998; Garland & Zigler, 1994). Robertson (2001) stated that “traditional counselling requires men to set aside much of their masculine socialization simply to get through the door and ask for help” (McCarthy & Holliday, 2004). Masuda et al (2005); Rule & Gandy (1994), and Swanson (1993), reported that females tend to have more positive attitudes toward seeking professional psychological help than males and Pederson & Vogel (2007) reported that men experiencing high gender role conflict were more likely to self-stigmatize and less likely to self-disclose. This study revealed no significant difference between male and female students attitudes towards seeking psychological help ($p=0.183$) equal variance not assumed ($p=0.079$). There was a positive attitude across the gender. This may be attributed to the fact that the males in the study had “less traditional men’s values regarding the male role and their views of psychological help seeking had [become] more positive” (McCarthy & Holliday, 1994).

Other studies have shown that female students have a more positive attitude toward professional psychological help. Neal (1983) revealed that females were more aware of counselling services and were proportionately greater users of the services than males. Cook (1984) reported female college students had greater potential interest in counselling than males. However this was not the case in the study.

4.7.6 Class/form difference on attitude toward seeking professional psychological counselling

Previous studies on help-seeking behaviours for consultation or treatment found some correlations between certain attributes such as age, (Leaf et al., 1987; Surgenor, 1985), sex (Fischer and Turner, 1970; Good et al., 1989; Tijhuis et al., 1990), and income and educational level (Surgenor, 1985). Image of and stigma toward psychological counselling and knowledge of mental health are factors related to help seeking behaviour. Other studies have shown that high school students have a positive attitude and are more likely than junior high school students to display help seeking behaviours (Takamura et al., 2008). Junior high school students are more affected by outside influences than high school students (Takamura et al., 2008) although the study showed no significant difference between Form two and Form four students' attitudes toward seeking psychological help ($p=0.350$). Equal variances not assumed ($p=0.65$).

4.8 Summary of results

The study revealed that gender and class were independent so was gender and age though age and class were not independent as Form two students were more likely to be younger. Gender and class did not predict students' attitudes toward seeking psychological help. The study also revealed that students had a more positive attitude toward seeking psychological help from teacher counselors though the services were underutilized.

Male students were more likely to be affected by fear of negative evaluation than female students although there was a small effect size for the difference in the mean score of male students and female students. Male students seemed to apprehend negative evaluation by others more than female students although students' class was not a predictor of fear of negative evaluation.

Fear of negative evaluation among students slightly decreased the students' attitudes toward seeking professional psychological help but the relationship was not linear. Though there was no statistically significant association between students' fear of negative evaluation and their attitudes toward seeking professional psychological help, there was a tendency (negative correlation) for students who were affected by FNE to hold negative attitudes toward seeking help. More research needs to be done to ascertain this.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The study sought to determine the possible influence of fear of negative evaluation on the students' attitudes toward seeking professional psychological help among secondary school students in Nairobi province. A number of areas were investigated in relation to fear of negative evaluation and attitudes toward seeking professional psychological help which included the possible gender, class and age influences on FNE and ATSPPH. This chapter summarises the findings of this study. The chapter also contains implications of the findings, conclusions, recommendations and areas of further research.

5.1 Summary of findings

The study revealed that students' class and gender were independent of each other. Girls were more likely to be younger than boys including six boys who were aged 20 years and above. Gender did not determine their class though age was an important factor to determine the maturity level of the students and their awareness of counseling services in the school. The age determined the adolescent stage of the students either early adolescent or late adolescent. This was an important consideration since adolescents undergo physical, social, emotional, cognitive and moral changes which influence their behaviour. During this stage, adolescents are also going through a stage of formal operations which enable them to conceptualize not only their thoughts but the thoughts of others. The adolescents

are obsessed with their behaviour and appearances and assume that others are also obsessed as they are. They are extremely self-conscious and feel everybody is watching their next move. They fail to distinguish between their own obsessions and other people's thoughts (Elkind 1967). They act as if they are on 'stage' and everyone is watching them (imaginary audience). The study findings are:

- (i) The class in which the student was did not seem to have any effect on his or her apprehension of negative evaluation by others although gender was a contributing factor to the students' behaviour toward seeking professional psychological help.
- (ii) Male students were found to be affected by fear of negative evaluation irrespective of their age or class/form. This influenced their behaviour toward seeking counseling help. The students who scored highly on the fear on negative evaluation scale were less likely to seek counseling help because of the apprehension of negative evaluation by others.
- (iii) Other factors were also thought to contribute to students' reluctance to seek counseling help. These factors could be teacher counselor factors, personal factors like low self esteem, embarrassment by others, internalized social anxiety and many others.
- (iv) Male students seemed to be affected more by the adolescent stage crisis of not being sure of whom they really are. They seemed to depend on other people's opinions to influence their behavior and decision making since they were more affected by fear of negative evaluation by others.

They need to be helped to form an identity and to evaluate personal assets and liabilities to come up with a clear concept of who they are and what they would like to become in order not to rationalize about fear of negative evaluation by others around them. They should also be helped to outgrow the apprehension in order to be able to plan on achieving their future goals based on realistic assessment of their choices rather than the views of the others around them.

- (v) Other studies have shown that females have positive attitudes toward help-seeking than males. This study showed no significant difference between male and female students' attitudes toward seeking psychological help. Their class did not also influence their help-seeking behaviors. The students had a positive attitude toward help-seeking though there was under-utilization of the service.

5.2 Implications of the findings

The implications of this study are that there is still great need for re-evaluation of counseling services in secondary schools in Kenya in order to help students who need professional psychological help. The Kenyan adolescent is still faced with issues that have not yet been addressed by the counseling services in secondary schools. The students need to be helped to deal with the factors contributing to fear of negative evaluation by others, among other issues. The teacher counselor should

also find out other possible factors contributing to students' reluctance to utilize counseling services in schools despite their positive attitude toward the service.

There should be establishment of functional suggestion boxes within the schools where students are encouraged to write and deposit their psychological concerns. The questions should address their areas of need to be dealt with by the teacher counselor. The boxes should be strategically placed for them to utilize without being noticed by others since fear seems to play a role on students' reluctance to seek professional psychological help.

There should also be establishment of active 'tuseme' clubs in schools where students are encouraged to talk without fear of victimization. These are clubs in secondary schools which are basically organized by students and run by students. The club enables students to talk in a free forum without interference by the teachers. The clubs should be basically run by student council leaders and peer counsellors who should encourage the affected students to open up and disclose their psychological issues freely.

Male students with perceived fear of negative evaluation were most highly affected by fear of negative evaluation. The implication of this finding is that male students apprehend negative evaluation by others and do not utilize counseling services in the schools even when they need them. This leads to their reluctance to seek counseling help. Measures should be put in place to help male students to

deal with fear of negative evaluation among other things. They should also be helped to outgrow the apprehension in order to be able to plan on achieving their future goals based on realistic assessment of their chances rather than the views of the others around them. The male adolescent seems to be more affected by the identity status referred to as moratorium (James Marcia 1980) which is characterised by a lot of anxiety, instability and confusion.

5.3 Conclusions

Guidance and counseling in Kenyan secondary schools need to be re-emphasised to address the adolescent varied problems. An individual's behavior is influenced by many factors, previous experiences being only one, so the validity of assuming consistency between the present and future behaviours may be questioned. Adolescence being a transitional stage comes with many challenges that need to be addressed by teacher counselors.

(i) Ample time needs to be set aside by the teacher counselor to interact with secondary school students especially the male students. The teacher counselor needs to take keen interest in their behaviors to be able to assess them and advise them on how to outgrow self consciousness and the apprehension of negative evaluation. The teacher counselor needs to be well empowered to meet these challenges.

(ii) The different schools should set up functional suggestion boxes for students in an effort to try and alienate the stigma associated with approaching the teacher counselor for psychological help.

(iii) Male students in secondary schools are affected by fear of negative evaluation and so should be helped to deal with the apprehension of negative evaluation by other people around them.

(iv) In an effort to deal with fear of negative evaluation, peer counseling should be encouraged.

(v) The study revealed that there were other factors causing students' reluctance to seek psychological help. More research needs to be done to find out the other possible factors and how to deal with them.

5.4 Recommendations

Individuals have their own ways of deciding who to approach regarding what issue, based on a serious evaluation of the nature of the problem, resource availability, suitability of sources of help, or the environment in which they are in. High school students are not an exception to this choice of help seeking. The findings show that there is still reluctance of high school students in Kenya to utilize help seeking services although it is the only solution left to their disposal since the abolition of the cane. These are indicators that more still needs to be done to help secondary school students with psychological needs. The study therefore recommends that;

1. The Ministry of Education should look into the teacher counselors teaching loads to allow them time to take up their counselling roles. This would enable them have ample time with the students and proper records should be kept by the teacher counsellor in order to get respondents to participate.

2. The MOE should also organize more seminars for teacher counsellors to be able to equip them appropriately to offer informed decisions on emerging trends in relation with adolescents' issues.
3. Schools where suggestion boxes are not set, they should be set and emphasis made on their importance. They should be placed in strategic positions where students can use them without fear of intimidation.
4. "Tuseme clubs" should be emphasised to assist students to open up and the leaders should work hand in hand with the counseling dept.
5. Peer counseling should be encouraged and its importance re-emphasised. The peer counselors should also work with the counseling dept. The teacher counselor should have frequent meetings with the peer counselors for feedback and possible training as need be.

5.5 Suggestions for further research

- (1) Further research needs to be carried out in other provinces to find out whether fear of negative evaluation affects all male secondary school students.
- (2) There should also be further research to find out the possible causes of students' reluctance to seek counseling help besides their positive attitude toward the service. The research should be done on only the correspondents who have sought help from teacher counselors in a given period of time against those who have not sought help to be able to know their apprehension as they approach the teacher counselor for help.

- (3) Further research also needs to be carried out in private secondary schools with well established counseling services to determine the possible influence of fear of negative evaluation on counseling help seeking behaviors and to determine whether students in private secondary schools are affected by negative evaluation by others as they seek counseling help.

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APPENDIX 1: QUESTIONNAIRE FOR STUDENTS

Kindly respond to the following questionnaire as honestly as possible. All information will be treated in total confidence. Do not write your name or the school name in the questionnaire.

Section A: Background Information

Please tick (√) as appropriate

1. Gender

Male ()

Female ()

2. Grade

Form 2 ()

Form 4 ()

3. Age

Wright down in the bracket your age in years ()

Section B: Fear of negative evaluation Scale

Read each item carefully and decide the degree to which the statement is characteristic or true of you. Then place a number between “1” and “4” in the correct space according to the following scale.

1 = the statement is **not** at all characteristic of me.

2 = the statement is **slightly** characteristic of me.

3 = the statement is **very** characteristic of me.

4= the statement is **extremely** characteristic of me.

- ___ 1. I worry about what people will think of me even when I know it doesn't make any difference.
- ___ 2. I am unconcerned even if I know people are forming an unfavorable impression of me.
- ___ 3. I am frequently afraid of other people noting my weaknesses.
- ___ 4. I rarely worry about what kind of impression I am making on someone.
- ___ 5. I am afraid that others will not approve of me.
- ___ 6. I am afraid that people will find fault with me.
- ___ 7. Other people's opinions of me do not bother me.
- ___ 8. When I am talking to someone, I worry about what they may be thinking about me.
- ___ 9. I am usually worried about what kind of impression I make.
- ___ 10. If I know someone is forming an opinion about me, it has little effect on me.
- ___ 11. Sometimes I think I am too concerned with what other people think of me.
- ___ 12. I mostly worry that I will say or do the wrong thing.

**Section C: Attitudes toward Seeking Professional Psychological Help-Scale
(ATSPPH-Scale)**

Instructions

Each of the ten statements below expresses a feeling which a particular person has about the issues presented. You are to express on a four – point scale, the extent to which you agree or disagree with the statement given.

The four points are:-

- | | | | |
|----------|-----------------|-----------|------------------------|
| A | Agree | PD | Partly Disagree |
| D | Disagree | PA | Partly Agree |

You are to circle the letter which best indicates how closely you agree or disagree with the feeling expressed in the statement. Note that there is no right or wrong answers.

1. If I believed I was having a psychological problem, my first inclination would be to get professional attention.

A PA PD D

2. The idea of talking about problems with a teacher – counselor strikes me as a poor way to get rid of emotional conflicts.

A PA PD D

3. If I was experiencing a serious emotional crisis at this point in my life, I would be confident that I could get relief from a teacher – counselor.

A PA PD D

4. There is something admirable in the attitudes of a person who is willing to cope with his or her conflicts and fears without resorting to seeking help.

A PA PD D

5. I would want to get counseling help if I were worried or upset for a long period of time.

A PA PD D

6. I might want to have psychological counseling in the future.

A PA PD D

7. A person with an emotional problem is not likely to solve it with professional help.

A PA PD D

8. Considering the time involved in counseling, it would have doubtful value for a person like me.

A PA PD D

9. A person should work out his or her own problems; getting psychological counseling would be a last resort.

A PA PD D

10. Personal and emotional troubles, like many things, tend to work out by themselves.

A PA PD D

Thank you for your Co-operation

APPENDIX 2: ORIGINAL BRIEF FEAR OF NEGATIVE EVALUATION SCALE

TABLE 1 Brief Fear of Negative Evaluation Scale

	<i>Item-Total Corr.</i>
(1) I worry about what other people will think of me even when I know it doesn't make any difference.	.54
(2) I am unconcerned even if I know people are forming an unfavorable impression of me.(R)	.53
(3) I am frequently afraid of other people noticing my shortcomings.	.64
(4) I rarely worry about what kind of impression I am making on someone.(R)	.57
(5) I am afraid that others will not approve of me.	.67
(6) I am afraid that people will find fault with me.	.66
(7) Other people's opinions of me do not bother me.(R)	.43
(8) When I am talking to someone, I worry about what they may be thinking about me.	.60
(9) I am usually worried about what kind of impression I make.	.68
(10) If I know someone is judging me, it has little effect on me.(R)	.56
(11) Sometimes I think I am too concerned with what other people think of me.	.75
(12) I often worry that I will say or do the wrong things.	.73

Note: Instructions asked respondents to "Read each of the following statements carefully and indicate how characteristic it is of you according to the following scale:" 1 = Not at all characteristic of me, 2 = Slightly characteristic of me, 3 = Moderately characteristic of me, 4 = Very characteristic of me, 5 = Extremely characteristic of me.

Reverse score items were marked (R) before summing.

APENDIX 3: ORIGINAL ATSPPH SCALE

Attitudes toward Seeking Professional Psychological Help Scale

To what extent do you agree or disagree with the statements below:

	Disagree	Partly Disagree	Partly Agree	Agree
1. If I believed I was having a mental breakdown, my first inclination would be to get professional attention.	1	2	3	4
2. The idea of talking about problems with a psychologist strikes me as a poor way to get rid of emotional conflicts.	1	2	3	4
3. If I were experiencing a serious emotional crisis at this point in my life. I would be confident that I could find relief in psychotherapy.	1	2	3	4
4. There is something admirable in the attitude of a person who is willing to cope with his or her conflicts and fears <i>without</i> resorting to professional help.	1	2	3	4
5. I would want to get psychological help if I were worried or upset for a long period of time.	1	2	3	4
6. I might want to have psychological counseling in the future.	1	2	3	4
7. A person with an emotional problem is not likely to solve it alone; he or she <i>is</i> likely to solve it with professional help.	1	2	3	4
8. Considering the time and expense involved in psychotherapy, it would have doubtful value for a person like me.	1	2	3	4
9. A person should work out his or her own problems; getting psychological counseling would be a last resort.	1	2	3	4
10. Personal and emotional troubles, like many things, tend to work out by themselves.	1	2	3	4