

# Influence of Counsellor's Professionalism Power on Counselling Outcomes of Learners with Behavioural Problems in Public Primary Schools in Embu County Kenya

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**Abstract:**-Despite the massive influence of counsellor's professionalism power on counselling and outcomes, professional training of counsellors generally disregards the question of power, except as it is mentioned in ethics and counselling classes under the mandate those counsellors. Counsellors should not abuse their hypothetically superior power over their clients. Counselling outcomes are changes or impact or end results in a client's life. These outcomes may be positive or negative. The purpose of this study was to establish the influence of counsellor's professionalism power on counselling outcomes of learners with behavioural problems in inclusive primary schools, Embu County. This study adopted a mixed methods, concurrent triangulation design and correlational research. Purposive sampling and a census method were adopted. The study population comprised of; 34 counsellors, 34 special teachers and 52 learners making a total of 120 respondents. Research instruments applied were questionnaires and focus group discussion. Validity was ensured through expert judgment. Cronbach's alpha test was used to test reliability. Research hypotheses were tested by use of one way ANOVA. Descriptive and inferential statistics analyzed quantitative data. Regression analysis showed the nature and strength of the relationships between the variables while in qualitative data thematic analysis was applied. Data was analyzed by use of (SPSS) version 23 and were presented using tables, graphs and charts. Findings were that professional power had a negative influence on counselling outcome with a coefficient of -0.080, which means that an increase in professional power by one unit, would lead to a decrease in counselling outcome by 0.080 units. Counsellor's professionalism power if well applied has a critical role to play in supporting the management of behaviour problems in learners so as to avoid school exclusion which has negative implications. Recommendations: Counsellors attend seminars to learn how to integrate their personal professionalism powers with cultural powers. Conduct another study in another county to compare the results. Counsellors learn how to empower their clients to connect the idea that their emotional power drives help in management of their emotional power. Counsellors to be belong to a given officially registered body of counsellors and also must be renewing their licensure every given set time as per the government policy as professionals.

**Key Words:** Counsellor's power; professionalism Power; Counselling Outcomes; Behaviour Problems; Inclusive schools.

## I. INTRODUCTION

This paper was set out to explore the influence of counsellor's professionalism power on counselling outcomes of learners with behaviour problems. Regardless of the massive influence of power on counselling and outcomes professional training of counsellors generally disregards the question of power, except as it is mentioned in ethics and counselling classes under the mandate that those counsellors should not abuse their hypothetically superior power over their clients. Counsellor's power within counselling realm is unavoidable. This implies that it is vital for a counsellor to assimilate and balance power into counselling procedures instead of disregarding the entire idea or allegedly overcoming it unsuccessfully due to its effects on counselling process and outcomes. American Counselling Association, (ACA) (2012) observes that counsellors are qualified and certified professionals in counselling and that gives them professional power. Professional counselling is the application of mental health, psychological, or human development principles through cognitive, affective, behavioral, or systemic intervention strategies that address wellness, personal growth, or career development, as well as pathology (ACA) (2012). The practice of professional counseling includes counselors' education and training which is oriented towards the adoption of a client-centered, approach to therapy as noted by American Counseling Association (2012). Counselling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

Research by Proctor (2009); Zur (2017) has shown that there is a relationship between counsellor's professionalism in counselling process, outcomes and counsellor's job attitudes, feelings, perception, understanding and other factors. Research by Proctor (2009) indicates that counsellor's professionalism is positively related to client's counselling outcomes. Counsellors with higher professionalism are liable to use more professional power. Tapson (2016) affirm that the study of counselor's professionalism within counselling is important as it provides a theoretical framework to understand

how counsellors appraise their role within counselling programmes like school counselling programmes and to explain how they interpret this relationship in counselling practice. This view refers to data from counsellors who work with young people who bully. Bullying is a characteristic of behaviour problems. Research has further indicated that counsellors in high- professionalism seem to show more positive job motivation, acceptance, perception, higher spirit, and less disengagement during counselling sessions.

Emerson, (2001), Miller (2007), Macleod (2011), and, Kauffman, & Landrum, (2013) all agree that children with behaviour problems have challenging behaviours such as bullying, threats, cheating, mugging, stealing, committing serious crimes, drug issues, and a myriad of psychological problems. Such cases of learners require a highly professionalized counsellor ready to integrate different types of powers, a number of counselling models and conduct inclusive counselling. Professionalism is strongly connected with counselling sessions, formalization, and all measures counsellors's ability to conduct effective counselling to yield positive outcomes, (Tapson 2016). Such arguments highly support the connection and importance of professionalism in the professionalization of counselling and enhancement of quality counselling. Proctor, G. (2012).

#### *Bases of Counsellor's Power*

Literature on power relationships in counselling as reported by Zur (2009), and Proctor (2012) has proposed several typologies to identify different types of power. French and Raven (1959), in their studies on bases of power, differentiate between expert power, legitimate power, referent power, role power, reward power, coercive power, professionalism power and informational power. Foucault, (2009); Pope and Vasquez (2007) focus on counsellor's power and have identified several types of power and ethics. These include power conferred by the state, power to name and define power of testimony, power of knowledge, and power of expectation. Other theorists added up other bases of power such emotional power, information power, mind power, regulatory power and social cultural power among others.

In similar assertions, Tapson (2016) opines that counsellor's professionalism power is viewed as the conduct, aims, or qualities that characterize or mark counselling profession. This defines a counselling profession as a calling requiring specialized knowledge and often long and intensive academic training. Counsellors as professionals are known for their specialized knowledge skills, and competency in counselling. Professionals exhibit qualities such as honesty and integrity and ethics. Counsellor's professionalism power is a trait that is highly valued in the counselling services with expected outcomes. It has many attributes. When these attributes are well applied during counselling sessions then counselling outcomes are achieved. Counsellors need to improve on their professionalism, and they must focus on the following key areas which are competency, accountability,

self-regulation, honesty and integrity, specialized knowledge, looking the part as well as well as observing the legal ethics requirements, (Rogers 1951; 2013; McLeod & McLeod, 2011). Professionalism power is described by Zur (2002) and Proctor (2002) as influence or characteristic of power for counsellors. Different professions have outlined types of power. Some types of power are used by some persons to control its own members negatively or positively. Counsellor's professionalism power also has it is an area of expertise and interest (Terence 1972). Lindsay (2017) qualitative study contends that dynamics of power can be studied in several angles such as, power distribution, power dependency, power uncertainty, power compliance, imbalance in power, indicators of power, determinants of power, power consequences, power attribute, symbols and reputation of power. Proctor (2009) puts that power dynamics are the results, effects, changes or outcomes of the counsellor-client relationships.

According to Zur (2012) power is an extraordinarily multifaceted construct that has been discussed by many philosophers, sociologists, political scientists, and, obviously, psychologists. The term power means a potential or capacity to touch or influence those around, or sometimes, populations distant and unknown. Power can elicit the noble or the despicable, positive or negative actions or feelings. It is an ability to move others for good or for ill. Power can be employed in just or unjust, fair or unfair, direct or indirect ways. The use of power may or may not involve intellectual coercion, physical force or threat and can be employed consciously or unconsciously, subtly or blatantly, overtly or covertly, (Gaventa 1980; 2003). The recipients may be aware or unaware of the fact that they are under the influence of some form of power, (Zur 2009, 2012).

#### *The Concept of Power and Counselling Outcomes*

It seems there is little theoretical clearness regarding the explanation of professionalism in counselling and the power related to that counsellor's professionalism and especially during counselling process. Problem here is because professionalism means "different things to different people as regards professional counsellors. Perry (2018) provides a detailed explanation of who is a professional counsellor and observes that a professional counsellor is a certified/licensed educator trained in counselling with unique qualifications and skills, experience to address all clients' personal/social, psychological and career development needs of learners and observes ethics. Professional counsellors in schools implement a comprehensive school counselling program that promotes and enhances student achievement. Professional counselors serve a vital role in maximizing student achievement, incorporating advocacy and collaboration. Counsellors have responsibility of counselling learners with behaviour problems for expected positive outcomes. This is regardless of how severe the problem behaviours could be. Researchers such as Golden, (2007); Kourkoutas, Hart & Langher (2011) and Irvine (2018); contend that when

counselling and handling learners with behaviour problems counsellors have to take notice of clients' diversified and unexplainable behaviours. Their challenging behaviours can cause disengagement (negative) and disconnect in counselling and thus causing negative counselling outcomes. Client's challenging behaviours can bring about power imbalance which affects counselling relationship. (Kourkoutas, 2012).

In cognizant with former researchers on power in counselling, Zur (2002) observes that when counsellors are undergoing their training in counselling, they are advised to pay great attention to the "inherent power differential" in counselling, to be aware of the "imbalance of power between counsellors and clients" (Boyd (1994; & Amberlee 2015). Counsellors are advised not to abuse or exploit the vulnerable and dependent clients. Learners with behaviour problems in schools are described by Zur (2012) and Irvine (2018) as vulnerable, dependent but also challenging and difficult to counsel. Their behaviours can make even the most professional counsellor to have a challenging time during counselling and this factor has been known to affect counselling outcomes. In some situations professional power differential is inevitable and applicable to all situations and to all clients but this does not deny that this idea is applicable and relevant in some relationships when working with clients like those with psychological problems, (Zur 2009).

Further advice is given to professional counsellors to take care of other vulnerable clients who could also be students. These are like the recently traumatized clients. The traumatized clients seek counseling after they experience a traumatic event that has affected them in some significant ways, (Macleod 2011). Some of these clients are likely to be highly vulnerable, as they feel unsteady, helpless and dependent. At such vulnerable times, such clients often seek directions and reassurance from authority figures, such as professional counsellors with expected positive counselling outcomes. Counsellors, in these situations, have significant expert, professional, positional, and referent power at their disposal to use. Another group of challenging clients are the suicidal clients who express suicidal ideation to their counsellors are mostly likely to draw attention to themselves and, depending on the situation, may gain the attention power to have their counsellor's attention, time, and focus (Gutheil & Brodsky, 2008). Manipulative clients have been known to threaten suicide as a form of power play. Both the challenging clients with behaviour problems and professional counsellors can show different types of power resistance during counselling. This could be overt resistance, subtle resistance, passive resistance, aspirational resistance and unresisting acceptance among others as reported by theorists such as Gaventa (1980); American Counseling Association (2012), and Tapson (2016). This argument is in line with Foucault, (1972) who asserts that there are varying types of resistances to power when individuals are confronted by some situations. The resistances derail counselling process and affect counselling outcomes.

### *Professionalism and Counselling Outcomes*

According to Evetts (2009) professionalism is used to mean the conduct, demeanor and standards which guide the work of professionals. Counsellors go through the process of professionalization as they acquire more characteristics of the counselling profession and this gives them power. In similar assertions, Daniel (2017), explains professionalism as a combination of many factors such as one's qualities, conduct, aims, status, methods standards, fair play, connections, experience, skillfulness training and virtues such as reliability, honesty, accountability, attitudes, veracity of a person as expected to play about in a professional organization. Snoek (2009) study from The Netherlands presents a number of elements that contribute to the professionalism of teachers and counsellors to include; knowledge of the subject, and of the counselling process including being up to date with relevant counselling outcomes. Another element is acquisition of skills. A skilled counsellor is able to translate counselling outcomes of the counselling process and then attribute the noted changes of the client to observed outcomes.

Geraids (2016) study results indicate that when a person has been educated, trained and acquired skills and licensed by a particular body, he/she becomes a professional in the general good of society. Counselling is an example of a profession in which trained counsellors are professionals. Training is part of professionalism and knowledge power of a counsellor. Daniel (2017) provides a through description a number of qualities, or requirements of a good professional which are related to the Rogerian theory and which were later studied as six critical dimension of counselling dynamics by Judy (2001). These counselling dynamics include, self-regulation, competency, honesty, integrity, empathy, respect, congruence, warmth, build self- image, confidentiality, use of emotional intelligence and self-expertise. Professional power is close to legitimate power, role power and it is also controlled by other bodies. Most clients like those with behaviour problems are not likely to have professional power over their counsellors. Here counsellor's power which is thought to influence counselling outcomes is derived from their professionalism and certain positions in society and it has power dynamics in counselling and outcomes.

According to Norcross, (2002); Wampold, (2001), novice counsellors are aware of the professional confusion concerning ingredients of effective helping of clients with behaviour problems. They lack the professional confidence that buffers the experience of anxiety when difficulties are encountered. Professional counsellors are advised by American Autism Society (2018) to learn skills to help them identify the problem behaviours in learners and which methods learners use in coping with their problem behaviours. On the same line, Kauffman (2012) argues that different counselling methods can be applied in order to assist learners with behaviour problems. Khaya (2017) qualitative study from King Abdulaziz University, Jeddah, Saudi Arabia, found that learners with low self-esteem and aggression as bad

behaviours can benefit from the use of cognitive behaviour counselling programme as a therapy. The effectiveness of counselling process is viewed as an outcome. Learners with behaviour problems from Embu County inclusive schools can also benefit from cognitive behaviour counselling programme and other types of behavioural therapies. This will help the professional counsellor to adjust the situation in order to conduct effective counselling for changing the challenging behaviors in the learner. Counsellors who can apply proper professionalism power are at an advantageous stage to do this. On a similar expression, Kwanja and Mormah (2009), explain that changing of maladaptive behaviours in students requires concerted efforts and in which a professional is in a better position to do that. It is the power, prestige and value that society confers upon professionals like counsellors that more clearly define counselling professionalism power.

The role of a counsellor as a professional is to create a safe space, empower the client, protect the client's spirit, and to see a wider perspective so as to achieve the expected counselling outcomes (Cedar 2012). Proctor (2017), again opines that the idea of powerful and influential therapists working with vulnerable and dependent clients is applicable to some situations. Regardless of the source of psychological problem such as distress, or anxiety most clients with behaviour problems are often viewed as victims of some sort (Zur, 2004). The American Autism Society (2018) observes that learners with problem behaviours and attending counselling sessions have difficulties that can lead to feelings of frustration, confusion, anxiety or lack of control, resulting in behavioral responses. Professional counsellors need to be aware of this because such behaviours may influence counselling process and counselling outcomes. In his varied views, Clay (2017) analytical study from Antioch University on coping with challenging behaviours which can derail the client's healing progress as an outcome says that such a situation requires a very professional counsellor with adequate experience skills and attributes. Teri (2012) studies from the University of Akron indicate that professional power is the most commonly recognized form of power that trained counsellor's possess. Terri (2015) and Ivanna (2016) observe that counselling professionals are in a position of direct power when they work with clients with behavioural problems and who have problems with direction compliance, miscommunication as challenging behaviours and that can cause have effects on outcomes.

Proctor (2009) affirms that counsellors are in a better position to control counselling sessions for effective counselling outcomes. However, there are other ways which clients act in order to feel they are in control of the counsellor and counselling process. Some of these include; some clients may come to sessions late or leave early as a way to actively or passively gain control of the beginning and end of counselling sessions. Other influencing factors include; setting the stage for counselling, draw attention to higher status, clients who have a history of violence, criminals may use threats to

decrease their sense of vulnerability and attempt to dominate the counsellor. Intrusive boundary, violations internet investigation, client may dress, speak or behave in a manner that is intended to be sexually enticing to the counsellor. Some clients may make false accusations against a counsellor. This is the reason for educating and training counsellors to become qualified professionals who can manage such difficult clients, as expressed by (The American Counselling Association 2012).

Daniel (2017) and Mcleod (2009) investigative study findings indicates that on requirements of a good professional counsellor necessitates the counsellor to be competent, be polite, trustworthy, respectable, reliable, be kind, show clients that he/she you cares, keep time, be organized, orderly, listen actively, don't make excuses for the mistakes, don't belittle clients, improve on emotional intelligent, motivate clients, meet clients expectations, use of respectable language, have ability to control situations, be and use good manners to everyone one he/she comes into contact with, no matter what their role is, and no matter how they are feeling. Daniel (2017) concludes by noting that these suggestions will make the client not to feel the distance of the differences in professionalism and therefore collaborate during counselling session and this may influence the counselling process for outcomes positively.

#### *Counsellor's Professionalism Power and Ethics in Counselling*

Many counselling association have set rules and codes of ethics for counsellors to follow. For instance, The American Counseling Association Center for Policy, Practice, and Research and the American Psychological Association (APS) (2019) are responsible for providing access to, and interpretation of, the American Counselling Association Code of Ethics. Following ethical standards for counsellors is emphasized during training. Professional counsellors must be familiar with the basic ethical guidelines that they should follow before they begin counselling, during and after counselling. There are specific codes of ethics for counsellors to follow. Professional counsellors should know the difference between ethical and unethical behaviors.

Zur (2009) opines that most counsellors intend to "do no harm" and strictly follow ethical guideline. However, there are some professional counsellors who unfortunately may be careless and unaware of the importance and purpose of some ethical guidelines. Following ethics for counsellors gives them and clients power to exercise during counselling sessions. APS,(2019) affirms that sometimes there can be conflicts between ethics and law, or regulations, and other governing legal authority. Those factors affect counselling and outcomes. In such a case it is the responsibility of the professional counsellors to clarify the nature of the conflict, make known, and the commitment to the ethics codes, and take reasonable steps to resolve the



conflict consistent with the general principles and ethical standards of the ethics code. Under no conditions may this standard be used to justify or defend violating human rights and clients rights. This is to mean that counsellor's professionalism power cannot be used by the counsellor or client to harm anyone. Counsellor's professionalism standards are highly emphasized in ethics as Sherman (2018) reports. These are anonymity confidentiality, transparency, relationships, professionalism and accountability among others. Research has it that power can shift from counsellor to client during counselling sessions and affect counsellor-client relationships. This is because power is not only multidimensional, but it is also dynamic with dimensions Gaventa.(1982) Luke, 1974;2017). The balance of power can and often does shift and fluctuate during counselling sessions. If it does, the counsellor has the responsibility to apply all the skills so as to make sure power is balanced and will not affect counselling outcomes. When power is well used by counsellors, it triggers a client's readiness to think, to speak, act, and increase the vigor and frequency of output while activating the client. The positive outputs here are viewed by Crwoley (2017) study as counselling outcomes.

In similar assertions, Lambert and Ogles (2004); Crowley, (2017) study findings from America agree that counselling outcomes are the changes or impact that happen in people's lives because of the counselling techniques, skills and the successful counselling process undertaken by an empowered counsellor. The changes make a client gain new perspectives on how to see things differently, take new options or feeling happier and healthier than he was before. Counselling outcomes of a client with low self-esteem, feeling unhappy, sad, or frustrated, might be feeling better, more relaxed, or peaceful, or having more confidence/greater self-esteem after sharing thoughts or feelings, gaining a clear direction to move.

According to Kourkoutas, (2012) challenging behaviors in children are more likely to appear when a person is feeling unhappy or unhealthy. Altmaier, Hansen and Maltzman (2012), contend that counselling outcomes can be statistically measured. Walton (2012) observes that measuring counselling outcomes helps the professional counsellor determine whether to continue with the process, effort, time or to try something else or change the approaches or make referral to another professional for the expected results which are counselling outcomes. This study will not deal with measuring of outcomes but will accept the client's explanation or narratives of the changes experienced or that have occurred after attending counselling sessions.

In addition Gui (2006) from the University of Cape Town South Africa asserts that counsellor's professional power with its dynamics has been erroneously miss-understood and viewed ethically dubious in practices within the counselling relationship because of the old definitions of power in which some psychologists claimed that power in counselling is seen as, control, authority, dictatorship, intimidation and therefore

cannot bring out the intended positive changes from a client. That kind of perception makes counselling process to produce negative outcomes.

#### *Theoretical Framework*

This study was guided by three theories of counselling and power that were: Approach/Inhibition Theory of Power by Keltner and Person-Centered Theory of Personality by Carl Rogers and Gaventa's Theory of Power and Powerlessness (1980).

#### *Approach/Inhibition Theory of Power by Keltner*

The approach/inhibition theory of power was developed by (Keltner et al., 2003) and it proposes that power influences the relative activation of these two systems, thus approach and inhibition. That power has the ability to transform individuals' psychological states. An increase in power, therefore, leads to approach behaviors. Inhibition is associated with reaction, protection of one's self, avoidance of potential threats and danger, vigilance, decrease of motivation, and reduced activity levels. A reduction in power leads to inhibition. Power is associated with resources and punishments. Keltner (2003) theorized that power is associated with (a) positive effect, (b) attention to rewards and to features of others that satisfy personal goals, (c) automatic information processing and snap judgments, and (d) disinhibited social behavior. In contrast, reduced power is associated with (a) negative effects, (b) attention to threat and punishments, to others' interests, and to those features of the self that are relevant to others' goals, (c) controlled information processing and deliberative reasoning, and (d) inhibited social behavior.

The theory is relevant to this study because other studies have shown that counsellors have power to effect and affect actions in counselling process

#### *Person-Centered Theory of Personality*

Person-centered therapy, also known as person-centered psychotherapy, and Rogerian psychotherapy, is a form of psychotherapy developed by psychologist Carl Rogers in 1940s and extending into the 1980s. In his therapeutic work, Carl Rogers,(1957), emphasized understanding and caring for the client, as opposed to diagnosis, advice, or persuasion. Characteristic of Rogers's approach to therapy are therapeutic genuineness, through verbal and nonverbal behavior, and unconditionally accepting clients for who they are. This theory suits students with behavioral problems because some of them show signs of low self-esteem, poor in expressions, restlessness, and worrying, difficult concentration among others. Such clients require the said therapeutic approaches to counselling. Often power in Rogerian theory is seen solely in terms of specific counsellor-client relationship.

In this case at the end of counselling session, counsellor and client have achieved the expected outcomes. The nature of power within the therapeutic relationship is such that the

client has to see himself as the most important judge and arbiter in his life, with the counsellor in the position of consultant creating a context where the client can review his options. Rogers argues that conditioning affects the therapeutic perspective and privilege often enters into the client-therapist relationship, inhibiting the therapeutic bond. When inhabiting conditions are presented there can be power imbalance. This power imbalance can impede therapy when societal power dynamics, such as race, socioeconomic background, sexual orientation, gender, or disabilities are taken into consideration. The aim of the person-centred counsellor is to establish this kind of power dynamic. Rogers's theory asserts that power is bestowed on the client in making his decision and for his life as they learn to live without myths, negative perceptions, and attitudes which do affect counselling process and outcomes.

#### *Gaventa's Theory of Power and Powerlessness (1980)*

Gaventa (1980) proposed a three dimensional theory of power and powerlessness through which he explains acquiescent behavior. He says that power serves to create power. Powerlessness serves to re-enforce powerlessness" (Gaventa, 1980). The theory is meaningful because it provides a new perspective from which to study and appreciate how counsellors as leaders with professionalism power interact in clients who are theoretically thought to be powerless to produce the expected outcomes and especially those with behaviour problems. This theory can be applied by professional counsellors as they look for ways of minimizing or reducing conflicts in counselling if any. Reduced conflicts will bring calmness and help the process of counselling to continue. In a situation of conflicts, some clients can disengage in the counselling sessions and this can cause failure to achieve counselling outcomes.

#### *Conceptual Framework*

Conceptual Framework showed the interrelationship of the independent variable as the counsellor's professionalism

powers and the dependent variable which was counselling outcomes of learners with behavioural problems. The intervening variables were parental and community support and government policies.

## II. RESEARCH METHODOLOGY

The study population was composed of 34 school counselors, 34 specially trained teachers and 52 learners with behaviour problems totaling to 120 respondents. Purposive sampling and a census method were adopted. Questionnaires and Focus Group Discussions were used as research tools. Validity was ensured, through expert judgment. Cronbach's alpha test was used to test reliability. Research hypotheses were tested by use of one way ANOVA. Descriptive and inferential statistics analyzed quantitative data. Regression analysis showed the nature and strength of the relationships between the variables while for qualitative data thematic analysis was applied. Data was analyzed by use of (SPSS) version 23 and were presented using tables, graphs and charts. Findings: Showed that counsellors' professionalism power had an influence on counselling outcomes with a coefficient of -0.080 Results indicated that professional counsellors need to be goal oriented for effective counselling..

#### *Ethical Considerations*

This investigation was conducted in an ethical manner at all time, following the research ethical guidelines. Participation in the current study was voluntary and signed consent was obtained. To ensure anonymity, pseudonyms were used for both the participants and those to whom they referred, which prevented identification. Participants were assured that they would not be harmed in anyway, that is either psychologically or physically. They were assured of confidentiality. No participants were promised to receive direct benefits from participating in the study. As for the minors, permission was sought from the parents or care givers and head teachers to allow them to participate in the study.

Table 1: Data Analysis Matrix

Research Hypothesis	Independent Variable	Dependent Variable	Data Analyses Method
H <sub>02</sub> : There is no statistical significant influence of the counselor's professionalism power on counseling outcomes of learners with behaviour problems in inclusive public primary schools, Embu County.	Counselor's Professionalism Power	Counseling Outcomes	-Descriptive Analysis -Correlation Analysis -Regression Analysis -ANOVA

This study sought to establish the influence of counsellor's professionalism power on counselling outcomes of learners with behaviour problems in inclusive primary schools in

Embu County, Kenya. Based on the analysis the following are the major findings of the study

*Cronbach Alpha Reliability Coefficient*

Table 1: Cronbach Alpha Reliability Coefficient

Variable	Number of Items	Cronbach's alpha coefficient	Remarks
Professional Power	10	0.812	Reliable

*Questionnaire Return Rate*

Table 3: Questionnaire Distribution and Return Rate

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

Information from table 3 indicates that out of the 68 questionnaires distributed, 94.12% of the questionnaires were returned. This rate of return is considered as enough according to Dilliman (2000). The study also conducted focus group discussions among students with behavioral problems for triangulation purposes. From the 52 proposed numbers of students, the researcher was able to engage 47 students and that 87.04%. FGDs were conducted in three groups of 15 students where then their teachers were used as the research assistants.

*Gender Distribution of the Respondents*

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

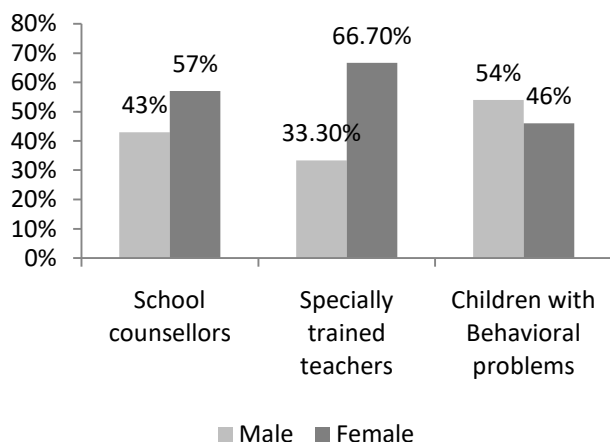


Figure 1: Gender Distribution of the Respondents

Figure 2 indicates that 57% which was 33 of counsellors were female with their male counterparts constituting only 43%. However, the specially trained teachers that is 66.7% consisted of females. The male specially trained teachers

constituted 33.3%. Slightly more than a third, 54% of the pupils with behavioural problems were boys with their counterparts constituting 46% of the girls. These data reveal that there was gender disparity at all levels of the study. These finding are in line with the reality on the ground in many schools as reported by MoEST(2010). According to Mullee (2017) there are more female teachers and counsellors in inclusive schools than male.

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

*Counsellor's Age Distribution*

Counsellors were required to indicate their ages. The information about the age distribution of the of counsellors is presented on Figure 3

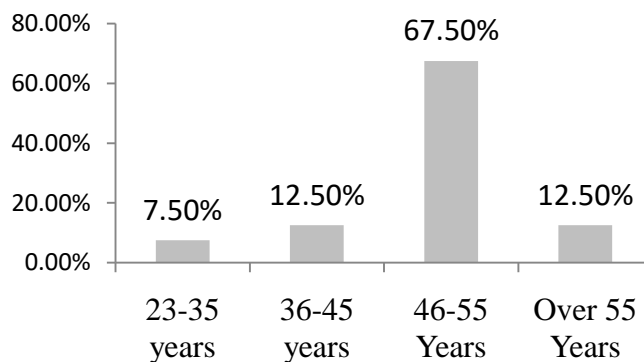


Figure 1: Counsellor's Age Distribution

According to the findings on Figure 3, it was established that there were more counsellors on age bracket of 46-55 years that was 67.50 %, those who were between the age bracket of 36-45 years and over 55 and formed 12.50 % of the respondents. Those in the age bracket of 25-35 years represented 7.5% of the total number of the respondents. Results in this table indicated that majority of the counsellors had advanced age. In some cultures in Kenya like the Embu Culture, those who are advanced in age are expected to be experienced. Advanced age is also tied to knowledge of which these two types of aspects are types of power a counsellor can posses as cited by (Totton, (2009).

These findings are supported by McLeod, & McLeod, (2011) who argues that newly trained counsellors or novice counsellors have new knowledge but lack experience and expertise which is acquired through long time practice. Rogers adds that the young counsellors lack six critical dimensions of counselling dynamics as stipulated by the Rogerian theory. Young counsellors may lack some patience for learners with behaviour problems. Gallagher, (2007), notes that learners with behaviour problems are difficult to handle. In similar assertions, Nancy (2018) affirms that children with behaviour problems represent the most challenging students to be handled by young counsellors. Rogerian theory (1951) explains that experienced have high chances of acquisition of positive counselling outcomes than young counsellors. Therefore age is a factor in counselling.

#### *Age Distribution of the Specially Trained Teachers*

The study sought to establish the age distribution of specially trained teachers and the findings are presented in table 4 and table 5

Table 2: Age of Specially Trained Teachers

Age	Frequency	Percentage
25-35	29	45.3
36-45	5	7.8
46-55	15	23.4
56 and above	15	23.4
	64	100

The findings from table 3 showed that 45.3% of the teachers were middle aged between 25 and 35 years old. The middle aged that is 36-45 years were the fewest that is 7.8%, while 46-55, years and 56 years and above had equal numbers of 23.4 respectively. Findings further indicate that many specially trained teachers were not very advanced in age and that they are not taken as novice teachers or well experienced teachers. They have experience to handle and support learners with behaviour problems. Findings here are not in line with the reports from the Ministry of Education office that majority of the teachers are aged between 35-50 years as they enter into teaching profession of being specially trained teachers after they have served in the normal education for some years. Experience in the service is viewed by researchers as important in any teaching service. The sentiments here are in line with Mullee (2017) about young teachers serving learners with behaviour problems. This is supported by Nancy (2018) who affirms that children with behaviour problems represent the most challenging behaviours to be handled by young teachers. Findings from Chenoweth, (2009) and Mathews, (2011) Goodwin (2012) indicate that new teachers bring energy and enthusiasm to their classrooms, but also a specific set of need. The biggest challenge that surfaces for new young teachers is classroom and students discipline management. Some unprofessional teachers show restlessness, fear of

failure, lack confidence and the school becomes restless, noisy, and hard to control. Young teachers have problems in handling difficult and indisciplined learners. That is why some headteachers take time to mentor and coach them to become professional teachers.

#### *Age Distribution of Learners with Behaviour Problems*

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

Table 3: Age Distribution of Learners with Behaviour Problems

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

The data on Table 6 indicates that the number of the learners that is 29.8% who participated in the focus group discussions was 10 years old followed closely by 12 years old 27.7%. These findings can be explained by the claim made by Sharma and Sharma (2013), and from the American Psychological Association (2010) that majority of children suffering from behavior problems were aged between 9 and 12 years of age. According to the Kenyan education system, many of these are primary schools. Psychotherapy theory by Altmetric (2016) Freud (1912), states that each age group of students with behaviour problems has its own types of behaviour problems and types of therapies or counselling techniques which can be applied for given age group. So it is important for a counsellor to know the age bracket of the learner to be counselled. This will help in marching the skills, strategies, and the problem of the client with time and resources to use. Time factor is also considered as young clients are not expected to take long sessions in counselling. Age bracket in learners is associated with behaviours because some behaviour is known to disappear at certain time of age. Early identification of problem behaviours is considered the best in order to set appropriate approaches for the identified problem behaviours (American Psychological Association 2010).

#### *Counselling Outcomes of Learners with Behaviour Problems*

The dependent variable of this study was the counselling outcomes of learners with behavioral problems. The study sought to establish the opinion of counsellors and specially trained teachers on the counselling outcomes. The findings are presented in table 8.



Table 4: Counselling Outcomes of Learners with Behavioral Problems

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

The findings showed from Table 8 indicates that over half of the respondents 59.4% strongly agreed that reduced anxiety levels could be affected by the counsellor's ways of applying counselling techniques and skills during counselling sessions. In addition, all respondents 100% felt that having more confidence of a client could be influenced by the counsellor's level of training in counselling. Again improved level of self esteem of client as an outcome was influenced by the way counsellors used their power during counselling and that was shown at 69.4%. Improved relationship and social skills of client were shown at 25.0%. The low change might have been caused by a variety of factors. Finding of this study agree with Proctor (2009) who argues that clients go for counselling with hope for better but during counselling sessions a variety of factors prevail thus influencing outcomes either negatively or positively. Some studies found out that clients' hopefulness may not be realized due to lack of establishing positive therapeutic relationship which is very important in achieving counselling outcomes.

Findings are in line with the claim made by Freud (1949) Rogers (1951) & Meehan and Easterbrook (2017), who stated that therapeutic relationship by counsellors in cognitive behavioral therapy plays an important role towards enhancing positive outcomes in counselling. Results from the respondents on this item of Table 7 again agree with the findings of Crowley (2017) Sadhu, (2011) that counselling outcomes are the end results, or the benefits, or harms or changes and improvements in client life after a counselling session. Outcomes would also be the impact on a client's life

and outlook that is in his/her mind, body, soul and emotions. Outcomes can also mean different ways clients see things such as making decisions, and understand things, reason and change of attitudes and beliefs, acquisition of self concept, improved self esteem, improved relationship and social skills, having more confidence, improved logical thinking and judgment of client. Counselling outcomes in a client with behaviour problems can be described as, feeling happier, feeling happier than before have reduced fear and anxiety, balanced moods swings, or reduced use of vulgar language, reduced acts of criminality among others. Findings further are in agreement with Crowley (2017), in support of McLeod, (2013) who observe that counselling outcomes vary from a client to client, depending on a range of factors that may influence the counselling outcomes. These factors could be client's motivation, openness to change, how hard the client is willing to work, family support, the degree of behaviour problems in terms frequency, and duration with no other associated pathological problems including the cause of the behavioural difficulties among others. Counselling outcomes are important because they validate the different types of counselling as effective solution to helping clients with various psychological issues, (McLeod, (2013).

#### *Changes (Outcomes) Noted after by students Attended Counselling Sessions*

Students were asked to state whether they had experienced any changes after counselling sessions. Changes are regarded as outcomes. Findings from the students were compiled from

the four groups in the (FGD) and averaged and results are indicated on table 9.

Table 5: Changes (Outcomes) Noted after by students after Counselling

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

Results from table 9 indicate that 30, 45.3 % students had not changed after attending counselling sessions, and only 4 that is 7.8% had changed, while 15, 23.4 were not sure of the changes and equal number of 23.4 had only changed half way. Findings from this Table are in agreement study findings from, The Teacher Support Network's (2010) Behaviour Survey showed that 92% of respondents said pupil behaviour had worsened even after counselling services had been provided. Challenging behaviours such as use of verbal abuse, absenteeism, drop out late, fears, threats and derogatory comments and suicide, cases were as high as 51%. Reports from the education Committee in the House in London (2011) is in support of the this study findings that mis-behaviour standards in schools are high for the great majority of young people regardless of the existence of school counselling. Glosoff and Koprowicz (1990) have underscored the importance of a team approach to comprehensive school counselling programs and the role of school counsellors as consultants to the members of these teams if counselling outcomes have to be noted. To address the need for effective behaviour change in schools packaged discipline models with techniques have to be been developed. On a similar note

Cooper (2013), opine that if counselling outcomes have to be noted in learners, school counselors, and others can be trained in preventive programming, train on other disciplinary approaches and to develop and evaluate disciplinary interventions in conjunction with parents, teachers, and community.

Table 6: Gender of Students Mostly Affected by Behavioral Problems

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

The information in Table 10 showed that 75% of the respondents felt that boys and girls are affected equally. This information contradicts findings from the focus group discussion where 37.8% were boys while 62.2% were girls. Findings from the respondent and not the students were in agreement with what Ensor, Hart, Jacobs, and Hughes (2015) findings which yielded that disruptive behaviour disorders are much more common in boys than girls. Students responses were in agreement with Ensor (2015) second objective that when the ratings of aggression, disruption, arousal and negativity were used to index problem behaviours confirmatory factor analyses demonstrated the same metric for boys and girls, but a mean that was approximately half a standard deviation higher for boys than girls. In addition, the association between the latent factor and teachers' ratings of total behaviour problems was significantly stronger for boys than girls. In similar assertions Reza (2017) from the University of Tehran study findings on his research on prevalence of behavioral problems in preschools learners showed girls experienced more problems compared to boys. These findings are similar to the findings in this study from group discussion point of view.

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

#### *Counsellors Professionalism Power and Counselling Outcomes*

The objective of the study was to find out the influence of counselor's professionalism power on counselling outcomes of learners with behavior problems

#### *Descriptive Analysis of Professionalism Power and Counselling Outcomes*

The respondents were asked to rate the extent to which the statements on professionalism power aspects during counselling influence counselling outcomes. The findings are presented in table 14

Table 7: Counsellor's Professionalism Power

Professionalism Power	N	SD	D	U	A	SA	Mean
Counsellor's level of specialization in counseling influences counselling outcomes of learners with behavioral problems.	64	4.7	12.5	7.8	32.8	42.2	3.9
Values and norms of a counsellor influence counselling outcomes of learners with behavioral problems.	64	26.6	7.8%	18.8%	31.3%	15.6%	3.0
Aptitude of a counsellor in counselling is a power that influences counselling outcomes of learners with behavioral problems.	64	6.3%	4.7%	0%	57.8%	31.3%	4.0
Counsellors' power to name, set time, gives them power to control counselling process and it influences counselling outcomes of learners with behavioral problems.	64	3.1%	9.4%	3.1%	48.4%	35.9%	4.0
Counsellor's cultural aspects practiced during counselling sessions influence counselling outcomes of learners with behavioral problems.	64	6.3%	9.4%	17.2%	23.4%	43.8%	3.9
Power differential is inherent or inborn in a counsellor influences counseling outcome of learners with behavioral problems.	64	9.4%	7.8%	23.4%	9.4%	50.0%	3.8
Misuse of power by counsellors influences counseling outcomes of learners with behavioral problems.	64	17.2%	4.7%	17.2%	40.6%	20.3%	3.4
Counsellors have power over their clients that influence counselling outcomes of learners with behavioral problems.	64	18.8%	7.8%	14.1%	26.6%	32.8%	3.
Average	64	11.5%	8.0%	12.7%	33.8%	34	3.7

Results of each statement are indicated on Table 14

Information on table 14 indicates that half of the respondents, 50% strongly agreed that power differential is inherent or inborn in a counsellor and may influence counseling outcome of learners with behavioral problems. While almost half of the respondents 48.4% agreed that counsellors need to prepare professional questions to ask clients, and this can influence counselling outcomes of learners with behavioral problems. On the other hand 26.6% of the respondents disagreed to the fact that, counselors have power over clients, and this can influence counselling outcomes of learners with behavioral problems. Those who agreed that counsellors cultural aspects practiced during counselling sessions can influence counseling outcomes of learners with behavioral problems were indicated at 43.8%, those who disagreed and those who were undecided a total mean of 11.5 and 8.0 respectively.

Findings on this item agree with Evetts (2009) who notes that professionalism means the conduct, demeanor and standards which guide the work of professionals. Counsellors go through the process of professionalization as they acquire more characteristics of the counselling profession and this gives them professionalism power which influences counselling outcomes. In similar assertions, Daniel (2017), explains professionalism which has been proved to cause changes as outcomes in clients is a combination of many factors such as one's qualities, conduct, aims, status, methods standards, fair play, connections, experience, skillfulness training and virtues such as reliability, honesty, accountability, attitudes, veracity of a person as expected to play about in a professional organization or individual.

Proctor (2012) findings are in agreement with findings on this study that professionalism power is inherent in one's professional role. Professionalism power derives from the respect and aptitudes, norms cultural aspects and consequent influence engrained in many societies for the professional role itself, as well as the expectations, capacities, 'rights,' and liberties that come with certain professional roles. Results of this study have supported both French & Raven's (1959) framework of relational power and also the Foucault (1988) and Luke's (1984) study that professionalism is power and is applicable in counselling process and can have influence on outcomes. These findings were in agreement with Geraids (2016) study results which indicate that when a person has been educated, trained and acquired skills and licensed by a particular body, he/she becomes a professional in the general good of society. A skilled professional counsellor is able to translate counselling outcomes of the counselling process and then attribute the noted changes of the client to observed outcomes.

*Test of Hypothesis of Professionalism Power and Counselling Outcomes.*

The study was testing the hypothesis that;

H<sub>02</sub>: There is no statistical significant influence of counselor's professional power on counselling outcomes of learners with behavior problems in inclusive primary schools in Embu County. The study carried out a regression analysis of counsellor's knowledge power on counselling outcomes and

an Analysis Of Variance of the same. The findings are in table 15 and table 16

Table 8: Counsellor Professional Power and Counseling Outcomes

R	R-Squared	Sig. Level
0.88	0.08	0.048

The study showed that 8% of counsellor's professional power explains counselling outcomes of learners with behavior problems.

Table 9: ANOVA of Counsellor Professional Power and Counselling Outcomes

	SS	Df	F	Sig
Regression	0.981	1	4.880	0.048
Residual	124.628	63		
Total	125.609	64		

The test of analysis of variance of 's professionalism power and counselling outcomes showed that counsellor's professional power is statistically significant in explaining counselling outcomes of learners with behavior problems, since significance level (0.0487) is less than the p- value of 0.05.

Further since the F- calculated (4.880) is more than the critical  $F_{(1,63,0.05)} = 4$ , The study rejects the null hypothesis at 95% level of confidence, and concludes that there is a statistical significant influence of counsellor's professionalism power on counselling outcomes of learners with behavior problems in inclusive primary schools in Embu County. This means that the influence of professionalism power on counselling outcomes is statistically significant and hence it is not attributed to chance.

This findings are in line with the findings of Proctor (2009) who explained that the counsellor's power that influence counselling outcomes is derived from their professionalism since they hold certain positions in society that may have a bearing on the power dynamics in therapy. In addition this current study supports the claim made by Proctor (2009) and Jasper (2006) who further explained that all professionals have power, and this professionalism power is used to control its own members, and clients since professionals tend to dominate, intimidate, control and protect their area of expertise.

A further probe from the learner's responses during the focus group discussions, (FGD) found out that all the participants (100%) said that the counsellor was not using any type of power or force such as shouting, ignoring or intimidating during counseling sessions. However some of them said that they did not complete the counselling sessions. This then lack of completion of counselling sessions affected the counselling outcomes more so negatively.

The study conducted a regression analysis to estimate regression coefficient and determine the prediction level of the models at 5 % level of significance. Using the linear model;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

The findings are presented in table 25.

Table 10: Regression Coefficient of Counsellors Powers and Counselling Outcomes

	Beta	T	Sig
Constant	1.076	0.581	0.563
Counsellor's professional power	-0.080	-0.214	0.032

The study also found out that professional power had a negative influence on counselling outcome with a coefficient of -0.080, which means that an increase in professional power by one unit, would lead to a decrease in counselling outcome by 0.080 units. These findings are supported by Lloyd (1998), who claimed that professional powers had generally negative or mixed impacts on the counselling outcomes. Further, Tanaka (2009) also pointed out that professional powers had little impact on clients' commitment and they had negative impacts on satisfaction with counseling sessions. These findings can be attributed to what the American School Counsellor Association (1989); Benschhoff, Poidevant, & Cashwell,(1994) Bear, (2010), opine that counsellors and teachers who handle learners with behaviour problems are faced by a number of challenges such as lack of adequate training and experience in counselling learners with behaviour problems. Training and experience are elements of professionalism. Again teachers complain of heavy work load, this influence professionalism power negatively. In similar assertions, Mutua (2012) from Kenya based study contends counsellors play dual roles of being teachers and counsellors of the same students and the issues of being burnt out as professionals. Dual roles are one challenge encountered by teachers and counsellors that in most cases, counsellors are also teachers in the same school. Teachers and counsellors have responsibility of equipping learners with skills and tools to manage problem behaviours as expressed by the (American School Counselor Association 1989; 2012). Discipline within schools is becoming an increasing priority. School counselors, together with other education professionals, acknowledge that productive schools need effective discipline programs for behaviour management,(Cooper 2013).

This role will need good balance of powers. Professionalism power may be compromised during counselling and therefore affect the results, which are counselling out comes, as underscored by (Foucault, (2009); Proctor (2012); Clifford and Lazarus, (2017 and Crawford 2017).



### III. CONCLUSIONS AND RECOMMENDATIONS

The findings in this paper revealed that:

Professionalism power of a counselor had an influence on the counselling outcomes. Findings further indicated that there is a statistical significant influence of counsellor's professionalism power on counselling outcomes of learners with behavior problems in inclusive primary schools in Embu County. This means that the influence of professionalism power on counselling outcomes is statistically significant and hence it is not attributed to chance.

The study deduced that power differential is inherent in a counsellor and is likely to influence counselling outcome of learners with behavioural problems. The study concluded that the counsellor's professional power is statistically significant in explaining counselling outcomes of learners with behaviour problems, which means that the negative influence is significant and not caused by chance. Professional power was gained by the level of specialization of the counsellor as well as their aptitude in counselling.

The initial counsellor's professionalism power imbalance may shift as clients feel empowered, get to know their clients better, and perceive the counselling process as less mysterious and more considerable and this will assist in achieving positive counselling outcomes.

Counsellors can make easy the creation of an enabling environment that will increase the possibility of clients achieving their powers or they can create an environment that is disadvantageous to clients and this will influence counselling outcomes negatively. Counsellor's professionalism power can be employed in just or unjust, fair or unfair, direct or indirect ways. It can be employed or perceived as positive or negative. Findings further indicated that there is a statistical significant influence of counsellor's professionalism power on counselling outcomes of learners with behavior problems in inclusive primary schools in Embu County. Finally, the study established that this counsellor's professionalism power is derived out of professionalization since they hold certain positions in society that may have a bearing on the power dynamics in counselling sessions. Professionalism power is important in the counselling process. Counsellor's professionalism power during counselling can only be understood within the circumstance of counselling sessions. The circumstance involves looking at different aspects of counselling. This includes who the client is, what orientation is employed, the quality of the relationship between counsellor and client, the setting of counselling sessions, and the counsellor's attributes

#### *Recommendations*

Counsellors have to be aware of ways in which they subtly or unconsciously enhance their power vis-à-vis their clients.

Future research must further examine power-related processes across cultures

Counsellor pays attention to how different settings, clients, and counsellors may affect the power differential between counsellor and client.

To address the need for effective behaviour change in schools packaged discipline models with techniques have to be developed. School counselors and others can be trained in preventive programming, train on other disciplinary approaches and to develop and evaluate disciplinary interventions in conjunction with parents, teachers, and community.

Inclusive schools are assisted by their counsellors and specially trained teachers to develop their school Integrative Counselling Model which integrates elements of systemic, psychodynamic and resilience based thinking with a strong emphasis on "inclusive counselling of the model, and discussing the challenges of its implementation.

Retrain counsellors and especially trained on power and counselling of learners with behaviour problems so as to enhance school discipline management. Counsellors to be retrained on emotional Intelligence which is a an important variable in professionalism power as it plays a huge intangible role in helping counsellors understand and manage emotions when confronted by difficult clients. Emotional Intelligence is extremely significant in a teen's development.

Counsellors must be able to know how to integrate the many different types of Behavioral and child Therapies as this will empower them more.

Counsellors attend seminars to learn how to integrate their personal professionalism powers with cultural powers which is an issue in counselling. Counsellors learn how to empower their clients to connect the idea that their emotional power drives their behaviors so that clients improve on management of their emotional power. School counsellors must be belong to a given officially registered body of counsellors and also must be renewing their licensure every given set time as per the government policy on counselling as this gives them more of the professionalism power and other powers like legitimate power.

The final conclusion is that counsellor's professionalism power if well applied has a critical role to play in supporting the management of behaviour problems in learners so as to avoid school exclusion and drop out which has negative implications.

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