

Counsellor's Knowledge Power on Counselling Outcomes of Learners with Behavioural problems in Public Primary Schools in Embu County Kenya

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Abstract:- Counsellor's knowledge power during counselling sessions is an influence applicable in changing client's psychological life in terms of beliefs, attitudes, values, opinions, behaviours, skills, perceptions, emotional judgments, feeling better, reduced anxiety and life adjustments, with expected outcomes. Counselling outcomes are also changes or end results in a client life. Power from the counsellor's point of view has received little sustained and inefficient attention in counselling literature despite the enormous influence. The purpose of this study was to examine the influence of counsellor's knowledge power on counselling outcomes of learners with behavioural problems in inclusive primary schools. This study adopted a mixed methods, concurrent triangulation design and correlational research. Purposive sampling and a census method were adopted. The study population comprised of; 34 counsellors, 34 special teachers and 52 learners making a total of 120 respondents. Research instruments applied were questionnaires and a focus group discussion. Validity was ensured, through expert judgment. Cronbach's alpha test was used to test reliability. Research hypotheses were tested by use of one way ANOVA. Descriptive and inferential statistics analyzed quantitative data. Regression analysis showed the nature and strength of the relationships between the variables while qualitative data thematic analysis was applied. Data was analyzed by use of (SPSS) version 23 and were presented using tables, graphs and charts. Findings showed that counsellors' knowledge power had an influence on counselling outcomes with a coefficient of 0.108. Knowledgeable and powerful counsellors are goal oriented. They have transparency of focus (wanting) and work toward obtaining (seeking) desired goals. Recommendations: Train and retrain of counsellors on psychological assessment. Conduct more research investigating on power at the group level as is necessary to determine how groups affect the exercise of counsellor's power. Develop a comprehensive School Counselling Programs that can play advocacy role for all students' developmental and learning needs. School counsellors to train on ethical governance and leadership skills since counsellors are leaders of the counselling programmes and leaders have power forms.

Keywords:- *Counsellor's Power; Knowledge Power; Counselling Outcomes; Behaviour Problems; Inclusive schools.*

I. INTRODUCTION

Study findings on counsellor's use of different forms of power indicate that power in counselling has not been taken seriously yet it carries over 80% of effective counselling outcomes either negatively or positively. Power can be good or bad. Power also elevates self-esteem (Fast et al. 2009, Hofstede et al. 2002). This is enhanced by the amount of knowledge a counsellor possesses. Counsellors have power that holds a high sense of control, even in domains unrelated to their power role. On a similar note to the enormous activities of power Guinote & Chen (2016), argues that power changes the person's emotions and holding it in multiple ways. Despite the important contribution of power and in particular the knowledge power during counselling sessions, counsellor's power seems not to feature as an essential aspect in counselling. The role of knowledge power in terms of its influence in effective counselling for positive outcomes may not have been studied enough in the context of counselling learners with psychological and behaviour problems and in particular in inclusive primary schools in Embu County.

Guinote (2017) research findings indicate further socio-cognitive research has demonstrated that power affects how people feel, think, and act. Further research in psychology point out that the conceptions of power based on influence rely on observed or inferred potential behavior which is a psychological action. Some scholars have defined power in terms of the second category, control over valued outcomes (Emerson 1962, Fiske & Dépret 1996, Keltner et al. 2003), which implies that one person, the power holder like the counsellor has a resource that is valued by another person, who is therefore dependent on the power holder (Emerson 1962). Counsellor's effective use of knowledge power can affect the thoughts, feelings, or behavior of subordinates like clients. To Guinote (2017) having power generally energizes thought, speech and action. Counsellors with knowledge power have been known to make quicker decisions and speak and act more compared to others, especially on issues that are important to them. Influential counsellors are goal oriented especially on issues that are important to them. Such

counsellors have clarity of focus which is wanting and work towards obtaining or seeking desired goals.

The Modern psychological therapies trace their history back to the work of Sigmund Freud in Vienna in the 1880s as argued by Tolan (2012) and Haggerty, (2016). Sigmund Freud was the most significant pioneer in seeking to understand and treat behaviour problems. He emphasized on systematic study of the psychological power that underlie human behaviour, feelings, attitudes, emotions, mind and personality as they relate to mental motivational compelling powers. A study by Woolfe and Ray (2003) from USA assert that the term counselling is of the American origin, coined by Rogers, who by lacking a medical degree qualification was prevented from calling his work psychotherapy and used the term counselling. Theorists like Carl Rogers (1951) and supported by Sadhu (2011) observe that effective counselling should be composed of both process and outcomes. According to Luke (1974; 2004), power is understood as processes of empowerment and power-lessness. Power has two dimensions namely, the overt and the covert power dimensions. This study sought how power operates within counsellors and counselling processes and how counsellor's power influences counselling outcomes within the realm of counselling process.

Totton (2002) identifies several factors that are likely to increase counsellor's power, these include, length of counselling, modality, counsellor's attributes and nature of the services. Proctor (2002) study affirms that counsellor's Knowledge power relates to the individual's knowledge, information, skills, and expertise gained through formal education, training, acquisition of skills, and experience and confirms Knowledge is power. Counsellors possess knowledge power. Proctor further explains that counsellors have more expertise in the field of human behavior than their clients and are likely to have more knowledge in the mental health area, behavioural difficulties in children among others. As knowledgeable experts, counsellors are filled with the power to diagnose or name what is normal anti abnormal or healthy and pathological, which gives counselling a form of social control and power advantage. Clients with behaviour problems other hand may possess negative power due to their negative behaviour disorders and psychological problems. Some of them may be what we call vulnerable clients, such as young, disabled, highly depressed, very anxious, disoriented, or dissociated clients, (Smaby 2012).

A study of power and its activities conducted by social psychological French and Bertam from France in 1959, notes that power was seen to affect or influence numerous activities, actions and decision-making activities of human beings and organizations. However, Proctor (2002) argues that power has received little sustained and systematic attention in the therapeutic literature. The Proctor (2009) study findings from America contend that counsellor's knowledge power and their dynamics in the counselling

relationship are established in the opening interactions of the counselling session. In addition, power inter-play circles continue throughout the counselling session with expected outcomes. These inter-play circles of power between a counsellor and client can bring about abuse of power and power imbalance which can affect counselling outcomes as argued by (Amberlee, 2015). As a dynamic, relational, and multifaceted force, power as described by Andrew (2010) from his London based study may shift during and between counselling sessions. Counsellor's power imbalances as cited by Boyd (2017) may take place at the beginning of therapy and may disappear as clients feel empowered, get to know their counsellor better, and perceive the counselling process as less mysterious and more tangible.

Researchers on counsellor's knowledge powers are by; Proctor (2002) Zur (2009); Guilfoyle, (2010); Cedar, (2015); and Clifford (2017) who agree that counsellor's power can stem from the following types of powers. These include; legitimate, coercive, reward, expert, knowledge, informational, admiration, professionalism, positional, and referent power among others. This current study will investigate on counsellor's knowledge power and show how it can influence counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. According to Crwoley (2017), counselling outcomes may be positive or negative. Knowledge power if well used by counsellors triggers a client's readiness to think, to speak, act, and increase the vigor and frequency of output while activating the client. These changes can be said to be positive outputs are viewed here by Crwoley (2017) study as counselling outcomes.

In similar assertions, Lambert and Ogles (2004); study findings from America agree that counselling outcomes are the changes or impacts that happen in people's lives because of the counselling techniques, skills and the successful counselling process undertaken by an empowered counsellor. The changes make a client gain new perspectives on how to see things differently, take new options or feeling happier and healthier than he was before. Counselling outcomes of a client with low self-esteem, feeling unhappy, sad, or frustrated, might be feeling better, more relaxed, or peaceful, or having more confidence/greater self-esteem after sharing thoughts or feelings, gaining a clear direction to move. Challenging behaviors in children as described by Kourkoutas, (2012) are more likely to appear when a person is feeling unhappy or unhealthy.

Altmaier, Hansen and Maltzman (2012), contend that counselling outcomes can be statistically measured. Walton (2012) observes that measuring counselling outcomes helps the counsellor determine whether to continue with the process, effort, time or to try something else or change the approaches or make referral to another professional for the expected results which are counselling outcomes. This study will not deal with measuring of outcomes but will accept the

client's explanation or narratives of the changes experienced or that have occurred after attending counselling sessions. Gui (2006) from the University of Cape Town South Africa asserts that power with its dynamics has been erroneously miss-understood and viewed ethically dubious in practices within the counselling relationship because of the old definitions of power in which some psychologists claimed that counsellor's knowledge power in counselling is seen as, control, authority, dictatorship, intimidation and therefore cannot bring out the intended positive changes from a client. That kind of perception makes counselling process to produce negative outcomes.

Studies of Bitu (2015), from Nyakach and Olunga (2014), from Makadara Nairobi Kenya found that counselling of students with discipline problems in both primary and secondary schools had a number of factors which affect the provision of effective counselling outcomes. Despite the crucial role played by counselling in maintaining positive discipline of learners with behaviour problems in schools, findings of the study conducted by Ajowi and Simatwa (2010), show that counselling has not been effectively used to promote learner discipline in secondary schools in the Western Kenya. The studies did not show any findings on power and counselling on discipline cases. Proctor (2009) findings indicate that power in counselling has not been taken seriously yet it carries of over 80% of effective counselling outcomes either negatively or positively. This study therefore sought to examine how the counsellor's knowledge power influences counselling outcomes of students with behavioural problems in inclusive public primary schools in Embu County.

II. THE CONCEPT OF KNOWLEDGE POWER

According to Foucault (1980), power is based on knowledge and makes use of knowledge; on the other hand, power reproduces knowledge by shaping it in accordance with its anonymous intentions. Power (re-) creates its own fields of exercise through knowledge. These factors about power greatly influence counselling outcomes. Knowledge power is part of counsellor's power and power sharing in the counselling room is the behavior of diffusing one's owned knowledge with other members within one's group counselling (Ryu, Ho & Han, 2003). According to Gaventa (2003) power-knowledge was coined by Michel Foucault, a French philosopher. Foucault's theories on power-knowledge primarily address the relationship between power and knowledge, and how they are used as a form of social control through societal institutions.

In cognizant with the Foucault's views of knowledge power, Zur (2000) asserts that knowledge in counselling is power and is the same as expert power. Vielt (2010) observes that counsellor's knowledge which is also known as expert power is derived by a counsellor possessing skills in information knowledge or expertise gained through formal

education, training, acquisition of dexterity, and experience, as it is commonly said that knowledge is power. Possession of expert power for a counsellor is normally a stepping stone to other sources of power such as legitimate and role power. Applying this type of power to a counsellor, Zur, (2009), avows that counsellors have more expertise in the field of human behavior than their clients and are likely to have more knowledge in the field of counselling.

Counsellors are perceived as being knowledgeable in the area of counselling, as well as being prepared and intelligent and this has effects on counselling. Clients talk out their disturbing issues during counselling sessions and that this talking then empowers them. Being empowered for a client with behaviour problems is a positive counselling outcome (Rogers 1951; Kourkoutas 2012). This acquired power by a client is mostly the power of emotional controls and dispositions. Counsellor's power can be said to be productive as well as constraining. Power not only limits what we can do, but also opens up new acting and thinking about clients.

Knowledge is always an exercise of power and power always a function of knowledge. This fact was stressed by Mcleoad (2009) in support of Rogers's arguments. When learners have discipline cases, discipline is a mechanism of power that regulates thoughts and behaviours of social actors through restrained means. In discipline and punishment for learners with behaviour problems today means that power in our times is largely exercised through disciplinary means in a variety of our schools like inclusive schools, (Hanko, 2001; Kourkoutas, 2012). Counsellor's knowledge power is not always negative. Positive counsellor's knowledge power well exercised during counselling is also a major source of social discipline and conformity.

Knowledge power is highly relevant to counsellor-client power relationships, (Andrew, 2010). It is the responsibility of the counsellor to use this expert power and ethical rules to keep the process of counselling on track for positive counselling outcomes. As maintained by Bordy (2017) counsellors need to have knowledge and skills in the area of inclusive counselling of behavioural problems. The counsellor also requires skills of conducting screening, psychological assessment for effective and integrated counselling. On similar note, training in counselling learners with behavioural problems requires extra training from the normal training in counselling (MOEST 2004). Sciortino (2014), in support of Jones (2014), acknowledges that a client has more power than a counsellor and this is why knowledge power is important. This is because a client has the ability power to speak freely during therapy session while the counsellor must uphold strict, privacy and confidentiality. In essence, the client is the counsellor's employer. Zur (2010) contends that a client can fire a therapist at any time for any reason whereas a therapist cannot ethically abandon a client without making an effort to transit the client to another

service provider like a counsellor. Unfortunately, Bishop (2011) and Sciortino,(2014) study findings agree that because some clients like those with behavioural problems suffer from issues related to excessive dependency, rejection, low self-esteem, abandonment and anxiety, they are ripe for exploitation if they end being up under the care of unethical counsellor. In such cases, Lazarus (2009) observes that because such clients surrender their present power to an unskilled counsellor then a true power imbalance can occur and clients can be significantly harmed. In such a case, positive counselling outcomes may not be realized.

Knowledge and understanding of sources of stress on the part of counsellors and appropriate guidance can help them modify their counselling session’s attitudes and strategies. This therefore helps them become more able to prevent the unintentional reproduction of negative outcomes and poor relationships in the school setting, by the rejection of these children or by the use of inappropriate practice. Counsellors who help the difficult or challenging students are exposed to many stressful situations and emotional risks and are prone to developing inappropriate emotional and pedagogical reactions as a consequence. This may even produce counsellor burn out, (Kauffman & Landrum, 2013). For example, powerless counsellors may over-react to a situation or tend to attribute the problematic behaviour to pathology within the child because they feel confused, powerless, unsupported or emotionally ambivalent when dealing with difficult students. This is the reason a counsellor has to be knowledgeable in all areas of behavioural changes and management so as to bring out positive counselling outcomes.

Furthermore, expert counsellors and educational psychologists should also learn to take advantage of other professional’s resources and knowledge and create conditions favorable to dialectical processes so as to achieve joint solutions that are meaningful for the students. In similar vein, counsellors and educational psychologists should be willing to learn from teachers and parents, and to observe carefully in order to analyze the group dynamics and educational systems in a particular school, and then focus on resolving specific problems or wider issues associated with behaviour problems (Kauffman & Landrum, 2013; Schmidt, 2010). By extending the range of interventions counsellors should be knowledgeable enough so as offer successful therapeutic presence’ to the wider school system, and not just to difficult children (Solomon & Nashat, 2010). Knowledgeable and

empowered counsellors working in a therapeutic perspective are in a potentially useful position to embed ideas and practice about thinking and learning in schools that can be integrated with existing educational work and counselling work. Knowledgeable counsellors also need should be cautious about abuse of their knowledge power. Research and reports has it that abuses of power or power imbalance does exist in counselling between a counsellor and a client, (Ambeerle 2017)

III. RESEARCH METHODOLOGY

The study was carried out in Embu County that has a total of 20 educational administrative zones and it covered the entire 34 inclusive primary schools in the county. This study adopted a mixed methods, concurrent triangulation design and correlational research. According to Creswell (2013) and FoodRisc (2016) mixed methods are found suitable to be applied in social sciences. Mixed methods involve collecting, analyzing and integrating quantitative and qualitative research, in order to provide a better understanding of the research problem. This research used qualitative data for the purpose of triangulation which involves collection and analysis of qualitative and quantitative data separately yet concurrently. Correlational research design helps a researcher to measure two variables, understand them and assesses the statistical relationship. Regression analysis was employed in order to show the nature and strength of the relationships between the variable indicators and to determine the prediction level of the models at 5 % level of significance.

The study population was composed of 34 school counselors, 34 specially trained teachers and 52 learners with behaviour problems totaling to 120 respondents. Since the population of the study was small, the researcher chose to take a census. This study utilized questionnaires and Focus Group Discussions (FGD) for the students as instruments in data collection. Validity was ensured, through expertise judgment of the research’s supervisors and scholars in the related areas of study whose feedback opinions helped improve content validity of the instrument. The reliability of the instruments was established by use of Cronbach alpha. The correlation coefficients were; 0.897, for counsellors, specially trained teachers and learners with behavior problems respectively and alpha value of 0.7 and above is considered suitable for making inferences.

Variable	Number of Items	Cronbach’s alpha coefficient	Remarks
Knowledge Power	7	0.897	Reliable
Counseling outcome	9	0.832	Reliable

Table 1:- Cronbach Alpha Reliability Coefficient

Results on Table 2, suggests at knowledge power, Cronbach Alpha Coefficients was at 0.897. Generally the variables had alpha value of 0.7 therefore suitable for making inferences.

The necessary authorization documents were all obtained from the relevant offices. Ethical considerations such as confidentiality and privacy, anonymity, physical and psychological harm, were highly observed. Data was analyzed both qualitatively and quantitatively. Thematic analysis and inferential statistics was used to analyze the data. Data was then presented in description and narrative form. Descriptive statistics include frequencies, mean and percentages and were calculated to profile individual respondents and study variables. The research hypotheses were tested by use of one way ANOVA. Regression analysis was employed in order to show the nature and strength of the relationships between the variables to determine the

prediction level of the models at 5 % level of significance. Results of the quantitative data were presented in summary form using frequencies, percentages tables, graphs and charts while qualitative data were presented in narrative form.

IV. RESULTS AND DISCUSSIONS

Trends were explained and presented using percentages, tables, figures and descriptions of data to present the findings of the study, where both descriptive and inferential statistics was conducted on all objectives.

A. Questionnaire Return Rate

Questionnaires were distributed among counsellors and specially trained teachers. The total number of questionnaires distributed was 68 and those returned were 64 as shown in table 2.

Category	Questionnaires Distributed	Questionnaires Returned	Percentage
Counselors	34	30	88.24%
Specially trained teachers	34	34	100%
Total	68	64	94.12%

Table 2:- Questionnaire Distribution and Return Rate

Information from table 3 indicates that out of the 68 questionnaires distributed, 94.12% of the questionnaires were returned. The study also conducted focus group discussions among students with behavioral problems for triangulation purposes. From the 52 proposed numbers of students, the researcher was able to engage 47 students and that 87.04%.

B. Demographic Information of the Respondents

The research instruments solicited demographic information of the respondents. The information is on gender, age, level of training in counselling and special training, level of education for both counsellors and specially trained teachers. Capturing demographic information was found important in counselling by Proctor (2009) and Jasper (2006) who opines that training, age, level of education and counsellor’s attributes are aspects of counsellor’s types of power. The demographic characteristics were important in interpreting the study findings.

➤ *Gender Distribution of the Respondents*

Information about the gender distribution of the counsellors, specially trained teachers and learners with behaviour problems in inclusive public primary schools in Embu County was collected and the results presented in figure.

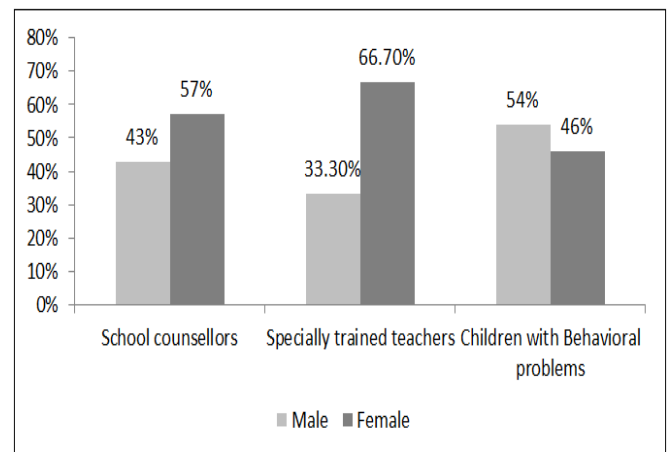


Fig 1:- Gender Distribution of the Respondents

Figure 1 indicates that 57% which was 33 of counsellors were female with their male counterparts constituting only 43%. However, the specially trained teacher that is 66.7% consisted of females. The male specially trained teachers constituted 33.3%. Slightly more than a third, 54% of the pupils with behavioural problems were boys with their counterparts constituting 46% of the girls. These data reveal that there was gender disparity at all levels of the study. These finding 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.

This information attests to the fact that the influence of counsellors' knowledge power on counselling outcomes of learners with behaviour problems in inclusive primary schools concerns all male and female stakeholders alike. However, this did not affect the results of this study in any way. The gender balance in the case of the school counsellors was not fair as 57% of them were female and 43% male. Male specially trained teachers were 21 compared with 43 females. As for learners with behaviour problems boys were 35 compared with 29 girls. The gender reflection did not affect the consistence of the outcomes according to Kothari (2005) who stated that at least seventy percent gender disparity was acceptable. In addition studies by Kuuffman and Ladrum (2014), indicates that more boys are affected by psychological and behaviour problems than girls in America.

➤ *Counsellor's Age Distribution*

Counsellors were required to indicate their ages. The information about the age distribution of the of counsellors is presented on Figure 2.

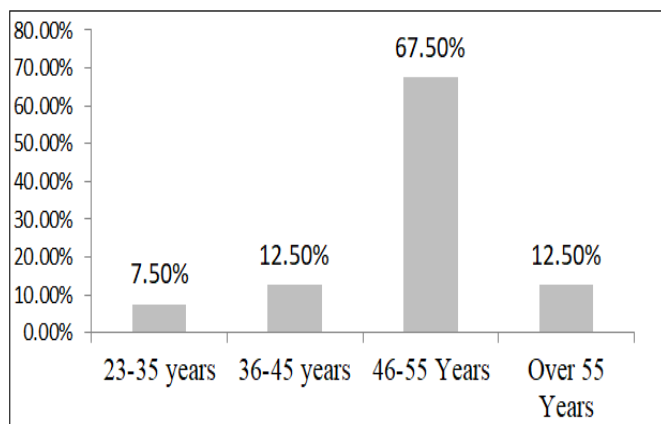


Fig 2:- Counsellor's Age Distribution

According to the findings on Figure 3, it was established that there were more counsellors on age bracket of 46-55 years that was 67.50 %, those who were between the age bracket of 36-45 years and over 55 and formed 12.50 % of the respondents. Those in the age bracket of 25-35 years represented 7.5% of the total number of the respondents. Results in this table indicated that majority of the counsellors

Category	Level of Training					Total
	Certificate	Diploma	Degree and above	No training		
Teachers	2	0	19	13	34	
Counsellors	4	4	14	8	30	
Total	6	4	33	21	64	

Table 4:- Level of Training in Counselling of Counsellors

The finding on Table 7 reveals that majority of the respondents 51.5% held a degree and above in guidance and counselling in which among them 57.6% were specially

had advanced age. In some cultures in Kenya like the Embu Culture, those who are advanced in age are expected to be experienced. Advanced age is also tied to knowledge of which these two types of aspects are types of power a counsellor can possess as cited by (Totton, (2009). These findings are supported by McLeod, & McLeod, (2011) who argues that newly trained counsellors or novice counsellors have new knowledge but lack expertise which is acquired through long time practice and experience. Young counsellors may lack some patience for learners with behaviour problems. Gallagher, (2007), note that learners with behaviour problems are difficult to handle. In similar assertions, Nancy (2018) affirms that children with behaviour problems represent the most challenging students to be handled by young counsellors. Rogerian theory (1951) explains that experienced have high chances of acquisition of positive counselling outcomes than young counsellors. Therefore age is a factor in counselling.

➤ *Age Distribution of Learners with Behaviour Problems*

It was found important to find out the age of the learners with behaviour problems and the study solicited the information and the results were indicated in Table 6

Age	Frequency	Percentage
10	14	29.8
11	5	10.6
12	13	27.7
13	1	2.1
14	1	2.1
15	5	10.6
8	1	2.1
9	7	14.9
Total	47	100

Table 3:- Age Distribution of Learners with Behaviour Problems

➤ *Training Level in Counselling of the Counsellors and Special Teachers'*

The study conducted a cross tabulation of the level of training in guidance and counselling of the counsellors and specially trained teachers against their category. The findings are presented in table 7.

trained teachers. 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. The study results indicated that there was need for training and retraining in both counselling and training in special education training for the counsellors and teachers who were not adequately trained. This training will enhance counselling services. When counsellors as the managers of the counselling services in schools are trained in their areas of specialization they will be able to counsel and manage behaviours of learners in inclusive schools in better ways. The results are in line with findings of Foucault, (1980; 2013), who argues that training and retraining of professionals is a way of empowering them and this reduces the situation of powerlessness professional’s burnout.

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. It also helps the counsellors and teachers in gaining the understanding of the counselling relationship. 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. New forms of training therefore need to be developed that are more cost-effective and scalable.

➤ *Level of Education of the Counsellors and Specially Trained Teachers.*

The research also explored information on level of education of school counsellors and specially trained teachers since this variable could influence their skills to supply credible information about the research objectives. The results were indicated in Figure 3.

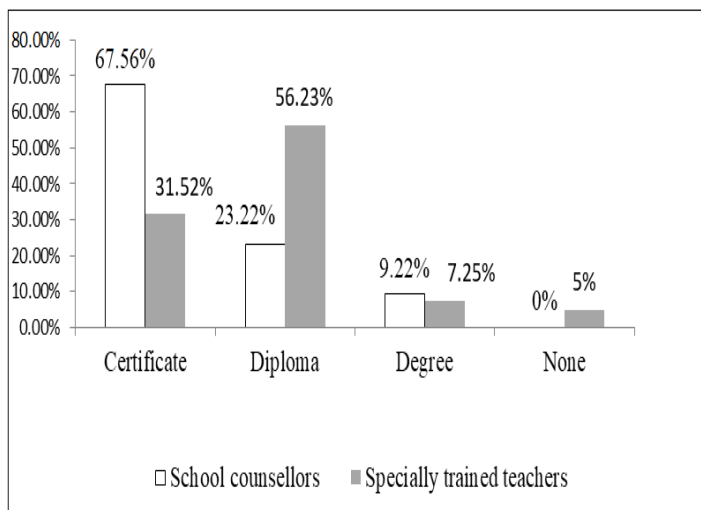


Fig 3:- Counsellors and Teachers’ Level of Education

The data on Figure 3 indicates that 23% of the school counsellors had diplomas, 67.56 had certificate as 9.22% of them had Bachelor’s degrees and above while none of them had no education. However, half, 67.56% of the specially trained teachers had certificate qualifications, a 56.23% had Diplomas, and 7% had Bachelor’s Degrees and above whereas 5% had none. Based on these findings, it can be concluded that most of the school counsellors in Embu County had been attained in higher level of education. This was useful since their interview proved to be more reliable based on their high levels of educational qualifications. The findings here are not in line with data in the ministry of education that a number of the counsellors are trained at certificate level on no training in counselling. The data agree with the assertions presented by Morewood (2011) that teacher’s professional qualifications are critical in understanding the relevance of literacy-rich environment which stimulates pupils to participate in language. Expressive language for learners is important during counselling because learners will be able to explain their problems.

This information consequently, attests to the fact that level of education is an important characteristic in making the school counsellors and especially trained teachers understand the influence of instructional strategies and resources on acquisitions of reading skills among specially trained pupils. Another requirement of the professional school counsellors is to maintain their certificate through professional development and continuing education, (Hodges 2014). According to Foulcalut (2004), knowledge and education are types of powers for professionals. The results indicate that both counsellors and teachers posses two types of powers which influence counselling outcomes. Professional counsellor can guide their students on academic, social, personal, development, or career skills to help them achieve their potentials.

School counsellors and teachers are considered important in-school impact factor on the quality of student achievement and behaviour management. The available evidence suggests that the main driver of the variation in student learning at school is the quality of the teachers, (Barber and Mourshed 2007). The need to invest in the quality of teachers through education is based on the challenges that many national governments including Kenya face with respect to their education systems. Research has shown that the level of education of counsellors and teachers has an effect the way they perform their duties. This is the reason as to why governments spend time and resources in educating its citizens, (MoEST 2010). Studies indicate that teachers universally with low levels of education report feeling particularly overwhelmed by the most difficult and intelligent students who become a challenge to them. A bad case of a teacher with low education is when dealing with bright students who also have behaviour problems and if the teacher does not have varieties of behaviour techniques to assist in behaviour management.

C. Counselling Outcomes of Learners with Behaviour Problems

The dependent variable of this study was the counselling outcomes of learners with behavioral problems.

The study sought to establish the opinion of counsellors and specially trained teachers on the counselling outcomes. The findings are presented in table 5.

Outcomes	N	SD	D	U	A	SA	Mean
Improved logical thinking and judgment of client may be influenced by amount of experience and facts applied by the counselor during counseling sessions.	64	5%	25%	0%	39.1%	30.9%	3.6
Reduced anxiety levels may be affected by the counsellor's way of applying counseling techniques and skills during counseling sessions.	64	0%	0%	25.0%	15.6%	59.4%	3.8
Improved level of self esteem of client may be affected by counsellor's application of professionalism power during counseling sessions.	64	0%	0%	0%	40.6%	69.4%	4.0
Adherence to school authority may be influenced by the way legitimate power applied by counselor during counseling sessions.	64	26.6%	0%	0%	40.6%	32.8%	3.2
Feeling happier by client may be influenced by type of attribute or admiration power used by counsellor during counseling sessions.	64	0%	0%	26.6%	40.6%	32.8%	3.3
Improved relationship and social skills of client may be influenced by counsellor's lack of balancing power and application during counseling sessions.	64	25%	0%	26.6%	23.4%	25.0%	2.9
Average	64	9.4%	4.1%	13.3%	33.3%	41.7%	3.6

Table : 5:- Counselling Outcomes of Learners with Behavioral Problems

The findings showed from Table 8 indicates that over half of the respondents 59.4% strongly agreed that reduced anxiety levels could be affected by the counsellor's ways of applying counselling techniques and skills during counselling sessions. In addition, all respondents 100% felt that having more confidence of a client could be influenced by the counsellor's level of training in counselling. Again improved level of self esteem of client as an outcome was influenced by the way counsellors used their power during counselling and that was shown at 69.4%. Improved relationship and social skills of client were shown at 25.0%. The low change might have been caused by a variety of factors. 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. 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. Results from the respondents on this item of Table 7 again agree with the findings of 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 in 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.

Findings further 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).

➤ Changes (Outcomes) Noted after by students Attended Counselling Sessions

Students were asked to state whether they had experienced any changes after counselling sessions. Changes are regarded as outcomes. Findings from the students were compiled from the four groups in the (FGD) and averaged and results are indicated on table 6.

Response rate	Frequency	Percentage %
Not Changed	30	45.3
Changed	4	7.8
Not Sure of changes	15	23.4
Half way changed	15	23.4
Total	64	100

Table 6:- Changes (Outcomes) Noted after by students after Counselling

Results from table 6 indicate that 30, 45.3 % students had not changed after attending counselling sessions, and only 4 that is 7.8% had changed, while 15, 23.4 were not sure of the changes and equal number of 23.4% had only changed half way. Findings from this Table are in agreement study findings from, The Teacher Support Network’s (2010) Behaviour Survey that showed that 92% of respondents said pupil behaviour had worsened even after counselling services had been provided. Challenging behaviours such as use of verbal abuse, absenteeism, drop out late, fears, threats and derogatory comments and suicide, cases were as high as 51%. Reports from the education Committee in the House in London (2011) is in support of the this study findings that mis-behaviour standards in schools are high for the great majority of young people regardless of the existence of school counselling. Glossoff and Koprowicz (1990) have underscored the importance of a team approach to comprehensive school counselling programs and the role of school counsellors as consultants to the members of these teams if counselling outcomes have to be noted. To address the need for effective behaviour change in schools packaged discipline models with techniques have to be developed. On a similar note Cooper (2013), opine that if counselling outcomes have to be noted in learners, school counselors, and others can be trained in preventive programming, train on other disciplinary approaches and to develop and evaluate disciplinary interventions in conjunction with parents, teachers, and community.

Gender	Frequency	Percentage (%)
Boys	10	15.6
Girls	0	0
Not sure	6	9.4
Equally affected	48	75
Total	64	100

Table 7:- Gender of Students Mostly Affected by Behavioral Problems

The information in Table 7 showed that 75% of the respondents felt that boys and girls are affected equally. This information contradicts findings from the focus group discussion where 37.8% were boys while 62.2% were girls.

Findings from the respondent and not the students were in agreement with what Ensor, Hart, Jacobs, and Hughes (2015) findings which yielded that disruptive behaviour disorders are much more common in boys than girls. Students responses were in agreement with Ensor (2015) second objective that when the ratings of aggression, disruption, arousal and negativity were used to index problem behaviours confirmatory factor analyses demonstrated the same metric for boys and girls, but a mean that was approximately half a standard deviation higher for boys than girls. In addition, the association between the latent factor and teachers' ratings of total behaviour problems was significantly stronger for boys than girls. In similar assertions Reza (2017) from the University of Tehran study findings on his research on prevalence of behavioral problems in preschools learners showed girls experienced more problems compared to boys. These findings are similar to the findings in this study from group discussion point of view.

However, some studies show the prevalence of children with behaviour problems varies from one country to another and one region to another within a country and behaviour problems change with age and early interventions taken. For example, studies by Trepatt 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 this prevalence change 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.

D. Counsellors Knowledge Power (expert power) and Counselling Outcomes

The first objective of the study was to determine the extent to which counselor’s knowledge power influences counselling outcomes of learners with behavior problems.

➤ *Knowledge Power (expert power) and Counselling Outcomes*

The study first sought to establish the opinion of counsellors and special trained teachers on counselor’s knowledge power. The findings are presented in table 8.

Knowledge power	N	SD	D	U	A	SA	Mean
Counsellor's level of education has influence on counselling outcomes of learners with behavioral problems.	64	17.2%	9.4%	21.9%	7.8%	43.8%	4.0
Counsellor's experience in counseling influences counselling outcomes of learners with behavioral problems.	64	26.6%	14.1%	3.1%	35.9%	20.3%	3.2
Counsellor's ways of applying techniques and skills enhances counseling process and influences counselling outcomes of learners with behavioral problems.	64	10.9%	15.6%	17.2%	9.4%	46.7%	4.1
Counsellor's power of communication is a powerful tool influences counselling outcomes of learners with behavioral problems.	64	15.6%	14.1%	0%	7.8%	62.5%	3.1
Counsellor's level of training in counselling has influence on counselling outcomes of learners with behavioral problems.	64	3.1%	7.8%	14.1%	9.4%	65.6%	2.9
Counsellor's Power reproduces knowledge by shaping it in accordance with its anonymous intentions and that influences counselling outcomes of learners with behavioral problems.	64	9.4%	16.3%	14.1%	34.4%	35.9%	3.9
Average	64	13.8%	12.8%	11.7%	17.5%	45.8%	3.5

Table 8:- Counsellors Knowledge Power

Results of each statement are indicated on Table 8 The first statement sought to determine whether the counsellor's experience in counselling influenced counselling. Results from the response majority of the both counsellors and teachers indicated that 43.8% strongly agreed, then 21.9 were undecided, 17.2 strongly disagreed, and those who agreed were 7.8. This gave a mean of 4.0. The second statement explored whether counsellor's experience in counselling influences counselling outcomes of learners with behavioral problems. Findings are that 35.2% agreed, 26.6 disagreed, 20.3% strongly agreed so majority of the respondents were positive that counsellor's experience applied during counselling can influence counselling outcomes. Counsellor's ways of applying techniques and skills enhances counselling process and influences counselling outcomes of learners with behavioral problems as it was indicated at a mean of 4.1, with 46.7 % strongly agreeing, 17. 2% undecided, while 10.9% and 15.6 % strongly disagreed and disagreed respectively with a mean of 4.1.

These 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 enough knowledge to positively confront issues presented to them by their students.

This response is similar to the study by Kourkoutas, (2012) who contends that evidence shows that teachers can effectively assist students at risk or with behaviour problems, when they are adequately guided and supported by well-trained school counsellors. Training is part of knowledge

power. Students might miss out on critical opportunities to build and apply new skills when they are trapped in conflicting relationships with their teachers (Fleming 2013). The new built in skills are the outcomes of counselling and teachers interventions. However, such sentiment did not affect their attendance to counselling sessions from all the students. Findings are in agreement Foucault,(2004) who contends that power is based on knowledge and makes use of knowledge; on the other hand, power reproduces, knowledge by shaping it in accordance with its anonymous intentions and counsellors who have knowledge of their areas of study have power.

➤ Test of Hypothesis of Knowledge Power and Counselling Outcomes

The study tested the following hypothesis. The first hypothesis tested was as shown

H₀₁: There is no statistical significant influence of counsellor's knowledge power on counselling outcomes of learners with behavior problems in inclusive primary schools in Embu County. The study carried out a regression analysis of counsellor knowledge power on counselling outcomes and an Analysis Of Variance of the same.

The findings are in table 9 and table 10

R	R-Squared	Sig. Level
0.114	0.013	0.371

Table 1: Regression analysis of Counselor Knowledge Power and Counseling Outcomes

The study showed that only 1.3% of counsellor's knowledge power explains counselling outcomes of learners with behavior problems.

	SS	Df	F	Sig
Regression	1.623	1	0.812	0.371
Residual	123.989	63		
Total	125.609	64		

Table 10:- ANOVA of Counsellor Knowledge Power and Counselling Outcomes

The test of analysis of variance of counsellor’s knowledge Power and counselling outcomes showed that counsellor’s knowledge power is not statistically significant in explaining counselling outcomes of learners with behavior problems, since significance level 0.371 is more than the p-value of 0.05. Further since the F- calculated 0.812 is less than the critical $F_{1,63,0.05} = 4$, the study fails to reject the null hypothesis at 95% level of confidence, as concluded that there is no statistical significant influence of counsellor’s knowledge power on counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County. This implies that the influence of knowledge power on counselling outcomes is not statistically significant and hence it is attributed to change. These findings contradict what Zur (2009) theorized that counsellors have knowledge power. In similar affirmations Vielt (2010) observes that counsellor’s have knowledge power which is also known as expert power and is derived by a counsellor possessing skills strategies in information knowledge language power or expertise gained through formal education, training, schooling, acquisition of dexterity, and experience, as it is commonly said that knowledge is power. As knowledgeable and experts, counsellors are imbued with the power to diagnose or name what is normal up abnormal or healthy and pathological in a client with behaviour problems and this will cause influence in counselling process and outcomes. However counsellors need to remember that as they diagnose and screen, clients with behaviour problems as these clients have added powers due to their emotional and psychological problems and that affects counselling process and outcomes. Clients with behaviour problems sometimes use coercive power and emotional power and resist counselling continuity and this may derail the process for effective counselling outcomes, (Cooper 2013). In such as case, Kourkoutas, (2012) from Greece based study, advises counsellors to apply the power of behavioural and integrative therapies together with inclusive counselling to help them achieve the expected counselling outcomes.

➤ *Students Opinion on Knowledge Power and Counselling Outcomes*

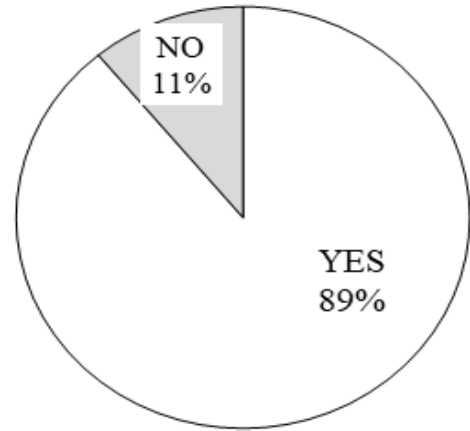


Fig 4:- Students Opinion on Knowledge Power and Counselling Outcomes

The findings from students through FGD showed that most of the students 89% felt that their counsellor was knowledgeable and had facts on counselling and even many of their teachers had knowledge on many areas but not in all areas. Findings on this study are in line with Tamara & Olson (2009) who contend that students’ perceptions of their teachers’ knowledge power use were found to be positively related to their perceptions of their teachers’ competence, caring, and trustworthiness. Teacher power use contributed to the prediction of a significant amount of variance in teacher credibility. Zur (2009) asserts that expert power relates to the individual’s knowledge, information, proficiencies, mastery of techniques and skills that are generally acquired through education, training and experience.

Student’s responses were that their classroom teachers and counsellors do educate and inform them about the nature and meaning of certain situations and propose new ways of viewing, reacting and responding to situations. This is then summarized by Proctor (2012) who agrees that knowledge of a counsellor is power and is highly relevant to counsellor-client power relationships. Counsellors have expertise in identifying the strengths and weaknesses of their clients, are knowledgeable about ways that affect people in general, including their clients’ behavior, cognition and emotion, (Zur 2009). When the researcher probed on the students who answered in the negative, they pointed out that the counsellor did not understand the ‘why’ they had problems.

The responses from the few students who answered on the negative that the counsellor did not understand why had behaviour problems agree with (Kauffman & Landrum, 2013; Simpson & Mundschenk, 2012) that many learners with behaviour problems do not even know their problems well and did not even understand why they were to attend counselling. Learners were in agreement that their teachers have helped them change in their academic integrity.

Wangaard and Stephens (2011) assert that building a culture of academic integrity accompanied by academic counselling has great effect on learner's behaviour. Findings here relate to the study by Kourkoutas, and Giovazolias (2013) from the University of University of Crete, Greece who observe that the percentage of students requiring counselling support and intervention within schools varies from 3 to 25% depending on the severity and persistence of the difficulty or the challenging behaviour and that teachers face many challenges in a wide range of areas, mainly in those related to their students' behavioural problems and psychological well-being. Tamara & Olson (2009) investigated on students' use of power in the classroom, teacher power, and teacher immediacy. Results revealed that even though students did not feel they had a great amount of influence with their instructors, they used a variety of behavior 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. Teacher's use of reward power was also related to students' use of pro-social techniques. However, findings indicated that not many students who changed or had positive outcomes. This was indicated at 30% change.

V. CONCLUSIONS AND RECOMMENDATIONS

This study sought to establish the influence of counsellor's knowledge powers on counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County, Kenya. Based on the analysis in chapter four, the following are the major findings of the study.

The study found out that knowledge power of a counsellor had a positive influence on the counselling outcomes. It was found out that, experience gathered by counsellors in counselling, the amount of facts and experience that a counsellor possessed in counselling and counsellors' level of training in counselling all had influence on counselling outcomes of learners. However, the study found out that there is no statistical significant influence of counsellor's knowledge power on counselling outcomes of learners with behaviour problems in inclusive primary schools in Embu County which implied that the influence of knowledge power on counselling outcome is not significant and could have been caused by chance.

Primary schools in Embu East County have high disciplinary problems among students and that effective counselling process and outcomes. Some teachers complained of being overwhelmed by work and with this they felt that they did not have adequate time to conducted effective counselling and this has effects on outcomes. Recommendation: Train and retrain of counsellors on psychological assessment. Conduct more research

investigating on power at the group level as is necessary to determine how groups affect the exercise of counsellor's power. Develop a comprehensive School Counselling Programs that can play advocacy role for all students' developmental and learning needs. School counsellors to train on ethical governance and leadership skills since counsellors are leaders of the counselling programmes and leaders have power forms.

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