INFLUENCE OF GUIDANCE AND COUNSELING IN ENHANCING SELF ESTEEM OF CLASS 7 AND 8 LEARNERS WITH BEHAVIOR AND EMOTIONAL DIFFICULTIES IN PUBLIC PRIMARY SCHOOLS IN NAKURU SUB COUNTY, KENYA

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DECLARATION

I hereby declare that this thesis is my original work and to the best of my knowledge it has not been presented for examination for an award of degree in this or any other university.

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DEDICATION

This thesis is dedicated with love to my wife Mollyne Atieno and my sons Bildad Mboya, Henry Louise Mboya and Stanley Mark Mboya

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First, I would wish to acknowledge the almighty God for his grace in undertaking this project. The successful completion of this thesis is the result of the efforts of many people. It is not possible to list all of them here. However, I appreciate their contributions. My special thanks also go to my supervisors, Dr. Mwaura Kimani and Dr. Justus Mochama Gori who made valuable contribution to this study. I would also like to appreciate Maasai Mara University for giving me a conducive environment during my study. I am also indebted to my colleagues, workmates and friends for their continuous support and encouragement while undertaking this study. I would also like to express my gratitude to my employer, the Ministry of education, through the Director of education, for approving my request to undertake this course. I can't forget to thank my family, and especially my dear wife Mollyne and sons Bildad, Henry Louise and Stanley Mark for being understanding and patience during my long absence. Lastly, my gratitude goes to all my predecessors in the same field of study from whom I have borrowed and quoted the various references. Last but not the least I would like to acknowledge teachers and learners for their cooperation during the data collection procedure.

ABSTRACT

Guidance and counselling has been encouraged in public primary schools in Kenya with the aim of assisting pupils to cope up with the challenges they encounter in school. Despite its extensive use, its influence on self-esteem of learners with emotional and behavioral difficulties in public primary schools has not been established. Therefore the study sought to establish the influence of guidance and counselling on self-esteem of class 7 and 8 learners with behavior and emotional difficulties in public schools in Nakuru Sub-County. Specifically the study sought to examine the influence of individual counseling, group counselling and peer counselling on self-esteem of class 7 and 8 learners with behavior and emotional difficulties in public schools in Nakuru Sub-County. The target population for the study was learners with emotional and behavioral difficulties, head teachers and teacher counselors in public schools in Nakuru Sub-County. According to sub-county director of education there are 677 guidance and counseling teachers and 610 head teachers. According to EARC in Nakuru there are 291 learners with emotional and behavioral difficulties in Nakuru Sub-County. Stratified sampling and purposive sampling was used to select schools and learners involved in the study. The different zones acted as strata. This method was used because of the difference in the number of schools per zones. Purposive sampling was used in the stratus to pick school with guidance and counseling teachers. Purposive sampling was used to pick learners with emotional and behavior difficulties for the study. The researcher used 20% of the target population therefore the sample size of G&C teachers was 123, the sample size of head teachers was 123 and the sample size of learners was 58. The study collected primary data using questionnaires, and interview schedules. Questionnaires were used to collect data from learners with emotional and behavioral difficulties. Interview schedule was used to collect data from guidance and counseling teachers. Reliability of the questionnaire was tested using Cronbach alpha index. Data was analyzed using descriptive and inferential statistics. Pearson correlation and multiple linear regressions were used. Data was presented in tables. The findings indicated there is a positive relationship between peer counselling and self-esteem of learners with emotional and behavioral difficulties in primary schools in Nakuru Sub-County ($r=0.217$; $p=0.008$). The researcher also found out that there is a positive relationship between individual counselling and self-esteem of learners with emotional and behavioural difficulties ($r =0.307$ $p=0.05$). The findings also revealed that there is a positive relationship between group counselling and self-esteem of learners with emotional and behavioural difficulties in public primary schools in Nakuru Sub-County ($r=0.393$, $p=0.0023$). Based on the findings the study concluded that self-esteem of learners with emotional and behavioral difficulties in public primary schools in Nakuru sub County was generally low. The study further concludes that to some extent individual counselling led to behaviour change in learners with emotional and behavioural difficulties thus enhancing their self-esteem. From the conclusion the researcher recommended that there is need for training more teacher counsellors on a variety of difficulties to help meet the self-esteem needs of learners with emotional and behavioural difficulties.

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LIST OF ABBREVIATIONS

EFA	Education for All
KESSP	Kenya Education School Support Programs
KISE	Kenya Institute of Special Education
MoE	Ministry of Education
NACOSTI	National Council for Science and Technology
ROK	Republic of Kenya
SERC	Special Education Review Committee
SNE	Special Needs Education
SPSS	Statistical Package for Social Sciences
SCDE	Sub- County Directors of Education
UNESCO	United Nations Educational and Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Overview

Chapter one presents the background of the study, statement of the problem, purpose of the study, research objectives, research questions, research hypothesis, and significance of the study, scope of the study, limitation and delimitation of the study. The chapter further discusses assumption of the study and lastly definition of terms.

1.2 Background of the Study

Integration of learners with behavior and emotional difficulties in public schools began almost a century ago. A significant factor in the changing attitude towards learners with learning difficulties was the principle of normalization which emphasized the right of all individuals to be valued equally and to have the opportunity to contribute meaningfully to the society (Bank-Mikkelson, 2014). Since the mid 2014s, the policy in many countries has been to integrate learners with different abilities in public classrooms wherever possible. Learners who were integrated often had some level of curriculum modification and teacher aide support (Atkinson & Walmsley, 2015).

Guidance and counselling is necessary in public schools to improve the self-esteem of learners with emotional and behaviour difficulties, (Verduyn, 2017). Guidance refers to the expert help given to someone through teaching, directing, opinion giving, exemplifying, explaining, advising and instruction to enable the person to make informed and responsible choices so as to adjust or cope with various challenges in their immediate environment (Verduyn, 2017). Counselling is a helping process through a special kind of relationship to help individuals to get access to a greater part of their personal resources as a means of responding to the challenges in life (Zebulon, 2014). Guidance and counseling assist learners in fulfilling their basic psychological needs,

understanding themselves and acceptance of others, developing associations with peers, balancing between permissiveness and controls in the educational setting, realizing successful achievement, and providing opportunities to gain independence.

Adolescents have varying levels of self-esteem, which appears to be influenced by such factors as gender, ethnicity, and social class. The results of low self-esteem can be temporary, but in serious cases can lead to various problems including depression, anorexia nervosa, delinquency, self-inflicted injuries and even suicide. Low self-esteem can be particularly hard for young people especially when they're doing things like starting high school or work, and forming new friendships and relationships.

Positive self-esteem for teens is important as it allows them to try new things, take healthy risks and solve problems. In turn, their learning and development will be productive and will set them up for a healthy and positive future (Harter, 2014). Students with emotional disturbance and/or behavioural problems have negative self-concepts and low self-esteem. In the classroom, students may be frequently off-task and may adversely affect the learning of some others. Students may have problems working in groups and in forming relationships. Students may show aggression towards others or refuse to co-operate.

Children with behavior difficulties engage in conduct which is disruptive to classroom functioning and/or harmful to themselves and others. There are two categories of behavior difficulties oppositional defiant disorder and conduct disorder. Oppositional defiant disorder is characterized by extreme non-compliance, negativity, and an unwillingness to cooperate or follow directions, (Deblinger, 2019). Children with this condition are not violent or aggressive, they simply refuse to cooperate with adults or

peers. This disorder is characterized by aggression, violence, and harm inflicted on self and others.

Globally, educational policies have responded to the social justice agenda in different ways. In the United States, the rights of children with emotional and behavior difficulties are enshrined in legislation (Education for all Handicapped Children Act; 2011; the Individuals with Disabilities Education Act, 1990). In Great Britain, the Warnock Report (1978) led directly to the Education Act (2011) and the subsequent amendment to the Education Act (1993) and special educational needs and disability act (2014) established the rights of learners with different abilities to be included in public schools. In Australia, the Disability Discrimination Act (1992) and the Disability Standards for Education (2017) support the enrolment and full participation of learners with disabilities in public schools. In Asia, enabling legislations requiring integration have been more favorable towards learners with different kinds of difficulties (Heyden, 2011).

In African countries, integration is widely seen as a means to develop human capital, improve economic performance and enhance individual capabilities and choices in order to enjoy freedoms of learners (Gladding, 2012). The Dakar Framework for Action adopted a World Declaration on Education for All (EFA) in 2014, reaffirmed the notion of education as a fundamental right and established the new millennium goal to provide every girl and boy with primary school education by 2016. In Nigeria the school enrolment rate for children with disabilities is estimated to be some 2 to 5 percent (Peters, 2013). In Botswana, Malawi and Zimbabwe, integration of learners with emotional and behavioral difficulties has been marred by lack of support services, relevant materials and support personnel, government apathy (Peters, 2013). An additional constraint is the absence of qualified special teacher counselors, educational

facilities and government capacity in maintaining oversight in most schools in Africa (Birdsall, 2012).

In Kenya, the challenges confronting learners with emotional and behavioral difficulties include discrimination, lack of appropriate facilities, religious barriers as well as negative effects of HIV/AIDS and poverty. Leaners with learning difficulties also face the challenge of access, equity, quality, relevance, attitude and stigma (ROK, 2009). In enhancing integration in Kenyan primary schools, the government has made efforts to promote education of all through policy interventions such as the Sessional Paper No. 1 of 2017 and Gender and HIV/AIDS policies and Vision 2030 (ROK, 2009). These policy papers emphasize the need for integration. Although Kenya has achieved several milestones, increased funding is still needed to support the provision of programs that address critical issues related to education for learners with difficulties and to provide them with guidance and counseling services. In primary schools in Kenya, guidance and counseling unit was established in 2004 (Mutai, 2017) and the provision of guidance and counselling is guided by the Sessional Paper No. 1 of 2017 and the Children's Act of 2014 (ROK, 2017). Moreover, the provision of guidance and counseling for all pupils including learners with emotional and behavioral difficulties has been embraced in many primary schools in Kenya.

In Nakuru Sub-County, the public primary schools have guidance and counselling programs which have helped to address different needs of learners with emotional and behavior difficulties. However, learners in these schools still face several challenges that affect their self-esteem (Mutai, 2017). Some of the challenges facing learners with emotional and behaviour problems include disciplinary problems, absenteeism, loneliness and feelings of inadequacy (Nyandika, 2011). These challenges can be overcome if guidance and counselling programs are strengthened. According to a report

by Kenya National Special Needs Education Survey, Research Nakuru County has 3 Special Schools representing 5.3% of the total schools, the report also indicate that there are only 9 teachers who are specialized in handling hearing impairment cases, 5 teachers who are specialized in handling visual impairments cases, 1 teachers who is specialized in handling intellectual and cognitive cases, 1 teachers who is specialized in handling emotional & behavioral cases and 20 teachers who are specialized in handling students with learning difficulties. These numbers are too low compared to the high number of special cases of learners in the County. Therefore the need to focus on the influence of guidance and counseling on self-esteem of learners with behavioral and emotional difficulties in public primary schools in Nakuru Sub-County, Kenya.

1.3 Statement of the Problem

Despite of the requirement that all schools provide counselling to all pupils, documented evidence reflects how teacher counsellors' self-perceptions of their own competence affect their involvement in assisting all types of learners. Learners with emotional and behaviour difficulties continue to suffer and fail to fully benefit from schooling. For instance, learners with emotional and behaviour difficulties drop out of school, perform poorly in exams, lack self-confidence and are generally fearful, indecisive, and anxious and tend to withdraw from the rest. In Nakuru Sub-County, learners with emotional and behavioral difficulties face a number of challenges particularly in relation to their, involvement in mainstream schools. To accommodate learners with emotional and behavioral difficulties in mainstream schools proper modification of the learning environment and psychosocial support services to help them cope with the school environment are required. However, in primary schools in Nakuru Sub-County, there have been no follow-ups to ensure that guiding and counselling is fully implemented. Thus, some schools lack organized guiding and counselling programs. In schools where

there were guiding and counseling programs, there is inadequate staff and equipment to address the self-esteem deficits of learners with emotional and behavioural difficulties. Thus, the effect of guiding and counselling on self-esteem of pupils in public primary schools is yet to be established.

Previous studies have examined the challenges facing special needs learners in primary. Kanus (2017) conducted a study on the influence of guidance and counselling services on students' emotional adjustment in Secondary Schools in Kenya, He found out that guidance and counselling services provision in secondary schools in Keiyo Sub-county was found to be fairly effective in assisting students with emotional needs. Olando, Otenyo and Odero (2014) conducted a study on effectiveness of guidance and counseling services on adolescent self- concept in Khwisero District, Kakamega County. The findings revealed that there is positive correlation between effective guidance and counseling services and promotion of positive adolescent self-concept. These studies have not examined the potential influence of guidance and counselling on the self-esteem of learners with emotional and behavioural difficulties. Thus the study sought to determine whether guidance and counselling influenced self-esteem of class 7 and 8 learners with behavior and emotional difficulties in public schools in Nakuru Sub-County.

1.4 Purpose of the Study

The purpose of this study was to establish the influence of guidance and counseling in enhancing self-esteem of class 7 and 8 learners with behavior and emotional difficulties in public primary schools in Nakuru Sub County, Kenya.

1.5 Research Objectives

The study was guided by the following objectives:

i. To establish the influence of peer counseling in enhancing self-esteem of class 7 and 8 learners with behavior and emotional difficulties in public primary schools in Nakuru Sub County, Kenya.

ii. To determine the influence of individual counselling in enhancing self-esteem of class 7 and 8 learners with behavior and emotional difficulties in public primary schools in Nakuru Sub County, Kenya.

iii. To examine the influence of group counselling in enhancing self-esteem of class 7 and 8 learners with behavior and emotional difficulties in public primary schools in Nakuru Sub County, Kenya.

1.6 Research Hypotheses

H_{01}: There is no relationship between peer counseling and enhancement of self-esteem of class 7 and 8 learners with behavior and emotional difficulties in public primary schools in Nakuru Sub County, Kenya

H_{02}: There is no relationship between individual counseling and enhancement of self-esteem of class 7 and 8 learners with behavior and emotional difficulties in public primary schools in Nakuru Sub County, Kenya

H_{03}: There is no relationship between group counseling and enhancement of self-esteem of class 7 and 8 learners with behavior and emotional difficulties in public primary schools in Nakuru Sub County, Kenya

1.7 Significance of the Study

The findings of this study could benefit various stakeholders

First the findings of the study may inform the teacher counsellors and head teachers on strengthening of guidance and counselling in primary schools in order to enhance self-esteem of learners with emotional and behaviour difficulties in their schools.

In addition, the findings would help the Ministry of Education in formulating policies on guidance and counseling programs to address self-esteem of learners with emotional and behaviour problems. The finding of the study is also significant to parents and caregivers of learners with emotional and behaviour difficulties in knowing how to relate with them. This will go a long in boosting their self-esteem. The study findings may provide a literature review for further studies to other scholars and pupils on the role of guidance and counseling on self-esteem of learners with emotional and behaviour difficulties.

1.8 Scope of the Study

The study sought to establish the influence of guidance and counseling in enhancing self-esteem of class 7 and 8 learners with behavior and emotional difficulties in public primary schools in Nakuru Sub County, Kenya. The target population for the study was learners with emotional and behavioral difficulties head teachers and teacher counselors in public schools in Nakuru Sub-County. According to sub-county director of education there are 677 guidance and counseling teachers and 610 head teachers. According to EARC in Nakuru there are 291 learners with emotional and behavioral difficulties in Nakuru Sub-County therefore the total target population was 1578.

1.9 Limitations a of the Study

The researcher overcame various limitations while conducting the research. First some respondents feared participating in the study for fear of portraying a negative image of

their school. Second some of the information sought by the study was sensitive hence; some of the respondents may have been reluctant in giving information. The study was limited to Nakuru county, however Nakuru County being one of the most cosmopolitan counties can be used to describe the situation in other counties which have both rural and urban set-up.

To overcome the limitation on reluctance of the participants the researcher made all possible effort to visit the selected schools to familiarize himself with them and to explain clearly the purpose of the study. To overcome the limitation on the sensitivity of the information requested, the researcher acquired the permission from the selected public schools. The researcher also assured them that the information provided would be kept confidential

1.10 Delimitation of the Study

The study was conducted among the public primary schools in Nakuru Sub-County leaving out the private primary schools due to learning environment.

The study also focused on the Class 7 and 8 pupils only excluded other pupils in the schools. According to Erick Erickson Theory class 7&8 (12-18years) pupils experience identity crisis they are also likely to develop a weak sense of self and experience role confusion therefore they were ideal for this study. The study was limited on the learners with emotional and behaviour difficulties only.

1.11 Assumptions of the Study

The study assumed that there were guidance and counselling programs in all the targeted public primary schools in Nakuru Sub-County. The study also assumed that the targeted public primary schools in Nakuru Sub County have group, individual and peer counseling sessions. In addition the study assumed that the respondents in the

selected schools would cooperate with the researcher and be honest in providing a true reflection of their feelings about the study variables. Finally the researcher assumed that the respondents would provide the required information on the influence of guidance and counselling programs on self-esteem of learners with emotional and behavioral difficulties in public primary schools in Nakuru Sub-County

1.12 Definition of Terms

Counselling: This was used to refer to a process which involves creating a warm relationship using skills and techniques to help a pupil understand and deal with his or her own issues.

Guidance: This was used to refer to a process of helping a pupil to understand himself/herself and his/her school/home environment.

Emotional Difficulties: Disorders characterized by attention deficit, hyperactivity, impulsivity, aggressive impulses and compulsions.

Behavioral difficulties: Disorders characterized by aggressive or anti-social behavior; inattentiveness; distractibility and impulsiveness

Guidance and Counseling Programme: This was used to refer to an established guidance and counselling activities that focus on individual, peer and group counselling in schools.

Individual Counselling: This was used to refers to one-to-one counselling whose goal is to help the client to understand himself, clarify and direct his thought, in order to make a worthwhile decision and to bring about change in the client either by altering maladaptive behavior, learning the decision making process or preventing problems.

Peer Counselling: Counselling of adolescents by other peers with whom they share equal standing status, needs goals, feelings, language, life prospects, companionships, comradeships and life outlook; helping activities and services offered to pupils by peer counsellors.

Group counselling: This is a counselling session that takes place between the professionally trained counsellor and a group of pupils.

Self-Esteem: This was used to refer to the belief involving judgments of how learners feel about themselves (Pintrich & Schunk, 2011).

Public Schools: Schools that enroll learners that do not require special attention within or outside the enrolled school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter presents literature on previous studies that have been conducted on the influence of guidance and counselling on self-esteem of learners with emotional and behavior difficulties especially in public schools. The chapter also presents the theoretical review and conceptual framework for the study.

2.2 Empirical Review

2.2.1 Enhancing Self –Esteem of Learners

Self-esteem is defined as the set of positive or negative evaluations of individuals about their own selves (Rosenberg, 2016). Self and self-esteem constitute two different dimensions of personality. The self represents the cognitive part of the personality, whereas self-esteem represents the affective and psychologic dimension, (İzgiç, 2016). Searcy (2017) argues that self-esteem is developed through one's associations, ones activity and aurally. Searcy claims these processes result in an individual's overall feelings of self-worth. Identified as associative self-esteem, the term refers to the effect of groups on individual self-esteem. Relationships with peers, family, and teachers influence the development of students' self-esteem. The personality traits of the individuals, their physical features, abilities, skills, social relations, feelings and their ideas about their academic or professional performance and the satisfaction they feel as a result of these ideas, are included in the concept of self-esteem (Yılmaz, 2018).

A high level of perceived satisfaction indicates that the individual has high self-esteem, whereas a low level of satisfaction indicates low self-esteem. Özkan (2017) defined people with high self-esteem as individuals who are successful in academic and

professional areas, who can handle stress, who can establish social and close relations and who have a high level of vitality and enjoyment. At the same time, he defined people with low self-esteem as individuals who have a low level of vitality and enjoyment, who are not self-confident, who feel shame and feelings of worthlessness and who feel inadequate in terms of successes and skills. The formation of self-image in individuals starts in their babyhood and early childhood periods through the verbal and non-verbal signals that they receive from their parents who are the primary objects of connection (Demiriz & Öğretir 2018).

According to Rogers, individuals who grow up in repudiate and rigid environment have low self-esteem because they did not have the opportunity to express themselves. On the contrary, individuals who grow up in flexible, comfortable and affirmative environments which allow self-expression will have high self-esteem. Maslow explained the development of self-esteem through his hierarchy of needs framework and pyramid. Self-actualization is placed at the top of the pyramid and the steps towards this point increase self-esteem. In other words, climbing from the bottom to the top of the pyramid affects the development of self-esteem (Aktuğ, 2016).

It is argued that there is a linear and reciprocal relationship between self-esteem and academic performance (Kaya & Oğurlu 2015). The increase of self-esteem increases academic achievement, and at the same time the increase of academic achievement increases self-esteem (Baumeister, 2015). The practices which aim to improve self-esteem can also increase student achievement (Davies & Brember 2018). Students who can establish a more rational cause and effect relationship about their achievements and failures can better adapt to their academic life. Individuals with high self-esteem are more motivated to be successful in an academic sense since they are able to shape their future goals and expectations according to the abilities and interests they have.

2.2.2 Behavior and Emotional Difficulties of Learners

Mental health disorders (MHD) are very common in childhood and they include emotional-obsessive-compulsive disorder (OCD), anxiety, depression, disruptive (oppositional defiance disorder (ODD), conduct disorder (CD), attention deficit hyperactive disorder (ADHD) or developmental (speech/language delay, intellectual disability) disorders or pervasive (autistic spectrum) disorders, (Parry, 2017). Emotional and behavior problems (EBP) or disorders (EBD) can also be classified as either "internalizing" (emotional disorders such as depression and anxiety) or "externalizing" (disruptive behaviors such as ADHD and CD).

While low-intensity naughty, defiant and impulsive behavior from time to time, losing one's temper, destruction of property, and deceitfulness/stealing in the preschool children are regarded as normal, extremely difficult and challenging behaviors outside the norm for the age and level of development, such as unpredictable, prolonged, and/or destructive tantrums and severe outbursts of temper loss are recognized as behavior disorders. Community studies have identified that more than 80% of preschoolers have mild tantrums sometimes but a smaller proportion, less than 10% will have daily tantrums, regarded as normative misbehaviors at this age, (Wakschlag, 2017). Challenging behaviors and emotional difficulties are more likely to be recognized as "problems" rather than "disorders" during the first 2 years of life, (Bagner, & Rodríguez, 2015).

Emotional problems, such as anxiety, depression and post-traumatic stress disorder (PTSD) tend to occur in later childhood. They are often difficult to be recognized early by the parents or other carers as many children have not developed appropriate vocabulary and comprehension to express their emotions intelligibly, (El-Radhi, 2016). Many clinicians and careers also find it difficult to distinguish between

developmentally normal emotions (like fears, crying) from the severe and prolonged emotional distresses that should be regarded as disorders, (Gardner, 2018). Emotional problems including disordered eating behaviour and low self-image are often associated with chronic medical disorders such as atopic dermatitis, obesity, diabetes and asthma, which lead to poor quality of life.

Identification and management of mental health problems in primary care settings such as routine paediatric clinic or family medicine/general practitioner surgery are cost-effective because of their several desirable characteristics that make it acceptable to children and young people (CYP) (like no stigma, in local setting, and familiar providers). Several models to improve the delivery of mental health services in the paediatric/Primary care settings have been recommended and evaluated recently, including coordination with external specialists, joint consultations, improved mental health training and more integrated on-site intervention with specialist collaboration, (Kolko & Perrin, 2019).

2.2.3 Peer Counseling and Self Esteem of Learners with Emotional and Behaviour Difficulties

Peer counselling is a process of counselling where peer counsellors and counselees see each other as equals regardless of their different backgrounds (Hanshaw, 2014). It involves handling of individuals who could be of the same age, have same point of interest or share needs irrespective of their backgrounds and status. Recent studies show that peer counselling is the working together as a group to harness the capacity, which group members sharing common interests would have, to console, appease, befriend, mediate and reconcile those who are alienated from one another informally without depending on professionals or those in authority (Nduku, 2017).

Peer counselling is an interactive process characterized by a unique relationship between pupils of the same rank or status. One is assisted to resolve a personal, social, psychological or spiritual problem. These are successfully achieved through organized peer counselling programmes that involve activities and services offered to pupils by the peer counsellors. A successful peer counselling programme is built on a solid foundation, which includes determination, established support from all those affected by the programme and written specific descriptions clearly defining roles, functions and levels of responsibility for each member. It must have important operating components such as selection, training, supervision and evaluation of peer counsellors (Frenza, 2015).

Comprehensive peer counselling programme that incorporates academic, career development, social/emotional domains, have been described in professional literature for many years. School administrators, teachers and parents often view the peer counsellor's role from their own perspective (Burnham & Jackson, 2015). There had been a recent shift in emphasis to the perception of the teacher as an educational leader, student advocate and social change agent (Clark & Stone, 2015). This leadership role entails increased collaborative interventions with teachers and peer counsellors who are significant in the lives of pupils (Cooper & Sheffield, 2013). Peer counsellors have to consult with the teachers to help pupils' foster self-esteem in school (Myrick, 2003). Due to the increased emphasis on academic achievement, the collaboration of peer counsellors with teachers is essential to provide the best services for pupils with regard to their self-esteem needs (Bemak, 2015).

An effective peer counsellor would not only convey accurate empathy, but also recognize whether the emphatic responses would be experienced as accurate by the client. Research further shows that empathy increases when peer counsellors modify

their emphatic response style to fit the client's definition of helpful emphatic responses (Lambert & Barley, 2001). The ability to do so corresponds to peer counsellor sensitivity to individual differences, which is also a determinant of a quality peer counselling relationship and effective counselling (Sperry, 2003).

In Britain and America, peer counseling has been part of the guidance and counseling program in schools for long. This has been effectively established and managed by training and coaching learners in life skills and on basic counseling skills. The teacher counselors select peer educators by inviting students to nominate two students that they are likely to confide in case they are faced with difficulties. The nominated learners are then trained and empowered with skills and techniques to help them reach out to other learners (Lepan, 2015).

In Botswana and Uganda, peer counseling for teenagers is vital as it enables those in the same age bracket to discuss openly and to express personal problems and shortcomings about those in authority, parents, teachers and themselves in a free relaxed atmosphere (Rutondoki, 2016). Peer educators pass information that would not be easy for a teacher or a parent to divulge. For both countries, peer counseling is based on the principle that individuals with similar qualities and of the same age influence each other's behavior. This is due to the fact that a peer will help to find answers to some intricate questions that may be out of the scope of a teacher or a parent (Wango, 2017).

Houlston and Smith (2009) conducted a study on the impact of a peer counselling scheme on peer counsellors and the school community. The research was conducted in a North London all-girls state secondary school. Data were collected from all lower school classes (years 7, 8, and 9) and some staff members. The findings revealed that peer counsellors benefited from their involvement through an acquisition of transferable

communication and interpersonal skills, and, compared to age-matched control pupils, had increased social self-esteem. From the findings the study concluded that peer-counselling schemes can improve self-esteem of peer supporters, and also impact positively on perceptions of bullying in the school

In a study by Kariuki (2015) found out that many schools train peer counsellors on educational counselling service and social relationship but fails to set the criteria of selecting those to be trained as peer counsellors since not every learner can be a peer counsellor. The training provides learners with free interaction, thus giving them an atmosphere for sharing their feelings and experiences, thoughts and difficulties freely. Kilgariff (2009) argues that peer counsellors act as liaisons to student counselling by identifying difficulties and making referrals and encouraging others to seek professional help. This calls for proper training of peer counsellors to equip them with counselling skills, thus effectively assisting other learners. Gichunge (2017) posits that in a dynamic world of uncertainty and increasing changes and unknown future careers choice, learners need to acquire skills that enable them overcome social and emotional difficulties that tend to militate against peaceful learning with other learners. Encouraging the training of peer counsellors and ensuring that learners receive effective counselling services throughout their stay in school would be a sure way of enhancing self-esteem.

Nduku (2017) observed that the modern society had changed so much. The social safety nets that existed in traditional societies and ensured a somewhat stable environment for children to grow up in had all but gone. In a school setting, there are many difficulties which learners with emotional and behavioral difficulties may express through any of the following ways: withdrawal, unhappiness, annoyance, anger and inability to meet basic needs, lack of knowledge, partial or total failure, inability to turn aspirations into fruition, anxiety and hyper activity.

2.2.4 Individual Counseling and Self Esteem of Learners with Emotional and Behavioural Difficulties

Individual counselling refers to a one-on-one relationship involving a counsellor and counselee and focuses on some aspects of the client's adjustment, developmental or decision making needs. According to Gibson and Mariane (2012) individual counselling has been identified as an effective tool in the guidance and counselling process. Nyaga (2011) posits that the client and counsellor focus on attaining goals which include behavior change as the relationship becomes more authentic, collaborative and instructive. The process provides a relationship and communication base, from which the counselee develops understanding and explores possibilities towards desired social norms in relation to the school setting. The interactional process requires at least two pupils who affect each other. In certain interactions the counsellor is capable of modifying or enabling the client change behavior to socially desirable levels. This could be achieved through proper and effective delivery of guidance and counselling services to the learners. Teacher counsellors therefore have the responsibility of providing effective guidance and counselling services that enable learners to overcome maladaptive issues which are likely to affect their self-esteem and academic achievement.

To realize the potential benefits of the counselling relationship, the learners should fully participate in the counselling process (Gibson & Mariane, 2012). According to Mallum (2011) teachers counsellors can counsel learners and make them aware of the dangers associated with poor academic achievement and personal challenges. For learners with emotional and behavioural difficulties, individual counseling can instill a sense of hard work and help them to avoid repeating classes and assist them to identify points of crisis

as they develop self-knowledge that will eventually help them set realistic goals and plans which are realistic in life.

Studies show that individual counselling has been successful in resolving personal concerns, careers and educational decisions and difficulties of human adjustment. Hanshaw (2014) found that individual counselling provides personalized help which results into personal adjustment and improved productivity in life. According to Oladele (2011) individual counselling aims at helping the client to solve personal difficulties and change negative or maladaptive behavior. There were not many outcome studies that reported on individual counseling services being implemented within the school setting. However, a comprehensive dropout prevention program involving counseling and tutoring significantly assisted at-risk learners in improving school achievement, self-esteem, and classroom behavior (Edmonson & White, 2017). Also, Littrell and Vanderwood (2017) determined that single-session brief counseling helped with the social emotional adjustment of high school learners. However, the study did not focus on learners' self-esteem. These learners were able to reduce their concerns about difficulties and move closer to their goals.

Individual School counseling is goal-oriented and generally short-term in nature. If a student needs ongoing counseling, the school counselor can provide contact information for community counselors, (Bentovim, 2017). Individual School counseling is a component of the comprehensive school counseling program. Individual counseling is a responsive service in which we seek to meet the students' immediate needs and concerns. It is offered throughout the school year to students in a confidential setting, (Bennett, &. Gibbons, 2016). Students may request counseling themselves by putting a "School Counselor Request" slip under the counselors' office doors. The parent/guardian of a child, teacher, or administrator, may also refer a

student. Counselors are mandated reporters and if students report unsafe conditions or situations, counselors are not allowed to keep that information confidential.

Individual counseling is a personal opportunity to receive support and experience growth during challenging times in life. Individual counseling can help one deal with many personal topics in life such as anger, depression, anxiety, substance abuse, marriage and relationship challenges, parenting problems, school difficulties, career changes, (Cohen, & Mannarino, 2019). Individual counseling (sometimes called psychotherapy, talk therapy, or treatment) is a process through which clients work one-on-one with a trained mental health clinician in a safe, caring, and confidential environment. Counseling allows individuals to explore their feelings, beliefs, and behaviors, work through challenging or influential memories, identify aspects of their lives that they would like to change, better understand themselves and others, set personal goals, and work toward desired change, (Lewinsohn, 2016).

Individual counseling is counseling focused on the individual's immediate or near future concerns. Individual counseling may encompass career counseling and planning, grief after a loved one dies or dealing with problems at a job before they become big. Individual counseling is a one-on-one discussion between the counselor and the client, who is the person seeking treatment, (Garcia & Weisz, 2018). The two form an alliance, relationship or bond that enables trust and personal growth. In general, the goal of psychotherapy is to talk through mental health concerns and help clients heal, grow, and move toward more productive, psychologically healthy lives. Good therapy is client-driven, and specific goals for therapy will be determined by you and your therapist. Individual psychotherapy sessions typically last between 45 and 50 minutes, (Kahn & Kehle, 2014). The frequency and duration of therapy will depend largely on your needs, treatment goals, and progress. Many concerns are readily resolved with

short-term therapy, and other chronic or more complex concerns require long-term commitment before improvement is realized, (Karver, 2017).

Maseli, Gobbi and Carraro (2017) conducted a study on the effectiveness of individual counseling and activity monitors to promote physical activity among university students. Thirty-three university students were recruited by means of face-to-face interviews and randomly assigned to three groups. From the findings the study concluded that although measures of self-reported physical activity and stage of change suggest the effectiveness of the counselling intervention, the results obtained with accelerometers are contrasting, probably due to the fact that some types of physical activity participants engaged in could not be recorded by accelerometers.

Musika and Bukaliya (2015) conducted a study on the effectiveness of counseling on students` learning motivation in open and distance education. The population for study was 460 students at ZOU, Mashonaland East Region and the Student Advisor/Counsellor. The total population was therefore 461. Out of the 460 students only 100 were sampled through the convenience sampling method as there was no guarantee of getting access to the sampled students if other means of determining the sample were used. The study established that counsellor characteristics such as approachability, counsellor competence relationship building, empathy, warmth, positive regard, genuineness, acceptance, respectfulness, trusting, and demeanor paved way for effective counselling.

Renuka, Devaki and Saikumar (2013) conducted a study on the effect of individual counselling on the academic performance of college students in USA. The target population was fifty four first MBBS college students of the SBMCH 2007-2008 batch, who underwent face to face individual intake interviews with college faculty members.

This study showed that the counselling services in colleges had been effective in easing out the students' personal difficulties. The constructive support which was received from individual counselling seemed to have a positive influence on the academic performance and the number of sessions correlated positively with the academic performance.

Maree and van der Westhuizen (2016) pointed out that individual guidance and counselling services in South Africa has always been a contentious issue rooted in the vocational guidance and counselling movement that emerged in the United States (U.S.). In South Africa individual guidance and counselling services are essential for primary and secondary school pupils more than ever before, especially in Black communities. Because of the complexity of society, the pace and rate of change, the demand of technology and legacy of the past

Ntwiga (2015) conducted a study on the effectiveness of individual guidance and counseling program on students" behavior in public and private secondary schools in Meru South Sub-County. The research design used was descriptive survey and a random sampling approaches to select the participants from the target population. The research instrument used was the questionnaire type which included open and closed headed questions which the researcher used to collect data. This study used simple random sampling to get 91 respondents as it was the ease of assembling the sample of both public and private secondary schools in Meru South Sub-County. Data was collected, put into a computer analysis, coded, classified and converted into meaningful categories and analyzed, using a computer Statistical Package for Social Scientist program (SPSS). The findings revealed that the effectiveness of individual guidance and counseling program in public secondary schools were affected by lack of resources, inadequate training of teacher and negative attitude of both teachers and students

2.2.5 Group Counseling and Self Esteem of Learners with Emotional and Behaviour Difficulties

Group counseling is a form of counseling where a small group of people meet regularly to discuss, interact, and explore problems with each other and the group leader. A counseling group is usually comprised of six to eight students who meet face to face with one or two trained group therapists and talk about what most concerns them. Members listen to each other and openly express thoughts and feelings about what other members do or say. These interactions give members an opportunity to increase understanding of self and others, try out new ways of being with others, and learn more effective ways to interact. The content of the group sessions is absolutely confidential; members must commit to confidentiality (Nyaga, 2011).

There are many studies that have examined the effectiveness of group counselling in schools. Most of these studies concur that effective group counselling sessions should takes place between the professionally trained counsellor and a group of pupils. Number of this group should not be more than seven, or at least ten, in order to have a cohesive group and an effective well controlled counselling session. Members of the groups are pupils/counselees whose tasks or problems that are meant for resolution are similar. During group counselling, a free atmosphere is allowed and freedom of speech is encouraged. The counselees are free to express themselves individually as counselling progresses so that problems to be resolved would be open for all to consider and benefit from. All counselees express their feelings and the counselor during group counselling is to help remove the marks covering the problem. He helps open up the problem with the professional competence and knowledge he possesses. The counselor is not just a member of the group; he is to direct the affairs and situations (Muroki & Edwin, 2015).

The purpose of group therapy is to increase members' knowledge of themselves and others, help members clarify changes they must make in their life and provide members with tools they need to make the desired changes. Recent scholars agree that group therapy encourages interaction and facilitates deeper self-understanding and acceptance because it creates an environment of mutual respect that enables individuals to loosen their defenses sufficiently to explore both the meaning of their behaviour and new ways of behaving (Crick & Bigbee, 2016).

According to Nyaga (2011) group counselling can be useful to learners having special difficulties that affect the development of their competence and behaviour. Every member in the group is offered an opportunity to help others and this makes it a powerful therapeutic tool in guidance and counselling that greatly enhances group members' self-esteem and self-worth. Each of the group members acts as substitute for siblings seeking attention and affection from the leader and forming subgroups and coalitions with other members. Through sharing of information, enormous relief of tension accompanies the recognition that they are not alone and offers feedback to each other about the appropriateness of the others behaviour, is relayed to all, thus helping in improving self-esteem among group members.

Wambugu (2011) argues that the best way to make maximum use of group counselling is to increase meaningful legitimate patterns of behaviour and recommended the formation of opportunity structures aimed at alleviating the strains that motivate pupils to engage in undesirable patterns. The teacher counsellor therefore will need to have excellent communication skills and an understanding of learners' behaviour to ensure that information flow is not interrupted by portraying trust to learners. Group therapy is viewed as family unit with a group of learners who are linked by a bond that unites members who share life or a common destiny. Muroki and Edwin (2009) assert that the

family teaches virtues to its members and help them to do what they should as honest, royal, generously and humbly struggling to improve their character. They further observed that group counselling facilitates cooperation among members as they work towards achieving a particular goal.

On the other hand, schools are supposed to establish homelike environments to address learners' needs in a conducive and acceptable environment thus give all an opportunity for interaction, self-disclosure and to receive feedback (Muroki & Edwin, 2009). With the help of the teacher counsellor, family units can be based on classes for moral support, thus promoting the role of guidance and counselling in enhancing self-esteem among learners. This should be done at definite times to ensure non infringement of other school programmes and the teacher counsellor in collaboration with other teachers can formulate themes to act as guiding principles for discussions.

According to Njoya (2014) holding public meetings to advice learners on all matters concerning their development, growth and career choices gives learners hope and desire to perform (Muroki & Edwin, 2009). Appropriate channels of communication among members of a given group can be used to help enhance self-esteem. Butter (2017) argues that providing learners with safe environments enhances their character development and in the long run enhances self-esteem among learners. Group counselling operates on the principle of freedom of expression in which pupils are free to express their feelings and attitudes without being reprimanded and judged. Group members share their feelings, display empathy and interest in their member's difficulties, keep the rule of confidentiality and desist from resisting and manipulating behaviours that may hinder the progress and growth of the group members. During group counselling, pupils learn desired behaviours thus making it recommended for learners who are experiencing

continuing or temporary difficulties. It attempts to modify attitudes stressing effective involvement of pupils.

Seals and Young (2003) conducted a study to examine the self-esteem levels of bullies, victims, and nonbullies/nonvictims. Of the three groups, bullies had the highest level of self-esteem, followed by nonbullies/nonvictims. The victims had the lowest levels of self-esteem. These findings are consistent with those presented by Rigby (2017) who found that bullies were generally more popular in school and had high levels of self-esteem, while victims viewed themselves as less popular and had the lowest self-esteem. Victims also experience negative long-term effects as a result of childhood emotional distress. Because victims tend to miss many days of school, their achievement level tends to be lower than their peers and many do not achieve their academic potential (McNamara & McNamara, 2015). In addition, at age 23, former victims tended to be more depressed and had poorer self-esteem than non-victimized young adults.

According to Sheras and Tippins, (2012), the sooner targets and aggressors are treated through reliable therapeutic techniques, the better the chances of changing their behavior and maintaining their self-esteem and reducing feelings of shame, depression, and/or anger). Fried and Fried (2017) stated that assertiveness training, which promotes nonviolence and uses language responses that begin with "I" messages should be used when simply ignoring the bully does not work. Assertiveness training could be incorporated in a support group and would teach children to stand up for their rights, give them a sense of security, as well as a sense of control, power, and optimism, especially when entering new situations. Besag (2017) claimed that a support group would be ideal for the targets of emotional distress and teasing as an emotional support for these children. Ross (2003) stated that one goal of the support group is to introduce

behavior changes that would provide targets with protection against emotional distress and teasing.

2.3 Summary and Gap

There are few studies on self-esteem of learners with emotional and behaviour difficulties focusing on impairments such as hearing and intellectual disabilities and other social perceptions. None of this research has been undertaken to specifically examine how guidance and counselling at primary school level can influence self-esteem of learners with emotional and behaviour difficulties. In light of the literature herein, it was necessary to engage in this study to understand this phenomenon. Considering that most of the studies in this review focused on learners with general difficulties as well as the general school population in primary school, the findings can only help to augment and understand the position of learners with emotional and behaviour difficulties said to have low self-esteem from the primary school context (Kariuki, 2011; Hanshaw, 2014). However, most of the studies reviewed did not provide authoritative evidence which could guide strategic planning of provision of guidance and counselling as effective identification and assessment of children with emotional and behavioural difficulties could lead to customization of guidance and counselling (Littrell & Vanderwood, 2017; Gibson & Mariane, 2012). While self-esteem is a reality whenever human beings interact, its development among learners with emotional and behavioural difficulties may result from upbringing, social environment, peer pressure, modernization and globalization in addition to negative mass media among other factors. This indicates that policies to help strengthen the input of guidance and counselling in enhancing self-esteem particularly of learners with emotional and behavioural difficulties are important. Guidance and counselling has the advantage of creating deeper self-awareness and understanding since it contributes to the

development of desirable characteristics in the learner. Therefore, studies on the influence of guidance and counselling programme in enhancing learners' self-esteem are inadequate (MacPhee & Andrews, 2012). There were gaps identified in the empirical studies reviewed. For instance, few studies on learners with emotional and behavioural difficulties have been conducted in Kenya. Moreover, the studies undertaken have focused on self-esteem of learners with other kinds of difficulties, thus providing no clear connect between guidance and counselling and self-esteem of learners with emotional and behavioral difficulties.

2.4 Theoretical Framework

The study was guided by Carl Rodgers' Person Centered Theory. This theory assumes that pupils are basically good, are driven to fulfill their potential and have the capacity to choose their own behaviour. According to Rogers (2004) personal growth is only possible with unconditional positive regard from significant others. This frees individuals from striving for social approval so that they can seek self-actualization. The role of guidance and counselling is thus to provide a facilitative environment by providing sufficient conditions for the client to find resources within themselves (Rogers, 2004). Thus, if there is rapport and mutual understanding between the client and counselor, counsellor's genuineness, unconditional positive regard and empathic understanding, growth on the part of the client will take place (Rogers, 2004). The demonstrated appreciation of personhood and individuality which encapsulates the theoretical notion of self-esteem is at the core of person centered therapy. The theory is relevant in this study in explaining the role of guidance and counseling among students with special needs. Teachers involved in guidance and counseling of student with special needs should provide a facilitative environment by providing sufficient

conditions. The approach used to guide and council student with special needs will go a long way in boosting their self-confidence.

2.8 Conceptual Framework

The conceptual framework shows the interaction between independent, dependent and intervening variables of the study. This is depicted in Figure 1.

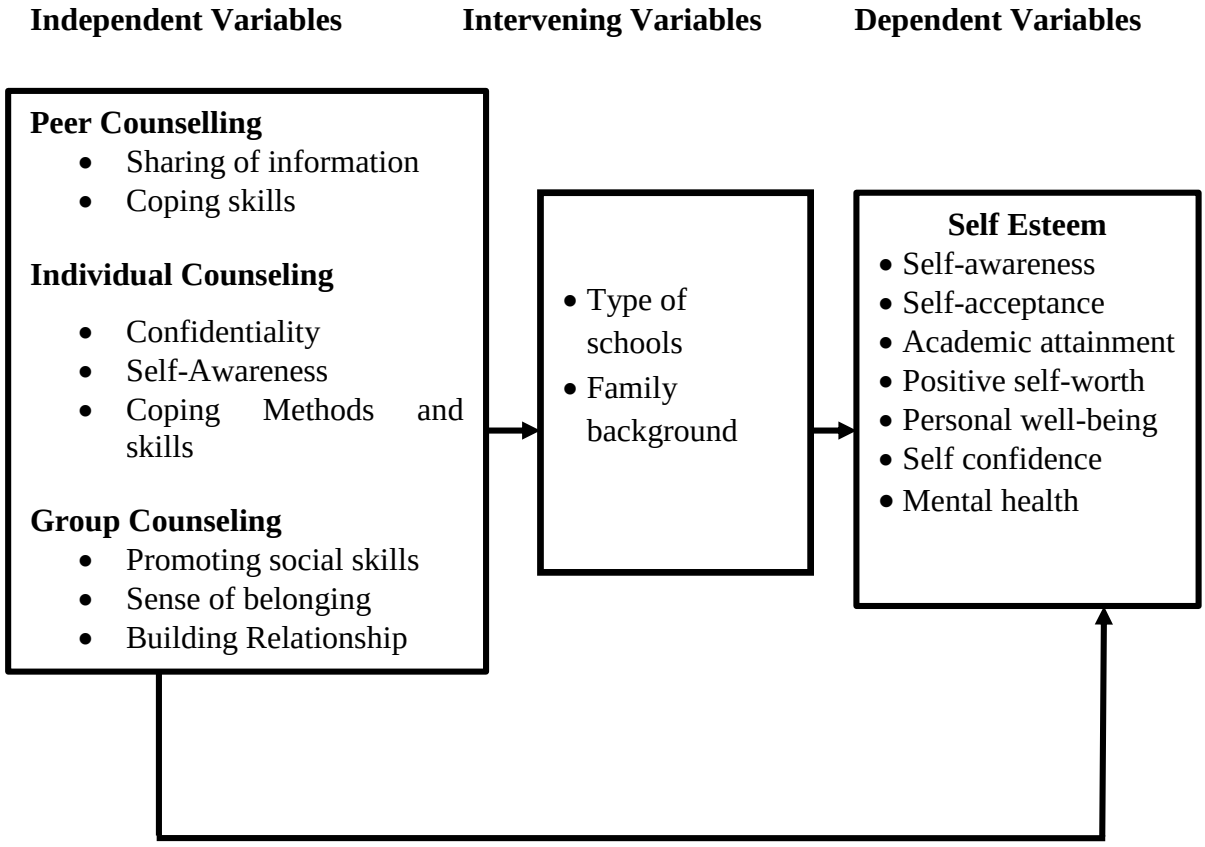

Figure 1: *Conceptual Framework*

Source: Author (2021)

The independent variable was guidance and counselling whose indicators were the forms of guidance and counselling notably peer counselling, group counselling and individual counselling. The dependent variable was self-esteem of learners with emotional and behavior difficulties which was indicated by their participation in extra-curricular activities, improved self-awareness and acceptance and academic attainment. The study also proposed that the intervening variables such as family background and

type of school may influence the relationship between guidance and counselling and self-esteem of learners with emotional and behavior difficulties.

The first independent variable is peer counseling. Through peer counseling students with special needs are given the opportunity to model after someone whom they can reach out to. Students are given the opportunity to develop coping skills that presumably work because they work with the peer counselor is relating to. They can learn to advocate on their own behalf. Their feelings of self-esteem are enhanced because they have a counselor who truly understands.

The peer copping skills focuses on developing children's prosocial-coping skills of information exchange, behavior management, & problem solving. Two-member teams administer the program, which consists of 50-minute weekly sessions that are conducted outside the classroom, but in the school building. The rules of the coping skills includes reunion (discuss personal week & problems, rehearse skills), probes (role plays through which assess coping skills, rehearse & master), group activity, & group reward. Each child must master a specific set performance goal that accompanies each probe that is introduced but the group does not move to subsequent probe until all members have mastered the probe. Group activities take place at the same time as the probes. Through the sharing process, members can develop a level of trust that allows them to be honest, open with one another, and accepting towards each other despite any faults.

The second independent variable is individual counseling which is a process through which clients work one-on-one with a trained mental health clinician in a safe, caring, and confidential environment. Counseling allows students with special needs to explore their feelings, beliefs, and behaviors, work through challenging or influential memories,

identify aspects of their lives that they would like to change, better understand themselves and others, set personal goals, and work toward desired change.

Individual counseling is helpful for a variety of reasons, such as increasing an individual's self-awareness, encouraging self-exploration, identifying boundaries, enhancing communication skills and improving the use of healthy coping skills. The benefits will lead to improved self-esteem among students with special needs.

Confidentiality is an important aspect of counseling. This means that under normal circumstances no one outside the counseling session is given any information even the fact that they have been in the session. Confidentiality is a cornerstone of healthy guiding and counselling relationships and effective treatment and is based upon the ethical principles of autonomy and fidelity, and to a lesser degree, beneficence. Autonomy assumes clients have the right to decide to whom they will reveal information, and confidentiality is based upon respect for clients' ability to choose what they disclose.

Self-awareness is having an objective knowledge about student's strengths and areas in need of growth, within their personality. In a therapeutic session, this perspective allows the counselor to question his or her own thoughts, feelings, and biases. Coping skills group is a structured group designed to teach the core skills of dialectical behavior therapy: mindfulness, emotion regulation, interpersonal effectiveness, and distress tolerance. The ultimate goal of Coping Skills group is to help group members learn new skills as they build a life that is worth living. Individual therapy is strongly encouraged to support group members as they learn and practice the new skills.

The third independent variable is group counseling which is a type of psychotherapy that involves meeting with a group of individuals whom all face similar concerns.

Group sessions involve sharing your experiences and listening to others experiences. Group counseling provides a supportive environment to discuss problems and concerns and to work toward group goals.

Group counseling usually is effective because members behave in ways that reflect how they are outside of the group and other members can support the individual through changing these unproductive patterns through feedback. Group counseling is also helpful for providing the opportunity to practice alternative ways of interacting with others who are caring and encouraging of their journey.

Group counselling promotes social skills, sense of belongings and building relationship. Generally, social skills are defined as socially acceptable learned behaviors that enable pupils in a school environment to interact with their peers and teachers in a way that elicit positive responses and assist in avoiding negative responses as a result of these interactions. A student's ability to manage his or her relationship with peers and teachers successfully is associated with many positive outcomes, such as acceptance by teachers, academic achievement, acceptance by peers, positive peer relationships, and friendships (Lane, 2015). It is important to help students build their social competence in an effort to promote school success. Social skills are behaviors that need to be taught, acquired, and then practiced. It would be beneficial for teachers and school counsellors to have access to a manual outlining the implementation of a social skills group, with systematic procedures for enhancing social competence.

The need to belong, also known as belongingness, refers to a human emotional need to affiliate with and be accepted by members of a group. This may include the need to belong to a peer group at school, to be accepted by co-workers, to be part of an athletic team, or to be part of a religious group. A sense of belonging involves more than simply

being acquainted with other people. It is centered on gaining acceptance, attention, and support from members of the group as well as providing the same attention to other members. The need to belong to a group also can lead to changes in behaviors, beliefs, and attitudes as people strive to conform to the standards and norms of the group.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology and procedures that was used in carrying out the study. The chapter describes the research design, target population, sample size determination, sampling procedure, data collection instruments, validity and reliability of the instruments, data collection procedure, administration of research instruments and data analysis and presentation.

3.2 Research Design

The study was based on a descriptive survey research design. This involves the selection of a sample of respondents and administering questionnaires or conducting interviews to gather information on the study variables (McMillan & Schumacher, 1993). Descriptive survey design was considered appropriate because it allows simultaneous description of views, perceptions and beliefs of the respondents at any single point in time and place. It also allows the collection of information from a specific point within a short period of time. The survey design is suitable in this study because it enabled the researcher to obtain factual and attitudinal information about the respondents' beliefs and opinions about the influence of guidance and counselling in enhancing self-esteem of learners with emotional and behavioural difficulties in public primary schools in Nakuru Sub-County

3.3 Location of the Study

This study was conducted in Nakuru Sub-County. There are 59 public primary schools in Nakuru Sub County thus forming a sufficient catchment for the study. There were 677 pupils with emotional and behavioral difficulties assessed and placed accordingly in public schools (Nakuru County Education Office, 2017). The presence of students

with emotional and behavioral difficulties in public schools in Nakuru Sub County has grown over the years. According to Nakuru County Education offices there are more than 80 percent of public primary schools have case of student requiring special attention. This makes Nakuru County an ideal location for investigating the influence of guidance and counseling on self-esteem of learners with emotional and behavioral difficulties.

3.4 Target Population

Kombo and Tromp (2008) defined population as a group of individuals, objects or items, with at least one thing in common and from which samples for measurement are taken. The target population for the study was learners with emotional and behavioral difficulties head teachers and teacher counselors in public schools in Nakuru Sub-County. According to sub-county director of education there are 677 guidance and counseling teachers and 610 head teachers. According to EARC in Nakuru there are 291 learners with emotional and behavioral difficulties in Nakuru Sub-County therefore the total target population was 1578. The distribution of the target population is shown in Table 1.

Table 1: *Distribution of Learners with Emotional and Behavioral Difficulties*

Name of Zone	**Number of teachers Counselors**	**Head teachers**	**Learners with Emotional and Behavioral difficulties**	**Total**
Eastern Zone	127	143	62	332
Western Zone	164	230	72	466
Southern Zone	125	105	59	289
Central Zone	124	89	55	268
Northern Zone	137	43	43	223
Total	677	610	291	1578

Source: SCDE, Nakuru County & EARC (2021)

3.5 Sampling Procedures

According to Kothari (2014), sampling is the process of obtaining information about an entire population by examining only a part of it. Sampling has also been described as the process of selecting a representative number of items out of the targeted population (Orodho, 2005). Stratified sampling and purposive sampling was used to select schools and learners involved in the study. The different zones acted as strata. This method was used because of the difference in the number of schools per zones. The method ensured equal opportunities for inclusion in the study sample. Purposive sampling was used in the stratus to pick school with guidance and counseling teachers. Purposive sampling was used to pick learners with emotional and behavior difficulties for the study

3.6 Sample Size

Sample size refers to the number of items to be selected for observations in order to obtain accurate information on the universe (Oso and Onen, 2008). According to Mugenda and Mugenda (2003) and proportion of 10-30% is considered adequate enough to represent the whole population. The researcher used 20% of the target population therefore the sample size of G&C teachers was 123, the sample size of head teachers was 123 and the sample size of learners was 58. Table 2 below shows the distribution of the sample size

Table 2: *Distribution of Sample Size According to Target Population*

Name of Zone	Number of teachers Counselors	Head teachers	Learners with Emotional and Behavioral difficulties
Eastern Zone	127×20%=25	143×20%=29	62×20%=12
Western Zone	164×20%=33	230×20%=46	72×20%=14
Southern Zone	125×20%=25	105×20%=21	59×20%=12
Central Zone	124×20%=24	89×20%=18	55×20%=11
Northern Zone	137×20%=27	43×20%=9	43×20%=9
Total	123	123	58

Source: SCDE, Nakuru County & EARC (2021)

3.7 Research Instruments

The study collected primary data using questionnaires, observation and interview schedules. The three instruments were used so that, in case of any weakness on a certain instrument, then the other instrument could take care of that particular weakness.

3.7.1 The Questionnaire

Questionnaire is a data collection tool, designed by the researcher whose main purpose is to communicate to the respondents what is intended and to elicit desired responses from the respondents in order to achieve research objectives (Mugenda & Mugenda, 2003). Questionnaires were used to collect data from learners with emotional and behavioral difficulties. The questionnaire was used because it ensured anonymity and reduced bias that might have resulted from the personal characteristics of the researcher.

For this research study, all the questionnaires were personally administered to the informants. The questionnaire was presented in the form of a Likert scale. The questionnaires had two distinct sections. The first section comprised of items gathering demographic data of the respondents and the other sought to elicit information on the influence of guidance and counselling on self-esteem of the respondents.

3.7.2 The Interview Schedule

An interview schedule is a list containing a set of structured questions that have been prepared to serve as a guide for interviewees, researchers and investigators in collecting information or data about a specific topic or issue. Interview schedule was used to collect data from guidance and counseling teachers. The interview schedule was developed according to the study objectives. Interviews enabled the researcher to acquire detailed information on effectiveness of guidance and counselling on enhancing self-esteem from learners.

3.8 Pilot Study

Before collecting the actual data, the researcher pre-tested the questionnaires to enhance reliability and validity of the instruments (Orodho, 2005). According to Patton (1990), a pilot study is usually conducted prior to the actual study purposely to ensure the research instruments corrected the information required for the study. The pilot study used 10% of the population outside the sampled population for the study in the neighboring Kericho County.

3.8.1 Validity of the Instruments

Validity refers to the strength of conclusions and inferences of a research, which is dependent on the degree of accuracy in measuring what is intended in the research (Adams & Marshall, 2015). To ensure validity of the research instruments, the researcher consulted the supervisors and other lecturers in the department, their ‘suggestions were incorporated in the questionnaire.

3.8.2 Reliability of the Instruments

Reliability is a measure of the degree to which research instruments yield consistent results after repeated trials (Mugenda & Mugenda, 2003). Reliability in this study was enhanced by pre-testing the questionnaire with a selected sample which was not included

in the main study. Cronbach's Alpha consistency test was used to measure reliability. Kothari (2004) indicated that a reliability of 0.70 or higher is acceptable. The result is indicated below

Table 3: *Reliability Statistics of Piloting Results*

Variable	Number of Items	Cronbach's Alpha
Individual Counselling	5	0.843
Group Counselling	5	0.789
Peer Counselling	5	0.823
Self Esteem of Learners	11	0.757

Source: Author (2021)

From the findings the reliability was between 0.70 to 0.9 which is the acceptable range.

3.9 Data Collection Procedures

To facilitate the data collection, the researcher sought an introductory letter from the School of Education at Maasai Mara University, a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) and a letter of authority to collect data from the Nakuru Sub County Education officer. Permission was then sought from the head teachers in the sampled schools. Questionnaires were administered to selected learners with emotional and behavioral difficulties using the drop and pick technique. The questionnaires were administered to the students by the researcher with the aid of research assistants and the class teacher. The researcher verbally explained the objectives of the study, and gave directions on how to fill the questionnaires. The researcher was assisted by the class teachers in distributing the questionnaires to each student in the class. Interview was conducted with the guidance and counselling teachers in their offices.

3.10 Data Analysis Methods

Before the process of data entry, all the questionnaires and interview schedules were sorted out and a unique identification number assigned to each tool. These numbers

were entered and used as a check out for any inconsistencies in the data. The study collected both qualitative and quantitative data. Qualitative data was acquired from interviews. Qualitative data was analyzed using thematic analysis. The results were then tabulated to explain and interpret the various results given by the respondents. Finally, there was the triangulation of data given by the various respondents. Comparison of responses from the various respondents was done to assess how they concurred or differed of the responses. Quantitative data was collected from questionnaires and was analyzed by utilization of Statistical Package for Social Sciences (SPSS) version 24 while qualitative data was analyzed using thematic content analysis. Descriptive statistics was used to summarize the data. This included percentages and frequencies. Inferential statistics regression and correlation analysis were also used to establish the association between the independent and dependent variables. Multivariate analysis was used to determine the joint effect of independent variable on the dependent variable.

$Y= \beta 0 + \beta 1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$

Where:

Y = Self Esteem

$\beta 0$ = Constant Term;

$\beta 1$, $\beta 2$, $\beta 3$ and $\beta 4$ = Beta coefficients;

X_1= Peer Counseling

X_2= Individual Counseling

X_3= Group Counseling

3.11 Ethical and Logistical Considerations

Before commencing the study, he sought consent from relevant authorities. Jackson (2011) explains that, it is the responsibility of the researcher during a study involving

human or non-human participants to ensure they were protected from any harm and their welfare was respected. During the course of the study, the researcher observed the highest levels of ethics and was guided by the principles of integrity, informed consent, confidentiality, anonymity, privacy, and independence of the research (MacDonald, Headlam & Coolican, 2014). The researcher was cognizant of the fact that this study was investigating very sensitive issues touching on the secret lives of the students. Consequently, there was a likelihood of hostility, insecurity or concealment of the real data required from the participants. In this regard, the researcher upheld high levels of confidentiality and privacy for the subjects to safeguard their interests. This ensured that the respondents gave the right information concerning self-esteem of learners with behavior and emotional difficulties without any fear of intimidation. After seeking approval from the University, the researcher sought permission from NACOSTI and conducted research in the selected schools. A pre-visit was conducted to enable the researcher to familiarize himself with the selected schools and to seek permission from the respective principals to conduct research from their schools. Appointment was made with the sampled teachers. The questionnaires were then issued to the sampled respondents and collected on the agreed date.

CHAPTER FOUR
RESULTS AND DISCUSSIONS

4.1 Overview

This chapter presents the results and discussions of the study findings. The main sections covered include demographic characteristics of the respondents, influence of peer counseling, individual counselling and group counselling on self-esteem of learners with behavior and emotional difficulties in public primary schools in Nakuru Sub-County.

4.2 Response Rate

The study distributed 304 questionnaires however 187 responded. This translated into a response rate of 62%. This response rate for descriptive research was considered a fair representation of the target population. According to Mugenda and Mugenda (2003) at least a minimum response rate of 50% is suitable for a descriptive study.

4.3 Demographic Characteristics of the Respondents

The characteristics of the respondents are presented in this section. The rationale behind this was to ascertain whether the distribution of the respondents was a true reflection of the characteristics of the target population of the study. The distribution of the respondents by gender is presented in table 4.

Table 4: *Distribution of Teachers and Pupils by Gender*

Gender	**Teacher Counsellors**		**Pupils**	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Male	8	36.4	62	37.8
Female	14	63.6	102	62.2
Non response	0	0	1	0
Total	22	100.00	165	100.00

Source: Research Data (2021)

Table 4 shows the distribution of the respondents according to gender. The results reveal that 8(36.4%) and 14(63.6%) of the teacher counsellors were males and females respectively while 14(37.8%) and 102(62.2%) of the pupils were males and females respectively. The gender disparity among teacher counsellors could be explained by the high staffing ratio of female teachers being appointed in the guidance and counselling department compared to male teachers. This was in line with a study by Kanga (2017) who found out that majority of teachers in charge of guidance and counselling were females, even in boys' schools. However, a study by Bruce and Cockreham (2004) found out that students tended to respond more positively to guidance and counselling from the opposite gender. In order to ensure that guidance and counseling programs are effective schools should consider the gender of counselors.

Table 5: *Distribution of Teacher Counsellors by Level of Education*

Academic Qualification	**Frequency**	**Percentage**
Certificate/P1	10	45.45
Diploma	3	13.54
Bachelor	4	18.24
Masters	4	18.24
Non response	1	4.53
Total	22	100.0

Source: Research Data (2021)

As shown in table 5, the distribution of teacher counsellors by level of academic qualification reveals that the largest portion were those with certificate/P1 accounting for 10(45.45%) of the sample while 4(13.64%) accounted for those with diploma. It is also evident that those with bachelor's degree and master's degree accounted for 18.24% each. The findings also show that a minimal proportion of 1(4.55%) of the sample declined to respond. This indicates that guidance and counselling department in primary schools in Kenya was being handled by teacher counsellors who had not attained advanced training (Mutie & Ndambuki, 2003). The education qualifications of guidance and counselling could determine their effectiveness as counsellors. Most educated counsellors seemed to have vast knowledge and experience in handling learners with special needs.

Table 6: *Distribution of Pupils Sample by Class*

Class	Frequency	Percentage
Class 7	76	46.06
Class 8	87	52.73
Non response	2	1.21
Total	**165**	**100.0**

Source: Research Data (2021)

Table 6 further shows the distribution of EBD by class levels. The findings revealed that the largest portion were those in class 8 which accounted for 87(52.73%) of the respondents while 76 (46.06%) accounted for those in class 7. This indicates that all respondents were in their early teenage years. According to Gibson and Mitchell (2012) this is the most problematic stage that needs guidance and counselling to boost their self-esteem particularly when they have behaviour and emotional difficulties. Early adolescents are assumed to be too young to make personal choices and so they need guidance especially when they are suffering from emotional and behaviour difficulties.

4.4 Influence of Peer Counseling to Self-Esteem of Learners with Emotional and Behavioural Difficulties

The first objective of the study sought to assess the influence of peer counselling in enhancing self-esteem of learners with emotional and behavioral difficulties in primary schools in Nakuru Sub-County. In order to ascertain the perception of the respondents about the influence of peer counselling on their self-esteem, the respondents were presented with statements related to the influence of peer counselling on self-esteem. Table 7 shows the distribution of their responses.

Table 7: *Peer Counseling to Self-Esteem of Learners with Emotional and behavioural Difficulties*

Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	N (%)
Through peer counselling we share our needs without fear	31(19)	28(17)	15(9)	52(32)	38(23)	100
Peer counselling makes us do well in school academically	25(15)	26(16)	20(12)	68(41)	26(16)	100
Peer counselling makes me have self-esteem and skills so that I am able to learn good morals	21(13)	10(6)	28(17)	48(29)	59(36)	100
Peer counselling give me chances to develop good behavior and hard work	58(35)	48(29)	28(17)	23(14)	7(4)	100
Peer counselling give me encouragement	28(17)	23(14)	26(16)	41(25)	46(28)	100

Source: Research Data (2021)

The results in table 7 indicates that 31(19%) of the respondents strongly agreed that through peer counselling, they shared their needs irrespective of their backgrounds and status compared to 28(17%) who agreed, 15(9%) had no opinion, 52(32%) who disagreed and 38(23%) who strongly disagreed. This suggests that majority of the respondents 90(55%) disagreed that peer counselling helped them to share their needs irrespective of their backgrounds and status. The results also indicate that 25(15%) the respondents strongly agreed that peer counselling made them do well in school since they helped each other academically compared to 26(16%) who agreed, 21(13%) who had no opinion, 68(41%) who disagreed and 26(16%) who strongly disagreed. This implies that majority of the respondents felt that peer counselling did not help them do well in school academically.

Concerning whether the peer counselling made them have self-esteem and social skills so that they were able to learn good morals, 21(13%) of the respondents strongly agreed, (6%) agreed, 28(17%) had no opinion, 48(29%) disagreed while 59(36%)

strongly disagreed. This suggests that majority of the respondents did not feel that peer counselling improved their self-esteem. The results also indicate that 58(35%) of the respondents strongly agreed that peer counselling gave them chances to develop good behaviour and instill a sense of hard work, compared to 48(29%) who agreed, 28(17%) who had no opinion, 23(14%) who disagreed and 7(4%) who strongly disagreed. The basic components of successful peer counselling programme as identified by Combs (2016) include overall program planning which include designing, implementing and evaluating the peer counselling programme. In addition this involves role definition in order to specify peer counsellors' functions. Training and supervision on continual basis is necessary. In regard to whether peer counselling gave them encouragement, 28(17%) of the respondents strongly agreed, 23(14%) agreed, 26(16%) had no opinion, 41(25%) disagreed and 46(28%) strongly disagreed. From these results, it is evident that the pupils' perceptions about the influence of peer counselling in enhancing self-esteem were low as majority of the respondents did not agree with most of the statements. Therefore, peer counselling programmes needed to be promoted in primary schools in the area for it to be more effective.

These findings concur with Lutomia and Sikolia (2014) who noted that self-esteem of pupils could be enhanced by the contribution of fellow pupils than other factors in the school. They were also supported by Chandra (2014) who stated that peer counselling programme may help create classroom educative experience that affects pupils' intellectual development. This can make the pupil become self-reliant (Hanshaw, 2014). Kariuki (2013) observes that peer counselling in schools is meant to help improve academic achievement since learners help each other socially, psychologically and academically. Learners heavily conform to peer standards and tend to value each other's opinion in their interaction (Kariuki, 2013). Teacher counsellors are therefore supposed

to utilize peer groups to instill self-esteem and social skills so that learners with emotional and behavior difficulties are able to support one another.

Dobbins (2004) posit that many schools that promote peer counselling can support learners facing all forms of difficulties. Gichunge (2017) posits that in a dynamic world of uncertainty and increasing changes, learners need to acquire social skills that enable them overcome social and emotional difficulties that tend to militate against inclusive learning. Nyaga (2011) asserts that peer counselling assist learners by clarifying thoughts and feelings, exploring options or providing needed information. A review of the interview with teacher counsellors indicate that peer counseling programs provide many benefits to learners with emotional and behavior difficulties. This is reflected in their class attendance, grades, attitudes and classroom behaviors. However, the results tend to contradict Carty and Sutton (2014) whose study revealed that learners who received peer counseling services scored significantly higher on coping and social skills. However, teachers in this study were considerably less clear about their understanding of behavioural and emotional difficulties and they still seem unsure of what kind of help to give. From the interviews conducted, teachers find it problematic to group children with the same difficulties because the children are not assessed to ascertain what their problems are. Not all teachers have an understanding of the impact of the difficulties children with behaviour and emotional difficulties have to contend with. Some of the teachers in this study have not acquired advanced specialist knowledge on behaviour and emotional difficulties, and it is equally clear that a number of teachers lacked intervention skills. Teachers in this study shared helpful viewpoints on their understandings of self-esteem of learners with behaviour and emotional difficulties in public primary schools in Kenya.

4.5 Influence of Individual Counseling on Self-Esteem of Learners with Emotional and Behavioural Difficulties

The second objective of the study sought to determine the pupils' perceptions of the effectiveness of individual counselling on enhancing self-esteem of learners in primary schools. This was done by presenting the sample respondents with statements relating to the effects of individual counselling on self-esteem of learners with behavioural and emotional difficulties. Table 8 shows the distributions of their responses.

Table 8: *Individual Counseling on Self-Esteem of Learners with Emotional and Behavioural Difficulties*

Statements	SA (%)	A (%)	U (%)	D %)	SD (%)	N (%)
Individual counselling leads to behaviour change in learners with emotional and behavioural problems	23(14)	30(18)	30(18)	30(18)	53(32)	100
Individual counseling enables me to have high self esteem	48(29)	25(15)	13(8)	46(28)	33(20)	100
When visiting the teacher counselor I always feel good about myself	36(22)	33(20)	31(19)	31(19)	41(25)	100
Our school organizes individual counselling for learners with emotional and behavioural difficulties	26(16)	45(27)	38(23)	31(21)	20(12)	100
As a special needs learner I have participated in individual counselling	33(20)	36(22)	31(19)	46(28)	33(20)	100

Source: Research Data (2021)

The findings in table 8 present the perceptions of the respondents on the influence of individual counselling on their self-esteem. As shown, 23(13%) of the respondents strongly agreed that individual counselling led to behaviour change in learners with emotional and behavioural difficulties compared to 30(18%) who agreed, 30(18%) who had no opinion, 30(18%) who disagreed and 53(32%) of the respondents who strongly disagreed. This suggests that majority of the respondents disagreed that individual

counselling leads to behaviour change in learners with emotional and behavioural problems. The results also indicate that 48(29%) of the respondents strongly agreed that individual counseling enabled them to have high self-esteem compared to 25(15%) who agreed, 13(8%) who had no opinion, 45(27%) who disagreed and 33(20%) who strongly disagreed. Biswalo (2003) explains that for social counselling services in the primary to be effective, professionally trained counsellors who are as old as or older than students normally provide right services to the pupils. In addition, social counselling empowers young pupils to develop a sense of mastery and control over their lives and acquisition abilities. In a primary setting where social counselling services are effective, the pupils who are mainly in the late adolescent age can be assisted to cope with adolescent stage challenges. Also 36(22%) of the respondents strongly agreed that when visiting the teacher counselor they always felt good about themselves compared to 33(20%) who agreed, 31(19%) who had no opinion, 31(19%) who disagreed and 41(25%) who strongly disagreed.

Based on these findings, it can be concluded that guidance and counselling services in private universities have been able to assist the students develop their social competence to a better level compared to public universities. This may have raised good social relations in the private universities hence promoting a good learning environment. This implication may explain the few incidences of students disturbances witnessed in private universities as compared to the persistent ones in public universities. For instance, the recent public primary students' unrests as noted by Otieno (2010). This finding may therefore lead to the support of what is noted in GOK (2009) that if universities provide proper training programmes and experiences, students develop social competence, independence, integrity and a high degree of accountability. Through effective social guidance and counselling services, the students acquire

information about various social issues which influence every individual every now and then. The students therefore develop right ideas and conduct for living in a socially useful manner. The student also acquires opportunities for training and education for work hence living joyfully.

The results further show that 26(16%) of the respondents strongly agreed that their school organized individual counselling sessions for learners with emotional and behavioural difficulties compared to 45(27%) who agreed, 38(23%) who had no opinion, 35(21%) who disagreed and 20(12%) who strongly disagreed. The results also indicate that 33(20%) of the respondents strongly agreed that as special needs learners they had participated in individual counselling sessions compared to 36(22%) who agreed, 31(19%) who had no opinion, 45(27%) who disagreed and 33(20%) who strongly disagreed. From these findings, it is evident that the pupils did not have a positive perception of the effectiveness of individual counselling programme in enhancing their self-esteem. These findings are supported by Atila (2017) who reported that primary schools lack well organized counselling programs to provide useful interventions for helping learners with emotional and behavioural difficulties adjust in the society. Where it existed, its efficacy was lacking. This could be because counselling programs were not well developed in primary schools in Kenya. To realize the potential benefits of the counselling relationship, the learners should participate fully, co-operatively and willingly (Gibson & Mariane, 2006).

According to Oladele (2013) counselling aims at helping learners to solve personal difficulties and change negative or maladaptive behaviour. However, a comprehensive prevention program involving counseling and tutoring significantly assisted learners at risk in improving school achievement, self-esteem, and classroom behavior (Edmonson & White, 2017).

4.6 Influence of Group Counseling on Self-Esteem of Learners with Emotional and Behavioural Difficulties

The third objective of the study sought to assess the perceptions of pupils about the influence of group counselling on self-esteem of learners with behavioral and emotional difficulties in primary schools. In order to determine the perception of pupils about the effectiveness of group counselling, the respondents were presented with statements which related to group counselling. They were requested to indicate their levels of agreement or disagreement on a 5 point scale. Table 9 shows the distribution of their responses.

Table 9: *Group Counseling on Self-Esteem of Learners with Emotional and Behavioural Difficulties*

Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	N (%)
In our school learners with emotional and behavioral difficulties are usually counselled as a group	36(22)	20(12)	23(14)	52(32)	35(21)	100
Group counselling helps us improve our self esteem	40(24)	31(19)	26(16)	45(27)	23(14)	100
Group counselling encourages us to engage in desirable patterns of behavior	46(28)	18(11)	20(12)	38(23)	43(26)	100
Group counselling makes us get close to one another so as to share life experiences	41(25)	20(12)	25(15)	30(18)	(50)30	100
Holding group counselling helps us get pieces of advice on our growth and development and this makes us feel happy about ourselves	35(21)	33(20)	21(13)	43(26)	(33)20	100

Source: Research Data (2021)

The results in table 9 show that 36 (22%) of the respondents strongly agreed that in their school learners with emotional and behavior difficulties were usually counselled as a group. This is in comparison to 20(12%) who agreed, 23(14%) who had no opinion, 53(32%) who disagreed and 35(21%) who strongly disagreed. The results also reveal that 40(24%) of the respondents strongly agreed that group counselling helped them to

improve their self-esteem compared to 31(19%) who agreed, 26(16%) who had no opinion, 45(27%) who disagreed and 23(13%) who strongly disagreed. This implies that group counselling helps the leaners to improve their self-esteem. Collins (2002) says that guidance and counselling is important because it provides an insight on working knowledge, skills and attitudes. It is necessary to assist young pupils to be able to deal with challenges and realities they face in their ever changing environment, understand themselves, their academic social and physical environment, realize their potentials, as well as identify opportunities in a world where chances for further training, employment and advancement continue to dwindle. Learners are counselled to alter any maladjusted behavior. Since most pupils are involved in education process directly or indirectly, the impact of guidance and counselling is real to them.

The results also show that 46(28%) the respondents strongly agreed that group counselling encouraged them to engage in desirable patterns of behavior compared to 18(11%) who agreed, 20(12%) who had no opinion, 38(23%) who disagreed and 43(26%) who strongly disagreed. This implies that group counselling does not encourage leaners to engage in desirable patterns of behavior. This role is emphasized with Crighton (2006) observing that the intensity and magnitude of social and emotional issues that adolescents face keep increasing every day. This therefore makes therapists, counsellors and educators to be faced with a number of challenges in terms of the provision of the professional service of counselling in schools. According to Ngozi (2011) guidance and counselling education provides pupils with prospects for the future. The school therefore provides services geared towards producing educationally, psychologically and socially well-adjusted individuals who can compete favorably in the rapidly changing environment. Okeyo (2008) in agreement with this observation notes that the current socio-technological changes and educational

demands have made counselling to become a major area of concern for in-school youths.

The large number of pupils in schools, limited number of trained teacher counsellors, heavy work load, socio-economic and technological changes all put pressure on the teachers, pupils, parents and society (Okeyo, 2008). In addition, learners in upper primary school are mainly adolescents. Adolescence is a period of great challenge and confusion. During this period of transition from child hood to adulthood, adolescents exhibit maladaptive behaviors which hamper their academic achievement. In Kenya students are made to go for tuition, weak students are given remedial teaching, teachers find themselves under pressure as parents spend less and less time with their children (Okeyo, 2008). The young are left in the hands of their peers for advice; those with access to the internet get exposed to e-information while others go for electronic and print media. The unlucky ones depend on rumors (Okeyo, 2008). It is also evident that 40(24%) of the respondents agreed that group counselling made them get close to one another so as to share life experiences compared to (12%) who agreed, 25(15%) who had no opinion, 30(18%) who disagreed and 50(30%) who strongly disagreed.

Moreover, the 35(21%) of the respondents strongly agreed that holding group counselling helped them get pieces of advice on their growth and development and this made them feel happy about themselves, 33(20%) agreed, 21(13%) had no opinion, 43(26%) disagreed and 33(20%) who strongly disagreed. From these findings, it is evident that the pupils' perceptions on the extent to which group counselling had resolved self-esteem of learners with behavioural and emotional difficulties as indicated in table 14, were low as many tended to disagree with the statements.

However, the findings support Mitchell (2014) who reported that most pupils in primary schools rarely sought direction on a set of values and personal identity. Thus group counseling has not been used as an intervention and as an effective means of increasing the self-esteem of pupils. Previous studies further show that group counseling with group activities touching on discussion-based topics, psycho-educational activities, assertiveness skill building, games, role playing activities benefitted pupils who are diagnosed as having a disability. This suggests that a pupil diagnosed with behaviour and emotional difficulties can change their self-perception via a group counseling process. Hence, enhancing self-esteem should be the foremost objective of group counseling within the school setting.

The findings also agree with Brookover and Lezotte (2015) who established a possible link between the perceived involvement in some group interaction and self-esteem of pupils diagnosed as having a disability. Further, the results of the interview also conjoins self-esteem with exhibited behaviors and suggests that a pupil who feels confident in appropriateness of their conduct in the group set up will also be likely to develop increased confidence in their social skills and relationships. The results indicate that pupils diagnosed as having a disability, who participate in a counseling group, will demonstrate an improved self-esteem. Previous studies had suggested that it is believed that participation in counseling groups works to foster a physically and psychologically healthy conduit for pupils (Daniels & Campbell, 2017; Brettschneider & Heim, 2015).

However, these findings fail to concur with Robert and Riley (2009) who reported that group therapy increases members' knowledge of themselves and others, help members clarify changes they must make in their life and provide members with tools they need to make the desired changes. According to Nyaga (2011) group counselling can be useful to learners having special difficulties that affect the development of their

competence and behaviour yet many respondents seem to cast aspersions on the efficacy of group counselling.

Weinberg (2016) argues that the best way to make maximum use of group counselling is to increase meaningful legitimate patterns of behaviour and recommended the formation of opportunity structures aimed at alleviating the strains that may motivate learners with emotional and behavioral difficulties to engage in undesirable patterns. Muroki and Edwin (2009) assert that the group teaches virtues to its members and help them to do what they should as honest, royal, generously and humbly struggling to improve their character. According to Njoya (2014) holding public group meetings to advice learners on all matters concerning their development, growth and career choices gives learners hope and desire to perform (Muroki & Edwin, 2009).

4.7 Self Esteem of Learners with Emotional and Behavioural Problems

This section presents the pupils' responses in relation to various aspects of the respondents' self-esteem. To establish the level of self-esteem of learners with behavioural and emotional difficulties in public primary schools in Nakuru Sub County, the respondents were presented with statements which related to their self-esteem. Table 10 shows the distribution of the responses.

Table 10: *Self Esteem of Learners with Emotional and Behavioural Problems*

Statements	SA (%)	A (%)	U (%)	D (%)	SD(%)	N (%)
Sometimes I think I am not good at all	35(21)	38(23)	38(23)	40(24)	15(09)	100
I tend to feel that I am a loser	33(20)	30(18)	41(25)	40(24)	21(13)	100
I feel useless sometimes	23(14)	25(15)	64(39)	31(19)	21(13)	100
Most of the time I am happy with myself	38(23)	25(15)	40(24)	35(21)	28(17)	100
I have good feelings about myself	41(25)	30(18)	33(20)	36(22)	25(15)	100
I feel I don't have much to be proud of	25(15)	23(14)	66(40)	35(21)	17(10)	100
I feel great because I am able to do better in my studies	43(26)	21(13)	40(24)	43(26)	18(11)	100
I know how to resolve my emotional problems	36(22)	30(18)	36(22)	38(23)	25(15)	100
I know how to resolve my social and behavioral problems	23(14)	41(25)	48(29)	31(19)	21(13)	100
I have a clearer focus and direction	41(25)	35(21)	26(16)	43(26)	20(12)	100
I am able to connect with my family as a whole	45(27)	17(10)	35(21)	38(23)	31(19)	100

Source: Research Data (2021)

The results in table 6 show that 73(44%) of the respondents agreed that sometimes they thought that they were not good at all compared to 38(23%) who were undecided and 54(33%) who disagreed. The results depict that 63(38%) of the respondents agreed that they tended to feel that they were losers compared to 41(25%) of the respondents who were undecided and 58(35%) who disagreed. The results also show that 48(29%) of the respondents agreed that they felt useless sometimes compared to 64(39%) who were undecided and 53(32%) who disagreed. The results further reveal that 63(38%) of the respondents agreed that most of the time they were happy with themselves compared to 40(24%) who were undecided and 68(38%) who disagreed.

Moreover, 71(43%) of the respondents agreed that they had good feelings about themselves compared to 33(20%) who were undecided and 61(37%) disagreed. Moreover, the results indicate that 48(29%) of the respondents agreed that they felt they did not have much to be proud of compared to (40%) who were undecided and 51(31%) who disagreed. It is also evident that 64(39%) of the respondents agreed that they felt great because they were able to do better in their studies compared to 40(24%) who were undecided and 61(37%) who disagreed. From the results it is also evident that 66(40%) of the respondents agreed that they knew how to resolve their emotional problems compared to 36(22%) who were undecided and 63(38%) who disagreed.

The findings also show that 64(39%) of the respondents sometimes thought that they knew how to resolve their social and behavioral problems compared to 48(29%) were undecided and 53(32%) who pointed out that they did not. Also 76(46%) of the respondents had a clearer focus and sense of direction compared to 26(16%) who were undecided and 63(38%) who disagreed. The results also show that 61(37%) of the respondents were able to connect with their families as a whole as compared to 35(21%) who were undecided and 69(42%) who disagreed.

From these results it can be observed that the self-esteem of the respondents were generally average and some reported relatively positive reflection about themselves. This agrees with Rosenberg (2016) who observed that pupils' self-esteem is largely influenced by their thoughts and feelings, as well as their perception of attributes, attitudes and behaviors, and the way they are regarded by others. Piers-Harris (2017) also argued that pupils are typically confident in their abilities and are accustomed to success and tend to be highly motivated. In this regard it is expected that pupils would generally appraise their self-self-perceptions in regards to their self-worth. Interview

responses from the teacher counsellors indicated that learners with emotional and behavioral difficulties tended to be shy, lack interpersonal skills and often feel isolated.

Others observed that such pupils were generally associated with dissatisfaction, feelings of negative self-worth, and a longing for things to be different. In overall, these findings suggested that learners with emotional and behavioral difficulties generally felt dissatisfied with themselves. The findings showed that the teachers' perceptions were positive. This was an important finding as stated by Baker (2015) they should be involved in designing and implementing comprehensive peer developmental programs. He lays emphasis on academic achievement through the collaboration of peer counsellors with teachers. Lutomia and Sikolia (2002) assert that pupils who experience a sense of belonging and peer acceptance in schools are more prone to like school, to be engaged academically and participate in school activities than those who feel excluded from others in school.

4.8 Inferential Statistics

The study sought to establish the relationships between the study variables and the extent to which the independent variables influenced the dependent variable. Correlation analysis and regression analysis were used to accomplish this purpose.

4.8.1 Peer Counselling and Self Esteem of Learners

The researcher sought to establish the relationship between peer counselling and self-esteem of learners with emotional and behavior difficulties in primary schools in Nakuru Sub-County the composite scores for peer counselling were correlated with those of self-esteem of learners. Pearson correlation coefficient was used to show the relationship between the two variables. The results are presented in table 11.

Table 11: *Correlation Analysis for significant Relationship between Peer Counselling and Self-esteem of Learners*

		Peer counselling	**Self Esteem**
Peer Counselling	Pearson Correlation	1	0.217
	Sig. (2-tailed)	-	0.008
	N	165	165
Self Esteem	Pearson Correlation	0.217	1
	Sig. (2-tailed)	0.008	-
	N	165	165

The findings indicated the presence of a positive relationship between peer counselling and self-esteem of learners with emotional and behavioural difficulties in primary schools in Nakuru Sub-County (r=0.217; p=0.008 which is less than 0.05) Therefore, the researcher observed that peer counselling has a statistically significant effect on self-esteem of learners with emotional and behavioural difficulties in primary schools in Nakuru Sub-County As such, the first hypothesis **H_{01}** which stated that there was no statistically significant effect of peer counselling on self-esteem of learners with emotional and behavioural difficulties in public primary schools in Nakuru Sub County was rejected, thus accepting that peer counselling significantly determined self-esteem of learners with emotional and behavioural difficulties in public primary schools in Nakuru Sub-County It can be noticed that the research hypothesis, in general, is supported by data.

4.8.2 Individual Counselling and Self Esteem of Learners

The second objective was to establish the effect of individual counselling on self-esteem of learners with emotional and behaviour difficulties in public primary schools in Nakuru Sub-County The researcher used Pearson correlation coefficient to establish the relationship between individual counselling and self-esteem of learners with emotional

and behaviour difficulties and to test the hypothesis that there was no statistically significant influence of individual counselling on self-esteem of learners with emotional and behaviour difficulties in primary schools in Nakuru Sub-County The findings are presented in table 12.

Table 12: *Correlation Analysis for significant Relationship between Individual Counselling and Self-esteem of Learners*

		Self-esteem of learners	Individual counselling
Self-esteem of learners	Pearson Correlation	1	0.307
	Sig. (2-tailed)	-	0.007
	N	165	165
Individual counselling	Pearson Correlation	0.307	1
	Sig. (2-tailed)	0.007	-
	N	165	165

The researcher found out that there was a positive relationship between individual counselling and self-esteem of learners with emotional and behavioural difficulties (r =0.307 p=0.05 which is less than 0.05). Therefore, the null hypothesis (**H_{02})** that there was no statistically significant influence of individual counselling on self-esteem of learners with emotional and behavioural difficulties in public primary schools in Nakuru Sub County was rejected. Therefore, the researcher concluded that self-esteem of learners with emotional and behavioural difficulties depended on organizational individual counselling.

4.8.3 Group counselling and Self-esteem of Learners

The researcher sought to establish the influence of group counselling on self-esteem of learners with emotional and behavioural difficulties in public primary schools in Nakuru Sub-County Pearson correlation coefficient was used to test the hypothesis that

group counselling had no influence on self-esteem of learners with emotional and behavioural difficulties. The findings are presented in table 13.

Table 13: *Correlation analysis for significant relationship between Group counselling and Self-esteem of learners*

		Self-esteem	Group counselling
Self-esteem of learners	Pearson Correlation	1	0.393
	Sig. (2-tailed)	-	0.0023
	N	165	165
Group counseling	Pearson Correlation	0.0023	-
	Sig. (2-tailed)	0.0023	1
	N	165	165

The analysis revealed the presence of a positive relationship between group counselling and self-esteem of learners with emotional and behavioural difficulties in public primary schools in Nakuru Sub-County (r=0.393, p=0.0023 which is less than 0.05). Therefore, the null hypothesis $\mathbf{H_{03}}$ which stated that group counselling had no influence on self-esteem of learners with emotional and behavioural difficulties in primary schools in Nakuru Sub County was rejected. Thus, the researcher observed that group counselling influenced self-esteem of learners with emotional and behavioural difficulties in public primary schools in Nakuru Sub-County This suggests that group counselling significantly affected self-esteem of learners.

4.8.4 Regression Model

The researcher attempted to fit a regression model for this study to show the relationship between the independent variables and the dependent variable. Multiple regression analysis was performed and the results presented in table 13

Table 14*: Model Summary*

Variable	R	R^2	Adjusted R^2	Standard Erroı	df	F-Change	Sig.
1	0.183	0.198	0.017	0.145	165	1.013	0.021
2	0.283	0.197	0.014	0.131	165	0.891	0.011
3	0.365	0.296	0.013	0.127	165	1.200	0.008
Total	0.831	0.691	0.044	0.4103	165	3.104	0.040

The model summary indicated the presence of a positive multiple regression (R=0.831) between the independent variables and the dependent variable. Further, the R squared value of 0.691 indicated that the independent variables accounted for 69.1% of the total variance in self-esteem of learners with emotional and behavioural difficulties (dependent variable). Therefore, the researcher observed that the independent variables influenced the dependent variable. The analysis of variances yielded the results in table 14. The study established that the F-ratio ($F_{(3,162)}$ =3.104) was statistically significant at $p<0.05$. This showed that the independent variables taken together significantly influenced self-esteem of learners with emotional and behavioural difficulties in public primary schools in Nakuru Sub-County

From the model coefficients table, the following mathematical model was fitted $Y = 3.045 + 0.217X_1 + 0.307X_2 + 0.393X_3 + e$.

From the derived regression model, with all the other factors remaining constant, self-esteem of learners with emotional and behavioural difficulties in public primary schools in Nakuru Sub County had a constant value of 3.045. It is also evident that the *B* value of 0.217 supported by a probability value of 0.041 indicated how much of the variation in self-esteem of learners with emotional and behavioural difficulties could be explained by peer counselling. In this case, while holding other factors constant, 21.7% of change in self-esteem of learners with emotional and behavioural difficulties could

be explained by peer counselling. Also the *B* value of 0.307 supported by a probability value of 0.011 indicated how much of the variation in self-esteem of learners with emotional and behavioural difficulties could be explained by the independent variable, individual counselling. In this case, 30.7% of self-esteem of learners with emotional and behavioural difficulties could be explained by individual counselling while the remaining 69.3% could be explained by other factors including the study's independent variables. The results also show the regression coefficient for group counselling. The *B* value of 0.393 supported by a probability value of 0.018 indicated how much of the variation in the dependent variable, self-esteem, could be explained by the independent variable, group counselling. This means that 39.3% of self-esteem of learners with emotional and behavioural difficulties in public primary schools in Nakuru Sub County was motivated by group counselling.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

The main purpose of this study was to investigate the influence of guidance and counseling on self-esteem of class 7 and 8 learners with behavior and emotional difficulties in public schools in Nakuru Sub-County. Data was collected using pupils' questionnaire and teacher counsellors' interview schedule. This chapter presents a summary of the major findings and the conclusion made. Recommendations and suggestions for further research are further discussed.

5.2 Summary of the Findings

The results indicate that majority of the respondents disagreed that through peer counselling, they shared their needs irrespective of their backgrounds and status. The results also indicate that majority of the respondents felt that peer counselling did not make them do well in school academically. Majority of the respondents agreed that peer counselling gave them chances to develop good behaviour and instill a sense of hard work. Moreover majority of the respondents disagreed that peer counselling gave them encouragement. The findings indicated the presence of a positive relationship between peer counselling and self-esteem of learners with emotional and behavioural difficulties of the primary schools.

In regard to individual counselling, majority of the respondents disagreed that individual counselling led to behaviour change in learners with emotional and behavioural difficulties. However, majority of the respondents agreed that individual counseling enabled them to have high self-esteem. Also, majority of the respondents agreed that when visiting the teacher counselor they always felt good about themselves. The results

further show that majority of the respondents agreed that their school organized individual counselling sessions for learners with emotional and behavioural difficulties. However, majority of the respondents disagreed that as special needs learners they had participated in individual counselling sessions. The researcher found out that there was a positive relationship between individual counseling and self-esteem of learners with emotional difficulties.

Concerning group counseling, majority of the respondents agreed that group counselling helped them to improve their self-esteem. However, majority of the respondents disagreed that group counselling discouraged them to engage in undesirable patterns of behaviour. Moreover, majority of the respondents disagreed that group counselling made them get close to one another so as to share life experiences.

In addition, majority of the respondents disagreed that holding group counselling helped them get pieces of advice on their growth and development and this made them feel happy about themselves. From these findings, it is evident that the pupils' perceptions on the extent to which group counselling had resolved self-esteem of learners with behavioral and emotional difficulties were low as many tended to disagree with the statements. The analysis revealed the presence of a positive significant relationship between group counselling and self-esteem of learners with emotional and behavioral difficulties in public primary schools in Nakuru Sub-County.

5.3 Conclusions

Based on the summary of the findings, the following conclusions were made. The level of self-esteem of learners with emotional and behavioral difficulties in public primary schools in Nakuru sub County was generally low as some of the pupils sometimes thought they were not good at all, felt that they were a loser, felt useless sometimes and

were unhappy with themselves. Some had good feelings about themselves while a few others felt they had much to be proud of. However, some respondents felt great because they were able to do better in their studies and knew how to resolve their emotional, social and behavioral problems while others had a clearer focus and sense of direction and able to connect with their families as a whole.

The study also concludes that peer counselling was not effective in enhancing self-esteem of learners with emotional and behavioral difficulties as peer counselling was not extensively offered in many public primary schools in Nakuru Sub County to give learners an opportunity to share their needs and make them do well academically. On this basis, learners with emotional and behavioral difficulties have not been able to learn good morals. However, in primary schools where peer counselling programmes exist the chances to develop good behaviour and instill a sense of hard work among learners with emotional and behavioural difficulties is possible.

The study concludes that to some extent individual counselling led to behaviour change in learners with emotional and behavioural difficulties thus enhancing their self-esteem. Individual counseling enables them to have high self-esteem. For those learners who visit teacher counselor, they always felt good about themselves. However, in some schools there were no organized individual counselling sessions for learners with emotional and behavioural difficulties. The study also concluded that there was an association of 30.7% between individual counseling and self-esteem of learners with emotional and behavioural difficulties in primary schools.

The study also concludes that in primary schools where group counseling was organized for learners with emotional and behavioural difficulties, the sessions helped them to enhance their self-esteem while encouraging others to engage in desirable patterns of

behaviour. Also, to some extent, group counselling made some learners to get close to one another so as to share life experiences. However, it was not possible for them to get pieces of advice on their growth and development and this made them feel happy about themselves perhaps because of the nature of their difficulties. Thus, the perception of learners with behavioural and emotional difficulties on the role of group counselling in enhancing their self-esteem was moderate. The study also concludes that group counselling influenced self-esteem of learners with emotional and behavioural difficulties in public primary schools in Nakuru Sub-County

5.4 Recommendations

The following recommendations were made based on the findings of this study:

i. There is need for training more teacher counsellors on a variety of difficulties to help meet the self-esteem needs of learners with emotional and behavioural difficulties

ii. Guidance and counselling in public primary schools in Nakuru Sub County should be appropriately supported to ensure that it embraces the promotion of self-esteem needs of pupils with emotional and behavioural difficulties

iii. Guidance and counselling in primary schools should be taken seriously in all schools and given enough financial and moral back up by the school administration.

iv. There is need by the TSC to relieve teacher counsellors off some of the daily responsibilities in school and let more time to be allocated to guidance and counselling to cater for the self-esteem needs of pupils with emotional and behavioural difficulties.

v. School administrators should be sensitized on the importance of the peer counselling programme and role of the peer counselors in schools.

vi. There is need of separation of the roles of teaching and counselling for teacher counsellors so that they can directly work with the pupils.

vii. The Ministry of Education should encourage the implementation of guidance and counselling programs in public primary schools in Nakuru Sub-County

viii. The primary focus of guidance and counselling programs in public primary schools should mainly include peer counselling, group counselling and individual counseling for learners with emotional and behavioural difficulties

5.5 Suggestions for Further Research

The findings of this study will contribute to the existing body of knowledge and form basis for future researchers. However, the following areas of further research are suggested: -

i. To assess the influence of family related factors on the effectiveness of guidance and counseling among learners with special needs

ii. Whereas the current study focused on responses from the pupils and teacher counsellors of the primary schools, future studies should focus on responses from all teachers and parents

iii. Further research may be done in other sub counties for the purposes of generalization at regional and national level.

iv. The role teacher counsellors have undertaken to promote the self-esteem of learners with emotional and behavioural difficulties in primary schools in Nakuru Sub-County

v. The perceptions of school administrators and parents about guidance and counselling programme on enhancing self-esteem of learners with emotional and behavioural difficulties in primary schools in Nakuru Sub-County

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR PUPILS

This questionnaire seeks your opinion on the effectiveness of guidance and counselling on enhancing self-esteem of learners with behavioural and emotional difficulties in your schools. The responses you give will be treated confidentially. Thank you for taking time to complete this questionnaire.

Section A: Background Information of Learners with Special Needs

1. Gender: Male [ ] Female [ ]
2. In which class are you? Class 7 [ ] Class 8 [ ]
3. Indicate your age bracket: 12-15 years [ ] 16-19 years [ ] Over 20 years [ ]
4. Type of school? Mixed Day [ ] Boarding Boys only [ ] Boarding girls Only [ ]

Section B: Self Esteem of Learners with emotional and behavioural problems

5. For each of the following statements about self-esteem, please state whether you agree or disagree with them using the given scale: (SA; *Strongly Agree, A; Agree, U; Undecided; D; Disagree and SD; Strongly Disagree).*

Statements	**SA**	**A**	**U**	**D**	**SD**
Sometimes I think that I am not good at all					
I tend to feel that I am a loser.					
I feel useless sometimes.					
Most of the time I am happy with myself.					
I have good feelings about myself.					
I feel I don't have much to be proud of.					
I feel great because I am able to do better in my studies					
I know how to resolve my emotional problems					
I know how to resolve my social and behavioral problems					
I have a clearer focus and sense of direction					
I am able to connect with my family as a whole					

Section C: Peer Counselling and Self Esteem

6. Please state whether you agree or disagree with the given statements about the influence of peer counselling on self-esteem of learners with behavioural and emotional difficulties in your school. Key: Guide: Strongly Agree (4), Agree (3), Disagree (2) Strongly Disagree (1)

No	Description	5	4	3	2	1
1	Through peer counselling we share our needs irrespective of their backgrounds and status					
2	Peer counselling makes us do well in school since we help each other academically.					
3	Peer counselling makes me self-esteem and skills so that I am able to learn good morals					
4	Peer counselling give me chances to develop good behaviour and instill a sense of hard work					
5	Peer counselling give me encouragement					

Section D: Individual Counseling and Self Esteem

7. Please sate whether you agree or disagree with the following statement about the influence of individual counselling on self-esteem of learners with behavioural and emotional difficulties in your school. Guide: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1)

No	Description	5	4	3	2	1
1	Individual counselling leads to behaviour change in learners with emotional and behavioural problems					
2	Individual counseling enables me to have high self esteem					
3	When visit the teacher counselor I always feel good about myself					
4	Our school organizes individual counselling for learners with emotional and behavioural difficulties					
5	As a special needs learner I have participated in individual counselling					

Section E: Group Counseling and Self Esteem

16. Please indicate whether you agree with the following statements about the effects of group counselling on self-esteem of learners with behavioural and emotional difficulties in your school. Guide: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) Strongly Disagree (1)

No	Description	5	4	3	2	1
1	In our school learners with emotional and behavioural difficulties are usually counselled as a group					
2	Group counselling helps us improve our self esteem					
3	Group counselling encourages us to engage in undesirable patterns.					
4	Group counselling makes us get close to one another so as to share life experiences					
5	Holding group counselling helps us get pieces of advice on our growth and development and this makes us feel happy about ourselves					

APPENDIX II: INTERVIEW SCHEDULE FOR TEACHER COUNSELLORS

This interview schedule seeks your opinion about the influence of guidance and counselling on self-esteem of children with emotional and behavioural difficulties in your school. You are kindly requested to answer the questions as truthfully as possible. Information received will only be used for the purposes of this study and will be treated with utmost confidentiality.

Section B: Peer Counseling and Self Esteem of Learners

1. Are there peer counselling programs in your school?

_____
_____
_____
_____

2. To what extent has peer counselling programs been implemented in your school?

_____
_____
_____
_____

3. How would you rate the effectiveness of peer counselling in enhancing self-esteem of learners with behavioural and emotional difficulties in your school?

_____
_____
_____
_____

4. In what ways has peer counselling been helpful in enhancing self esteem of learners with behavioural and emotional difficulties in your school?

_____
_____
_____
_____

Section C: Individual Counseling and Self Esteem

5. To what extent does your school organize individual counselling for learners with emotional and behavioural problems?

_____

_____

_____

_____

6. Does individual counselling improve self-esteem of special needs learner in your school? Explain briefly.

_____

_____

_____

_____

7. How would you rate the effectiveness of individual counselling in enhancing self-esteem of learners with behavioural and emotional difficulties in your school?

_____

_____

_____

_____

8. Please indicate your opinion on the effectiveness of individual counselling in enhancing self-esteem of learners with behavioural and emotional difficulties in your school.

_____

_____

_____

_____

Section D: Group Counseling and self Esteem of Learners with emotional and behavioural problems

9. To what extent does your school involves learners in group counselling?

_____

_____

_____

_____

10. Have you facilitated a group counselling session with learners with emotional and behavioural difficulties in your school?

_____

_____

_____

_____

11. How do you rate you're the level of self esteem of learners with behavioural and emotional difficulties in your

_____

_____

_____

_____

12. How would you rate the effectiveness of group counselling in enhancing self-esteem of learners with behavioural and emotional difficulties in your school?

_____

_____

_____

_____

13. In your opinion how can group counselling be enhanced to help improve self esteem of learners with behavioural and emotional difficulties in your school?

_____

_____

_____

_____

Thank you for your participation and responses

APPENDIX III: APPLICATION FOR PERMISSION FROM THE UNIVERSITY

MAASAI MARA UNIVERSITY

(OFFICE OF THE DIRECTOR, POSTGRADUATE STUDIES)

TEL. No.0722346 419
Email: graduatestudies@mmarau.ac.ke

P. O. Box 861-20500
NAROK, KENYA

REF: MMU/AA0328/45/2016/VOL1 (11)

DATE: 22nd March, 2017

Council Secretary,
National Commission for Science, Technology & Innovation
P.O. Box 30623-00100
NAIROBI-KENYA

Dear Sir/Madam,

RE: APPLICATION FOR RESEARCH PERMIT: REG. NO. EM01/1888/2010 –MBOYA ENOCK OWUOR

I wish to recommend the above candidate for a permit to enable him collect data for his research. He defended his proposal at the School of Education successfully and has made the necessary corrections. The title is ***"Influence of Guidance and Counselling on Self Esteem Learners with Emotional and Behavioural Difficulties in Primary Schools in Nakuru Sub-County,Kenya."*** He therefore qualifies for a permit to conduct research.

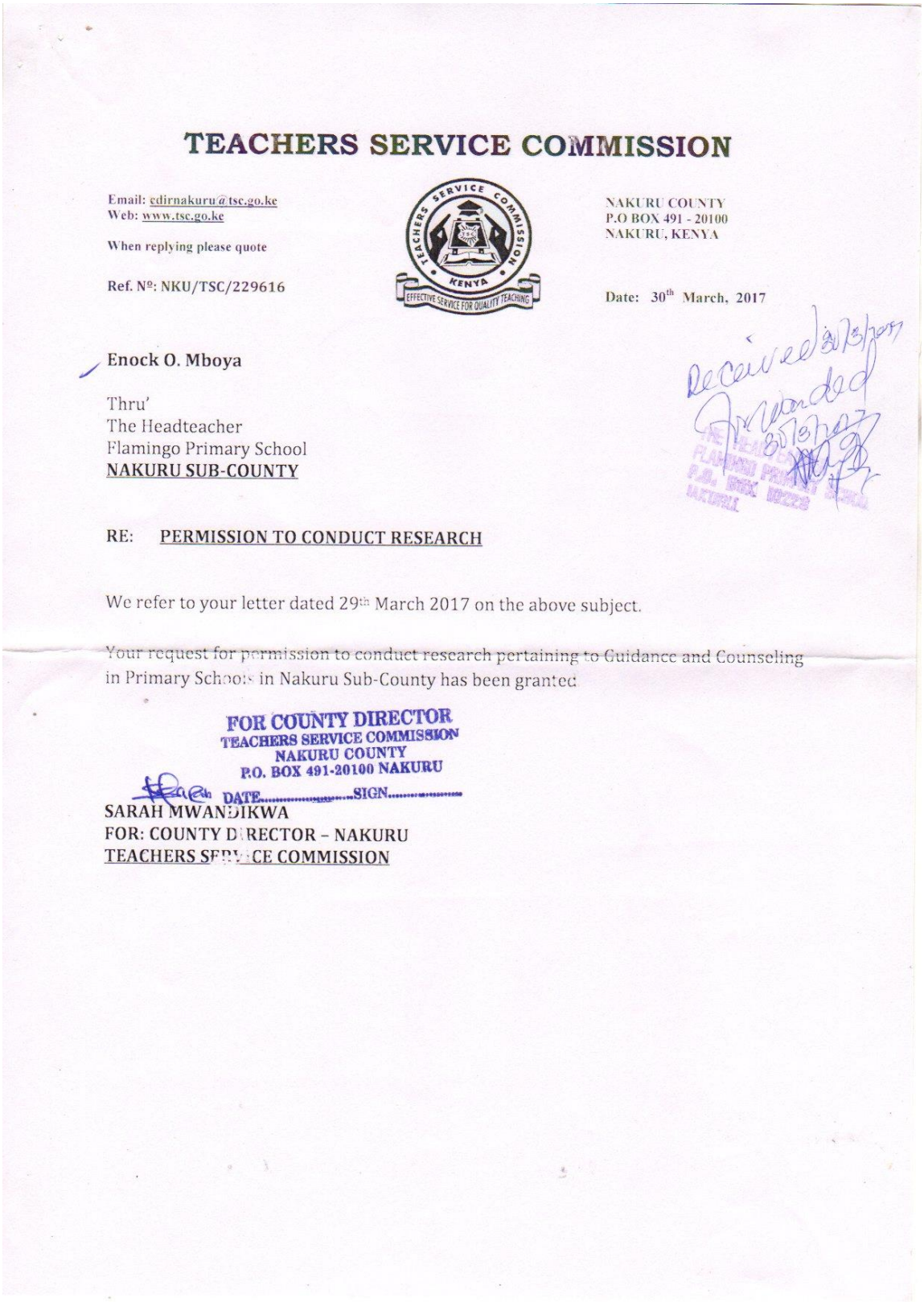
Any assistance accorded to him will be highly appreciated.

Thank you.

MAASAI MARA UNIVERSITY
P. O Box 861 - 20500
NAROK
22 MAR 2017
DIRECTOR
BOARD OF POSTGRADUATE STUDIES

Prof. Edward K. Tanui
Ag. DIRECTOR POSTGRADUATE STUDIES

APPENDIX IV: PERMISSION TO CONDUCT RESEARCH FROM NAKURU SUB COUNTY



TEACHERS SERVICE COMMISSION

Email: edirnakuru@tsc.go.ke
Web: www.tsc.go.ke

When replying please quote

Ref. Nº: NKU/TSC/229616

NAKURU COUNTY
P.O BOX 491 - 20100
NAKURU, KENYA

Date: 30th March, 2017

Received 30/3/2017
Forwarded
30/3/2017

Enock O. Mboya

Thru'
The Headteacher
Flamingo Primary School
NAKURU SUB-COUNTY

RE: PERMISSION TO CONDUCT RESEARCH

We refer to your letter dated 29th March 2017 on the above subject.

Your request for permission to conduct research pertaining to Guidance and Counseling in Primary Schools in Nakuru Sub-County has been granted

FOR COUNTY DIRECTOR
TEACHERS SERVICE COMMISSION
NAKURU COUNTY
P.O. BOX 491-20100 NAKURU
DATE.....SIGN.....

SARAH MWANDIKWA
FOR: COUNTY DIRECTOR – NAKURU
TEACHERS SERVICE COMMISSION

APPENDIX V: RESEARCH AUTHORIZATION FROM NACOSTI

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

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/97707/16521**

Date: **4th April, 2017**

Enock Owuor Mboya
Maasai Mara University
P.O Box 861-20500
NAROK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of guidance and counselling on self esteem of learners with emotional and behavioural difficulties in primary schools in Nakuru Sub-County,"*** I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **4th April, 2018.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. ENOCK OWUOR MBOYA
of MAASAI MARA UNIVERSITY, 0-20100
NAKURU,has been permitted to conduct
research in *Nakuru County*

Permit No : NACOSTI/P/17/97707/16521
Date Of Issue : 4th April,2017
Fee Recieved :Ksh 1000

on the topic: *INFLUENCE OF GUIDANCE AND COUNSELLING ON SELF ESTEEM OF LEARNERS WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES IN PRIMARY SCHOOLS IN NAKURU SUB-COUNTY*

for the period ending:
4th April,2018

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEACH CLEARANCE PERMIT

Serial No.A 13636

CONDITIONS: see back page

APPENDIX VII: MAP OF NAKURU COUNTY