

The Role of Research in School Counselling

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ON 4TH sept 2008

INTRODUCTION

- ❑ Research in any task is crucial because it helps to know how to move from point A to B, from the known to the unknown.
- ❑ In counseling the client is helped to make informed decision.
- ❑ Before doing so it is important to know how much information the person has concerning the issue at stake
- ❑ How much information has already been utilized.
- ❑ What prompted the problem and the expectation of the person concerned.

SCHOOL COUNSELLING & ADOLESCENTS

- ❑ School Counselling mainly involves adolescent students who have common characteristics related to their personality development.
- ❑ Erik Erickson a psychosocial theorist analyses human growth in 8 stages of psycho social development.
- ❑ In the fifth stage the person goes through the search for identity and failure to succeed leads one to develop role confusion.

ADOLESCENT SEARCH FOR IDENTITY

- ❑ Identity is central in Erickson's thinking as the teenager is asking the question whom I am I?
- ❑ The wording of that expression communicates a concern for self and a more inward search.
- ❑ It suggests a look into past experiences as well.
- ❑ The identity question relates to the future and anticipates adult responsibilities.
- ❑ The search has a vision with upward hope which if frustrated generates into role confusion.

ADOLESCENT IDENTITY SEARCH -

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- ❑ Erickson psycho social stages of growth are interrelated.
 - ❑ The success in the previous stage determines the success the coming stages.
 - ❑ Success in identity versus role confusion stage at puberty is dependent on successes during the first 4 stages of life. These are
 - ❑ Trust versus mistrust- 0-2years
 - ❑ Autonomy versus guilt 2-3 years
 - ❑ Initiative versus guilt 2-4 years
 - ❑ Industry versus inferiority 5-12 years old
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ADOLESCENTS' DEVELOPMENTAL CHALLENGES

- ❑ Battling academic challenges,
- ❑ Resolving personal issues interfering with academic performance,
- ❑ Seeking to develop personal growth and healthy relationships
- ❑ Enhancing individual potential
- ❑ Adjusting to school environment
- ❑ Resolving social life crises at times leading to drug abuse and HIV/AIDS
- ❑ Dealing with trauma due to life experiences
- ❑ learning skills to facilitate decision making.
- ❑ Resolving conflicts with self and significant others

Why Research In School Counselling

- ❑ Individual or group counseling should help the teen to find self, settle with self and learn to optimize opportunities in the search for self.
- ❑ Research prior to Counselling is vital because of the complexity of the person called adolescent who spends 75% of his/ her growth time in school. The school therefore carries a high responsibility in making the adult during this identity stage.
- ❑ The youth is looking for an assurance of the related past and a future, an assurance that those he leaves behind and those who receives him next are reliable.
- ❑ What the individual has learned to see in himself must now coincide with the expectation and recognition bestowed upon him by significant others.

COUNSELLOR'S RELEVANCE

- ❑ There is a question to be resolved in the process, how do others perceive me? Do they perceive me as I see myself?
- ❑ In this search for self the body mind and social orientation combines to make its emergence possible in a way that could not have occurred in previous stages.
- ❑ The crisis is a culmination of what has transpired in the previous stages.
- ❑ A successful teenager/ adolescent must have gathered imaginative tasks and worthwhile people to help him/her go through the identity search

IDENTITY CONFLICT

- ❑ Identity conflicts are more likely in society in which fears and anxiety lies below the surface. Conflicts are likely to arise if the adolescent develops negatively because of :
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- ❑ Mistrusting the adult population which may have promised what it has not delivered.
- ❑ If the adolescent has gone through a reorientation of the life changes due to :-
 - ❑ Rapid social change
 - ❑ Technological demands for specialization
 - ❑ The loss of opportunity to acquire and affirm values in a traditional set up especially here in Africa.
 - ❑ A kind of suspicion of the literacy that has maintained tradition and demonstrated hypocrisy in life.

IDENTITY CONFLICT 2

- Negative experiences are open door for developing a character whose role in life is confused.
 - The confusion would then manifest itself in many ways:-
 - dropping out of school
 - staying out all night
 - withdrawing into substance abuse and inaccessible moods
 - Over identification with heroes of cliques and crowds.
 - Role confusion leads to the totalistic orientation which is by nature more than mere over identification but is a gate way to formation of sub groups, exclusion of others to the extent of setting boundaries and elevating itself to positions of power and antisocial activities.
 - In Kenya this may have contributed to the recent schools unrest which hit the larger portion of Second term in over 250 secondary schools.
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ROLE CONFUSION

- ❑ The students tended to identify with those who lead the riots and apparently appeared to be awarded by being sent home hence postponing the mocks exam which was a main point of contention among the form fours.
- ❑ According to the daily nation report, the strike had a common phenomena arising from the form fours who had a rumor that their mock exam results would be converted to be their KSCE results!
- ❑ That created mistrust of the schools administration the examination council and the society at large and led to the development of fear and insecurity.
- ❑ Their identity felt compromised and confused no wonder then their expression through strikes.
- ❑ The ability to facilitate the passage from childhood to adulthood in an intelligent and peaceful way is getting lost from the national societal values.
- ~~❑ The adolescents are rising up against authority and they feel insecure about the future.~~

SCHOOL COUNSELLORS ROLE

- ❑ Counsellors need to understand the background to the rebellious named teen before engaging with him/her.
- ❑ They need to understand the character's growth and development to the point of rebellion and after rebellion.
- ❑ This would help the counselor /teacher in dealing with the teens.

PACK RESEARCH FINDINGS ON TEACHER /STUDENTS RELATIONSHIP

- ❑ PACK: PUBERTY TO ADULTHOOD CAMPS KENYA
- ❑ Research carried out among 16 Teens from 2 National boys, 6 provincial (3 girls and 3 boys boarding) and 5 boys private schools in a PACK camp revealed that the students relationship with teachers had the lowest score 5% among all other teens relationships with parents, among peers and finally at school.
- ❑ Relationships with parents were rated highest with 90 percent reporting healthy relationship with parents.
- ❑ Mothers scored 85 percent while Dads had the lower rating of 15 %.
- ❑ When asked to verbally explain their relationship with teachers in a group discussion they all snubbed and quickly aired their grievances almost wishing the teachers were there to hear.

STUDENTS RESPONSE

- ❑ Students feel misunderstood and discouraged by some teachers
- ❑ Treated as academic machines
- ❑ Teachers are too harsh, take teaching jobs for salaries only and lack public relation skills.
- ❑ Teachers tend to pour out their family problems to students as scapegoats.
- ❑ Students feel their being handled using skills and values from another generation that does not understand their world.
- ❑ They require dialogue with teachers to express themselves.
- ❑ They feel teachers should respect and listen to them

REFLECTION

- ❑ From the above concerns it is evident that students are beginning to question the authority in teachers.
- ❑ They feel teachers seek to maintain traditions without becoming realistic of current challenges brought about by the modern family set up, electronic technology , lack of extended family helpers and the democratic leadership style.
- ❑ As long as the school leaders and counsellors remain ignorant of the impact these changes have on the students hence rendering the rules and regulations in schools inadequate strikes, school drop out and other rebellion are likely to continue.
- ❑ Through research the counselor are likely to get to the core of the problem (negative manifestation) and may be able to come out with a resolution to the benefit of the adolescent clientele.

COUNSELLORS RELEVANCE IN SCHOOLS

- ❑ The present indiscipline environment in our schools needs to be combated with greater knowledge and wisdom because the youth mentality toward the rule of the thumb has proved insufficient.

- ❑ Research done in a private girls boarding school and public day and boarding school in central province among teach counsellors revealed that:-
 - ❑ School counsellors do not have time to handle students individually
 - ❑ Have no resource to support the counselee
 - ❑ Are overburdened by the workloads
 - ❑ Are not well equipped to handle the present indiscipline issues in schools

COUNSELLOR'S RELEVANCE 2

- ❑ require the board of governors (BOG) and Parent teachers association (PTA) to support them in mentoring students
- ❑ Counsellors need to change their name to mentors to remove stigma
- ❑ All teachers ought to be trained in public relations and human resource management in order to change their attitude towards fellow teacher counsellors and students with problems in school hence reduce client stigma in school.
- ❑ The above shows us that the school counseling system is not working effectively because counseling in school is stigmatized to be for those who have problems yet educative individual Counselling is so much needed at adolescence. Teacher counsellors are also inadequately prepared.

RECOMMENDATIONS

- There is need for our education system or individual learning institutions to plan and develop the adolescent intellectually, spiritually, physically and emotionally.
- The teachers handling Counselling programmes in schools need to be retrained properly and articulately in order to handle the dynamics of student behaviour in schools.

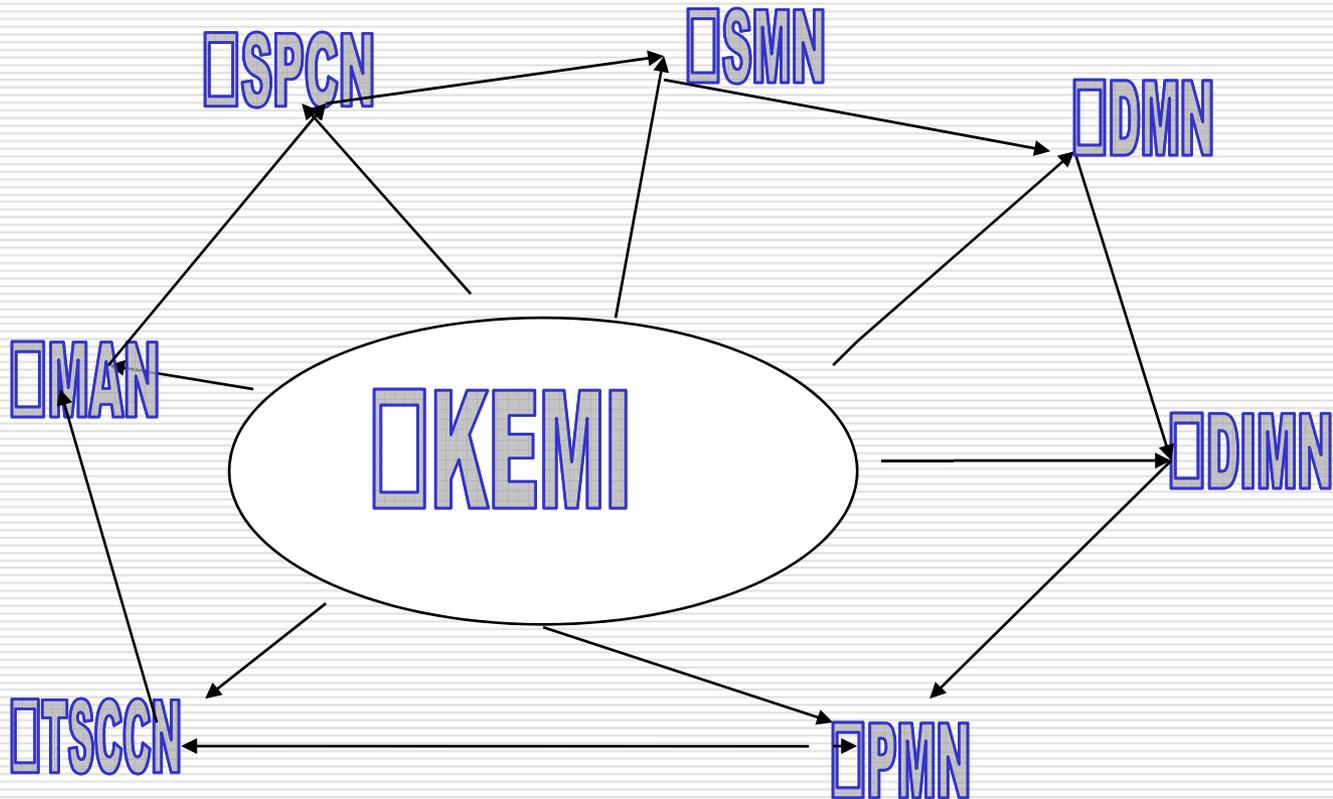
RECOMMENDATION 2

- ❑ John 21:1-4 brings to us the principle of fishing using the UNE and the NET. A line is used by only one individual and can only fish one fish at a time. The process is tedious and monotonous while a net is capable of catching hundreds of fish at a go.

- ❑ A school mentoring structure involving
- ❑ students peer counsellors Net (SPCN),
- ❑ Schools Mentors Net (SMN),
- ❑ Divisional Mentors Net (DMN)
- ❑ Provincial Mentors Net (PMN),
- ❑ TSC Coordinating Net (TSCCN),
- ❑ Ministerial Advisories Net (MAN)
- ❑ Kenya Mentoring Institute (KEMI)

- ❑ This would go a long way in combating the mentoring need in schools

MENTORING NETWORK



FINALLY

NETWORKING IS THE
MOST IDEAL
SOLUTION TO
SCHOOL
COUNSELLING. ALL
STAKEHOLDERS HAVE
A ROLE TO PLAY.

 **THANKYOU**

TOGETHER WE CAN
MAKE IT