Impact of School Counsellors' Attitude on their Delivery of Counseling Services in Secondary Schools in Kakamega county, Kenya

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Abstract

Guidance and counselling services prepare individuals to take ownership of their resolutions in life and to develop their capacity to grasp and handle the outcomes of the options they take in life. The capacity to deliver such reasoned decisions must be developed by the assistance of an expert, the school counsellor. However, evidence indicates that inadequate training and preparation make these crucial personnel ill-prepared for the tasks ahead of them. Determining the level of knowledge, skills and attitude among Kenyan school counsellors is critical, that is why the investigation sought to do an appraisal of the school counsellors' competence in secondary schools in Kakamega county- Kenya. The study specifically sought to determine whether the school counsellors had the right attitude for effective counselling in secondary schools. According to the International Competencies for Educational and Vocational Guidance Practitioners' manual, there are certain knowledge, skills, and attitude needed of counsellors in order to provide quality services to clients, among them respect and safeguard of the client's right to privacy and confidentiality. The study adopted a descriptive survey design. To accomplish the objective, the researcher used both qualitative and quantitative research methods. This research was conducted in Kakamega County, one of the largest counties in Kenya. Findings of the study indicate that majority of the school counsellors did not have the right attitude for effective counseling in secondary schools. There was need for professionally trained counsellors with the right attitude to be posted to the secondary schools. Educational teacher programs in Kenya should be tailored to produce competente counsellors equiped with the necessary knowledge, skills and attitude to enable them accomplish their duty. Theoritically the findings are expected to contribute to the advancement of knowledge about competencies required of school counsellors. Practically, the findings give insight into the inadequacies in the training of school counsellors.

Key Words: *Right attitude, Counsellors, Service delivery, Effective counselling*

1.0 Introduction

According to the America Counseling Association code of ethics (2014), counselors are expected to facilitate the client's growth and development in ways that Foster the interest and the welfare of the client as well as promoting formation of healthy relationships. Trust is the backbone of the counseling relationship. Counsellors are expected to respect and safeguard the client's right to privacy and confidentiality. They have an obligation to actively attempt to understand the diverse cultural backgrounds of their clients, they also need to explore their own cultural backgrounds and how they affect their values and beliefs about the counseling process. They too need to be aware of and avoid impossing their own attitudes, beliefs and behaviours on their clients.

Additionally, counsellors are encouraged to contribute to society by devoting a portion of their proffesional activities for Little or no return. The primary responsibility of the counsellors is to respect the dignity and promote the welfare of clients. As a counselor you must respect each client's beliefs and struggles and never assert your personal values or beliefs. Self disclosure must be used appropriately and in necessary situations to further build up the therapeautic relationship. Agood therapeautic relationship is deemed to be having trust, agreement, on therapeutic goals formulated together on a treatment plan and a collaborative approach to working towards this goals. National Center for Guidance in Education (2011) notes that school guidance counsellors' preparation should lead not just to the attainment of expert capabilities, but also to intelligible comprehension of the counselling task and yet pre-service teacher training institutions, present very little encounter with additional specialist details.

According to the International Competencies for Educational and Vocational Guidance Practitioners manual, there are certain knowledge, skills, and attitudes needed of counsellors in order to provide quality services to clients. These capabilities are divided into key abilities that all school counsellors require irrespective of their job background and specialized abilities. (Repetto, et al., 2003). The core competencies focus on moral conduct and proficient behaviour; advocacy and the superintendence in promoting clients' education, occupation advancement and individual issues; consciousness and recognition of clients' cultural dissimilarity; recognition of their own ability and constraints; capacity to plan, execute and asses guidance and counselling activities; acquaintance with facts on academic instruction, occupation patterns, employment opportunities, social matters; and effective communication with associates (Repetto et al., 2003).

1.1 Statement of the Problem

Right attitude in counseling entails maintaining warmth and understanding without being judgemental, providing the client with a comfortable foundation within the counseling relationship. A counsellor should also show their own personality and ensure that there is a friendly atmosphere and attitude for the counselling relationship to thrive. (National Guidance Forum, 2007). It encompasses the attitude one possesses in the counselling field, consistent with his or her record of professional preparation. Education and training of a guidance counsellor puts emphasis

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on right attitude (Wannan & McCarthy, 2005) given the potential damage to clients by insufficiently prepared practitioners.

The skills, knowledge and attitude of the individual counsellor depend on their experience and the training they get. That is why it was necessary to carry out this study in order to establish whether school counsellors had the right attitude for effective counselling in secondary schools.

1.3 Objective

The objective of the study was:
To examine whether school counsellors had the right attitude for effective counselling in secondary schools.

2.0 Literature Review

2.1 Counsellor attitudes and school counselling

The particular skills used to master the right attitude by the counsellors may vary depending on the settings but that is hinged around the availability of viewpoints of candidness to alternate strategies and appreciation of variety and the will to change. The development of effective practice in counselling depends on the presence of attitudes reflecting openness to alternative approaches, appreciation of diversity, and willingness to adjust (NCGE, 2011). According to the National Guidance Forum (2007) and the NCGE (2011), school counsellors, by way of their attitude, should know that every student has the ability to learn and succeed and therefore should be provided with high-quality education.

Counsellor's attitude is very important towards the realization of the results of a counselling session. According to the American School Counsellor Association (2019), school counsellors need to develop their knowledge skills and attitudes before they graduate. This will ensure they run the school counselling programs effectively. Jaeken et al. (2017) reckoned that therapists should communicate empathy. Their study shows that overconfident counsellors were unable to create a conducive counselling environment. The way the therapist communicates can also enable or destabilise cooperation and responsiveness which are important components in a counselling association. Counsellors should be able to explain the concept of discretion together with its confines as well as acquire well-versed permission from the client where obligatory, and should be able to agree then put limits properly (NCGE, 2011). They should distinguish the part to be played by the school counsellor from that of other professionals. They should be able to work collaboratively with others and be conscious at what time it is fitting to refer to other specialized professionals. They should refer their clients elsewhere accordingly once (a) the counselee is obviously troubled and/or distraught, and/or (b) when they themselves sense that they are incompetent to transaction through issues presented to them. They should create safe, operative and decent schemes for upholding the privacy of counselee's information and put measures to transact efficiently with counselee's issues and emergency circumstances. Finally, they should determine moral issues in a way consistent with specialised standards and conform with any legal

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expectations governing the profession of psychotherapy (National Guidance Forum, 2007; NCGE, 2011; ASCA, 2002).

2.2 Theoretical Framework

This research was guided by the social cognitive, career theory's performance model (Lent, 2013). Ability (as reflected by one's achievement, their aptitude or past performance indicators) is seen to have an effect on performance directly and indirectly, by way of the attitude they develop and its effect on self-efficacy and results expected from their services. Self-esteem and outcome expectations, in turn, affect the level of goals that they set for themselves. Stronger self-efficacy beliefs and favourable outcome expectations promote setting of ambitious targets that end up energizing and keeping the performance behaviour in tandem with social cognitive, career theory's performance model's triadic reciprocal view of interaction. Figure 1 depicts a feedback loop between performance attainments.
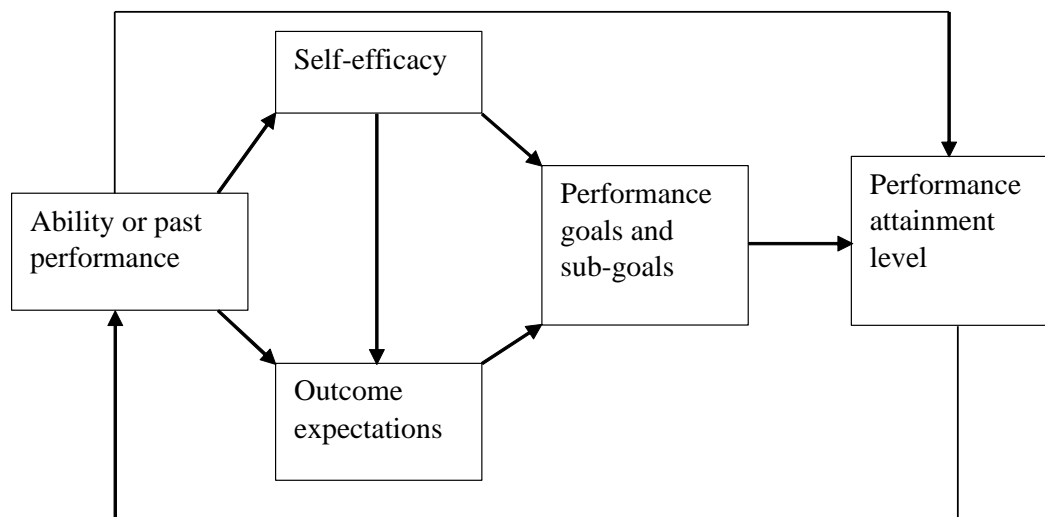

Figure 1: *Model of task performance*

This theory is applicable to the study of the attitude and effectiveness of guidance counsellors in public secondary schools in Kakamega County in Kenya. The effectiveness of the counsellors is dependent on the confidence they get as a result of their ability/competence which form the basis of their attitude towards their work. Competent school counsellors with confidence in their ability, will exhibit high levels of self-efficacy and outcome expectations hence the ability to set high achievable goals leading to good performance as school counsellors. The better versed in knowledge, skills and attitudes the counsellor is the more effective they will be.

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3.0 Materials and Methods
3.1 Research Design
The study adopted a descriptive survey design. The researcher focused on data of variables that had already occurred such as training of teacher counsellors and their competencies, This was critical to the investigation since it enabled the investigator to establish the existing state of school counsellors' attitude and how it impacted on the delivery of guidance and counselling services to the students in public secondary schools in Kakamega County. The study used interview schedules, questionnaires, focus group discussions and document analysis. The research instruments were constructed based on the competencies required for effective counselling as advanced by the International Competencies for Educational and Vocational Guidance Practitioners manual. A five point likert scale was adopted for the questionnares. In order to accomplish the objective, the researcher used both qualitative and quantitative research methods. The data that accrued from the research was analysed using the statistical package for social sciences (SPSS) version 23. Tabulation and graphical presentations were based on computed percentages and averages. Coefficients of correlation and other descriptive statistics were used to summarize the data. Correlation was employed to analyse the hypothesis. Correlation coefficient was used as a descriptive statistic to describe the relationship between the two variables. It was also used for prediction and estimation of a variable from a known variable.

3.2 Research Área
This research was conducted in Kakamega County. There were 383 secondary schools well spread across the county (Ministry of Education/UNICEF Report, 2014). The county was best suited for the investigation because the schools were in a wide variety of categories and were found in a variety of settings; urban, peri-urban and rural. Out of the 383 secondary schools 276 were boarding, 67 both day and boarding, 40 day schools, and 60 of the schools were for girls, 23 for boys and 300 mixed. The county had also recorded one of the highest number of schools involved in strikes. The study population comprised of all public secondary schools within Kakamega County. Students, school counsellors together with the respective school principals formed the study population.

3.3 Sample Size

According to Kerlinger (2004) and Kombo and Tromp (2006), a sample size of between 10 percent and 30 percent was representative enough for a study population. Kakamega County has a total of 383 public secondary schools. Using the 10 parameters, a sample size of 42 public secondary schools was selected with representation from each school type and category.

3.4 Sampling Techniques

Stratified random sampling, proportionate sampling, purposive sampling and random sampling techniques were used in this study. First, schools were stratified on the basis of whether they were

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boys' schools, girls' schools or co-educational schools, or whether they were National, Extra County, County, and Sub-County. Thereafter, proportionate sampling was used select students in respect to their numerical superiority. This ensured that the sample was representative enough of the entire population. Once this was accomplished, random sampling technique was employed to select the student who participated in the investigtion. Purposive sampling was used by the researcher to purposely target the group of respondents assumed to be resourceful for the study (Kombo & Tromp, 2006). This involved the selection of 'information-rich persons; students who were the recipients of the counselling services, school counsellors who were charged with the delivery of the counselling services and the principals of the schools, all known to encounter the phenomenon being investigated (McMillan & Schumacher, 2006). On this account, only Form 3 and 4 students were sampled because they had been in school long enough and could give their informed opinion on the effectiveness of the school counsellor on matters related to emotional and social issues, subject and career selection, and college/university choices. In addition, only school principals and school counsellors were purposely selected.

Finally, once this step was completed, simple random sampling was employed to choose 10% of the students for the study. To obtain the required number of students, pieces of paper written on 'YES' or 'NO' were given to form 3 and 4 students from the sampled schools to pick. Only those who picked 'YES' were allowed to participate in the study. This method ensured that all possible population characteristics were captured and that all the students targeted had equivalent opportunities of being chosen.

3.5 Research Tools

The study used questionnaires, interviews and document analysis. The Statistical Package for Social Science (SPSS) version 23 was used to analyse the data. Presentation of the data was done using graphs, pie charts frequency tables, and measures of central tendency.

3.6 Validity of Research Instruments

To approve the tools prior to their use for assembling data, a pilot study was carried out. It was conducted by giving the questionnaires to a small chosen sample similar to, but leaving out the group under survey in Kakamega county. (Orodho, 2009). The pilot study was carried out in four public secondary schools representing the four cadres of schools: National, Extra County, County and Sub-County Schools. The major purpose of the pilot study was to pin point the expected complications the interviewees experienced while filling the questionnaires and to ascertain if the questions in the instruments could produce the needed information for the major research. Where irregularities were identified, the particular questions were adjusted or removed all together. The researcher's lecturers were asked for help in evaluating the characteristics the tool was attempting to quantify, to ascertain if the set of questions or check-list precisely represent the idea being investigated. Content validity was therefore established through the assistance of supervisors and research specialists and any ambivalence noted during piloting was scrutinised, adjusted or discarded.

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3.7 Reliability of the Instruments

In order to enhance the reliability of the instruments, the investigator, with the assistance of the supervisors seriously evaluated the constancy of the responses on the pilot questionnaires so as to come up with judgment on their reliability. The consistencies of questionnaire items were established through test re-test method in the four selected schools. Thereafter, the Cronbach method for internal consistency was used to test reliability of the instruments. Scores obtained in the two tests were correlated using the Cronbach alpha reliability coefficient. The threshold value acceptable in this study was 0.7 or above (Mugenda & Mugenda, 2010). The questionnaire for the principals had a Coefficient of 0.78, while the school counsellor's questionnaires obtained 0.8 and student's questionnaire obtained a coefficient of 0.7. This implies that the questionnaires were reliable for the study.

3.8 Ethical Considerations
Ethical guidelines in research may include informed consent, deception, confidentiality, anonymity, harm to subjects and privacy (McMillan & Schumacher, 2006). According to Orodho (2009), involvement in research should be voluntary because individuals have the liberty to decline to disclose the given facts. Each of the questionnaires had an introduction which explained the nature and purpose of the research and the respondents' consent before they were required to provide information.

Confidentiality and anonymity were affirmed by promising and assuring the participators that information emerging from the research remained private and that the information acquired would be used for the purpose of the research only. Further, their individual identities were protected (Mugenda & Mugenda, 2010). This made them feel at liberty to share their sincere and comprehensive information (Orodho, 2009). School names and categories were disguised by use of serial numbers.

Finally, the research tools were reviewed by experts from the department of Psychology before adoption. This enabled the researcher to remove any items that would have been ambiguous or that would have caused any embarrassment. As for interviews, participants were informed about the procedure to be followed and in the event that they were uncomfortable with any of the questions or format of questioning, they could object or correct the researcher if they so wished.

3.9 Data Analysis Methods

Information put together from the field were sorted, classified and keyed into the computer for analysis using the Statistical Package for Social Sciences (SPSS) Version 23. Data analysis involved scrutinizing the unprocessed data collected during the research (Kombo & Tromp, 2006) and included extraction of vital information and scrutiny of collected information to establish faults if any.

A number of questions were designed to measure respondents' views on teacher counsellors' competencies using a 5 – point Likert scale. The respondents responded to the questionnaire items by choosing one of the five options on the Likert scale for each competency aspects. Each response

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was given a score ranging from 1 to 5. Quantitative data was analysed by use of descriptive statistics using Excel and Statistical Package of Social Science (SPSS) version 23.0 for windows and submitted in format of frequency tables, graphs, pie charts and measures of central tendency. Qualitative data from interviews and open-ended questionnaire items were analysed and presented appropriately. Besides, anecdotes from the participants were reported verbatim. Inferential data was also tested. The Hypothesis was tested using the Correlation Analysis. As noted by Schober et al. (2018), a correlation analysis is a measure of monotonic association between two variables. A linear relationship between the two variables is associated with change in the magnitude of another variable, either in the same or in the opposite direction. The higher values of one variable tend to be associated with either higher positive correlation or lower values of the other variable and vice versa. The coefficient is scaled ranging from -1 to + 1.

4.0 Results and Discussions

The results of a counselling session are influenced by the counsellor's attitude. According to Jaeken et al. (2017), therapists should communicate empathy with their clients. They believed that self-overconfident therapists did not create a healthy therapeutic attitude. Willys (2017) in a study on factors that influence student's perception of counsellor roles and functions in institutions of higher learning revealed that counsellor's skills, competence and attitude during counselling were important determinants of the success in counselling. This study sought from the students, school counsellors and the principals to examine whether the school counsellors had the right attitude for effective counselling in secondary schools. The student results are as shown in Table 1.

Table 1: Students' response on counsellor's attitude

	Not Confident	Slightly Confident	Moderately Confident	Generally Confident	Highly Confident
Helps students with their emotional, educational and behavioural issues	243 (52.3%)	17 (3.7%)	31 (6.7%)	43 (9.2%)	131 (28.1%)
Guides students on how to achieve at school and in life in general	216 (47.2%)	20 (4.4%)	42 (9.2%)	39 (8.5%)	141 (30.7%)

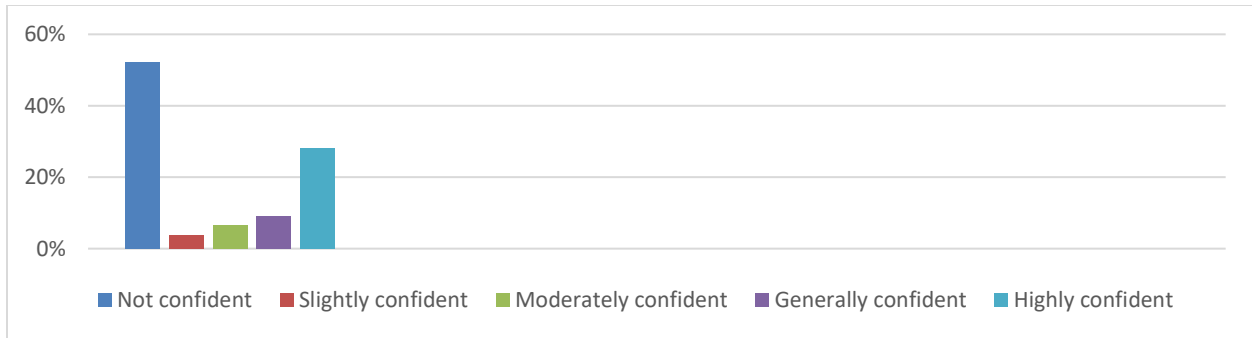Corresponding Author's Email: mmbwngad60@gmail.com

Figure 2: *Helps students with their emotional, educational and behavioural issues.*

This implies that majority of the students (62.7%) had below average confidence in the school counsellor's capability to help students with their emotional, educational and behavioural issues This is viewed against the results of Onyango (2019) who argued that a counsellor is taught to have positive attitude towards their counselee by showing them unconditional positive regard, respect, sincerity, self-disclosure and confrontation.
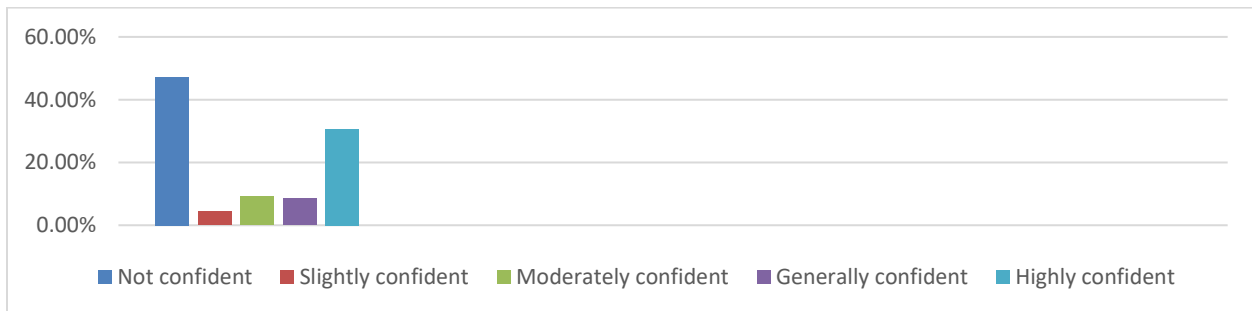

Figure 3: *Guides students on how to achieve at school and in life in general.*

This implies that most of students (60.8%) had below average confidence in the school counsellor's ability to Guide students on how to achieve at school and in life in general. The results are reflected in those of Onyango (2019) who noted that the school counsellor was supposed to guide students to develop their potentials in life both academically and in the life outside school. The results also concurred with those of Okoth (2012) who noted that when students have an effective relationship with the school counsellor, they are able to handle issues and problems arising from personal adjustments and are able to help students learn important life skills and problem-solving skills hence changing their perceptions towards life.

The school counsellors were also tasked do a self-evaluation of their attitude when they carried out the guidance and counselling in school. The results were as shown in Table 2.

Table 2: Counsellors Response on Counsellor's Attitude

	Slightly Confident	Moderately Confident	Generally Confident	Highly Confident
Notice when my points of view, beliefs and values hinder the provision of the best services to my learners	24 (57.1%)	6 (14.3%)	1 (2.4%)	11 (26.2%)
Assist learners recognize and acquire attitudes, conduct and skills that steer to successful learning	24 (57.1%)	6 (14.3%)	4 (9.5%)	8 (19.1%)
Deal with academic, occupational, emotional, and behavioural needs and work towards the optimum development of every counselee	20 (47.6%)	14 (33.3%	2 (4.8%)	6 (14.3%)
Know how my ethic setting and encounters affect my attitude towards psychological procedures	15 (35.8%)	4 (9.5%)	4 (9.5%)	19 (45.2%)

Figure 4: *Notice when my points of view, beliefs and values hinder the provision of the best services to my learners.*

The results imply that a majority of the school counsellors (71.4%) had below average confidence in their own ability to notice when their points of view, beliefs and values hindered the provision of the best services to their learners; an indication that they felt that they were not sufficiently equipped as far as this variable was concerned. The results concur with those of Onyango (2019) who noted that a viable counselling session should strive for three things that is open communication, trust and confidentiality. This is because students are majorly adolescents and they like feeling valued, and are more concerned with confidentiality and the communication between them and the school counsellor.
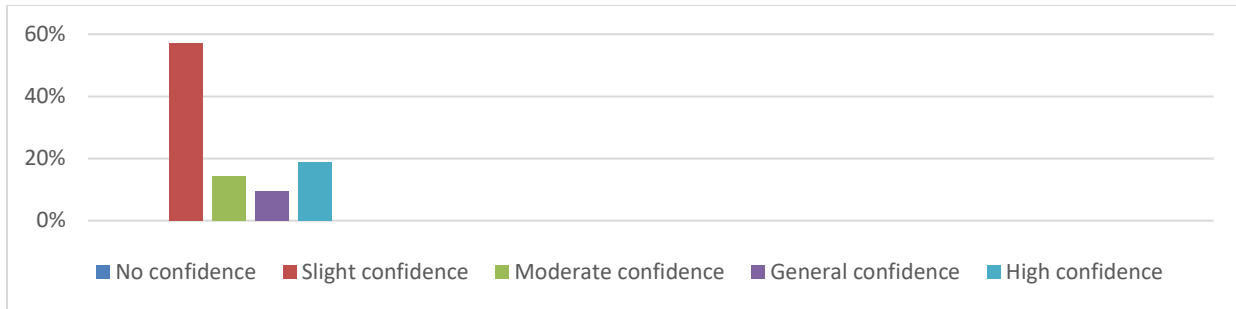
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Figure 5: *Assist learners recognize and acquire attitudes, conduct and skills that steer to successful learning.*

This implies that a large proportion of the school counsellors (71.4%) felt that their level of confidence in their own ability to assist learners recognize and acquire attitudes, conduct and skills that steer to successful learning, was below average. These results are reflected in those of Kinyua (2018) who noted that school counsellors are supposed to be fully equipped through training with knowledge, skills and attitude which are key in the provision of guidance.

Figure 6: *Deal with academic, occupational, emotional, and behavioural needs and work towards the optimum development of every counselee.*

This then means that a very large number of the school counsellors (80.9%) had a below average level of confidence in their own ability to deal with academic, occupational, emotional, and behavioural needs and the ability to work towards the optimum development of every counselee. The results clearly indicated that the counsellors felt that they were not confident enough to handle the said issues. The results agree with those of Gatua (2014) who noted that student's change of behaviour contributes to improved educational outcome. This is because guidance and counselling was introduced to assist the students to overcome and regulate a host of social and emotional tasks that they experience.
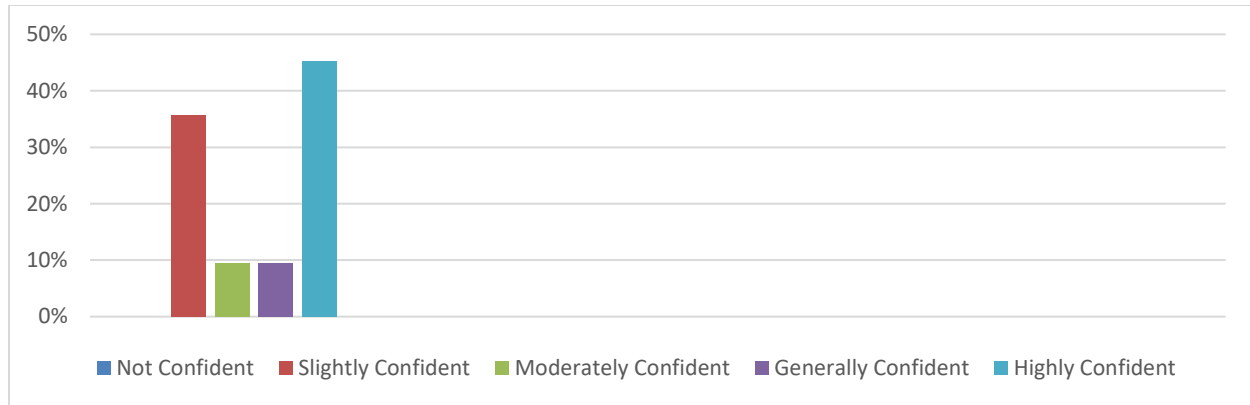
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Figure 7: *Know how my ethic setting and encounters affect my attitude towards psychological procedures.*

The results imply that majority of the counsellors (54.7%) had confidence ranging from general to high confidence in their own ability to know how their ethic setting and encounters affected their attitude towards psychological procedures. The results agree with those of Wambu and Fisher (2015) who noted the importance of ethical practices in the counselling profession.

The principals were asked to indicate their responses on the counsellor's attitude. The results are as shown in Table 4.24 below.

Table 3: Principals' response on Counsellor Attitude

	Slightly Confident	Moderately Confident	Generally Confident	Highly Confident
Helps learners discover and form attitudes, conducts, and abilities that enhance their learning	12 (26.7%)	3 (6.7%)	26 (57.8%)	4 (8.8%)
Understands how his/her ethnic background affect his counselling	21 (46.7%)	6 (13.3%)	12 (26.7%)	6 (13.3%)
Understand when his/her opinions affect his/her counselling	11 (24.4%)	9 (20.0%)	19 (42.2%)	6 (13.3%)
Deals with the career, personal issues, and educational, emotional, and behavioural needs of the students and encourages the maximum development of each counselee.	17 (37.8%)	12 (26.7%)	12 (26.7%)	4 (8.8%)
Is a responsible and accountable counsellor	0	17 (37.8%)	12 (26.6%)	16 (35.6%)
Adhere to the code of ethics for counsellors	0	16 (34.0%)	25 (53.2%)	6 (12.8%)
Uses the laid down procedure for counselling	16 (35.6%)	10 (22.2%)	15 (33.3%)	4 (8.9%)

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Figure 8: *Helps learners discover and form attitudes, conducts, and abilities that enhance their learning.*

This implies that a majority of the principals (66.6%) were generally and highly confident about the school counsellor's ability to help learners discover and form attitudes, conducts, and abilities that enhanced their learning. The results concur with those of Demirci (2017) who noted that when the school counsellors used active teaching and the student's active learning, the environment enabled the students to gain a sense of empowerment because the content presented and ideas discussed were then relevant to their experiences.
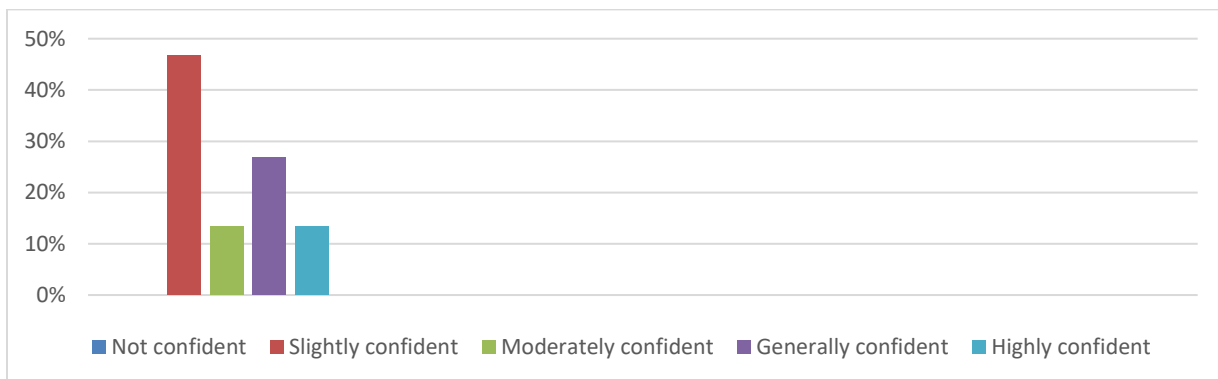

Figure 9: *Understands how his/her ethnic background affects his counselling.*

This implies that most of the principals (60%) had below average confidence in the counsellor's ability to understand how his/her ethnic background affected his/her counselling. The results concur with the American School Counsellors Association (2019) who noted that in a multicultural counselling setup the counsellor should be aware of their biases. This means the school counsellors should have increased awareness, understanding and appreciation of cultural diversity in the school and the community through advocacy, networking and resource utilization to ensure a welcoming school environment.
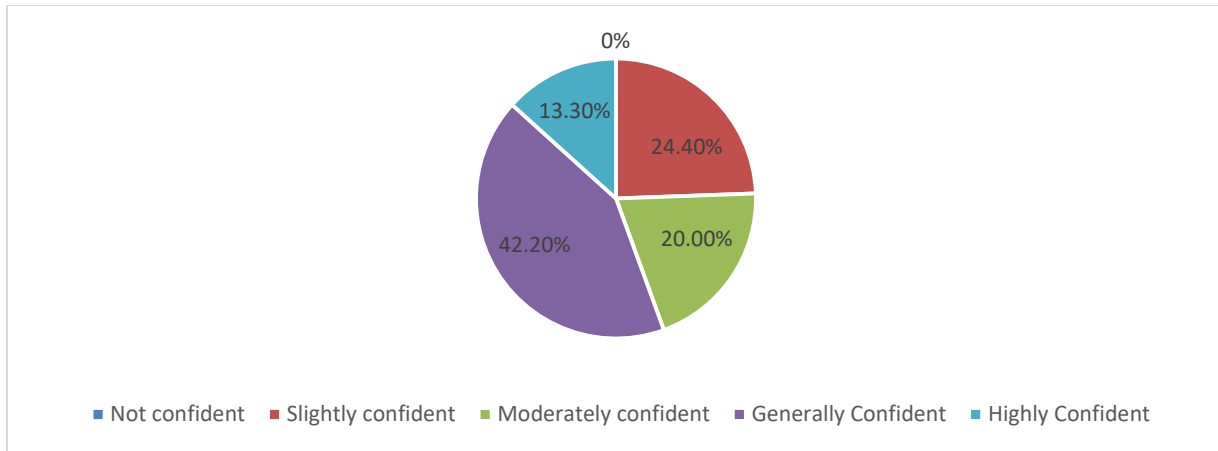
Figure 10: *Understands when his/her opinion affects his/her counselling.*

This implies that more than half of the principals (55.5%) reported confidence levels above general confidence in the counsellor's ability to Understand when his/her opinions affected his/her counselling. The results agree with Teodora & Langa (2020) who noted that when the counsellor shows a positive attitude as the school counselling facilitator in the education process, then the complex and multidimensional process would focus upon promoting mental health and wellbeing, personal development through preventing risk behaviours, interpersonal conflicts, learning difficulties and crisis situations. This helps the counselling services to be more beneficial to the students.
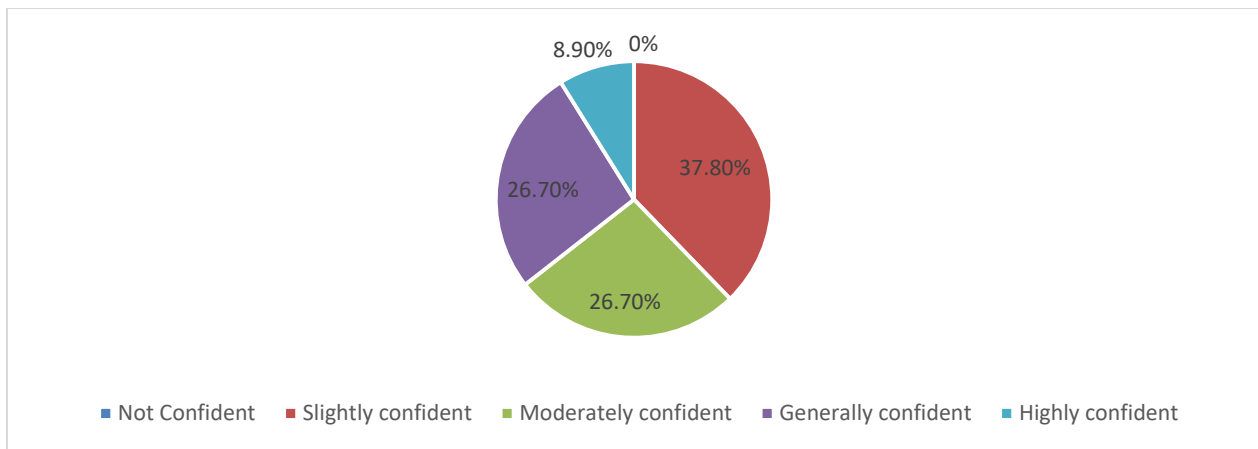

Figure 11: *Deals with the career, personal issues, educational, emotional, and behavioural needs of the students and encourages the maximum development of each counselee.*

The results imply that majority of the principals (64.5%) had below average confidence in the counsellor's ability to Deal with the career, personal issues, educational, emotional, and behavioural needs of the students and to encourage the maximum development of each counselee. The results are reflected in those of Muhammand and Kabir (2017) who reported that the analyst

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remains anonymous and the clients develop projections towards him/her. This means the counsellor should reduce the resistance that develop in working with transference and on establishing more rational control. This implies the clients undergo long-term analysis, engage in free association, to uncover conflicts and gain insights by talking.
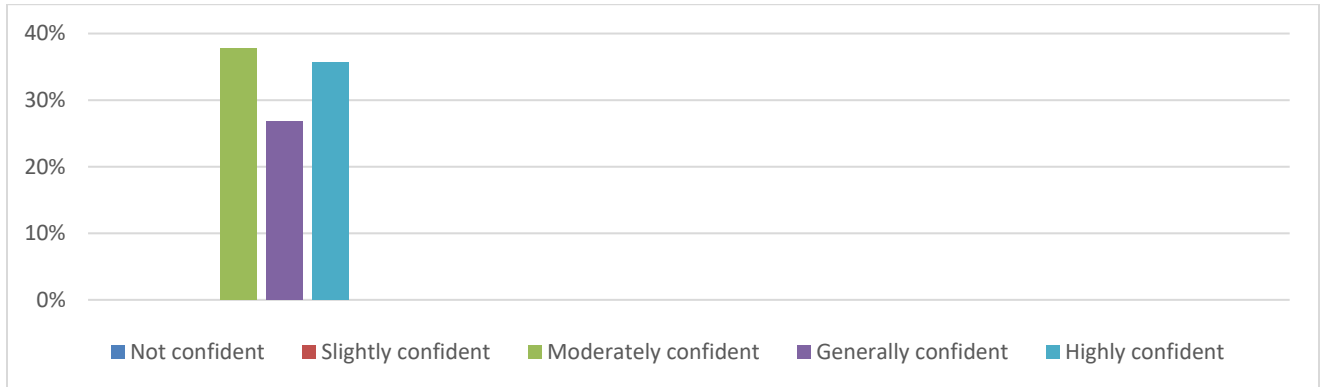

Figure: 12: *Is a responsible and accountable counsellor.*

This implies that majority of the counsellors (62.2%) had general and high confidence in the counsellor's ability to demonstrate accountability and responsibility during their counselling. The results agree with those of American School Counsellors Association (2016) who identify and prioritize the specific attitudes, knowledge and skills counsellors should be able to demonstrate during the school counselling program. 34.0 percent of the principals had moderate confidence; slightly above half of them (53.1%) had general confidence while 12.8 percent had high confidence in the counsellor's ability to adhere to the code of ethics for counsellors. This is illustrated in the following figure 13.
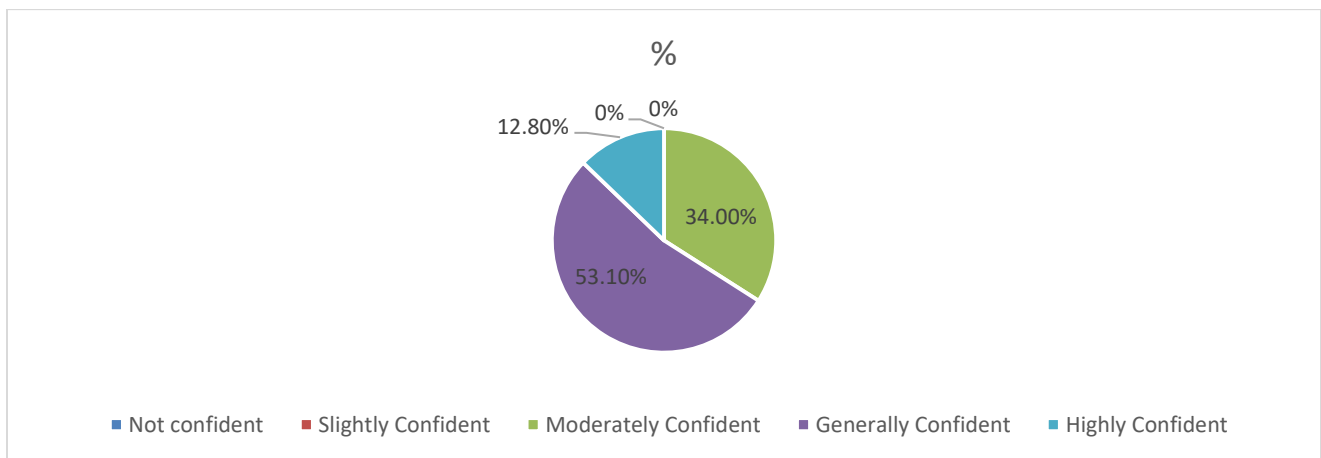

Figure 13: *Adheres to the code of ethics for counsellors.*

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This implies that a large percentage of the principals (65.9%) were generally and highly confident in the counsellor's ability to adheres to the code of ethics for counsellors**.** The results agree with those of Wambu and Fisher (2015) who stressed the school counsellor role in counselling students and maintaining and observing the code of ethics.   They also noted that the lack of unified ethical code for school counsellors in Kenya poses a challenge because there was the code of ethics and standards pertain to the entire counselling profession by the Kenya Counselling and Psychological Association (KCPA).
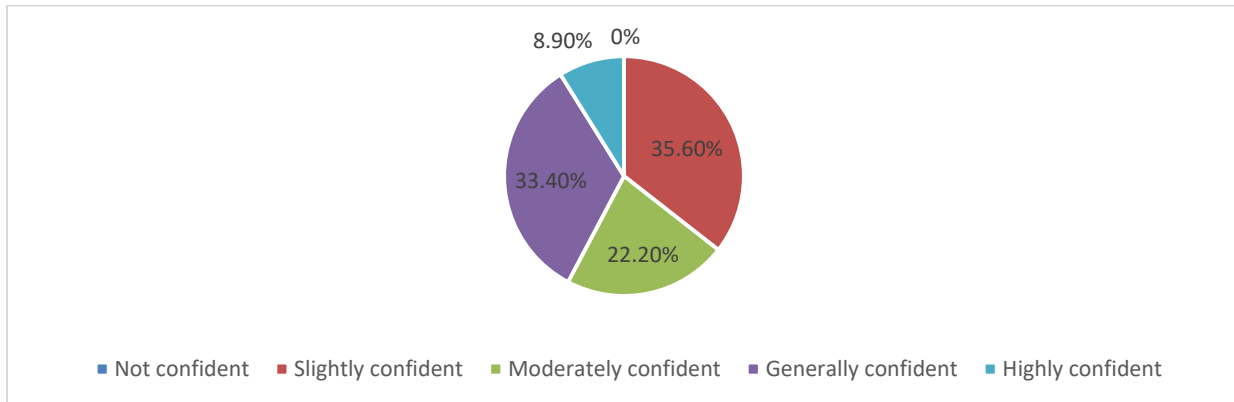

Figure 14: *Uses the laid down procedure for counselling.*

This implies that majority of the principals (57.8%) had a below average level of confidence in the school counsellor's ability to use the laid down procedure for counselling. The results agree with those of Jogs and Kirema (2016) who noted that a majority of the teacher counsellors had dual relationship with the students which resulted in lack of confidentiality as well as students had wrong perception about guidance and counselling.

The results from the three groups of respondents seem to differ. The Principals response to the questionnaires clearly depart from the views of the counsellors and the students. The views of the counsellors and the students tend to concur but those of the principals seem to indicate that they may not be very conversant with what is expected of the counsellors. This could also point to the fact that the principals may be failing in their supervisory duties

4.1 Hypothesis testing

The study had a hypothesis that needed to be tested to identify the relationship between the variables. To test the Hypothesis correlations analysis was used.

HO: School counsellors do not have the right attitude for effective counselling in secondary schools.

HA: School counsellors have the right attitude for effective counselling in secondary schools.

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The Pearson correlation coefficient is a statistic used to determine the degree and direction of relatedness between two continuous variables. The value of the correlation coefficient may range from; r = -1.00 to + 1 where the closer the number is to 1.00, the greater the degree of relatedness. It can be tested statistically with a significance of 0.05.

Correlations.

Table 4 : Correlations

		Deal with the academic, occupational, emotional and behavioural needs and work towards the optimum development of every counselee	Assist learners recognize and acquire attitudes, conduct and skills that steer to successful learning	Know how my ethic setting and encounters affect my attitude towards psychological procedures	Notice when my points of view, beliefs and values hinder the provision of the best services to my learners
Deal with the academic, occupational, emotional and behavioural needs and work towards the optimum development of every counselee	Pearson Correlation	1	.422**	.623**	.554**
	Sig. (2-tailed)		.005	.000	.000
	N	42	42	42	42
Assist learners recognize and acquire attitudes, conduct and skills that steer to successful learning	Pearson Correlation	.422**	1	.873**	.746**
	Sig. (2-tailed)	.005		.000	.000
	N	42	42	42	42
Know how my ethic setting and encounters affect my attitude towards psychological procedures	Pearson Correlation	.623**	.873**	1	.750**
	Sig. (2-tailed)	.000	.000		.000
	N	42	42	42	42
Notice when my points of view, beliefs and values hinder the provision of the best services to my learners	Pearson Correlation	.554**	.746**	.750**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	42	42	42	42

**. Correlation is significant at the 0.01 level (2-tailed).

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The results r=.422*, .554 p-value 0.01<0.05 level of significance this indicates there was a positive correlation between the two variables but the Null Hypothesis is rejected hence there is a statistically significant relationship between the pair of variables. This means the school counsellors had the right attitude for effective counselling in secondary schools.

5.0 Discussion of the results:

Although the Null hypothesis (School counsellors do not have the right attitude for effective counselling in secondary schools.) was rejected based on the testing of the hypothesis meaning that the research hypothesis (: School counsellors have the right attitude for effective counselling in secondary schools.) was accepted, the response from the students and school counsellors followed a similar trend whereas those from the principals seemed to be the opposite .The principals responses in most cases contradicted even the views of the counsellors themselves. This is evident when each of the competencies are discussed below.

Majority of the students (62.7%) had below average confidence in the school counsellor's capability to help students with their emotional, educational and behavioural issues. The results from the students also revealed that most of students (60.8%) had below average confidence in the school counsellor's ability to Guide students on how to achieve at school and in life in general. Majority of the student's (52.2%), felt that the school counsellors spent very little time (less than 30 minutes per week) during counselling session dealing with personal and non-academic topics per week. 32.7 percent of the students said the school counsellor spent 1 hour. 9.0 percent said the school counsellors spent 2 hours on average. The results indicate that very little time was spent by the counsellors every week to help the students deal with their personal psychological none academic issues.

The results showed that a majority of the school counsellors (71.4%) had below average confidence in their own ability to notice when their points of view, beliefs and values hindered the provision of the best services to their learners; an indication that they felt that they were not sufficiently equipped as far as this variable was concerned. A large proportion of the school counsellors (71.4%) felt that their level of confidence in their own ability to assist learners recognize and acquire attitudes, conduct and skills that steer to successful learning, was below average. A very large number of the school counsellors (80.9%) had a below average level of confidence in their own ability to deal with academic, occupational, emotional, and behavioural needs and the ability to work towards the optimum development of every counselee. The results clearly indicated that the counsellors felt that they were not confident enough to handle the said issues. The report from the counsellors on the other hand indicated that 4.8 percent of them spent 30 minutes or less, 59.5 percent of them spent one hour, 33.3 percent of them spent 2 hours, and 2.4 percent had more than three hours of counselling time spent on students psychological, non-academic topics per week. This means that the counsellors agreed with what the students reported about the amount of time spent every week to handle students personal psychological none academic issues.

15.6 percent of the principals noted that the school counsellors spent 30 minutes or less, 53.3 percent said they spent one hour, 31.1 percent of the principals indicated that the counsellors spent

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2 hours during counselling sessions with students on psychological issues that were non-academic per week. The results from the students, the counsellors and the principals all pointed to the fact that the school counsellors spent very little time every week handling students personal psychological none academic issues. Majority of them (84.5% of the students, 64.3% of the counsellors, and 68.9% of the principals) expressed the fact that the school counsellors spent one hour or less every week to handle students personal psychological none academic issues.

These findings thus imply that either the school counsellors had very few cases to handle every week or had too many other teaching and other school assignments to handle, a scenario that denied them sufficient time required to handle guidance and counselling. The matter was clearly articulated by the school counsellors and principals who suggested that counselling should be handled by professionally trained counsellors who would devout all their time handling guidance and counselling concerns of students, teachers and all the other staff in school. They also suggested that the school counsellor be spared the trouble of handling teaching and administrative duties together with counselling. This was because in all the schools the head of department guidance and counselling was also the same to handle guidance and counselling and also handled administrative issues as the number three or four in the school hierarchy after the school principal, the deputy principal and the senior master depending on the schools.

In regard to the parents and guardians being invited to school regularly by the school counsellor to team up with them to guide and counsel the students, it was clear from the results that majority of the students (93.1%) that the parents and guardians were never invited to school on regular basis for talks. On the other hand, all the school counsellors (100%) said they did not have a program where they invited the parents/guardians to school on regular basis for talks. Only 17.8 percent of the principals felt that the school counsellors invited the parents/guardians to school regularly for talks.

The results from the investigation revealed that majority of the counsellors (92.9%) had below average confidence in their own ability to operate within the professional competence and accept responsibility for consequences of their actions. 80.9 percent felt that they had below average confidence in their ability to adhere to ethical and legal obligations designed for school counsellors. Most of the school's counsellors (78.6%) had below average confidence in their own ability to keep to ethical standards of the profession and other official policy statements pertaining to counselling. These findings of this study corroborate the findings of a study by Wango (2006) who pointed out the difference between guidance and counselling policy and the actual practice in schools.

6.0 Conclusión and Recomendaciones
6.1 Conclusion
In examining whether school counsellors had the right attitude for effective counselling in secondary schools, majority of the students had below average confidence in the school counsellor's capability to help students with their emotional, educational and behavioural issues. They felt that the school counsellors' ability to guide students on how to achieve at school and in

life in general was below average and that they were not able to notice when their points of view, beliefs and values hindered the provision of the best services to their learners.

The school counsellors had many other duties and responsibilities that made it difficult for them to effectively carry out their counselling duties. Parents and guardians were rarely invited to school to aid in guiding and counselling the students.

School counsellors did not operate within the counselling professional competence and neither did they accept responsibility for the consequences of their actions, they did not have the capacity to adhere to ethical and legal obligations designed for school counsellors. They were not able to keep to ethical standards of the profession and other official policy statements pertaining to counselling. Concerning the objective, the study concluded that school counsellors did not have the right attitude arising from the responses of the counsellors and the students; while the hypothesis testing showed that the counsellors had the right attitude which disapproves the null hypothesis.

6.2 Recommendation

- To take care of the aspect of the attitude of the school counsellors, The Ministry of Education should post professionally trained school counsellors who should handle only counselling and must be individuals who chose school counselling as a profession.

- The universities that train counsellors for schools should endeavour to equip the school counsellors with the relevant knowledge and skills and ensure that they are individuals with the right attitude to enable them effectively handle the counselling services in schools.

- The Ministry of Education should establish School counselling coordination centers at the county headquarters to be manned by trained and professional school counsellors. The centers would act as a hub to serve as referral centers for schools and be able to coordinate and supervise the counselling services in the county.

- The Ministry of Education should provide regular in services courses and workshops to heads of schools to help them understand what school counselling entails.

- The element of parent and guardian involvement in the guiding and counselling of the students in collaboration with the teachers and the school counsellor should be taken seriously by the school administration.

- Adherence to the code of conduct and practice of school counselling by the school counsellors should be enforced by a body that should be formed to coordinate the counselling activities in schools.

Conflict of Interest: The authors have no conflict of interest to declare.

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