

# EVALUATION OF EFFECT OF GUIDANCE AND COUNSELING PROCEDURES ON THE PERFORMANCE OF LEARNERS WITH EMOTIONAL AND BEHAVIOR DISORDERS IN KIMILILI SUB COUNTY, KENYA

By

Catherine Nanjala Nabiliki<sup>1</sup>, Mount Kenya University

Dr. Manson Sichari<sup>2</sup>, Bondo University

Dr. David Wafula Lwangale<sup>3</sup>, Koitaleel Samoei University College (A Constituent College of University of Nairobi),  
dwlwangale@gmail.com

## ABSTRACT

*The purpose of this study was to look at influence of guidance and counseling procedures on academic performance of learners with Emotional and behaviors disorders in primary schools in Kimilili Sub-County, Kenya. This study was based on three theories of learning. They include; Behavioral theories, social learning theory and motivation theory. This study was guided by a descriptive survey design. The study targeted head teachers, teachers from primary schools, Sub-County quality assurance officers and EARC officer in the sub-county of Kimilili. The research used cluster and random sampling technique for the head teachers and teachers from cluster schools. This ensured each member of the target population has the equal and independent choice of being included in the sample. Purposive sampling was on DAQSO and EARC officer to be able to collect specific information or data for learners with EBD in the sub-county. Data was edited to check for completeness and consistency. The incomplete responses were assigned a mean of other questions measuring that particular variable. The coding, analyzing, categorizing and keying in the data was organized under different variables and then frequency distribution measure of central tendency and percentage used. The study found out that the awareness of the existence of EBD learners is the start point of the road map of their assistance to achieve their academic potentials. Learners who are regarded as stubborn should be assisted to change their character through guidance and counseling programme. Punishment may not yield desired results in handling EBD learners. The school should create friendly environment for instruction of EBD learners. Teachers had a passion for EBD learners. This was a pointer towards the effectiveness of guidance and counseling in helping EBD learners. The effectiveness of guidance and counseling depends on the procedures. School discipline contributes a lot the management of EBD learners. The challenges of implementing guidance and counseling procedures were similar across schools in the area of study. For example, even school decried lack of personnel to assist in identification of EBD learners for proper placement. Furthermore, there were no resources to facilitate teachers to put the identified learners on proper plan to assist in improving their academic performance.*

**Keywords:** *Inclusive schooling/programme/setting, special needs education, counseling*

## Background to the Study

Guidance is a systematic assistance given in order for one to achieve satisfactory adjustment to school and life in general (Mwangi, 2003). while counseling is the skill and principal use of relationship in which one person helps another to understand and solve problems (Mwangi, 2003) guidance and counseling (G/C) is an interactive process co-joining the counselor who is trained and educated to give assistance to a counselee whose goal is to help one deal effectively with self on the reality of his/her environment (Mukinde, 1987) guidance and counseling has been in existence as long as humanity (Mutie and Ndambuki, 2002).The advent of industrial revolution has caused a breakdown of families' values and community structure which has been a framework for psychosocial support (T.S.C, 2008). Besides globalization and mass media the ever growing complexity of the society has brought about positive and negative impact on learners, some is having EBD(T.S.C, 2008). There is need for guidance and counseling services introduced in education system to support EBD learners in schools.

The quality of education is reflected through academic achievements of learners at different levels of education. For instance, in Kenya at the primary level it is measured by Kenya certificate of primary education, Kenya Certificate of Primary Education (Kituyi, 2004). To enhance quality education for learners with EBD it is necessary to improve their study habits and attitudes. This can be done

through guidance and counseling, behavior modification just to mention a few (Kituyi, 2004). For effective learning and teaching to take place discipline has to be upheld.

Globally, guidance and counseling started in United States of America (USA) in 1890's as social reforms. Frank Partson developed vocational guidance hence referred to as father of guidance. This was as a result of industrial revolution. Training programmes were started by Meyer Bloomfield in Harvard between (1907-1917). Godwin in (1911) organized a wide range guidance condition necessary for successful programme in Ohio, USA. In (1912), Weaver took guidance services to deal with guidance and placement. These programs focused on vocational guidance.

The programmes have been put in place at a high institution to help teachers identify and effectively implement principles to support EBD learners. (ASCA, 2010) Counselors are faced with challenges of identification of EBD learners in schools (Ryan,2013). Hence there is high rate of dropout and lower graduation.

The learners with EBD have academic deficiency therefore needs early identification and intervention of effective behavior programme, (Reed and Gonzaleb,2002). This argument was supported by (EBD policy, 2014) which it recommended educational programme for learners with EBD for self-actualization. The monitoring of progress for EBD is based on curriculum based measurements and standardized achievement tests. UNESCO advocates for modification of Guidance and Counseling for adolescent reproduction (Taylor and Francis,2012).USA teachers are guided on steps to identify and effectively intervene the learners with EBD in the classroom states (Farley et.al 2001).The American academy of pediatrics (APP, 2003) states these importance of parental support for learners with EBD and use of cognitive behavior theory has had a successful impact on learners performance. Guidance principles have been attributed to significant achievement of learners with EBD.(AnAction Guide,2002) has been in place for learners with EBD . It is purposed to fund research on strategies and techniques.

The learners with EBD are supported by the U.S.A public service which proposed actual learners with EBD and provides funding. Moreover counselors are supported by the governments, in January 2016 the American School Counselors Association (ASCA) which is an organization that support and recognizes mental and other obstacles that affect learners academically and socially. ASCA organized a ceremony at white house where the first lady recognized their efforts in achieving school goals for learners with EBD(ASCA, 2012).

In the continent of Africa, guidance and counseling movement in traditional context has been a means of educating youth about culture and traditions of community (Mute &Ndambuki, 2002). It was passed from generation to generation. It depended on mutual trust thus confidentiality observed as it was carried out by highly recognized members of the society who were elderly. Women were taught women roles within the homestead (Mutua and Elhourevis2002) while men were taught male roles in the field such as farming, hunting, herding, and fishing. Guidance and counseling was done through artistic expression such as dances, stones and provocations. To avoid misbehavior parents instilled fear by use of shame. This minimized EBD(Mutie, 2002) Due to challenges emanating from social, economic and political instability, Guidance and Counseling was introduced in the education system. This was realized in the (1980s). Economic Commission for East Africa (EAC) organized a number of workshop conferences on guidance and counseling creating awareness in private and public sector of G&C (Allen Guez, 2002) Guidance and counseling has also been embraced by certain countries in Africa such as Ghana.

In Ghana, children with EBD are still stigmatized. There are school counselors who are mandated a ratio of one teacher to three hundred learners 1:300 (Ackumme, 2002). Guidance and Counseling initially was vocational but later took root but presently is carried out in all education system. The counselor's responsibility is provision of career, social and academic complexity to learners with EBD in the classroom( Ackumme2002). Ghana has programmes in places such as school counsel co/ curriculum lessons and annual academic counseling.

Academic achievement has been the subject interest to every educational institution MOE Ghana (2015). Therefore, classroom strategies are necessary to assist learners with EBD improve academically. This is done through training and ensuring school counselors take up their role in helping learners with EBD .Guidance and Counseling has not been responsive to society. However, there has been significant improvement in achieving the second millennium development goals target among

them achievement of universal primary education( FranklinLudjoe, Briglib Simons, Kofi Bent 2013). Guidance and counseling as a component part should be handled with a lot of seriousness.

In Rwanda, guidance and counseling is based on trauma. This is due to the genocide (Dyregrov, 2000). Rwandese children were exposed to extreme level of violence inform of witnessing death. Research shows that the experience and reaction have had a permanent psychological and social effect. Mt. Kenya University has put programmes in place for students from Rwanda and Lodwar, Kigali to help the affected nation to realize their life time agenda (Career Book,2013) i.e. self-actualization. There is evidence based practices for educating students with EBD (Yell, 2009) as they are a large number of students with EBD . It is essentially important for teachers to effectively employ evidence based strategies (Burnes& Noble, 2013). It's supported by Farley et al (2002). It aims at improving academic performance of learners with EBD .(The curriculum framework principal of 2013) guides how guidance and counseling is carried out and implemented with internal and external partners.

In Kenya guidance and counseling has become increasingly important. This is due to various challenges brought about by family breakdown and weakened family structures which has been providing framework for psychosocial support (Teachers Service Commission 2008). These include shift from extended families to nuclear, single family, political, economic instability, urbanization, cultural and social life just to mention a few. In 1990s education system in Kenya was faced with dynamic rapid challenges that affected the learners, teachers, society and the large education system (Maiyo, 2007) on the development plan (1979-1983) republic of Kenya stressed the need for teachers to be responsible for guidance and counseling (KIE 1999). It underlined the need for a guidance and counseling teachers.

The government of Kenya through the ministry of education has mandated the teachers service commission (T.S.C). Which is an independent body established by act of parliament cap 12 by the law of Kenya (1967), whose main role is to improve and maintain standards in all learning institutions. It has various programmes for learners with EBD such as National council for children services, approved rehabilitation school, remand homes, and charitable children home. Due to high increases of EBD these programmes are not appropriate as they are vocational oriented, yet some EBD learners can excel academically hence inclusive setting which is a philosophy where diverse needs of learners are catered for to ensure quality education is equitable for all. G/C has four stages which include introduction, exploration, and establishment of goals implementation termination and follow up.

The introduction is the initial stage of guidance and counseling where the counselor and counselee familiarize each other at this stage there is establishment of a therapeutical rapport presentation of the problem, contract making and assurance of confidentiality which promote, trust and self-disclosure. This contact is important for the success of G/C process. Therefore to G/C teacher should portray high professional competency and personal adjustment competence (Mutie, 2002).

Generally, Guidance and Counseling has improved discipline in both primary and secondary school in Kenya as most learners' needs are catered for but more support for EBD learners is needed. G&C success has been seen through reduced school strikes in secondary and reduced indiscipline cases in primary. Thus increase in general performance in summative examination i.e. Kenya certificate of primary education KCPE and Kenya Certificate of Secondary Education, KCSE. (MOE 2012).

In Kimilili sub-county, the ministry has provided training and monitory group for counselor in school with the help of private agencies such as USAID, Aphia II, Aphia plus just to mention a few this has borne fruits in terms of discipline and academic performance for the few learner with EBD who have been identified and intervention measures put in place. Despite effort put in place for the EBD learners to ensure academic achievement such as guidance and counseling. Most of them have not developed self-esteem which is important in academic achievement.

### **Statement of the Problem**

In Kimilili Sub-County like any other county in the country, Ministry of Education has put in place strategies to ensure guidance and counseling procedures are in place (KIE, 1999). These include G/C ensuring each school has guidance and counseling procedures (KIE 1999). This includes training of teachers in every primary school in creating awareness of G/C procedure among learners sensitization of parents of G/C procedure.

Efforts were also made by sponsored such as APHIA I and II (2005, 2008) which took part in training the teachers. Despite all this plans learners with EBD have not shown improvement in academic performance. Indiscipline cases reported in most primary schools for example a school has shown deterioration in KCPE results; 2016- mean score of 180, 2017 mean score of 179, and 2018 mean score of 160 among others. Seven schools out of fourteen schools registered a drop in Kimilili West in KCPE exam. According Kimilili sub-County ranking (2016, 2017, 2018) respectively.

### Literature Review

Emotional disturbances or disorders are serious enough feelings or extreme and prolonged instability affecting several spheres of persons life. The learner is unable to maintain social relationship and take care of family or self. States (Ongera and Kinyua2007), (MalasiArika2010). Behavioral difficulties are constantly exhibited behaviors that are inappropriate for one's age and life. (Arika 2010). According to (MwauraWanyera 2000) describes emotion and behavior as a deviation from appropriate behavior for certain age which significantly interferes with Childs learning and development or the life of others. In other words the behavior is extremely and intensively inappropriate, chronicle, persistent and unacceptable in the social and cultural expectations. However it may not affect the learner's academic performance but the performance of other learners in the classroom or school. This is common with gifted and talented learners if their needs are not addressed adequately. On the other hand indiscipline is a deviation from norms and standard of behavior set either by self or society. In most cases learners with EBD are seen as indiscipline children since these learners do not adhere to instructions which are socially acceptable or set according to (Ongera2007). Nevertheless the environment has a lot in contributing to indiscipline even when the rules and standards have been set.

Bio – medical model Emotional and behavior disorder is viewed in terms of biological factors. They include genetic chromosomal abnormalities, biochemical imbalance which occurs during puberty. Nutritional and metabolic disorders such as juvenile diabetes brain damage dysfunction (Kinyua2007) classical conditioning theory according to (Pavlov,1928) is a reflective or automatic type of learning in which a stimulus acquire the capacity to evolve a response that was originally evoked by another stimuli it basic principle is where a conditional stimuli becomes associated with unrelated uncoordinated stimuli in order to produce a behavioral response. Operant conditioning theory According to B.F Skinner an individual is a victim of environment. Therefore an individual behavior is determined by external physical control. (Kinyua2007). Behavior can be strengthen or weakened following the consequence that follows them social learning theory An individual learn by observation then imitate hence ore can learn or unlearn a behavior guidance and counseling provide conducive environment to learn desirable behavior according to Albert Banduri. A person has a potential of being good or evil.

Psychodynamic theory According to Sigmund Freud human- being relate to the environment through level of consciousness The ID EGO and EGO unresolved emotional conflicts and unsatisfied emotional needs during early life lead to conflict in late life ( Mutie 2007 )( Kinyua2007). A lot of our expectation especially negative emotion is locked up in our ID only what is acceptable to the society is let out while cognitive theory approach views perception attitude and image attribution to personal expectation and belief. It uses cognitive process( Mutie2007) According to Epictetus believes that learning result from reorganization of perception and formation of new relationship according to( Kinyua2007) humanistic theory emanates from (Abraham Maslow 1962) and Carl Rodgers 1967) which emphasizes that an individual has his own responsibility for his own behavior. Learners with EBD do not find meaning and self-fulfillment in educational setting development of learner with EBD education.

The government through the ministry of education had various programs in function with ministry of home affairs and health. Ministries had National council for child services. This is a council appointed by ministry of home affairs charged with the responsibility of supervising all child welfare and advice the government on issues affecting children.it also formulates policies, fund, coordinate children activities including rehabilitation, approved schools and other learning institution that provide education and training for learners with EBD. Like Wamumu, Dagorriti, Machakos, Kabeto among others (Malasi 2007). Remands are homes for children who need protection for example those who have run away from their parents. They are supervised by probation officer from courts; (Arika 2007) .Charitable homes also known as orphanage are normally supported by churches ,N.G.O and individuals for example Mama Fatuma, Mama Ngina. These home provide protection, rehabilitation care states. (Arica 2007) .InKimilili there is rescue step. Though some N.G.O are out

to Borstal institution are rehabilitation center for child offenders who are below 18years .They managed by the Kenya prison services department .Normally attached to Kamiti ,Kakamega ,Shimo la Tewa .They offered formal education as well as vocational training. As result of many challenges in the present society .The number of learners with EBD is overwhelming in such a way that the few institution in place cannot accommodate all of them. Besides the government policy of inclusive education recommends admission of learners with EBD in regular schools where by inclusive education is a philosophy where all learners need are addressed by making adjustment in content ,teaching and learning strategies, recourses among others. This ensure self-actualization for learners with EBD .(Ongera, 2007).According to (Omukura and Obliako2006) states that early intervention should be done learners with EBD to benefit maximally in inclusive setting especially for moderate and mild .

The principal of inclusive education ensures that all learners get opportunity to learn in an environment that they are familiar with, this enhances self-esteem and appreciation.Thus all students explore multiple idea, present prejudice, promote social justice, choose appropriate materials to suit all learners, adopting and intergrading lessons appropriately .Teaching about culture and religion leaves opportunities for learners to appreciate other cultures. (Kenya 2007)

The Kenya instructional curriculum development KICD has developed various curriculums to cater for the needs of EBD learners to reach self-actualization. Adopted school curriculum is that is slightly a modification of regular curriculum to meet the learning needs of children with EBD in terms of content, methodology and resources. EBD are assisted to benefit academically Adapted school curriculum is modified to meet needs of specific group of learners .The modification is done between 10-40% of the content for example creative art modified to suit vocational training. specialized curriculum is where thoroughly modification to suit the need of specific group has been mobilized to the extent that the original curriculum is extensively affected about 60% of its content (Wambua 2008).This because the learners with EBD cannot benefit academically.

The national special need education policy Framework (M.O.E. 2000) is a policy that was to cater for learners with SNE inclusive EBD . The introduction of free primary education (FPE)

2003 raised Enrolment and undertook measure for learners with SNE. According to (Dr.

Konchong task force 2003) recommended training & in-service teachers for SNE Strengthen E.A RC through funding & equipping , Carry out survey establish population for SNE in and out & devices available in school SNE school made barrier free to enhance accessibility to education Sectional paper 1 of 2005 underscored The important of SNE as a human capital development states UN convection on rights of person with disability (UNCRPWD 2006)Affirms inclusive setting for all child focus on SNE to enroll in school of the choice within the localities. Most polices are not been put in legal document to harmonize for smooth running provision of SNE. To do so a comprehensive framework of the principle and strategies was to be followed in order to create equal access to quality, relevant and education and training for learner. Also acknowledges out initiative that are ongoing to bridge any gap. It faces challenges such as Staff, training quality assurance research examination curriculum teaching and learning resource the aim of the policy is to meet overall goal of education by 2015.

Government needs quality education training and research for sustainable development to all citizens .The Policy provisions. Targeted 15 areas. G&C being one of them The ministry establish G&C programs in SNE institution learners with SNE with the purpose of enhancing self-reliance confidence and improve placement however .It faces challenges of personnel lack of career opportunity for SNE learners hence lack of placement among school leavers the objective was to develop specialized G&C opportunity to meet the need of learners with SNE (EBD ) Policy statement provided by the Ministry in collaboration with other service providers shall develop overall and provide G&C to learners with SNE. Strategies involve guidelines programs implementation .Republic of (Kenya 2009).

### **Research Methodology**

This study was guided by a descriptive survey design. The study targeted head teachers, teachers from primary schools, Sub-County quality assurance officers and EARC officer in the sub-county of Kimilili. The research used cluster and random sampling technique for the head teachers and teachers from cluster schools. This ensured each member of the target population has the equal and independent

choice of being included in the sample. Purposive sampling was on DAQSO and EARC officer to be able to collect specific information or data for learners with EBD in the sub-county. Data was edited to check for completeness and consistency. The incomplete responses were assigned a mean of other questions measuring that particular variable. The coding, analyzing, categorizing and keying in the data was organized under different variables and then frequency distribution measure of central tendency and percentage used.

### **Findings**

The first objective of the study was on the role of guidance and counseling procedures used on learners with EBD in relation to academic performance in primary school in Kimilili sub-county. The guidance and counseling procedures are instrumental in helping learners with EBD to improve on their academic performance. It is important that EBD learners are guided and counseled by a trained counselor who understands the actual behavior of the specific learner after a thorough assessment and evaluation. It is from the behavior understanding point of view that the counselor employ the appropriate procedure in guidance and counseling the learner. EBD learners should not be ignored since they are part and parcel of the student population of any learning institution have a right to quality education like any other student in the school. It is therefore imperative that each school should have a trained counselor in EBD matters. This will go a long way in helping learners improve in their academic performance as well minimizing on indiscipline cases in our schools. Data on this objective are presented in table 1.

**Table 1: Guidance and Counseling Procedures used on Learners with EBD in Relation to Academic Performance in Primary School in Kimilili Sub-County**

Statement	Strongly agree	Agree	undecided	Disagree	Strongly disagree
There is guidance and counseling committee in place in this school.	63(64.9%)	20(20.6%)	4(4.1%)	6(6.2%)	4(4.1%)
There is systematic guidance and counseling programme for EBD learners in this school.	26(26.8%)	11(11.3%)	2(2.1%)	50(51.4%)	8(8.2%)
The school timetabling committee has considered specific periods for guidance and counseling EBD learners.	22(22.7%)	24(24.7%)	0(0.0%)	49(50.5%)	2(2.1%)
Definite guidance and counseling procedures are used in assisting EBD learners in relation to academic performance.	54(55.7%)	32(33%)	3(3.1%)	6(6.2%)	2(2.1%)
I would rather remain as a counselor for EBD learners than shifted to any other academic department.	48(49.5%)	32(33%)	0(0.0%)	10(10.3%)	7(7.2%)
I derive joy in guidance and counseling EBD learners since there is a lot to be procedurally discovered.	55(56.7%)	34(35.1%)	0(0.0%)	6(6.2%)	2(2.1%)
I have the ability to identify asses, place and take appropriate intervention for learners with EBD through guidance and counseling initiatives.	33(34%)	27(27.8%)	5(5.2%)	27(27.8%)	5(5.2%)

Guidance and counseling plays a key role in the academic performance of EBD learners.	51(52.6%)	43(44.3%)	0(0.0%)	3(3.3%)	0(0.0%)
Guidance and Counseling procedures are appropriately followed in this school.	32(33%)	48(49.5%)	0(0.0%)	7(7.2%)	10(10.3%)
Guidance and counseling procedures in this school begin with the identification of the target behaviour and right placement.	53(54.6%)	20(20.6%)	4(4.1%)	16(16.5%)	4(4.1%)
Exploration is the second guidance and counseling procedure adapted by teachers in this school.	66(68%)	10(10.3%)	2(2.1%)	15(15.5%)	4(4.1%)
Goal setting is the third guidance and counseling procedure practised by teachers in our school.	60(61.9%)	10(10.3%)	4(4.1%)	21(21.6 %.)	2(2.1%)
The fourth guidance and counseling procedure used by counselors in our school is implementation.	51(52.6%)	15(15.5%)	6(6.2%)	22(22.7 %.)	3(3.1%)
Follow up guidance and counseling procedure is normally the last one as practised in this school.	51(52.6%)	32(33%)	3(3.1%)	9(9.3%)	2(2.1%)

**Source: Field Data (2019)**

It is important that each school has a guidance and counseling department or committee in place. Such committees are important in solving issues surrounding student discipline and more so in assisting learners with EBD as in the case of this study. Data presented in table 1 indicate that majority 63(64.9%) of the teachers involved in the study strongly agreed with the statement that there was guidance and counseling committees in place in their school. In addition, 20(20.6%) of the respondents involved in the study agreed with the statement in question that there was guidance and counseling committees in place in their school. Cumulatively, 83(85.5%) of the respondents involved in the study acknowledged the statement that there was guidance and counseling committees in place in their school. This was so significant in this study since the functional guidance and counseling department is in a better position of assisting learners with EBD to cope with their situation and more so offer corrective measures which ultimately culminate into good academic performance. However, 4(4.1%)

of the respondents involved in the study as teachers were undecided about the statement that there was guidance and counseling committees in place in their school. Contrary, 6(6.2%) of the teachers involved in the study disagreed with the statement under investigation that there was guidance and counseling committees in place in their school as a further 4(4.1%) strongly disagreed.

There should be a special guidance and counseling program for EBD learners in every school to offer a better opportunity for their academic improvement. The study noted that more than half 50(51.4%) of the teachers involved in the study disagreed with the statement that there was systematic guidance and counseling program for EBD learners in their schools. Additionally, 8(8.2%) of the respondents strongly disagreed with the statement that there was systematic guidance and counseling program for EBD learners in their schools. Cumulatively, 58(59.6%) of the teachers involved in the study refuted the statement that there was systematic guidance and counseling program for EBD learners in their schools. This was an implication that schools which had guidance and counseling committees were for the general guidance and counseling without specific arrangement for the EBD learners. Further, 2(2.1%) of the teachers involved in the study were undecided about the statement that there was systematic guidance and counseling program for EBD learners in their schools.

Nevertheless, 26(26.8%) of the respondent teachers strongly agreed with the statement that there was systematic guidance and counseling program for EBD learners in their schools. In addition, 11(11.3%) of the teachers engaged in the study agreed with the statement under investigation that there was systematic guidance and counseling program for EBD learners in their schools. Therefore, 37(38.1%) of the teachers involved in the study supported the statement that there was systematic guidance and counseling program for EBD learners in their schools. These were teachers who had special needs education training.

It is important that the school timetable provides periods for EBD learners to be guided and counseled. The study found out that majority 49(50.5%) of the teachers involved in the study disagreed with the statement that the school timetabling committee had considered specific periods for guidance and counseling EBD learners. In addition, 2(2.1%) of the respondents involved strongly disagreed with the statement that the school timetabling committee had considered specific periods for guidance and counseling EBD learners. Cumulatively, therefore, 51(52.6%) of the teachers involved in the study refuted the statement that the school timetabling committee had considered specific periods for guidance and counseling EBD learners. This once more point to the earlier finding that the kind of counseling found in most schools involved in the study had general guidance and counseling structures in specifically designed for learners with EBD.

However, 22(22.7%) of the respondents involved in the study strongly agreed with the statement that the school timetabling committee had considered specific periods for guidance and counseling EBD learners. In addition, 24(24.7%) of the teachers involved in the study agreed with the statement in question that the school timetabling committee had considered specific periods for guidance and counseling EBD learners. Generally, slight below half 46(47.4%) of the teachers involved in the study acknowledged the statement that the school timetabling committee had considered specific periods for guidance and counseling EBD Learners.

The study also sought to establish if there were definite systematic ways used to assist learners with EBD. It was noted that majority, 54(55.7%) of the respondents involved in the study strongly agreed with the statement that definite guidance and counseling procedures are used in assisting EBD learners in relation to academic performance. In addition, 32(33%) of the respondents agreed with the statement in question that definite guidance and counseling procedures are used in assisting EBD learners in relation to academic performance. Therefore, 86(88%) of the teachers involved in the study supported the statement that definite guidance and counseling procedures are used in assisting EBD learners in relation to academic performance. This was an indication that teacher counselors in the schools where teachers in this category were drawn applied professional counseling skills in assisting learners with EBD. However, 3(3.1%) of the teachers involved in the study were undecided about the statement that definite guidance and counseling procedures are used in assisting EBD learners in relation to academic performance. Additionally, 6(6.2%) of the respondents disagreed with the statement that definite guidance and counseling procedures are used in assisting EBD learners in relation to academic performance as 2(2.1%) strongly disagreed with it.

The study sought to find out whether teachers have an attitude towards guidance and counseling EBD learners. The study noted that nearly half 48(49.5%) of the teachers involved in the study strongly agreed with the statement that they would rather remain as a counselor for EBD learners than shifted

to any other academic department. Similarly, 32(33%) of the teachers agreed with the same statement that they would rather remain as a counselor for EBD learners than shifted to any other academic department. Cumulatively, 80(82.5%) of the respondents involved in the study supported the statement that they would rather remain as a counselor for EBD learners than shifted to any other academic department. This was an indication that teachers involved in the study had a positive attitude towards working with EBD learners. This was an important finding since it was directly related to the role of guidance and counseling on academic performance of EBD learners. However, 10(10.3%) of the teachers involved in the study disagreed with the statement under investigation that they would rather remain as a counselor for EBD learners than shifted to any other academic department. Furthermore, 7(7.2%) of the respondents strongly disagreed with the statement that they would rather remain as a counselor for EBD learners than shifted to any other academic department.

The study further noted that 55(56.7%) of the respondents strongly agreed with the statement that they derived joy in guidance and counseling EBD learners since there was a lot to be procedurally discovered. Further, 34(35.1%) of the teachers involved in the study agreed with the statement that they derived joy in guidance and counseling EBD learners since there was a lot to be procedurally discovered. Cumulatively, 89(91.8%) of the respondents involved in the study as teachers acknowledged the statement that they derived joy in guidance and counseling EBD learners since there was a lot to be procedurally discovered. However, 6(6.2%) of the teachers involved in the study disagreed with the statement that they derived joy in guidance and counseling EBD learners since there was a lot to be procedurally discovered. Further, 2(2.1%) of the teachers engaged in the study strongly disagreed with the statement that they derived joy in guidance and counseling EBD learners since there was a lot to be procedurally discovered.

There is need for teachers to do an assessment and right placement of EBD learners. The study established that 33(34%) of the teachers involved in the study strongly agreed with the statement that they had the ability to identify asses, place and take appropriate intervention for learners with EBD through guidance and counseling initiatives. Further, 27(27.8%) of the respondents agreed with the statement that they had the ability to identify asses, place and take appropriate intervention for learners with EBD through guidance and counseling initiatives. Therefore, 60(61.8%) of the teachers involved in the study acknowledged the statement that they had the ability to identify asses, place and take appropriate intervention for learners with EBD through guidance and counseling initiatives. This was important since skilled services for EBD learners will ultimately play role in improving the learners' academic performance. It was also noted that 5(5.2%) of the teachers were undecided about the statement that they had the ability to identify asses, place and take appropriate intervention for learners with EBD through guidance and counseling initiatives. Nevertheless, 27(27.8%) of the teachers involved in the study disagreed with the statement under investigation that they had the ability to identify asses, place and take appropriate intervention for learners with EBD through guidance and counseling initiatives. Lastly, 5(5.2%) of the teachers strongly disagreed with the statement in question that they had the ability to identify asses, place and take appropriate intervention for learners with EBD through guidance and counseling initiatives. Therefore, 32(33%) of the teachers involved in the study refuted the statement that they had the ability to identify asses, place and take appropriate intervention for learners with EBD through guidance and counseling initiatives.

The study further noted that 51(52.6%) of the teachers strongly agreed with the statement that guidance and counseling plays a key role in the academic performance of EBD learners. In addition, 43(44.3%) of the teachers involved in the study agreed with the statement that guidance and counseling play a key role in the academic performance of EBD learners. Cumulatively, 94(96.9%) of the teachers involved in the study supported the statement that guidance and counseling plays a key role in the academic performance of EBD learners. However, 3(3.3%) of the teachers engaged in the study disagreed with the statement in question that guidance and counseling plays a key role in the academic performance of EBD Learners.

The study further sought out to establish whether Guidance and Counseling procedures are appropriately followed in this school. Data indicated that majority 48(49.5%) of the respondents involved in the study agreed with the statement that guidance and counseling procedures were appropriately followed in their schools. In addition, 32(33%) of the respondents involved in the study strongly agreed with the statement in question that guidance and counseling procedures were appropriately followed in their schools. Consequently, 80(81.5%) of the respondents engaged in the study supported the statement that guidance and counseling procedures were appropriately followed in their schools. With this observation, the implication is that EBD learners would adequately be assisted

through guidance and counseling program to improve in their identified character and ultimately boost their academic performance.

Nonetheless, 10(10.3%) of the respondents strongly disagreed with the statement that guidance and counseling procedures were appropriately followed in their schools. Additionally, 7(7.2%) of the respondents disagreed with the statement under investigation that guidance and counseling procedures were appropriately followed in their schools.

Identification of the target EBD is key in involvement of guidance and counseling. Furthermore, the right placement of the EBD learner to appropriate corrective behavior is important. The study noted that majority, 53(54.6%) of the respondents engaged in the study as teachers strongly agreed with the statement that guidance and counseling procedures in their schools began with the identification of the target behavior and right placement. Additionally, 20(20.6%) of the respondents involved in the study agreed with the statement that guidance and counseling procedures in their schools began with the identification of the target behavior and right placement. Cumulatively, 73(75.2%) of the respondents acknowledged the statement that guidance and counseling procedures in their schools began with the identification of the target behavior and right placement. Nevertheless, 4(4.1%) of the respondents involved in the study were undecided about the statement that guidance and counseling procedures in their schools began with the identification of the target behavior and right placement. In addition, 16(16.5%) of the respondents involved in the study disagreed with the statement that guidance and counseling procedures in their schools began with the identification of the target behavior and right placement as 4(4.1%) strongly disagreed with it.

Exploration becomes the important guidance and counseling procedure. The study found out that 66(68%) of the respondents involved in the study strongly agreed with the statement that exploration was the second guidance and counseling procedure adapted by teachers in their schools. Furthermore, 10(10.3%) of the respondents agreed with the statement in question that exploration was the second guidance and counseling procedure adapted by teachers in their schools. Therefore, 76(78.3%) of the respondents involved in the study were of the view that exploration was the second guidance and counseling procedure adapted by teachers in their schools. Exploring the identified EBD leads to underlying cause and the best way of handling it for the betterment of the learner's academic performance.

However, 2. (2.1%) of the respondents involved in the study were undecided about the statement that exploration was the second guidance and counseling procedure adapted by teachers in their schools. Still, 15(15.5%) of the respondents involved in the study disagreed with the statement in question that exploration was the second guidance and counseling procedure adapted by teachers in their schools. Also, 4(4.1%) of the respondents involved in the study strongly disagreed with the statement under investigation that exploration was the second guidance and counseling procedure adapted by teachers in their schools.

It is important the guidance and counseling procedures should be goal oriented. It was found out that 60(61.9%) of the respondents strongly agreed with the statement that goal setting was the third guidance and counseling procedure practiced by teachers in their schools. Similarly, 10(10.3%) of the respondents agreed with statement in question that goal setting was the third guidance and counseling procedure practiced by teachers in their schools. Cumulatively, 70(72.2%) of the respondents acknowledged the statement that goal setting was the third guidance and counseling procedure practiced by teachers in their schools. However, 4(4.1%) of the respondents were undecided about the statement that goal setting was the third guidance and counseling procedure practiced by teachers in their schools. Nevertheless, 21(21.6%) of the respondents disagreed with the statement that goal setting was the third guidance and counseling procedure practiced by teachers in their schools as 2(2.1%) strongly disagreed with it.

Implementation is a key guidance and counseling procedure. The study found out that 51(52.6%) of the respondents involved in the study strongly agreed with the statement that the fourth guidance and counseling procedure used by counselors in their schools was implementation. In addition, 15(15.5%) of the respondents engaged in the study agreed with the statement under investigation that the fourth guidance and counseling procedure used by counselors in their schools was implementation. Therefore, 66(68.1%) of the respondents involved in the study supported the statement that the fourth guidance and counseling procedure used by counselors in their schools was implementation. However, 6(6.2%) of the respondents were undecided about the statement in question that the fourth guidance and counseling procedure used by counselors in their schools was implementation. Furthermore,

22(22.7%) of the respondents involved in the study disagreed with the statement that the fourth guidance and counseling procedure used by counselors in their schools was implementation as 3(3.1%) strongly disagreed with it.

After implementation, there is need for structured follow up guidance and counseling. The study noted that 51(52.6%) of the respondents involved in the study strongly agreed with the statement that follow up guidance and counseling procedure was normally the last one as practiced in their schools. Additionally, 32(33%) of the respondents engaged in the study agreed with the statement that follow up guidance and counseling procedure was normally the last one as practiced in their schools. Cumulatively, 83(85.6%) of the respondents involved in the study acknowledged the statement that follow up guidance and counseling procedure was normally the last one as practiced in their schools. However, 3(3.1) of the respondents were neutral or undecided about the statement under investigation that follow up guidance and counseling procedure was normally the last one as practiced in their schools. Nevertheless, 9(9.3%) and 2(2.1%) of the respondents disagreed and strongly disagreed respectively with the statement that follow up guidance and counseling procedure was normally the last one as practiced in their schools.

**Conclusion**

The awareness of the existence of EBD learners is the start point of the road map of their assistance to achieve their academic potentials. Learners who are regarded as stubborn should be assisted to change their character through guidance and counseling program. Punishment may not yield desired results in handling EBD learners.

The school should create friendly environment for instruction of EBD learners. Teachers had a heart of assisting EBD learners. This was a pointer towards the effectiveness of guidance and counseling in helping EBD learners. The effectiveness of guidance and counseling depends on the procedures. School discipline contributes a lot the management of EBD learners.

There is lack of working space in the sampled schools to provide conducive working environment. There will be no meaningful guidance and counseling services in the absence of conducive work office. Confidentiality and build of trust in the counselor is enhanced by the place where the service takes place. A client may not open up despite probing skills, if the counseling environment does not enhance confidentiality. Lack of motivation of Special Needs Education teachers is another challenge facing guidance and counseling for EBD learners. It was noted that teachers who are trained to effectively handle EBD learners are not adequately motivated to attract other teachers to go ion for the same training.

**Recommendations**

The study makes the following recommendations:

1. There is need for the government to train more teachers in the area of EBD to cater for the increased needs of EBD institutions..
2. TSC should include a timetable that will involve all teachers in EBD to aid run various activities to assist EBD learners.
3. Trained teachers in EBD should be appropriately motivated to attract more training in the same field by giving allowances, frequent workshops and seminars to make them updated on frequent changes.

**References**

American Counseling Association (2007January) Ackmmey M.A, (2002). *Organization and administrate of school guidance program AccroCounseling facts sheets definition of* Media graphic and press Ltd  
 Anderson G, (1995). *Fundamental of education research* London,New York, Philaphic The falmer press  
 Bell I. (1996). *Doing your research project in BuckinghaPhiladephaiopen university press*  
 Corey C. (2001). *The art of integrative counseling group* C.A Brook Cole  
 Freud S. (1940/1949) *an outline psychoanalysis* New York W.W Norton  
 Makinde o, (1996) *Cornerstone of civilized society Juvenile and family Court* Journal London  
 Mackmiller publishers Ltd 47 41-60

National youth network, (2010). *Behavior modification child behavior problem in all of control team* retrieved on Dec 10. 2012 from <http://www/national youth.com>

Report on Presidents committee on review of edu reforms in Ghana (2002)

UNESCO, (2002). *Regional training seminar on G&C* retired on Dec from [www.uni.com](http://www.uni.com)

Vishala S.M, (2006). *G&C (for teacher's parents and students)* S.N.D.S (CHAND)

Walker R. (1993). *Doing research* Cambridge university press

Wikipedia n.d counseling retrieved May 10, 2008 from <http://Wikipedia.org/wiki/counseling>

Republic of Kenya 2002 *National development plan 2002 – 2008 on management for sustainable economic growth and poverty eradication* Nairobi Goot printers

Republic of Kenya (1988) *report of the presidential work party on education and manpower teaching for the next decade and beyond* Nairobi government printers

UNICEF Kenya country Office, (2001). *Rapid assessment of the basic reduction and training needs for children with disabilities with a special emphasizes on the girl child* Nairobi Kenyatta University

Republic of Kenya, (2002 January). *Children Act 2001* Nairobi government printers

Republic of Kenya. (2005) .*MOEST sessional paper no. 1 of 2005, a policy frame work for education training and research.*Nairobi .Government printers press

Republic of Kenya, (2009). *The national special needs education policy frame work* .Nairobi Government printers

T.S.C (2008). *G&C for schools* .Nairobi. Government printers Pg 80 of Oliver

Parterson, (1962). *Introduction to guidance and counseling in school*. New York. Patterson