

**RELATIONSHIP BETWEEN COUNSELLORS' POWERS AND
COUNSELLING OUTCOMES OF LEARNERS WITH BEHAVIOUR
PROBLEMS IN INCLUSIVE PRIMARY SCHOOLS IN EMBU COUNTY,
KENYA**

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**A Thesis Submitted to the Graduate School in Fulfilment of the Requirements
for the Award of the Degree of Doctor of Philosophy in Counselling Psychology
of Chuka University**

**CHUKA UNIVERSITY
NOVEMBER, 2020**

DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented for an award of a diploma or conferment of degree in any other University or Institution.

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DEDICATION

I dedicate this study, with love and care always, to my lovely children, Mugai, Nina, Wema, and my wonderful grandchildren; Mukenia, Nadia, Naima and Uris. You have always been my source of happiness and motivation to make me move on each stressful day. Thank you.

ACKNOWLEDGEMENTS

I owe much gratitude to Chuka University for giving me a chance to undertake my studies. My insightful and distinguished gratitude goes to my research supervisors, Prof. Nyaga Veronica and Dr. Beatrice Mburugu for their professional guidance, encouragement, inspirational and healthy criticisms but with love and creative ideas, which have made it possible to produce this thesis. I give my sincere appreciation to Dr. Marangu, Dr. Kimanthi, and Mr. Maende for assisting me in data analysis and interpretation. I thank you dear professional friends, Dr. Kanga, Madam Stella, for your kindness and for nurturing my ideas. I say thank you to Mr. Njogu and Mr. Tetu for helping me in typing and organising my work and Mr. Njue Paul for proof reading this thesis.

Many thanks go to my colleagues and many individuals who have been actively involved in the research process and in various other stages that have culminated in the development of this report. I wish to extend my appreciation to the entire NACOSTI, Embu County Commissioner, Embu County Education Officer and headteachers, for allowing me to carry out research in the county and schools. My thanks go to counsellors, contact teachers, parents and students, who were my respondents and supporters. Thank you to all my colleagues and friends. My gratitude goes to all those who got in touch with me during the whole period of this study.

ABSTRACT

Counsellors have different types of powers, which can be applied to help or influence behaviour change of their clients like learners with behaviour problems. This however does not seem to have worked for learners with behaviour problems in inclusive primary schools in Embu County. The form of counselling being administered in these institutions is still not commensurate with school expectations on the category of learners as many of those who have gone through counselling have in some instances never changed or even got negative outcomes. The purpose of this study was to establish the relationship between counsellor's powers and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. Mixed methods and concurrent triangulation design were applied. The study's target population encompassed 3,572 teachers, 49,440 learners drawn from classes five to eight, 412 counsellors and 412 contact teachers all from 412 regular primary schools while 38 counsellors and 38 contact teachers were sampled. Stratified and purposive sampling techniques were used to get 56 learners with behaviour problems. Close-ended item questionnaires were used to collect data from counsellors and assisting teachers, while self-reporting interview schedules were used for learners. Validity of instruments was enhanced through consultation with supervisors, experts, professionals and colleagues. The internal reliability was ascertained through Cronbach's alpha coefficient where counsellor's knowledge power had a coefficient of .786; counsellor's professionalism power had .701; counsellor's legitimate power with .918; counsellor's referent power with .723 and counselling outcomes of learners had a coefficient of .841 and the overall counsellor's power had a coefficient of .7938. The quantitative data was analysed descriptively through frequency counts, means, percentages and standard deviation and results presented on tables and figures. Qualitative data was analysed thematically and results presented in a narrative form. The data analysis was done using Statistical Package for Social Sciences version 23. The chi square analysis results revealed that there was an association between counsellor's powers; counsellor's knowledge power, counsellor's professionalism power, counsellor's legitimate power and counsellor's referent power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County which was significant ($X^2 = 7.829$, $p < 0.05$). Based on these results, the study therefore concluded that there was a statistically significant relationship between counsellor's powers which were counsellor's knowledge power, counsellor's professionalism power, counsellor's legitimate power and counsellor's referent power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. Study recommendations are that the Ministry of Education and other training institutions to deliberate on reviewing the current training curriculum and policies on the counselling content of primary schools counsellors so as to include the topics of power bases, their relationship and counselling outcomes as end results of learner's with behaviour problems in inclusive primary schools in Embu County. That primary school counsellor try to use their knowledge, expertise, legitimacy and all other forms of power that they may have so as to create a counselling environment that honor clients and gives them the best opportunity to grow and heal as forms of changed behaviours. Primary school counsellors to be trained on how to apply different theoretical orientations in counselling due to their different interpretations of power and outcomes in modifying behaviours. The findings of the study may benefit various stakeholders in educational fraternity and training institutions. The study may be helpful to head teachers of primary schools in especially in assessing the quality and effectiveness of counselling processes in their schools. The findings are relevant to counsellors working in private contractual arrangements.

TABLE OF CONTENTS

| | |
|--|-------------|
| DECLARATION AND RECOMMENDATION | ii |
| COPYRIGHT..... | iii |
| DEDICATION | iv |
| ACKNOWLEDGEMENTS | v |
| ABSTRACT..... | vi |
| TABLE OF CONTENTS..... | vii |
| LIST OF TABLES | xi |
| LIST OF FIGURES..... | xii |
| LIST OF ABBREVIATIONS AND ACRONYMS..... | xiii |
| | |
| CHAPTER ONE: INTRODUCTION..... | 1 |
| 1.1 Background to the Study | 1 |
| 1.2 Statement of the Problem | 6 |
| 1.3 Purpose of the Study..... | 7 |
| 1.4 Objectives of the Study..... | 7 |
| 1.5 Research Questions..... | 8 |
| 1.6 Significance of the Study..... | 8 |
| 1.7 Scope of the Study | 9 |
| 1.8 Limitations of the Study | 9 |
| 1.9 Assumptions of the Study..... | 10 |
| | |
| CHAPTER TWO: LITERATURE REVIEW | 14 |
| 2.1 Concept of Power and Counselling Outcomes | 14 |
| 2.2 Behaviour Problems and Counselling Outcomes | 20 |
| 2.3 Knowledge Power and Counselling Outcomes | 28 |
| 2.4 Professionalism Power and Counselling Outcomes | 36 |
| 2.5 Legitimate Power and Counselling Outcomes | 43 |
| 2.6 Referent Power and Counselling Outcomes..... | 51 |
| 2.7 Theoretical Framework..... | 57 |
| 2.7.1 Approach/Inhibition Theory of Power | 58 |
| 2.7.2 Person-Centred Theory | 60 |
| 2.8 Conceptual Framework..... | 66 |

| | |
|---|-----------|
| CHAPTER THREE: METHODOLOGY | 67 |
| 3.1 Location of the Study | 67 |
| 3.2 Research Design | 67 |
| 3.3 Population of the Study | 67 |
| 3.4 Sampling Procedures and Sample Size | 68 |
| 3.5 Instruments | 69 |
| 3.5.1 Questionnaire for Counsellors and Contact Teachers | 69 |
| 3.5.2 Self-Report Interview Schedules for learners with Behaviour Problems | 69 |
| 3.6 Validity | 70 |
| 3.7 Reliability | 70 |
| 3.8 Data Collection Procedures | 70 |
| 3.9 Ethical Considerations | 71 |
| 3.10 Data Analysis | 72 |
| | |
| CHAPTER FOUR: RESULTS AND DISCUSSIONS | 73 |
| 4.1 Response Rate | 73 |
| 4.2 Assessment of Reliability of Study Measures | 73 |
| 4.3 Bio-Data and General Information | 74 |
| 4.3.1 Gender of the Research Participant | 74 |
| 4.4.2 Age of the Research Participant | 75 |
| 4.4.3 Professional Level of Training in Counselling or and Guidance | 76 |
| 4.4.4 Highest Level of Education and Grading where Possible | 77 |
| 4.4.5 Who among Boys and Girls Show more of Behavioural Problems | 78 |
| 4.5 Chi - Square Analysis | 79 |
| 4.5.1 Relationship between Counsellor's Knowledge Power on Counselling Outcomes of Learners | 82 |
| 4.5.2 Relationship between Counsellor's Professionalism Power on Counselling Outcomes. | 86 |
| 4.5.3 Relationship between Counsellor's Legitimate Power on Counselling Outcomes of Learners | 89 |
| 4.5.4 Relationship between Counsellor's Referent Power on Counselling Outcomes of Learners | 94 |
| 4.6 Thematic Analysis | 98 |
| 4.6.1 Relationship between Counsellor's Knowledge Power and Counselling Outcomes of Learners | 98 |

| | |
|--|------------|
| 4.6.2 Relationship between Counsellor’s Professionalism Power and Counselling Outcomes | 98 |
| 4.6.3 Relationship between Counsellor’s Legitimate Power and Counselling Outcomes of Learners..... | 99 |
| 4.6.4 Relationship between Counsellor’s Referent Power and Counselling Outcomes of Learners..... | 100 |
| 4.7 Discussions of the Study Findings..... | 101 |
| 4.7.1 Relationship between Counsellor’s Knowledge Power and Counselling Outcomes of Learners..... | 102 |
| 4.7.2 Relationship between Counsellor’s Professionalism Power and Counselling Outcomes | 102 |
| 4.7.3 Relationship between Counsellor’s Legitimate Power on Counselling Outcomes of Learners..... | 103 |
| 4.7.4 Relationship between Counsellor’s Referent Power on Counselling Outcomes of Learners..... | 103 |
| CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATION.. | 105 |
| 5.1 Introduction | 105 |
| 5.2 Summary of Study Findings | 105 |
| 5.2.1 Relationship between Counsellor’s Knowledge Power and Counselling Outcomes of Learners..... | 105 |
| 5.2.2 Relationship between Counsellor’s Professionalism Power and Counselling Outcomes | 106 |
| 5.2.3 Relationship between Counsellor’s Legitimate Power and Counselling Outcomes of Learners..... | 107 |
| 5.2.4 Relationship between Counsellor’s Referent Power and Counselling Outcomes of Learners..... | 108 |
| 5.3 Conclusions | 109 |
| 5.3.1 Counsellor’s Knowledge Power on Counselling Outcomes of Learners... | 109 |
| 5.3.2 Counsellor’s Professionalism Power on Counselling Outcomes | 109 |
| 5.3.3 Influence of Counsellor’s Legitimate Power on Counselling Outcomes of Learners | 110 |
| 5.3.4 Influence of Counsellor’s Referent Power on Counselling Outcomes of Learners | 110 |
| 5.4 Recommendations from the Study | 110 |
| 5.5 Suggestion for further Studies | 111 |
| REFERENCES..... | 112 |
| APPENDIX I: LETTER OF INTRODUCTION | 129 |

| | |
|--|------------|
| APPENDIX II: CONSENT FORM FOR PARENTS | 130 |
| APPENDIX III: QUESTIONNAIRE FOR COUNSELLORS | 131 |
| APPENDIX IV: QUESTIONNAIRE FOR CONTACT TEACHERS..... | 137 |
| APPENDIX V: SELF- REPORT INTERVIEWS..... | 139 |
| APPENDIX VI: NACOSTI RESEARCH AUTHORIZATION | 143 |
| APPENDIX VII: RESEARCH PERMIT | 144 |
| APPENDIX VIII: RESEARCH AUTHORIZATION MINISTRY OF INTERIOR AND COORDINATION | 145 |
| APPENDIX IX: RESEARCH AUTHORIZATION MINISTRY OF EDUCATION..... | 146 |

LIST OF TABLES

| | |
|--|----|
| Table 1: Sample Matrix of the Study | 68 |
| Table 2: Sampling Size | 69 |
| Table 3: Response Rate Results | 73 |
| Table 4: Results of Reliability Coefficients Test | 74 |
| Table 5: Gender of the Research Participant | 74 |
| Table 6: Age of the Research Participant | 75 |
| Table 7: Professional Level of Training in Counselling | 76 |
| Table 8: Highest Level of Education | 77 |
| Table 9: Which among Boys and Girls Show more of Behavioural Problems | 78 |
| Table 10: Chi-square statistic for Counsellor's Powers on Counselling Outcomes | 80 |
| Table 11: Chi-square test for Counsellor's Knowledge Power | 83 |
| Table 12: Chi-square test for Counsellor's Professionalism Power | 87 |
| Table 13: Chi square test for Counsellor's Legitimate Power on Counselling Outcomes of Learners | 90 |
| Table 14: Chi-square test for Counsellor's Referent Power and Counselling Outcomes | 95 |

LIST OF FIGURES

Figure 1: Conceptual Framework: Relationship between the Study Variables.66

LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|----------------|---|
| ABA | : Applied Behaviour Analysis |
| ACA | : Australian Counselling Association |
| ANOVA | : Analysis of Variance |
| APA | : American Psychological Association. |
| APCA | : American Philosophical Counselling Association |
| ARC | : Addiction Rehabilitation Centre |
| BACP | : British Association for Counselling and Psychotherapy |
| BCM | : Behavioural Classroom Management |
| CBCL | : The Child Behaviour Checklist |
| CBT | : Cognitive Behavioural Therapy |
| CT | : Cognitive Therapy |
| ECEO | : Embu County Education Office Report |
| FGD | : Focus Group Discussions |
| IT | : Integrative Therapy |
| KISE | : Kenya Institute of Special Education |
| MOEST | : Ministry of Education Science and Technology |
| NACOSTI | : National Commission for Science, Technology and Innovation |
| REBT | : Rational Emotive Behaviour Therapy |
| SLT | : Social Learning Theory |
| SPSS | : Statistical Package for Social Science |
| UPR | : Unconditional Positive Regard |
| UNESCO | : United Nations Educational Scientific and Cultural Organization |
| UNICEF | : The United Nations International Children's Education Fund |
| USA | : United States of America |
| WHO | : World Health Organization |

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Power and influence are essential human phenomena that are deeply entrenched in the mind and conscious personality of individuals as they are seen to have a given relationship (Rykrsmith, 2011; Raven & Bertram 2004). According to McIntosh, & Luecke, (2011) influence is the ability to bring about change in a person's behaviour, opinions, attitudes, beliefs, goals, needs values and other psychological characteristics of someone's environment. The noted change in behaviours on opinions, emotions or attitudes is described as outcomes. Influence is again explained as the ability to modify how a person develops, behaves, or thinks based on relationships and persuasion; often leading to respect. In this case, power and influence in counselling depends on building healthy relationships and the success of using power will depend on the values, warmth, empathy, respect and trust that a counsellor offers. Both the counsellor and client must show and apply the required counselling elements during counselling sessions for the success of outcomes.

The study on bases of power and their relationship on human behaviour was pioneered by social psychologists French and Raven in 1959 from the University of Michigan who divided power into different forms, which include; coercive, reward, legitimate, referent, information, and expert power. Knowledge power and other forms of power were later added by other theorists, such as Michel Foucault, (1926–1984), who argued that knowledge, is power, (Hewett, 2004). This study investigated on four types of power that counsellors may be perceived to possess. These powers are legitimate, knowledge, professionalism, and referent power and therefore to find whether these forms of power can influence counselling outcomes of learners with behaviour and other psychological problems.

Zur, (2012) asserts that the study on power and its relationship in counselling and outcomes is receiving increasing attention today as there are some studies on power in different perspectives in counselling and psychotherapy. Understanding the power structures by counsellors can be the key to good counselling and outcomes as power matters to counsellors. The power structures effectively control, limit, restrict,

contain, sways, or otherwise influence the client's actions and behaviour either positively or negatively (Proctor, 2008). Power differentials between a counsellor and a client can influence the counselling relationship and thereafter influence counselling process and counselling outcomes. Barstow,(2015); & Green, (2015) agree that power differential is the inherently greater power and influences that helping professionals like counsellors have as compared to the people they help. Understanding both the value and the many impacts of the power differential is the core of ethical awareness in counselling. Small amount of studies have addressed how counsellors apply different types of power variables, or handle power, abuse power, share power, differentiate and deal with the types of power dynamics, and the imbalances of power during counselling for achievement of perceived counselling outcomes (Cedar, 2015; & Green; 2017). Power being inescapable within the counselling realm implies that it is vital to assimilate power into counselling procedures instead of ignoring the entire idea or allegedly overcoming it as this will produce given types of negative outcomes (Guilfoyle, 2006).

Early theorists, such as Alfred Adler, (2011), from Austria, acknowledged the importance of power issues in human development while other authors such as Sigmund Freud have explored the potential functions of power and powerlessness in the development of emotional suffering of clients in forming relationships. The theorists were the first to conceptualize counselling as a process of influencing the assumed powerless clients. Freud, (1927; 2016) argued that a counsellor's perceived power is exercised during the phases of transference and counter transference, especially when dealing with clients such as those with internal compelling powers, mental health issues and problem behaviours. Kauffman and Landrum, (2013) propose that there are different types of techniques, models and therapies that can be applied to empower learners with behaviour problems for effective counselling and outcomes. Some of these therapies include Child therapy (CT) and Applied Behaviour Analysis (ABA) integrative therapies and social cognitive therapies among others.

According to Crawford, (2017) in an American based exploratory study, counselling outcomes are the changes or benefits, results or the satisfaction that a client gets after counselling. Some of the positive changes may include reduced anxiety, and reduced

aggression, feeling happier than before, improved self-esteem, and reduced suicidal thoughts among others. Zur, (2009); Sadhu, (2011) opine that counselling outcomes are also seen as changes in terms of emotional power or changes in perceptions, attitudes, feelings and also by empowering clients. In addition, Timulak, (2008) opines that outcomes are also called events or endpoints variables. Davies, (2014) states that counsellors might ask for an outcome report directly from the client. Pertinent areas of inquiry include desired vs. achieved outcome, progress and breakthroughs in therapy used. Most of the clients' outcomes are expressed through clients' self-report.

Pinker, (2010) in a study in Asia indicates that some outcomes could be negative, such as worsening of client's behaviours and vital and mortality, like clients committing suicide or harming others. However, some clients worsen psychologically after counselling. Cognizant of these assertions, Lambert, and Ogles, (2004) observe that research does support a conclusion regarding negative outcomes in counselling, especially where there is misuse and imbalances of power. Boseley, (2014) exploratory study indicated that counselling and other psychological therapies can do more harm than good if they are of poor quality, wrong type, or have unequal application of power bases, thus producing negative outcomes.

Research by Hansen *et al.*, (2002) and Gyani *et al.*, (2013) indicates that a relatively consistent of 5% to 10% of clients deteriorate while participating in counselling. In addition, it is estimated that approximately 40–60% of the counselled clients do not reach a recovery criterion and between 5 and 8.2% have negative outcomes with worse emotional health at the end of counselling than at intake. One reason attached to these negative outcomes is the power struggles, abuse of or power differentials between counsellor and client. However, this does not mean that in all instances of worsening of clients or if negative outcomes are achieved during counselling are the results of the way the counsellors handle power during the process. Some clients may be on a progressive decline so that even a powerful and professional counsellor is unable to stop the decline or change of behaviour. This is where referral to other professionals is recommended for better outcomes (Lambert & Ogles, 2004).

Counselling has been conducted in different places all over the world but with different outcomes and with some challenges. For instance, Ockerman, (2013); Mason, (2014); Hatch, (2014) and Harris, (2018) argue that in Belgium some school counselling occurs in schools but there is not enough information on counselling and power and outcomes. In Brazil, school counsellors have large caseload on students with psychological problems, which they cannot deal with effectively. Conversely, in China, there is a stigma related to social-emotional and mental health issues, such as anxiety and depression and other psychological problems for which many students are reluctant to seek counselling. As such in China counselling outcomes have not been specifically addressed and well documented. Stallman, (2011) studies from Australian and New Zealand Counselling Services indicate that there is high prevalence of stress and psychological distress in students but the counselling offered is affected by lower mental health qualifications of counsellors, ingrained biases towards clinical psychology resulting in power imbalances, divides, and in-fighting within the professionals and this affects counselling outcomes.

UNESCO, (2004) conducted comparative study in African continent such as Ghana and Pretoria in South Africa on the effects of counselling students for behaviour change. Findings of the UNESCO study revealed that counselling is important in enhancing behaviour change of students, but the findings were not clear on applicability of counsellor's power and counselling outcomes. In Egypt, school counselling services are delivered by elementary school psychologists with very unbalanced ratios. Clients with psychological problems do not get access the counselling services. On a similar note, a study by Barki and Mukhopadhyay, (2008) from Namibia indicated that group counselling provided by school counsellors significantly decreased students' aggressive and hostile behaviours.

Conversely Hatch and Bowers, (2005) reported that in Nigeria, school counselling, program promoted and enhanced student achievement but not much was on counselling behaviour problems. Harris, (2018) & Nabete, (2018), in a study carried out in Uganda revealed that school counselling is mandated to be conducted in schools in Uganda and that there are many cases of behaviour problems occurring in students and those students do access counselling services. However, literature from

the study did not indicate whether counsellor–client relationship had any power to influence or affect counselling outcomes. A number of studies from Nigeria reported by Tajoju, (2009) and Ojeme, (2019) indicate that counselling has been conducted on children bullying but with little success. There is also less training and experience for professionalization among school counsellors in the studied primary schools in Nigeria, which affects counselling processes and outcomes. Studies by Michael & Mattia, (2019) have shown that in sub-Saharan Africa there are differences in the manifestation, and expression of symptoms of depression, stress and anxiety and this suggest the need for the local adaptation of instruments to screen, test and diagnose the psychological problems for better counselling and outcomes but unfortunately this does not happen and especially in many of our schools.

Kisaka, (2003) study conducted in public schools in Garrissa County found that schools had many cases of indiscipline related to students with behaviour problems and that the school counsellors lacked integrated management strategies and skills to help the students change their bad behaviours. Studies by Nyakach, and Olunga, (2014) in Makadara Nairobi Kenya found that counselling of students with indiscipline problems in both primary and secondary schools had a number of factors which affected the provision of effective counselling outcomes. Another study by Kebati, (2018) on the influence of implementation strategies of guidance and counselling programmes on behaviour change of pupils in public primary schools in Kisii County, indicate that learners were not empowered and did show any indicators of their behaviours change.

Mulee, (2017) conducted mixed methods study in Machakos County on whether training of moral virtues on students with behaviour problems would influence their behaviour change. Results indicate that imparting moral virtues on learners changes their maladaptive behaviours. Moral virtues are part of counsellor’s attribute variables, which are included in referent and legitimate powers, and have been known to cause effects. On the same vein Kirimi, (2016) findings on a qualitative study from public primary schools in Meru County indicate that effective counselling with application of correct intervention strategies can manage and change problem behaviours of learners with emotional and behavioural problems.

This study has revealed some studies conducted in Embu County yielding different findings as regards the effectiveness in counselling and counsellor's power variables. Kiende, (2019) findings in a study in Mbeere Embu County on effectiveness of counselling as an intervention measure on drug abuse cases indicated that a number of students did not show any noticeable changes on behaviours. Some students even suffered from relapses after counselling. Kiarie, (2019) results further indicate that majority of school counsellors had inadequate professional trainings and lacked motivation to cause positive changes in students being counselled. On similar assertions Njoki, (2007) in Embu County points out that guiding and counselling was ineffectively conducted in schools and that, problem behaviours in learners had not changed regardless of the existence of guidance and counselling in schools. Similarly, Nyaga, (2019) descriptive survey results indicate that the counselling conducted on changing behaviours of learners with truancy problems was not effective at all.

This study has examined some studies from Embu County which have corroborated with Proctor, (2009) findings which indicate that influence of power in counselling has not been taken seriously yet power carries over 80% of effective counselling and outcomes either negatively or positively. Proctor, (2012) and Zur, (2009) argue that there is still not enough published research regarding how counsellors should apply their different forms of powers and whether those powers have any influence on counselling outcomes of learners with behaviour problems. The revealed studies have generated a question to be answered in this study, as to whether counsellors have power to cause changes or influence behaviour changes in learners with behaviour problems. This study therefore sought to establish whether counsellor's power has influence on counselling outcomes of learners with behaviour problems in inclusive public primary schools in Embu County.

1.2 Statement of the Problem

Inclusion of learners with behaviour problems in primary schools created a serious need for application of effective intervention measures that could help such learners change their behaviours. While studies have shown that counsellors have different types of powers, which can be applied to influence behaviour change, this does not seem to have worked well on learners with behaviour problem inclusive primary schools in Embu

County. Indeed counsellors are appointed to do counselling in schools due to the fact that they are perceived as competent, experienced, knowledgeable, having admirable qualities, possessing moral and ethical principles to help in behaviour change. Despite the aforementioned qualities, and tactical skills, the form of counselling being administered in inclusive primary schools is still not commensurate with the parental, community and school expectations in helping learners with behaviour problems modify their behaviours.

Although counselling continues to be provided in inclusive primary schools, effective counselling has not been achieved in regard to behaviour change of learners with behaviour problems. There have been reports about complaints that some of the learners with behaviour problems who have gone through counselling sessions in these schools did not change or modify their behaviours, while others got worse, and others have suffered from behaviour relapses which can be termed as negative outcomes. Some students with substance abuse problems never got to recovery criteria while some even dropped pre-maturely from counselling sessions. This study therefore sought to establish the influence of counsellor's powers on counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

1.3 Purpose of the Study

The purpose of this study was to determine the relationship between counsellor's powers and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

1.4 Objectives of the Study

This study was guided by the following objectives:

- i. To establish the relationship between counsellor's knowledge power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.
- ii. To determine the relationship between counsellor's professionalism power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

- iii. To establish the relationship between counsellor's legitimate power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.
- iv. To determine the relationship between counsellor's referent power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

1.5 Research Questions

This study answered the following research questions:

- i. What is the relationship between counsellor's knowledge power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County?
- ii. Is there any relationship between counsellor's professionalism power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County?
- iii. What is the relationship between counsellor's legitimate power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County?
- iv. What is the relationship between counsellor's referent power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County?

1.6 Significance of the Study

The study generated important information regarding use of power in counselling psychology. The findings of the study may benefit various stakeholders in educational fraternity and training institutions. The information hereof may be helpful towards training more primary school teachers as counsellors and contribute to the review of curriculum in regard to topics about power and counselling in primary schools. The results may be useful in assisting counsellors in primary schools to restructure guidance and counselling practices for empowering the students with psychological needs. This study may be helpful to headteachers of primary schools in especially in assessing the quality and effectiveness of counselling processes in their schools. This study may be important towards improving access to counselling of learners and make them more

aware that counselling practices can help them learn different skills for coping with disturbing psychological and social problems. The findings might also be relevant to counsellors working in private contractual arrangements as they would help them rethink about the effects of different types of power and influence on the outcomes and methods of measuring such outcomes. Counsellors and teachers may consider training learners on self-reporting skills, which might help the counsellors and teachers in identifying areas of student's weaknesses so as to improve on counselling processes. The study might work as a reference point for many stakeholders interested in the study of power in counselling. The study may add new knowledge to the already existing body of knowledge on counsellor's power and counselling outcomes for better counselling services and outcomes.

1.7 Scope of the Study

The study was carried out in selected inclusive primary schools in Embu County, Kenya. The study focused on establishing the influence of counsellor's powers on counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. The selected powers were knowledge, professionalism, legitimate and referent power. The study utilized mixed method approach and concurrent triangulation design, making use of both quantitative and qualitative sets of data. The study was conducted between 2016 and 2020.

1.8 Limitations of the Study

The study faced the following limitations:

- i) Counsellors, contact teachers and learners with behaviour problems who were sampled in this study could not represent the position of the entire population in Embu County. In this case, the researcher was as inclusive as possible.
- ii) The independent variables selected in the study were not exhaustive since other extraneous factors could explain the variance observed in the counselling outcomes. However, control measures for the extraneous variables were availed within the tools.
- iii) Self-report interviews are biased and can have validity problems. Clients may exaggerate or hide some information or may be embarrassed to reveal their private details. However, in overcoming the bias, short and clear questions were

set while avoiding leading questions, and difficult concepts were explained. Dip propping was done alongside use of interval questions and allowing participants to describe their own experiences rather than inferring this from observing participants.

1.9 Assumptions of the Study

The study made the following assumptions:

- i) That counselling was being administered to learners with behaviour problems in all the schools under investigation.
- ii) That the respondents would be honest, cooperative and competent enough to give correct and accurate information and they would be able to interpret the questions correctly.
- iii) That counsellor's power dynamics influence counselling outcomes of learners with behaviour problems.

1.10 Operational Definition of Key Terms

The following terms were defined as follows in the study:

- Behaviour Problems** : In this study behaviour problem means any learner who showed at least two or three of either or emotional, cognitive, physical, social and unacceptable behaviours in inclusive primary schools and this qualified him or her to attend counselling for behaviour change.
- Contact Teachers** : Trained Teachers who are officially appointed by head teachers to coordinate affairs of learners with behaviour problems and other needs in inclusive primary schools so as to help them access support services like counselling for behaviour change.
- Counsellor** : A professional helper with power and ability to influence and help learners with behavioural problems to deal with psychological, social, physical, cognitive and behaviour challenges.
- Counselling Process** : Is a continuous, cyclical model in which the empowered counsellor and a client with behavioural problems collaboratively set aside time to explore difficulties which may include the stressful or emotional feelings of the client with expected outcomes
- Counsellor's Powers** : Are types of counsellor's such as knowledge, professionalism, legitimate and referent powers are types of influences and persuasions or capacity to alter or cause changes to clients like learners with during behaviour problems during counselling for expected outcomes.
- Counselling Outcomes** : Positive or negative end results, changes, or effects or harms of achieved after counselling a learner with behavioural problems.

- Inclusive Schools** : These are regular primary schools which admit or accommodate all types of learners regardless of their individual differences. These learners include those with behaviour problems after they have been identified and assessed in the Educational Assessment Centres and referred to inclusive schools.
- Influence** : Counsellor's ability to affect, persuade, or capacity to impact, alter, or cause change to problem behaviours of learners.
- Knowledge Power** : Counsellor's power variables as in skills, education, information, training, experience, information, communication, understanding and how they interplay and influence counselling process and outcomes
- Legitimate Power** : Counsellor's designated legal, positional, authority, lawful, and justifiable with leadership, interpersonal, and organizational skills, which may be applied during counselling learners with behaviour problems in inclusive schools for expected counselling outcomes.
- Professionalism Power** : Counsellor' qualities or variables such as experience, expertise, competence, training, thoroughness, and reliability, which contribute to power that is applied during counselling of learners with behaviour problems for behaviour change as outcomes.
- Referent Power** : Counsellor's trustworthiness, charisma, attractiveness, or attributes and personality traits as variables that can influence counselling process and outcomes.

Relationship : Connection, association and influence of Counsellors power on outcomes for behavior change.

Trained Teacher Counsellors: Refers to a teacher who through training for a period of not less than three months, has acquired basic counselling skills with the aim of helping students cope with physical, emotional, intellectual and social challenges.

CHAPTER TWO

LITERATURE REVIEW

2.1 Concept of Power and Counselling Outcomes

Power and influence are described by researchers as some of the most essential but controversial concepts in the social sciences yet further studies indicate the two terms have a given relationship. French, & Raven (1960), developed a schema of sources of power by which to analyse how power plays, work, or fails to work in a specific relationship like in client counsellor relationship. Power and influence are used to get others to take action as power is based on positional authority while influence is based on building relationships, Kelly, (2010). According to French and Raven, (2004) power must be distinguished from influence in that power is that state of affairs which holds in a given relationship but sometimes with controls and authority while influence is the ability to modify how a person develops, behaves, or thinks based on relationships and persuasion which often leads to respect (McIntosh, & Luecke, 2011). Power and influence both refer to naturally possessed traits that follow as a consequence of authority and power can be misused or abused by those possessing it.

According to Barstow, (2015), power imbalance and abuse of power within counselling can cause power differentials. A power differential within counseling exists when either counsellors or clients possess different degrees of power or influence due to their professional or student or client standing point. Power differential in counseling means the basic inequality inherent in the professional relationship between a counsellors and a client in terms of who has the advantage in the counselling relationship. Historically, the power differential was recognized as ever-present in psychotherapies and counseling, and the progressing definition of 'client' in therapy sustains the ambiguity around power (Green, 2015). The manifestation of power and its associations with the counselling process are of extreme importance, mostly because power in counseling is unavoidable. Power is said to be inescapable during counselling process. Guilfoyle (2006) points out that for power being inescapable within the counselling realm implies that it is vital for counsellors to assimilate power into procedures instead of ignoring the entire idea or allegedly overcoming it. This factor of ignoring the influence of power for behaviour

change in counselling heightens the imbalance of knowledge known about each other. It is generally assumed that counsellor has as more knowledge and information on some issues than clients students with behaviour problems in primary schools. This factor gives the counsellor a power advantage as theorized by (Zur, 2009).

The ability of clients to think, behave creatively, rationally and have power to control emotions was first emphasized by Carl Rogers as the benefits of a successful counselling and outcomes. Influence in counselling is the ability of the counsellor to alter client's negative thinking and perception and improve motivation of a person in any situation as it is argued in the study of positive psychology by Seligman, Srinivasan, (2000); Compton (2005) & Srinivasan (2015). Understanding how power works in a counsellor- client relationship still remains unclear, abstract and mysterious (Eriksen, 2001; Zur 2009). According to Kane, (2014) the concept of power and counselling have been and will continue to be interrelated because both concepts are explained to have the ability to influence, organize, manage and cause change in a human behaviour. Power appears as a process, an aspect of an on-going social relationship, not as a fixed part of social structure. Power relations revolve around processes of inclusion and exclusion in social relations in which counselling is part of these social relations. Problems of social relations can develop when there is a power imbalance or abuse of power in social exclusions and inclusions in the counselling relationship (Bishop, 2011; Green, 2015).

Literature reviewed on imbalance of power and abuse of power and how that affects counselling process and outcomes are also documented by Horia, (2014) who indicates that power imbalance generally exists because the counsellor may be more professionally qualified in counselling than the client. Clients go for help from the counsellor, and the counsellor is trained in methods of counselling, while the client in most cases is not trained in counselling. Client like those with behaviour problems then generally looks to the counsellor as an expert of some type, and the client will often ask for advice from the assumed expert. Zur, (2012) studies from America are on the support of Green, (2015) studies on the argument the fact that the counsellor or therapist is professionally trained and the client for instance the learner with behaviour problems is not trained in counselling is one kind of power imbalance.

The issue of power imbalance and abuse of power with its effects was also theorized by Green, (2017) who opines that power imbalance between clients and counsellors might cause ineffectiveness in counselling. However, there are other variables such as gender, age, disability, race, culture and sexual orientation factors that may influence the imbalances of power during counselling. These variables could emanate from the counsellor or the client. Horia, (2014) argues that such factors are bound to influence counselling outcomes. Learners with behaviour problems in inclusive primary schools may be affected by such factors because such learners are less knowledgeable and experienced in counselling like their school counsellors.

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Various studies have been conducted on the role of power in different areas and types of counselling and psychology. For example, Hart, (2002) from London study findings on power found that power is also included in ethics in counselling and he concedes that power is part of all relationships and that there is significant amount of influence of power to cause impact in counselling. Hart, (2002) explored on power dynamics within relationships, and challenges that may affect the counsellors. Hart acknowledged that there are challenges faced by the counsellor within counselling sessions that may touch on ethics and counselling results.

Williams & O'Connor, (2019) study findings from the University of Hawaii on power of counsellors, argues that in the begin of a counselling session, clients know little about their counsellor's personal lives, qualifications and competency and that makes

clients look powerless while counsellors are assumed to have more power. Williams acknowledges that counsellors possess many types of power such as power to name, to call for end of sessions, to keep clients information, power of the agency to define the client as good or bad, manipulative, noncompliant, unmotivated, power to determine what constitutes resistance, Countertransference, difficult or problematic behaviour, power to choose the skills and theories to use, power to make formal recommendations, power to define what thoughts are maladaptive, power to make referrals, mostly without having to justify their status, of knowledge, or expertise, power to assess clients, power of secrecy, privacy and keep confidentiality among others. These types of powers produce power dynamics as they emanate from the main power sources. However, Williams & O'Connor, (2019) argues that many counsellors have a problem in applying those types of powers and some do not know that they have them and in this case produces the power of ignorance. Pope & Keith-Spiegel, (2008) opines that issues of power also include factors such as intimacy, reciprocity, legitimacy, genuineness, boundary-setting, and all other factors related to ethical decision-making regarding counselling for the success of outcomes.

According to the American Counselling Association, (2012) counsellors and clients have equal rights as regards privacy, and application of power to confidentiality matters a lot. If a client subjects a counsellor to unwanted investigation, about their private lives this can make counsellors exercise their powers in an authoritative way or become submissive and thus causing power imbalance and this will have effects on counselling outcomes. However, the counsellor can enact their right to privacy by withholding information and refusing to give full details about their lives and this makes them to continue holding information power. Information power is part of power bases of a counsellor which is applicable during counselling sessions and might cause any type of counselling outcomes.

Andrew (2010) qualitative study affirms that a counsellor may exert power during counselling but may not realize which type of power is being applied at which stage of counselling. Having power and using power appropriately for a counsellor to influence human behaviour are two different things because of the power dynamics produced by each type of power. Power allows a person to influence people,

environments, resources and events around them and this influence will cause given changes or outcomes. Kane, (2014) contend that power dynamics reveal how power affects a given relationship between two or more people and that produces given power dynamics. Studies by Zur (2009); Tontton, (2009) all from America have shown that power is present in counselling and that counselling is a contracted relationship between a counsellor and a client. The counselling relationship is described by as an essential ingredient of the therapeutic process, and many authors suggest that power has more influence on counselling outcome than specific treatment methods. The lack of understanding of how the counselling relationship influences counselling outcome is a gap in psychotherapy literature that should be addressed by current researchers (National Association of School Psychologists, 2010).

In support of the arguments, Smaby, (2012) asserts that research on effective counselling and power has not fully involved vulnerable clients, such as young, disabled, highly depressed, very anxious, disoriented, or dissociated clients and those with psychological behaviour problems. Zur, (2012) again adds that the overall, traditional counselling theories and techniques have underestimated the importance of developing and evaluating practices that help counsellors and teachers to include students with social, emotional, behavioural, or academic problems to the studies of power and counselling outcomes. A power discrepancy is usually present in vulnerable clients such as the juvenile youths, the traumatized children, and other venerable groups like the learners with behaviour and other psychological problems (Kourkoutas, 2013).

Through a number of longitudinal studies conducted by World Health Organisation (WHO), (2015) in different countries on the factors that influence counselling outcomes in larger social- cultural context counselling and have fronted a number of aspects which include, socio-economic conditions, cultural and social norms, gender roles, language, religion, levels of education and household decision-making processes. World Health Organisation acknowledges the importance of culture to mental health and well-being of individuals. School counsellors are faced with problems of social cultural powers in their schools. In another mixed-methods

research by Uhlmann *et al.*, (2000) & Morris, (2014) focusing specifically on counsellors from cultural/ethnic minorities, sought to empirically evaluate the influence of a counsellor's social-cultural powers, values and ethnic identity on counselling process and counselling outcomes and the study found a great influence of over 70% influence on counselling process and outcomes.

Kumar and Nevid (2010) asserts that in traditional South Asian like China, culture privacy is highly valued by some individuals and this hinders full exploration of the issues troubling the client and this factor may influences the outcomes. China has set clear rules on how to counsel clients of different cultures as argued by Li, (2000). Kenyan big towns are almost multicultural in nature and Embu town is in that category and as such it is possible that clients might not feel free to be counselled by a counsellor from a different ethnic group. According to Barker, (2005), social-cultural issues impact the counselling relationship, diagnosis, and treatment plan, follow-up and counselling outcomes.

While Tapson, (2016) has described power in different ways, in this study it is viewed as the capacity or ability to cause change, impact, alter or produce effects on others willingly or unwillingly. Power alone therefore cannot cause changes in a client's life in terms of perceptions or attitudes without the action of influence (Tapson, 2016). The difference between proper and improper use of power is the distinction between success and failure, high and low productivity, motivation and disillusionment (Rykrsmith, 2011). To be effective and produce positive counselling outcomes, counsellors must incorporate different types and amounts of power such as legitimate, professionalism, knowledge and referent among other basis of power (Lazarus, 2017).

McKeon, (2011) study conducted in England indicates that power is positional and that it coerces pushes, expires, is wielded and resented, while influence is personal, granted, respected, persuades and endures. In that case therefore, counsellors cannot cause positive changes in terms of perceptions, values, attitudes and behaviour changes of a client as outcomes without the actions of influence. Power is also seen as simply as the process of social influence, or ability to influence others (Guilfoyle, 2010; Bishop, 2011); De Moll, 2010). The discussion of power in psychology and psychotherapy is

not new but it has taken up a number of studies to investigate on power dynamics in counselling.

Research findings by Popescu, (2012) in Germany reveal that counsellors have power variables that greatly contribute to the success or failure of counselling and outcomes. Some of these counsellors' variables are classified as relational, professional, demographic and diversity, personality, developmental and personal. Research by Popescu (2012) and Williams (2019) qualifies the counsellor's variables as power variables with their own power dynamics and which have the ability to influence counselling outcomes of learners with behaviour problems either positively or negatively or not causing any outcome at all.

2.2 Behaviour Problems and Counselling Outcomes

Behaviour problems in children and more so in primary schools are widespread. Many studies use terms such a maladaptive, unacceptable behaviours or psychological problems to mean behaviour problems. Behavioural problems don't have the exact definition but are behaviours that contradict to specific age, culture, social values and norms. According to Santos *et al.*, (2016) behavioural problems can be categorized into Internalizing and Externalizing. Behavioural problems that are directed from internal signs are like, anxiety, sadness, depression, complaining of somatic frequent pains, some specific phobias are known as internalizing behaviours. Internalizing behavioural problems are common among girls while externalizing boys are common in boys. Reid, Littlefield, (2018) notes that behavioural problems are those maladaptive behaviours which are expressed in actions such as being angry, violent, overactive, aggressive, or attention seeking problems. Good behaviours are signs of good mental health whereas the problem behaviours could be signs of in mental health problems which sometimes lead to aggressive behavior, depression, anxiety, stress, restless and decreased self-esteem and so require counselling.

Different studies like one by Santos, Roberts (2012); Queiros et al., (2016) and Preto, (2019) have also shown that behaviour problems often differ in boys as opposed to girls. For example, boys with problem behaviour show externalizing behaviours such as fighting, stealing, or deface or destroying of property. Boys are at greater risk for

drug and alcohol abuse than girls. Studies from USA by Kristoffersen & Smith, (2013) agree with studies by Velsor, (2018) that behaviour problems affect girls and boys differently and so it can be assumed that even counselling outcomes might differ.

According to Roberts (2012) girls, on the other hand, are more likely to show internalizing behaviour problems such as anxiety sadness, depression, complaining of somatic pains frequently or withdrawals. Girls with problem behaviour may lie or run away from home while boys are likely to run away from school. Girls are also more likely to have higher scores on measures of competence such as following rules or care giving behaviours like helping when someone is hurting than boys. Koenig (2018) argues that behaviour problems are also related to gender stereotypes and have descriptive components, or beliefs and cultural factors. Studies have further indicated that counsellors can more easily achieve positive outcomes in girls than in boys.

A cross-sectional online survey conducted in USA by Liddon *et al.*, (2017) found that there is some evidence that men and women including teenagers deal with stress and psychological problems in different ways. Men are less inclined than women to seek assistance for psychological counselling. Despite the fact that three men to four times more men than women who commit suicide, men do not seek psychological help as much as women do. Although there are many similarities in the preferences of men and women regarding therapy, the findings demonstrates that men and women show significant differences in some aspects of counselling, coping behaviour, and help-seeking. There is some evidence that men and women deal with stress in different ways; for example, a meta-analysis found that women prefer to focus on emotions as a coping strategy more than men do. Many studies do not report gender differences in the outcome of psychological treatment as outcomes. There have been few studies that have specifically examined for any impact of gender on response to psychotherapy for those with depression. However, in the rare examples of where gender is taken into account, men and women may respond differentially to a range of treatment and counselling including outcomes (Parker *et al.*, 2011).

An exploratory study conducted in the University of Crete, Greece and the National and Kapodistrian University of Athens by Kourkoutas *et al.*, (2018) revealed that behaviour problems and general psychological problems among children have considerable outcomes in their emotions, attitudes, school performance and affect the quality of their academics and social interactions with their peers, teachers, parents, and school community. The causes of behaviour problems are often multi-factorial, and manifest themselves in a variety of ways, including social withdrawal, depression, anxiety, truancy, high dropout rate, early child pregnancy, aggression, stealing, offensive language, self-harming, poor academic performance and suicidal thoughts among many others maladaptive behaviours. Velsor, (2018) notes that boys are more likely than girls to drop out of school or college, and are far less likely to be declared valedictorians than girls. Girls tend to have much less behavioural problems at school age than their male peers (Bertrand, & Pan, 2011). This is to mean that counselling techniques, skills and models then cannot be equally beneficial to all boys and girls in equal terms.

Behaviour problems in youth seem to be worse off today than in the past. More studies have concentrated on characteristics and the occurrence, leaving out behaviour problems as cases of indiscipline in children, warranting only behaviour management techniques by teachers and not counsellors (Harrison *et al.*, 2012). Counselling learners for behaviour change is still wanting. This may mean that counsellors do not have enough power to identify, assess the type of behaviour and power to select the most suitable techniques causing influence to behaviour change or modify bad behaviours for the success of outcomes.

Pattison, and Harris, (2006) from Arden University and University of Nottingham agree that learners with behaviour problems can be counselled in areas, such as coping with everyday life worries, exam anxiety, use of aggressive and vulgar language, relationships, academic issues, self-esteem corners, grief and depression state of hopelessness among others. Problem behaviours could be either internalizing or externalizing and may differ in type and severity in male and female. Behaviour problems can range from the absence of emotions to aggressive emotions (Krucik, 2015); Forns & Kirchner, 2011). Their studies have shown that clients who go

through counselling generally show signs of reduced anxiety and improved self-esteem, self-concept as changed behaviours. In the widest sense, students' behaviour problems can be defined as any type of unacceptable behaviour by learners in school environment or at home that violates a written or unwritten social norm or school rule.

A study from China on adolescents conducted by Sun & Shek, (2012) give similar views that school counsellors and teachers perceive student problem behaviours as those behaviours involving rule-breaking, violating the implicit norms or expectations, poor social skills, inappropriate in the classroom settings, stealing and being abusive which mainly required intervention from school counsellors and teachers. However, change of behaviour from those who have been assisted has not been adequately noted. In another study, Tian *et al.*, (2018) found that children's social behaviour has been a topic of great interest to researchers and educators, including prosocial behaviour and antisocial behaviour. However, the intervention strategies like counselling to help them deal with problems of social interaction seem not to assist the said learners in social adjustments and or to change their behaviours, (Kourkoutas *et al.*, (2018); Solomon, & Nashat, 2010).

Antonio *et al.*, (2019); Jurado and Tejada, (2019) reported studies from Asian countries on cases of disruptive behaviours and on basic psychological needs of students and found that disruptive behaviours and even aggressiveness, physical and verbal behaviours are a reality among adolescent students in the educational settings and that counselling has power to change client's misbehaviours because the student who went through counselling were able to manage their anger spells and had learnt skills of controlling temper as changed behaviours.

Jurado and Tejada, (2019) study results further show that some student's misbehaviour is more likely among male students than female students and that disruptive behaviours decrease when teachers and counsellors are perceived as competent. Students with greater self-determination and self-motivation are more likely to exhibit fewer behaviours related to low engagement and irresponsibility, self-injury, low self-esteem while motivation decreases the different disruptive behaviours in the learner and improves school discipline. Study results further added that when it

comes to unfriendly behaviour, the perceived support of counsellors and teachers appears to be particularly relevant, while the role of peers is an important factor in delinquent behaviours (Antonio *et al.*, 2019).

Idigun, (2003) conducted a study in Azikiwe University Nigeria on behaviour problems and need for behaviour modification and counselling techniques in the primary schools and found that the primary school children in Nigeria do not seem to have been expose to proper and professional guidance and counselling for effective behaviour change. Those who have gone through counselling in Nigeria primary schools do not seem to have changed their behaviours. Lack of adequate skills, time and lack of training in counselling was cited as courses to ineffectiveness in counselling. When learners show problem behaviours in school, the school counsellors should be in a position to assist the said learners change or modify their behaviours because counsellors are said to possess different types of skills, experience, knowledge, expertise and trained professionals in both counselling and teaching. The effective use of behaviour modification techniques might discourage even the most experienced counsellor. Nevertheless, counsellors can use different skills, strategies and theories to help learners with different problem behaviours improve on them or modify their behaviours for better.

In similar assertions Namwenya, (2016) study results from the University of Nairobi on the influence of guidance and counselling on behaviour change of learners in secondary schools indicate that teachers preferred various forms of punishments for modifying problem behaviours but those who were attended in guidance and counselling services changed their behaviours. The changes are taken as outcomes. However, this study was not conducted in primary schools so as to compare the findings. Studies have demonstrated that students who go through counselling have reduced anxiety levels and improve self-esteem, show reduced signs of frustrations, worthlessness and depression as changed behaviours.

This view is supported through a descriptive study conducted by Tuchili, & Ndhlovu, (2017) in the University of Zambia where behaviour modification strategies were applied in guidance and counselling services among students in selected public

universities. The study revealed that students who had behaviour problems of deviancy had changed their behaviours after accessing guidance and counselling services. However, this study was not conducted in primary schools. On this note, it can be argued that counselling learners in inclusive primary schools might be different from secondary and tertiary institutions because of factors such as age and the counselling environment. The fact of age in terms of growth should call for counsellors to align their skills and techniques with the level of development of the children. Counsellors need to know the type of normal behaviours of young children of 6 years old and find out what is not a normal behaviour of child of the same age.

Offering support of the argument about gender types and age of children in relation to behaviour problems, Abdullah, (2017) argues that behaviour problems in learners are of different types or sub types, and therefore require an understanding in regard to which types of counselling intervention measures should be applied for effective outcomes. Kauffman and Landrum, (2013) assert that counsellors can apply integrative and inclusive counselling for learners with behaviour problems and also need to look at the needs, growing ability of learners conduct counselling that can help them learn skills controlling their own feelings and behaviour. Research has shown by application of different models and theories such as of behavioural cognitive therapies and social cognitive strategies would help in behaviour change or in behaviour modification. Kauffman and Landrum, (2013) ascertain that students with behaviour difficulties who went through counselling sessions showed signs of reduced fear, anger and shyness as changed behaviours.

According to British Association for Counselling and Psychotherapy (BACP), (2012) and American Psychological Association (APA) (2016) there are a number of different counselling approaches used by professional counsellors for altering behaviours and each one of the approach has its own unique powers and ability to influence behaviour change. The commonest approaches applied are psychodynamic, humanist, and behavioural. Each of these approaches has a different theory and ideas underpinning it and each of the three counselling approaches support a number of other individual therapies in them. Some therapies may also use ideas from more than one approach. Some professional counsellors use only one approach, but others are

more flexible and might use techniques from more than one method. Abdullah, (2017) from the University of Aleppo, Syria study findings was investigating counselling approaches used by their counsellors in treating the behaviour problems, and the differences in applications of these approaches regarding the different variables such as gender. The findings revealed that the different approaches were applied and different healing outcomes were achieved. In order to assist learners with behaviour problems change their behaviours Kourkoutas, *et al.*, (2018) note that different professionals such as educators, psychologists, health care professionals, school social workers, parents care givers and faith based leaders have to collaborate with school counsellors in order to assure that there is implementation and achievement of a holistic inclusive and integrative counselling model that incorporates different counselling interventions in schools for the success of counselling outcomes. Meanwhile, the responsibility of counsellors in this framework should be to empower and facilitate communication amongst learners and teachers.

Results of a study by (Koerhuis, and Oostdam, 2014) indicate, that the older the students get, the more important it becomes for teacher counsellors to take their psychological problems seriously as they conduct counselling with expected outcomes. However, in the same study there is negative correlation between changes of behaviour problems and what was perceived by students that counsellors in their schools cannot wholly meet their psychological needs. In view of such an observation Shalaway, (2005) studies proposed that for effective counselling and outcomes even classroom teachers who are sometimes counsellors have to offer positive encouragements, respect, kind words, and empathy to learners with behaviour problems as some of these encouraging words are power tools for counsellors and they are commonly used in behaviour modification techniques.

Behaviour modification is viewed by Mace, & Critchfield, (2010) as the use of basic learning and helping techniques, such as conditioning, biofeedback, assertiveness training, positive or negative reinforcement, social training skills, systematic desensitization, hypnosis, or aversion therapy, types of play and music therapies so as to change unwanted individual or group behaviour. In addition, a study by Padly, (2018) from Open University Malaysia argues that behaviour modification refers to

the technique or therapeutic procedure used by professional like counsellors or even teachers to change behaviour by altering a person's current environment to help the person function better in everyday life (Pea & Martin, 2003). Behaviour modification focuses on using a principle of learning and cognition to understand and change individual's behaviour. Counsellors use behaviour modification techniques to promote healthy behaviours in their clients. Behavioural counsellors work on changing unwanted and destructive behaviours through behaviour modification techniques such as positive or negative reinforcement.

There are other healing interventions strategies that can be used to help learners with behaviour problems change their behaviours. Such therapies include, operant conditioning, social learning theory which centres on how learners learn through observation. Kinai, (2004) recommends other behavioural therapies that a counsellor can apply to help learners change their behaviours to include talk therapy, play therapy, sand therapy, stress management techniques, support groups, medication, flooding among others. Kinai adds that such therapies can be applied by counsellors in guidance counselling services for behaviour change. In similar assertions, Tuchili, & Ndhlovu, (2017) from the University of Zambia descriptive study findings indicate that guidance and counselling services offered in the public universities in Zambia helped to address deviate behaviour of students. Results also revealed that students had their behaviour shaped positively after accessing guidance and counselling services. That was an indication of positive outcomes.

Sharm *et al.*, (2018) from Krishna Institute of Medical Sciences University observe that normal children today show high levels of behavioural problems and unmet psychological needs that may affect their academic performance, social relations, adjustment and other personal needs despite of having no disability. The prevalence of such behaviour problems in children is alarmingly high. The number of affected children and adolescents is still overwhelming regardless of existence of guidance and counselling services in schools. This brings the question to whether counsellors have power to influence behaviour change as outcomes in schools.

Another factor to consider when reviewing literature on behaviour problems of learners or students is to consider the theoretical orientation of such explaining such behaviours. Goals of most theories in counselling aim at changing maladaptive behaviours and of such type of theory is the Problem Behavior Theory (PBT), first proposed by Richard Jessor as explained by (Linden, 2013). This is perhaps the most widely applied theoretical model of adolescent risk behaviour. It defines ‘problem behaviour’ as those behaviors that are viewed as problematic or undesirable during adolescence by adult society; thus, any behaviour may be deemed a problem behavior depending on the context in which it occurs and the personal and social consequences with which it is associated. Halpern (2011) opine that Problem behavior theory defines risk behavior as anything that can interfere with successful psychosocial development and problem behavior as risk behaviors that elicit either formal or informal social responses designed to control them Problem Behavior Theory is based on the assumption that behavior results from dynamic and continuous interactions between the person and the environment.

Problem behaviour is considered to be purposive, goal-oriented or functional by the individual and important enough to counter the likelihood of legal or social sanctions. The theory proposes that many problem behaviours are interrelated so that the personal and situational factors influencing given behaviours may be the same as those influencing other behaviours, (Linden, 2013). This argument has lead to the suggestion that there exists a syndrome of problem behaviour and that it might be useful to deal with it as part of a lifestyle rather than discrete or separate behaviour. Besides the models and theories of behaviour change there are methods for promoting behaviour change. Among them one of the most widely used is tailoring or personalization. This theory also improves communication from both the client and the counsellor. This theory suits this study it deals directly with ways of dealing with problem behaviours in youth like learners with behaviour problems in schools.

2.3 Knowledge Power and Counselling Outcomes

Knowledge and power relate to the individual’s expertise, training, proficiencies, facts, information, understanding, ability, awareness, familiarity, capability and mastery of techniques and skills that are generally acquired through education, training and

experience, which translate to power (Zur, 2012; Ford, 2019). Knowledge power is where expertise, as the source of power and influence is applied to cause change. Knowledge power is accompanied by credentials, awards, official certification, and the know-how, so as to play a role one is qualified for. In a similar way Foucault, (2008) emphasized that power, knowledge and influence are inseparable.

Knowledge is the desired outcome of education. As the definition suggests, there are multiple types of knowledge such as general knowledge or information, knowledge that increases personal awareness and knowledge that increases skills. Studies have shown that knowledge and expertise is highly used in counselling and has varying results. On this argument Tracey *et al.*, (2014) maintained that there is no evidence that experienced therapists achieve better client outcomes than do inexperienced therapists. Expertise in the practice of counselling is the manifestation of the highest levels of ability, skill, professional competence, and effectiveness (Hill *et al.*, 2017).

In counselling process, expert power is recognized as a non-coercive source of power, because clients cannot be coerced. Knowledge power provides counsellors with healthy power bases from which counsellors can choose from so as to manage their client's behaviours confidently. This view is similar to what Sahadev, (2005) empirical study from the University of Sheffield in India whose study tried to look at the impact of knowledge power on some relationship variables. Sahadev, (2005) study found that expert power which is knowledge power is a non-coercive source of power. Knowledge power is based on a person's superior skill expertise or proficiency and capability and how these aspects that can be utilized in influencing others like clients in order to achieve effectiveness in managing the clients for the success of outcomes (Mullins, 2013).

On the other hand, studies by Lazarus, (2002) have shown that knowledge alone will not attribute to positive counselling and outcomes and by virtue of the counsellors occupation as a trained professionals. Counsellor's actual expertise may be relatively low due to a number of variables such as counsellor's personality traits, perceptions and attitudes. A qualitative study in Meru South sub-County Kenya by Ntwiga, (2015) found that counselling and outcomes was affected by lack of conducive counselling

environment which is a requirement for knowledgeable school counsellors. Ntwiga further argues that more training for counsellors is now a mandatory due to the current changes in technology being used in counselling. Counselling centers should have adequate space, equipment appropriate for counselling like videos, posters, microfiche readers, projectors to mention but a few.

Findings from the study by Anagbogu *et al.*, (2019) from Nigeria and Pereira, & Rekha, (2017) & Nystul (2003); revealed that there are professional challenges faced by counsellors in the primary school which reduce their powers for offering effective counselling and outcomes. The problematic challenges include, focusing on the first issue in a session, overlooking physical or medical issues, wanting to rescue clients from their unhappiness, having perfectionist tendencies, having unrealistic expectations, getting carried away with the latest technique, getting lost in counselling process, using inappropriate phrases, improper and unnecessary confrontations, poor question techniques, having an excessive desire to help, having an excessive need to be liked, getting too emotionally involved, anxiety, taking things too personally, having difficulty differentiating between normal and abnormal, being uncertain about self-disclosure, and being uncertain about confidentiality among others.

In similar assertions Bain, (2012); Arowolo, (2013) who studied contemporary issues of school counsellors in America, stated that school counsellors face problems and challenges related to job descriptions, mental health issues like stress, anxiety, families and communities, student success, leadership and issues in technology. As a professional, counsellors may face difficulties in dealing with professional issues and ethical dilemmas in their professional practice such as Countertransference and value conflicts, Pereira, & Rekha, (2017). According to Nemko, (2019) counsellor's effectiveness for better outcomes depends significantly on the power of making good judgment during the whole of the counselling session.

Kamaras, (2012) study reveals that effective counselling and outcomes fails due to faulted counselling processes and skills and due to the fact that teacher counsellors are not enough in schools but not due to poor use of knowledge power. Yet again, the few teachers conducting counselling in schools are those who are there are not

adequately prepared to handle special cases like learners with behaviour problems. Also communal responsibility in counselling is wanting in our primary schools to help in behaviour change of learners. This argument is supported by findings of Mugai, (2006) who found that there were very few counsellors in primary schools in Meru South district who are trained in counselling. This might be a similar scenario in Embu County and such variables may have effects on positive counselling outcomes in Embu County inclusive primary schools.

Mason *et al.*, (2009) DePaul University, Chicago and from University of South Alabama, conducted an exploratory study on school leadership and counselling profession. Their purpose of the exploratory study was to assess leadership practices of school counsellors, and to analyse the relationships among demographics, experience, training, work setting, and leadership practices. Results presented revealed that age, experience, size of school population, and professional licensure predicted leadership practices of school counsellors for better outcomes. Conversely studies by Kelly, & Finkelman, (2011) indicate that counselling psychologists have been described in the literature as particularly well-suited in the leadership roles they hold. Additional training for counsellors improves expertise at all levels.

Leadership roles require new skills in leaders in order to become experts (Stewart; 2008). Leadership expertise, coupled with the values, skills, and commitments that already comprise the counselling psychology competency repertoire, can provide the scaffolding necessary for a remained field in which leadership becomes a core element of the professional identity. Furthermore, there is not enough formal knowledge about leadership represented in literature in the field of leadership and counselling, nor is leadership addressed formally in most programs providing education and training for counselling psychologists (Kelly & Finkelman, 2011). The study also outlined several cross-cutting issues in leadership for counselling psychologists that arise across settings and roles, concluding with a call for more formal attention to leadership by counselling psychologists.

Studies by Tolan, (2012) have shown that holding knowledge power helps counsellors win the trust and respect of their clients and this improves counselling process. A

Study by Tolan (2012) further indicates that there are advantages and disadvantages in the application of knowledge power for the success of positive results. French & Ravens (2004); Lunenburg, (2012) published the following advantages of using expert power in leadership to include; that a counsellor is able to influence a person's behaviour in the group due to the leader's knowledge and skills related to work being performed by counsellors who hold expert power get trust and respect about decisions and opinions from their clients and counsellors who hold this knowledge and expert power can build up self confidence in the workplace. The published disadvantages of using expert power include, the counsellor's expertise will decrease and respects of superiority diminish as they share their knowledge and skills to the clients, the gap closes as others become equally expert. This is because information is power and the person holding information about something has more power than the other who does not enough information, but once the information is released, the person holding power also releases power.

Jones & Sheri, (2016) in Illinois University carried out a study on balance of power and leadership and found that individuals experience problems in respective work places, within cultures and social circles affiliations. However, the concepts of power and effective leadership are not synonymous and should not be treated as such. Power is just one of many tools that effective leaders have at their disposal whereas leadership is an acquired skill. Simply put, all effective leaders have power but not all powerful people are effective leaders (Forbes Community Voice, 2016). This argument can be applied in counselling in that a powerful leader counsellor is not necessarily an effective counsellor to cause effective counselling outcomes. Mead, & Maner, (2010); Jones & Sheri, (2016); studies demonstrated that effective leadership and power are two separate and distinct concepts.

Research has also revealed that clients have some information power that may affect the power relationships. Counsellors should not assume that clients are always ignorant. There is shared power during counselling sessions, which has been known to cause changes and effects on counselling outcomes (Tontton, 2009; Keltner, 2000; Proctor, 2012). Learners with behaviour problems may not possess more knowledge on issues of psychology and counselling than their counsellors. However, this reduced power

from the client's point of view may have effects on outcomes. Kourkoutas, Hart, and Langher, (2011) assert that some learners with behaviour problems have challenging behaviours that make them difficult or challenging clients, requiring knowledgeable counsellors to help them change their behaviours. Penakalapati, (2018) observes that information is power and that it is a variable of knowledge and expertise. Information gives both clients and counsellors the power of decision making. Information also helps clients learn how to choose the real needs of their social and academic lives.

The importance of effective communication in the counselling process cannot be overstated as a variable in knowledge power. Communication is central to the counselling process (Corey, 2013). Some researchers even argue that communication is the counselling process itself. This is attributed to knowledge factors of the counsellor. Keltner, and Anderson, (2000) from the University of California, and Greenfield from Stanford University examined how power influences human behaviour and found that power is associated with both positive and negative effects as outcomes because of communication skills applied. In most cases, this is where knowledge, information and good communication skills are not well shared or disseminated. The ability of counsellors to influence clients is based on their control and dissemination of information, which is important to clients as they narrate their painful experience.

Heppner & Heesacker (1982) comparative study investigated on client perceptions, counsellors experience levels and counsellors power overtime in relation to outcomes. Results indicated that the actual counsellor experience level did not affect client perceptions of the counsellor's knowledge power, and that perceived counsellor expertness, attractiveness, and trustworthiness changed over time, but not in the same direction across counsellors. Again different levels of client needs did not affect clients' perceptions of counsellor characteristics. Conclusion was that those varying results will yield varying results in the counselling outcomes.

Another variable indicator in knowledge power that is of interest in this study is counsellors training and counselling outcomes. Overholser, (2019) argues that training in counselling and psychotherapy is essential for the future of this field of psychology and research. Through training, counsellors add knowledge in psychology

and counselling, resulting in conducting successful counselling processes. Hansen, (2005) writing in American Counselling Association's Journal of Counselling and Development, argues that counsellor training has contributed to the devaluation of inner subjective experience, being the unique way in which clients including those with behaviour problems experience their world. Thus, being handled by a well-trained counsellor is expected to bring out positive outcomes. American Counselling Association, (2012) is on the view that counsellors will need to constantly keep on updating their skills and techniques and increasing knowledge so as to keep on holding knowledge power. The British Psychological Society Board of Examiners in Counselling psychology (2006) contend that educated and trained counsellors need to undertake further professional training in counselling psychology and complete 40 hours of personal therapy in order to achieve chartered status as professionals so as to be allowed to conduct counselling. This factor confirms the importance of education and training for counsellors.

In similar assertions the European Association for Counselling, (2017) states that every practicing counsellor deserves the highest standard of training and support for the benefit of the profession and the public they serve. This is because there are noted benefits of added training for counsellors which include, encouraging and promoting the growth of counselling as a diverse and distinct profession. In addition to the importance of training for counsellors, Dutch, (2017) giving views from the new European countries standard adds that training facilitates counsellors to become better professional counsellors and that training helps in better management of individuals with mental health issues who include persons with behaviour problems.

Malikiosi-Loizos, (2013) presents findings of study from the University of Athens, Greece and asserts that trainings and furthering of education of counsellors and observes that training of counsellors and counselling psychologists has long been debated and is still being discussed. This is because there are other factors to consider within counselling for the success of outcomes. Mardin, Artuklu, University and Üniversitesi, Nevşehir, (2018) study findings are on a different view as they contend that counsellor training in the University does merge counselling practice with the reality of the field. Respondents in the study stated that when it came to equipping

counsellors with a sound theoretical knowledge and background, during training less than half the counsellors (39.4%), counsellor educators 47.2%, and teachers 35.1% thought that the undergraduate education was adequate for causing effective counselling process and outcomes. Interpretations of the study from Mardin Artuklu University and Universities', Nevşehir, (2018) are that the training offered cannot cause effective counselling outcomes. Further findings of the same study indicated that challenges in implementing appropriate counselling approaches were associated with subjective practice and therefore causing ineffective outcomes. Knowledge power is more important than reward-based or coercive power in leading clients to achieving effective outcome effectively. If client has expert power, the clients are likely to be more open to counsellor's efforts to guide them, and it will be easier for the counsellor to motivate the clients to talk and open up and this helps in achieving effective outcomes.

Numerous studies have enlisted and described different type of theories and approaches that can be applied by counsellors in order to bring out outcomes, Neukrug, (2015) and McLeod, (2019) and each type of approach in counselling produces given types of power dynamics. Through application of the different uses of power which is shown through use of different counselling approaches, skills and techniques clients, are able to achieve different types of behavioural skills as outcomes which improve on self-awareness, improved sense of self-esteem, improved, reduce their self-defeating behaviours, communication skills, and interpersonal skills; greater self-esteem; ability to change, better expression and management of emotions, depression, anxiety or other mental health conditions; increased confidence and decision-making skills.

In addition, Theresa, (2016) from the University of Nigeria; Fuentes (2016) California State University; all agree that counselling produces effects on a client's life. Counsellor client have ability to manage stress effectively; improve their problem-solving and conflict resolution abilities, show reduced anxiety levels, better adherence to school rules/authority, have increased happiness and greater ability to handle stress effectively, showed reduced signs of frustrations, worthlessness and depression as changed behaviours, reduced fear, anger and shyness, report feeling more happier

and relaxed than before, demonstrate higher levels of logical thinking, better judgement, demonstrate high level of change of attitudes and values, confirmed a higher level of improved relationships and social skills among other cited benefits (Schwartz , 2017)

2.4 Professionalism Power and Counselling Outcomes

The practice of professional counselling like that of psychology and social work has its roots in the early humanistic, behavioural, and cognitive theoretical traditions. According to Evetts, (2009) professionalism is used to mean the conduct, altitudes, demeanour and standards that guide the work of professionals, such as counsellors. Professionalism encompasses a worker's behaviour, appearance, and workplace ethics. Counsellors who have high standards of professionalism are frequently perceived as being more credible and reliable or possessing the right attributes. Tapson, (2016) from the University of Surrey, Guildford, United Kingdom contends that counsellors go through the process of professionalization as they acquire more characteristics of counselling profession, thus giving them power to practice counselling ethically. Miller, (2018); Ponton, (2020) assert that to be effective professional, counsellors should possess specific attribute or characteristics which are acceptance, good and effective communication skills, and problem solving skills, have empathy, flexibility, multicultural competency, self-awareness, be no-judgmental, commitment and confidence, responsible and dependable, patient, knowledgeable, confidential, observant, honest, be proactive have integrity, respectful, be a good listener, well mannered, have optimistic attitudes and appearance and professional presence are central to professional characteristics. According to Mason, (2016) & Joseph, (2019) professionalism is about the qualities, behaviours, power, influence and the manner in which professionals conduct themselves during their business of counselling.

Heinonen & Nissen-Lie, (2019) study from University of Oslo Norway investigated on whether counsellor's personality characteristics have any effects on counselling outcomes. Findings indicate that counsellor's personality has effects on outcomes. This can be explained by the fact that counsellor's personalities also differ and this explained the differences in outcomes. Findings further show a few direct effects of

counsellor's intrapersonal variables such as self-relatedness, attachment and several interaction effects with other constructs such as client's causes of behaviour problems and their outcomes. There is little support for the relevance of self-rated social skills as outcomes on counsellor's personality.

Another study by Delgadillo *et al.*, (2019) from University of Sheffield examined if counsellors personality influences affect clients healing outcomes. Findings indicated that counsellor's personality explained the influence on the healing effects of clients with depression. Conversely Heinonen *et al.*, (2013) studies from University of Helsinki and Heinonen University of Oslo conducted a joint study to investigate on the determinants of the therapeutic working relationship and better understand its intrapersonal nature on therapist characteristics as predictors of the formation and outcomes. Counsellor's professional and personal characteristics were measured prior to the start of the counselling process. Results indicate that counselling alliance has proven to be a healthy predictor of change but the individual characteristics of effective counsellors remain largely unknown. The outcomes were not attributed to counsellor's attributes but the good counselling relationship.

American Psychological Association, (2012) shows that what happens in counselling in terms of success and failure is not wholly the responsibility of the counsellor. The effectiveness of counselling is not only because of the counsellor nor is it completely within the control of the client other factors come into play. British psychological Association, (2010) opines that the challenge of working ethically for a professional means that the practitioners will inevitably encounter situations where there are competing obligations. Ethics and professionalism go hand-in-hand. A professional counsellor not only looks and acts the part; but he does so with legal, ethical and honest intent and laws and carry power and influence. Truth, open disclosure and sincerity are paramount to ethical professional counsellors. In contrast, less honest, unprofessional counsellors might push clients to their own ways and this is unethical and this might influence counselling outcomes negatively or cause harm to clients. Counsellors promote professionalism in practice by maintaining accurate records and documentation. Working collaboratively with clients to determine goals for treatment,

Nonprofessional interactions should also be thoroughly vetted to avoid harm being brought to the client.

The American Counselling Association, (2010) is of the view that Counselling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and careers. An illustration of a counselling intervention that meets this definition is when a school counsellor helps a student client who is struggling in her peer relationships to find solutions to reduce the conflict. School counsellors help students' clients who are struggling with their peer relationships to find solutions to reduce the conflict. Conversely, counselling tends to be a longer-term service. The issues or concerns that an individual presents are more serious and may reflect pathology such as depression, suicidal ideation, eating disorder among others (Hughes, & Theodore, 2009).

KISE, (2007) published articles on assisting children in primary schools who have been traumatized and showing signs of fear, self-blame, self-hatred, low self-esteem, show anxiety, withdraw from people feel ashamed and other psychological sign and their findings are that through a combination of professionally qualified counsellors, medical intervention, parental involvement such children were assisted on how to deal with effects of traumatic experiences. Professional counselling was recommended but with counsellors trying to use the most appropriate methods, skills and techniques for helping such children.

In similar verification, Daniel, (2017) explains that professionalism in counselling is a combination of many factors that a counsellor needs. These include one's qualities, conduct, aims, status, methods, standards, fair play, connections and experience as well as skilfulness or training. Others include virtues, such as reliability, honesty, accountability, attitudes and veracity of a person as expected to play about in a professional practice. Through additional education, professional counsellors should be able to apply different theoretical orientations, which have their own techniques that are thought to be critical in influencing human change as a counselling outcome. Professionalism as an occupational value can be threatened by the imperatives of efficiency and effectiveness emphasized by the managerial control of work.

Professionalism is all about the standards, practices, or motivations associated with a profession.

According to Porcupile, (2017) study findings on professionalism includes a variety of personal qualities and behaviours that demonstrate commitment to effective performance in a given job. Professionals are known for their specialized knowledge they possess. Professionals influence behaviour change by application of the following qualities and characteristics which include competency, integrity, self-regulation, self-image commitment and confidence, responsibility and dependability, honesty and ethics, and appearance. However other studies have shown that focus on individual characteristics of individuals and behaviours alone are insufficient as basis on which to build further understanding of professionalism and represent a shaky foundation for the development of educational and counselling programmes and tools (The European Journal of Counselling Psychology, 2016). Professionalism is usually divided into two distinct terms, that is, professionalism and professionalization.

A qualitative study by Shelile & Hlalele, (2017) University of the Free State South Africa whose aim was to explore the challenges of Continuing Professional Teacher Development in inclusive Lesotho schools was prompted by the fact that many school counsellors do not have sufficient knowledge and skills required for helping learners in inclusive schools and that in the multitude of schools there is presumably the little understanding of special needs in learners such behaviour problems, pedagogy and least desire to handle the additional challenges of helping a diverse learner population. Findings were that professional teachers and counsellors are inadequate to help the said population.

In support of Proctor, (2002) argument is that counsellors are in possession of power. Jasper (2006) adds that all professionals have power. This power is used to control its own members, and also it is ones area of expertise and interests. Professionalism power may be used to persuade, influence, dominate, intimidate, conduct research, control and protect their area of expertise, and the conduct of its members, exercises a dominating influence over its entire field. A professional is characterized by the positional and personal power and high prestige as it is in society as a whole. It is the power, prestige

and value that society confers upon professionals like counsellors that more clearly defines professionalism power which includes counselling as a profession.

Tenri, (2012) studies from the University of Akron indicate that professionalism power is the most commonly recognized form of power that trained counsellors have. Tenri (2015); Ivanna, (2016) observe that counselling professionals are in a position of direct power when they work with people with behavioural difficulties. For counsellors being aware of this power imbalance is very crucial. In many cases compliance, miscommunication and challenging behaviours can be controlled by a conscious and on-going effort by the counsellor to notice the power differential between them and their clients. Power differential in counselling has been of a great concern to researchers and counsellors, psychologists and in the discipline of leadership and management.

Maruniakova et al., (2016) from Masaryk University, study aimed at exploring how beginning counsellors with an experiential orientation integrate the experiences from different sources such as training, supervision, individual therapy, practice, and their personal life and how they utilize them in practice. The results show that personal experiences and qualities play an important role in shaping the way beginning counsellors as work. McLeod, (2010) in his influential study on counsellor's development, came to the conclusion that beginning counsellors as professional lack autonomy tend to imitate their trainers and supervisors rigidly and study that concluded such facts might impact on effectiveness in counselling and outcomes.

Similarly, Yaumas et al., (2018) from Islamic University of RadenIntan Lampung and from Universities Kebangsaan Malaysia study findings indicated that the basic skills in counselling possessed by professional counsellors were important in guiding the success of counselling and outcomes. However, the novice counsellors may have problems in the exercise of the basic skills. The study further revealed that generally the counselling basic competence possessed by the counsellor in schools is placed on average level. The study also shows that there are no differences in skills pursuant to gender and Grade Point Average achieved by the objectives of the study. This implies that the basic skills in conducting counselling session are extremely important and

prominent in causing effective counselling and outcomes as they are possessed by counsellors in schools.

Lindsay, (2017) qualitative study asserts that dynamics of professionalism power can be studied in several angles such as, power distribution, power dependency, power uncertainty, power compliance and imbalance in power. Others include indicators of power, determinants of power; consequences of power, attributes power, symbols and reputation of power. The role of a counsellor as a professional is to create safe space for counselling, empower the client, protect the client's spirit, and to see a wider perspective so as to achieve the expected counselling outcomes of learners with psychological problems.

Sue and Sue, (2013) are of the view that professional power of a counsellor looks at the multicultural training models. Counsellors also have to consider and recognize cultural competency standards and cultural differences between them and clients as they acknowledge and address the clients in a non-judgmental way. The author further states that experienced and creative counsellors need to always use facilitative conditions during social cultural counselling so as to enhance counselling relationship, which is necessary and useful for positive outcomes, especially for learners with behaviour problems in inclusive primary schools.

Another role of a professional counsellor is to train on personal therapies as they empower the counsellor. There are also many qualitative interview studies and narrative reports (Geller, 2011) attesting to a range of perceived both professional and leadership benefits for counsellors. These include enhanced empathy, greater emotional resilience, better therapeutic understanding and skills, increased reflexivity and self-awareness, greater acceptance of imperfectability; greater understanding of the client experience Kumari, (2011) internalization and emulation of the therapist as a professional role model. A small minority of counsellors report negative or harmful experiences from their training and attending personal therapy which is about 5% and some have described difficult experiences, including initial resistance in mandatory therapy, emotional and financial and personal difficulties with their counsellors.

According to Mcleod, (2013) when counsellors integrate different types of skills, techniques, personal attributes, leadership skills holistic and inclusive models they are able bring out effective counselling and outcomes. These variables will help learners with behaviour problems in inclusive schools acquire self-understanding; self-awareness and that will help in behaviour change. Sharf, (2010), supports the argument by noting that individual's perceptions of the positive regard they receive from others have a direct impact on their own self-regard. If children believe that others value them, they are likely to develop a sense of self-worth or self-regard. Supportive professional counsellors give support, listen to their clients and help them talk over their problems with ease.

This study makes a summary of what professional counsellors are expected to do in order to bring out success in counselling and outcomes. Counsellors should identify, screen and categorize groups of learners with behaviour problems for better application of appropriate interventions for the success of counselling and outcomes. Make referrals to different professionals for further help of cases needing further attention. Counsellors need learn how to balance power and avoid abuse of power and effectively deal with power differential as this can influence counselling outcomes (Zur 2009). Professional Counsellors need to keep on doing extra reading, attend courses so as to increase their professional performance and expertise. In addition, it is important that counsellors recognize the effects of cultural differences and practice multicultural (Miller, 2018).

Counselling is of a paramount importance to address difficult issues of learners such as the academic, vocational, personal, social needs, and emotional factors. The skills, desired personalities, and abilities, are harnessed through effective counselling programmes at the primary school level through the help of an empowered professional counsellors who should empower student clients so that clients can live a more fulfilling and satisfying life and that is why Studer, (2004) describes a counsellor as advocate for clients. Professional counsellors help students in managing anxiety, stress and depression especially when there are school projects, deadlines, exams, and financial constraints (State University of New York 2019).

American Counselling Association, (2016) adds that through effective counselling by professional counsellors, learners are empowered on how to cope with different situations. For instance clients are assisted on how they should talk politely, respectfully and obey school rules and authority or how to relate with their peers and so enhance social relationships. The counsellor gives them viewpoint on how they should behave in certain scenarios. Counselling empowers clients to change their bad behaviours and also instil enough discipline in them. Proper counselling helps learners achieve their goals. Well guided and counselled students know what to do and how to do things and this reduces stress, hopelessness, and gives them joy and happiness. Learners get empowered with skills on ways to live in peace and harmony with others in the school community. Thereby, learners learn to appreciate other peers in their class.

2.5 Legitimate Power and Counselling Outcomes

Legitimate Power comes from the belief that a person has the formal right to make demands, and to expect others to be compliant and obedient. Legitimate Power is one of the 5 types of powers identified by psychologists French and Raven in 1959. Legitimate power which is also known as traditional power, positional power or authority power derives its identity from the position a person holds in an organization's hierarchy, job description and official appointment. This positional power is formally, authoritatively or legitimately granted to a person under given charters or conditions. The higher the position, the higher the amount of legitimate power is given. Legitimate power is assigned by written or verbal contract, and it outlines the leader's responsibilities (de Moll & Kelly, 2010; Hofmann *et al.*, 2012).

Legitimate power is accepted as culturally normal in most societies. In counselling, legitimate power is based on persuasion. While this is positive, it can also be based on coercion, which might produce negative outcomes. Lipkin, (2018) adds that legitimate power is a form of power based upon some internalized norms or values held by an individual who is subject to power. This signifies that the power holder has a right to influence another person. This genuine power carries other power variables that a counsellor has to possess, be identified with and put into practice for effective counselling and outcomes and especially of learners with behaviour problems. These

include proficiency, accountability, ethics or norms, responsibility, relationships and authority to act. Counsellors possessing legitimate power are also educated professionals who possess knowledge and understanding of their areas of operation. There is high interrelationship between legitimate, coercion and expert power as theorized by (French & Raven 2004; Forsyth, 2012).

Mason, & McMahon, (2009) DePaul University, Chicago conducted a study an exploratory study on leadership of counsellors as this is a vital skill called for by the school counselling profession. However, limited research has been done to examine how leadership is characterized by practicing school counsellors. The purpose of the exploratory study was to assess leadership practices of school counsellors, and to analyse the relationships among demographics, experience, training, work setting, and leadership practices. Findings revealed that age, experience, size of school population, and professional licensure predicted leadership practices of school counsellors. This means that there is a probability that those variables might have influence on counselling outcomes.

In similar assertions Ruth, and Shullman, (2017) Columbus, of Duke University and University of Maryland argues that psychological counsellors are also leaders and the current studies indicate that psychologists have been described in the literature as particularly well-suited to leadership roles in areas of their services. The American Psychological Association the official voice of psychology since 1892 publishes journals that regularly include scholarly articles on leadership theories, processes, applications and counselling practice. These articles are meant to empower counsellors with better skills and eventually they empower their clients.

Robert, and West-Olatunji, from University of Florida and Ryan, (2018) conducted a joint collaborative study to examine roles and duties of school counsellors as leaders. This is because there has been a longstanding concern about teacher counsellors in schools in relation to leadership. Their studies show that currently the roles of teacher counsellors have changed swiftly and considerably in response to community trends. This has resulted in varying conceptions and misunderstandings of their roles. Robert, and West-Olatunji, (2018) article recommend that school counsellors should perfect

important leadership skills, and conceptual skills particularly through professional development and through attending of in-services courses, distance learning, continuing education courses and other ways of learning.

Another quantitative study by Anita, Colette, Baughman, (2016) and APA, (2016) was conducted to contribute to the limited research on school counsellors and leadership. Few studies have been conducted on counselling and leadership and particularly leadership in primary schools. The current studies have confirmed that counsellors are legitimately appointed as legal leaders to head and manage school counselling activities then they easily take the positional roles of leadership. Further findings from the same study indicate that leader's qualities and elements, such as leadership attributes, relationship attributes, communication and collaboration, exemplary program design, and advocacy do align with characteristics previously identified in other studies on the school counselling literature and on school counsellors, (American School Counsellor Association, 2012). Further studies indicate that by the virtual of counsellors being trained in leadership and management skills are able to plan, create programmes, secure resources and all this will be for improving counselling programmes and for the success of counselling outcomes.

Other noted benefits of counsellors training in leadership are that counsellors learn collaborative skills which help them empower school community and stakeholders and so improve on school culture. Counsellors acquire and later apply conceptual skills of leader-ship which help them see the bigger picture of counselling and recognize significant elements of the client's issues and which help in pointing out the key problems of the client as this might help in success of counselling outcomes. Counsellors well equipped in leadership skills may improve on their competence and proficiency skills in which these leadership skills motivate and inspire clients and school staff (American School Counsellor Association, 2012).

Studies by American School Counsellor Association, (2012) indicate that counsellor leaders need to practice justifiable technical skills which they should use ethically empower clients so that they can find personal value in their troubled lives for success of counselling outcomes. Through extra education, counsellor leaders need to acquire

diagnostic and analytical skills that they will use to help clients visualize the action and answer to a given difficult situation while identifying the key variables to use to help them solve the problem so as to achieve positive change as outcomes. Counsellors are well suited in leadership positions. There are also many qualitative interview studies and narrative reports that confirm about perceived both professional and leadership benefits for counsellors (Geller, 2011).

Hill *et al.*, (2017) assert that expertise in leadership and counselling can be evaluated against criteria such as a high level of therapist performance, personal qualities, credentials, professional reputation, and self-assessment developing as a result of experience and resulting in improved client outcomes. As a comparison, Tracey *et al.*, (2015) offered the following four criteria for defining individual expertise in psychotherapy these are; reputation, degree attainment, professional distinction, and experience; skill, competence, or adherence to a prescribed standard of performance; clinical accuracy; and outcomes, or success with clients.

Counsellors are leaders and experts and they have the power to influence the behaviour of their clients. Since power is the ability to influence and persuade others to do something, counsellors as leaders are expected to use the skills of persuasion, and motivating clients and in turn clients will build self-esteem and express more of their issues towards the achievement of set goals for success of counselling. This is where power is seen to have a relationship with counselling outcomes. Leader counsellors need to possess relationship building skills which they apply to create and foster a solid foundation of trust and cooperation with clients and which promote positive emotions and strengthen counsellor-client relationships and intern might influence counselling outcomes (McLeod, 2013).

Lindberg, (2017) asserts that since school counsellors serve as leaders in many ways they therefore possess the following types of power, dynamics, thus they are uniquely equipped to bridge the gaps between administration, teachers, parents, and students, create an inclusive environment that is respectful, welcoming, kind, and open to all, develop community partnerships, help to foster a culture of change via strong lines of communication and valuing input from all parties involved, maintain strong home-

school connections as they work as liaison officers, help to maximize the educational attainment of all students by providing students with mental health services for both school or and community-based, counselors lead staff trainings, counselors protect and advocate for disadvantaged students, counselors mediate difficult situations between parents/students and staff, counselors empower and inspire students and staff among others.

The European Journal of Counselling Psychology, (2013) highlights some advantages of application of legitimate power to include, a counsellor who holds this power can be able to influence others because of his/her position in an organization. Legitimate power can help ensure client's compliance with a counsellor's arranged goals; help hold authority that gives individual power in the counselling place. As leaders counsellors must keep area neat and organized their areas of work for easy execution of tasks. Keep an updated appointment book and other records as their duties as leader counsellors.

In Kenyan situation and Embu County in particular, school counsellors and teachers are among other leaders known to possess legitimate power, because it has been bestowed on them either by the employing body, that is, the Teacher's Service Commission (TSC) and the Ministry of education. On the other hand, it may also be bestowed on them by the head teacher, who officially or lawfully gives them power to head counselling or conduct counselling in primary schools. MOEST, (2004) assert that school counsellors oversee counselling programs in Kenyan primary schools. The school counselling programmes have some expected counselling outcomes, which the legitimate counsellors are expected to achieve. Zur, (2008) study from America affirms that counsellors have legitimate power to screen, identify, report child abuse to the authorities, such as police or other relevant institutions or people, if the counsellor perceives the clients as being a danger to self or others. However, Proctor, (2012) in support of Zur, (2009); Tontton, (2002) findings agrees that generally, clients do not have legitimate power over their counsellors, unless on those rare occasions when they hold certain positions in the society that may have a bearing on the power dynamics in counselling.

Fassinger, & Shullman, (2017) adds that school counselors serve as leaders in schools and his positive leadership role takes on many different forms. For example, school counselors may create awareness among students about issues like diversity. Students then follow the lead of school counselors by being more accepting of differences among people and this fact may create success in counselling outcomes. Successfully counselling clients through difficult times requires a combination of interpersonal skills, sufficient knowledge about the issues involved and a host of personal attributes. Balancing and adapting all this information requires the counsellor to maintain a level head, confidence in their abilities and a genuine interest in providing support to afford negative effects of power and influence.

Gaventa, (2003) while reviewing Foucault study on power notes that effects of power are not always negative or abstract and as such a competent counselor is able to work with clients to help them understand themselves and their relationships more deeply, and to use available information to make better, healthier decisions. Basic competency in this field of counselling requires a baseline understanding of psychology and therapeutic theory, practices and application of quality skills for the success of counselling process and outcomes, (British Counselling Association, (2010); American Psychological Association 2016).

Learners with behaviour problems may not be in any higher position of legitimate power than their counsellors in schools. Nevertheless, Zur, (2008) adds that all clients have the legitimate power to complain to the school authority if they believe that the counsellor has behaved unethically, has harmed them, or are forced to do things they do not want. Similarly, clients have the legitimate power to file cases to the school authority or parents if they were harmed by the counsellor during counselling. Such issues can negatively impact the outcomes. By complaining or refusing to attend counselling, clients have the power to negatively affect counselling outcomes (Zur, 2012).

MOEST, (2004) states that a counsellor, being the leader of counselling programme takes the lead in ensuring efficient and effective systems are in place in order to support students' social and emotional needs. This is also important in supporting development

of learners and fostering resilience and personal skills. In this position, the perceived legitimate counsellor promotes student success, provides preventive services, and responds to identified student needs by co-ordinating a comprehensive counselling programme that addresses students' personal and social development. The counsellor is expected to take an active role in supportive care and behavioural management for the success of counselling outcomes (American Counselling Association, 2012). If this positive care is not done, then clients may reach a point of feeling powerless (Andrew, 2010).

Steffen & Hanley, (2013) from the Universities of Roehampton and from the University of Manchester in their article on power and equality in relationships, observe that the point of powerlessness can occur in the face of relationships like in counsellor client relationships and a situation of inequality and abuse of power can be reached. This article reminds counsellors to be aware of their powers both in a self-critical sense and in the sense of the potentially positive influence of power tools which has a high chance of causing negative counselling outcomes.

The US Bureau of Labour Statistics, (2018) study results indicate that leader counsellors must possess the skills of leadership, which include, interpersonal, listening, speaking and compassion among others. The positioned or legitimate counsellor serves as an administrative staff member who has a hands-on role with students even outside of the classroom. This lead counsellor works with students with behaviour problems from school and social pressures, in order to improve their classroom performance and overall wellness. Empowered counsellors also assist other teachers in school for planning, as well as working one-on-one with students.

The American Counselling Association, (2012) observe that counsellor's greatest strengths are accompanied by attributes to identify, possess and apply power as influence for the success of counselling outcomes. These include being a creative thinker, ability to acquire and apply task prioritization skills, as well as self-disciplined and determination, ethics, ability to possess and apply analytical thinking skills, using positive body language, possessing and effectively applying good communication skills, assertiveness skills, and organization skills, dedication and enthusiasm as well as

interpersonal skills and respectfulness. Legitimate counsellor's attributes that help them to be effective in counselling include confidence, humility, maturity, humility, compassion, substance, aptitude, specialized knowledge and competency. Others are self-regulation, rapport-building skills; accountability, commitment, building expertise and self- image (Sheila, 2001; Rogers *et al.*, 2013). Legitimacy in counselling has the following roles, rendering focus on the needs of a client learner, acquiring the right understanding, helps in maintaining school discipline, persuades teamwork and leadership qualities; makes clients competent for future success, gives clients a feeling of being heard and this empowers the clients in different way, (APA, 2012).

Mcleod, (2019) is of the view that leadership skills are the strengths and abilities individuals such as positional counsellors demonstrate to help them oversee processes, like counselling, guiding initiatives and steering their clients toward goal achievement. Some of these leadership skills that a counsellor with legitimate power ought to possess include; patience, empathy, active listening, reliability, dependability, creativity, positivity and effective feedback as well as timely communication. Others are team building, flexibility, risk-taking, ability to teach and mentor, problem-solving, decisiveness, relationship building or team building and dependability as well as problem-solving skills. If these skills are effectively used, then counselling session can be effective, yielding positive outcomes.

Hoffmann *et al.*, (2012) conducted a comparative study from University of Vienna; Austria, and found that legitimate power increases reason-based trust, service climate, and voluntary cooperation. Unexpectedly, legitimate power has a negative effect on antagonistic climate and a positive effect on enforced compliance. Legitimate power can bring out negative outcomes because it can easily be misused and become coercive. Studies by Bijlsma-Frankema, and Costa, (2005) indicate that there is a relationship between counsellor's legitimate power on trust and cooperation of clients and counsellors. However, Hofmann *et al.*, (2012) contends that the exact nature of the power dynamics and relationship between power, trust and cooperation is not clear. Trust in counselling with expected outcomes was based on the area of keeping confidentiality as clients open up and express their inner concerns. Golish, & Olson, (2009) study examined how students use power to gain compliance from their teachers,

counsellors and the association between student's use of power and their instructor's power.

The results revealed that even though students did not feel they had a great amount of influence with their instructors, they used a variety of behaviour alteration techniques (BATs) to gain compliance from them. Specifically, students reported using pro-social strategies most frequently and antisocial techniques least frequently. The results also revealed a positive association between students' overall sense of power and their perception of their teachers' power. Instructors' use of reward power was also related to students' use of pro-social power. These results indicated change of behaviours in many students as result of application of legitimate power. However this study cannot be generalized to students in primary schools because they conducted in secondary schools.

2.6 Referent Power and Counselling Outcomes

French and Raven, studies in 1959 as reviewed by Taylor *et al.*, (2006) theorized that the concept of referent power refers to the ability of a leader to influence followers because of the followers loyalty, trust, respect, liking, attraction, friendship, ability to treat others fairly, showing empathy, or admiration of a leader and how leaders handle situations under that leadership. Referent power can simply mean the result of a person's perceived attractiveness, worthiness and right to others' respect. This type of power is built over time by observers modelling the behaviour expected to be seen. Counsellors can also possess the same qualities and attributes and exercise referent power to influence counselling process and outcomes of learners with behaviour problems in inclusive schools.

Pennsylvania State University, (2011) agreed with Lunenburg, (2012) assertions that referent power is based on the leader's personal traits and the need of others have to be associated with leader of influence. Characteristics such as allure, charisma, and creativity are all intangible but very real characteristics of most leaders and counsellors. Admired counsellors can command awe, respect, and loyalty. A counsellor with high referent power is generally liked and admired by the clients because of personality. This admiration and identification with the leader counsellor

influences clients to act on the counsellors' suggestions. Referent power if viewed in counselling is explained as a counsellor's ability to influence their clients because of the high regard which their clients may hold them. A counsellor builds this type of power over time by modeling the behaviour the counsellor expect to see in clients and by giving clients increased autonomy to freely express themselves as clients give their narratives. Lunenburg, (2012) argues that there is no one best type of power to use all the time. Powerful and effective counsellors as leaders may use as many of the different types of power bases as possible to some degree. Clients can also be empowered on how to apply the different bases of power and can also use them to limit or control the counsellor's power. Building referent power for counsellors is all about establishing trust and inspiring their clients to identify with them. But, for a counsellor to reach that level with their clients is challenging if the counsellors repeatedly treat their clients uncaringly and disrespectfully and this fails the success of counselling outcomes.

Studies have been conducted on such counsellors' qualities as, respect, the law of attraction and their effects towards changing of behaviours and attitudes. An exploratory study of clients' experiences in a counselling room conducted by Sanders, & Lehmann, (2018) revealed that there was an interaction between physical-spatial features and clients' thoughts and feelings and admiration as an emotion. Moreover, there was an association between clients' opinions of the admirable and welcoming attitudes of the counsellor and the space in which they were counselled was revealed. Clients were attracted to the counsellor. Reports of a study by Shermer, (2007) & Whittaker, (2007) on the law of attraction and its benefits indicate that the beliefs either positive or negative a person has given either negative or positive experiences. Some clients go for counselling with negative beliefs and negative thinking patterns. These negative thinking patterns and thoughts are negative powers and will yield negative results. Results of this study revealed that the clients who had a habit of emulating a counsellor whom they perceived to have positive thinking and talks also changed their behaviours and started having positive talks and later their self-image and self-fulfilments were noted.

According to Farber, (2016) challenges in the law of attraction are considered negative thoughts and are to be avoided. These negative thoughts are mostly found in the students who do not meet their goals and so become frustrated or those with mental health problems. Those learners usually use blame games or use a particular form of defence mechanism like projection. Therefore, by application of the law of better visualization or positive thinking and gratitude then clients are assisted to achieve happiness, joy, peace, think logically and creatively and therefore stop blaming themselves for everything wrong that happens in their lives (Byrne, 2012). Findings of a study by Albert, and Albina, (2018) from the Negros Oriental State University revealed that individuals who had been exposed to persons with positive thoughts and grateful minds created happy disposition which further contributed in creating an emotionally and mentally healthy society. Group two that had been exposed to unhappy persons and copied same behaviour patterns and remained unhappy, resentful, and complained of being frustrated. The unhappy resentful group was later assisted by attending counselling sessions for the change of negative behaviours.

Charismatic counsellors attract and are admired by their clients because of doing some of the following tactics thus; keeping promises, genuinely caring about others being emphatic, showing warmth and love, being genuine, being knowledgeable of the content and effectively communicating the relevant information. Acquiring and maintaining referent power requires more than flattery, favours, and charm. It depends on the character and integrity (Yukl, 2002). Referent power is commensurate with the strength of leader-follower relationship. Admirable counsellors possess the following charismatic leadership power characteristics, effective communication, maturity, humility, compassion, substance, confidence, self-monitoring, positive language, and self-improvement.

Elizabeth *et al.*, (2018) study examined the power of counsellors to change clients with Narcissistic Personality Disorders. Clients with Narcissistic Personality Disorders have the following behaviour problems; relationship difficulties; problems at school; depression and anxiety; physical health problems; drug or alcohol misuse; suicidal thoughts or behavior, need to humiliate, gambling, fantasies of

unlimited power or importance and the need for admiration or special treatment. Results indicate the counsellor's charismatic power caused little effect on the narcissistic person. Clients with Narcissistic Personality Disorder as explained by Hammond, (2019) display negative types of powers as they have an exaggerated sense of self-importance, recognition, have difficulty regulating emotions and behavior, react with rage or contempt and try to belittle the other person to make themselves appear superior, experience major problems dealing with stress and adapting to change, feel depressed and moody because they fall short of perfection among others.. Firestone, (2016) studies reveal that admiration power helps in building relationships. Some studies even called it the most important common factor in successful outcomes.

Referent power is a personal power well known in helping to build relationships when applied during counselling sessions. Zur, (2008) and Tontton, (2009) study findings from America agree on the same assertions, adding that counsellors' referent power is premised on the desire to be like another person, resulting to admiration to follow and obey the requests, wishes or orders of the person being admired. Numerous studies have shown that referent power is often fuelled by an individual's personality, social or economic status, capacity to persuade, influence and manipulate. Individuals' sex appeal and personal characteristics may enhance their referent power. Referent power overlaps with reward power as the person that is being accepted or liked has the power to reward or withhold love, praise, approve and give attention among others. French and Raven studies in the late 1950s argued that unlike formal power, referent power is bestowed on a leader by their followers. Studies on psychological research have found that people tend to imitate those they esteem, wish to be like, relate to, and perceive as superior to themselves (Taylor *et al.*, 2006; Forsyth, 2010, 2006).

Baldwin and Imel, (2013) studies found that counsellors who portrayed traits, such as kindness, humility, showed respect, empathy, artistry, and neutrality seem to play an important role in changing their clients' behaviours as the clients tried to imitate and emulate them. These studies further suggest that more effective counsellors also score higher on facilitative interpersonal skills, have the ability to develop a strong therapeutic alliance, technical skills, conceptual skills, are genuine, release control, take

meaningful action, lead with heart, and have a positive attitude. They are also humble, trusted, have integrity, accountability, effectively address clients' difficult behaviours, have flexible and adjusted interpersonal styles and better adaptive skills as well as having the ability to actively communicate empathy to their clients. These qualities and attributes were emphasized by many theorists as good variables for effective counselling and outcomes. In a reviewed study from APA, (2016) on effects of rising of self-esteem and counsellor's attractiveness, findings indicate that there is no relationship between self-esteem and counsellor attractiveness. In a similar study by APA, (2016), on counsellor's power influence and behaviour change, findings indicate that counsellor's power base like referent was influential to perform important actions of behaviours changes. Schrodts *et al.*, (2008) study in US tested two theoretical models of learner empowerment as a potential mediator of teacher power use.

Results indicate that, referent power accounted for 66% of the variance in learner empowerment. In another study by APA (2002) revealed that the expert and referent power bases were not differentially effective in inducing compliance of the counsellor experience and client perceptions of the counsellor. However, on the contrary current studies are on the contrary that powers bases have effects on counselling outcomes but they depend on many other variables put into play (Lynch, 2012; Tobias, 2014). Counsellors who possess strong admirable attributes and personality traits have a high probability of being emulated and so counselling outcomes can be achieved (Lynch *et al.*, 2012). Rogers *et al.*,(2014) Lyon and Reinhard, (2013) research theorized that referent power of a counsellor is in line with practice of core conditions of Carl Rogers and argued that in order to achieve effectiveness in counselling outcomes, admirable or charismatic counsellors must correctly apply the main core conditions. These include counsellor–client psychological contact; client incongruence; counsellor unconditional positive regard; counsellor empathic understanding: client perceptions on the counsellor and the process, which is critical in achieving the outcomes. These conditions should be applied the same way even for clients with behaviour problems (Prochaska & Norcross, 2007).

Lazarus, (2015) agree with Yulk studies that referent power helps a counsellor as leaders to get noticed and admired and this allows the counsellor to craft a higher-

profile role in his/her duties of counselling. Referent power helps the counsellor to build up their own personal brand and increase their influence and reputation at the workplace of counselling. Referent power benefits many more others apart from the clients as they naturally look for direction at the same time they learn the counsellor's unique skills and experience when they get contracted by the counsellor for counselling. Referent power has the following benefits; learners copy others who have self-confidence. Helps in clarifying a problem and managing anxiety; improving personal skills, exploring opportunities for change; developing increased confidence in coping with depression National surveys conducted by the American College Counselling Association (ACCA; 2010) results indicate that the percentage of students struggling with serious mental health were subjected to people who always told them that they were worthless or failures and had developed low self-esteem. Later were subjected to another group of people who always used positive and encouraging comments. Study results showed that the students' self-perception and self-judgement had changed and become equipped with a set of emotional and cognitive coping skills that will allowed them to learn how to deal with challenging behaviours. Evidence shows that children who undergo the process of counselling grow and gain confidence as the spiral of positive changes. For example, like clients begin to learn how to use meditation and music therapy in order to relax and deal with difficult emotions instead of turning to things such as drugs or alcohol (ACCA; 2010).

Lipkin, (2018) observes that counsellor's referent power depends on personal characteristics and values, such as honesty, integrity, and trustworthiness. Counsellors with high referent power can highly influence clients who admire and esteem them. A successful counsellor often relies on referent power to influence clients because this effectively breeds credibility. The effective use of referent power by an empowered counsellor involves developing a number of important and not easily acquired skills, such as ability to manage boundaries, maintain strength of character, make a clear and compelling presentation, adapt communication to the listener, forge trust and honesty and display empathy and high opinion (Lipkin, 2013). Referent power, in its most basic form, aims at establishing rapport, and a relationship of mutual trust and emotional connection.

It has been hypothesized that counsellors' referent power involves inborn characteristics, such as creativity, critical thinking skills, acceptance, empathy, problem-solving skills, flexibility, veracity, accountability, artistic creativity and self-efficacy. Immordino-Yang *et al.*, (2009) observe that witnessing admirable acts has been shown to increase motivation for self-improvement in the domain of witnessed excellence in clients. In this case, clients can observe their counsellor's good habits, which can make them change their behaviours. Haidt and Seder, (2009) add that referent power has been found to be related to higher-level cognitive processes, intelligence involved in acts such as planning and pursuit of goals as well as lower-level activating mechanisms.

Andrew, 2010; Rogers, (2013) opines that these attributes have power dynamics that subsequently affect or influence counselling outcomes either positively or negatively. Admiration behaviour is a key to counselling success, but it is not always taught. Bandura's observational learning lies in helping children, acquiring new responses by observing and copying others' behaviour. Learners with behaviour problems may have learnt the bad behaviours through observation. However, studies show that behaviours can be relearned through observation or modelling of good behaviour (Kinai, 20004). This involves client's counsellors modelling the good behaviour and then learners copy the wanted behaviours.

2.7 Theoretical Framework

According to Creswell, (2005) theoretical framework is the "blueprint" for the entire dissertation inquiry. It serves as the guide on which to build and support a study, and also provides the structure to define how a researcher will philosophically, epistemologically, methodologically, and analytically approach the dissertation as a whole. The theoretical framework introduces and describes the theory that explains why the research problem under study exists. This study was guided by two basic theories; one focusing on counselling and outcomes, while the second one focused on power and counselling. These theories are Approach/Inhibition Theory of Power by Keltner, and Person-Centered Theory of Personality by Carl Rogers.

2.7.1 Approach/Inhibition Theory of Power

The Approach/Inhibition theory of power was developed by Keltner, (2003) and has been reviewed by other researchers, such as Gruenfeld *et al.*, (2010) and Galinsky (2010). It proposes that power influences the relative activation of the two systems, thus approach and inhibition. Again Keltner and Anderson, (2000) from University of California and Gruenfeld, (2003), from Stanford University examine how power influences behaviour. They argue that elevated power is associated with increased rewards and freedom, which activates approach-related tendencies. Reduced power is associated with increased threat, punishment, and social constraint and thereby activates inhibition-related tendencies.

Gruenfeld *et al.*, (2010) observe that power is associated with positive effects, attention to rewards, automatic information processing, and disinhibited behaviour. In contrast, reduced and negative power is associated with negative effects, attention to threat, punishment, others' interests and those features of self that are relevant to others' goals, controlled information processing and inhibited social behaviour. Thus, power has the ability to transform an individual's psychological states while behaviour is driven by two fundamental action tendencies: approach and activities of power. Power is linked with resources and punishments, rewards and context manipulation of objective facts, information, such as actions or another person's, attitudes, feelings and behaviour (Foucault, 2004). Power is associated with positive effect, attention to rewards and other people's features that satisfy personal goals, automatic information processing and snap judgments as well as disinhibited social behaviour. In contrast, reduced power is associated with features such as negative effects, attention to threat and punishments, others' interests and to those features of the self that are relevant to others' goals, controlled information processing, deliberative reasoning and inhibited social behaviour. Smith and Bargh, (2008) have discussed in details about the potential moderators and consequences of these power-related behavioural patterns. Power has the capacity to alter others' states by providing or withholding resources and administering punishments.

Some researchers like McIntosh, & Luecke, (2011) have defined power as the capacity to alter individuals' state of mind or behaviour by providing or withholding resources

and administering punishments. On this note, this definition can be applied to the act of counselling. This is because counselling is trying to alter behaviours and negative thinking of others with expected results as outcomes. This theory therefore is relevant to this study because it can be used to try to change the negative behaviours of learners with problem behaviours. However, in counselling, counsellors do not punish their clients but reward them by giving praises and approvals for well-trying actions such as not absconding sessions.

According to the approach/inhibition theory of power, having power should be associated with the approach system and lacking power with the avoidance system. However, to this point, research has focused solely on whether power leads to more action, particularly approach-related action, or not. Forsyth, (2010) argues that power improves mental cognition and group work. This is part of what Keltner *et al.*, (2003) had theorized and this further brings in more importance of the theory to this study. This theory was also found appropriate to this study based on Smith and Bargh, (2008) findings. The authors established that the theory is useful to teaching and training learners on issues pertaining to manners and general behaviours, social relationships and social life, interactions, understanding the structure of personality traits, how they affect behaviour and avoiding negative stereotyping. Studies have shown that learners with psychological problems have been found to possess negative stereotyping, which highly affects their negative behaviours.

In addition, psychologists say that power influences cognitive processes, such as stereotyping, complex social reasoning, moral judgment and inferences about non-verbal behaviour and these are important aspects for behaviour change or for behaviour modification. Psychologists also look at how power influences social behaviour in social settings either individually or in groups. Studies in that case look for aspects such as emotional display, behavioural confirmation, familial aggression, hate crimes, sexual aggression and teasing. The authors argue that the level at which power shapes situations, groups and cultures ultimately rests on a formulation of how power and powerlessness shapes the psychology of the individual (Gruenfeld *et al.*, 2010).

2.7.2 Person-Centred Theory

Person-centered theory, also known as Rogerian therapy, which was developed by an American psychologist, Carl Rogers in the 1940s has become one of the most popular humanistic theories of counselling and therapy. The theory has had a tremendous impact on the field of psychotherapy and many other disciplines (Thomas, 2003; Mcleod, 2019). It was first labelled nondirective by its originator, Carl Rogers. Person-centered theory values are the guiding principles that help in putting the interests of the individual client receiving care or support at the centre of everything done by counsellors and clients. The therapy is based on Rogers's belief that every human being strives for and has the capacity to fulfil his or her own potential.

The person-centred approach was developed from the concepts of humanistic psychology. The humanistic approach views people as capable and autonomous, with the ability to resolve their difficulties, realize their potential, and change their lives in positive ways (Seligman, 2006). Carl Rogers emphasized the humanistic perspective as well as ensuring therapeutic relationships with clients promote self-esteem, authenticity and actualization in their life, and help them to use their strengths (Seligman, 2006). The therapist/counsellor should keep a questioning approach which is open to change as well as demonstrating courage to face the unknown.

Rogers also emphasized the attitudes and personal characteristics of the therapist and the quality of the client-therapist relationship as being the determinants for successful therapeutic process (Corey, 2005). The goals of person-centred therapy are stated by Seligman, (2006) to include; facilitating client's trust and ability to be in the present moment. This allows the client to be honest in the process without feeling judged by the counsellor, promote client's self-awareness and self-esteem, and empower the client to change, encourage congruence in the client's behaviour and feelings, help people to gain the ability to manage their lives and become self-actualized. The person-centred approach can be applied to working with individuals, groups and families (Corey, 2005).

Rogers strongly believed that in order for a client's condition to improve, therapists should be warm, genuine, show respect, empathy and understanding (Raskin *et al.*,

2008). Rogers identified six key factors that stimulate growth within an individual. He suggested that when these conditions are met, the person will gravitate towards a constructive fulfilment of potential. These factors include counsellor-client psychological contact. This condition simply states that a relationship between a counsellor and a client must exist in order for the client to achieve positive personal change. Other factors are client's incongruence or vulnerability, counsellor's congruence or genuineness, counsellor's empathy; Unconditional Positive Regard (UPR), client perception, which communicated through the words and behaviours of the counsellor (Raskin, 2018; Thomas, 2003). Rogers further proposed issues of emphasizing, understanding and caring rather than diagnosis, advice, and persuasion (Rogers, 1951, 1957; Cooper *et al.*, 2010).

Client Centred theory was found useful in this study because of its advantages to counselling learners with behaviour problems as clients in that, clients show improved self-awareness, an increase in the ability to self-direct desired changes in one's life, much less discrepancy between client's real self and ideal self, increase in happiness and general wellbeing, overall reduction of negative emotions and greater sense of calm or reduction in overall anxiety. Other aspects include more positive and fulfilling relationships with others, greater sense of calm, improved mood and fewer or no symptoms of depression, improved ability to express one openly and authentically.

Other improvements include increased willingness to experience new things, greater ability to handle stress effectively, healthier and more balanced perception of the world, greater openness to new concepts, decrease in maladaptive behaviours, stronger sense of trust in oneself and decrease in feelings of regret or guilt related to past mistakes (McLeod 2019; Kyle, 2014). Client- Centered theory suits counselling students with behavioural problems because some of them show signs of low self-esteem, poor expressions, restlessness, fear, worry, anxiety, and difficulty in coordinating activities and concentration others (KISE, 2010).

Client-centered therapy follows humanistic approach which emphasizes the personal worth of the individual, the centrality of human values, and the creative, active nature of human beings. The approach is optimistic and focuses on the noble human capacity to

overcome hardship, pain and despair and this is another reason the theory suits this study. Clients with behaviours and psychological problems if not assisted may fail to obtain or reach their self-actualization point due to the psychological problems such as depression, anxiety, paranoia, poor self-concept and other factors hindering them. When Rogerian is properly applied clients with anxiety, low self-esteem, feelings of loneliness, hopelessness and can be assisted to feel differently and that is behaviour change which is a sort of an outcome in counselling. If properly applied, the skills in the theory will assist learners to come to terms with their inner locus, accept themselves, and learn how to make correct and acceptable decisions. All these and many more others are what were enumerated as examples of the various counselling outcomes (Timulak, 2008; Sadhu, 2011; Crowford, 2017).

Addiction Rehabilitation Centre (ARC), (2018) spells out more other advantages of using Rogerian theory, which make it more applicable in this study. These include the benefit of learners' having an increased ability to self-direct desired changes in their lives. Much less discrepancy between the client's real self and ideal self. The benefits of client-centred therapies are centred on the ability of the client-centred therapist to establish and maintain an open and non-judgmental environment so as to give the client time and space to make discoveries that are necessary for progress to occur. These among others were enumerated as counselling outcomes (Crowford, 2017).

American Psychological Association (APA, 2012) argues that there are some disadvantages in using humanistic theories like person centred therapy alone to determine counselling outcomes of learners with behaviour problems. Some of the noted disadvantages in using theories are, humanistic psychologists have tended to focus on client care, rather than research, although some empirical investigations have been undertaken including studies on counselling and outcomes. Studies of the relationship between the therapist and the client have shown that Rogers's ideals were important to successful outcomes, making his theory very influential in the world of counselling. However, reviewed studies by Stanley *et al.*, (2007), from the University of Massachusetts Boston, Bridgewater State University, and The University of Memphis contend that research on power on humanistic psychotherapists may be at a

disadvantage in finding out the outcomes of counselling sessions. Thus, there is need to develop therapy-congruent measures of outcome in counselling.

Mcleod, (2014) observes that although client-centered therapy is highly regarded by many psychologists and therapists as a therapy that can help individuals with psychological and social problems it is not without its limitations and disadvantages. In the application of power and influence for change of behaviour as counselling outcomes, client centered has been criticized for reducing the power of the counsellors and putting it wholly on clients and this factor sometimes creates power imbalance and this may fail the counselling outcomes. Other factors that were cited as disadvantages of using Client -centered approach alone during counseling and especially when counselling clients with behaviour problems are that, poor in application of Unconditional positive regard, may be hindered at times by the therapist's own Countertransference; it's also not always realistic as some clients are very difficult to work with and will challenge even the most self-aware and well-meaning therapist, too much empathy on the part of the therapist may interfere with the therapist's ability or willingness to challenge the client when appropriate or necessary, many clients seek counselling for the wrong reasons, such as validation for bad choices in attempt to alleviate guilt or shame, clients with maladaptive behaviours sometimes become challenging clients thus taking control of the session and this is where other models would be the best to apply (Shallcross, 2010; Clay, 2017).

American Counseling Association, (2014); Clark, (2010) agree that Client –Centered therapy has pros and cons during its application. One disadvantage is that the therapy is more beneficial for clients who are educated and those clients have direct controls of the direction of therapy. There is inability of counsellor to appropriately confront clients while being overly empathetic and those counsellors have to endure with allowing clients to come to their own decisions without directive from the counselor. These factors have enormous effects on counselling outcomes as all the power rests on clients. For effective counselling outcomes, Zur, (2009) and Proctor (2012) argue that there must be power exchanges or powers- inter play between client and counsellor. Learners with behaviour problems in inclusive primary schools may not be very educated and expressive and some due to. Applying the client centred therapy alone on such clients

may not be the best for behaviour change. This argument is supported by, Kourkoutas, & Georgiadi, (2011) who notes that counselling learners with behaviour problems for better behaviour changes requires application of multiple approaches and therapies and inclusive counseling or by application of humanistic Integrative Counselling which recognizes that there are significant connections between all approaches to counselling. On the same note Koch, (2007) asserts that by application an integrative counselling program learners with behaviour problems can change or modify their behaviours as counselling outcomes.

Another disadvantage noted on application of person-centered therapy is that the therapy does not wholly allow therapists and counsellors to confront, prop and challenge inappropriate, self-destructive, or immoral behaviour like the behaviours of earners with problem behaviours. The actual practice of client-centered therapy is challenging for therapists due to a lack of therapeutic techniques and a heavy reliance on the counsellor's ability to consistently be non-judgmental, unconditionally accepting, and offering of empathy with their clients. Another limitation on using client centered therapy is that novice counsellors have problems in using the therapy (American Psychological Association, 2019). Person centered theory is said to be too positive when regarding human behaviour and this means that it assumes individuals are intrinsically good and will choose positive paths for their lives.

However, free will and choice is limited for some clients and especially those with low cognitive reasoning and those under severe depression. There is a lot of assumption that clients will choose freely to change path however other clients have severe personality disorders deep rooted in genetic factors and cannot change easily without intervention of other models and approaches such as behaviour changing therapies and or eclectic therapies (Kourkoutas, & Georgiadi, 2011).

Corey, & Gerald (2013); Hazler, (2016) argue that client centered therapy has positives or advantages that can help in achieving of positive outcomes. Some of the advantages are that anyone can gain more self-confidence, a stronger sense of identity, and the ability to build healthy interpersonal relationships and to trust his or her own decisions could benefit from person-centered therapy. The therapy gives client a lot of power as

they freely talk as such clients control the direction of therapy. Client centered therapy empowers as it teaches them how to better facilitate their own personal growth, has greater ability to trust oneself, decrease in anxiety and feelings of panic, open to new ideas and experiences, depression recovery, increased self-esteem, ability to express personal feelings and opinions, lessened guilt over past mistakes, decreased feelings of stress among others. This approach, alone or in combination with other types of therapy, can also be helpful for those who suffer from grief, suicidal ideations, anxiety, stress, abuse, or other mental health conditions. Person-centered therapists work with both individuals and groups. Since the client must do a lot of the work in person-centered therapy, clients who are more motivated are likely to be more successful. The goals of most theories in counselling aim at changing maladaptive behaviours.

2.8 Conceptual Framework

A conceptual framework identifies the variables required in an investigation. It is a researcher's "map" in pursuing the investigation (McGaghie *et al.*, 2001).

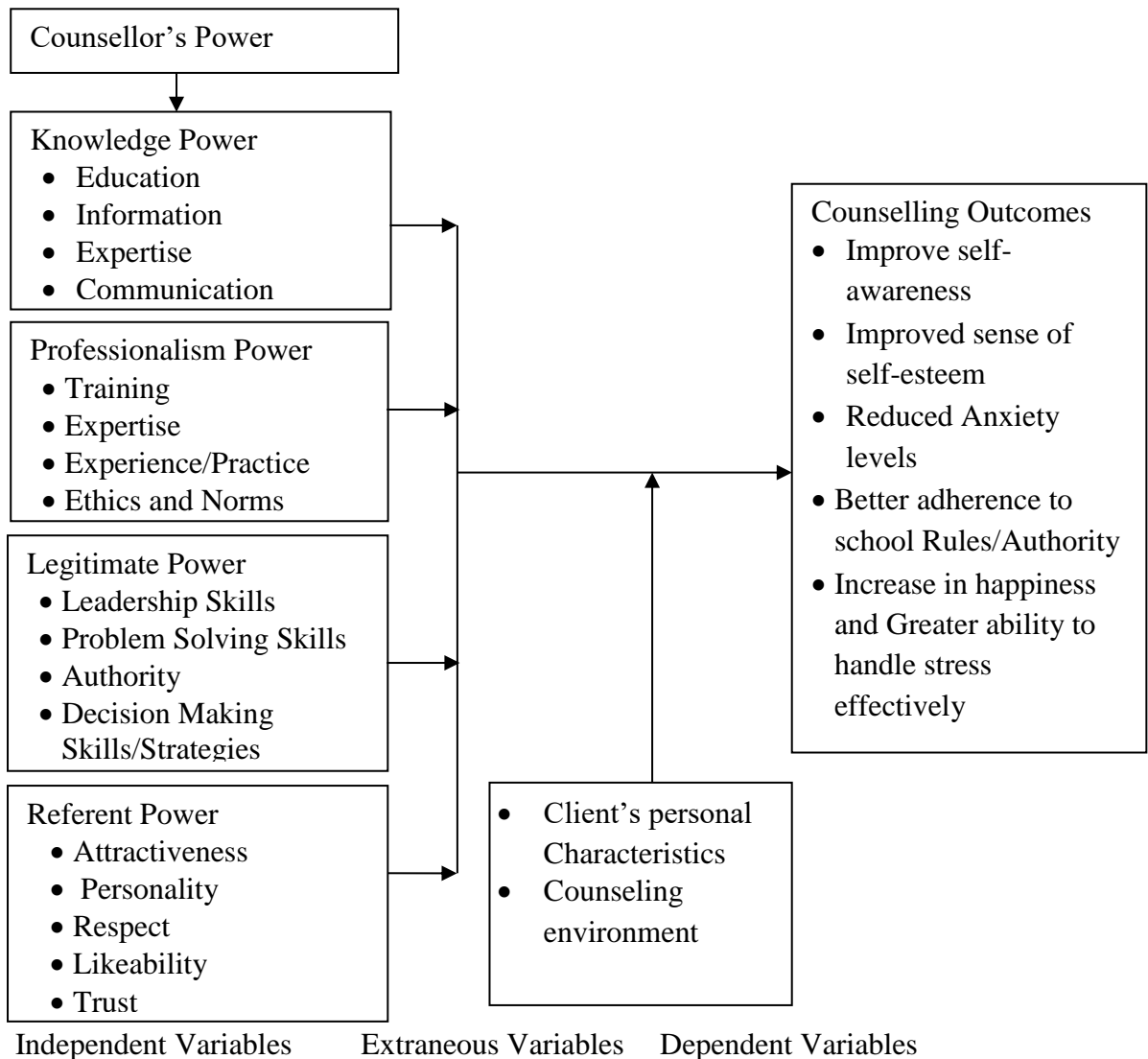


Figure 1. Conceptual Framework: Relationship between the Study Variables.

The Conceptual Framework of this study shows the interrelationship of the independent variable as counsellor's powers, and the dependent variable as counselling outcomes of learners with behavioural problems. The independent variables were measured by use of the following variable indicators; counsellor's professionalism power, knowledge power, referent power, and counsellor legitimate power. The extraneous variables were Client's personal characteristics and counselling environment.

CHAPTER THREE

METHODOLOGY

3.1 Location of the Study

The study was carried out in Embu County. Embu County has a total of 5 educational zones which include, Embu West, Embu North, Embu East, Mbere North, and Mbeere South. Inclusive schools are within those educational zones. The study covered the entire 38 inclusive primary schools in the county. The study was conducted in this region because of reports of many cases of students with behaviour problems. This is associated with khat, locally known as (muguka) trading, which has caused high school dropout rates, early pregnancies, child and sexual abuse, emotional and psychological problems as learners spend a lot time selling or picking, selling and chewing the produce in groups and the youth claim they have money and there is no need of education. Reports from media also indicate that there are suicidal cases, rape and defilements of children as young as those in class four. The aim of the study was to examine the influence of counsellor's power on counselling outcomes of learners with behavioural problems in the inclusive schools within Embu County.

3.2 Research Design

This study adopted mixed methods research approach, utilizing concurrent triangulation design for cross-validation of the findings. In this mixed methods, both qualitative and quantitative data were collected concurrently, yet in a single phase. In this case, questionnaires were used to gather quantitative data, while interviews were used to obtain qualitative data. Mixed methods are suitable and applicable in social science research and particularly in psychology as well as health sciences (Creswell, 2014 and FoodRisc, 2016). Concurrent triangulation design was useful as it helped in expanding quantitative data through open-ended qualitative data. Correlational design was useful as it aided in checking the strength of relationships between the variables.

3.3 Population of the Study

Embu County has 38 inclusive public primary schools from five educational zones. The target population was 3572 teachers from 412 regular primary schools, 412 counsellors, 412 contact teachers and 49,440 learners from classes five to class eight as indicated on Table 1.

Table 1
Sample Matrix of the Study

| Sub-County Educational Zone | Primary Schools Sample | Inclusive Primary Schools | Teachers Sample Size | School Counsellors Sample | Contact Teachers Sample | Learners with Behaviour Problems |
|-----------------------------|------------------------|---------------------------|----------------------|---------------------------|-------------------------|----------------------------------|
| Embu West | 38 | 7 | 346 | 7 | 7 | 7 |
| Embu North | 38 | 6 | 388 | 6 | 6 | 7 |
| Embu East | 86 | 8 | 738 | 8 | 8 | 14 |
| Mbeere North | 110 | 7 | 930 | 7 | 7 | 14 |
| Mbeere South | 140 | 10 | 1170 | 10 | 10 | 14 |
| Total | 412 | 38 | 3572 | 38 | 38 | 56 |

Source: Embu County Education Office Report (ECEO), (2019)

3.4 Sampling Procedures and Sample Size

The researcher applied two types of sampling procedures namely, purposive and stratified sampling. The study used purposive sampling to select both the trained school counsellors and the untrained counsellors who are legally appointed by the head-teachers to be performing school counselling in schools, including where there is no trained or professionally qualified counsellor. The untrained counsellors perform same duties as the trained ones. Purposively sampled contact teachers are in charge of inclusive educational programmes in each school in the five county educational zones. In purposive sampling, the goal was to select cases that were likely to be “information rich” with respect to the purpose of the study. The intent was to achieve an in-depth understanding of selected individuals.

Stratified sampling technique was used to group students identified as having behaviour problems and according to gender and classes; boys and girls separately. In stratified sampling techniques, the population was divided along some characteristics before a simple random technique was done. Later other stratus was formed according to signs and symptoms of behaviour problems. These groups included anxious/stressed, adjustment problems with grief and loss, immaturity and negative self-concept, defiance of authority and school problems, relationships and social skills.

Since the population of the study was small, the researcher chose to take a census which according to Javarakas, (2008) is an attempt to list all the elements in a group in which all the counsellors, contact teachers who are one per one inclusive school were all

purposively included in the study. The identified learners with behaviour problems were also included in the same way. The sampling frame of this study was the three groups of respondents, which included; 38 counsellors, 38 contact teachers and 56 learners with behavioural problems as from class five to class eight, thus totalling to 132 respondents. Lower primary classes or Pre-school were not considered in this study because some of their counselling or therapy methods slightly differ from older learners in classes five to class eight. The study was not to consider all learners with behaviour problems in all primary schools in Embu County but only inclusive schools.

Table 2
Sampling Size

| Categories | Sample Size | % Proportion | Sampling Techniques |
|----------------------------------|-------------|--------------|--------------------------|
| School counsellors | 38 | 100% | Purposive Sampling |
| Contact Teachers | 38 | 100 | Purposive Sampling |
| Learners with Behaviour Problems | 56 | 100 | Stratified and Purposive |
| Total | 132 | 100% | |

3.5 Instruments

This study utilized questionnaires and self-report interview for the students as instruments in data collection.

3.5.1 Questionnaire for Counsellors and Contact Teachers

A questionnaire with closed-ended test items was applied to collect quantitative data from counsellors and contact teachers. The questionnaire was divided into two parts. The first section consisted of information on respondents' demographic profiles, while the second part contained close-ended questions in Likert Format on the research objectives. The respondents were assured of confidentiality.

3.5.2 Self-Report Interview Schedules for learners with Behaviour Problems

Interviewing is the most popular data collection method in qualitative research. Interview is an oral administration of interview guide or schedule (McLeod 2014). Self-report interviews were applied in this study. A self-report interview is a method which involves asking participant about their feelings, attitudes, beliefs and perceptions towards services, concepts, and outcomes (Victor, 2006); (Collis &

Roger, 2013). Learners with behaviour problems were assisted by their contact teachers to report or self-report their new changes or how they are now feeling after attending counselling sessions.

3.6 Validity

Validity is the extent to which a test measures what it is supposed to measure (McLeod, 2013). To enhance face validity the test items or questions in the instruments were validated by consulting supervisors, research experts, professionals and colleagues. Their comments on ambiguous questions, suggestions of questions that might have been forgotten and other deficiencies in structuring of the questions were used to revise the instruments. The researcher improved the quality of the instruments by replacing vague questions with more suitable ones. To enhance content validity of the questions in the instruments it was ensured that the test items covered the entire content and that was assured at the design stage.

3.7 Reliability

Reliability is the degree to which an assessment tool produces stable and consistent results (Guilford, 2013). To improve the reliability of instruments, the researcher assessed the consistency of the responses on the instruments to make judgment on their reliability. The internal reliability was established by use of Cronbach's alpha through reliability computation of the test items on SPSS. Cronbach's alpha is one of the most common methods for establishing the internal consistency among items in a questionnaire. For this study the alpha coefficient of 0.74 was obtained, suggesting that the items had a relatively high internal reliability. This is consistent with the acceptable reliability coefficient of $r \geq 0.7$.

3.8 Data Collection Procedures

The researcher obtained clearance and an introductory letter from the School of Postgraduate Studies of Chuka University Ethics Committee. She then obtained an Authorization Letter and Research Permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher also sought an authorization letter from the County Commissioner and County Director of Education of Embu County and Sub-Counties respectively. The researcher then booked appointments with

head-teachers to discuss how to meet counsellors, contact teachers and learners for data administration, filling of questionnaires, conduct interviews and have focus group discussions. The questionnaires were administered in person and were collected after they were duly filled and stored for the next process of data interpretation. FGD of learners with behaviour problems was conducted through discussions and any relevant information to the study was noted down. Contact teachers were trained as research assistants so as to assist in conducting FGDs from the students because they have been with the learners for a long time.

3.9 Ethical Considerations

This investigation was conducted following the research ethical guidelines. Informed consent was sought from the respondents. The following ethical aspects were taken into consideration. For voluntary participation, the participants were assured that they would be free to withdraw from the study at any time as they wished and that there would be no coercion. Participants were assured that they would not be harmed in anyway, that is either psychologically or physically. For anonymity, participants' names were not to appear on the questionnaires and were not mentioned in the writing up of the findings. Participant's identities were kept confidential.

Informed consent from the participants was explained to them and their expectations cleared. This also involved the procedures to be followed during the investigation and the extent of their involvement. Participation was expected to be voluntary and all participants signed a consent form before participating in the study. Participants were informed that they had a right to the information about the study and were to be notified about the same. They were assured of confidentiality and anonymity. No participants were promised to receive direct benefits from participating in the study. Most of the ethical issues fall into one of the four categories of ethics thus; confidentiality and privacy, anonymity, physical and psychological harm, which were all observed in the study. As for the minors, permission was sought from the parents or care givers and head teachers to allow them to participate in the study. These were learners with behavioural problems in inclusive primary schools.

3.10 Data Analysis

Data analysis started by examining and identifying common themes, modelling and arranging the items from qualitative data in workable sets. The relevant information was broken into phrases or sentences reflecting specific thoughts. The responses to the close-ended items were cleaned, assigned codes and labels. Frequency counts of the responses were then obtained so as to generate descriptive statistics and to illustrate the general trend of findings on various variables under investigation. Qualitative data was analysed thematically based on the study objectives and findings presented in narrative form. Quantitative data was analysed descriptively through frequency counts, percentages, means and Chi-square analysis and results presented through tables and figures. The analysis was done Statistical Package for Social Sciences version 23. The Chi-square analysis was used to determine the relationship between the study variables.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Response Rate

The researcher had targeted to collect data from 76 research participants using questionnaires and from 56 research participants using group discussions. The researcher administered the questionnaires to the 76 but managed to get back a total of 69 questionnaires out of the 76 presenting a response rate of 90.78 percent. Cooper and Schindler, (2014) in their book on business research methods asserts that a response rate of over 50 percent is satisfactory, 60 percent is better while a response rate of over 70 percent is excellent. The response rate for this study was therefore excellent since the rate was more than 70 percent as presented in Table 3.

Table 3
Response Rate Results

| Response | Frequency | Percentage |
|---------------------------|-----------|------------|
| Unreturned questionnaires | 7 | 9.22 |
| Returned questionnaires | 69 | 90.78 |
| Total | 76 | 100 |

4.2 Assessment of Reliability of Study Measures

Notwithstanding the fact that study was adopted from well-established scales in the extract literature, the scholar found it necessary to evaluate the psychometric properties of the study constructs. This test demonstrated the extent to which research tools matters are homogeneous and measure the underlying construct according to Cooper and Schindler (2014).

Cronbach's alpha dependability coefficient ranges from 0 to 1 and the nearer the coefficient is to one, indicates a healthier inner consistency. In order to test the reliability of study variables, Alpha coefficient was used in pre-testing research instruments and the results were presented in Table 4.

Table 4
Results of Reliability Coefficients Test

| Variable | Cronbach's Alpha coefficients |
|------------------------------------|-------------------------------|
| Counsellor's knowledge power | .786 |
| Counsellor's professionalism power | .701 |
| Counsellor's legitimate power | .918 |
| Counsellor's referent power | .723 |
| Counselling outcomes of learners | .841 |
| Overall counsellor's powers | .7938 |

The study results indicated that all the variables in the study had alpha reliability coefficient which were more than .70 hence they were found to be reliable. The highest reliability was reported by counsellor's legitimate power (0.918) followed by Counselling outcomes of learners with 0.841. Counsellor's professionalism power reported the lowest but reliable results of 0,701. This means that the study instrument is able to produce consistent results every time it is administered.

4.3 Bio-Data and General Information

The following section presents the research participants bio-data and their general information which include, gender, age, professional level of training and level of education.

4.3.1 Gender of the Research Participant

The research participants were required to state their gender and their responses recorded in Table 5.

Table 5
Gender of the Research Participant

| | Frequency | Percent | Cumulative Percent |
|--------|-----------|---------|--------------------|
| Male | 11 | 15.8 | 15.8 |
| Female | 58 | 84.2 | 100.0 |
| Total | 69 | 100.0 | |

The study results (Table 5) indicated that majority of the research participants were female who accounted for 84.2 percent while 15.8 percent were male in inclusive primary schools in Embu County. This has the implication that majority of teachers in inclusive primary schools in Embu County who are dealing with learners with behaviour problems in inclusive primary schools in Embu County are female. Results reveal that there was gender disparity at all levels of the study. These findings are in line with the reality on the ground in some schools as reported by MoEST, (2010). According to Mullee, (2017) there are more female teachers and counsellors in inclusive schools than male. Gender factor as a variable has been known to affect counselling outcomes and outcomes. Findings of a study by Popescu, (2012) confirmed that Counsellor's variables such as gender as demographic variable significantly contribute to the counselling outcome. Therefore, a classification of these variables proves useful for a better understanding of the potential counselling outcome. However, gender as an extraneous variable in this study was not a main variable to be investigated in this study.

4.4.2 Age of the Research Participant

The research participants in inclusive primary schools in Embu County were requested to state their age brackets and their responses are presented in Table 6.

Table 6
Age of the Research Participant

| | Frequency | Percent | Cumulative Percent |
|---------------|-----------|---------|--------------------|
| 25-35 Years | 7 | 10.5 | 10.5 |
| 36- 45 Years | 16 | 23.7 | 34.2 |
| 46-55 Years | 31 | 44.7 | 78.9 |
| Over 55 years | 15 | 21.1 | 100.0 |
| Total | 69 | 100.0 | |

The study results (Table 6) showed that majority of research participants in inclusive primary schools in Embu County were aged between 46 and 55 years accounting for 44.7 percent of the total number of the entire research participants. Research participants who were aged between 36 and 45 years accounted for 23.1 percent of the entire research participants which was the second largest age group and was followed by research participants aged over 55 years who accounted for 21.1 percent while those aged between 25 and 35 years accounted for 10.5 percent. Findings of a study

by Popescu, (2012), indicate that demographic and diversity variables such as age, gender, race, ethnicity, values, client-counsellors similarities as variables have been studied to cause effects on counselling process and outcomes. Clients have a right to choose the type of counsellors they would want to counsel them.

4.4.3 Professional Level of Training in Counselling or and Guidance

The research participants were requested to state their professional level of training in counselling or and guidance and the results were displayed in the frequency Table 7.

Table 7
Professional Level of Training in Counselling

| | Frequency | Percent | Cumulative Percent |
|-------------------------------|-----------|---------|--------------------|
| Certificate | 11 | 15.8 | 15.8 |
| Diploma | 5 | 7.9 | 23.7 |
| Degree and above | 1 | 2.6 | 26.3 |
| No training in Counselling | 33 | 47.4 | 73.7 |
| Short in service training | 15 | 21.1 | 94.7 |
| Trained as a resource Teacher | 4 | 5.3 | 100.0 |
| Total | 69 | 100.0 | |

From Table 7, majority (47.4%) of research participants in inclusive primary schools in Embu County had no training in counselling while 21.1 percent of research participants in inclusive primary schools in Embu County had short in service training. 15.8 percent of the research participants in inclusive primary schools in Embu County had certificates in counselling while 7.9 percent of them had diploma in counselling. 5.3 of research participants in inclusive primary schools in Embu County had attained training as a resource teachers and those who had attained degree and above qualification were only 2.6 percent.

Findings are in line with many other researchers who agree that training in a given area of professionalism is important and it enhances the professional performance of the person. Training also helps in making the counsellors have order and the counsellors will be able to train the learners with behaviour problems with good school order. In addition to the need for training of counsellors and teachers Dryden (2007) observes that training helps counsellors in the integration of core counselling

practical activities and theory. Fairburn and Cooper (2017) observes that counsellors need continuous re training so as to in-cooperate the new methods and changing trends such as the internet-based methods of counselling with the old approaches. Again new strategies and procedures for evaluating trainings and counselling outcome are also required.

4.4.4 Highest Level of Education and Grading where Possible

The research respondents were requested to state their highest level of education and grading where possible and the results were processed and presented in the Table 8.

Table 8
Highest Level of Education

| | Frequency | Percent | Cumulative Percent |
|-------------------|-----------|---------|--------------------|
| Diploma | 25 | 36.8 | 36.8 |
| Primary Educator | 16 | 23.7 | 60.5 |
| Teacher II | 9 | 13.2 | 73.7 |
| Senior Master III | 7 | 10.5 | 84.2 |
| Degree and above | 3 | 2.6 | 86.8 |
| Others | 9 | 13.2 | 100.0 |
| Total | 69 | 100.0 | |

From Table 8 on education level, majority of the inclusive primary schools in Embu County had attained diploma level of education and they accounted for 36.8 percent of the entire study respondents. 23.7 percent of inclusive primary schools in Embu County had primary educator level of education. This was followed by teacher II and others which accounted for 13.2 and 13.2 percent respectively. The senior master III accounted for 10.5 percent of the study respondents while the lowest was degree and above level of education which accounted for only 2.6 percent of the inclusive primary schools in Embu County. New forms of training therefore need to be developed that are more cost-effective and scalable as studies show that education and knowledge is important in counselling.

4.4.5 Who among Boys and Girls Show more of Behavioural Problems

The research participants in inclusive primary schools in Embu County were requested to state which among boys and girls showed more of behavioural problems and their responses are presented in Table 9.

Table 9
Which among Boys and Girls Show more of Behavioural Problems

| | Frequency | Percent | Cumulative Percent |
|---------------------------|-----------|---------|--------------------|
| Boys | 47 | 68.4 | 68.4 |
| Girls | 2 | 5.3 | 73.7 |
| Not sure | 9 | 10.5 | 84.2 |
| Both are equally affected | 11 | 15.8 | 100.0 |
| Total | 69 | 100.0 | |

From Table 9, majority of the research participants were of the opinion that boys showed more of behavioural problems and accounted for 68.4 percent of the respondents while 15.8 percent felt that both boys and girls are equally affected. 10.5 percent of the respondents stated that they were not sure who among boys and girls showed more of behavioural problems while 5.3 percent were of the opinion that girls showed more of behavioural problems. These findings in this study agree and also disagree with some findings about who are more affected by behaviour problems in terms of boys are girls. Different studies show that behaviour problems are either internalizing or externalizing and each of these behaviours affect either boys or girls differently. Different studies like one by Santos, Roberts (2012); Queiros, Barreto, Santos (2016) and Preto, (2019) have also shown that behaviour problems often differ in boys as opposed to girls. For example, boys with problem behaviour show externalizing behaviours such as fighting, stealing, or deface or destroying of property. Boys are at greater risk for drug and alcohol abuse than girls.

Studies from USA by Kristoffersen, & Smith, (2013) agree with studies by Velsor, (2018) that behaviour problems affect girls and boys differently with respect to school outcomes. According to Roberts (2012) girls, on the other hand, are more likely to show internalizing behaviour problems such as anxiety sadness, sadness, depression, complaining of somatic pains frequently or withdrawals. Girls with problem behaviour may lie or run away from home while boys are likely to run away from school. Girls are also more likely to have higher scores on measures of competence

such as following rules or care giving behaviours like helping when someone is hurting than boys. Koenig, (2018) argues that behaviour problems are also related to gender stereotypes and have descriptive components, or beliefs and cultural factors. Studies have further indicated that counsellors can more easily achieve positive outcomes in girls than in boys.

Studies by Trepát, and Lourdes, (2011) from Universidad Autónoma de Barcelona observe that various studies have shown that the prevalence of oppositional developmental disorder is ODD as a behavioural problem is greater in boys than in girls, thus a percentage of 4 % and 8% by use of the (DSM-IV-TR, 2000). However, the same studies contend these prevalence changes with time. Various researches affirm that there are various factors that contribute to the variations of which gender is more affected by behaviour problems. It is estimated that the prevalence of emotional and behaviour problems in Kenya among children aged 4-15 years is about 1%, (Mwaura & Wanyera 2004). This percentage is in primary schools. Counsellors need to be aware of such information about the prevalence because gender factor in counselling needs to be observed.

4.5 Chi - Square Analysis

The study was of the suggestion that counsellor's power (independent variable) had a significant influence on counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County (dependent variable). The study had four objectives which were later stated into research questions and the analysis done at 95 percent confidence level ($\alpha = .05$). The aggregate mean scores were computed for the independent and dependent variables and used in Chi – square runs and results used to answer the corresponding research questions. The purpose of this study was to establish the relationship between counsellor's powers (counsellor's knowledge power, counsellor's professionalism power, counsellor's legitimate power and counsellor's referent power) and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

In an effort to establish the relationship between counsellor's powers (counsellor's knowledge power, counsellor's professionalism power, counsellor's legitimate power and counsellor's referent power) and counselling outcomes of learners with behaviour

problems, the individual counsellor's powers were run through the Chi-square test with aggregate scores of counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County and the relevant results recorded in Table 10.

Table 10
Chi-square Statistic for Counsellor's Powers on Counselling Outcomes

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 7.829 ^a | 2 | .020 |
| Likelihood Ratio | 8.927 | 2 | .012 |
| Linear-by-Linear Association | 3.119 | 1 | .077 |
| N of Valid Cases | 68 | | |

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.17.

The chi-square test for Counsellor's Powers on Counselling Outcomes of Learners revealed a significance of 0.02 and the test was carried out at .05 level of significance. The chi square results summarized in table 10 results revealed that there was an association between counsellor's powers (counsellor's knowledge power, counsellor's professionalism power, counsellor's legitimate power and counsellor's referent power) and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County which was significant ($X^2 = 7.829$, $p < 0.05$). The results also indicated that counsellor's powers had explanatory power over counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County

The above findings are in line with Zur, (2009) findings that counsellors have powers to cause changes as outcomes in client's life. Finding of this study agree with Proctor (2009) who argues that clients go for counselling with hope for better but during counselling sessions a variety of factors prevail thus influencing outcomes either negatively or positively. Some studies found out that clients' hopefulness may not be realized due to lack of therapeutic relationship by the counsellor which carries over 80% of counselling outcomes. This finding is in line with the claim made by Freud (1949) Rogers (1951) & Meehan and Easterbrook (2017), who stated that therapeutic

relationship by counsellors in cognitive behavioral therapy plays an important role towards enhancing positive outcomes in counselling.

Crowley (2017) Sadhu, (2011) that counselling outcomes are the end results, or the benefits, or harms or changes and improvements in client life or after a counselling session. Outcomes would also be the impact on a client's life and outlook that is in his/her mind, body, soul and emotions. Outcomes can also mean different ways clients see things such as making decisions, and understand things, reason and change of attitudes and beliefs, acquisition of self-concept, improved self-esteem, improved relationship and social skills, having more confidence, improved logical thinking and judgment of client. Counselling outcomes for a client with behaviour problems can be described as, feeling happier, feeling happier than before have reduced fear and anxiety, balanced moods swings, or reduced use of vulgar language, reduced acts of criminality among others.

Further findings are in agreement with Crowley (2017), in support of McLeod, (2013) who observe that counselling outcomes vary from a client to client, depending on a range of factors that may influence the counselling outcomes. These factors could be client's motivation, openness to change, how hard the client is willing to work, family support, the degree of behaviour problems in terms frequency, and duration with no other associated pathological problems including the cause of the behavioural difficulties among others. Counselling outcomes are important because they validate the different types of counselling as effective solution to helping clients with various psychological issues, (McLeod, 2013).

The study findings however are in disagreement with Williams & O'Connor, (2019) study findings from the University of Hawaii on power of counsellors who argues that in the beginning of a counselling session, clients know little about their counsellor's personal lives, qualifications and competency and that makes clients look powerless while counsellors are assumed to have more power. Williams & O'Connor, (2019) acknowledges that counsellors possess many types of power such power to name, to call for end of sessions, to keep clients information, power of the agency to define the client as good or bad, manipulative, noncompliant, unmotivated, power to determine

what constitutes resistance, Countertransference, difficult or problematic behaviour, power to choose the skills and theories to use, power to make formal recommendations, power to define what thoughts are maladaptive, power to make referrals, mostly without having to justify their status, of knowledge, or expertise, power to assess clients, power of secrecy, privacy and keep confidentiality among others. These types of powers produce power dynamics as they emanate from the main power sources.

However, Williams & O'Connor, (2019) argues that many counsellors have a problem in applying those types of powers and some do not know that they have them and in this case the power of ignorance is produced. Pope and Keith-Spiegel, (2008) opines that issues of power also include factors such as intimacy, reciprocity, legitimacy, genuineness, boundary-setting, and all other factors related to the power of ethical decision-making regarding counselling for the success of outcomes.

The linear-by-linear association results are positive indicating that counsellor's powers (counsellor's knowledge power, counsellor's professionalism power, counsellor's legitimate power and counsellor's referent power) effect on counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County was statistically significant. This means that this model can significantly predict the change in counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

4.5.1 Relationship between Counsellor's Knowledge Power on Counselling Outcomes of Learners

The study first objective was to establish the relationship between counsellor's knowledge power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. The objective was later stated in form of a research question "What is the relationship between counsellor's knowledge power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County?" The chi – square statistic results were run and presented of mean score of counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County indicators (dependent variable) against the

aggregate mean score of counsellor’s knowledge power (independent variable) and the relevant research outcome recorded in Table 11.

Table 11
Chi-square Test for Counsellor’s Knowledge Power

| | Value | Df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 13.201 ^a | 2 | .001 |
| Likelihood Ratio | 14.243 | 2 | .001 |
| Linear-by-Linear Association | 6.864 | 1 | .009 |
| N of Valid Cases | 68 | | |

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.80.

The chi square test reveals that the Pearson Chi-Square value was 13.201 and the alpha value was 0.001. The Chi-square test was carried out at .05 level of significance. Since the value is less than the level of significance then the study therefore concluded that counsellor’s knowledge power counselling has an important relationship with outcomes of learners. The study therefore answered the research question and stated that there was a relationship between counsellor’s knowledge power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

The chi-square (Table 11) results demonstrated that counsellor’s knowledge power had a positive relationship with counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County ($X^2 = 13.201$, $p < 0.05$). Counsellor’s knowledge power had explanatory power over counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. This shows that the contribution of counsellor’s knowledge power to counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County was statistically significant.

This study finding is similar to what Sahadev, (2005) found in an empirical study from the University of Sheffield in India whose study tried to look at the impact of knowledge power on some relationship variables. The study found that expert power which is knowledge power is a non-coercive source of power. Knowledge power is

based on a person's superior skill expertise or proficiency and capability and how these aspects that can be utilized in influencing others like clients in order to achieve effectiveness in managing the clients for the success of outcomes.

The linear-by-linear Association showed a positive relationship (6.864, $p < .005$), indicating a significant relationship, implying that the prediction capacity of the model contribution of counsellor's knowledge power to counselling outcomes of learners with behaviour problems was significant. This means that this model can meaningfully predict the change in counselling outcomes of learners with behaviour problems. At individual level, the results showed that the overall influence of counsellor's knowledge power on counselling outcomes of learners with behaviour problems was significant in that p-value was $< .05$. The study concurs with Studies by Tolan, (2012) whose opinion is that holding knowledge power helps counsellors' win the trust and respect of their clients and this improves counselling process. A Study by Tolan (2012) further indicates that there are advantages and disadvantages in the application of knowledge power for the success of positive results.

Yulk, (2017) publications published the following advantages of using expert power in leadership. That a counsellor is able to influence a person's behaviour in the group due to the leader's knowledge and skills related to work being performed. Counsellors who hold expert power get trust and respect about decisions and opinions from their clients. Counsellors who hold this knowledge power can build up self confidence in the workplace. The published disadvantages of using expert power include, the counsellor's expertise will decrease and respects of superiority diminish as they share their knowledge and skills to the clients. This decreasing power might influence in the counselling process and outcomes. The gap closes as others become equally expert. This is because information is power and the person holding information about something has more power, but once the information is realized, the person holding power also releases power.

Findings in this study on counsellor's knowledge power align with what the British Association for Counselling and Psychotherapy (BACP), (2016); Bradley, Collins, Holt, and Kelley, (2010) study findings provide a competence lists that describes how

counsellors should adapt counselling to the school setting and to the individual clients for the success of counselling and outcomes. The purpose of this is to ensure counselling does not conflict with the demands of a student's program of study and to encourage the student's active engagement in the therapeutic process for the well-being of students' emotional well-being. BACP, (2016) argues that a counsellor with knowledge power should be able to influence the client by possessing the ability to conduct a risk assessment and diagnosing the problem behaviours of students, knowledge relevant to working with students, knowledge of relevant legal frameworks and procedures within counselling students, the implications of student psychosocial development for working and counselling students, ability to offer training and consultancy aimed at enhancing emotional wellbeing across the groups of students, areas of application and operations, establishing and instituting time-limited interventions, ability to work and conduct group counselling, ability to deal with deadlines and doing referrals, working with stressful situations in the schools, and with the school administration, ability to deal with interpersonal issues of students and the personal ones, working with psychosexual development and sexual relationships of students.

These present findings, explains the claim made by Lin (2001), when she explained that the counsellors knowledge of theory, which according to her is related to the level of education and their experience in providing counselling services could affect the counsellors effectiveness in counselling sessions. Findings from Shindler, (2009) indicate that when a teacher is perceived as being knowledgeable in the subject, well prepared, and intelligent, they possess expert power which is equal to knowledge power. Counsellors and teachers felt confident that they had enough knowledge to positively confront issues presented to them by their students.

This study results agree with Heppner, & Heesacker, (1982) comparative study investigated on client perceptions, counsellors experience levels and counsellors power overtime in relation to outcomes. Results indicated that the actual counsellor experience level did not affect client perceptions of the counsellor's knowledge power, and that perceived counsellor expertness, attractiveness, and trustworthiness changed over time, but not in the same direction across counsellors. Again different

levels of client needs did not affect clients' perceptions of counsellor characteristics. Conclusion was that those varying results will yield varying results in the counselling outcomes. Another variable in knowledge power that is of interest in this study is counsellors' training and counselling outcomes. Overholser, (2019) argues that training in counselling and psychotherapy is essential for the future of this field of psychology and research. Through training, counsellors' add knowledge in psychology and counselling, resulting in conducting successful counselling processes. Hansen, (2005) writing in American Counselling Association's Journal of Counselling and Development, argues that counsellor training has contributed to the devaluation of inner subjective experience, being the unique way in which clients including those with behaviour problems experience their world. Thus, being handled by a well-trained counsellor is expected to bring out positive outcomes.

4.5.2 Relationship between Counsellor's Professionalism Power on Counselling Outcomes

The study second objective was to determine the relationship with counsellor's professionalism power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. The chi – square statistics were run and the results presented in table 12. In order to be able to establish the relationship between counsellor's legitimate power and counselling outcomes of learners with behaviour problems, the study had set the following research question:

RQ; Is there any relationship between counsellor’s professionalism power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County?

Table 12
Chi-square test for Counsellor’s Professionalism Power

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 4.748 ^a | 1 | .004 |
| Likelihood Ratio | 5.702 | 1 | .011 |
| Linear-by-Linear Association | 1.669 | 1 | .006 |
| N of Valid Cases | 68 | | |

a. 14 cells (93.3%) have expected count less than 5. The minimum expected count is .47.

The Chi-square test results reveal that the Pearson Chi-Square value was 4.748 and the alpha value obtained was 0.784. The test was carried at 0.05 level of significance and drew the conclusion that therefore assume that societal factors have no important effect on child sexual abuse disclosure. The study results in Table 12 demonstrated that counsellor’s professionalism power had a positive relationship with counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County ($X^2 = 4.748, p < 0.005$). Counsellor’s professionalism power had explanatory power over counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. This displays that the contribution of counsellor’s professionalism power to counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County was statistically significant. The study therefore answered the research question and stated that there was a relationship between counsellor’s professionalism power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

Results of this study have supported both French & Raven’s (1959) framework of relational power and also the Foucault (1988;) as reported by Geventa, (2003) study that professionalism is power and is applicable in influencing human behaviour and cause outcomes like counselling outcomes. These findings were in agreement with Geraids, (2016) study results which indicate that when a person has been educated,

trained and acquired skills and licensed by a particular body, he/she becomes a professional in the general good of society. A skilled professional counsellor is able to translate counselling outcomes of the counselling process and then attribute the noted changes of the client to observed outcomes.

In similar assertions, Daniel (2017), explains that professionalism which has been proved to cause changes as outcomes when applied in counselling is a combination of many factors such as one's qualities, conduct, aims, status, methods standards, fair play, connections, experience, skillfulness training and virtues such as reliability, honesty, accountability, attitudes, veracity of a person as expected to play about in a professional organization or individual. Proctor (2012) findings are in agreement with findings on this study that professionalism power is inherent in one's professional role.

The study is in concurrence with Delgadillo, Branson, and Kellet, (2019) from University of Sheffield who examined if counsellors' personality influences do affect clients healing outcomes. Findings indicated that counsellor's personality explained the influence on the healing effects of clients with depression. Conversely Heinonen, Lindfors, Härkänen, a Virtala, and Paul, (2013) studies from University of Helsinki and Heinonen University of Oslo conducted a joint study to investigate on the determinants of the therapeutic working relationship and better understand its intrapersonal nature on therapist characteristics as predictors of the formation and outcomes. Counsellor's professional and personal characteristics were measured prior to the start of the counselling process. Results indicate that counselling alliance has proven to be a healthy predictor of change but the individual characteristics of effective counsellors remain largely unknown. The outcomes were not attributed to counsellors' attributes but the good counselling relationship.

The linear-by-linear Association statistics are significantly positive (1.669, $p < 0.005$), showing the influence of counsellor's professionalism power on Counselling outcomes of learners with behaviour problems was statistically significant since p -value $< .05$. The results exposed that there was statistically significant positive linear relationship of counsellor's professionalism power on Counselling outcomes of

learners with. This model implied that it can significantly predict the change in counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

The study results concur with Porcupile, (2017) study findings on professionalism includes a variety of personal qualities and behaviours that demonstrate commitment to effective performance in a given job. Professionals are known for their specialized knowledge they possess. Professionals influence behaviour change by application of the following qualities and characteristics which include competency, integrity, self-regulation, self-image commitment and confidence, responsibility and dependability, honesty and ethics, and appearance. However other studies have shown that focus on individual characteristics of individuals and behaviours alone are insufficient as basis on which to build further understanding of professionalism and represent a shaky foundation for the development of educational and counselling programmes and tools (The European Journal of Counselling Psychology, 2016). Professionalism is usually divided into two distinct terms, that is, professionalism and professionalization. A qualitative study by Irene & Hlalele, (2017) University of the Free State South Africa whose aim was to explore the challenges of Continuing Professional Teacher Development in inclusive Lesotho schools was prompted by the fact that many school counsellors do not have sufficient knowledge and skills required for helping learners in inclusive schools and that in the multitude of schools there is presumably the little understanding of special needs in learners such behaviour problems, pedagogy and least desire to handle the additional challenges of helping a diverse learner population. Findings were that professional teachers and counsellors are inadequate to help the said population. These findings are in line with the present study that has shown that the number of trained teachers in secondary schools is very minimal.

4.5.3 Relationship between Counsellor's Legitimate Power on Counselling Outcomes of Learners

The third objective was to establish the relationship between counsellor's legitimate power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. In order to be able to establish the relationship between counsellor's legitimate power and counselling outcomes of learners with behaviour problems, the study had set the following research question:

RQ; What is the relationship between counsellor’s legitimate power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

The Chi – square statistic results were run and presented of mean score of counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County indicators (dependent variable) against the aggregate mean score of counsellor’s legitimate power (independent variable) and the relevant research outcome recorded in Table 13.

Table 13
Counsellor’s Legitimate Power on Counselling Outcomes of Learners

| | Chi-Square Tests | | |
|------------------------------|-------------------|----|-----------------------|
| | Value | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | .823 ^a | 4 | .935 |
| Likelihood Ratio | 1.246 | 4 | .870 |
| Linear-by-Linear Association | .400 | 1 | .527 |
| N of Valid Cases | 68 | | |

a. 6 cells (66.7%) have expected count less than .05. The minimum expected count is .47.

The chi-square test results reveal that the Pearson Chi-Square value is 0.823 and the alpha value is 0.935. The test was carried out at 0.05 level of significance. Since the value is less than the level of significance then it implies that counsellor’s legitimate power did have an important influence on counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

The chi – square results showed that counsellor’s legitimate power had a positive relationship with counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County ($X^2 = 823, \rho < 0.05$). The study found out that counsellor’s legitimate power had explanatory power over counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. The study findings differs with those of McKeon, (2011) study conducted in England indicates that power is positional and that it coerces pushes, expires, is wielded and resented, while influence is personal, granted, respected, persuades and endures. In

that case therefore, counsellors cannot cause positive changes in terms of perceptions, values, attitudes and behaviour changes of a client as outcomes without the actions of influence. Power is also seen as simply as the process of social influence, or ability to influence others (Guilfoyle, 2010; Bishop, 2011); De Moll, 2010). The discussion of power in psychology and psychotherapy is not new but it has taken up a number of studies investigating on power dynamics in counselling (Fenton, 2005).

The study concurs with Proctor, (2012) findings agrees that generally, clients do not have legitimate power over their counsellors, unless on those rare occasions when they hold certain positions in the society that may have a bearing on the power dynamics in counselling. Learners with behaviour problems may not be in any higher position of legitimate power than their counsellors in schools because they are students.

Nevertheless, all clients have the legitimate power to complain to the school authority if they believe that the counsellor has behaved unethically, has harmed them, or are forced to do things they do not want. Similarly, clients have power to file cases to the school authority or parents if they were harmed by the counsellor during counselling or counsellor refuses to attend to clients or infringes on ethical issues like failing to keep matters confidential. Such issues can negatively impact the counselling outcomes. By complaining or refusing to attend counselling, clients have the power to negatively affect counselling outcomes.

A further probe from the learners during the interviews found out that some clients said that the counsellor they did not know why that had gone for counselling and the counsellor did not ask them why they had gone for counselling and they discontinued attending the counselling sessions. However, their counsellor was not using force as a type of legitimate power or shouting, ignoring or intimidating them during counseling sessions. The students were in agreement that the counsellors did not use any effort or methods to get to know their problem and so some students left counselling sessions prematurely. Such findings are in line with Cooper (2013) who argues that some learners with behaviour problems do not know why they behave the way they do and it is difficult for the counsellor to assist them unless a psychological assessment is conducted prior to counselling sessions. Such scenario will influence counselling outcomes negatively.

Studies by Lilienfeld, (2007); Moyers, & Miller, (2013) have shown that counselling often works but not always. At times, it may prove ineffective, and at other times even harmful to clients. Despite therapists having an ethical responsibility to do no harm, research into the potentially harmful effects of this potent intervention is lacking. Little attention has been paid to the negative effects of counselling and psychotherapy. Up to 10% of clients are worse off as a result of counselling and research has shown that counsellors underestimate the frequency of negative outcomes. Castonguay et al (2010) suggest that counsellors helping students be made aware of the potential of what can cause negative outcomes and the negative impact of techniques employed, to counsel each given client even if they are prescribed in empirically supported healing procedures.

Studies have shown that counselling and other psychological therapies can do more harm than good if they are of poor quality or the wrong type, according to a major new analysis of their outcomes. Rozental, Castonguay, Dimidjian, Lambert, Andersson, Carlbring (2018) are of the view that negative effects of counselling are complex, demanding careful considerations in order for them to be monitored and reported in research settings and routine care. However, until recently, little attention has been paid to the negative effects of counselling and psychotherapy. Up to 10% of clients are worse off as a result of counseling and research has shown that counsellors underestimate the frequency of negative outcomes and their future consequences on the client. There has been a welcome increased emphasis on providing evidence based practice in the field of counselling and psychotherapy on the negative outcomes in counselling.

According to Shpancer, (2020) all interventions either medical, environmental, social, psychological, or behaviour change have potential side effects and unintended consequences which need to be addressed. As a topic of research, the issue of negative counselling outcomes remains insufficiently explored. Most clinicians and counsellors are not trained to identify, measure, or address such negative effects of psychotherapy and counselling. An Australian researchers Michael Berk, and Gordon Parker note, the issues of negative outcomes in counselling remains largely too big and generating too little attention and too few, and too narrowly focused, quantitative

studies. But over 80% of studies have shown that effective counselling process with adequately modified variables produces positive counselling outcomes.

Morawetz, (2006) study from South Australian cases shows that what happens in counselling in terms of success and failure is not wholly the responsibility of the counsellor. The effectiveness of counselling is not only because of the counsellor as a legitimate professional nor is it completely within the control of the client but other factors come into play and also studies have shown that some difficult and challenging clients may never reach a point of change. However, studies by Moyers, & Miller, (2013) provide the possible causes of success in counselling. Some of the high noted causes of ineffective counselling include poor formation of counselling relationship. Again offering of accurate empathy in counselling has been linked to better client's outcomes, including among providers of substance abuse counselling. Obtaining training in accurate offering love, legitimacy, trust, and empathy or otherwise enhancing one's skills, regardless of counselling orientation, might have a positive impact on psychologists' clients' outcome, especially in addiction treatment and those with depression and anxiety problems.

Solutions to factors that may affect counselling outcomes would be inclusive primary schools to prepare a counselling document which school counsellors can use as a reference point. This finding is in line with what Roth, & Pilling, (2008) ; and Austin, (2010) results agree that school can prepare a counselling framework document which they can use as a guide for improving effectiveness in counselling and outcomes including monitoring and evaluation of the outcomes. Effective monitoring of the quality of counselling services to be provided should be essential if students are to be assured of good counselling outcomes. Monitoring the quality and outcomes of psychological therapies is a key proven power activity. That is the school counselling framework will allow school counsellors to ensure that counselling in schools is provided at the level of competence and that it is most likely to bring real benefit to clients and especially those with behaviour problems by allowing for an objective self- assessment and evaluation performance by others including clients self-reports.

The school counselling framework should ensure that there is proper supervision provided by the legitimate counsellor as this aims to improve the performance of counsellors and to improve outcomes for clients. The school counselling framework document potentially provides a structure which helps to identify the key components of effective practice in counselling as it also helps in the process of identification and remedying less than good enough performance. The school counselling competence framework document describes the knowledge, attitudes and skills necessary for counsellors to use effectively within the school counseling setting for effective outcomes (British Association for Counselling and Psychotherapy (BACP, 2016). This counseling competency framework would give counsellors legitimate power as they use it and it would be expected that successful counselling outcomes would be realized.

4.5.4 Relationship between Counsellor's Referent Power on Counselling Outcomes of Learners

The fourth and final objective was to ascertain the relationship between counsellor's referent power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. The study formulated the following research question;

RQ; Is there any relationship between counsellor's referent power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

The chi square statistics was run on mean score of counselling outcomes of learners with behaviour problems indicators (dependent variable) against the aggregate mean score of counsellor’s admiration power and the relevant research findings presented in Table 14.

Table 14
Chi-square test for Counsellor’s Referent Power and Counselling Outcomes

| | Value | Df | Asymp. Sig. (2-sided) |
|------------------------------|-------------------|----|-----------------------|
| Pearson Chi-Square | .205 ^a | 2 | .039 |
| Likelihood Ratio | .205 | 2 | .902 |
| Linear-by-Linear Association | .010 | 1 | .920 |
| N of Valid Cases | 30 | | |

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.80.

The Chi-square test results reveal that the Pearson Chi-Square value is .205 and the alpha value is 0.039. The test was carried at 0.05 level of significance. Since the value is less than that the level of significance then the study stated that counsellor’s referent power did have an important relationship with counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

The study results in Table 14 showed that counsellor’s referent power had a positive association with counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County ($X^2 = .205, p > 0.05$). Counsellor’s referent power had explanatory power over counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. This shows that the contribution of counsellor’s admiration power to counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County was statistically significant. The results goes hand in hand with an exploratory study of clients’ experiences in a counselling room conducted by Sanders & Lehmann (2018) revealed that there was an interaction between physical–spatial features and clients’ thoughts and feelings and admiration as an emotion. Moreover, there was an association between clients’ opinions of the admirable and welcoming attitudes of the

counsellor and the safe space in which students were counselled from as it was revealed. Clients were attracted to the counsellor.

The researcher further asked the participants during interviews on what they admired or attracted from their counsellor or whether there is anything they admired from the counsellor and whether what they admired had influence on them wanting to continue with counselling sessions. Some of the admiration points were on the positive side. The students admitted that their counsellors were smart, good groomed, command of language, had facts, some were able to identify their needs and they helped them. Some were polite while others did not care and some were proud. The cited positive characteristics made counselling sessions more enjoyable and made them want to go back for more counselling sessions.

Zur (2009) pointed out that it is common for people to want to imitate those they admire and they wish to be like them. Further he said that clients want counsellors they can relate to and that they perceive them as superior to themselves. As for the contact teachers, the findings support what Weimer (2009), found that students do what the teacher's tell them to do because students have a high regard for the teacher. Because students identify with the teacher and have positive regard for him or her, they willingly do as the teacher says. This brings out positive outcomes. Counsellors are teachers in the classroom too.

The Linear-by-Linear Association was statistically insignificant since $\rho > 0.005$ implying that this model can significantly predict the change in counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. This is in concurrence with Farber (2016) challenges in the law of attraction are considered negative thoughts and are to be avoided. These negative thoughts are mostly found in the students who do not meet their goals and so become frustrated or those with mental health problems. Those learners usually use blame games or use a particular form of defence mechanism like projection. Therefore, by application of the law of better visualization or positive thinking and gratitude then clients are assisted to achieve happiness, joy, peace, think logically and creatively and therefore stop blaming themselves for everything wrong that happens in their lives (Byrne, 2012).

Findings of a study by Albert & Albina, (2018) in Negros Oriental State University revealed that individuals who had been exposed to persons with positive thoughts and grateful minds created happy disposition which further contributed in creating an emotionally and mentally healthy society. Group two that had been exposed to unhappy persons and copied same behaviour patterns and remained unhappy, resentful, and complained of being frustrated. The unhappy resentful group was later assisted by attending counselling sessions for the change of negative behaviours.

Charismatic counsellors attract and are admired by their clients because of doing some of the following tactics thus; keeping promises, genuinely caring about others being emphatic, showing warmth and love, being genuine, being knowledgeable of the content and effectively communicating the relevant information. Acquiring and maintaining referent power requires more than flattery, favours, and charm. It depends on the character and integrity (Yukl, 2002). Referent power is commensurate with the strength of leader-follower relationship. Admirable counsellors possess the following charismatic leadership power characteristics, effective communication, maturity, humility, compassion, substance, confidence, self-monitoring, positive language, and self-improvement. This was one factor that may have contributed to positive counselling outcomes.

In cognizant was the study findings, Zur, (2008) and Tontton, (2009) study results from America agree on the same assertions, adding that counsellors' referent power is premised on the desire to be like another person, resulting to admiration to follow and obey the requests, wishes or orders of the person being admired. Numerous studies have shown that referent power is often fuelled by an individual's personality, social or economic status, capacity to persuade, influence and manipulate. Individuals' sex appeal and personal characteristics may enhance their referent power. Referent power overlaps with reward power as the person that is being accepted or liked has the power to reward or withhold love, praise, approve and give attention among others. French and Raven studies in the late 1950s argued that unlike formal power, referent power is bestowed on a leader by their followers. Studies on psychological research have found that people tend to imitate those they esteem, wish to be like, relate to, and perceive as

superior to themselves (Taylor, Peplau & Sears, 2006; Forsyth, 2010, 2006). These factors bring effectiveness of counselling outcomes.

4.6 Thematic Analysis

The following section presents the thematic analysis for the qualitative data in an effort to establish the relationship between counsellor's powers (counsellor's knowledge power, counsellor's professionalism power, counsellor's legitimate power and counsellor's referent power) and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County as per study objectives.

4.6.1 Relationship between Counsellor's Knowledge Power and Counselling Outcomes of Learners

In establishing the relationship between counsellor's knowledge powers and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County, the interview discussion was requested to express their views on the same. The respondents who were learners with behaviour problems were requested to explain how they were feeling now since you completed their counselling sessions and they all were in agreement that, attending counselling sessions left me feeling happier than before. This concurs with Studies by Tolan, (2012) study which has shown that holding knowledge power helps counsellors win the trust and respect of their clients and this improves counselling process. A Study by Tolan (2012) further indicates that there are advantages and disadvantages in the application of knowledge power for the success of positive results.

4.6.2 Relationship between Counsellor's Professionalism Power and Counselling Outcomes

The students were requested to express their opinion concerning; before attending counselling, and four (4) clients reported that, "before I attended counselling sessions; I used to feel low, no interest over anything or anybody but would only sleep most of the times and as I felt unloved, before attending counselling, I preferred staying and playing with peers younger than me and I used to teas, kick, spit on other children, I never apologized, or said sorry for any mistakes I made to others before as I also used to quarrel others and that was before I attended counselling sessions, I never mixed, or played with others and had no friends; I hated group work and I used to cheat, tell lies, swindle others and never felt guilty and wanted company of older

peers before I was referred for attending counselling sessions. The student stated that after the counselling sessions, they felt better after they were professionally assisted by the counsellors. This showed that the counsellors used professional power to influence counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. This agrees with Porcupile, (2017) study findings on professionalism includes a variety of personal qualities and behaviours that demonstrate commitment to effective performance in a given job. Professionals are known for their specialized knowledge they possess. Professionals influence behaviour change by application of the following qualities and characteristics which include competency, integrity, self-regulation, self-image commitment and confidence, responsibility and dependability, honesty and ethics, and appearance. However other studies have shown that focus on individual characteristics of individuals and behaviours alone are insufficient as basis on which to build further understanding of professionalism and represent a shaky foundation for the development of educational and counselling programmes and tools (The European Journal of Counselling Psychology, 2016). Professionalism is usually divided into two distinct terms, that is, professionalism and professionalization.

4.6.3 Relationship between Counsellor's Legitimate Power and Counselling Outcomes of Learners

To react to the counsellor's legitimate power relationship between with counselling outcomes of learners with behaviour problems, the discussion groups were to explain the following statements; I did not feel like going to school and I excused myself that education was not important and I had been introduced to using alcohol and some drugs as I used to be absent from school most days before I was referred for counselling; I used to see that people at this school were not friendly to me and I also did not like them before I attended counselling sessions; before attending counselling, I never did what school authority, parents or others told me to do, I was rude, arrogant to teachers and had no interest at work/school and I never concentrated; others complained that I used unacceptable and abusive language and I was yelling at and scaring peers and destroying school and others property. The group members were in agreement that they were feeling better and were feeling like going to school unlike before which implied that the counsellors used their counsellor's legitimate power to influence counselling outcomes of learners with behaviour problems. This agrees with

Benjamin, (2018) who avows that through the power that an individual like counsellors possess; they can influence the behaviour and attitudes of their followers like clients. Within the counselling setting, the counsellor is the leader and they have the power to influence the behaviour of their clients. Since power is the ability to influence and persuade others to do something, counsellors as leaders are expected to use the skills of persuasion, and motivating clients and in turn clients will build self-esteem and express more of their issues towards the achievement of set goals for success of counselling. Leader counsellors need to possess relationship building skills which they apply to create and foster a solid foundation of trust and cooperation with clients and which promote positive emotions and strengthen counsellor-client relationships and intern might influence counselling outcomes (Mcleod, 2013).

Studies by American School Counsellor Association, (2012) indicate that counsellor leaders need to practice justifiable technical skills which they should use ethically empower clients so that they can find personal value in their troubled lives for success of counselling outcomes. Counsellors are well suited in leadership positions. There are also many qualitative interview studies and narrative reports that confirm about perceived both professional and leadership benefits for counsellors (Geller, 2011).

4.6.4 Relationship between Counsellor's Referent Power and Counselling Outcomes of Learners

To ascertain the relationship between counsellor's referent power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County, students were requested to react to the statement that; "I was feeling unloved, fearful, worried, and that no one seemed to be with me before attending counselling sessions'. The students stated that they used to feeling unwanted, or unloved, fearful, worried, and that no one seemed to be with me before attending counselling sessions.'" After going through the counselling sessions, they stated that they started admiring the way the counsellors were trusting, them, and showing warmth, appreciating them hence it helped them feel wanted, love and stopped fearing. This has the implication that the counsellors used counsellor's admiration power to influence counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. The study results concur with the findings of a study by Albert, & Albina, (2018) in Negros Oriental State University revealed that individuals who had been exposed to persons

with positive thoughts and grateful minds created happy disposition which further contributed in creating an emotionally and mentally healthy society.

Group two that had been exposed to unhappy persons and copied same behaviour patterns and remained unhappy, resentful, and complained of being frustrated. The unhappy resentful group was later assisted by attending counselling sessions for the change of negative behaviours. Heinonen & Nissen-Lie (2019) study from University of Oslo Norway investigated on whether counsellor's personality characteristics have any effects on counselling outcomes. Findings indicate that counsellors who possess strong admirable attributes and personality traits have a high probability of being emulated and so counselling outcomes can be achieved (Lynch, Margaret & McCoy, 2012). Charismatic counsellors attract and are admired by their clients because of doing some of the following tactics thus; keeping promises, genuinely caring about others being emphatic, showing warmth and love, being genuine, being knowledgeable of the content and effectively communicating the relevant information.

Acquiring and maintaining referent power requires more than flattery, favours, and charm. It depends on the character and integrity (Yukl, 2002). Referent power is commensurate with the strength of leader-follower relationship.

Admirable counsellors possess the following charismatic leadership power characteristics, effective communication, maturity, humility, compassion, substance, confidence, self-monitoring, positive language, and self-improvement. This was one factor that may have contributed to positive counselling outcomes. This can be explained by the fact that counsellors' personalities also differ and this explained the differences in outcomes. Findings further show a few direct effects of counsellor's intrapersonal variables such as self-relatedness, attachment and several interaction effects with other constructs such as client's causes of behaviour problems and their outcomes. There is little support for the relevance of self-rated social skills as outcomes on counsellor's personality.

4.7 Discussions of the Study Findings

The study results indicated that there was a relationship between counsellor's powers (counsellor's knowledge power, counsellor's professionalism power, counsellor's

legitimate power and counsellor's referent power) and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. The study results indicated that counsellor's powers (counsellor's knowledge power, counsellor's professionalism power, counsellor's legitimate power and counsellor's referent power) had statistical significant positive relationship with counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. The following section presents the discussion of study results as per individual study objective.

4.7.1 Relationship between Counsellor's Knowledge Power and Counselling Outcomes of Learners

The study results indicated that counsellor's knowledge power had explanatory power over counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County ($X^2 = 13.201$, $p < 0.05$). This is a demonstration that counsellor's knowledge power had a statistically significant and positive relationship with counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. The implication is that an improvement in counsellor's knowledge power would also lead to an improvement in counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. The thematic analysis results indicated that when the group members were requested to explain how they were feeling now since you completed your counselling sessions, they all were in agreement that, attending counselling sessions left me feeling happier than before. This means that the counsellors had knowledge on the issues they were going through hence they used they counsellor's knowledge power to help the learners with behaviour problems.

4.7.2 Relationship between Counsellor's Professionalism Power and Counselling Outcomes

The correlation study results in indicated that all the indicators of counsellor's professional power had statistically significant positive correlation among themselves with the highest correlation reported between experience/practice and expertise. This showed that they were all moving in the same direction in measuring the counsellor's professional power. The highest statistically significant positive correlation with counselling outcomes of learners with behaviour problems was reported by ethics and

norms ($r = .692, p < .05$). This implies that ethics and norms had the strongest association with counselling outcomes of learners with behaviour problems.

The study results showed that counsellor's professionalism power had explanatory power over counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County ($X^2 = 4.748, p < 0.005$). The thematic analysis results indicated that the student stated that after the counselling sessions, they felt better after they were professionally assisted by the counsellors. This showed that the counsellors used counsellors' power to influence counselling outcomes of learners with behaviour problems.

4.7.3 Relationship between Counsellor's Legitimate Power on Counselling Outcomes of Learners

The study outcome showed that counsellor's legitimate power had explanatory power over counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County ($X^2 = 823, p < 0.05$). The thematic analysis results revealed a relationship with what Benjamin, (2018) findings revealed that the power that an individual like counsellors possess, might influence the behaviour and attitudes of their followers like clients. Within the counselling setting, the counsellor is the leader and they have the power to influence the behaviour of their clients. Since power is the ability to influence and persuade others to do something, counsellors as leaders are expected to use the skills of persuasion, and motivating clients and in turn clients will build self-esteem and express more of their issues towards the achievement of set goals for success of counselling. Leader counsellors need to possess relationship building skills which they apply to create and foster a solid foundation of trust and cooperation with clients and which promote positive emotions and strengthen counsellor-client relationships and intern might influence counselling outcomes (Mcleod, 2013).

4.7.4 Relationship between Counsellor's Referent Power on Counselling Outcomes of Learners

The study results indicated that counsellor's admiration power had explanatory power over counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County ($X^2 = .205, p > 0.05$). The thematic analysis showed that after going through the counselling sessions, they stated that they started admiring the way

the counsellors were hence it helped them feel wanted, love and stopped fearing. This has the implication that the counsellors used counsellor's referent power to influence counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents study findings as per the research objectives and the study conclusion based on the study findings in chapter four. The chapter also offers the recommendations made by the study which are as per the conclusions made by the same study.

5.2 Summary of Study Findings

The purpose of this study was to establish the relationship between of counsellor's powers on counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. The study results indicated that all measures of counsellor's powers (counsellor's knowledge power, counsellor's professionalism power, counsellor's legitimate power and counsellor's referent power and counselling outcomes of learners with behaviour problems relationship was a statistical significant and positive. All the sub-variables of counsellor's powers (counsellor's knowledge power, counsellor's professionalism power, counsellor's legitimate power and counsellor's referent power) had statistical significant positive relationship between them. The implication is that the counsellor's powers indicators all were moving in the same direction. The following sub-section presents the study findings as per the research objectives.

5.2.1 Relationship between Counsellor's Knowledge Power and Counselling Outcomes of Learners

The relationship between counsellor's knowledge power with counselling outcomes of learners with behaviour problems was positive and statistically significant. The study results demonstrated that counsellor's knowledge power had a positive relationship with counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County ($X^2 = 7.829$). On the other hand, the results showed that counsellor's knowledge power had explanatory power over counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County because it accounts. The results showed that there was a statistically significant influence of counsellor's knowledge power on counselling outcomes of learners with behaviour problems because the p-value was $< .05$. This is a

demonstration that counsellor's knowledge power had an individual statistically significant and positive relationship with counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

The study results agree with those of Studies by Tolan, (2012); and Zur (2019) whose opinion is that holding knowledge power helps counsellors' win the trust and respect of their clients and this improves counselling process. Tolan (2012) indicates that there are advantages and disadvantages in the application of knowledge power for the success of positive results. Hamel, (2018) publications published the following advantages of using expert power in leadership. That a counsellor is able to influence a person's behavior in the group due to the leader's knowledge and skills related to work being performed. Counsellors who hold expert power get trust and respect about decisions and opinions from their clients. Counsellors who hold this knowledge power can build up self-confidence of them in the counselling place. The published disadvantages of using expert power include, the counsellor's expertise will decrease and respects of superiority diminish as they share their knowledge and skills to the clients. The gap closes as others become equally expert. This is because information is power and the person holding information about something has more power, but once the information is realized, the person holding power also releases power.

5.2.2 Relationship between Counsellor's Professionalism Power and Counselling Outcomes

The study results between counsellor's professionalism power and counselling outcomes of learners with behaviour problems showed the highest, positive and statistically significant relationship. This was the highest relationship reported by the indicators of counsellors' powers in this study. The study results demonstrated that counsellor's professionalism power had powers over counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County ($X^2 = 13.201$). This displays that the contribution of counsellor's professionalism power to counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County was statistically significant. The study outcomes also exhibited that the relationship between counsellor's professionalism power and Counselling outcomes of learners with behaviour problems was statistically significant since p-value < .05.

The study results exposed a statistically significant positive relationship between counsellor's professionalism power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. This is a demonstrated that counsellor's professionalism power had an overall statistically significant and positive relationship between with counsellor's professionalism power on counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

The study findings concur with a study by Delgado, Branson, and Kellet, (2019) from University of Sheffield examined if counsellors personality influences affect clients healing outcomes. Findings indicated that counsellor's personality explained the influence on the healing effects of clients with depression. Conversely Heinonen, Lindfors, Härkänen, a Virtala, and Paul, (2013) studies from University of Helsinki and Heinonen University of Oslo conducted a joint study to investigate on the determinants of the therapeutic working relationship and better understand its intrapersonal nature on therapist characteristics as predictors of the formation and outcomes. Counsellor's professional and personal characteristics were measured prior to the start of the counselling process. Results indicate that counselling alliance has proven to be a healthy predictor of change but the individual characteristics of effective counsellors remain largely unknown. The outcomes were not attributed to counsellors' attributes but the good counselling relationship. Morawetz, (2006) study from South Australian cases shows that what happens in counselling in terms of success and failure is not wholly the responsibility of the counsellor. The effectiveness of counselling is not only because of the counsellor nor is it completely within the control of the client other factors come into play.

5.2.3 Relationship between Counsellor's Legitimate Power and Counselling Outcomes of Learners

The relationship between counsellor's legitimate power and counselling outcomes of learners with behaviour problems was positive and statistical significant since the $p < .05$). The study found out that counsellor's legitimate power had explanatory power over counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. The study results also revealed that there was statistically significant and positive relationship between counsellor's legitimate power and

counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County ($p < .05$).

The study outcomes agreed with Proctor, (2012) findings agrees that generally, clients do not have legitimate power over their counsellors, unless on those rare occasions when counsellors hold certain positions in the society that may have a bearing on the power dynamics in counselling. Learners with behaviour problems may not be in any higher position of legitimate power than their counsellors in schools because they are students. Nevertheless, all clients have the legitimate power to complain to the school authority if they believe that the counsellor has behaved unethically, has harmed them, or are forced to do things they do not want. Similarly, clients have the legitimate power to file cases to the school authority or parents if they were harmed by the counsellor during counselling. Such issues can negatively impact the outcomes. By complaining or refusing to attend counselling, clients have the power to negatively affect counselling outcomes.

5.2.4 Relationship between Counsellor's Referent Power and Counselling Outcomes of Learners

The study results between counsellor's referent power and counselling outcomes of learners with behaviour problems indicated that there a statistically significant relationship between them. Counsellor's referent power had explanatory power over counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. The study results exposed a statistically significant positive influence of counsellor's referent power on counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County (p -value < 0.05). This is a demonstration that counsellor's admiration power had statistically significant and positive relationship with counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

The study findings are in concurrence with those of a study done by Farber (2016) on challenges in the law of attraction are considered negative thoughts and are to be avoided. These negative thoughts are mostly found in the students who do not meet their goals and so become frustrated or those with mental health problems. Those learners usually use blame games or use a particular form of defence mechanism like

projection. Therefore, by application of the law of better visualization or positive thinking and gratitude then clients are assisted to achieve happiness, joy, peace, think logically and creatively and therefore stop blaming themselves for everything wrong that happens in their lives (Byrne, 2012). Findings of a study by Albert &Albina, (2018) in Negros Oriental State University revealed that individuals who had been exposed to persons with positive thoughts and grateful minds created happy disposition which further contributed in creating an emotionally and mentally healthy society. Group two that had been exposed to unhappy persons and copied same behaviour patterns and remained unhappy, resentful, and complained of being frustrated. The unhappy resentful group was later assisted by attending counselling sessions for the change of negative behaviours.

5.3 Conclusions

The following sub-section presents the conclusions made by the study based on the study findings.

5.3.1 Counsellor's Knowledge Power on Counselling Outcomes of Learners

The results showed that there was a statistically significant relationship between counsellor's knowledge power and counselling outcomes of learners with behaviour problems. Based on these results, the study therefore concluded that there was a statistically significant relationship between counsellor's knowledge power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

5.3.2 Counsellor's Professionalism Power on Counselling Outcomes

The study outcomes exhibited that the relationship between counsellor's professionalism power and counselling outcomes of learners with behaviour problems was statistically significant since $p\text{-value} < .05$. The study hence drew the conclusion that there was a statistically significant relationship between counsellor's professionalism power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

5.3.3 Influence of Counsellor's Legitimate Power on Counselling Outcomes of Learners

The study found out that counsellor's legitimate power had explanatory power over counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. Based on the above study results, the study therefore concluded that there was a statistically significant relationship between counsellor's legitimate power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

5.3.4 Influence of Counsellor's Referent Power on Counselling Outcomes of Learners

The study results showed that counsellor's referent power had explanatory power over counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. The study therefore concluded that there was a statistically significant relationship between counsellor's referent power and counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

5.4 Recommendations from the Study

This study drew the following recommendations based on the study objectives and for further studies.

- i) Based on the study conclusion that there was a statistically significant relationship between counsellor's knowledge power and counselling outcomes of learners, the study recommend that there is need for training of counsellors and refresher courses for trained ones in order to enhance counsellor's powers.
- ii) The study drew the conclusion that there was a statistically significant relationship between counsellor's professionalism power and counselling outcomes of learners with behaviour problems, then the study recommends that the Ministry of Education should deliberate on reviewing the current policies on counsellor's retraining primary school counsellors and its effects on counselling process and outcomes as this will empower counsellors more as one of the priority areas since this study has found counsellor's professional powers to have a significant and positive relationship with counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County.

- iii) Based on the study results, the study concluded that there was a statistically significant relationship between counsellor's legitimate power and counselling outcomes of learners with behaviour problems hence the recommendation that more efforts should be put in place by both the education stakeholders to enhance counsellor's legitimate power in schools.
- iv) Since the study concluded that there was a statistically significant relationship between counsellor's referent power and counselling outcomes of learners with behaviour problems, then it makes the recommendation that school counsellors should make more use of their counsellor's referent power in counselling learners with behaviour problems inclusive primary schools in Embu County.

5.5 Suggestion for Further Studies

The study is of the recommendations that further studies can be done in the following areas;

- i) This study examined counsellor's powers which were knowledge, professionalism, legitimate and counsellor's and referent power and their relationship on counselling outcomes of learners with behaviour problems in Embu County. The study suggests that further studies can be done on counsellor's power relationship with counselling outcomes of learners with behaviour problems in Embu County regular primary or secondary schools in Embu County or other Counties in Kenya.
- ii) The study also recommends that further studies can be conducted on counsellor's powers (counsellor's knowledge power, counsellor's professionalism power, counsellor's legitimate power and counsellor's referent power) relationship with counsellors or clients variables and outcomes other than counselling outcomes of learners with behaviour problems in Embu County.
- iii) The study also recommends that further studies can be conducted on other types of power on counselling process and outcomes other than the ones examined in this study, which are knowledge, professionalism, legitimate power and counsellor's referent power

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APPENDIX I

LETTER OF INTRODUCTION

Dear Respondent,

My name is Wanjiru Jane J. Mugai. I am a PhD degree candidate and currently carrying out a research on the “relationship Between Counsellor’s Power on Counselling Outcomes of Learners with Behaviour Problems in Inclusive Public Primary Schools in Embu County.” You have been purposively selected as a respondent in this study to provide information for the study. There is no right or wrong answers. The information you give will be held in strict confidence and will only be used for the purpose of this study. Do not write your name on the questionnaire. Kindly respond to all questions. Thank you.

Yours Faithfully

Wanjiru Jane J. Mugai

APPENDIX II

CONSENT FORM FOR PARENTS

Dear Parent,

I am a student undertaking a I am a PhD degree at Chuka University carrying out a research on the relationship between Counsellor's Power on Counselling Outcomes of Learners with Behaviour Problems in Inclusive Public Primary Schools in Embu County.''

For this reason, I wish to inform you that I will be using your child in that study. I will only be discussing with him/her on how he/she feels now after going for counselling. This is only for educational purposes. I will not use the information nor use your child for any other purposes. I will also seek permission from the headteacher and the class teacher for that purpose. Kindly please allow me interact with the child. I will maintain privacy and confidentiality about the information I will get from the child. Participation is totally voluntary, and you may change your mind and withdraw your child at any time before and during the study. There will be no payment or give any facilities for this participation. If you want your child to take part in this research, please sign the form below.

Parent:

Code of Parent Signature Date

Researcher:

Name of Researcher Signature Date

APPENDIX III

QUESTIONNAIRE FOR COUNSELLORS

This questionnaire is meant for a research on the Relationship between Counsellor's Powers Counselling Outcomes of Learners with Behaviour Problems in Inclusive Public Primary Schools in Embu County. Please respond to all questions honestly. The information given will be treated with confidentiality. It will only be used for this study and not for any other purpose. Do not write your name here.

NB. The concept of counsellor's power in this study is used to mean; ability to; influence, persuade or alter. Counsellor's Power is measured here in areas of; knowledge, professionalism, legitimate, and referent power. Students with behavioural problems here mean students with psychological or emotional problems such as feeling worthless, frustrated, have low self-esteem, anxious, fearful, have withdrawals, steal, rude, and so the need for counselling. In this instrument the term client will be used to mean learners with behaviour problems. Outcomes will mean; changes, effects, or end results which could be positive or negative or harms to the client.

SECTION A: Bio-Data and General Information

1. Gender: Male [] Female []
2. Age: 25-35 yrs [] 36- 45 yrs [] 46- 55 yrs [] 55 yrs and above []
3. Indicate your professional level of training in counselling or and guidance.
Certificate [] Diploma [] Degree and above [] No training in Counselling []
Short in service Course [] Trained as a resource Teacher []
4. Indicate your highest level of education or grading where possible.
Certificate [] Diploma [] Primary Educator I [] Teacher II [] Senior Master III []
degree and above [] Others Specify.....
5. Which of the two among boys and girls are more show more of behavioural problems? Boys [] Girls [] Not Sure [] Both are equally affected []

SECTION B

Counsellor's Professionalism Power (*Role or Positional*) and Counselling Outcomes

1. Rate the extent to which you agree with the statement on how counsellor's Professionalism Power variables can influence counselling outcomes of learners with behaviour Problems.

(Tick appropriately).

Key: SA--Strongly Agree = 5 A--Agree = 4 U—Undecided= 3 D—Disagree=2
SD—Strongly Disagree= 1

| | Descriptions | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 1 | I identify and appropriately apply skills and methods for counselling learners with psychological problems for the success of counselling outcomes | | | | | |
| 2 | I show my competence by providing the services and techniques, for which I have been educated, trained and I try to avoid harming or cheating a client and this is for the success of counselling outcomes | | | | | |
| 3 | I often refer clients with issues that go beyond my capability or area of specialization so that they can be further assisted for better outcomes | | | | | |
| 4 | I combine the diverse types of counseling theories and strategies for effective counselling outcomes. | | | | | |
| 5 | I recognize cultural differences between me and my clients and I acknowledge and address them professionally for the success of counselling outcomes. | | | | | |
| 6 | I do extra readings, attend courses so as to increase my professional Performance and expertise for the success of counselling outcomes | | | | | |
| 7 | I always use facilitative conditions so as to enhance counselling relationship which is necessary, sufficient and useful for positive counseling outcomes | | | | | |
| 8 | I am equipped with professional skills to support me balance power so as to avoid abuse of power and power differential and as this can influence counselling outcomes | | | | | |
| 9 | I identify, screen and categorize groups of learners with behaviour problems for better application of appropriate interventions for the success of outcomes | | | | | |
| 10 | I can apply the different integrative and inclusive models of counselling so as to help learners acquire self-understanding as this assists in achieving positive counselling outcomes | | | | | |

SECTION C

Counsellor's Knowledge Power or (*Expert power*) and Counselling Outcomes

1. Rate the extent to which you agree with the statement on how counsellor's knowledge power aspects during counselling can influence counselling outcomes. (Tick appropriately).

Key: SA—Strongly Agree = 5 A—Agree =4 U—Undecided =3

D—Disagree =2

SD—Strongly Disagree =1

| | Description | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 1 | I observe, document and keep professional records of clients behaviours and work covered to assist in the forthcoming sessions as this accounts for the success of counselling outcomes. | | | | | |
| 2 | Through training I am knowledgeable as I try to give and apply the skill of Unconditional positive regard (UPR) as this promotes the self-acceptance and self-worth of the client and this is for the success of outcomes. | | | | | |
| 3 | I state and organize the required competency skills in the way that I approach the value, the integrity, and autonomy of the client by acting according to professional standards for the success of outcomes | | | | | |
| 4 | I often attend counselling supervision as this helps to provide a good and supportive opportunity for me to engage in critical reflection in order to reduce the risk of serious oversight, for the success of outcomes | | | | | |
| 5 | I have acquired understanding of my counselling requirements that I do not impose my own values and attitudes on a client instead I remain impartial and non-judgmental as this may influence counselling outcomes. | | | | | |
| 6 | I possess added education which has equipped me with modern methods and technological skills that assist me to conduct counselling for the successes outcomes. | | | | | |
| 7 | I make sure that there is good counselling relationship which is protected against any un contracted observation interferences by others as this does not give client's privacy and this is for the success of the outcomes. | | | | | |
| 8 | I have effective communication power as a tool in building effective counseling relationship for successful counselling outcomes. | | | | | |
| 9 | I have added prerequisites skillfulness on conducting group counselling of clients for the successful of outcomes. | | | | | |
| 10 | I am equipped with expertise to conduct culturally sensitive counseling which emphasizes on the understanding of a client's, ethnicity, and belief systems and for the success of counselling outcomes. | | | | | |

SECTION D

Counsellor's Legitimate Power (*legal or Designated Power*) and counselling Outcomes

1. Rate the extent to which you agree with the statement on how counsellor's legitimate power aspects during counselling can influence counselling outcomes. (Tick appropriately).

Key: SA-Strongly Agree=5 A—Agree = 4 U—Undecided = 3
 D—Disagree=2 SD—Strongly Disagree =1

| | Description | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 1 | I have added my positional leadership skills through extra preparation which helps me to create, plan, and secure resources for improving counselling programme and this is for the success of outcomes. | | | | | |
| 2 | I demonstrate an attitude of humanness as I also apply my personal attributes of warmth, genuineness, empathy, as this helps clients who get stuck and this improves the continuity of counselling process for the success of counselling outcomes. | | | | | |
| 3 | I apply conflict resolution skills in order to help clients with behaviours that show conflicting thought patterns so that they solve their personal and interpersonal conflicts for the success of positive outcomes. | | | | | |
| 4 | I possess and apply conceptual skills of a leader which help me to see the bigger picture, recognize significant elements of the client's issues and which help in pointing out the key problems of the client as this helps in success of counselling outcomes. | | | | | |
| 5 | I plan, organize and set time for meeting the counselling support team so as to discuss issues of improving the methods of referring difficult for clients for better help and for success of outcomes. | | | | | |
| 6 | Through extra training I have acquired diagnostic and analytical skills that I use to help clients visualize the action and answer to a given difficult situation while identifying the key variables to use to solve the problem for success of outcomes. | | | | | |
| 7 | I have added my levels of competence and proficiency skills which help me motivate and inspire my clients and school staff for the success of outcomes. | | | | | |
| 8 | I use the skills of persuading, and motivating clients which helps clients build self-esteem and express more of their issues towards the achievement of set goals for success of outcomes. | | | | | |
| 9 | I possess relationship building skills which I apply to create and foster a solid foundation of trust and cooperation with clients which promote positive emotions and strengthen relationships for success of outcomes. | | | | | |
| 10 | I exercise and apply justifiable technical skills in my leadership as I also empower my clients so that they can find personal value in their troubled lives for success of counselling outcomes. | | | | | |

SECTION E

Counsellor's Referent Power (Charismatic Power) and Counselling Outcomes

1. Rate the extent to which you agree with the following statements regarding counsellor's use of referent /admiration power in counselling for outcomes of learners with behaviour problems. (Tick appropriately).

Key: SA--Strongly Agree =5 A--Agree =4 U--Undecided =3 D--Disagree =2

SD—Strongly Disagree =1

| | Description | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|---|---|
| 1 | I demonstrate the attributes of keeping my promise, encouragement and consistency and consistency and this makes clients get encouraged to emulate the same behaviours and this improves achievement of outcomes. | | | | | |
| 2 | Clients see me practice my personal power attributes by showing honesty and integrity and this has made clients trust me, and so they talk out their secrets freely and are willingly so as to emulate me and this is for success of outcomes. | | | | | |
| 3 | I demonstrate and practice attributes of flexibility, kindness and trustworthiness which are accepted and copied by and admired by clients and so help in continuity of counselling and help achieve outcomes. | | | | | |
| 4 | I am eloquent and expressive of want to tell my clients and this motivates them to copy my inspiring actions and this helps in achieving outcomes. | | | | | |
| 5 | I offer approval and praises to my clients and this makes them copy the same positive actions and so improve behaviour change in them as positive outcomes. | | | | | |
| 6 | I show charm, and portray positive body language and I my clients imitate the same and this helps in the success of outcomes. | | | | | |
| 7 | The way I dress, carry out my daily activities makes clients copy, respect and look up to me and this gives me admiration clout as clients would want to imitate my behaviours and this brings change as outcomes. | | | | | |
| 8 | I am accountable of my mistakes, failures, apologize to my clients for the incorrect decisions I make within counselling and this makes clients say they esteem me and want to emulate the same and this improve outcomes. | | | | | |
| 9 | I nurture and cultivate unconditional support as I encourage clients as I also groom them for better change of behaviours and these acts makes them admire me and this is for the success of outcomes. | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 10 | I am told by clients that I am humble, I work hard silently without complaining, that I actively listen to them with positive attitudes and this makes them like and wish to emulate me and this helps in the achievement of positive outcomes | | | | | |
|----|--|--|--|--|--|--|

APPENDIX IV

QUESTIONNAIRE FOR CONTACT TEACHERS

This questionnaire is meant for a research study on the relationship between Counsellor's Powers and Counselling Outcomes of Learners with Behaviour Problems in Inclusive Public Primary Schools in Embu County. Please respond to all questions honestly. The information given will be treated with confidentiality. It will only be used for this study and not for any other purpose. Do not write your name here.

NB. The concept of counsellor's power in this study is used to mean; ability to; influence, persuade, alter, or modify. Counsellor's Power is measured here in areas of knowledge, professionalism, legitimate and referent power of counsellors. Students with behaviour problems here may mean students with psychological or emotional problems such as feeling worthless, frustrated, have low self-esteem, anxious, fearful, have withdrawals, rude, arrogant, among others and so the need for counselling. In this instrument the term client will be used to mean learners with behavioural problems. Outcomes means changes, or end results which could be positive or negative or harms to the client.

Section A:

Bio-Data and General Information

1. Gender: Male [] Female []
2. Age: 25-35 yrs [] 36- 45 yrs [] 46- 55 yrs [] 55 yrs and above []
3. Indicate your professional level of training in counselling and/or guidance.
 Only weeks in service training [] Certificate [] Diploma []
 Degree and above [] No training in Counselling []
4. Indicate your highest level of education. P I certificate [] Diploma []
 degree and above [] Any other []
6. Which of the two among boys and girls are more affected by behavioural problems?
 Boys [] Girls [] Not Sure [] Both are equally affected []
7. Who do you think are the most influential counsellors in counselling learners with behavioural problems in inclusive school? Male [] Female []
 3. Undecided [] It Depends []

Section B

Counseling Outcomes of Learners with Behaviour Problems

The study examined how counseling outcomes as the dependent variables can be achieved out of some given power influence from the independent variable which was the counsellor's power. This is after the clients attended counseling and there were some expected changes as outcomes. Please say whether learners changed their behaviours or not or what is the situation.

1. Rate to what extent you agree with the following statements on counseling outcomes of learners with behaviour problems. (Tick appropriately)

Key: SA—Strongly Agree = 5 A—Agree =4 U—Undecided =3

D—Disagree =2 **SD**—Strongly Disagree =1

| | Description | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1 | Students who went through counselling demonstrated reduced anxiety levels and improve self-esteem as changed behaviours | | | | | |
| 2 | Students who went through counselling sessions showed reduced signs of frustrations, worthlessness and depression as changed behaviours | | | | | |
| 3 | Students who went through counselling sessions showed signs of reduced fear, anger and shyness as changed behaviours | | | | | |
| 4 | Students who went through counselling sessions expressed that they can solve personal conflicts and with friends and family as changed behaviours | | | | | |
| 5 | Students who completed their counselling sessions expressed that they felt happier and relaxed than before as changed behaviours | | | | | |
| 6 | Students who went through counselling demonstrated higher levels of logical thinking, better judgement as changed behaviours | | | | | |
| 7 | Students who went through counselling demonstrated a high level of change of attitudes and values as changed behaviour | | | | | |
| 8 | Students who went through counselling showed adherence to school rules /Authority as a changed behaviour | | | | | |
| 9 | Students who went through counselling expressed that they learnt skills of controlling anger and temper as changed behaviours | | | | | |
| 10 | Students who went through counselling demonstrated a higher level of improved relationships and social skills as changed behaviour | | | | | |

APPENDIX V
SELF- REPORT INTERVIEWS FOR LEARNERS WITH BEHAVIOURAL PROBLEMS

This self- report interview is meant for a research study on the relationship between Counsellor’s Powers influencing counselling outcomes of learners with behavioural difficulties in Inclusive Schools, Embu County. Please respond to all areas honestly. The information given will be treated with confidentiality. It will only be used for this study and not for any other purpose. Do not write your name here.

Instructions

Looking back since you completed your counselling sessions or stopped attending counselling, including today, please help me understand how you have been feeling or whether you have changed some of the behaviours you used to do or how you felt about some issues or was told you were doing before going for help. Explain appropriately under the category or group which best describes the situation you were in before attending counselling. *Find where approximately your issues fall and state your current condition.*

Section A. Bio-Data and General Information

1. Students Group Code No..... Class.....
2. Gender: Male [] Female []
3. Age; 9-11 years [] 12—14yrs. [] 15—17 Yrs.[] 18—21yrs []
4. Please tell me how you attended counselling sessions, that is who referred you there for counselling: *probe if it is the teachers, parents, guardians, friends, peers, or any other specify*.....
5. Please state some of the general experiences you got from counselling sessions.....
Probe about fears, expectations, and were they met and any other factor that they may have noted and what they did

NB: The assisting or contact teacher will guide the student to state their present condition. See the example;

Q. What changes have occurred in you since you went for counselling including today. How are you feeling now since you completed your counselling sessions?

Example as an Answer: Attending counselling sessions left me feeling happier than before;

My Issues that I took for Counseling. Choose the group that best suits what your issues were that you took or made you be referred for counseling

Group 1. Anxious/Depressed/Stressed

1. I used to feel lonely, fearful, shy, and I would be withdrawn and cry before attending counselling.

Help the client to say for example. After attending counselling sessions I now.....

2. I had feelings of worthlessness and hopelessness, and I would be easily irritable or annoyed for no reasons at all before attending counselling sessions.

After attending counselling sessions I now.....

3. I used to blame myself for problems that were not mine, feeling guilty for no mistakes that I had made before attending counselling.

After attending counselling sessions I now.....

4. I used to feel sad, unhappy, lonely or depressed before attending counselling
After attending counselling sessions I now.....

5. I used to lose temper, get angry or resentful before attending counselling
After attending counselling sessions I now.....

6. Any other, specify.....

2. Group two: Adjustment Problems with Grief and Bereavement

1. I was feeling unwanted, or unloved, fearful, worried, and that no one seemed to be with me before attending counselling sessions.

After attending counselling sessions I now.....

2. I used to cry a lot and liked talking about death and wanting to die and had difficulty in saying what I was feeling and that was before attending counselling sessions.

After attending counselling sessions I now.....

3. I used to feel sad, unhappy, lonesome or depressed before attending counselling sessions.

After attending counselling sessions I now.....

4. I used to feel sad, unhappy, lonely or depressed before attending counselling.

After attending counselling sessions I now.....

5. I used to blame my-self then feel, guilty and miserable and that was before attending counselling.

After attending counselling sessions I now.....

6. Any other, specify.....

Group Two 3: Relationships, Immaturity, and Negative Self-Concept

1. Before attending counselling, I used to feel low, no interest over anything or anybody but would only sleep most of the times and as I felt unloved

After attending counselling sessions I now.....

2. Before attending counselling, I preferred staying and playing with peers younger than me and I used to teas, kick, spit on other children.

After attending counselling sessions I now.....

3. I never apologized, or said sorry for any mistakes I made to others before as I also used to quarrel others and that was before I attended counselling sessions.

After attending counselling sessions I now.....

4. I never mixed, or played with others and had no friends; I hated group work or working together before I was referred for counselling sessions

After attending counselling sessions I now.....

5. I used to cheat, tell lies, swindle others and never felt guilty and wanted company of older peers before I was referred for attending counselling sessions.

After attending counselling sessions I now.....

6. Any other specify.....

Group 4: In acceptance of Authority and School Problems

1. I did not feel like going to school and I excused myself that education was not important and I had been introduced to using alcohol and some drugs as I used to be absent from school most days before I was referred for counselling.

After attending counselling sessions I now

2. I used to see that people at this school were not friendly to me and I also did not like them before I attended counselling sessions.

After attending counselling sessions I now.....

3. Before attending counselling, I never did what school authority, parents or others told me to do I was rude, arrogant to teachers and had no interest at work/school and never concentrated

After attending counselling session now.....

Before attending counselling, I had difficulty organizing tasks and activities

After attending counselling sessions I now.....

4. Others complained that I used unacceptable and abusive language and I was yelling at and scaring peers and destroying school and others property

After attending counselling sessions I now.....

5. Any other specify.....

APPENDIX VI
NACOSTI RESEARCH AUTHORIZATION



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No: **NACOSTI/P/19/92274/27660**

Date: **15th January, 2019**

Wanjiru Jane J Mugai
Chuka University,
P. O. Box 109-60400
CHUKA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of counsellors’ selected powers on counselling outcomes of learners with behavior problems in inclusive primary schools in Embu County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Embu County** for the period ending **14th January, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Embu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Embu County.

The County Director of Education
Embu County.

APPENDIX VII RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:
MS. WANJIRU JANE J MUGAI
of CHUKA UNIVERSITY, 1688-60100
EMBU, has been permitted to conduct
research in Embu County**

**Permit No. : NACOSTI/P/19/92274/27660
Date Of Issue : 15th January, 2019
Fee Received : Ksh 2000**

**on the topic: 'INFLUENCE OF
COUNSELLORS' SELECTED POWERS ON
COUNSELLING OUTCOMES OF LEARNERS
WITH BEHAVIOR PROBLEMS IN
INCLUSIVE PRIMARY SCHOOLS IN EMBU
COUNTY, KENYA**

**for the period ending:
14th January, 2020**

**Applicant's
Signature**



[Signature]
**Director General
National Commission for Science,
Technology & Innovation**

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

**The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.**

CONDITIONS

- 1. The License is valid for the proposed research, location and specified period.**
- 2. The License and any rights thereunder are non-transferable.**
- 3. The Licensee shall inform the County Governor before commencement of the research.**
- 4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.**
- 5. The License does not give authority to transfer research materials.**
- 6. NACOSTI may monitor and evaluate the licensed research project.**
- 7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.**
- 8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.**

**National Commission for Science, Technology and Innovation
P.O. Box 30623 - 00100, Nairobi, Kenya**

TEL: 020 400 7000, 0713 788787; 0735 404245

Email: dg@nacosti.go.ke, registry@nacosti.go.ke

Website: www.nacosti.go.ke



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation
RESEARCH LICENSE**

Serial No. A 22628

CONDITIONS: see back page

APPENDIX VIII
RESEARCH AUTHORIZATION MINISTRY OF INTERIOR AND
COORDINATION

REPUBLIC OF KENYA



THE PRESIDENCY

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telephone: Embu 0202310839
FAX 30040
Email: ccembu@gmail.com
When replying please quote

COUNTY COMMISSIONER
EMBU COUNTY
P.O.BOX 3-60100
EMBU

Ref: EBU.CC/ADM/3/37/VOL.11/ (267)

5TH February, 2019

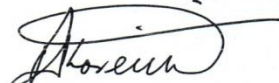
All Deputy County Commissioners
EMBU COUNTY

RE: RESEARCH AUTHORIZATION

Please be informed that **Dr.Wanjiru Jane. J. Mugai, Research Permit No. NACOSTI/P/19/92274/27660** of Chuka University, Chuka has been authorized to carry out research in your Sub County for a period ending **28th February, 2019**.

Her research is based on "**Influence of counselors selected powers on counseling outcomes of learners with behavior problems in inclusive primary schools in Embu County**".

Kindly accord her the necessary assistance.



AMBROSE K. NJERU
FOR: COUNTY COMMISSIONER
EMBU COUNTY

Copy to.
Dr.Wanjiru Jane. J. Mugai

APPENDIX IX

RESEARCH AUTHORIZATION MINISTRY OF EDUCATION



MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "Provedu". Embu
Telephone: Embu 31711
Fax: 30956
E-mail: cde.embu@yahoo.com
When replying please quote:

OFFICE OF THE
COUNTY DIRECTOR OF EDUCATION
EMBU COUNTY
P. O. BOX 123-60100
EMBU

Ref. No: EBC/GA/32/VOL.IV/55

5th February, 2019

Wanjiru Jane J. Mugai
Chuka University
P. O. Box 109-60400
CHUKA

RE: RESEARCH AUTHORIZATION

Reference is made to NACOSTI/P/19/92274/27660 dated 15th January, 2019.

This office acknowledges receipt of your research authorization to carry out research on "Influence of counsellors selected powers on counselling outcomes of learners with behavior problems in inclusive primary schools in Embu County, Kenya," for a period ending 14th January, 2019.

This office has no objection and therefore wishes you success in this undertaking and requests prospective participants/respondents to accord you cooperation or support you may require.


EDITH W. MUGO
For: COUNTY DIRECTOR OF EDUCATION
EMBU COUNTY

Copy to: The Director Quality Assurance & Standards – MOEST, NAIROBI
 The Secretary/CEO, NACOSTI – NAIROBI
 The County Coordinator of Health, EMBU COUNTY
 The Sub-County Directors of Education, EMBU COUNTY

