

Effects of Peer Counselling on Learners Mental Wellness: From Theory to Practice towards Enhancement of the Self

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Abstract: - Adolescents face an increasing myriad of challenges due to emotional, physical and mental growth and development. This is coupled with modern challenges of the youth such as peer pressure, academic demands among other issues. This paper is based on a study conducted among secondary schools in Kericho county Kenya, with an aim of establishing the effect of peer counselling on learners' mental wellbeing and was anchored on Social Cognitive theory by Albert Bandura. The study-generated data from 12 schools, among 398 students and 48 peer counsellors selected by simple random sampling. Additionally, 12 heads of guidance and counselling and principals were included. The study adopted pragmatic paradigm, used mixed method research approach. The study used convergent parallel mixed methods research design where data was collected using questionnaires, interview schedules and focus group discussion. Quantitative data was analyzed by descriptive and inferential statistics, qualitative data was thematically analyzed through selective coding. The results of the study revealed that peer counselling had significant influence on learners' mental wellbeing, with a significant impact of $\beta=0.595$, $p=0.000$. The qualitative data enriched these results since the findings revealed that peer counselling encouraged learners to focus on the future not the past. The paper therefore argues that peer counselling has a positive influence on learners' mental wellbeing and recommends that sensitization be made to of principals, teachers and heads of guidance and counselling on the benefits of peer counselling on learners in order to enhance learners' mental health towards self enhancement.

Key terms: Adolescents, Mental Health, Secondary schools, Mental wellbeing and Self Enhancement

I. Introduction

Students in secondary schools are in adolescence stage in their development. Allen et al. (2019) confirmed that as much as learners in secondary schools are undergoing substantial physical growth, they are equally bumping into new situations and responsibilities. This transition can be alarming, when instincts come into play; strong emotions often continue to energize their decisions. This can affect their mental health. According to WHO (2021), adolescents are prone to mental health challenges that affects them emotionally. They require a protective environment for growth.

Peer support are very instrumental for their psychosocial wellbeing and mental wellness (Maiwa, 2021). This in turn aid in helping learners to develop their self-enhancement. When peers use self enhancement positively, it leads to development of a positive mind-set that includes a sense of mastery, action orientation and developing resistance to stress. Self-enhancers will increase the responsibilities learners take and popularity among their peers. This in turn develop further their mental wellness (Dufner, 2018).

Objective of the Study

To assess the effects of peer counselling on learners' mental wellness in boarding secondary schools towards enhancement of self.

Hypothesis

H₀₁: Peer counselling has no statistically significant effect on learners' mental wellness.

II. Literature Review

The literature review include: stress management, avoiding tantrums by being calm, expressing happiness, expressing fears and expressing sadness.

Stress Management

Chowdhury (2021) enforced that emotions work primarily through cognitive and affective channels, and play a critical role in molding our perspective of life experiences. Similarly, Flook (2019) noted that improving learners' socio-emotional abilities teaches them how to manage stress while also improving social skills such as teamwork and empathy. Additionally, Arslan (2017) argued that social-emotional skills involve developing more awareness of oneself and others as well as their feelings of safety and belonging at school. Lopez-Garrido (2020) confirmed that social cognitive theory verified that affective state of an individual

affect self-efficacy and experience increases self-efficacy, which helps to reduce stress and anxiety like drug and substance abuse, heavy workload and hormonal changes. This leads to a balance in the mental state of the learner and positive self enhancement.

Again, Weber (2019) verified that learners could learn how to take care of their bodies in order to manage stress. Exercise, active relaxation, eating healthy and sleep are vital for lowering stress levels in students. Subsequently, Khan and Khan (2017) argued that stress is often due to neglected daily life activities when it could play a very harmful effect in our mental health. Control of stress on its onset prevents serious consequences it can cause. Social support from peers and coping strategies can be significant when dealing effectively with stress. Similarly, Pascoe *et al.* (2020) verified that increased stress links with substance use among learners and that perceived social support, including from within the education environment, may positively mediate this relationship. Again, Taylor and Brown in Tsai (2019) confirmed that self-enhancement can restore positive self-regard and has been linked to improved psychological well-being during stressful experiences.

Avoiding Tantrums by being Calm

Anger can be devastating. Although anger can produce physical and emotional discomfort, the manner of expressing it can cause the problems. Anger leads to acting rather than thinking. A teenager who cannot manage angry feelings may become emotional to act directly on the feelings, even when it puts them or others at risk (Lowth, 2017). Emotional awareness is the capacity to identify and make sense of one's own emotions and those of others. It includes ability to solve problems in life by accepting emotions, such as being calm when angered, and cheering others up when they are feeling low. Emotional awareness helps learners to communicate their own mental state to others, understand others better and make good decision to help in being calm (Das *et al.* 2021). Peer counsellors can support their peers through collaboration during their social interaction to manage anger leading to positive self enhancement of the learner and mental wellness.

Hernandez *et al.* (2017) reinforced that where there is interaction and acceptance by a peer group, it acts as a stepping-stone to fulfilment of baseline need to relate with others. This therefore leads to promotion of positive behaviour and emotions and deterring of negative emotions that can affect mental wellness. Morin (2020) study confirmed that peers could learn from one another more about handling anger with behaviour than from words and learn how to talk and express feelings that make them angered. This study confirms that peer support through peer counselling is essential in controlling anger. Again, Mulwa (2020) found that through peer counselling, students learn how to care for others and to put their caring into practice leading mental wellness. A similar pattern in Kitahara *et al.* (2020) confirmed that positive correlation in a relationship with quality friends leads learners' to be accepted and less angered with issues. Similarly, social cognitive theory in Carpentier (2016) established that peers could influence one another to have positive self-talk through power of words to avoid anger and this in turn leads to positive enhancement of learners.

Expressing Happiness

Pursuing friendship that are life-giving as opposite to those that are not can enhance mental health and happiness (Bisignano, 2019). When you find that you are mentally engaged on the negative parts of your day, deliberately shift your attention to the positive aspects. Consider what makes you happy about your life situation (Stowe, 2021). Happiness and mental wellness go hand in hand. Furthermore, social connectedness, along with stable mental and physical health, are actually what is more essential when it comes to being happy (Page, 2019). Peer counselling sessions can be a great moment for students to bond and boost their happiness during social interaction.

Social cognitive theory in Cherry (2019), explained that the emotional state and motivation determines whether a behaviour is learned or not. For a learner to be attentive, retain, reproduce and be motivated to model the observed state of happiness from peers, their mental state should be healthy. Bii *et al.* (2016) clarified that peer counselling is the most effective form of counselling that addresses learners' emotional needs. Göksoy (2017) argued that in a school situation when a learner participates in a lesson, classroom activities, rewarded or is successful, they become happy. These is possible through quality social peer-to-peer relationships.

Expressing Fear

So many learners refuse to leave their comfort zones because they are afraid of doing something wrong. The fear of failure hides behind the reasoning of why you should not take that step forward. Fear camouflaged as self-sacrifice as well whereby instead of doing something to better yourself, you may choose to focus all your energies on others. Students feel afraid when they notice a threat to their capability to achieve a preferred outcome or evade an aversive one (Karnaze & Levine, 2018). Fear is the most dangerous of all emotions (Serim-Yildiz, 2018). Fear causes mental health illness. Again, Lynch (2019) confirmed that fear of making an error in the classroom is enormous to students, yet rarely mentioned by educators. The effect in a classroom situation

is significant. When fear takes over it consumes a substantial amount of the mind and that fear, panic, and anxiety extremely affect memory, concentration and attention causing negative self-enhancement.

Expressing of Sadness

Arousal of Sadness is by the awareness of change in the status of a goal. Learners feel sad when they perceive that they are incapable to sustain a goal or valued state or when they loss a valued state (Karnaze & Levine, 2018). A study by Igbo et al. (2016) expounded that when adolescents feel there are people around them who care, they feel more connected to the school environment leading positive self-enhancing. Bastos (2021) confirmed that only by learning to comprehend human emotions and not driving sadness away helps in learning about others and ourselves. According to social cognitive theory, working together as a group is a cooperative or collaborative experience where modelling takes place to develop skills (Hartman, 2020). Peer support therefore has a positive effect on reducing sadness. Igbo et al. (2016) stated that when adolescents feel there are people around them who care, they feel more connected to the school environment.

When individuals' recognize emotions that make them sad and allow themselves to feel them in a healthy and safe way, they feel more grounded and even more resilient. Otherwise, suppressing sad emotions can make them feel more depressed. Learners are regularly face with painful realities, pain from interpersonal relationships, rejections, frustrations experienced in relationships with peers. In addition, some anchor a lot of old pain from the past (Firestone, 2015). Alvarez (2015) confirmed that the feeling of sorrow is what gives meaning to the others because without sorrow, the value of the others is almost absent. Sadness plays a significant role in life by helping us appreciate the importance of our other feelings, such as joy. According to social cognitive theory, working together as a group is cooperative or collaborative experience where modelling takes place to develop skills (Hartman, 2020). Dufner et al. (2014) argued that a person with positive self-view illusion is better off in intrapersonal well-being and interpersonal adjustment than more neutral or negative self-perception.

III. Methodology

The study adopted pragmatic worldview which uses a combination of quantitative and qualitative approaches to solve existing problem (Kivunja & Kuyini, 2017). The study utilized Convergent parallel mixed methods research design. Both quantitative and qualitative data were collected, analyzed separately, and then compared the results to check if the findings confirmed or contradicted each other (Pardede, 2018). According to Cohen et al. (2018), mixed method provides a more extensive and complete interpretation of a phenomenon and more meaningfully answers challenging research problems.

The sample consisted of 48 students peer counsellors, 398 students, 12 heads of guidance and counselling and 12 principals. The researcher stratified the sampling to categorize the research site into five zones according to the sub counties in Kericho County. The study apportioned two schools to Bureti, Kipkelion and Londiani sub counties because they had slightly fewer students whereas Ainamoi and Belgut sub counties where each apportioned three schools since their populace was slightly higher. Simple random sampling was used to select 398 students. Purposive sampling was used to select the 48 students peer counsellors. The principal and the heads of guidance and counselling of each visited school were also purposively selected.

Questionnaires for the students and focus group discussion for the peer counsellors and interviews for the heads of guidance and counselling and principals were used to generate data. Quantitative data from the students were collected using questionnaires. The questionnaires contained items, positively worded for the respondents' feelings towards effects of peer counselling on learners' mental wellness in boarding secondary schools towards enhancement of self. The study used focus group discussion when collecting qualitative data from the peer counsellors from five main questions. Face-to-face Interviews was utilized when collecting information from the principals and heads of guidance and counselling to get their opinions and ideas on effects of peer counselling on learners' mental wellness in boarding secondary schools towards enhancement of self.

IV. Results and Discussions

Data collection was by using questionnaires from students, focus group discussion from peer counsellors and interview schedule from heads of guidance and counselling and principals.

Descriptive Statistics on the Effects of Peer Counselling on Learners' Mental Wellness

The objective was to assess the effects of peer counselling on learners' mental wellness in boarding secondary schools towards enhancement of self. To achieve this objective, the study generated five aspects of mental wellness as follows: reduce causes of stress, being calm, express happiness, express fear and lastly expressing sadness as summarized in Table 1. The researcher used descriptive statistics, inferential statistics and qualitative analysis to answer this objective.

Table 1 Descriptive Statistics on Learners Mental Wellness

Aspect of Mental wellness	Agreed		Moderately Agree		Disagree		Mean	SD
	F	%	F	%	F	%		
1. Reduce causes of stress	290	72.9	30	7.5	78	19.6	3.79	1.25
2. Being calm	281	70.6	37	9.3	80	20.1	3.69	1.27
3. Express my happiness	291	73.1	48	12.1	59	4.8	3.90	1.16
4. express my fears	309	77.6	31	7.8	58	14.5	3.97	1.16
5. Expressing sadness	292	73.3	33	8.3	73	18.3	3.81	1.26
Mean							3.83	0.87

Note N = 398

On the aspect of reducing stress, most of the respondents 290 (72.9%) agreed that the peer counsellors helped learners reduce causes of stress while in school, 30 (7.5%) moderately agreed and 78 (19.6%) disagreed (M=3.79; SD=1.25). From these results it is clear that majority of the participants supported that peer counsellors helped learners to reduce causes of stress while in school. These results are in line with the previous study of Flook (2019), confirmed that increasing learners’ social-emotional skills instills to them how to cope with stress. Social-emotional skills involve developing more awareness of oneself and others as well as their feelings of safety and belonging at school. Additional Lopez-Garrido (2020) confirmed that social cognitive theory verified that affective state of an individual affect self-efficacy and experience increases self-efficacy, which helps to reduce stress and anxiety like drug and substance abuse, heavy workload and hormonal changes. This leads to mental wellness of the learner. Equally, Taylor & Brown in Tsai (2019), confirmed that self-enhancement can restore positive self-regard and has been linked to improved psychological well-being during stressful experiences.

A similar pattern of results was evident in during the focus group discussion on how peer counsellors helped learners reduce causes of stress while in school: *I tell them to reduce stress by crying or shout out. I also explain to them the consequences of doing wrong things when stressed. I have been encouraging my classmates to embrace teamwork to avoid stress in their classwork. We discuss freely during our free time about some of the emotional changes that we experience, “a pause and a smile.” This has helped us a great deal to learn that we are not alone in some of the changes that take place in our bodies* (Extract, Focus Group Discussion, 2020). This enhances mental wellness of the learner therefore enhancing of self.

I had a classmate who used to cry alone because no one listened to her. I encouraged her to stop focusing on what people felt about her, but instead, to focus on her academics to avoid stress from the surroundings. This helped her a great deal. Her academic performance improved a great deal (Extract, Focus Group Discussion, 2020). A learner gave the following contrary opinion on her view towards peer counselling in the open-ended question in the questionnaire: *They are not active as role models. They harass us at times and I find this to be quite stressful indeed* (Extract, Focus Group Discussion, 2020).

On the second aspect of mental wellness, Table 1 confirmed that most of the respondents 281(70.6%) agreed that peer counsellors helped learners to be calm whenever they were angered by an issue, 37 (9.3%) moderately agreed and 80 (20.1%) disagreed (M=3.69; SD=1.27). The results provided evidence that the majority of the participants agreed that peer counsellors assisted learners to be calm whenever there is an issue that has angered them.

A similar pattern in Kitahara et al. (2020) confirmed that positive correlation in a relationship with quality friends leads learners’ to be accepted and less angered with issues. Again, Morin (2021) verified that learners could learn how to talk and express feelings that make them angered. Similarly, social cognitive theory in Carpentier (2016) established that peers could influence one another to have positive self-talk through power of words to avoid anger. This helps learners to have positive enhancement. For learners to model the observed behaviour from the peer counsellors there has to be collaboration and cooperation between the peer counsellors and the learners.

Peer counsellors gave the following input during the focus group discussion on how they helped their peers to calm down when they are angered: *There was my classmate who had her monthly periods for the first time and she was very moody, crying and angered by anything that crossed her line. I informed her that every girl passes through the same, that some may feel pain, while others may not feel. She was able to accept the changes taking place in her life and avoids stressful situation during her periods. You know, there is a lot we need to learn from each other, “smile”.* (Extract, Focus Group Discussion, 2020).

However, some learners gave the following contrary responses in an open-ended question, in the questionnaire on their views towards peer counsellors help in calming them down when they are angered:

Peer counsellors annoy especially when some of them reveal secrets we tell them. They never listen to issues of some of us and this makes me angered. They are selective. Some of them are selfish and proud and have no love and this causes pain. They should avoid being judgmental and quarrelling and competing to talk for this is very annoying (Students' Questionnaire, 2020). From this stand point of the students; peer counsellors' counsellors require training on required skills for counselling to avoid causing negative enhancement. The findings in Table 1 shows that peer counsellors play a very important role in helping learners to calm down when angered. They are able to help their peers to display appropriate emotions even when some issues anger them instead of displaying some inappropriate behaviour like burning their schools, harming their peers through fights or beating their teachers when they disagree with them.

Further, in the third aspect of mental wellness, Table 1 confirmed that majority of the respondents 291 (73.1%) agreed that the peer counsellors helped them on how to express happiness in a controlled manner, 48 (12.1%) moderately agreed and only 59 (14.8%) disagreed ($M=3.90$; $SD=1.16$). These results provide evidence that, peer counsellors assisted learners to express their happiness in a controlled manner. Overall, these findings are in accordance with findings reported by Göksoy (2017) who confirmed that in a school situation when a learner participate in a lesson, classroom activities, rewarded or is successful, they become happy. These is possible through quality social peer-to-peer relationships.

In addition, Bii et al. (2016) clarified that peer counselling is the most effective form of counselling that addresses learners' emotional needs. In line with this, social cognitive theory in Cherry (2019), confirmed that the mental state and enhancement determines whether a behaviour is learned or not. For a learner to be attentive, retain, reproduce and be motivated to model the observed state of happiness from peers, their mental state should be healthy.

Peer counsellors gave similar inputs during the focus group discussion on helped learners to express their happiness in a controlled manner:

When we are excited, we express our happiness by clapping our hands when in class. This does not mean that we do not shout at times especially when we are over excited. We also express our happiness during games times that is when can shout the loudest. It is difficult to control someone from going overboard when excited you know. The peer counsellor expressed this with the hands and nodding of the head.

The analysis on the fourth aspect of mental wellness, Table 1 verified that 309 (77.6%) respondents agreed that peer counsellors helped them express their fears in a socially acceptable way, 31 (7.8%) moderately agreed and 58 (14.5%) disagreed ($M=3.97$; $SD=1.16$). From these results, it is clear that majority of the participants agreed that peer counsellors helped learners express their fears in a socially acceptable way. Lynch (2019) confirmed that fear of making an error in the classroom is enormous to students, yet rarely mentioned by educators. The effect in a classroom situation is significant. When fear takes over it consumes a substantial amount of the mind and that fear, panic, and anxiety extremely affect memory, concentration and attention. According to Bandura, when learners observe that peer counsellors at times make errors during class instruction like giving the wrong answer, they will be less anxious and fearful when they attempt to answer a question and get it wrong.

The open-ended question on the learners' questionnaire elicited the following reactions:

Peer counselling has helped me overcome fear. These days I am able to control my emotions because I have realized that failing exams does not harm, since there is room for improvement. This is because of the help I have received from peer counsellors. I now like my teachers I never used to like because I have learnt that my attitude towards teachers affect my schoolwork. I am able to approach any teacher without fear (Students' Questionnaire, 2020). Comparatively, some peer counsellors have experienced challenges when dealing with their peers' mental wellness on the aspect of fear. Some of their sentiments were as follows: *It has been much of a challenge because at times, as I help my peers, some of them end up developing grudges especially when they break the school rules. When reprimanded, they imagine that I reported them more so those who abuse drugs. My peers end fearing to share sensitive issue with peer counsellors* (Extract, focus Group Discussion, 2020).

I have a classmate I noticed that as we were approaching closing day last term, she would refuse to take any meal in the dining hall. She would go out and cry at the stairs during prep time. She never wanted to share what she was going through for she feared others would look down upon her. She had mentioned that she was going to kill herself. In addition, some students try to take advantage of peer counsellors. They imagine that because one is a peer counsellor, she is supposed to give them what they have to them when they do not have, for examples pens. Some are very rude and they even tell peer counsellors they are wasting their time. This makes peer counsellors not to be very effective because of being afraid of the expectation from their peers

(Extract, Focus Group discussion, 2020). Indeed, this can make peer counsellors develop anxiety and even fear to help their peers because negative enhancement from their peers may cause mental illness.

Further, the findings of the fifth aspect of mental wellness in Table 1 shows that, majority of the respondents 292 (73.3%) agreed that peer counsellors helped learners to talk about what makes them sad, 33 (8.3%) moderately agreed and only 73 (18.3%) disagreed ($M=3.83$; $SD=0.87$). From these findings, it emerged that majority of the respondents agreed that peer counsellors assisted them to talk about what makes them sad. These findings are in line with the previous study by Igbo et al. (2016) which stated that when adolescents feel there are people around them who care, they feel more connected to the school environment. Bastos (2021) confirmed that only by learning to comprehend human emotions and not driving sadness away helps in learning about others and ourselves. According to social cognitive theory, working together as a group is cooperative or collaborative experience where modelling takes place to develop skills (Hartman, 2020).

Some of the responses during focus group discussion were as follows:

They respond very positively. She said this while nodding the head. I encourage them to focus on things ahead not immediate satisfaction. This is more so to students who may develop a dislike to a certain teacher because the teacher may have punished her. They normally become very sad. (Extract, Focus Group Discussion).

From the findings of Table 1, the mean of five aspects used to measure learners' mental wellness had an overall mean of 3.83. The respondents agreed learners' mental wellness measures. Similarly, the standard deviation of 0.87 deduced that the responses on learners' mental wellness parameters were not deviating much from the expected. On learners' mental wellness, peer counsellors have helped learners to reduce causes of stress, being calm when angered, express happiness appropriately, express fear appropriately and lastly express my sadness.

Learners' Mental Wellness Factor Analysis

The researcher-subjected the criteria used to assess learners' mental wellness transition to factor analysis, and derived three components with Eigen values greater than 1, accounting for 50.75 percent of the variance, as seen in Table 2. The KMO was 0.774 after mental wellness transition; the Bartlett's Test of sphericity was important ($p.05$), as was the chi square test (439.332). There was no aspect deleted, the five aspects were retained computed and renamed mental wellness for further analysis.

Table 2 Learners Mental Awareness Rotated Factor Matrix Measurement Items

Survey items	Component 1
1. reduce causes of stress	.680
2. Being Calm	.697
3. Express my happiness	.744
4. Express my fears	.710
5. Expressing sadness	.730
KMO	.774
Approx. Chi-Square	439.332
Bartlett's Test of Sphericity ($P<0.001$) $df=10$	
Eigenvalues	2.537
% Of Variance	50.749

Note. Extraction Method: Principal Component Analysis.

a. 1 Component Extracted

Regression Analysis of Peer Counselling on Learners' Mental Wellness

The regression coefficient summary explains effects of peer counselling on learners' mental wellness and test hypothesis. The study used a linear regression model to explore the effects of peer counselling on learners' mental wellness. The R^2 represented

the measure of variability in learners’ mental wellness that peer counselling accounted for. From the model, ($R^2 = 0.218$) shows that peer counselling accounted for 21.8% variation in learners’ mental wellness. The peer counselling predictor used in the model captured the variation in the learners’ mental wellness as shown in Table 3.

Table 3 Learners’ Mental wellness Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.467 ^a	.218	.216	.76967	.218	110.316	1	396	.000

a. Predictors: (Constant), Peer counselling

The study used F-ratio to determine if the difference in modified R^2 was important. The model changed modified R^2 from zero to 0.218, resulting in an F- ratio of 110.32, which is statistically important at a chance of 0.05. The adjusted R square of 0.216 shows that outside the constant component, peer counselling clarified 21.6 % of the variance in learners' mental wellness. Such considerations not used in the model account for the residual percentage.

ANOVA on Peer Counselling on Learners’ Mental wellness

The study used of variance to see whether the model could forecast the result better than the mean, as seen in Table 4. The regression model that used peer counselling as an indicator was significant ($F=110.32$, p value =0.000), indicating that peer counselling had a significant impact on learners' mental wellness.

Table 4 ANOVA on Peer Counselling on Learners’ Mental wellness

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	65.350	1	65.350	110.316	.000 ^b
	Residual	234.586	396	.592		
	Total	299.935	397			

Note. A, Dependent Variable: Mental wellness

Predictors: (Constant), Peer Counselling

Peer Counselling on Learners’ Mental wellness Coefficients

Table 5 shows the estimates of β -value and gives contribution of the predictor to the model. The β -value for peer counselling had a positive coefficient, depicting positive relationship with learners’ mental wellness as summarized in the model as:

$$Y = 1.447 + 0.595X_1 + \varepsilon \dots\dots\dots \text{Equation 4.3}$$

Where: Y = Mental wellness, X = peer counselling, ε = error term.

Table 5 Peer Counselling on Learners’ Mental wellness Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	1.447	.230		6.281	.000
	Peer Counselling	.595	.057	.467	10.503	.000

a. Dependent Variable: Mental wellness

The study had hypothesized that there are no significant effects of peer counselling on learners’ mental wellness. There was a significant effects of peer counselling ($\beta=0.595$ and p value<0.05) on learners’ mental wellness. It showed that, increase in peer counselling led to increase in learners’ mental wellness. The led to the rejection of the null hypothesis (H_{01}). Peer counselling had a significant influence on learners’ mental wellness. This implied that, for each increase in the peer counselling, there was a rise in learners’ mental wellness. This led to positive enhancement of self. These observations in the regression coefficients are in

line with previous findings of the descriptive statistics of the questionnaires. It is also in line with qualitative results of the focus group discussion and the face-to-face interviews.

V. Conclusion and Recommendation

Increase in peer counselling led to improvement in learners' mental wellness. Peer counselling had a significant effect on learners' mental wellness. This implied that for each increase in the peer counselling, there was a rise in learners' mental wellness. KICD should develop curriculum that enable peer counselling session to be taught in class and become examinable subjects. Learners could then understand the importance of peer counselling enhancing their mental wellness towards enhancement of self.

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