

**TEACHER COUNSELORS' AND PUPILS' PERCEPTIONS OF  
CORRECTIONAL STRATEGIES USED BY TEACHERS AND THEIR IMPACT  
ON PUPILS' SOCIO-EMOTIONAL DEVELOPMENT IN PRIMARY SCHOOLS  
IN KERICHO COUNTY, KENYA**

**BY**

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PHILOSOPHY IN EDUCATIONAL PSYCHOLOGY, DEPARTMENT OF  
EDUCATION PSYCHOLOGY,  
MOI UNIVERSITY**

**2018**

## DECLARATION

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## **DEDICATION**

This work is dedicated to my family members who have taught me to embrace the valuable virtue of hard work. Specifically, I dedicate this work to my husband Jonathan Makerer, my children; Kimutai, Sally, Edwin, Daisy. Special dedication through this work also goes to all the teachers of this country.

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GOD BLESS YOU ALL.

## ABSTRACT

The issue of pupils' correction in primary schools is perceived as an intricate affair that requires well designed and thought out approaches in order to ensure pupils' proper socio-emotional development. The purpose of this study was to provide a link between teacher counselors' and pupils' perceptions of correctional strategies used by teachers and pupils' socio-emotional development in Kericho County's primary schools. The objective of the study was to establish the correctional strategies used by teachers in primary schools and their influence on pupils' socio-emotional development in Kericho County. The study was informed by the Gestalt theory's key concepts and principles. The ontological assumption and the epistemological paradigm of this research was relativism, realism, and pragmatism respectively. This was a mixed research and it employed a survey study design which used highly structured questionnaires to collect quantitative data and the open-ended questions and focus group discussions to collect qualitative data. The target population in this study was 189,946 pupils (95815 boys and 94131 girls) learning in 512 primary schools found in Kericho County and 4955 teachers in these schools. Probability sampling was used where a sample size determination formula and systematic sampling technique was used to sample 50 deputy head teachers, 219 heads of guidance and counseling teachers and 384 pupils. A pilot study was conducted to ensure reliability of the instruments which was estimated using Cronbach's Coefficient Alpha. The reliability coefficients computed for teacher counselors, deputy head teachers and pupils' questionnaires were; 0.96, 0.89 and 0.94 respectively. Analysis of data was done using descriptive and inferential statistics and was aided by Statistical Package for Social Sciences (SPSS) version 24. The overall mean of pupils' and teacher counsellors' perception of impact of correctional strategies on socio-emotional development was 4.30 and 4.20 respectively (on a five-point Likert scale) an indication that correctional strategies have a significant impact on pupils' socio emotional development. The findings of the study indicated that there was a strong relationship between correctional strategies used by teachers and pupils' socio-emotional development,  $r(362) = 0.002$  where pupils strongly indicated that there is a relationship between correctional strategies used and pupils' socio-emotional development. The Government, all educational stakeholders, policy makers, school administrators, and teachers are expected to use the findings in formulating and implementing relevant correctional strategies for enhanced pupils' socio-emotional development. The findings are also important as a basis for future research on ways of enhancing pupils' socio-emotional development.

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# CHAPTER ONE

## INTRODUCTION

### 1.0 Overview

Indiscipline tendencies exhibited by contemporary pupils have been perceived as complex and requiring well-tailored strategies of correction. The teacher plays a critical role of imparting knowledge as well as instilling discipline into the learners. He /she should do this in the most favorable manner since the prosperity of any society depends on the nature of discipline vented on its children. However, it is important to note that the need to control a group of very persistent recalcitrant children is perennial. This chapter focuses on the introductory tenets of the study.

### 1.1 Background to the Study

Correctional strategies used should be geared towards assisting pupils' socio-emotional development and academic excellence which involves discipline and tenacity of purpose (Orowe, 2016). Other than academic excellence, discipline is considered as an important measure of a school's efficiency (Kamuri, 2014). The efficacy of programs designed to enhance socio-emotional development and improve behavioral and academic outcomes has been demonstrated (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011).

In some British schools for instance, there is a reverse as well as normal suspension. Typically, in schools in the USA, UK, and Singapore, if one misses a detention, then another is added or the student gets a more serious punishment (American Psychological

Association Zero Tolerance Task Force, 2008). In addition to this, in the U.S.A., parents have a major role to play in management of pupils' behavior (Mohrbutter, 2011).

Findings from a youth lifestyle survey in U.S.A. shows that one quarter of the young people aged 12-17 were offenders and had been cautioned. Other key findings were a rise over time in male violence by 14-year olds. The youth lifestyle survey showed that poor parental supervision, peer influence and exclusion from school were contributing factors to antisocial behavior (Fox & Smith, 2007). Drug use was highly predictive across the 12-18-year-old range (Rutter & Taylor, 2006).

In an effort to address pupil indiscipline in the U.S.A., general practices have changed from Applied Behavior Analysis (ABA) strategies in the early 1970s to a broad range of educational policy and regulation. LaVigna (2000), reviewed three basic ABA strategies which reward a student for 'being good', defined in some behavioral sense. ABA in the US has continued to evolve as a positive behavior intervention support, reflecting the encompassing of a greater breath of focus than simply the extinction of undesirable behavior (La Vigna & Willis, 2012).

These by all standards are adequate measures to ensure that pupils' socio-emotional development is enhanced but paradoxically, United States of America has experienced high rates of school crimes like pupils' shootings (Reinstenberg, 2012). In the United Kingdom, more than 2000 primary school pupils were suspended in 2009 as principals struggle to cope with the surge in violent and unruly pupils (Mucmahron, 2009). In Britain, pupils have turned to violence not only on fellow pupils but also on teachers

(Kriener, 2000). This kind of situation leaves a big gap to be addressed regarding the correctional strategies used by teachers in an attempt to mold pupils' behaviour. Nassey (2012) notes that in New Zealand, teachers use classroom-based management strategies as well as approaches that are appropriate to the school but the success of this remains in the balance.

Studies done in China, indicate that long-time detention is less common than in the United States of America, the United Kingdom, Ireland, Singapore, Canada, Australia, and South Africa. In school and out school suspension is another correctional strategy used in some USA, UK, Australian and Canadian schools (Arum, 2003). On the other hand, there is a call for promoting children's lifelong learning and all-round development with the Hong Kong schooling system including early childhood education (Education Bureau, 2012).

Another study in South Africa, shows that teachers are encouraged to embrace alternative correctional strategies and the national government has taken a number of measures to implement the prohibition of corporal punishment in schools (Soneson, 2005). Discipline must be maintained in the classroom situation so that pupils' education flourishes without any disruptive behavior. The state guidelines endorse that educators have a responsibility to maintain discipline.

In Nigeria, teachers are encouraged to use effective classroom management techniques like constant engagement of Pupils in activities (Ifeoma, 2011). In addition, Umeziwa and Elendu (2012) argue that physical punishment to pupils is an unacceptable form of

punishment. All in all, these contributions in Nigeria bear little fruits as Nigeria just as any nation continues to grapple with an increase in pupils' indiscipline.

There are mixed reactions in Tanzania, where many teachers and parents feel that a prohibition of corporal punishment is causing a decline of discipline in the schools. There is a dual problem of too much punishment without alternatives or the absence consequences for poor behavior which leaves many teachers confused and ultimately apathetic about putting any sort of boundaries for the expected behavior amongst students (Muneja, 2013).

In Uganda, teachers do very little to correct and direct children under their care. The Uganda National Examinations Board conducted a survey which reported that teachers only coach Pupils to pass exams, and that children, after six years of primary school, as they prepare for the final year of the primary leaving examinations, have learnt almost nothing (Kasiima, 2016). This is a situation that should worry all the education stakeholders not only in Uganda but worldwide. The big question is whether teachers are doing enough to produce individuals with the necessary prosocial skills or are children released to the society as "Educated Zombies" and thus creating a big gap as far as pupils' socio-emotional development is concerned.

Kenya has adopted the contrary of a narrative that punishing pupils would help instill a high sense of discipline (The Standard Newspaper, 2016), and has conceded that in the modern world, people reason and deploy non-violent and creative cognitive techniques to nurture behavior (Tado, 2016). Educational stakeholders have kept hoping that this will

in turn help in pupils' socio-emotional development. But on the contrary, according to Aloka and Bojuwoye (2013), in Kenya, pupils' behavior problems constitute barriers to learning. There have been several cases of challenges faced by teachers in the use of correctional strategies in schools (Alawo, 2011).

In Kericho, the County Quality Assurance and Standards Officer observed that pupil indiscipline is on the increase (Republic of Kenya, 2017). However, he noted that the county office was committed to upholding of high levels of discipline among pupils in Kericho County. In 2015, the county was reported to have the youngest mother in Africa. A girl gave birth at ten years of age (Russell, 2015). Another disturbing incidence of indiscipline is where a report from a deputy head teacher in one of the schools indicated that a pupil in the school torched his parents' house after a disagreement.

A teacher in charge of discipline at Chepkongoni Primary school in Londiani Sub-County, Kericho County reported that the indiscipline reported in his school include; theft, bullying, fighting, school refusal and incitement. Police in Kericho, arrested 16 years old, standard eight pupil who stabbed a fellow pupil to death after a fatal fight over a phone, (Tonui,2018). This background supports this study which attempts to establish teacher counsellors' and pupils' perceptions of correctional strategies used by teachers in Kericho County on pupils' socio-emotional development. The gap here is evident and there is need for teachers to use a positive approach which is grounded in teachers' respect for learner's socio-emotional development. This study will therefore be empirical in trying to bridge the gap between teachers' correctional strategies and pupils' social emotional development.



## 1.2 Statement of the Problem

There is a national outcry of children in primary school exhibiting difficult behavior in and out of school. Despite the recognition of the importance of promoting social and emotional learning in the school system, schools have been slow to incorporate emotional literacy into their structures. There is need for bridging the gap between pupils' correction and their social emotional development. While whole-person development has been advocated as a guiding principle in education, little evidence-based models are available to guide the design, development, and the delivery of curricular to meet children's learning and social-emotional needs. When children leave the small family environments for the large-scale, more institutional settings of school, they encounter many people, and are involved in a new set of social routines requiring different skills. They must learn to cope in this setting and when they fail to cope, they are said to be deviating. The critical concern here is; who teaches them to cope? Who corrects them when they presumably go wrong and how is the correction done.

This calls for an evidence based correctional strategy implementation process where a child is enabled to deal with underlying emotional issues that may be interfering with his/her ability to function adaptively in any given situation.

This study seeks to understand the reason as to why there is the rapid increase in pupils' indiscipline not just in Kenya but worldwide. Likewise, a report from the county education office indicates that pupils exhibit undesirable behaviors like; absenteeism, sexual indulgence, violent fighting, theft, bullying, truancy, drug abuse and alcohol use.

A similar report is found in other counties other than Kericho. For instance, in Kisumu Municipality, pupils have manifested indiscipline cases in form of violent fights, bullying other pupils, theft, watching pornographic materials, noise making and lateness. When teachers attempt to correct such pupils, some end up refusing school while others report attempted suicide.

To all educational stakeholders, this is a serious concern that requires an in-depth inquest that this study attempted to do. Children under right guidance and correction ought to exhibit enhanced prosocial skills and good if not excellent academic performance. This is not evident in Kericho county which records a mean academic performance of 260.196 and a low transition rate of 65.4% which is far much below the national transition rate of 75%, this is evidence of a gap that needs bridging. There is therefore need to investigate the teachers, and pupils' perceptions of correctional strategies used on pupils' socio-emotional development. These have strengthened the argument for the need for early childhood intervention programs to support later positive learning outcomes and promotion of healthy socio-emotional development. This study therefore sought to establish the teacher counsellors' and pupils' perceptions of correctional strategies used by teachers in primary schools in Kericho County on pupils' socio-emotional development.

### **1.3 Purpose of the Study**

This study was important since it sought to establish the link between the teacher counselors' perception and pupils' perceptions on correctional strategies used in primary

schools and pupils' socio-emotional development. It is hoped that the research findings will go a long way in improving correctional strategies used for pupils' enhanced socio-emotional development not only in Kericho county but nationally.

#### **1.4 Research Objectives**

This study was guided by the following objectives;

1. To establish the correctional strategies used by teachers in primary schools in Kericho County.
2. To investigate the impact of correctional strategies on pupils' socio-emotional development.
3. To examine the role of guidance and counseling programs as a correctional strategy in pupils' socio-emotional development in Kericho County's primary schools.
4. To determine the relationship between correctional strategies and pupils' socio-emotional development.

#### **1.5 Research Questions**

The study was guided by the following research questions;

1. What are the correctional strategies used by teachers in primary schools in Kericho County?
2. How do guidance and counseling programs used as correctional strategies play a role on pupils' socio-emotional development in Kericho County's primary schools?

3. What is the relationship between correctional strategies used by teachers in Kericho County's primary schools and pupils' socio-emotional development?
4. Is there any relationship between teacher counsellors' experience and perception of correctional strategies used in primary schools in Kericho County?
5. How does the pupils' class level affect their perception of the correctional strategies used?

### **1.6 Hypotheses**

The following null hypotheses were tested;

HO<sub>1</sub>: There is no significant relationship between gender and pupils' or teachers' perception of correctional strategies on their socio-emotional development.

HO<sub>2</sub>: There is no significant relationship between age and pupils' or teachers' perception of correctional strategies on their socio-emotional development.

HO<sub>3</sub>: There is no significant relationship between teacher counselors' experience and perception on the impact of correctional strategies on pupil's socio-emotional development.

HO<sub>4</sub>: There is no significant relationship between class level and pupils' perception of correctional strategies used on learners' socio-emotional development.

HO<sub>5</sub>: There is no significant relationship between the type of school and pupils' perceptions of correctional strategies.

## **1.7 Assumptions**

The following assumptions were made: -

- (i) The participants were honest in giving information as required in the questionnaire.
- (ii) That all the selected participants in the study were a representation of the target population of pupils and teachers in primary schools in Kericho County.

## **1.8 Scope of the Study**

The study focused on the 512 primary schools found in Kericho County. The participants were pupils (95815 boys and 94131 girls), deputy head teachers, and teacher counsellors in these schools. The correctional strategies used by teachers were considered as the independent variable while pupils' socio-emotional development was the dependent variable. Teachers' correctional strategies that were considered were; positive reinforcement strategies, guidance and counseling, physical punishment, school rules and regulations, suspension and expulsion, detention, verbal warning, and use of pupil leaders while pupils' socio-emotional development aspects include; emotional regulation, enhanced self-efficacy, improved interpersonal skills, enhanced self-esteem, positive self-concept, acquisition of social problem-solving skills, and ability to communicate emotions or needs verbally. A description of the respondents' opinions was given basing on their responses on the items on the questionnaires.

## **1.9 Limitations of the Study**

There was a misconception on the aim of the study by the participants since the participants confused the researcher for Ministry of Education official. The researcher

had to explain to them that the actual objective of the study was educational research and not inspection from the Ministry of Education. They therefore participated in the study after being assured that this was an academic research. Another key limitation is that the study did not for example systematically examine differences in specific pupils which may account to some discrepancies in the focus group discussion reports given. To delimit this, the study adopted multiple methods of data collection.

### **1.10 Significance of the Study**

The study sought to contribute to the improvement of the strategies of service delivery by the teacher in primary schools by revealing the strengths and weaknesses of their correction strategies thus enhancing effective service delivery and enhanced pupils' socio-emotional development. The Government, school administrators, school counsellors, policy makers may use the findings in formulating and implementing effective correctional strategies that will enhance pupils' socio-emotional.

Parents will use information from this research to understand how to correct their children for proper socio-emotional development. School administrators and teachers will benefit by being assisted to choose the most appropriate correctional strategies for their pupils. On the other hand, educational researchers, will greatly benefit from the findings of this research. Information obtained from this research is therefore important to the Ministry of Education in designing and monitoring intervention correctional strategies to address gaps in effective curriculum implementation thus enhancing pupils' socio-emotional development.

### **1.11 Justification of the Study**

This study sought to establish teacher counsellors' and pupils' perceptions of the correctional strategies used by teachers on pupils' socio-emotional development. This study was conducted in Kericho County where no such study has been conducted before. The Kericho County Quality Assurance and Standards Officer observes that pupils in the county exhibit certain difficult behaviors like; truancy, school refusal, and fighting. The school dropout rate is high against the Governments' efforts of 100% transition rate. The academic performance of majority of pupils in the county is still very low; an indication of social and academic maladjustment. Some pupils come from the expansive tea estates found in the county, slum areas and the rural areas with meagre economic resources.

These children are faced with serious socio-emotional challenges like; child labor, rape, and dysfunctional families. The political scenario is a socio-emotional development concern to children remembering that the county once experienced post-election violence, an indication of different political stances in the area. Children from these socially, politically, and economically different backgrounds require a lot of support in order to develop socio-emotionally. Kericho County also has a multi-cultural set up with different communities of Kenya living in the county. There is need to enhance socio-emotional well-being of children in order for them to not only co-exist with peers from different cultural, political, social, and religious backgrounds but also post high academic results. It is therefore vital to establish whether the correctional strategies used by teachers do enhance pupils' socio-emotional development. This justifies this study.

### **1.12 Theoretical Framework**

There is need for early childhood intervention programs to support later positive learning outcomes and promotion of healthy socio-emotional development (Taylor, Barker, Heavey & McHale, 2013). The teacher is well placed in knowledge and skills as well as more exposed to give meaningful direction to the pupils (Kong, 2011). Various psychological theories may be applied in addressing pupils' undesirable deeds. In this study, the following Gestalt tenets by Fredrick Perls (1893-1970) were used; view of human nature, the now, and unfinished business. The key principles that were adopted; the figure-ground, the law of proximity, continuity, closure and symmetry.

Gestalt theory was the most appropriate since it considers the individual's thoughts and behaviors (Pivina, 2005). Developed by Frederick Perls, Gestalt is a form of existential theory based on the premise that people must find their own way in life and accept personal responsibility if they hope to achieve maturity. Perls stressed a holistic approach to personality, in which every element of the person is connected to the whole. In this case, correctional strategies used by teachers must aim at molding holistic pupils.

The central focus of Gestalt theory is on the present (Hough, 2006). Perls was committed to a holistic field theory in which the organism cannot be understood except as it exists in relation to and in interaction with the environment. This is the 'figure ground' principle which teaches an individual to be more aware of their body, of their sensing and of themselves in relation to their environment (Perls, 2012). It is based on the relationship



between an object and the surrounding space. In this case the pupil should be understood in relation to the school.

In keeping with other humanistic approaches, Perls believed in the self-actualizing potential of the individual, which assumes that an organism ultimately knows what is best for its self-regulation and actualization (Wasserstein, 2003). The child's present experiences, including their thoughts, feelings and actions are - according to this approach – the most important point of interest in intervention (Feldman, 1996). With this view in mind, pupils in schools must gain awareness of what they are experiencing and doing. They have to experience their life in the here and now (Wagner-Moore, 2004).

Gestalt theory is lively and promotes direct experiencing, rather than the abstractness of talking about situations (Perls, 2012). The approach is experiential and applicable to this study in that during correction, pupils come to grips with what they are feeling and thinking. Fredrick Perls focused on the awareness and responsibility that individuals develop by looking inward at their direct experiencing.

A basic assumption of Gestalt theory is that individuals can themselves deal effectively with their problems, especially if they make full use of awareness of what is happening in and around them (Perls, 2012). In line with this theory, pupils with social difficulties like familial dysfunction should be helped to accept the situation and move on and not be stuck in the past or harbor anxieties about the future. For most pupils, the power of the present is lost instead of being in the present moment, they invest their energies in bemoaning their past mistakes and ruminating about how life could and should have been different, or they

engage in endless resolutions and plans for the future. As they direct their energy towards what was or what might have been their capacity to capitalize on the power of the present diminishes (Pratt, 2003).

Perl's aim was to help people contact their experience thus if a learner begins to talk about sadness, pain or confusion, the teacher counsellor makes every attempt to have the him/her experience that sadness, pain or confusion now (Wagner- Moore, 2004). This helps the learner overcome his/her challenges and explore his/her full potential for optimal usefulness in the society. Pupils in most learning institutions may have what the Gestalt approach may call the unfinished business. This involves unexpressed feelings such as resentment, rage, hatred, pain, anxiety, grief, guilt and abandonment. Since these feelings are not fully experienced, they are carried into present life in ways that interfere with the effective contact with oneself and others.

Polster and Polster maintain that these incomplete directions do seek completion and when they get powerful enough, the individual is beset with preoccupation, compulsive behavior, wariness, oppressive energy and much self-defeating behavior (Perls, 2012). At this point, such a child needs appropriate correction in order to attain full positive social function ability. The teacher counsellors need to come in strongly and advice the best strategies for support of such a child. If this child is not handled appropriately then he/she ends up being affected emotionally and becoming a social misfit.

According to Wagner-Moore (2004), resentment is the most frequent and worst kind of unfinished business. It is important for children to have ways of expressing resentment and

make their demands explicit. The learner should be assisted to develop skills and acquire values that will allow them to satisfy their needs without violating the rights of others. Learn to accept responsibility of what they do and the consequences of their actions.

According to the law of 'proximity', objects placed together are perceived as a group (Wasserstein, 2003). When spaced far apart, objects are perceived as separate. Teachers should adopt the law of proximity in molding the pupils. They should place the desirable behaviors together and clearly separate them from the undesirable ones to help the pupils separate and know what is good and bad for them. They should also serve as role models to the pupils. By being close to the pupils, the pupils will associate with their behavior.

The principle of 'continuity' dictates that once the eye begins to follow something, it will continue traveling in that direction until it encounters another object (How, 2016). This when applied to pupils implies that pupils are more apt to follow the direction of an established path than deviate from it. The teacher counsellor should therefore establish a balanced correctional strategy, explain to pupils what is expected of them and they will definitely adhere to it. This should be on a continuum with non-problematic behaviour and thought being encouraged. The pupils should also be provided with enough essential information for them to be able to decide on the right path to take. This is in line with the principle of closure.

'Closure' asks the eye to complete a path. As long as enough essential information is present, the mind supplies the missing pieces of an object. Teachers should have a clear objective of producing planned goal directed change, and self-directed behavior by the

child. They should also target divergent thinking as a way of encouraging inventive solutions to personal difficulties (Pivina, 2005).

The correctional strategies texts and illustrative materials need to be orderly, because according to the principle of 'Symmetry', people are accustomed to receiving information in a systematic and organized manner. Symmetry states that the viewer should not be given the impression that something is out of balance, or missing or wrong (Wasserstein, 2003).

The information provided to the pupils should be structured and equally engaging. Teachers should develop a preventive approach to behaviour difficulties. This will aid in developing prosocial skills among the pupils.

A major limitation of Perlsian style of Gestalt theory is the deemphasis of the cognitive factors of personality. Gestalt theory stresses becoming aware of and expressing feelings to the neglect of examining thoughts. Although Gestalt theory discourages interrupting the process of immediate experiencing and integration by focusing on cognitive explanations, pupils were encouraged to clarify their thinking, explore beliefs, and put meaning to their experiences. This was achieved through the focus group discussions and filling of the questionnaires by the respondents.

### **1.13 Conceptual Framework**

The conceptual framework of this study is based on the view that the correctional strategies used by the teachers in schools have an influence on pupils' socio-emotional development. Based on Gestalt theory and the research variables, the researcher came up with a model for the current study. Figure 1.1 summarizes the relationships envisaged in this study.

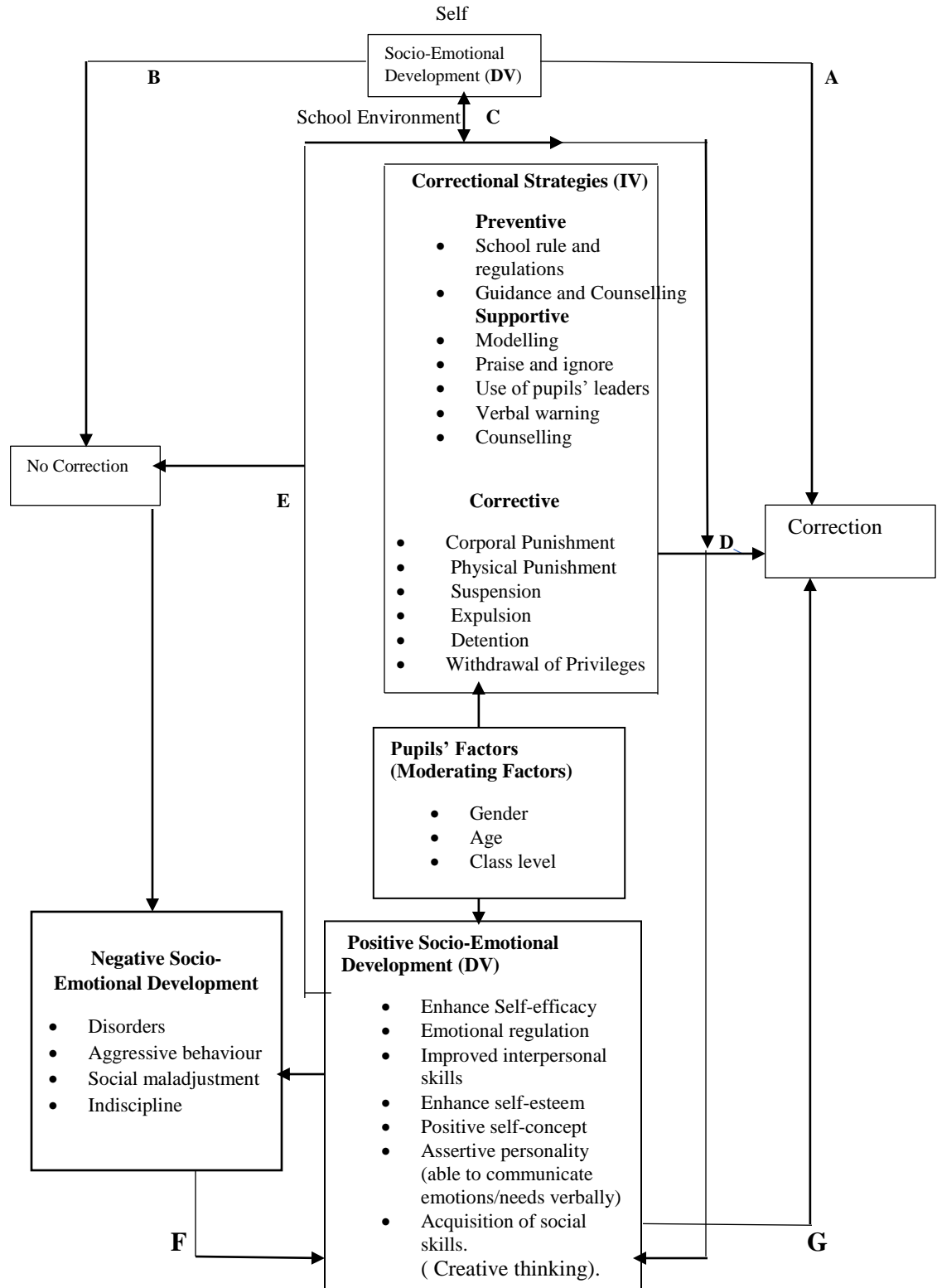


Figure 1.1: Pupils' Socio-Emotional Development Model (PSEDM)

Figure 1.1 is a summary of the teacher counsellors' and pupils' perception of correctional strategies used by teachers in Kericho County on pupils' socio-emotional development.

The following explains the Socio-Emotional development model presented in Figure 1.1:

1. If the interaction between the individual self, school environment, is positive (i.e positive socio-emotional development), the individual is well corrected (A). The correctional strategies used by teachers form the independent variable while pupils' socio-emotional development forms the dependent variable. The correctional strategies are categorized into preventive (school rules and regulations, provision of guidance to learners), supportive (counseling, modelling, verbal warning, praise for appropriate language and behavior, and use of pupil leaders) and corrective strategies (physical punishment, suspension, expulsion, detention, corporal punishment, withdrawal of privileges).
2. If the interaction among the individual self, school environment and society is negative, (i.e negative socio-emotional development), then the individual will show symptoms of emotional immaturity (B) (Disorders, Aggressive behaviour, Social maladjustment and indiscipline)
3. If the individual receives correction, then the individual achieves enhanced socio-emotional development (C-D-G).
4. If the individual receives negative correction, then the individual does not achieve socio-emotional development (C-E).
5. If the individual is manifesting symptoms of socio-emotional immaturity, and is subjected to correction, the individual attains socio-emotional development (F).

### 1.14 Operational Definition of Key Terms

The following terms have operationally been defined as follows:

**Correctional Strategies:** These are various forms of restorative methods used by the teachers that are aimed at correcting undesirable behavior depicted by the learners. In this study, the correction strategies to be considered are categorized into preventive, supportive and corrective strategies.

**Emotional Development:** This refers to the child's growing ability to regulate and control emotions and to form secure relationships. In this study, pupils' emotional development entails; emotional regulation, improved inter-personal skills assertive personality and acquisition of social problem-solving skills.

**Pupil:** Someone that receives knowledge. For purposes of this study, someone learning in primary educational institution is considered as a pupil.

**Perception:** This is matching of a new stimulus with internal knowledge, to recognize the stimulus and give it meaning. In this study the teachers' and pupils' attributions/ discernment regarding the correctional strategies used was considered. The perception could be positive (5points) on the Likert scale or negative (1 point) on the Likert scale.

**Social Development:** It is a process of assimilating an individual into the society, involves learning the societal norms/values, knowledge and skills that enable children to relate to others effectively. In this study, it was explained as the way a learner is able to be fully accepted into society and is able to reach their full potential.

**Socio-Emotional Development:** This aspect of development focuses mainly on areas of socialization, self-esteem, relationships, and attainment of self-control. In this study it is the development of a child's experience, expression, management of emotions, and ability to create relationships. It also includes the increase of confidence in one's own worth or abilities and self-respect.

**Teacher Counselor:** This is a teacher who counsels pupils especially on personal problems, careers, education or health. In this study a teacher counselor is one who offers emotional support to pupils for enhanced socio-emotional development of the pupils.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Overview**

This chapter reviews literature relevant to the variables of concern in this study. It first presents correctional strategies used by teachers in management of discipline in schools, guidance and counselling as a key correctional strategy, the role of counseling in pupils' behavior modification and psychotherapy, socio-emotional development of children between 6-12years, relationship between the development of socio-emotional dimension and education, and socio-emotional and behavioral issues in primary schools.

#### **2.1 Correctional Strategies used by Teachers in Management of Discipline in Schools**

Gestalt theory has no interest in a person's past; the past is important when it is related in some way to significant themes in individual's present functioning (Perls, 2012). The transition from childhood to adulthood encompasses socio-emotional changes like efforts for self-understanding and increased search for an identity (Santrock, 2000). Changes also occur in the school social context. Some pupils may develop socio-emotional problems like delinquency. This kind of pupils need help to function socially. For instance, a pupil having difficulty in initiating and sustaining verbal interaction with adults and peers in a range of social situations may be having difficulty with his or her socio-emotional development. There could also be insufficient motivational factors in school to encourage verbal interaction (Gresham, Watson & Skinner, 2001). There could be a range of environmental contingencies that maintain and reinforce inappropriate

social behaviour, for example, insufficient social opportunities for modelling/teaching of appropriate social behaviours (Spence, 2003).

The teacher has a critical role in pupils behaviour management and consequent socio-emotional development. In an effort to correct pupils' behavior, teachers use various correctional strategies which may be categorized to include preventive strategies, supportive strategies and corrective strategies. Pupils' inappropriate behaviour is referred to as indiscipline and it causes disruption in social relations. The teacher must therefore maintain discipline for pupils to relate well among themselves.

Discipline is important in all schools because it trains individuals to develop responsible behavior. It exposes children to ways of handling the challenges and obligations of living and equips individuals with the personal strength needed to meet the demands imposed on them by the school and later adult responsibility (Were, 2006). Discipline is part of moral education, which is important in the development of one's character. The prosperity of any society depends on the nature of discipline vented on its children: "through discipline and good morals among the youth, a good society can be molded" (Eshiwani, 2001). The word discipline means a system of guiding the individual to make reasonable social decisions responsibly (Mbithi, 1974). Barasa (2007) says that discipline is a learning process and entails a willingness to put forth all the effort which is required to achieve a chosen objective. Pupils with enhance socio-emotional development should communicate needs and views to adults and peer, engage in turn-taking and

sharing of learning materials with peers and behave in a positive, non-disruptive manner within the classroom.

### **2.1.1 Corrective Strategies**

Managing pupils' behavior is a challenge for all teachers and as Cline, Gulliford and Birch (2015) note, difficult behavior is by no means a new phenomenon in schools. Teachers therefore strive to maintain children's behavior through a number of ways. Teachers use punishment in their attempt to control undesirable behavior. Punishment is either the withholding of the reward or application of unpleasant stimulus in an attempt to extinguish an undesirable response (Skiba, 2006). In some instances, they may resort to physical punishment strategies. These include; slapping/smacking, hitting, pinching, asking students to kneel, uproot stamps in the compound, running, fetching water, working on the school farm, and cleaning the pavements. The list is endless; however, it is important to mention that some of these strategies have far reaching negative effects than benefits.

They tend to teach children to be violent since they emulate what the teachers do to them so next time they have a disagreement with their peers, they resort to being physical with them and have been banned. The ban on corporal punishment as a main method of managing pupils' behavior ushered in the use of strategies like detention as one of the most common form of punishments in schools in the United States, the United Kingdom, Ireland, Singapore, Canada, Australia, and South Africa (Aloka & Bojuwoye, 2013). Schools in Kenya use suspension and expulsion.

### **2.1.1.1 Suspension and Expulsion**

Exclusion, which results in the removal of a young person from the educational site, temporarily or permanently is applied without prior recourse to positive interventions by educational institutions (Maag, 2012). Removing the child permanently from the classroom has enormous long-term social consequences for the individual, community and the society at large. This phenomenon is an illustration of how psychology and social policy often have a unique interface; psychology has a role to play in the promotion of equality and in the promotion of an environment that can support all children in attaining their potential (Parsons, 2005).

Expulsion, exclusion, withdrawing, or permanent exclusion is the ultimate last resort, when all other methods of discipline have failed. However, in extreme situations, it may also be used for a single offense (McIntyre, 2005). Exclusion is completely banned for compulsory schools in China. According to Durlak (2015), exclusionary practices are inappropriate for children at certain developmental stages particularly lower primary children.

Sugai and Horner (2002) identified that the retreat to punitive approaches in schools, characterized by restatements of rules associated with linked threats of punishment, is indeed highly likely to increase the rates of very undesirable behaviors it aims to diminish, in addition to creating a climate that distracts from the instructional focus that a school is primarily aiming to promote. Nagging and threats are teacher behaviors that are likely to escalate the behaviors that they aim to reduce (Gable, Hester, Rock & Hughes,

2009). In a situation where a teacher may be emotionally unstable, they use caning or corporal punishment. This form of punishment in Kenyan schools was banned through a Kenya Gazette notice on March 13, 2001. It was argued that corporal punishment amounts to child abuse and is a violation of Children's Act (Republic of Kenya 2001).

Further, there is no empirical evidence to show that pupils were more disciplined during times when corporal punishment was applied. The challenges facing teachers now were the same challenges that teachers faced earlier (Maag, 2012). However, some teachers may turn to physical forms of punishing in an effort to control pupils' behavior but this happens despite the fact that this form of punishment is outlawed.

In August 27<sup>th</sup> 2010, Kenya's new constitution was promulgated and Chapter 4 part 3, of the Constitution outlines the rights of children while clearly outlawing all forms of violence, inhuman treatment and punishment (Republic of Kenya, 2010). This was meant to give a backup to the United Nations Convention on the Rights of the Child (CRC) Article 28 which ensures each child's right to a free and compulsory basic education and to the protection of their dignity in all disciplinary matters (UNICEF, 2009).

In addition, Article 29 charges state parties to ensure the fullest possible development of each child's ability and to the development of their respect for human rights and fundamental freedoms; for parents, cultural values and for the environment. The Kenyan government on the other hand has entrenched the right to education in the constitution, Basic Education Act 2013, Children's Act 2001, Disability Act 2003, Educational Sessional Paper No.1/2005, Educational Sessional Paper No. 14/2012 and various other

educational policies (KEMI, 2015, Republic of Kenya 2001). This makes mandatory for every teacher to ensure that every child receives education and develops all his/her potentialities to the maximum. In addition to the guiding principles from behavioral psychology, there is an evidence base that shows the deleterious effects of a negative, sanctions-based approach in schools.

It is imperative to note that while punishment aims at correcting the undesirable behavior by weakening or extinguishing it altogether, teachers should note that punishment, risks teaching the young person a yet more complex and subtle set of difficult-to-manage behaviors and doing little to support long-term behavior change (Kearney, 2007).

### **2.1.2 Supportive Correctional Strategies**

It is imperative to note that the primary goal of approach to behavior management should be positive behavior management and enhanced pupils' socio-emotional development. Whatever strategy an educator may choose to use, the bottom line is that it should yield positive outcomes with the pupils' socio-emotional development. Studies have offered cumulate insights into evidence-based strategies for effective behavior management (Cline, Gulliford & Birch, 2015).

### **2.1.2.1 Rewards**

Positive reinforcement in the form of rewards from teachers is a distinctive form of pupils behaviour management approach (Cline, Gulliford & Birch, 2015). Teachers at the school level do incorporate supportive correctional strategies like the use of rewards. This is a positive reinforcement where rewarding is done with the aim of strengthening a response. Rewards when used well encourage intrinsic motivation within the pupils. They enable teachers to strengthen the desired behaviour among pupils. The teacher pairs materials, activity or symbolic reinforcement with intrinsically motivating and interesting tasks (Cline, Gulliford & Birch). Ryan and Deci (2000) through self-determination theory, propose the significance of intrinsic motivation for the individual. Through rewards, the teacher is able to enhance autonomy, competence and self-efficacy among pupils.

High achievement comes from pupils that are intrinsically motivated (Baranek, 1996). Although some extrinsic rewards may be necessary to get pupils started in an education program, the bulk of the content should center around skills that promote intrinsic motivation and lead to mastery of generalized skills (Schultz & Switzky, 1990).

Pupils may not see the cause/effect link between the actions they take and the things that happen to them. For this reason, rewards should be replaced with teaching that is focused on the intrinsic motivation of the child. A common goal should be to have the pupils' interest be at the center of their learning, not reward. The presence of intrinsic motivation produces many behaviors that result in school success like sustained interest in tasks, and the conquering of new challenges (Amabile, 1993).

Teachers should ensure autonomous classrooms climate where the pupils are given opportunities to make decisions, and to feel that they have some control over the environment and their learning. Pupils also need to receive instruction in self-reliant behaviour like goal setting. Teachers can have an easier time dealing with misbehavior if they try to recognize the motivational basis of the misbehavior (Hughes, Gullone, Dudley & Tonge, 2010).

It is important for teachers to check against the negative effects of using rewards. Pupils who are motivated by extrinsic factors complete activities in order to receive external rewards. The teachers' role is to respond to established problems with the need to promote the environment that prevent them (Kearny & Graczyk, 2014). Promoting pupil engagement is the alternative to reduce misbehavior. The rationale for considering indicated adaptations to the school's psychosocial environment is robust. There is evidence within educational research that a positive school climate can positively correlate with attainment and socio-emotional outcome of pupils (Reyes, Brackett, Rivers, White & Salovey, 2012).

#### **2.1.2.2 Praise and Recognition**

Other supportive strategies are social reinforcement such as teacher praise or peer encouragement. This should only be necessary in circumstances where the pupil's skills level and accomplishment are not of a high enough standard for them to yet be a reinforcer in themselves (Cline, Gulliford & Birch, 2015). In this case interventions only employ reinforcers that will encourage the desired behavior. According to Skinner



(1953), in Slee (1995), a person adapts by doing more frequently those things that increase good outcome (positive reinforcement) and does less frequently those things that bring bad outcomes (punishment).

Teachers may use praise and as Handerlong and Lepper (2002) assert, praise in itself may serve either to undermine, enhance or have no effect on children's motivation. They identify the perception of the sincerity with which praise is used as being particularly beneficial to intrinsic motivation and also single out attribution to controllable causes, the promotion of autonomy and the avoidance of over-reliance on social comparisons as other features strongly contributing to positive effects of praise upon outcomes for students. There is a positive nature in verbal feedback to pupils by teachers (Apter, Arnold & Swinson, 2010).

### **2.1.3 Preventive Correctional Strategies**

Consequences for inappropriate behavior need to focus on helping a child learn from his/her mistakes. At times a teacher may need to meet with a child alone and ask him/her what the teacher could do to help the child make constructive choices (Cline, Gulliford & Birch, 2015).

#### **2.1.3.1 Pupil Leaders**

Most institutions also use student councils/leaders. This is a representative structure through which pupils in a school can become involved in the management affairs of the

school. Pupil councils have also been active in many countries like the United Kingdom, Indonesia, Philippines, Israel, South Africa, Bulgaria and Ireland. Others like Norway have even anchored their existence in law. The first democratically elected students' council in the U.S.A. was established at the Loomis Chafee School in Windsor in 1920 (Kamuri, 2014).

Pupils' leaders play an important role in the running of schools as they assist and support staff and other pupils on a daily basis (Were, 2006). They help in maintaining discipline and order in the school. An effective pupils' council in a school plays a very important role as it ensures the school's systems run smoothly. The functions and activities of pupil leaders should support the aims and objectives of the council and promote the development of the school and the welfare of all the children. Pupil leaders promote good communication within the school, contribute to the development of the school policy, give direction to other pupils whom they lead, support the educational development and progress of pupils, and motivate and inspire other pupils to ensure that good performance in all school activities is attained (Otieno, 2013).

### **2.1.3.2 School Rules and Regulations**

In addition, schools that strive to achieve academic excellence of their pupils find themselves in pursuit of discipline of their pupils through ways such as formulation of rules and regulations for their respective institutions and the student leaders become the main implementers of these rules and regulations among fellow pupils. However, "Rules,

praise, ignore “has emerged as a successful strategy and continues to be promoted (Gable, Hester, Rock & Hughes, 2009).

Self-discipline is necessary to achieve self-direction. School rules help to strengthen the pupils’ determination for growth in self-direction. They should be guidelines to self-development rather than a restriction to it. Classrooms become better learning environment. When teachers have rules, classroom management skills and believe that each child can be successful since rules help create a predictable atmosphere that limit classroom disruptions and encourage children to use self-control. To achieve a balance, a little bit of both freedom and rules is required (Cline, Gulliford & Birch, 2015).

Extensive research evidence now confirms that socio-emotional learning skills can be taught and measured, that they promote positive development, reduce problem behaviors, and improve academic performance (Durlak, 2015). Children need to be taught that it is their responsibility to make appropriate choices and that they will be held accountable for their actions. Teachers may decide to establish rules or allow pupils to assist in formulating them. Teachers who involve their children in the rule making process contend that students are more likely to follow them. One way to involve pupils in forming rules is to have them brainstorm as a class or in small groups, pupils should explain why they came to school and their goals for learning.

They should be asked to name rules that will help them achieve their goals. These ideas should be written down. If a child states a rule negatively, such as ‘don’t’ come to school late. “They should be asked to state them positively”. After the rules are decided upon,

pupils should sign a copy of them and display them (Nzuve, 1999). Pupils are more likely to follow the rules if they are clearly stated and understood, and if classroom management procedures are in place and followed. After deciding what rules and management procedures to use, the teacher should discuss the consequences for broken rules.

An idea for classroom management is to put a word on the board such as “responsibility”. When the class does well, a letter is underlined in red, and when they are off task, the red underline is deleted for one letter. When the whole word is underlined in red, the class earns a privilege such as a theme day or viewing a movie. Having the children brainstorm and vote on ideas of what they would like to receive for their exemplary behavior can foster their desire to follow rules (La Vigna, 2000).

A management plan for group work is to divide the children into teams of four or five. Review what is expected and give each team points for listening to instructions, being respectful toward each other, completing assignments. After keeping track of the points for a week, the team with the most points could earn trip, lunch with the teacher or free time. Start the points system over again the following week. Signals that pupils need to be on task include; staving, frowning, standing close and idling. Positive consequences for appropriate behavior or exceptional effort also need to be used to reinforce constructive actions (Maag, 2012).

The major challenge of altering the trajectories of persistent delinquents has to be met in the context of satisfying public demands for retribution, together with welfare and civil

liberties considerations (Rutter & Taylor, 2006). Control of these diligent in institutional settings has to meet the sometimes contradictory need to control young people, to remove their liberty and to maintain good order in the institution, at the same time as offering education and training to foster future prosocial participation in society and meeting their welfare needs.

### **2.1.3.3 Guidance and Counselling**

Guidance and counselling is a concept of helping individuals discover and develop their psychological, educational, and vocational potentialities, to achieve an optimal level of personal happiness and social usefulness (Stone & Dahir, 2007). Teachers are the engine that drives socio-emotional learning programs and practices in schools (Durlak, 2015). The school as a crucial social environment needs to pay attention to broader aspects of children's social, emotional and behavioral development (Gable, Hester, Rock & Hughes, 2009). Teachers in their endeavor to enhance pupils' socio-emotional development may depend upon tools that have evident limitations oblivious of the multiplicity of causes of pupils' behavior. The means by which they set out to achieve these ends are seen as evidence where solutions to complex educational challenges facing pupils are sought. The act of balancing between the management of pupils' behavior and their socio-emotional development is intricate and poses a global challenge to educators and psychologists as well (Williams, 2012).

Research shows that it is important guidance and counselling services are strengthened in school so as to make it possible to identify students' problems and challenges early and

effectively deal with them (Gumisiriza, 2012). For instance, Functional Behavior Analysis (FBA) is seen as an effective way of addressing complex behavior that it is enshrined in federal law in the US as the response needed for any young person exhibiting significant behavioral difficulties (O' Neill & Stephenson, 2010).

The fact that pupils may exhibit difficult behavior in schools is by no means a new phenomenon, despite the best attempts of the media to persuade us of the constant worsening of behavior in schools (Cline, Gulliford & Birch, 2015). However, there is some evidence to suggest that the incidence of extreme disruption by more needy and challenging pupils is currently a higher concern (Apter, Arnold, & Swinson, 2010).

The buck stops with the teacher who has a role of understanding pupils' behaviour in a more holistic context of their life and to ensure ecological and social functioning rather than simple compliance with small behavior targets. Gestalt theory states that genuine knowledge is the product of what is immediately evident in the experience of the perceiver (Corey, 1993). The prosperity of any society depends on the nature of discipline vented on its children; and most importantly, the perception of the children on the nature of correction meted on them. This should essentially be democratic since each individual has the right to shape his own destiny.

The concept of guidance and counselling reflect a common meaning that includes awareness, assistance and change of behaviour to the better, but still there is a difference between the two concepts in that guidance is more general and comprehensive than counselling, it therefore includes counselling (Zunker, 2002). Guidance usually precedes

counselling and paves the way for it. Counselling follows guidance. Whereas guidance stresses the theoretical aspect, counselling takes care of the practical aspect (Kenya Education Management Institute, 2014).

Counselling is usually the relationship between the teacher and the student who comes for assistance; therefore, it is an individualistic relationship. As the Ministry of Education seeks to address the challenges faced by pupils, the traditional role of teachers that involves the single pass approach to handling pupils' challenges is experiencing a paradigm shift to an all-inclusive approach that employs the basic educational principles for enhanced pupils' socio-emotional development.

Guidance is pre-problem, that is there is no specific problem that is identified in an individual. Counselling is post-problem, meaning a problem has already been identified and therefore the counsellor helps to address it (Nassey, 2012). Guidance usually involves providing actionable solutions to more general, immediate issues while counselling focuses on in-depth discussion of problems and sharing information that aids understanding and future decision making (Perusse & Goodnough, 2004).

Guidance and Counselling is defined as a planned and organized work aimed at assisting the trainee to understand himself and his abilities and develop his potentialities in order to solve his problems and achieve psychological, social, educational and professional compatibility, and also to achieve his objectives within the educational framework. Guidance and Counselling complement each other though there are some differences (Ratts, DeKruyf & Chen-Hayes, 2008). Guidance is a group of planned services that

include counselling, it provides the trainee with miscellaneous information to upgrade his feeling of responsibility, understand himself and know his abilities (Schellenberg & Grothans, 2009).

Counselling on the other hand is the procedural aspect of guidance; it is therefore the interaction that comes as a result of the vocational relationship between a specialized counsellor and his student where the counsellor assists the student to understand himself and his abilities and talents to achieve self and environmental compatibility in order to attain the appropriate degree of mental health in light of the techniques and specialized skills of the guidance process(Winslade & Monk, 2007).

The Gestalt theory stresses expanding one's awareness, accepting personal responsibility for who one is and what one is doing, and unifying the person (Corey, 1993). Teacher counsellors should facilitate behavior change through psychosocial support to make the child aware of their emotional problems and provide an enabling environment for expression and resolution of these issues as well as a framework to facilitate healing and enable the child to adopt and practice new positive behavior (Kenya Educational Management Institute, 2014). In his research, Wanjohi (2016) notes that social decadence is a factor to school strikes. In order for pupils to adapt to the school environment, they require counselling. This entails that a teacher fully understands the pupil's background in relation to the behaviour that they exhibit. For instance, a child experiencing social isolation may be associated to poor parenting. Many neglectful or abusing parents experienced little good care themselves, and so have little experience to draw upon with



their own children. Children who are scapegoated in comparison to their siblings do especially bad in terms of outcome (Rushton, Dance & Quinton, 2000).

The school counselling profession began as a vocational guidance movement in the United States, at the beginning of the 20th century. Jesse B. Davis is considered the first to provide a systematic school guidance program. Norm Gysbers began the work to shift from seeing school counsellors as solitary professionals into a more strategic and systemic goal of having a comprehensive developmental school counselling program for all students (Paisley, 2001).

His and his colleagues' work and research were evidence showing strong correlations between fully implemented school counselling programs and student academic success. It was critical showing an evidence base for the profession especially at the high school level based on their work in the state of Missouri (Lapan, Gybsers & Sun, 1997). But school counselling in the 1980s and early 1990s in the United States was not seen as a player in educational reform efforts buffeting the educational community (Stone & Dahir, 2006).

The need for educational counselling in Mexico arose from social problems, and issues regarding special education and services for children (Hou & Zhang, 2007). In Argentina, counselling has a long history whereby in 1987 a group of psychologists started a program with a humanistic, person- centered focus (Huang, 2005). Different authors over the last decade have chronicled the historical development of counselling in China (Yip, 2005). There are three broad groups of counsellors in China (Hou & Zhang, 2007). One of the groups works within the educational system of the country, where counselling includes

political and thought education as directed by the Ministry of Education. The professional counselling is at its infancy stage in India (Sandhu, 2011).

The importance of counselling cannot be overlooked. It is efficient in pupils' behaviour management and that is why it is practised worldwide. Counselling in the Philippines began in 1913-1934 with the American educationists offering guidance services in two colleges and for a long time, guidance and counselling experienced stunted growth (Dy-Liacco, Piedmont, Murray-Swank, Rodgerson & Sherman, 2009). Counselling was offered in response to economic/political instability, and poverty (Tuason, 2008).

The publication of the American School Counseling Association (ASCA) standards in 1997 ushered in a unique period of professionalization and strengthening of school counselling identity, roles and programs. A year later, the first systemic meta-analysis of school counselling was published and gave the profession a wake-up call in terms of the need to focus on outcome research and the small set of methodologically accurate school counselling outcome research studies in academic, career, and personal/social domains (Whinston & Sexton, 1998).

In the late 1990s, a former mathematics teacher, school counsellor and administrator, Pat Martin, was hired by The Education Trust to work on a project focusing the school counselling profession on helping close achievement gaps hindering the life successes of children and adolescents, including children and adolescents of color, poor and working-class children and adolescents, bilingual children and adolescents and children and adolescents with disabilities (Perusse, Goodnough & Noel, 2001).

Martin's project developed focus groups of students, parents, guardians, teachers, building leaders, and superintendents and interviewed professors of school counselling in Counsellor Education programs. She hired a school counsellor educator from Oregon State University, Dr. Reese House, and they co-created what became the National Centre for Transforming School Counselling at The Education Trust in 2003 (Schellenberg, 2007). Their foci included; changing how school counselling was perceived at the graduate level in Counsellor Education programs and changing the practices of school counsellors in districts throughout the USA to teach school counsellors prevention and intervention skills to help close achievement and opportunity gaps for all students.

By 2008, the National Center for Transforming School Counseling consultants had worked in over 100 districts around the United States including most major cities to help transform the work of school counsellors to help close gaps and challenge inappropriate policies and procedures through the use of data and assessing equity (Zunker, 2002). Practitioners, too, jumped on board the school counselling transformation train. In 2008, Rowman Littlefield Education published *The New School Counsellor: Strategies for Universal Academic Achievement* (Schellenberg, 2008).

The text, written by Rita Schellenberg, a practicing school counsellor and counsellor educator, describes the new vision for school counselling and guides school counsellors and pre-service school counsellors through accountable, data-driven programming. Schellenberg introduces Standards Blending, a cross walking strategy that hold the

potential to be culturally sensitive and effective in enhancing academic achievement and closing the achievement gap (Dimmit, Carey & Hatch, 2007).

There are many programs that were practiced and need to be emulated in modern time counseling. In 2003, the Centre for School Counselling Outcome Research was developed as a clearing house for evidence-based practice with regular research briefs disseminated and original research projects developed and implemented with founding director Jay Carey. One of the researchers, Tim Poynton, developed the 'Analyze' software program for all school counsellors to use as free-ware to assist in using data-based interventions (Schellenberg, 2008).

In 2004, the ASCA Code of Ethics was substantially revised to focus on issues of equity, closing gaps, and ensuring all students received access to a school counselling program (Studer, 2005). Part Martin created Advocacy Awards to focus on best practices in college counselling programs that show effective school counselling practices in creating college-going cultures with demonstrated results in ensuring high rates of college admissions for large percentages of students of non-dominant backgrounds (Sink, Akos, Turnbull & Mvududu, 2008).

## **2.2 Pupils' Socio-Emotional Development**

The most relevant issue to multiagency treatment responses is the emerging pattern of persistent offenders displaying more educational problems, lack of social integration, more disruptive family backgrounds, and a group that are more likely to have developmental difficulties (Rutter & Taylor, 2006). This study focused on the following

aspects of enhanced pupils' socio-emotional development; enhanced self-efficacy, emotional regulation, improved interpersonal skills, enhanced self-esteem, positive self-concept, assertive personality-able to communicate emotions, needs verbally, and acquisition of social skills (problem solving skills, creative thinking, and critical thinking).

The teacher plays a key role in pupils' socio-emotional development. Children who are socially competent and social-emotionally well-developed will have a higher chance of enjoying success in education and establishing secure and stable social relationships (Jones, Greenberg & Cowley, 2015). Crimes involving the use of guns is 15 times higher in the USA than in Europe. However, the Collaborative for Academic, Social, and Emotional Learning was recently established to promote the integration of social-emotional skills in general school education in the U.S. (Oberle, Domitrovich, Meyers & Weissberg, 2016). Additionally, many schools in the U.S. apply restorative approaches to behaviour within multi-tiered systems of support (Durlak, 2015).

Social competence is an important aspect for early childhood development (Lam & Wong, 2017). In order to enhance pupil's emotional development, more attention including cognitive behavior therapy, interpersonal psychotherapy and family interventions are needed. There is need for an evidence-based curriculum implementation process where the teacher plays a role of a helper who has the knowledge, skills, and right attitudes to enable a child deal with underlying emotional issues that may be interfering with his/her ability to function adaptively in any given situation. A high-quality learning environment is more likely created with better skilled teachers designing

a curriculum with the specific aim to integrate elements of socio-emotional skills and positive behavior (Jennings & Greenberg, 2009).

Developmental Psychology is the scientific study of how and why human beings change over the course of their life (Lerner, 2002). It examines the influences of nature and nurture on the process of human development, and processes of change in context and across time (Schlinger, 2008). Teacher counsellors should be interested in the interaction between learner characteristics, the individual's behavior and environmental factors, including social context as factors that are significant in pupils' socioemotional development.

Research indicates that despite altered patterns of interaction, relationships with parents remain important social and emotional resources well beyond the childhood years (Smetana, Campione-Barr & Metzger, 2006). Parents play a major role in the development of selfhood in their children. Selfhood is defined by how one asserts, expresses and defines his/her importance in intimate as well as non-intimate relationships. The child's social competence is determined by how intimate and corrective the parents are. Competence is evaluated according to how differentiated an individual is in relation to others.

Children who have low ability to delay gratification tend to be aggressive, restless, unable to deal with stress, prone to feelings of victimization, and likely to be regarded as sulky and whiny. Such children have unpleasant moods. According to Salovey, Mayer &

Rosenhan (1991), unpleasant moods influence the content of thoughts and attention focus.

Pupils with positive moods have high emotional intelligence which is the appropriate recognition of emotions in the self and others and the use of emotional information to solve problems and motivate the desired behavior. Teacher counsellors should help pupils to deal with feelings of hurt for them to develop well emotionally. Hurt is fundamental feeling that is extremely relevant to personal and interpersonal functioning and dysfunction (Reyes, Brackett, Rivers, White & Salovey, 2012).

Hurt in a child's life means any event or experience that is perceived and felt as being not only physically but also psychologically or emotionally harmful, traumatic, threatening, stressful, discounting and deliberating to one's welfare, importance, well-being and existence. Edelstein (1990) drawing from Freud's theory asserts that early traumas leave a mark, supposedly unconscious on individuals for the rest of their lives. Many forms of sexual, verbal and physical abuse suffered by children, leave long-lasting emotional scars that are sometimes difficult to erase and that influence behavior to a large extent throughout life (Ndetei, 2006).

Teachers should therefore seek to understand the hurts of their learners. Wounding or being wounded communicate the interpersonal nature of hurts. School-aged children, of a precedent that was not great, especially mothers who were postnatally depressed, have been found to show elevated levels of socio-emotional disturbance and problem behaviors, the form of complexity on average varying with the gender of the child, with

boys presenting more externalizing, and girls more internalizing symptoms (Murray & Cooper, 2003).

Principal among these is the advance of sensitivity to the emotional responses of others, and of the self. Such sensitivity is particularly significant in the situation of distress; indeed, the capacity to recognize distress and to contemplate likely causes has been anticipated as a core requirement both for appealing in meaningful interactions with others and arriving at a mature conceptualization of the self (Ndeti, 2006). At the same time, adolescence is patent by a fresh level of emotional intensity, with depressive disorders commencement to appear as a significant problem for the initial time (Angold, Costello & Worthman, 1998). There is a major difference between emotional experience and emotional expression.

Positive and negative affect are the only two dominant primary factors but can also be interpreted hierarchically as general dimensions that are superordinate to the more circumscribed discrete emotional factors (anger, fear, hatred and so on). Consequently, value can only be placed upon what is done with emotions, not upon the class or set of emotions being expressed (Engle, Bentler & Daldrup, 1991).

Pupils' emotions can either be positive or negative depending on how and in what context they are expressed (Rao, 2002). The teacher needs to differentiate between the pupils' hurtful external events- traumas, stresses and strains, wounds and threats which constitute the objective reality, versus the experiencing of hurt, which is an internally subjective



process. Maladjustment in social domain may impede children's ability to function in family, school, or other contexts (Campbell, 2006).

The most important thing to note is that given the same seemingly traumatic, stressful or threatening events, two pupils may react in two different ways. Their reactions will depend on how an event is experienced and how it is processed before it is either expressed or suppressed. A second, related, shift in the characteristics of friendship in adolescence is the growth of more mature solution and responses to social difficulties. Failure to develop secure relationships may lead to later difficulties communicating or managing emotions, or developing positive relationships with peers (Sroufe, 2005).

This encompasses the ability to comprehend the emotions, thoughts, and intentions of others, welcome opposing perspectives, and also to use mature judgments regarding the consequences of one's actions to guide social behavior (Beardslee, Hickey, Schultz & Selman, 1987). Mother-child interactions create important bonds that enhance self-esteem.

Children often identify with parents because they see the parents' positive attributes, which they would in turn possess through bonding with them. Self-esteem being just one aspect of psychological well-being, it is a main constituent of an individual's self-concept. During adolescence, individuals become increasingly alert to how others perceive them, and this translates into an increase in self-consciousness (Nairne, 2009).

Diverse theories suggest that people are motivated to maintain or enhance feelings of self-esteem, continuity, distinctiveness, belonging, efficacy, and meaning in their identities (Labate, 1997). When they have self-validation goals, they react to threats in these domains in ways that undermine learning; relatedness; autonomy and self-regulation; and over time, mental and physical health (Crocker, 2002).

The short-term emotional benefits of pursuing self-esteem are often outweighed by long-term costs. Identity development is a critical factor in an adolescent's life. For example, one's identity can influence the course of one's life in that it guides career choices, expectations, and aspirations. Adolescence is an important period for uniqueness formation because it is not until this time that individuals have developed the necessary elements (i.e., physiological growth, mental maturation, and social responsibility) to look at their identity (Santrock, 2008). Though reformulations of one's identity are anticipated throughout the life cycle, it is during middle to late adolescence that the optimal conditions exist (i.e., the confluence of physical, cognitive, and psychosocial changes) for the initial resolution of one's identity (Marcia, 1994).

The pursuit of self-esteem has become a central preoccupation in adolescents. Hundreds of books offer strategies to increase self-esteem, childrearing manuals instruct parents on how to raise children with high self-esteem and schools across the world have implemented programs aimed at boosting students' self-esteem in the hopes of reducing problems such as high dropout rates, teenage pregnancy, and drug and alcohol abuse (Dawes, 1994; McElherner & Lisovskis, 1998). Experimental research has acknowledged the many ways people seek to sustain, boost, and guard their self-esteem.

Perls (1969) said that most people would rather avoid experiencing painful emotions than do what is necessary to change. The desire to believe that one is admirable or valuable motivates behavior and shapes how people think about themselves, other people, and events in their lives. Some have even argued that humans evolved as a species to track self-esteem. In view of this, it is important to acknowledge that pupils are not exceptional. In an attempt to sustain, boost and guard their self-esteem, they may be engaged in activities that are unacceptable. In this case, they need guidance and direction on the best way to enhance their self-esteem without being undisciplined.

As they negotiate their different developmental stages they will have an enhanced self-esteem and admirable self-concept (Baumeister, Smart & Boden, 1996). Another form of pupils' adaptive ability lies within the emotional realm, and some theorists believe that emotional competence is a form of intelligence. Emotional intelligence involves the ability to read other's emotions accurately, to respond to them appropriately, to motivate oneself, to be aware of one's own emotions, and to regulate and control one's own emotional responses. Scientists increasingly view emotions as a safeguard of survival and an enrichment of experience throughout development (Labate, 1997).

To measure and understand pupils' emotions, teachers should specify the conditions under which emotions change in intensity or type and advise pupils on how to regulate their emotions. Managing emotions is measured by asking participants to indicate how they can change their own or others' emotions to facilitate success or increase interpersonal harmony (Passer & Smith, 2007). Pupils' emotional development and emotional maturity is a personality trait, the result of emotional development and the display of

emotion appropriate to one's chronological age. It usually reflects increased emotional adjustment and emotional stability and the attainment of emotional self-regulation.

Emotional control (Emotional self-regulation, or emotional regulation or regulation of emotion) is the ability to respond to the ongoing demands of experience with the range of emotions in a manner that is socially tolerable and sufficiently flexible (Durlak et. al. 2011). Functionally, emotional regulation can also refer to processes such as the tendency to focus one's attention to a task and the ability to suppress inappropriate behavior under instruction. Emotional regulation is a highly significant function in human life (Cole, Michel & Teti, 1994).

Every day, pupils are continually exposed to a wide variety of potentially arousing stimuli. Inappropriate, extreme or unchecked emotional reactions to such stimuli could impede functional fit within society; therefore, pupils must engage in some form of emotion regulation almost all of the time. Higher levels of emotion regulation are likely to be related to both high levels of social competence and the expression of socially appropriate emotions (Thompson, 1994). The attachment theory originally developed by John Bowlby, focuses on the importance of open, intimate, emotionally meaningful relationships (Mayers, 2008).

Stages of Psychosocial Development Erik reinterpreted Freud's psychosexual stages by incorporating the social aspects of it. He came up with eight stages, each of which has two crises. Each stage builds upon the successful completion of earlier stages. The challenges of stages not successfully completed may be expected to reappear as problems

in the future. However, mastery of a stage is not required to advance to the next stage (Crain, 2011).

This may explain a learner that exhibits retrogressive behavior. Developmental psychologists who are interested in social development examine how individuals develop social and emotional competencies. For example, they study how children form friendships, how they understand and deal with emotions, and how identity develops. Research in this area may involve study of the relationship between cognition or cognitive development and social behavior. Emotional regulation or ER refers to an individual's ability to modulate emotional responses across a variety of contexts (Bandura, Caprara, Barbararelli, Gerbin & Pasorelli, 2003).

In young children, this modulation is in part controlled externally, by parents and other authority figures. As children develop, they take on more and more responsibility for their internal state. Studies have shown that the development of ER is affected by the emotional regulation children observe in parents and caretakers, the emotional climate in the home, and the reaction of parents and caretakers to the child's emotions. Early adulthood, according to theorists such as Erik Erikson, is a stage where development is mainly focused on maintaining relationships (Nairne, 2009). Examples include creating bond of intimacy, sustaining friendships, and ultimately making a family. Some theorists state that development of intimacy skills relies on the resolution of previous developmental stages. A sense of identity gained in the previous stages is also necessary for intimacy to develop. If this skill is not learned the alternative is alienation, isolation, a fear of commitment and the inability to depend on others (Rutter & Taylor, 2006).

A related framework for studying this part of the life span is that of emerging adulthood. Scholars of emerging adulthood, such as Jeffrey Arnett, are not necessarily interested in relationship development. Instead, this concept suggests that people transit after their teenage years into a period not characterized as relationship building and an overall sense of constancy with life, but with years of living with parents, phases of self-discovery, and experimentation (Shaffer, 2009). Today, more than ever, it has become increasingly important for public schools to have an elaborate correctional system to be able to nurture pupils' socio-emotional development. A balanced, comprehensive school correctional strategy provides services to promote pupils' success. It involves school counsellors working in conjunction with parents, teachers and other school personnel and community agencies (Schellenberg & Grothans, 2009).

Many developmental concepts that must be covered through a comprehensive program can be incorporated into other classroom studies, giving the school counsellor more opportunities for direct counselling, prevention and remediation functions (Ratts, Dekruyf & Chen-Hayes, 2008). It is important that a comprehensive school correctional strategy provide a range of services like psychosocial support, career guidance, peer counselling, mentorship and parent-teacher counselling in order to address the needs of all learners. Teacher counsellors should strive to balance their time among all these services, based on the unique needs of their school community. By developing and implementing a comprehensive school discipline plan, teachers can establish services and activities that allow them to spend most of their time providing direct services to students (Schellenberg, 2000).

### **2.2.1 Emotional Maturity and Life Skills**

Social and emotional problems such as anxiety and depression negatively impact academic achievements (Romano, Babchishin, Pagani, & Kohen, 2010). Pupils that are well aided and supported by their teachers exhibit emotional maturity. It is the responsibility of teachers and parents to ensure that children are equipped with life skills like critical/creative thinking, decision making and problem solving. The school's fundamental function in society is preparing children for adulthood. This can only be achieved if they are successful in managing large groups and responding to individual's needs (Cline, Gulliford & Birch, 2015). Enhanced socio-emotional development among pupils enables them to develop a sense of their own social identity, distinct from that of others (Lewis, 2000).

School is a key arena for pupils' socio-emotional development and identity formation. Schachter and Rich (2011) defined an enhanced identity as the individual's self-understandings and self-definitions use to structure direct, give meaning to and present the self that are negotiated intra and interpersonally across the lifespan within socio-cultural contexts along with psychosocial processes, meaning-systems, practices and structure that regulate their continued development and self-efficacy. In this study the aspects of pupils enhanced socio-emotional aspects that were focused on are; emotional expression and regulation, improved interpersonal skills, enhanced self-esteem, positive self-concept, communication skills and acquisition of social problem-solving skills.

Thinking involves manipulating and transforming information in memory. Children think to form concepts, reason, think critically, make decisions, think creatively, and solve problems. Reasoning is logical thinking that uses induction and deduction to reach a conclusion. Inductive reasoning involves reasoning from the specific to the general. It consists of drawing conclusions (forming concepts) about all members of a category based on observing only some of the members (Passer & Smith, 2007).

Pupils should be provided with adequate information in order for them to make appropriate decisions. However, pupils just as adults are prone to certain flaws in their thinking. Common flaws involve confirmation bias (the tendency to search for and use information that supports ideas rather than refute them), hindsight bias (the tendency to falsely report, after the fact, that accurately predicted an event), and the availability and representatives' heuristics (Nairne, 2009).

Creativity is the ability to think about something in novel and unusual ways and come up with unique solutions to problems. There is a difference between convergent thinking, which produces one correct answer and is characteristic of the kind of thinking required on conventional intelligence tests, and divergent thinking, which produces many answers to the same question and is more characteristic of creativity (Arieti, 1976). It is important for any school to nurture creativity in the pupils. However, it is challenging enough to encourage a school to adopt its prosocial environment for the benefit of all pupils (Banerjee, Weare & Farr, 2013), but more complex still to encourage a school to make such changes in support of one pupil. The education stake holders should ensure that the education system in place nurtures pupil creativity.



Rosseman (1989) mentions the following seven stages in the creative process; observation of a need or difficulty, analysis of the need, survey of all the available information, formulation of all objective solutions, critical analysis of the solutions, birth of a new idea(creation) and experimentation to test the most promising solution.

Torrace and Myers (1970) define creative process as consisting of the following stages; becoming sensitive to problems, bring together available information, searching for solutions, and communication of the results. Stern (1974) has attributed the following stages to the creative process: preparation or education, hypothesis formation, hypothesis testing and communication of results.

Creativity also has a social aspect to it through the use of collaborators and naturally its audience. Freud also argued that creativity is a natural defense developed to guard against neurosis. It leads to the development of sources of entertainment and pleasure for the public (Santrock, 2000). Creative pupils are remarkable for their ability to adapt to almost any situation and to make do with whatever is at hand to reach their goals. Of all human activities, creativity comes closest to providing the fulfillment that all pupils hope to get in their lives (full-blast living). Creativity is therefore a central source of meaning in their lives. It at this point that the pupil reaches the apex of his/her emotional maturity.

Most of the things that are interesting, important, and human are the result of creativity. What makes human beings different from apes—language, values, artistic expression, scientific understanding, and technology—is the result of individual ingenuity that was

recognized, rewarded, and transmitted through learning (Davila, Epstein & Shelton, 2006).

Children who are assisted to explore their creativity live a satisfactory life. Creativity also leaves an outcome that adds to the richness and complexity of the future. They show tendencies of thought and action that in most people are segregated. They contain contradictory extremes; instead of being an "individual," each of them is a "multitude" (Mihaly, 1996).

There are five major theories of creativity each with its own unique viewpoint on what creates creativity in people. These theories are Psychoanalytical, Mental illness, Psychoticism, Addiction and Humanistic. Each of these theories has their own merits. The main focus of these theories is the "Person". Although to some extent they may branch out into Place (trying to understand the environment that creates these creative people) and to a lesser extent Process (Chauhan, 1978).

Arieti (1976) proposed the concept of creative genic society to emphasize the influence of cultural and environment as distinguished by its lack of emphasis on immediate gratification, its tolerance for and interest in divergent points of view and its use of incentives and rewards for creativity. As a result of such favorable environment, creativity may get full nourishment and creative build up, it is therefore environment which favored or is detrimental and responsible for making one creative or non-creative. The school environment should be friendly in order for this emotional maturity to thrive.

According to Cline, Gulliford and Birch (2015), the developmental systems approach apparent in the Bio-ecological model of human development incorporates investigation of process, personal attributes and context/environment. Humor and playfulness provide fertile ground for forming new associations and arrangements. For instance, Mozart recognized this when he wrote ‘when I feel well and in good humor or when I am taking a drive or sleeping after a good meal... thoughts drop into my mind as easily as they could wish’ (Ghiselin, 1952).

According to Gundy (1995) there is no magic in enhancing creativity; it takes the right attitude and technology in work climate that is receptive to creative thinking and new ideas. The first step in developing pupils’ creativity is to acknowledge and confront negative thoughts and replace them with positive thoughts. The Psychoanalytical Theory of Creativity was proposed by Freud, Jung, Kris, Rank, Adler and Hammer and the main tenet of this theory is that people become creative as a reaction to difficult circumstances and/or repressed emotions (Osborn, 2001).

It argues that people regress from their surroundings prior to creativity (Tarde, 1903). As situations become difficult or they go through a traumatic event people pull back from their surroundings. They then rely on their creative side to find a solution to the difficult situation or as an outlet for their now repressed emotions. As such feelings of inferiority also contribute to creativity. Those with feelings of inferiority are already in the regressed state and so use creativity as a way to feel superior and move forward. It theorizes that creativity wells from unconscious drives. Freud said “Unsatisfied wishes are the driving

power behind fantasies". It further explains that creativity is how pre-conscious and unconscious thoughts are able to materialize (Santrock, 2000).

Theorists of this school point to the countless case studies of psychological patients who have had parents that are controlling or critical and parents that stifle the patient's emotions, fantasies, spontaneity and childhood play (Taylor, 1975). Pupils who have had experiences that leave them with low self-esteem or feelings of rejection or abandonment often experience writers block, stage fright and a fear of failure. This in itself can lead to further depression and decrease their ability to be creative. Once these issues are addressed the pupil then becomes able to express themselves creatively.

The primary process as Freud maintained originates, in the primitive part of the mind called, 'id' and the 'archaic ego'. The secondary process is the outcome of the developed mind and involves logical and systematic thinking at the conscious level. Arieti (1976) adds that in the creative process both these primary and secondary processes work on the quite strange and intricate combinations, synthesizing the rational with the irrational and thus rejecting the primitive, the creative mind integrates it with the national psychological process. It is from this synthesis that something new, novel and the desirable emerges.

Object relations theory has been helpful in thinking about the internal world of the child and of the people -distorted through the child's own defense mechanisms that inhabit the world. These defense mechanisms are important to the child in helping him/her to obtain mastery and sense of control in phases of life when he/she has very limited actual control (Rutter & Taylor, 2006).

Pupils should be helped to be innovative since many inventions in fact are the outcome of creative problem-solving. An invention can become intellectual property if the inventor files and receives a patent, which is a legal document, where the invention is clearly defined, and which shows proof of its uniqueness, originality and novelty (Fobes, 1993). The capacity to solve social and interpersonal problems is an integral feature of adaptive development. Problem solving skills can be best understood as a component of a larger set of adaptive self-regulatory skills that are involved in successfully managing stressful and adverse situations, circumstances, and events in pupils' life.

Problem solving and coping loads on the primary control factor along with coping responses representing emotion regulation and emotional expression (Connor-Smith, Compas, Wadsworth, Thomsen & Saltzman, 2000), and this provides some evidence that problem-solving skills are closely related to other important aspects of self-regulation, including the regulation of emotion and arousal. Pupils' coping strategies should therefore be enhanced.

It is important to note that coping involves conscious volitional regulatory efforts, it is a sub-set of executive functions or processes governed by the frontal cortex. Executive functions include the cognitive process for future goal-directed behavior that involve achieving and maintaining a problem-solving set, and include processes such as planning, organizational skills, selective attention and inhibitory control (Morgan & Lilienfeld, 2000).

Pupils who think creatively are able to apply creative problem-solving techniques that can be categorized as follows (Hughes, 2008), mental state shift, creativity techniques designed to shift a person's mental state into one that fosters creativity, problem reframing; creativity techniques designed to reframe the problem. For example, reconsidering one's goals by asking "What am I really trying to accomplish?" can lead to useful insights and multiple idea facilitation; creativity techniques designed to increase the quantity of fresh ideas. This approach is based on the belief that a larger number of ideas increase the chances that one of them has value. Finally, there is inducing change of perspective. These are creative-problem-solving techniques designed to efficiently lead to a fresh perspective that causes a solution to become obvious. This category is especially useful for solving especially challenging problems.

These techniques involve identifying independent dimensions that differentiate (or separate) closely associated concepts. Such techniques can overcome the mind's instinctive tendency to use "oversimplified associative thinking" in which two related concepts are so closely associated that their differences, and independence from one another, are overlooked (Huebner, 2005). Creative Problem Solving (CPS) describes the Osborn-Parnes process of how to solve problems creatively. Dr. S. Parnes in various texts (Visioning for example) describes an organized process for CPS (Davila, Epstein & Shelton, 2006). They for instance should avoid direct learning which is a highly teacher directed and prescribed approach to teaching. This is seen as an overly reductionist,

rendering learners into automata who must attend only to specific details and leaves little room for learners' own motivations (Kuhn, 2007).

Teachers should help pupils solve their problems creatively. To qualify as creative problem-solving, the solution must solve the stated problem in a novel way, and the solution must be reached independently. Creative problem-solving usually begins with defining the problem. This may lead to a simple non-creative solution, or to finding a "textbook solution". The creative problem-solving process may also lead to the discovery of prior art and of creative solutions by others. The process, in these cases, may then be abandoned, if the discovered solution is "good enough".

Typically a creative solution will have 'elegant' characteristics such as using existing components without introducing any new components into the solution (i.e. "no moving parts"), using the problematic factor as the basis for the solution (i.e. "using the Philistine's sword against him"), or involving a change of perspective (i.e. the line through nine dots riddle).

Many times, a solution is considered creative if components that are readily available can be used, and when there is a short time limit within which to solve the problem (Osborn, 2001). An important teaching goal is to help pupils become more creative. School environments that encourage independent work, are stimulating but not distracting and make resources readily available are likely to encourage pupils' creativity. There is a concern that some educational legislation has harmed the development of pupils' creative

thinking by focusing attention on memorization of materials to do well on standardized tests (Covey, 2013). This is a malpractice that has negative effects on pupils' socio-emotional development. The teacher should provide environments that not only stimulate pupils' creativity but supports their socio-emotional development. Teachers should therefore provide pupils with exercises that stimulate them to find insightful solutions to problems, rather than ask a lot of questions that require rote answers.

Teachers should not over control pupils. Amabile (1993) says that telling pupils exactly how to do things leaves them feeling that originality is a mistake and exploration is a waste of time. Encourage internal motivation; pupils' motivation should be drawn from the satisfaction they gain from their work not excessive use of prizes because competition for prizes and formal evaluations often undermine intrinsic motivation and creativity.

Teachers should guide students to help them think in flexible ways: Creative thinkers are flexible in the way they approach problems in many different ways rather than getting locked into rigid patterns of thought. Pupils should be given an opportunity to exercise this flexibility in their thinking. In an effort to build pupils' self-confidence: they should be encouraged to belief in their own abilities. Building pupils' confidence in their creative skills aligns with Bandura's concept of self-efficacy, the belief that one can master a situation and produce positive outcomes.

The pupils should be guided to be persistent and delay gratification: It is important for them to realize that it takes many years working at something to become an expert at it. They should also be encouraged to take risks: Creative individuals take risks and seek to



discover or invent something never before discovered or invented. To crown this up, teachers should also introduce their pupils to creative people in the society. Many learning theorists, too, are interested in the dynamic ways in which social interaction mediates learning (Slavin, Lake, Chambers, Cheung & Davis, 2009).

Creativity tests may be used in the identification of the creative. It is imperative for teachers, parents and all educational stake holders to realize that creativity and endowment needs stimulation and nurturing. Most creative talent unless given proper training, education and opportunities for expression is wasted. Teachers as well as parents should create an environment conducive to full growth and development of creative abilities of children likes originality, flexibility, fluency, divergent thinking, self-confidence, persistence and sensitiveness (Chauhan, 1978).

### **2.2.2 The Role of the School Environment in Pupils' Socio-Emotional Development**

The school should adapt a pro-social environment to support individual pupils' socio-emotional development (Barnerjee, Weare & Farr, 2013). The school set up comprises; the teachers, peers and the school itself which could be boarding single sex, boarding mixed, day schools with varying interactive social influences. The school context may play a part in the development of some social behaviour problems (Kearney, 2007). There is need for a responsive structure and social process in the schools that can accommodate the specific anxieties or needs of pupils.

The teachers in the school also do influence pupils socio-emotional development. Regarding pupil's attribution, Miller et.al. (2000) examined pupils' attributions and found that fairness of teachers' actions, and strictness of classroom regime were factors that contribute to pupil's misbehavior. Peers are also regarded as significant rivals to parents in molding children's behavior and values (Collins, 2003) though most researchers indicate that despite altered patterns of interaction, relationships with parents remain important social and emotional resources well beyond the childhood years. To many children, family and peer environments work together to promote positive social and emotional development. For others, these same contexts may put them at the risk of delinquent behavior and imbalanced socio-emotional development.

A good example would be children who associate with peers who engage in risky behavior and those who spend relatively large amounts of time socializing with peers without adult supervision are at risk for the development of problem behavior over time (McHale, Crouter, & Tucker, 2001). Children today grow in an environment that is different from that of their older counterparts.

The children culture in this multimedia electronic cohort is engrossed in new forms of social interactions. Current children are filling empty periods of their everyday lives using mobile communication, text messaging, and chat sites in expanded personal and virtual networks. In these ghostly communications, the participants can manage their self-presentation and shape their personal identities. These personal forms of communication allow autonomy from parental supervision of the practical world of children. Parents, in

turn, errand these mobile devices for security guarantee, to monitor their children's whereabouts, and to try to influence them in extra-familial contexts.

This may result to conflict between parents and children as the children view this as parental intrusion. This has a great influence on the children's socio-emotional development. Teachers need to understand the environment of each learner in order to not only influence them to behave well but also to be able to apply the desired correctional strategies to correct the unwanted behavior. At the same time, teachers and parents should note that the peers that the children associate with definitely shape their social development. According to Hartup (1999), peer relationships are important for socio-emotional development throughout childhood and adolescence.

During adolescence, however, peer relationships (and friendships in particular) take a unique significance. For adolescents, friends are providers of companionship, social and emotional support, and intimate self-disclosure and reflection (McNelles & Connolly, 1999). It is important to note that although peer relationships and peer influence have great potential to contribute to healthy psychosocial development, peer relationships can also be a source of risk for some youth, such as when adolescents' friends engage in problem behavior like drug and alcohol use or when friends hold beliefs like drinking makes you "cool" then a child is likely to indulge in such behavior (Brendgen, Vitaro, & Bukowski, 2000).

The increasing importance of friendships in adolescence is accompanied by two key shifts, from middle childhood, in friendship characteristics. The first is mainly affective

in nature and concerns the development in give-and-take emotional closeness and self-disclosure (Buhrmester, 1990). This change is discernible by the development of allied capacities. Principal among these is the advance of sensitivity to the emotional responses of others, and of the self.

This sensitivity is particularly significant in the situation of distress; indeed, the capacity to recognize distress and to contemplate likely causes has been anticipated as a core requirement both for appealing in meaningful interactions with others and arriving at a mature conceptualization of the self (Harter, 1986). At the same time, due to developmental changes, adolescence is patent by a fresh level of emotional intensity, with depressive disorders commencement to appear as a significant problem for the initial time (Angold, Costello, Worthman, 1998).

A second, related, shift in the characteristics of friendship in adolescence is the growth of more mature solution and responses to social difficulties. This encompasses the ability to comprehend the emotions, thoughts, and intentions of others, welcome opposing perspectives, and also to use mature judgments regarding the consequences of one's actions to guide social behavior (Beardslee, Hickey Schultz, & Selman, 1987; Rubin et al., 1997). This is the point when a child requires a lot of adult support in order to develop socio-emotionally and avoid being lured into wrong-doing.

Peers also are a source of information amongst themselves. This information could be right or wrong and it is therefore the adults' responsibility to offer guidance to their children. As a child progresses to adolescence parental influence tends to become less

significant, while they develop more intensive connections and relationships to their friends and peers. A lot of their free time is spent in companionship with their peers, valuing them highly as they are persons who they feel they can trust, by whom they feel understood and with whom they share values, attitudes and interests (Quane & Rankin, 2006). Peer relationships therefore represent a vital source of emotional support for young people, as well as a major influence on their behavior, attitudes and knowledge (Stanton-Salazar & Spina, 2005).

Peer relationships have the potential to foster positive or negative health behaviors and development in a way that an adult would not be able to, depending on the behavior and the roles modeled by the fellow peers (Ueno, 2005). Certain types of behaviors are often manifested during this period of life and can lead to a significant impact on future health in later life of an individual. Particularly peers that are regarded as highly popular have an influencing effect on other like-minded young people (Hoffman, Monge, Chou, Valente, 2007).

In addition, peer relationships contribute to the acquisition of general social skills and competencies and the formation of autonomy and self-identities during the developmental period of an adolescent; developing these is essential to successfully deal with issues that arise when transitioning into adulthood (Quane & Rankin, 2006).

Peers have an equally strong influence on the social development of an individual child. Social influence is the effect others have on individual and group attitudes and behavior (Berkman, 2000). The social influences on adolescent are exerted through social context,

social networks, and group membership that operate mainly on social norms which are the patterns of acceptable beliefs, attitudes, and behaviors (Kameda, Takezawa, & Hastie, 2005). Because human development occurs very slowly, individuals are socialized over time by family, school, and community and religious institutions according to the prevailing social norms. Social norms are influenced by – but also influence – social context, group membership, and social networks. The social influence processes that facilitate these reciprocal relationships between social norms and social structures are socialization and selection. These together affect the child's socialization which is the tendency for individuals' norms and behaviors to be influenced by the norms and behaviors of one's group and conforming to them. Selection, however, refers to the tendency of individuals to seek-out peers with similar norms and behaviors (Simons-Morton, 2007).

The child is also introduced to various social contexts. This refers to the opportunities for interaction and the contexts within which individual interaction occurs (Webster, Freeman, & Aufdemberg, 2001). Social context determines the breadth, extent and nature of interpersonal interaction and therefore shapes the interpretation of social norms.

Humans are social creatures who live in families, reside in neighborhoods, belong to religious organizations, attend school, and go to work, all social enterprises through which most social interactions occur and which define the social context. Direct and primary social influence is thought to occur mainly within the child's proximal social context, which includes the family and peer groups. The experiences and the information

that they gain in these settings shape their understanding of what is normative and acceptable behavior and train them in social relations (Dawkins, 1989).

Social context determines opportunity for social interaction through social network formation. In its simplest form, a social network is a map of all of the relevant ties between individuals and groups (Valente, Gallaher, & Mouttapa, 2004). A child's social network consists of all the people and groups with whom she/he has contact and the nature and extent of social interactions. The formation of each child's social network is largely determined by shared social context such as neighborhood, school, church, and family (Wilcox, 2003).

Social networks are important to a child because they share information and shape each other's perceptions of social norms. A child's group membership to family, religious, school or peer is a particularly powerful socializing experience and often changes their perceptions, opinions, and behavior to be consistent with standards or expectations (norms) of the group (Forgas & Williams, 2001). Peer group affiliation becomes particularly important and influential during adolescence.

Being a friend or part of a larger group, such as a clique, classroom, grade, school, club, or activity; or loosely affiliating with an amorphous crowd with similar interests (e.g., sports, music, drugs) provides great benefits of acceptance, friendship, and identity, but can also demand conformity (Brown, Eicher & Petrie, 1989).

Group members tend to share common attitudes and behavior and this is particularly true for adolescent peer groups. This is where susceptibility to peer influences occurs. Social-emotional development of adolescents extends beyond friendship relations and encompasses also the broader peer group. Adolescents tend to pay attention to peers who are similar as them, and this similarity, extends to similarity in peer relations within the school. Teenagers have a fair good knowledge of the informal structure of peer relations in their school environment (Michaelson & Contractor, 1992), and adolescents who are connected to the same peers as themselves may be an important reference group or role model, even when these teens are not friends.

Therefore, imitating risk behavior of peers in similar positions may be seen as a manner to impress one's best friends, especially when it is noticed that this behavior is valued by the friends they share. However, more indirect mechanisms such as exposure to similar social experiences and socialization from other peers in the network equally contribute to the social development of the adolescents. Adolescents' contact with best friends are more frequent, intense and intimate and so one can expect that they are also more influential (Giordano, 2003).

In adolescence, peer relations become more complex and influence is expected to be stronger between peers who are similar in certain aspects. For example, friendship relations among peers tend to be formed with children of the same race and gender (Marsden, 1988), two of the most salient status characteristics. Tolson and Urberg (1993) found that similarity in best friendship dyads was highest on observable attributes such as



grade, sex, race, and age, followed by certain behaviors, especially substance use, and lowest on psychological factors and attitudes.

There is evidence that influence is stronger among peers of the same sex or race (Billy & Udry, 1985a; 1985b), and that the structure of peer networks may be different for teenagers of a particular sex or race. For example, boys tend to interact in larger groups of teens, while girls tend to have more exclusive “intimate” dyadic friendship relations (Dornbush, 1989). Boys also engage more frequently in competitive organized sports and games, and this is translated in a more hierarchical and competitive structure of their relationships (Thorne, 1993).

As proposed by Bronfenbrenner (1979), it may be useful for teachers and parents to think of the strength of various social influences as depending on proximity and frequency of contact, where the closest circles of influence include the people with whom adolescents associate most of the time (family and peers) and whose influence on their behavior, particularly smoking, is likely to be the greatest. Not only status characteristics on this homophile dimension can interact with peer influence, also heterophilic status characteristics may be of importance, such that adolescents may be influenced stronger by peers of high social status or popularity in the peer network. For example, peers who are highly liked by most pupils and disliked by few may be more influential (Pearson, & Michell, 2000).

Peer relationships play an important role in the development of a child’s self-concept and have a strong impact on how children view the roles of males and females in the

society. Peers play a major role on gender role socialization alongside the parents, the media and the school. It has been said that peer interaction is not a preparation for life, it is life itself (Lamb & Sutton-Smith, 1982). Social interactions among adolescents are a major area in which gender role development takes place (Maccoby, 1988). Peer group influence is strong among adolescent children, and the formation of friendships is crucial to the development of a child's self-concept.

As they move away from being involved primarily in family interactions to the larger environment of neighborhood and school, friends become increasingly important as tools to measure oneself by (Handel, 1988). Peer groups perpetuate gender typed play and interaction, with boys and girls engaging in gender divided play that gives gender related messages about sexuality and aggressiveness (Thorne, 1993).

It is suggested that boys and girls use language in different ways, with males using language to preserve independence and maintain a hierarchical social order and females using language to establish rapport. Boys initiate more conflicts than girls and are more likely to solve those conflicts with physical aggression or threats (Miller, Donahar, & Forbes, 1980). Children tend to not like aggressive girls, and girls are likely to be shunned when acting aggressively (Fagot & Leinbach, 1983). Ironically, many of the characteristics that are discouraged by the peer group for girls (i.e., assertiveness, decisiveness, independence) are valued by society as a whole and are often the characteristics that are cited as being necessary for career success as an adult.

Feedback from friends on gender appropriate behaviors and attitudes is important to the adolescent, and they seek out same sex friends because of their need to establish gender identity (Beal, 1994). Boys are quick to take opportunities to distinguish themselves from girls and the male peer group defines what is not male at an early age and those behaviors are discouraged or not used (Patterson, Dishion, & Yoerger, 2000). There is a difference in the ways that boys and girls approach friendship. Boys seem to need to establish status with a group of friends; girls are more likely to create intimate friendships with one or two close friends (Beal, 1994).

Boys also appear to be more sensitive than girls to peer feedback on what constitutes appropriate masculine activities (Fagot & Leinbach, 1983). Within their same sex playgroups, children punish those who deviate from gender appropriate activities by making critical remarks or ignoring the friend (Beal, 1994; McAuliffe, 1994). Peer groups can positively affect one's development, and social skills such as empathy, teamwork, leadership, and sharing.

These groups can have a positive influence on a child's life, behaviors, academic performance, and motivation (Stanton-Salazar, & Spina, 2005). In Erikson's psychosocial stage model of development, the teenage years' stage describes the psychological issues of adolescence. The developmental task is identity versus identity confusion. Whereas adolescents develop a stable sense of who they are and a stable set of values and ideals. In this stage one's identity refers to a stable sense of who one is and what one's values and ideals are. Identity confusion refers to a condition in which the individual fails to

develop a coherent and enduring sense of self and has difficulty committing to roles, values, people, and occupational choices in his or her life (Kowalski & Westen, 2011).

Teenage years are the most important stage in Erikson's psychosocial stage model of development. In this stage one uses decision-making along with the interactions of peer groups to determine who they are, values, and identity. Children and adolescents without strong family connections, or at least a positive connection with other adults in their life, face a higher risk of negative influence from peer groups (Juvonen & Graham, 2001).

If the child or adolescent has not been able to form bonds with positive peer groups in school, it is more likely they will be perceived as distant and different from their peers, making them feel more like outsiders. Lower standards of acceptance often exist in less positive peer groups, making it easier for people to join. Unfortunately, many such groups often engage in self-destructive and antisocial activities (Vitaro, Brendgen & Tremblay, 2000).

It is widely accepted that membership in school peer groups is a powerful force during adolescence. These groups provide an important developmental point of reference through which adolescents gain an understanding of the world outside of their families. Failure to develop close relationships with age mates, however, often results in a variety of problems for adolescents – from delinquency and substance abuse to psychological disorders (Hops, Davis, Alpert & Longoria, 1997).

Furthermore, higher peer stress and less companionship support from peers has been associated with a lower social self-concept in adolescents (Wenz-Gross, Siperstein,

Untoh, & Widaman, 1997). As children progress through adolescence, they build knowledge bases that help them navigate school social situations. An abundance of literature has suggested that there is considerable individual variation regarding cognitive skill development during adolescence as it relates to peer influence.

Dodge's (1993) research indicated that poor peer relationships were closely associated with social cognitive skill deficits. He found that adolescents who had developed positive peer relationships generated more alternative solutions to problems, proposed more mature solutions, and were less aggressive than youth who had developed negative peer relationships. Along those same lines, Bansal (1996) found that adolescents who compared themselves negatively in reference to their peers experienced a reduction in attention to problem-solving tasks.

The school environment has peer influence on behavior which gradually becomes more dominant. Peer group also influences development of children's socializing skills. In its most acceptable form, the peer group is a healthy coming-of-age arbiter, by which children grasp negotiating skills and learn to deal with hostility and to solve problems in a social context (Mahoney & Stattin, 2000).

A pupil with enhanced socio-emotional development is likely to do well in academics. The psychometric argument for intelligence as a general ability was first advanced by the British psychologist Charles Spearman. He observed that school grades in different subjects, such as English and Mathematics, were almost always positively correlated. Spearman concluded that intellectual performance is determined partly by a g factor, or

general intelligence, and partly by whatever special abilities might be required to perform that particular task. Moreover, *g* matters a great deal as a predictor of both academic and job performance (Passer & Smith, 2007). Gains in intelligence are most likely to be observed when the following educational goals are met (Mayer, 2008): Rather than “teach to” general mental ability, help pupils learn specific cognitive skills and problem-solving approaches that underlie success in particular subjects.

This is an outgrowth of education’s increasing de-emphasis on the *g* factor in favor of specific mental skills. Teachers need to replace the traditional emphasis on repetition and rote learning of facts with instruction in how to learn, critically think about and apply course content. In this approach, teachers function as “thinking coaches”. Rather than waiting until low-level skills have been mastered, teach learning tools, such as memory enhancement strategies, from the very beginning so that the “learning to learn” skills are applied even to the most basic course content.

Many children begin their lives in conditions that are not conducive to developing intellectual and social skills. What distinguishes the thought processes of the gifted? Some theories believe that gifted children think in the same way as average children but simply do it more efficiently (Cormack, Brown & Hastings, 2000). Others disagree. When they see a child capable of memorizing an entire musical score after hearing it once, they conclude that this ability is based on different quality of thinking that involves great intuition and passion for the specific domain in which the child excels. Only a small percentage of gifted children attain true eminence in later life. Eminence seems to be a special variety of giftedness (Taylor & Rutter, 2006).

Nurture modifies, modulates and even may nullify nature. Emde (1995), noted that environmental influence account for most of the variance of measured temperamental behavior. Salovey and Rodin (1985) provide support for the circularity of a process that starts with emotionality, moves on to rationality and then results in social behavior. The component missing from this is the school context. Emotionality is closely related to temperament and to the development of social competence (Eisenberg & Fabes, 1991).

Children have emotional reactions due to their expanding social horizons and new developmental challenges (Cormack & Carr, 2000). The school is an important social horizon. The teachers should stress the importance of promoting social, self-help and image skills. They should also provide a healthy learning environment and positive guidance, discipline and emotional climate that foster trust and security.

The social learning theory combines principles of both operant and classical conditioning and puts emphasis on human interactions. Socio—Emotional development occurs as a result of interplay between cognitive and environmental factors. A concept known as reciprocal determination (Ndetei, 2006). This concept relates to two-way causal relations between personal characteristics, behavior and the Environment. This research seeks to establish the role of a teacher in pupils' social emotional development. Since the teachers exert a lot of influence on the child, they serve as role models. The examples they set, the tone they establish for peer relations affect children in different ways. Proponents of emotional intelligence point to the important adaptive advantages of emotional skills in

meeting the challenges of daily life and they believe that the ability to read, respond to, and manage emotions has evolutionary roots.

Emotionally intelligent people, form stronger emotional bonds with others, enjoy greater success in academics and careers, marriage, and child-rearing; modulate their own emotions so as to avoid strong depression, anger or anxiety; and work more effectively toward long-term goals by being able to control impulses for immediate gratification. In the end some people who are high in emotional intelligence may enjoy more success than those who surpass them in mental intelligence (Passer & Smith, 2007). In order to enhance pupils' socio-emotional development and educational standards, the following aspects of emotional development can be used; especially in the management of student discipline.

The teachers and all stakeholders should strengthen the decision-making ability of pupils through the identification of their emotional self-regulating process. Current literature on emotion regulation identifies that humans characteristically make efforts in controlling emotion experiences. There is then a possibility that the present state of emotions can be altered by emotional regulation strategies resulting in the possibility that different regulation strategies could have different decision implications (Hart, 2010).

According to Yip (2005), emotional stress in situations like school examinations can be reduced by engaging in self-regulating activities prior to the task being performed. To study the influence of self-regulation on mental and physiological processes under exam stress, Yip conducted a test with an experimental group of 28 students (of both sexes) and



a control group of 102 students (also of both sexes) In the moments before the examination, situational stress levels were raised in both groups from what they were in quiet states. In the experimental group, participants engaged in three self-regulating techniques (concentration on respiration, general body relaxation, and the creation of a mental image of successfully passing the examination).

During the examination, the anxiety levels of the experimental group were lower than that of the control group. Also, the percent of unsatisfactory marks in the experimental group was 1.7 times less than in the control group. From this data, Yip concluded that the application of self-regulating actions before examinations helps to significantly reduce levels of emotional strain, which can help lead to better performance results (Bandura, Caprara, Barbaranell, Gerbino & Pastorelli, 2003).

With a failure in emotional regulation there is a rise in psychosocial and emotional dysfunctions caused by traumatic experiences due to an inability to regulate emotions. These traumatic experiences typically happen in grade school and are sometimes associated with bullying. Children who can't properly self-regulate express their volatile emotions in a variety of ways, including screaming if they don't have their way, lashing out with their fists, or bullying other children. Such behaviors often elicit negative reactions from the social environment, which, in turn, can exacerbate or maintain the original regulation problems over time, a process termed as cumulative continuity (Yip, 2005).

Another study was conducted of children who had spent the first three years of their lives in the impersonal atmosphere of an orphanage, then had gone to foster homes (Kagan & Ernest, 1968). He followed their subsequent development and compared them with a control group of children of the same age and sex who had been brought up from the start in foster homes, where presumably they had received considerably more personal care than was possible in an institution. Compared to the control group, they were noticeably more aggressive, they showed strong tendencies to have temper tantrums, to kick and hit other children, and to lie, steal, and destroy property. They were also more easily distracted and less self—controlled. They tended to be more emotionally cold, isolated and incapable of forming affectionate personal relationships. Such children are more likely to have conflict-based relationships with their teachers and other children. This can lead to more severe problems such as an impaired ability to adjust to school and predicts school dropout many years later (Hart, 2010).

Children who fail to properly self-regulate grow as teenagers with more emerging problems. Their peers begin to notice this “immaturity”, and these children are often excluded from social groups and teased and harassed by their peers. This “immaturity” certainly causes some teenagers to become social outcasts in their respective social groups, causing them to lash out in angry and potentially violent ways. A report by Gitonga (2016) indicates that, a boy who is a class three pupil stabbed a girl to death. The minor claimed that some forces directed him to stab the victim. This is a perfect example of a pupil with emotional imbalance and the situation was left to run out of control. This boy now is a social misfit and is facing legal charges. These children from various

development backgrounds are brought to teachers and it is important to know how the teacher further helps children's' socio-emotional development advance normally.

The teacher helps instill many social habits and attitudes, she/he sets values, rewards obedience, neatness, co-operation and cleanliness punishes disobedience and aggressiveness. In doing this, the perfect balance between correctional strategies and the child's socio-emotional development should be sought. Being teased or being an outcast in teenage years is especially damaging and could lead to a dysfunctional future, which is why it is extremely important to inculcate emotional self-regulation in children as early as possible (Rutter & Taylor, 2006).

The development of emotional capabilities of all individuals is supposed to be considered when planning and implementing educational curricula so that the best abilities in an individual are brought out. This can only happen when the right content is taught at the appropriate developmental stage considering individual differences. It is important to note that children respond positively to rituals namely, the intentional repetition of actions that signal something different and special (Reinsteinberg, 2012).

Teachers should come up with innovative ways of ensuring that the pupils acquire knowledge and at the same time enhance their socio-emotional development.

### **2.3 Social, Emotional and Behavioral issues in Primary Schools**

Many pupils today have socio-emotional problems which get them into trouble. For some, pressures include poverty, violence, parental problems, and gangs. Others are

having difficulty dealing with past traumas they have experienced, like abuse. Any number of isolated behavior problems can represent adolescent problems and delinquency-shoplifting, truancy, a fight in school, drug or alcohol ingestion. Sometimes, kids can't easily explain why they act the way they do. They may be just as confused about it as the adults, or they simply see delinquent behaviors as appropriate ways to deal with what they experience (Rutter & Taylor, 2006).

A person who suffers from one or more psychological problems is typically classified as abnormal. The terms abnormal and abnormal behavior are often used as roughly equivalent to the term psychological disorder. When people act abnormally, their behavior tends to be unusual or dysfunctional, and they often appear to be suffering from considerable personal distress. However, the concept of abnormality relies on multiple criteria (Nairne, 2009).

The patterns signaling the need for help include not only deviant behaviors by the children, but also the presence of other problems in the family or tensions at home. For example, problems in the parents' marriage or frequent fighting or hostility among the family members can also be involved in the child's behavior problems. Of course, there are also some obvious signs that indicate the need for immediate and effective intervention, including violence against other persons or animals, or when peers are involved in destructive processes (crime, truancy, drugs). A parent may simply have an instinctive feeling that something serious is happening.

An important first step to find out what is going on is to try to talk to the child and other family members about what is happening, possible reasons, and potential solutions (Moran, 2000). Specific psychological disorders are often diagnosed in terms of defining criteria or symptoms. This approach used by the DSM-IV-TR is composed of five major rating dimensions or axes -Axis I- Mood disorders, Axis II- Antisocial Personality Disorder, Axis III- General Medical Conditions, Axis IV- Psychosocial and Environmental Problems (Ndetei, 2006). For purposes of this study, a few disorders shall be discussed.

### **2.3.1. Substance –Related Disorders**

One of the major problems confronting society is the increasing substance use and abuse by adolescents and children (Farrel & Taylor, 1994). The problem drug- taker may be defined as: Any person who experiences social, psychological, physical or legal problems related to intoxication and/or regular excessive consumption and/or dependence as a consequence of his own use of drugs or other chemical substances (Rutter & Taylor, 2006). Most children in their middle childhood are exposed to various substance including alcohol and tobacco, and substantial minority, as high as 10%, continue to use drugs into adolescence and adulthood (Skuse & Bruce, 2011).

Substance use among children and adolescents starts with the experimental initiation of occasional drug-taking, progresses to regular usage to achieve the pleasurable effects, the development of tolerance and increasing dosage to obtain the same effects, the development of associated psychosocial impairment or other harmful consequences, and finally dependence or compulsive usage (Reinherz, Giaconia, Hauf, Wasserman &

Paradis, 2000). The substances used can be grouped according to chemical or pharmacological similarities.

All these substances produce dysemotionality symptomatic of depression, mania, or rapid cycling between these affective states (Stahl, 1996). Affective symptoms can be acutely induced and chronically promoted by the continued substance use. Sedation, lethargy and impairment in diligence and volition are also common both in acute and chronic substance use. Some of the substances used by children and adolescents include; alcohol, nicotine, marijuana, inhalants, cocaine, stimulants, downers, hallucinogens, steroids and heroin (World Health Organization, 1997). Pupils using drugs end up exhibiting behavior that may put them in conflict with teachers and other members of the school community. They may even drop out if correctional strategies are not well implemented. On the other hand, chronic substance abuse among pupils may lead to mental defects thus affecting the child's socio-emotional development. Such children become truants, social misfits and are rejected by their community.

The treatment of substance abuse begins with prevention (Brook, Balka & Whiteman, 1999), and prevention begins with eliminating exposure and other risk factors in the environment. Once recognized, the affective illness must be vigorously treated using a multimodal approach of individual and family cognitive therapy (Wilkes, Belsher, Rush & Frank, 1994).

### **2.3.2 Conduct and Oppositional Disorders**

This constitutes a constellation of anti-social and aggressive behaviors that may become prominent in early childhood and persist through adolescence, even into adulthood. Sufficient understanding of the risk factors and early presentation of this disorder holds the promise of not only reducing the prevalence of a common childhood dysfunction, but also preventing much negligent, abusive and criminal behavior (Rutter & Taylor, 2006). Conduct disorder frequently develops in social and family contexts that are marked by conflict and adversity (Stahl, 1996).

The diagnostic criteria (DSM-IV) include a repetitive and persistent pattern of behavior in which basic rights of others or major age-appropriate societal norms or rules are violated. Such behavior is associated with aggressive conduct, property damage or loss, deceitfulness or theft, and serious violations of rules. The onset may be in childhood with mild, moderate or severe forms of the disorder (Ndetei, 2006).

Majority of pupils in school's present with these symptoms and such pupils will often bully others, and as Reinsteinberg (2012) asserts, almost every child or adult has had an experience with bullying, either as a target, as a bully, or as someone who has witnessed bullying. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race,

religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities (Kazdin & Wessel, 2000).

It might be motivated by actual differences between children, or perceived differences. Children who bully others affect their socio-emotional development and appropriate correctional measures should be undertaken by the teachers to cover not only the victim but also the bully (Payne & Gottfriedson, 2004). They should endeavor to stop violence and ensure immediate physical safety for all children.

The extent of bullying in schools is difficult to quantify however, Hansen, Steenberg, Palic, and Elklit (2012) state that worldwide prevalence estimates for bullying victimization in school-aged children vary widely, between 5.3 per cent and 50 per cent. Bullying is, therefore, widespread, frequently occurring and diverse in character. Having been bullied at school has been shown to be related to elevated risks of childhood and young adult psychiatric disorders and even having been part of a peer group characterized by bullying and/or victimization has been shown to be related to significant negative outcomes, such as poorer levels of well-being, behavior and academic achievement of the children (Cline, Gulliford & Birch, 2015).

These children also threaten or intimidate others. They will from time to time initiate physical fights and may use a weapon that can cause serious physical harm to others. Parents also may experience difficulty with such children since they may often stay out at night despite parental prohibitions, run away from home and will often be truant in school. This disorder causes significant impairment in social and academic functioning.



Behavioral interventions planned collectively will help in correcting the situation for such a child (Ndetei, 2006).

### **2.3.3 Depression**

Epidemiological studies suggest that juvenile depression is a continuum that is associated with problems at most levels of severity (Pickles, Rowe, Simonoff, Foley, Rutter & Silberg, 2001). Even mild forms of adolescent depression are a risk factor for depression in early adulthood. Studies have reported that depression can lead to subsequent problems in social adjustment, such as marital problems. Depressed young people often have suicidal thoughts and some of them make suicidal attempts.

Lewinsohn, Rohde & Seeley (1994) reported that depression was one of the strongest predictors of a subsequent suicidal attempt, even when the association with other risk factors was controlled. For example, Pfeffer, Klerman, Hunt, Lesser, Peskin & Siefker (1991) found that young people who had attempted suicide were ten times more likely to have a mood disorder during the 6-8-year follow-up period than young people who had not tried. Adolescent depression is a relapsing and remitting condition.

Most adolescents will recover from major depression within a year, but a significant proportion will relapse. Persistence of depression is more likely if symptoms are severe (Pickles, Rowe, Simonoff, Foley, Ruter & Silberg, 2001) or if the young person experiences persisting adversity such as family problems (Birmaher, Brent & Kolko, 2000).

The initial management of depressed young people depends greatly on the nature of the problems identified during the assessment procedure. They may indicate that the reaction of the adolescent is appropriate for the situation. In such a case, and if the depression is mild, an early approach can consist of a few sympathetic discussions with the adolescent and the parents, simple measures to reduce stress, and encouraging support. Around one third of mild or moderately depressed adolescents will remit following this kind of brief non-specific intervention (Rutter & Taylor, 2006).

It is important for teachers to be able to identify a pupil who is undergoing depression and be able to know the causes of the child's depression. In this way, the child is assisted to overcome the depression and to develop socially and emotionally. Cases that persist will require more specific and lengthy forms of treatment including; cognitive behavior therapy, interpersonal psychotherapy and family interventions. So as teachers apply correctional strategies on such children, they should bear in mind the kind of disorder that is affecting the child.

#### **2.3.4 Tic Disorders**

Pupils with this kind of disorder have social and emotional difficulties. Some may feel stigmatized, a situation that renders them socially incompatible. These children also tend to develop low self-esteem. A Tic is a sudden repetitive movement, gesture or utterance that typically mimics some aspects of fragment of normal behavior. Usually of brief duration, individual tics rarely last more than a second. Many tics tend to occur in bouts

with brief inter-tic intervals (Rutter & Taylor, 2006). Individual tics can occur singly or together in an orchestrated pattern. They vary in their intensity or forcefulness.

Motor tics vary from simple abrupt movements, such as eye blinking, head jerks or shoulder shrugs, to more complex purposive-appearing behaviors such as facial expressions or gestures of the arms or head. In extreme cases these movements may be obscene (copropraxia) or self-injurious, e.g. hitting or biting. Phonic or vocal tics can range from simple throat-clearing sounds to more complex vocalizations and speech. In severe cases, coprolalia (obscene or socially unacceptable speech) is present. Tic disorders are transient or chronic conditions associated with difficulties in self-esteem, family life, social acceptance or school or job performance that are directly related to the presence of motor/or phonic tics (Ndetei, 2006).

In addition to tics, individuals with tic disorders may present with a broad array of behavioral difficulties including disinhibited speech or conduct, impulsivity, distractibility, motoric hyperactivity and obsessive-compulsive symptoms (Leckman & Cohen, 1998). There is a strong genetic component of the vulnerability to TIC disorders. They are more common in monozygotic twins than in dizygotic twins. TICs can vary over time in both site and severity, giving a fluctuating degree of severity and complicating assessment. They can affect any part of the body- face and head, arms and hands, body and legs, respiratory and gastro-intestinal systems.

The disorder is usually life-long and may cause serious emotional, social and academic complications with risks of depression and sometimes suicide (Ndetei, 2006). In most

pupils, tics are mild and pupils' function ability may be improved if family, school and friends are aware of the disorder and are able to offer support. In particular, the involuntary nature of the tics should be emphasized, as children may be punished for what may be perceived as intentional and irritating movements and noises.

### **2.3.5 Eating Disorders**

It is important to note that a child who has an eating disorder may in one way or another be affected socio-emotionally. They may have a low self-esteem due to intimidation from peers. Feeding behavior develops and is best understood within a bio-psycho-socio context. Normal feeding requires the successful integration of healthy, developing physical and psychological function as well as a facilitative interpersonal context (Skuse & Bruse, 2011). Eating disorders rank as the third most common chronic illness in adolescent females, with an incidence of up to 5% (Rutter & Taylor, 2006). In modern day life, eating disorders are complex illnesses that are affecting adolescents with increasing frequency. Three major subgroups are recognized: a restrictive form in which food intake is severely limited (anorexia nervosa); a bulimic form in which binge-eating episodes are followed by attempts to minimize the effects of overeating via vomiting, catharsis, exercise, or fasting (bulimia nervosa); and a third group in which all the criteria for anorexia nervosa or bulimia nervosa are not met (John, 2000).

The latter group, often called "eating disorder not otherwise specified" or EDNOS, constitutes the majority of patients seen in referral centers treating adolescents. Eating disorders are associated with serious biological, psychological, and sociological

morbidity and significant mortality. Unique features of adolescents and the developmental process of adolescence are critical considerations in determining the diagnosis, treatment, and outcome of eating disorders in this age group.

The extent of emaciation in patients with weight loss should be noted, pubertal status assessed and a search made for the complications of malnutrition, vomiting, purging and medication abuse (Becker, Grinspoon, Klibanski & Herzog, 1999). Diagnostic criteria for eating disorders such as those found in the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV) are not entirely applicable to adolescents.

The wide variability in the rate, timing and magnitude of both height and weight gain during normal puberty, the absence of menstrual periods in early puberty along with the unpredictability of menses soon after menarche, limit the application of those formal diagnostic criteria to adolescents (World Health Organization, 1997). Many adolescents, because of their stage of cognitive development, lack the psychological capacity to express abstract concepts such as self-awareness, motivation to lose weight, or feelings of depression. In addition, clinical features such as pubertal delay, growth retardation, or the impairment of bone mineral acquisition may occur at subclinical levels of eating disorders.

Younger patients may present with significant difficulties related to eating, body image, and weight control habits without necessarily meeting formal criteria for an eating disorder. The American Academy of Pediatrics has identified conditions along the

spectrum of disordered eating that still deserve attention in children and adolescents (Rutter & Taylor, 2006).

It is essential to diagnose eating disorders in the context of the multiple and varied aspects of normal pubertal growth, adolescent development, and the eventual attainment of a healthy adulthood, rather than merely applying formalized criteria (Becker, Grinspoon, Klibanski & Herzog, 1999). No organ system is spared the effects of eating disorders. The physical signs and symptoms occurring in adolescents with an eating disorder are primarily related to weight-control behaviors and the effects of malnutrition.

The teacher handling children with this disorder have a daunting task to offer help. Most of the medical complications in adolescents with an eating disorder improve with nutritional rehabilitation and recovery from the eating disorder, but some are potentially irreversible. Potentially irreversible medical complications in adolescents include: growth retardation and loss of dental enamel (Tuason, 2008). Children with this situation need a lot of support in order to function well in the society.

### **2.3.6 General Medical Conditions**

Children and adolescents are also affected by diseases in the (Axis 3) category- general medical conditions (infectious and parasitic diseases, endocrine, nutritional and metabolic diseases, immunity disorders, disease of the nervous system and sense organs, diseases of the circulatory system, respiratory system, digestive system, genitourinary system and congenital anomalies. All these affect their social behavior and they should be assisted to

overcome. Measuring endocrine and metabolic disturbances and any other abnormalities provides a means of monitoring the course of the disorder and the findings should be explained to patients (Farrell & Taylor, 1994). Autistic Spectrum Disorders is described in DSM-5 in terms of two domains of behavior: difficulties in social communication and social interaction, and unusually restricted repetitive behaviors and interests (Cline, Gulliford & Birch, 2015).

Autistic disorder is found in every country and region in the world. It is characterized by a pattern of delay and deviance in the development of social, communicative, and cognitive skills. The disorder arises in the first years of life, disrupting various developmental processes and typically affects a child's ability to form relationships with others, and to respond appropriately to the environment (Ndetei, 2006). Socio-related disturbances among school going children are the most consistent and reliable indication of autistic disorder.

Teachers handling pupils with this disorder require a lot of patience and dedication. They need to seek family support since most children with the disorder seem to have tremendous difficulty learning and to engage in the give and take of every day human interaction. Even in the first months of life, autistic children exhibit low social interactiveness, avoid eye contact, rarely smile, hardly imitate, tend to be aloof, prefer being alone, and resist attention and affection such as hugs and cuddling. Pupils may also present with disruptive behavior disorders. These include, Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder and Conduct Disorder (Rutter & Taylor, 2006).

Children with Attention Deficit Hyperactivity Disorder (ADHD) lack organization and maintenance of attention and effort in completing tasks (Ndetei, 2006). They also have inability to inhibit impulsive action. These are pupils who may even fail to complete tasks assigned to them by the teachers. They fail to give close attention to details and make careless mistakes in school work. Such children don't even listen when spoken to and this behavior may elicit emotions of anger from the teachers handling them. It is important for such teachers to seek to understand such children and take appropriate steps towards assisting them holistically.

Many studies conducted with children with Autism Spectrum Disorder (ASD) report that approximately 75% of these children have learning difficulties. In Axis IV- psychosocial and environmental problems e.g problems with primary support group, problems related to the social environment, educational problems, occupational problems, housing problems and economic problems (Rutter & Taylor, 2006) all affect the adolescents' behavior.

### **2.3.7 Development of Sexuality and Abnormal Behavior among Children**

The development of sexuality among children and adolescents puts them in the social focus. Many activities that they engage in at this stage may go against the societal values and norms putting them at the center of conflict with parents, teachers and other members of the community. Sexuality is often a vital aspect of teenagers' lives (Ponton, 2000). However, the risks associated with it are elevated for young adolescents because their



brains are not mature; several brain regions in the frontal lobe of the cerebral cortex and in the hypothalamus important for self-control, delayed gratification, and risk analysis and appreciation are not fully mature. The creases in the brain continue to become more complex until the late teens, and the brain is not fully mature until age 25(Casey, Getz & Galvan, 2008).

Partially because of this, young adolescents are generally less equipped than adults to make sound decisions and anticipate consequences of sexual behavior although brain imaging and behavioral correlation studies in teens have been criticized for not necessarily being causative and possibly reaffirming cultural biases (Epstein, 2012). Increasing levels of androgen and estrogen have an effect on the thought processes of adolescents and can be described as them being in the minds "of almost all adolescents a good deal of the time"(Feldman, 2015).

Though most female adolescents begin their sexual maturation process in normal, predictable ways, there may be concerns by parents and clinicians if the following become evident: painful menstruation, chronic pelvic pain, partial vaginal outflow obstruction/imperforate hymen, possible anatomical defects (Rutter & Taylor, 2006). All these affect the children's emotions and may make them moody and even incapacitated in as far as social functioning is concerned. It is at this point that adolescents require a lot of support in order for them to attain socio-emotional development.

As the adolescents develop, they are tempted to indulge in sexual intercourse and they may contract STIs since they have the highest rates of sexually transmitted infections (STIs) when compared to older groups. Sexually active adolescents are more likely to believe that they will not contract a sexually transmitted infection than adults (Moffit, 2011).

They are also less likely to comply with the treatment for an STI. Co- infection is common among children and adolescents (Marcdante, 2015). An STI can have a large negative physiological and psychological effect on an adolescent. They also become socially incapacitated and their self-esteem is greatly injured. Early treatment is important for preventing medical complications and infertility (Ndetei, 2006). Prevention of STIs should be a priority for all teachers and parents handling adolescents. Diagnosis of an STI begins the evaluation of concomitant STIs and the notification and treatment of sexual partners. Some states in the US require the reporting of STIs to the state's health department (Makinson, 1985).

In case of early indulgence into sexual relationships and consequently conception, there are additional medical concerns for younger mothers, particularly those under 15 and those living in developing countries; for example, obstetric fistula is a particular issue for very young mothers in poorer regions (Marcdante, 2015).

Mothers between 15 and 19, risks are associated more with socioeconomic factors than with the biological effects of age. What is judged as “normal” and “unusual” sexual behavior is highly variable and dependent on social and cultural contexts (Abalkhail,

1995). These socio-cultural views ascribe meaning to sexual behaviors and, therefore, shape the child's and adolescent's experience. There is a lack of scientific knowledge concerning what constitutes normal versus unusual sexual behaviors among minors.

Clinical judgements in these cases are often clouded by unfounded socio-cultural assumptions, personal biases, legal issues, and moral considerations. Current diagnostic nomenclature commonly used for adult sexual activities is inappropriately applied to minors. Considerations about unusual sexual interests (i.e., frequency of sexual behaviors, difficulties controlling sexual expression, consent, non-heterosexual interests, much older or younger partners, atypical sexual stimuli, number of partners and sexual abuse) are explored to provide perspective for evaluation (Rutter & Taylor, 2006).

Adolescents rarely request help for unusual sexual concerns to their caregivers. They "understand" that sex is not a discussion topic. It is the caregiver who becomes concerned and seeks further evaluation. Parents or school authorities who are worried about the appropriateness of particular sexual behaviors usually refer these patients, but only after attempts to exert control have failed. There is considerable fear that if teens act on their desires, the results will be STIs, unintended pregnancies and moral decay (Makinson, 1985).

Many people believe that even mentioning sexual options or allowing for any sexual activity will encourage sexual experimentation (Tolman, 2002). There is little appreciation that sexuality can potentiate positive experiences in the lives of teenagers and even less is done to make sex growth-affirming for them. Young boys may be made

to feel ashamed of their ease in getting erections. Young girls may learn to feel that their sexual desires are dangerous and must be constrained (Denov, 2003).

Sex counseling and therapy are rarely even contemplated for dealing with the sexual dysfunctions that they might experience. It is importance to enhance counseling at this point in order to support the child's socio-emotional development. Sexual behaviors that are viewed as unusual depend on the age and sex of the teens involved (Posner & Silbaugh, 1996).

The Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition – Text Revised (DSM-IV-TR) indicates that paraphilia's may begin in childhood but are manifest in adolescence and early adulthood (American Psychiatric Association, 2000). Nevertheless, there has been ongoing, serious criticism of the diagnostic category of the Paraphilics through several editions (10 - 18). Unquestionably, there are children who suffer or bring distress to others because of their unusual sexual proclivities.

Some describe their lack of control over sexual feelings, thoughts, or behaviors. Sexual interests that become so overpowering that they interfere with other functions (e.g. school or friendships) and are of concern. The “interference with social functioning” is at the core of the DSM definition of a mental disorder (Schellenberg, Parks-savage & Rehfuss, 2007). Conversely, the absence of an acceptable outlet for sexual activity also may interfere with a child's social functioning. Sexual activity that the child cannot or refuses

to limit to socially acceptable times and locations (e.g., self-stimulation) also is considered unusual or problematic.

In other cases, the problem is not primarily sexual; the expression of the problem may be sexual (e.g., engaging in sex with numerous partners may be related to depression (Birmaher, Brent & Kolko, 2000)). Teachers and parents should be careful when dealing with this challenge. Disconnecting adolescents from their own sexual feelings can create future sexual difficulties. The individual may not be able to reactivate sexual desire when it is later deemed socially appropriate; this is deemed "hyposexuality" in adults. Adolescence is a time for exploration of identity, interests, and desires, including sexual ones.

Sexual dysfunction may be less frequent among adults who are raised with sex positive messages (Diamond, 2000). Traditionally, major developmental theories have suggested that healthy development eventuates in heterosexuality, and, primarily, acts that could result in reproduction. Non-coital interests are often judged as unusual, immature, or even pathologic. These acts have many motives, including experimentation, peer pressure, curiosity, or even attempts at birth control.

Peers may exert extreme pressure for adolescents to engage in sexual acts that have no erotic interests for them. It is important to discover the motivation of the minor before assuming that the individual has a sexual concern (Griffin-Shelley, 1994). Parents and teachers should try to avoid the problems of mislabeling adolescents as homosexual in order to prevent the stigma common in the society that comes with

that label. It also allows individuals to acknowledge that some adolescents will “outgrow” this attraction. Sexual orientation may be more fluid than is commonly believed; sexual behaviors can be extremely fluid. There is little concern for mislabeling youth as heterosexual, although that, too, might create future difficulties.

Homonegativity (dislike of or hostility towards homosexuals and homosexuality) might lead adolescents to explore heterosexual acts even if they prefer same-sex partners; reject sexual activity; or act out aggressively against those perceived to be homosexual. In this way, they become social misfits and it is the psychosocial help and support that they receive that enhances their socio-emotional development. Internalized homonegativity can be an important element in the elevated suicide rate among gay/lesbian/bisexual youth (Diamond, 2000).

There is a wide variety of sexual desires other than for conventional, heterosexual activities. Teenagers are experimenting with many new behaviors and sexual interests. Sadomasochistic activities, group sex, cross-dressing, fetishism, the use of sex toys, and so forth may be more common than supposed. In many adolescents, such behaviors might be transitory; however, a few behaviors become enduring parts of a given individual’s sexual pattern. Concerns about sexual abuse and predatory sexual behavior are prevalent in the society. Older children, by virtue of their greater size and social skills, can coerce younger children into sexual activity, while believing that they are engaging in consensual activities; younger children often believe that they cannot disobey someone who is older (Larsson & Svedin, 2002).

In addition, there is some concern that children who engage in sex play with other children will become fixated on partners of that age. It is also possible that a younger teenager will use sexual activity as a way to develop a relationship with an older teen or be seen as part of the “in-crowd.” Sexual activity can be seen as both a rite of passage – an entry point into adulthood – and as an initiation rite for admittance to a desired group; this can be motivated by their own sexual desires and attempts to gain status with their peers (Denov, 2003).

Children who are prone to abuse are usually under the age of five (Ndeti, 2006). Some are forced to engage in sexual acts by others who are older or much stronger and this brings a lot of social and emotional distress to the children. Typically, children have little understanding of the meaning of these acts, how they are being victimized, and the implications of their “participation.” Even when minors believe they are participating with an adult or much older child willingly, there cannot be informed consent.

Depending on the perpetrator’s tactics, some children find the genital contact or the seemingly affectionate attention “enjoyable” at the time; some are traumatized by it, and some may be ambivalent about the experiences. Signs of sexual abuse include fearful reactions when sexual topics are raised, vaginal discharge, and the occurrence of odd and age-inappropriate toileting behavior (Johnson, 2000).

After the sexual abuse is made public, the child may be seen as suspect, shunned by peers, or judged by others. Teachers should be fast in addressing this situation before it imposes negative effects on the child's socio-emotional development. One fear is that they have been "sexualized" or "damaged" and will continue to act out the trauma. Psychotherapy should be offered for the child and family, as should guidance for teachers and other caregivers. Children should receive information on the difference between sexual coercion and appropriate sexual expression and on the meaning and role of consent. Feelings of guilt, shame and of being defective must be explored and alleviated. Children that have experienced sexual abuse may exhibit signs of depression, mania and schizophrenia (Skuse & Bruce, 2011).

The counsellor's role in helping this individual is crucial. He /She should gather information about the individual's overall level of functioning, including school reports and any deterioration in self-help skills and apply the relevant treatment for the individual. Dangerous sexual behaviors are various and potentially extensive in scope and might be considered unusual behaviors. Such behaviors include danger to self and danger to others. Boys, especially pubescent ones, are overrepresented in this category. Self-danger most commonly involves placing objects or instruments into, or circumscribing, the genitalia or placing the penis into a dangerous object.

In these cases, a urologist and a psychiatrist or psychologist may provide important liaison functions for both the path physiologic ramifications of such behaviors and for a determination of psychosexual developmental atypical or unacceptable levels



of further risk. More longitudinal assessment and observations may be important; interventions most commonly involve parent-patient education (Griffin-Shelley, 1994).

Sexual predation by one child towards others — requires a more involved assessment by an experienced psychiatrist or psychologist. Liaison with a pediatrician or a pediatric urologist is again important. Other important factors and perceptive recognitions include not only the relative ages of the predator to the recipient, the level of sexual intimidation, and the degree of sexual maturation of the offending child. It is important to recognize sexual impulse control problems (especially in the adolescent) while providing education and structure for parent-monitoring for both older and the younger child. Clinical experience in a Psychosexual Development Clinic has found that similar sexual experiences among children may have clinically significant psychosexual ramifications for some children, but not necessarily for others; girls may exhibit higher overall risks (Rind, Tromovich & Bauserman, 1998).

Sexual behaviors that generally are known as fetishes are often first recognized by parents or by an older sibling. These behaviors are complex and commonly involve erotic stimulation or imagery by stealing of or wearing female undergarments or clothing; these behaviors are brought to clinical attention when a boy reaches about 11 or 12 years of age. Signs of such unusual sexual interests at younger ages may be more likely related to obsessive-compulsive-like phenomenology; in rare

circumstance, these may respond to interventions that are aimed at the underlying obsessive-compulsive phenomena (Ndetei, 2006).

More typically, however, such behavior responds only to educationally-oriented approaches to down-play the behaviors and protect the child from discovery while protecting members of the household from conflict or embarrassment in family dynamics. These behaviors are complex in nature and difficult to inhibit (American Psychological Association, 2001). Teachers and parents alike should be keen in identifying this behavior among children. Some children may even exhibit sexual hyper arousal, sexual behaviors suggesting abuse, masturbation (with an object), imitating intercourse, inserting objects into their vagina/ anus and showing their genitals to others. Such children register sudden decline in school performance, behavior and poor relations with peers. This serves as a clear evidence of a child in need of help and a teacher counselor should come in handy.

Generally, unusual sexual behaviors respond well to cognitive, educational approaches for parents, patient, other adults, or a combination of these; therefore, these interventions generally are strongly goal-oriented and brief in duration. When the operative drive is erotic, however, short-term goals may be ineffective. Support groups may benefit some parents or children in these situations.

Providing longer-term sexual therapy to the child that assists him in bridging his erotic drive to be more nearly acceptable (or “normative”) can be useful and

important; however, bridging techniques are likely to require intermittent and sometimes frequent reinforcement (Irvine, 2002). The teacher counsellor must be persistent, firm, and judgmental of behaviors but without rejecting the child himself (Moser, 2001).

The literature on unusual sexual interests tends to focus on adolescent sex offenders - a selection bias of social safety. Yet this approach has not been beneficial for an understanding of the nature of unusual sexual interests themselves or of which behaviors require clinical—as opposed to legal—interventions. Additionally, interventions for unusual sexual behaviors in children and adolescents have potentially profound and lasting social and legal effects; however, parental and social approaches to children who have unusual sexual behaviors are neither rational nor consistent (John, 2000).

Children may be drawn into sexual activities unrelated to their own sexual interests. This occurs when they are victimized, such as in child pornography, prostitution and other sexual abuses. Sex work is one of the few ways that minors can be financially independent enough to escape other abusive situations. Illicit drug use — procuring or imbibing — can also be a motive for sexual activity (Johnson, 1991). Sorting out the more important of these motivated behaviors can be elusive. Additionally, the lowering of inhibitions may or may not reveal an individual's actual sexual interests. At least among adults, there are individuals who have no interest in their atypical

sexual acts when sober and drug-free. A variety of developmental or psychiatric problems also can lead to unusual sex practices (Rutter & Taylor, 2006).

A depressed teenager may escalate the level of sexual activity to find something that relieves psychic pain. Other teens who have poor judgment may believe erroneously that they can perform unusual and risky behaviors safely. Working with these children to deal with the underlying problems may mitigate unusual sexual behaviors (Moser, 2001).

### **2.3.8 Learning Disabilities**

It is widely recognized that children and adolescents with severe learning disabilities are at risk of developing behavioral or emotional problems and have an increased likelihood of physical and sensory disabilities, epilepsy and physical injury as compared to the general population (Rutter & Taylor, 2006). These young people are dependent on others for the acquisition of their basic needs and have problems compounded by social stigmatization. Their parents, siblings and extended family also have their own needs (Friedrich, Witurner & Cohen, 1985), and while recognizing that it is the child who is the patient, frequently it is the whole family that needs care.

Generic child and adolescent mental health services are unable to meet these multiple and complex needs in a comprehensive manner; accordingly, specialist but integrated multidisciplinary services are required. These should be able to offer flexibility in the light of changing and multiple needs. Teachers dealing with this child have to consider

the age of the child, the level of the child's learning disability, physical disability, the structure and ethnicity of the family and the many other variables which influence how the child's social problems might best be assessed and managed (Benard, 1999).

Despite massive moves forward in-service provision, children and adolescents with severe learning disabilities remain relatively poorly provided for. Where services do exist, they tend to be fragmented and lack co-ordination (Richardson, Kollar & Katz, 1986) although some groups of children and adolescents with specific disorders appear to be better served than others, e.g. those with Down's syndrome. It is important to note that socio-emotional competencies are increasingly recognized as critical for children's success in school (Darling-Churchill, 2016).

In order to support children's socio-emotional development, the teachers and parents should develop linkage with the various agencies involved (including health, education, social services and the voluntary sector), who might be better developed to meet the needs of these young people. Children and adolescents with severe learning disabilities are at enhanced risk of developing mental health problems similar to those that affect their non-disabled peers; and show an even greater degree of risk of the development of certain specific disorders, including autistic spectrum disorder and attention deficit disorders (Cormack, Brown & Hastings, 2000). About one- half of children aged from 0 to 15 years, who had severe learning difficulty also showed a psychiatric disorder. In addition, children without a specific diagnosis are still at risk of developing behavioral problems or 'challenging behaviors. This group of children have a lot of social challenges and their social-emotional development is affected. Studies that have looked at

challenging behavior in children with severe learning disabilities have shown 8% to have behaviors presenting severe management problems and a further 14% to show milder problems of this nature (Rutter & Taylor, 2006).

Risk factors for the development of behavioral problems in children with severe learning disabilities include limitations in daily living skills, with one study of children aged 4-11 years finding this a better predictor than a poor communication (Chadwick, Piroth, Walker, Benard & Taylor, 2000). This study also demonstrated that children who were ambulant had more problems, although those problem behaviors that were less dependent on walking were as common in non- ambulant children. Other studies have confirmed these findings, with the severity of physical disability having a direct relationship on ratings of behavioral and emotional problems (Cormack, Brown & Hastings, 2000).

Other specific behavioral problems that are more common in those with severe learning disabilities and have service implications include severe sleep disorders, severe self-injury and communication problems. These have been found to be associated with skills deficit (Chadwick, Piroth, Walker, Benard & Taylor, 2000). Behavioral modification and behavioral psychotherapy are the best recognized psychotherapeutic interventions for behavioral disturbance in children with learning disabilities though there are a number of other psychological approaches such as; individual therapies- drama therapy, play therapy, art therapy, art therapy and psychodynamic psychotherapy, group work, family and marital therapies.

The socio-emotional development of children with special needs is affected and there are many reasons why children may at some point in their school lives experience difficulties that disrupt learning and for which they will require special educational help. There are those pupils with sensory or physical disabilities that interfere with their ability to learn or attend school (Thompson, 1994). These include children with visual or hearing impairments, epilepsy, physical disabilities or chronic illness.

There are children who because of developmental delays or disorders, lack the cognitive, linguistic or social skills needed to cope with ordinary schooling. This would apply to children with intellectual disabilities, language disorders, autism or certain other genetic conditions (Cormack & Carr, 2000). Children with more specific problems (e.g. in reading, spelling, mathematics or motor skills) who will require help in these areas if they are to gain access to the wider teaching curriculum. These are children with severe emotional and/or behavioural difficulties that make it difficult for them to be taught in ordinary classes. Different socio-emotional needs for children clearly have different implications for educational provision.

In order to cater for pupils with sensory or severe physical disabilities, there may be a need for special facilities, such as wheelchair access, particular equipment (computers and dedicated software and communication aids), or adaptations to the modes of teaching (Chadwick, Piroth, Walker, Benard, & Taylor, 2000). Access to medical treatment may also need to be available. For those with more pervasive cognitive difficulties; the educational curriculum and teaching approaches may require much more radical modification. The extent of an individual's disabilities will also affect educational goals.

Some children may be severely disabled that they are unlikely ever to lead independent lives.

For majority, however, although their difficulties may interfere with schooling, this should not ultimately reduce their chances of having a full role in society. Scholastic attainments are obviously important but this must be of an appropriate kind and level and of potential practical value and hence may differ greatly from one child to another. Moreover, school is a crucial social environment and attention needs to be paid to broader aspects of children's social, emotional and behavioral development.

There is need also to prepare pupils for life after schooling. This is not just a question of appropriate preparation for employment, but also learning to live in a broader community, developing friendships, and learning how to get along with individuals who do not share the same problems (Rutter & Taylor, 2006). Few educational professionals would disagree that pupils with special needs should preferably be educated site as other children in their neighborhood. However, there is little evidence to support the effectiveness of total inclusion for all children with special needs in regular classes. As Hornby, Atkinson & Howard (1997) concluded, unless less idealistic and better considered policies for inclusion are adopted, the outcome could be far from beneficial for pupils with special needs, their families, peers and teachers.

It is the responsibility of teachers to ensure that all children with special needs are provided with an education that enables them to make optimum academic, social, and emotional progress and will offer them the best chance of integration as adults. This will



require a flexible continuum of specialist provision including special schools, resource units and special classes which as far as possible allow ready access to mainstream school and the normal curriculum (Nairne, 2009). Finally, increasing knowledge about the genetic, physical, cognitive and behavioral deficits should be harnessed in order to develop correctional strategies that build on children's specific strengths and minimize specific weaknesses.

### **2.3.9 Language Development**

Language development is another aspect of child development that has an effect on his/her socio-emotional development. Ultimately, the sophistication of any child's language ability will depend, at least in part, on his or her level of cognitive development (Nairne, 2009).

The first step in intervention and Support for pupils with Language Comprehension Problems is understanding the problem. For example, difficulty with comprehension of language could be a consequence of weakness in any of the domains that contribute to successful comprehension (Cirrin & Gillam, 2008).

Intervention and support can then be targeted to the set of problems known to contribute to the student's difficulty with language comprehension. Students with language comprehension problems should receive some combination of the intervention strategies to improve their comprehension. The ability to deal with language, is composed of two separate processes: -comprehension, or understanding words, and expression, or speaking them (Kagan & Ernest, 1968).

The ability to communicate using language is one of the most basic human traits. Doing so involves learning to understand and produce an abstract and complex linguistic code that provides the foundation for social interaction, personal relationships, reading and writing, problem solving, formal learning and personal well-being (Skuse & Bruce, 2011). Children use the language and communication skills that they have developed in early childhood. This enables children to adapt to their environment. They are also able to communicate their intentions and make known their requests. For a child to have enhanced socio-emotional development, his/her language should be well developed.

The foundation of language development is emphasized by the socio-cultural theory of Vygotsky (1978) who emphasized that through language, a person can be, not only an active agent who is immersed in what they are doing at the moment, but also one who is distanced from their immediate context (Valsiner, 2000).

Vygotsky's social—cultural theory emphasized that teaching and learning are highly social activities and that interactions with peers, teachers and instructional materials influence the cognitive and affective developments of learners. How do the teachers correct the pupils and how does this impact the pupils' socio—emotional development.

Pupils should be understood and dealt with properly. Often times, adults, parents, elders and teachers and their unreasonable ways and points of view are the real problems of adolescents. Some parents, teachers and caretakers are in the habit criticizing the children and always impose their authority and assert their likings and disliking. The teachers and parents should appreciate the generation gap that exists between them and the pupils and

should realize that the demands of their peer groups are more important than their own expectations and their opinion should be heard. Researchers have proposed many causes of delinquency, including hereditary, identity, problems, community influences and family experiences (Santrock, 2008).

What is the role of school in addressing delinquency and ensuring proper social emotional development? It is important to note that Emotional development reaches its maximum during adolescence. This is the period of heightening of all emotions like anxiety, fear, love and anger. It is a peak of emotional expression and experiences. Some pupils live an intensively emotional life, with a rhythm of both positive and negative phases of behavior. However, there are also compensatory environmental procedures or accommodations that might be useful in addition to more direct teaching strategies. (Jitendra, Edwards, Sacks & Jacobson, 2004).

Parents, teachers, other relevant adults, and possibly even peers should understand the nature of the student's language comprehension weakness so that they will be in a position to make appropriate adjustments as they speak to the student, without speaking in a condescending or intimidating manner.

Pupils who have difficulty understanding the intent of a speaker's message may need to have that intent made explicit. Visual supports are useful for pupils with impaired comprehension of spoken language. Hearing loss goes hand in hand with language impairment and has adverse effects on a pupil's socio-emotional development. It is salutary to note that on follow-up in adulthood, Mawhood, Howlin & Rutter (2000) found

bilateral hearing losses exceeding 40 Db in three out of 23 children who had been identified as having severe receptive language disorder in childhood. However, a small study on children with sensorineural hearing losses in the range of 20-70Db HL, showed age-appropriate levels of language comprehension and expression in 78% of children (Norbury, Bishop & Briscoe, 2001).

All these were attending regular classrooms, most had mild losses (20-40Db), and most wore hearing aids. None used sign language. This suggests that hearing loss can act as a risk factor for language impairment, but that, given appropriate intervention, many children compensate well for hearing difficulties. A teacher should be keen to explain a pupil's communicative profile. In this case, a child with a severe sensorineural hearing loss and slow in acquiring spoken language should be assisted to master sign language (Pettito, 2000), or good use of non-verbal communication.

Bishop (2000) suggested that these difficulties probably reflect that diagnostic labels impose a categorical structure on what is in reality a multi-dimensional space, with children varying in terms of the severity of impairments in language, social interactions and a range of interests. Some pupils may present with dyslexia. As they get older, their needs extend beyond direct teaching of reading and spelling to include instruction in the use of information technology. The teaching of such children should be well organized.

The teachers should ensure that as they learn, they develop socio-emotionally. Management programs should be put in place, and should not be limited to literacy

instruction, but should also consider the individual child's need for language and speech acquisition (Skuse & Bruce, 2011).

Gestalt theory and key principals are applicable here. Teachers should pay attention to pupils behaviour and offer necessary support for enhanced socio-emotional development. Using the principle of symmetry in Gestalt, teachers should develop preventive approaches to pupils behaviour difficulties.

#### **2.4 The Role of Counseling in Pupils' Socio-Emotional Development**

Behavioural psychology focused on the contingencies between behaviour and its environment, leading to an analysis of context and interactions, the antecedents and consequences to behaviour, and potentially to carefully designed interventions. In understanding pupils' behaviour, behavioural approaches, founded upon the work of B. F. Skinner (1953), inevitably play a fundamental role (Santrock, 2008). Meanwhile a separate strand of psychological therapies was being developed under the influence of psychology and learning theory and leading thinkers such as a B.F. Skinner rejecting the notion of hidden aspects of the psyche which cannot be examined empirically began to focus on what could actually be observed in the outside world (Schmidt, 2003).

Some of the main influences of behaviourism came from Ivan Pavlov who investigated classical conditioning and Watson who is sought to restrict psychology to experimental methods and of course Skinner to conducted research on Operant conditioning. Ivan Pavlov (1849-1936) developed classical conditioning, this is a form of associate of learning (Nairne, 2009).

John Watson (1878 -1958) is best known as the founder of behaviorism in the USA which he defined as an experimental branch of natural science aimed at the prediction and control of behavior. Its model was based on Ivan Pavlov's studies of conditioned reflex; every conduct was seen as a response to a stimulus or to complex set of stimulus situations.

Watson thought from birth a few stimuli cause definite reactions but most behaviours were conditioned; the association of an unconditional stimuli to another stimulus (Mayers, 2008). The School of Behaviourism has led to some excellent therapies such as Wolpe's Systematic Desensitization and Ellis' Rational Emotive Therapy. Humanistic movement was developed and driven by the likes of Carl Rogers and Abraham Maslow, the humanistic approach was dubbed "the third force"; after Psychoanalysis & Behaviourism. Maslow became the leader of the humanist School of psychology that emerged in the 1950s and 1960s which he referred to as the third force beyond Freudian theory and behaviourism.

Maslow envisages human beings needs arranged like a ladder, the most basic needs were placed at the bottom such as food, sleep and water (Santrock, 2000). From this it is evident that pupils' basic needs should be met first before any other aspect of their life. Safety needs such as security and stability; then psychological or social needs for belonging, love, acceptance are the self-actualizing needs. Maslow felt unfulfilled needs lower on the ladder would inhibit the person advancing to the next step.

The modern urge for exemplary achievement has bombarded contemporary pupils with idealistic and contradictory expectations from peers, teachers, parents and society at large. The adoption of values embedded in what an American psychologist, David McClelland termed as Achievement Motive, is engendering enormous stress among pupils (Musanga, 2016).

This kind of scenario poses challenges to teachers in schools and some teachers argue that punishment is the answer while others prefer instilling discipline among pupils (Mugabe & Maphosa, 2013). While a child is in school, a teacher is expected to act as a substitute parent, with many forms of parental discipline or rewards open to them. This is done through modelling and mentorship. This includes appropriate preparation for employment, learning to live in a broader community, developing friendships, and learning how to get along with different individuals. For instance, a program can be designed where pupils engage in an activity outside class with role models. The teacher can organize for an outing, hiking or even a visit by the role model. This creates enough time for pupils to interact with the model and at the same time learn from them. Albert Bandura through social learning theory asserted that social learning entails watching what happens to others (Nairne, 2009). This includes learning by watching models. This according to Bandura is observational learning that equips pupils with skills to repeat or imitate. Models that are more prestigious and competent are likely to be imitated by the children.

Bandura warned that children acquire attitudes, emotional responses and new styles of conduct through filmed and televised modeling. Parents also have a great role to play. In

early years, children model themselves on their parents and learn morality and social behavior from them (Marshall, 1992).

Social learning theory holds that behaviour is acquired through modelling and reinforcement of behaviour (Cline, Gulliford & Birch, 2015). In modelling and mentorship, the teacher is emulated by pupils. In some schools, there are deliberate programmes that ensure pupil-teacher interactions for the purposes of moulding behaviour.

Attachment theory posits that early caregiver-child interactions lead to the development of an “internal working model” that is used to guide future social relationships. For example, the ways in which adults in the school establish their dominance over the children might be expected to influence how dominance hierarchies among children are established, both directly through the systems of rules and sanctions in place and indirectly through modelling (Rigby, 2005).

Reactive strategies for behavior management can be associated with elevated teacher stress which in turn may have a negative effect on pupils’ socio-emotional development. There is evidence that greater focus on preventive programs is likely to correlate with increased prosocial behavior skills among pupils (Clunies- Ross, Little & Kienhuis, 2008).

In an effort to curb pupils’ indiscipline in Kenyan schools, the Ominde Report of 1964 (Republic of Kenya, 1964) is the first of several post-independence reports to emphasize the need for counselling services in schools. There are also governmental policies emphasizing the need for guidance and counselling services to the youth in both social and



academic settings (Oketch & Kimemia, 2013). This move was taken on realising that majority of pupils in learning institutions experience stress as a result of striving to attain high grades.

D' Souza (2002) and Lazarus (1980), say that broadly, stress is the result of a mismatch between the demands of a given situation and the individual's perceived ability to deal with those demands. Stress is defined as a pattern of cognitive appraisals, physiological responses and behavioural tendencies that occurs in response to a perceived imbalance between situational demands and the resources needed to cope with them (Pervin, 1993).

In order to support pupils' socio-emotional development, schools' correctional strategies should generally be informed by theory from psychologists and educators. There is need for teachers to use a positive approach which is grounded in teachers' respect for learners. In this case, the teacher instils in students a sense of responsibility by using youth/adult partnerships to develop and share clear rules, provide daily opportunities for success, and administer in-school suspension for noncompliant learners. Pupils should be taught problem-solving and negotiation techniques.

Guidance and counselling of students offers a platform upon which the psychological and educational theories are applied in the effective management of student discipline. Today, parents and their teenagers are struggling between the youth's wanting independence while still needing parental guidance (Irvine, 2002). Unless the learner is understood circumstantially, any corrective measure undertaken to rectify an undesirable behaviour may be wrong and the whole correction process termed futile. The teacher as the

professional should come up with innovative ways of handling the pupils. For instance, he/she should present rewards to pupils to enhance the development of desired behaviour. The teacher should also be in a position to apply other psychological theories in order to enhance the pupils' socio-emotional development.

Counselling and Psychotherapy theories were developed during the beginning of the 20th century; however, it is thought that the roots of this subject originated before this. The most renowned work is that of Sigmund Freud whose research into the human mind began in Vienna in 1881. Freud's work forms an important basis for teacher counsellors' work. He proposed the division of the mind into ego, superego and id. He also believed that infants pass through oral, anal and phallic stages and becoming 'stuck' in one of the phases could lead to disastrous consequences (O'Farrell, 2001).

In his book "The interpretation of dreams" in 1900 Freud discovered that dreams were symbolic and specific to the dreamer of dreams, he referred to them as the royal road to the unconscious. Meaning that analysis of the dreams could help uncover the content of the clients' unconscious mind and give clues to unconscious conflicts. In 1923 Freud published his structural theory of the id ego and superego (Corey, 1993). Freud also came up with the idea of psychosexual development a central element in his sex drive theory is that libido unfolds in a series of stages each stage is characterized by their erogenous zone that is the source of the libidinal drive during that stage (Santrock, 2008).

These stages are in order: the oral, the anal, the phallic, latency and genital. In a nutshell Freud believed that if during any stage the child experienced anxiety in relation to one of

these drives that they will become stuck at this stage and experience themes related to its stage and neurosis. Central to this concept is the “Oedipal complex” in males and the “Electra Complex” in females. School counselling programs should also be anchored on humanistic psychology which gave rise to several different therapies, all guided by the idea that people possess the inner resources for growth and healing and that the point of therapy is to help remove obstacles to individuals' achieving this. For Rogers, "self-actualization" is a natural process, yet it requires the nurturance of a caregiver (Rogers, 2005).

Carl Rogers developed Person Centered Therapy based on the fundamental belief that human beings are essentially trustworthy social and creative. He developed a passionate belief in the potential of all individuals to flourish in conditions that are both supportive and respectful. This according to him is the inherent tendency of the organism to develop all its capacities in ways which serve to maintain or enhance the organism.

Teacher counsellors need a lot of skills to be able to bring out the best in the pupils under their care and they need to possess special skills and attributes. Rogers felt that a therapist must have three “necessary and sufficient” qualities which are; congruence with the client, empathy (the ability to feel what the client feels), and respect (Sanders, 2006). It is therefore important for teachers to understand that the “Ideal Self” develops due to conditions of worth. As pupils grow up, parents, teachers, peers, the media, and others, only give them what is needed to show they are "worthy," rather than just because they need it. The necessary conditions should be provided for Pupils in order for them to actualize their potentials.

## 2.5 Summary

The relationship between correctional strategies and pupils' socio-emotional development has not been extensively explored. While many studies examined general indiscipline in secondary schools. The literature reviewed has highlighted teacher counselors' and pupils' perception to different correctional strategies used by teaches in primary schools. Specifically, the literature has dwelled into the details of preventive strategies like school rules and guidance and counselling, supportive correctional strategies (praise, rewards, and behaviour modification) and the corrective correctional strategies (canning, manual work, slapping and withdrawal of privileges).

Pupils' socio-emotional development has not been studied. The study has also alluded to the socio-emotional aspects of pupils in primary. Socio-emotional behaviors of pupils that are inappropriate and those that indicate that a pupil has social maturity/ enhanced socio-emotional development have been highlighted in depth.

It is important to address the issue of pupils' social maladjustment. The capacity to solve social and interpersonal problems is an integral feature of adaptive development. Recent research with children and adolescents shows that even the problem and emotion focused model does not adequately reflect the characteristics of the ways that children and adolescents cope with stress (Rutter & Taylor, 2006). Using a confirmatory factor analysis to contrast different models of child and adolescent coping Compas et al. (2001) found that a problem- and -emotion -focused model of coping did not achieve an adequate fit with self-reports of coping from large samples of children. This study has

therefore added to the data on socio-emotional development and improved on the knowledge on correction of pupils.

In order to address the issue of poor socio-emotional development an applicable theory is required. The use of Gestalt is important in addressing various issues affecting pupils' social emotional development. The study has highlighted the important of contact. Good contact means interacting with nature and with other people without losing one's sense of individuality. After a contact there is withdrawal to integrate what has been learned. Lack of understanding of the figure ground principle in Gestalts' theory teaches individuals how to be more aware of their body, of their sensing and of themselves in relation to their environment (Perls, 2012). It is based on the relationship between an object and the surrounding space. The pupils should be helped to clearly differentiate figure and ground in order to focus attention and minimize perceptual confusion.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **2.0 Overview**

This chapter details the overall methodology that was used to conduct the study. The research design, location, target population, determination of validity and reliability of instruments, sample and sampling procedures are indicated. Data collection procedures and analysis that were used to address the objectives of the study have been spelt out in this chapter.

#### **3.1 Research Design**

A research design is a comprehensive plan for data collection in an empirical research project (Bhattacharjee, 2012). This study used a descriptive survey study design. In survey research design, a survey is used to obtain a description of a particular perception about a situation, phenomena or variable and their views are taken to represent those of the entire population (Kenya Institute of Management, 2009). This study employed a mixed methods approach where both qualitative and quantitative data was needed to generate insight into the complex social phenomena under study. Mixed -mode designs that combined features of qualitative and quantitative designs and collected both types of data were used. Teddle and Tashakkori (2009) assert that mixed methods are a vehicle for improving the quality of inferences that are drawn from both the qualitative and quantitative methods.

Qualitative research explores the problem, honors the voices of participants and conveys multiple perspectives of participants (Creswel, 2007). Hornby, Atkinson and Howard (2007) point out that qualitative researcher seeks to discover the meanings that participants attach to their behavior, how they interpret situations and what their perspectives are on particular issues.

The study also used focus groups. This involved having small groups of six to ten pupils in a school and leading them to discuss the research problem of interest for one and a half hours. The researcher moderated the discussion and he/she formulated questions for use in this focus groups. The study was able to determine how the pupils and teachers perceive or view the correctional strategies used and the socio-emotional development of the pupils. The frequency of use of a specific correctional strategy for instance suspension, was noted, the perception of teacher counsellors and pupils of this correctional strategy on learner's socio-emotional development determined and after this the researcher was able to understand the phenomenon under study. This research design assisted to describe teachers' and pupils' responses on perception of the correctional strategies used and pupils' socio-emotional development.

### **3.2 Philosophical Paradigm**

A paradigm is a cluster of beliefs and dictates which for researchers in a particular discipline influences what should be studied, how research should be done and how results should be interpreted (Bryman, 2004). A philosophical paradigm constitutes a way of looking at the world and interpreting what is studied and therefore an indication of

how research ought to be conducted, by whom, and to what degrees of involvement and interpretation (Rubin & Rubin, 2005).

A pragmatic philosophical stance informed the current study on teacher counselors' and pupils' perception of correctional strategies used by teachers on pupils' socio-emotional development. This study mainly focused on the research problem and finding solutions for it. Pragmatism links the choice of approach directly to the purpose of and nature of the research questions posed. The pragmatic paradigm therefore implies that the overall approach to research is that of mixing data collection methods and data analysis procedures (Creswell, 2003).

The studies have the freedom to choose procedures that meet their needs, and what works to solve the problem; hence the value of both objective and subjective knowledge in a single study. The present study therefore adopted both realism and relativism as ontological assumptions. This study employed mixed methods which takes advantage of the representativeness and generalizability of quantitative findings and the in depth, contextual nature of qualitative findings (Hanson, Creswell, Clark, Petska & Creswell, 2005).

Individual interpretation is important, deeply embedded in a rich contextual web that cannot be generalized to other settings (Jwan & Ong'ondo, 2011). Epistemology is the nature of evidence and knowledge, the rules and principles by which researchers decide whether and how social phenomena can be known and how knowledge can be demonstrated (Snowden, 2006). In this case, the study captured reality by using



questionnaires and interviews. The researcher acknowledged that there is reality out there to be studied, captured and understood.

### **3.3 Location of the Study**

The research was conducted within Kericho County, Kenya. Kericho town is on Latitude  $35.2863^{\circ}$  East of the Equator and Longitude  $0.3689^{\circ}$  South of Green Meridian (Appendix X). Kericho County borders Bomet county to the north, Kisumu County to the west, Nandi County to the south and Nakuru County the east. It is endowed with well-equipped schools and so there is need for these schools to post better academic performance compared to their counterparts in less privileged areas. According to records from the County Education Office (C.E.D, 2017), the County has 512 primary schools with approximately 189946 pupils (94,815 boys and 94131 girls). The region is cosmopolitan with vast tea estates that accommodate people from different parts of the country with different cultures and religion. There are both urban and rural dwellers and this is a source of varied views on the subject under study. This justifies the choice of the location for the study.

### **3.4 Target Population**

The target population in this research was 189,946 pupils (95815 boys and 94131 girls) learning in the primary schools found in Kericho County. Oliver, Bernsten, Anderson, Blashfield & Roberts (2004) state that the total number of individuals to whom the results of the research are intended to apply constitute the research population. The accessible population was 384 pupils in class four to eight. Besides the pupils, out of 4955 teachers

219 teacher counsellors and 50 deputy head teachers were involved in the study. Information obtained from these participants regarding the teachers' and pupils' perceptions of the correctional strategies used on pupils' socio-emotional development was deemed reliable because they are the key players in the schools' correctional process. Table 3.1 gives the number of primary schools found in Kericho County.

**Table 3.1. Primary Schools Found in Kericho County.**

No. of Schools Per Sub- County	Pupil Enrolment			Teacher Establishment in Kericho County		
	Boys	Girls	Total	Male	Female	Total
Kericho	117	20090	20093	40183	570	581
Belgut	126	25153	24709	49862	<b>1151</b>	
Bureti	109	20816	20337	41153	609	665
Kipkelion	76	14597	14185	28782	<b>1274</b>	
Londiani	84	15159	14807	29964	543	529
					<b>1072</b>	
					434	233
						<b>667</b>
					371	420
						<b>79</b>
<b>Total</b>	<b>512</b>	<b>95815</b>	<b>94131</b>	<b>189946</b>	<b>2527</b>	<b>2428</b>
					<b>4955</b>	

**Source:** The County Education Office, Kericho (2017).

### 3.5 Sampling Procedure and Sample Size

A sample is often described as being representative of certain known percentage, frequency distributions of elements' characteristics within the sample are similar to the corresponding distributions within the whole population. In this study, probability sampling technique was used.

The study used stratified sampling to select the schools, pupils, teacher counsellors and deputy head teachers. In this case, the schools were divided into homogeneous and non-overlapping subgroups (Strata). This was done based on the school type (girls' boarding, day and boarding mixed school, boys' boarding, and day mixed school). The pupils were categorized into gender and class levels while teacher counsellors and deputy head teachers were categorized into gender.

A simple random sample was drawn within each subgroup. The following was the distribution of sample schools per sub-county; Kericho- 27 schools, Belgut- 32 schools, Bureti- 23 schools, Kipkelion- 11 schools, and Londiani- 13 schools.

Simple random sampling was also used in the selection of respondents (pupils, teacher counsellors and deputy head teachers). This involved the ordering of the sampling frame according to admission numbers of the pupils and selecting the participants at regular interval through the list. According to Bhattacharjee (2012), systematic sampling involves a random start and then proceeds with the selection of every  $K^{\text{th}}$  element, where  $k = N/n$  where  $k$  is the ratio of sampling frame size  $N$  and the desired sample size  $n$ . In this research, the starting point was not necessarily the first admission number on the list but the researcher randomly chosen from within the first  $k$  element on the list. This

process ensured that the sample was a representative of the population, at least on the basis of the sorting criterion.

The sampling interval was determined by the equation below;

$$\begin{aligned} \text{Sampling interval} &= n/N \\ &= \frac{189946}{384} = \frac{500}{10^{\text{th}} \text{ school}} \quad \text{i. e 1 in 50 pupils} \end{aligned}$$

Microsoft Excel FUNCTION = RANDBETWEEN (1,50) was used to select a random starting number for the first pupil to be included in the sample. According to Mugenda and Mugenda (2003), a minimum of 10% of the target population should be included in the sample when dealing with a heterogeneous sample. To get a representative sample size, this study used a formula by Mugenda and Mugenda (2003). The sample size for pupils was determined as follows:  $n = z^2 pq/d^2$ .

$$\text{This means; } \frac{(1.96)^2(0.5)(0.5)}{(0.5)^2} = 384$$

Using this formula, 384 pupils participated in the study. The sample size for teacher councilors was calculated using the following formula;

$$Nf = \frac{n}{1 + n/N}$$

Since the population size is less than 10000, a constant of 384 will be used.

$$\begin{aligned} \text{Therefore } &= \frac{384}{1 + 384/512} = 219 \text{ teacher counselors.} \end{aligned}$$

The teacher counsellors were selected because they deal directly with the pupils and well placed to give information regarding the pupils.

### **3.6. Research Instruments**

Instrumentation is the process of selecting and developing measuring devices and methods appropriate to a given research problem (Denzin & Lincoln, 2005). Different participants were involved in the study. Different individuals may be used when a researcher is trying to synthesize information on a topic from different levels of participants (Creswell & Clark, 2011). Highly structured questionnaires were used to collect both quantitative and qualitative data. Items in the questionnaires addressed specific objectives of the study (Appendix I and II). These closed-ended items were used to collect quantitative data.

Open-ended items explored the perceptions of teacher counsellors and pupils of the correctional strategies on pupil's emotional development. (Appendix I and II). The open-ended items gave qualitative data. In this research, three questionnaires; one for deputy head teachers, pupils' and for teacher counsellors were used to obtain important information. The teacher counselors had a section on the respondents' personal data, a rating question on the level of discipline in school, a table of questions on pupils' socio-emotional development, questions on correctional strategies, guidance and counseling programs and two open ended items that sought to establish the correctional strategies used and the suitability of these strategies in enhancing pupils' socio-emotional development (Appendix I). This format is also used in the deputy head teachers' questionnaires and pupils' questionnaires with different sets of items (Appendix III and II

respectively). There was also a list of items that were used as an interview schedule in focus group discussions (Appendix III). The focus groups were steered by the researcher as the moderator to ensure that all the information was obtained.

### **3.6.1. Scoring of Instruments**

Questionnaires of the Likert type scale were designed to probe the teacher counselors' and pupils' perception of the correctional strategies used on pupils' socio-emotional development. The perceived pupils' socio-emotional development included enhanced self-efficacy, emotional regulation, improved interpersonal skills, enhanced self-esteem and positive self-concept. The teacher counselors' and pupils', questionnaires had two sections. Section A which mainly targeted the personal information (biodata). Section B had three sets of items based on the objectives of the study. This section also had matrix questions with a rating scale. The items on the questionnaires were declarative in nature. The rating scale- the Likert scale comprised five response categories.

The numbers represented the following responses: 5= Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree and 1= Strongly Disagree. This is a five-point scale where the frequency of participants selecting a particular response was computed indicating the general perception of the sampled respondents. The five points were distributed as follows; Strongly Agree (SA) - 5 points, Agree (A) - 4 points, Undecided (U) - 3 points, Disagree (2) - 4 points and Strongly Disagree (SD) - 1points. Other scales read; very appropriate- 5 points, appropriate- 4 points, neutral-3 points, inappropriate-2 points and

very inappropriate-1 point, or most favourable-5 points, favourable-4 points, neutral- 3 points, unfavorable- 2points, most unfavorable -1 point.

The deputy head teachers had items with; Always-5 points, often-4 points, sometimes- 3points, rarely-2 points and never- 1point. Another item required them to indicate their responses against Strongly Agree- 5 points, Agree-4 points, Undecided- 3 points and Disagree- 2 points, Strongly Disagree-1 point. In rating, a scale of 5 would be very good, 4 good, 3 average, 2 below average and 1 inadequate. A mean of 1.0 to 2.6 on each item indicated a negative perception on the correctional strategies, 2.7 to 3.4 is a neutral perception and 3.5 to 5.0 indicated a positive perception. The questionnaire was scored in the direction of positive perception of the correctional strategies. During the research, individuals were categorized as having negative and positive perception of the correctional strategies.

### **3.6.2 Pilot Study**

A pilot study was conducted in two schools from Kericho County. These schools were both mixed day schools and did not participate in the study afterwards. After piloting, the research instruments were discussed with supervisors and where necessary, modifications were done. According to Serem, Boit and Wanyama (2013), piloting helps to simplify the difficult items and ascertain that the instrument indeed measures what it purports to measure.

### **3.6.3 Validity and Reliability of Instruments**

Patton (2002) states that validity and reliability are two factors which any researcher should be concerned about while designing a study.

### **3.6.4 Validity**

Validity is the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 2003). This corresponds to the question; how an inquirer can persuade his/her audiences that the research findings of an inquiry are worth paying attention to (Lincoln & Guba, 1985). If the validity or trustworthiness can be maximized or tested then more “credible and defensible” result (Dawson, 2002) may lead to generalizability which is one of the concepts of the structure for both doing and documenting high quality qualitative research.

In the present study, validity was ensured through construction of appropriate and relevant items based on the objectives of the study. The items on the instruments addressed teachers’ and pupils’ perceptions of correctional strategies used by teachers on pupils’ socio-emotional development. The instruments were constructed to measure the socio-emotional constructs in the pupils. This ensured face validity which shows that an indicator seems to be a reasonable measure of its underlying construct.

The variables being measured were defined clearly in the instruments. To ensure face validity in the study, the measurements were consistent with the theoretical expectations.



For instance, in order to measure pupils' self-esteem, the pupil's ability to be assertive was assessed. When the two measures correlated positively, then the researcher concluded that the constructs within the theoretical framework are related. This was assessed using experts who rated each item and examined how well they fit the conceptual definition of the construct. The measurements were consistent with the theoretical expectations, therefore the study concluded that the data had face validity.

The researcher also ensured content validity by doing a thorough and systematic evaluation of the test instruments by a qualified judge or expert and considered the aspects pointed out by the expert. The researcher therefore sought the input of the educational psychologists in the department in regard to the questionnaires and their views were incorporated. Content validity was considered the most appropriate method for evaluating validity.

Criterion-related validity was ensured using statistical technique of correlation analysis and regression. Specifically, predictive validity was ensured through measurement outcomes whereby measures behaved as expected, for instance a measure of a correlation of  $r = .001$  on rewards and recognition was an expected measure of relationship between this correctional strategy and pupils' socio-emotional development.

Qualitatively the researcher made sure that the credibility of the research was upheld and that the study investigated what it claimed to study. The use of multiple sources of data from different participants, and data generation techniques ensured data triangulation and methodological triangulation. Yin (2003) defines methodological triangulation as

generating data using different techniques with the aim of getting details about the same issue under study and corroborating the information.

### **3.6.5 Reliability**

Reliability is the degree to which the measure of a construct is consistent or dependable. Joppe (2000) defines reliability as the extent to which results are consistent over time and an accurate representation of the total population under study. Reliability is the degree of consistency that the instrument or procedure demonstrates (Best & Khan, 2001).

In this study, reliability was estimated using the Cronbach's coefficient alpha reliability test which estimate internal consistency by determining how items on a test relate to all other test items and to the total test. The acceptable coefficient for the study was 0.7. The use of Cronbach's coefficient alpha in assessing internal consistency was deemed appropriate in this study since it reduced the time required to compute a reliability coefficient in other methods. A high reliability coefficient of 0.93 was obtained implying that items correlated highly among themselves.

Using the Cronbach's Coefficient Alpha, the teacher counselors', pupils' and Deputy head teachers' scales had a reliability coefficient of 0.96, 0.94, and 0.89 respectively. This means that there is consistency among the items in measuring the concept of interest (Ary, Jacobs & Razavien, 1972). Qualitatively, the researcher ensured that the findings were trustworthy and credible. According to Lincoln and Guba (1985), credibility (true value) refers to confidence in findings from informants and the context in which the study

was undertaken. The present research findings are credible since this threshold was met. The findings are also trustworthy since the researcher ensured that the research process was truthful, careful and rigorous enough to qualify to make the claims that it does. It is truthful in that the data presented is the data that was obtained in the field. The study followed the right procedures and should the same procedures be followed, the same results shall be obtained, this assures the dependability of these findings. The research findings of this study are free of both internal and external influences since researcher was neutral in the research process. The findings of this study are therefore transferable and can be applicable to other contexts in which the study was not conducted. The researcher also asserts that the findings of the research are generalizable to the larger population other than that under study.

### **3.7 Data Collection Procedures**

Permission to conduct research was obtained from the National Council for Science and Technology after approval of the research by the Board of Postgraduate Studies of Moi University. The researcher then made visits to the schools where the teacher counsellors' and the pupils' samples were drawn, explained the purpose and significance of the study to the school management teams.

Since the primary schools are widely spaced in the County, the researcher required support in data collection. The researcher therefore involved two well-trained research assistants who were assigned regions in the study area and collected data under keen monitoring by the researcher.

The questionnaires were administered and focus group discussions conducted. Data was collected from these multiple sources (questionnaires and focus group discussions) to provide richness and the depth of each case description: it included; participants' responses to the open-ended and closed-ended questions, elicitation materials like photos, objects and other personal things provided by the participant relating to his/her opinion in the study. The researcher with the assistance of research assistants administered the questionnaires to teacher counsellors, pupils and deputies and facilitated the focus group discussions with the pupils in order to collect the intended data. They explained the purpose and the significance of the study, clarified points, answered questions and motivated participants to answer fully and truthfully.

### **3.8 Data Analysis**

This study adopted a quantitative and qualitative methodology to document and analyze the teacher counsellors' and pupils' perception of the correctional strategies used on pupils' socio -emotional development. For research objectives, both qualitative and quantitative analyses were used. Qualitative analysis was used to analyze teacher counsellors' and pupils' perceptions of the correctional strategies used by teachers on pupils' socio-emotional development. The mass of raw data collected was systematically organized in a manner that facilitated analysis. Qualitative data obtained from open-ended items and focus group discussions was given in narrative forms to provide explanation of the data. The researcher developed themes, impressions and patterns from the data collected. The findings also included verbatim excerpts from the participants.

Descriptive statistics, specifically the percentages, frequencies, mean and the standard deviation were used to organize, summarize and describe data. Descriptive statistics are numerical, graphical and tabular techniques for organizing, analyzing, and presenting data (Berg, 2001). Data from close-ended items on the questionnaires was first coded. The coded data was analyzed quantitatively and used to determine which themes occur most frequently in what contexts, and how they are related to one another.

The number of responses received from the instrument from each item were tabulated and the researcher prepared a summary with totals of responses and entered the data into a computer program- SPSS version 24, for further analysis. Information was presented in form of frequency distribution tables, tables, pie charts, histograms, bar charts and graphs for further interpretation.

Inferential statistics were also used to analyze the data quantitatively.

Table 3.2 shows how the data was analyzed in view of the objectives;

**Table 3.2. Data Analysis Methods**

Objectives	Independent Variable	Dependent Variable	Data Analysis Methods
1.	Correctional strategies used by teachers in primary schools	Pupils' socio-emotional development	Frequencies, Percentage, mean, standard deviation, ANOVA, Linear Regression Analysis, Pearson correlation
2	Correctional strategies used by teachers in primary schools	Pupils' socio-emotional development	Mean, Percentage, Standard deviation, ANOVA, Regression Analysis.
3	The role of guidance and counseling	Pupils' socio-emotional development	Mean, Percentage, Standard Deviation.
4	Correctional strategies used by teachers in primary schools	Pupils' socio-emotional Development	Percentage, Mean, Frequencies, Standard deviation, Multiple Regression Analysis, correlation ANOVA

The ANOVA is an inferential statistical procedure used to determine whether the observed differences in the sample means are large enough to reject the null hypothesis (Anderson, Sweeney & Williams, 2009). In this study, one-way ANOVA was used. Multiple regression was also used to predict the correlation between correctional strategies and pupils' socio-emotional development.

### **3.9 Ethical Considerations**

In this study, ethical considerations were considered under qualitative and quantitative dimensions. There was a deliberate attempt for the researcher to design a study with appropriate techniques. There was no deception or covert generation of data. The research objectives had strong scientific merit. The researcher demonstrated competency and developed a careful design that yielded worthwhile expected outcomes.

The choice of method for data collection ensured validity and reliability. This is in recognition of the fact that ethics embody individual and communal codes of conduct based upon adherence to a set of principles which may be explicit and codified or implicit, and which may be abstract and impersonal or personal. Mason (2002) observes that researchers should carry out data generation and analysis morally.

The researcher did not offer any inducements whatsoever in order to encourage participants to give information. The purpose of the study was made known to all participants and their informed consent sought verbally, and the participants were assured of confidentiality and anonymity. According to Berge (2001), social scientists perhaps to a greater extent than the average citizen, have an ethical obligation to their study population, and the larger society. In line with this view, the researcher assured the participants that their responses were solely to be used for research purposes and that the researcher would ensure that no psychological harm was caused on the participants. The researcher has not given any false data and has endeavored to acknowledge authors and works cited in this research. One of the most serious ethical breaches a researcher can

commit is publishing falsified data (Juan & Ong'ondo, 2011). In this study the researcher ensured honesty in the data reported. In this case, the researcher was open and honest about the purpose and content of the research.



## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.0. Introduction**

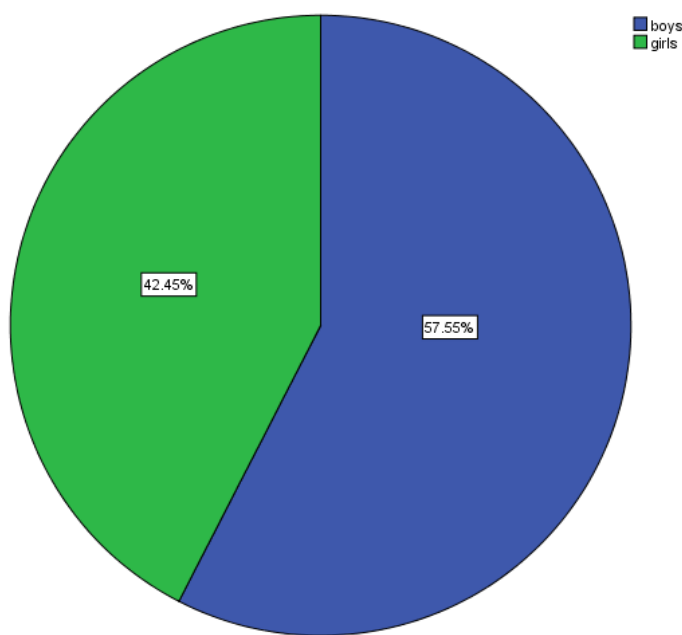
This chapter presents the results of the analyzed data of teacher counsellors' and pupils' perceptions of correctional strategies used by teachers on pupils' socio-emotional development. The presentation is done in three sections. The first section presents the data screening analyses and the demographic description of the participants. Analyses of the research objectives which were the primary focus of this study and the summary of the chapter are presented in the second and third sections respectively. Four objectives and five research questions were formulated from the research topic of investigation. The analysis and interpretation were also done in the perspective of Gestalt key concepts and principles. A detailed narrative report is given in an effort to capture qualitative data obtained from the focus group discussions and the open -ended questions.

#### **4.1 Data Screening and Demographic Description of Participants**

The sample of investigation consisted of three groups namely; pupils, teacher counsellors and the Deputy head teachers. This section presents the demographic characteristics that were examined in the study which are; gender, age, the class level of pupils that participated in the study, length of service (experience) for teachers, school type, length of time as a counsellor and the level of training in counseling for the teacher counsellors.

#### 4.1.1 Distribution of Pupils and Teachers Counsellors by Gender

In this research, gender was studied as a moderating variable. The researcher sought to know how gender influenced the pupils' and teachers' perceptions of the correctional strategies used by teachers and the pupils' socio-emotional development. Figure 4.1 presents results for the gender distribution of pupils that participated in the study.



**Figure 4.1 Pupils' Gender**

The results from Figure 4.1 show that, majority 57.55% participants in the study were boys and 42.45% participants were girls.

**Table 4.1. Teacher Counsellors' Gender**

	Frequency	Percent
Male	96	48.5
Female	102	51.5
<b>Total</b>	<b>198</b>	<b>100.0</b>

The results from Table 4.1 show that, 96 (48.5%) participants were male and 102(51.5%) participants were female. This is attributed to the observation that most head teachers and deputy head teacher's positions are held by male teachers hence the position of head of department counselling is assigned to female teachers. Figure 4.2 presents the gender of deputy head teachers;

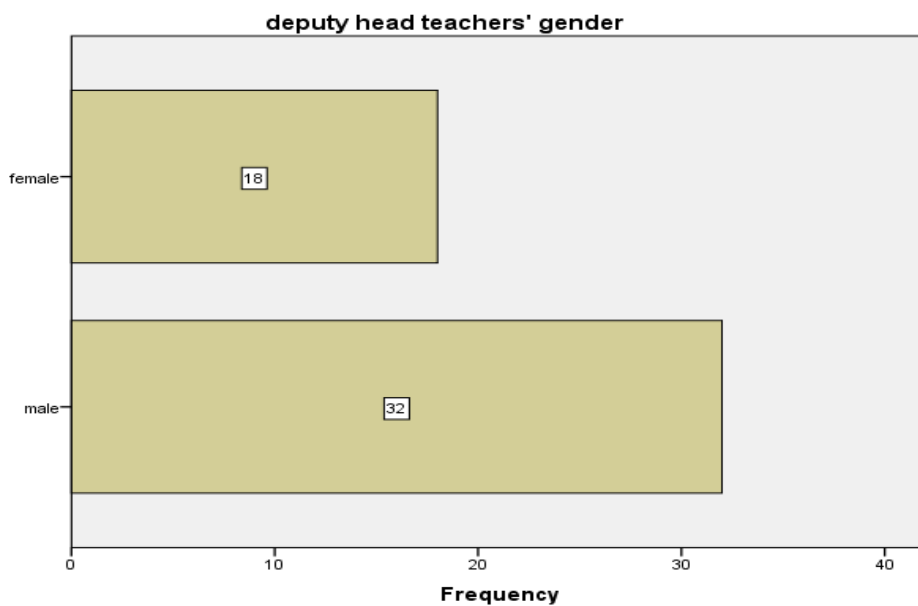
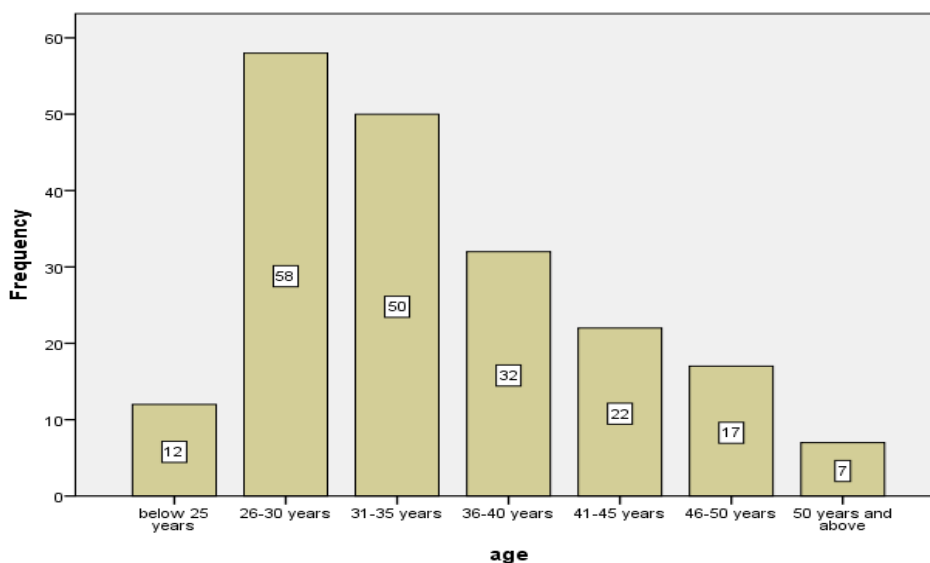
**Figure 4.2 Deputy Head Teachers' Gender**

Figure 4.2 shows that, 32(64%) participants were male and 18(36%) participants were female. It was generally noted that majority of the primary school administrators (Head teachers and deputy head teachers) were male.

#### 4.1.2 Age Category of Teachers Counsellors

The researcher sought to know the influence of age as a demographic characteristic of teacher counsellors as a moderating variable on the perception of correctional strategies used by teachers on learners' socio-emotional development. Figure 4.3 shows the distribution of age of the teacher counsellors.



**Figure 4.3 Age Distribution of Teacher Counsellors**

Figure 4.3 shows that, 12(6.1%) participants were of age below 25 years. Majority, 58(29.3%) participants were of age between 26 and 30 years, followed by 50(25.3%) participants were of age between 31 and 35 years. This is the period when most teachers

are appointed as heads of departments. Those aged between 36 and 40 years were 32(16.2%) while 22(11.1%) participants were of age between 41 and 45 years. A smaller number of participants, 17(8.6%) were of age between 46 and 50 years and 7(3.5%) participants were above 50 years. From these findings there is an indication that counseling is well taken care of since teacher counsellors are drawn from all ages.

**Table 4.2.**

**Length of Service as a Counsellor**

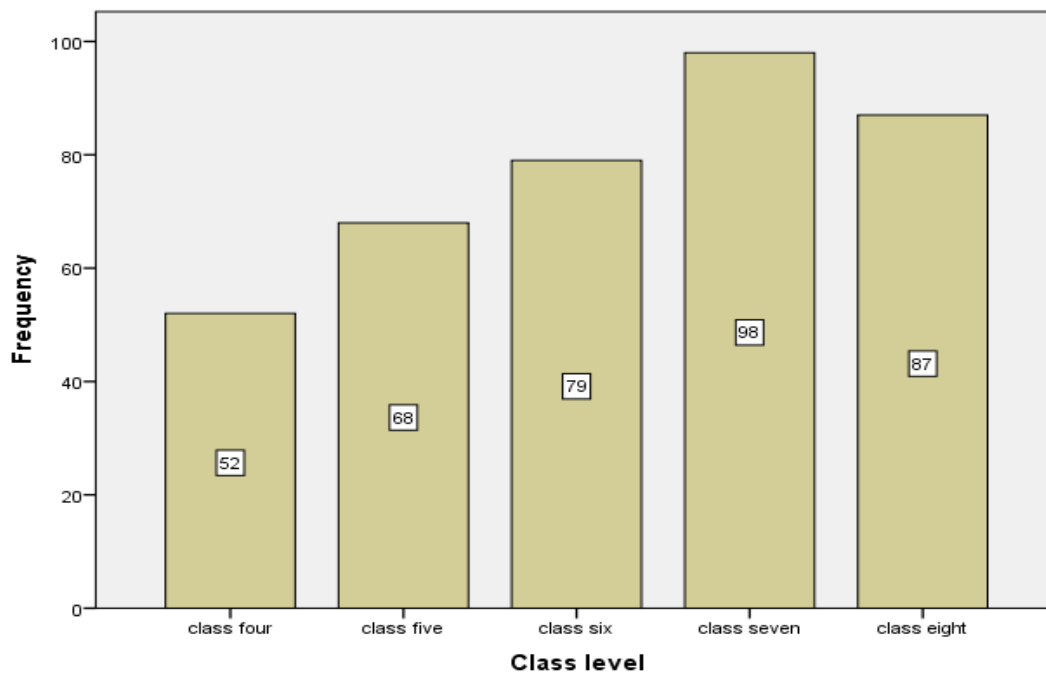
	<b>Frequenc y</b>	<b>Percent (%)</b>
1 year and below	64	32.3
2-5 years	93	47.0
6-9 years	20	10.1
above 10 years	17	8.6
Missing	4	2.0
<b>Total</b>	<b>198</b>	<b>100.0</b>

The researcher also sought to know the period that the teacher counsellors had served as counsellors. The findings indicated that 64(32.3%) participants had been in charge of counselling in the school for a period of 1 year and below, 93(47.0%) participants 2 and 5 years, 20(10.1%), 6 and 9 years and 17(8.6%) for a period above 10 years. From these findings, it is evident that majority of the counsellors have been counselling for a period less than 5 years. This implies that majority of the schools do not have counsellors that have served for long.

An open-ended question was used to establish the training of teacher counsellors (Appendix 1) and the findings indicated that most of the teachers had training as some of the teachers had pursued guidance and counselling for their degree, some came across it as a unit in their college studies, while others did certificate courses on guidance and counselling and most of them took refresher courses on the same. Few teachers were not trained on counselling and they did it out of passion and personal development.

#### 4.1.3 Pupils' Class Levels

The class levels of the pupils who participated in the study were established and the results are presented in Figure 4.4;

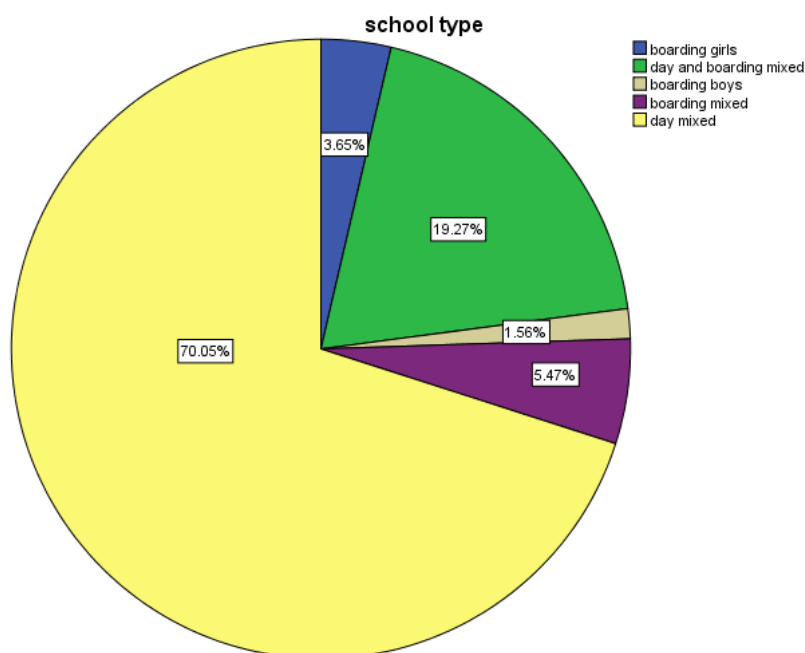


#### Figure 4.4: Pupils' Class Level

The information in the bar graph indicates that 52(13.5%) participants were in class four, 68(17.7%) participants were in class five, 79(20.6%) participants were in class six, 98(25.5%) were in class seven and 87(22.7%) were in class eight. The class seven pupils who participated were more than the other pupils from other class levels.

#### 4.1.4 School Type

The present study established the primary school types found in Kericho County and the results are presented in Figure 4.5.



#### Figure 4.5 School Type

Figure 4.5 shows that 14(3.65%) participants were from a girls' boarding school, 74(19.27%) participants were pupils in a day and boarding mixed school, 6(1.56%) participants were in boys' boarding school, 21(5.47%) participants were in a boarding

mixed school and 269(70.05%) respondent was in a day mixed school. It was observed that most schools in Kericho county are mixed day. This is attributed to the fact that most areas in this county are rural in setting and so most parents stay with their children as they school. However, a few in the urban set-up put their children in boarding. Further research indicated that most of the pupils in the county had rural background as most of the attended schools located in the rural setting.

#### **4.2 Correctional Strategies used by Teachers in Primary Schools**

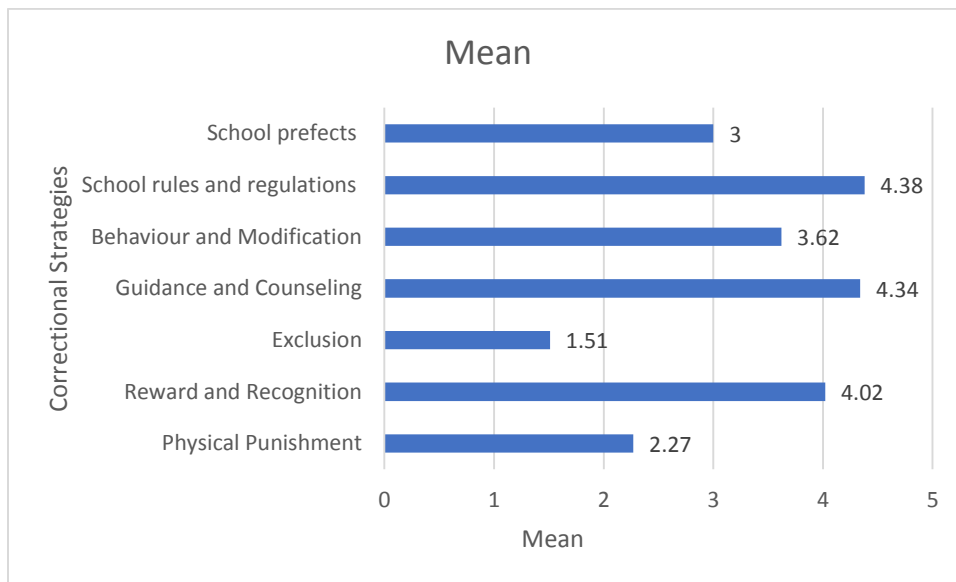
The first objective of the study sought to establish the correctional strategies used in primary schools in Kericho County. The Deputy head teachers were asked to indicate how often the listed correctional strategies were used in school. Correctional strategies were provided for them to indicate how often they were used (Appendix IV). These responses were later used to rate how often the correctional strategies were used by teachers. The findings of the analysis of the responses are presented in Table 4.3.



**Table 4.3. Correctional Strategies used by Teachers in Primary Schools**

<b>Correctional Strategies</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>	<b>Mean</b>
<b>1. Physical punishment</b>						
1.1 Canning	4 (8%)	3 (6%)	20 (40%)	13 (26%)	10 (20%)	<b>2.56</b>
1.2 Manual work to pupils	2 (4%)	4 (8%)	20 (40%)	11 (22%)	13 (26%)	<b>2.42</b>
1.3 Slapping/pinching	2 (4%)	3 (6%)	9 (18%)	7 (14%)	29 (58%)	<b>1.84</b>
<b>2. Rewards/Recognition</b>						
2.1 Use of rewards/ tokens when desired behavior is observed	18 (36%)	13 (26%)	15 (30%)	2 (4%)	2 (4%)	<b>3.86</b>
2.2 Recognition through certificates, open appraisals on assembly and clapping for pupils	27 (54%)	11 (22%)	8 (16%)	2 (4%)	2 (4%)	<b>4.18</b>
<b>3. Exclusion</b>						
3.1 Suspension	–	–	3 (6%)	20 (40%)	27 (54%)	<b>1.52</b>
3.2 Expulsion	–	–	–	9 (18%)	41 (82%)	<b>1.18</b>
3.3 Detention	2 (4%)	1 (2%)	7 (14%)	17 (34%)	23 (46%)	<b>1.84</b>
<b>4. Guidance and counseling</b>	24 (48%)	21 (42%)	4 (8%)	–	1 (2%)	<b>4.34</b>
<b>5. Behaviour Modification Programmes</b>						
5.1 Modelling	8 (16%)	16 (32%)	24 (48%)	2 (4%)	–	<b>3.60</b>
5.2 Verbal warning	25 (50%)	10 (20%)	12 (24%)	3 (6%)	–	<b>4.14</b>
5.3 Withdrawal of privileges when an undesirable behavior is exhibited	4 (8%)	9 (18%)	24 (48%)	10 (20%)	3 (6%)	<b>3.02</b>
5.4 Apology in front of others	6 (12%)	14 (28%)	20 (40%)	6 (12%)	4 (8%)	<b>3.24</b>
5.5 Training pupils to be assertive and air their grievances appropriately	17 (34%)	23 (46%)	7 (14%)	3 (6%)	–	<b>4.08</b>
6. School rules to help in guiding pupils on desirable behavior	27 (54%)	17 (34%)	5 (10%)	–	1 (2%)	<b>4.38</b>
7. School prefects help in correction	6 (12%)	10 (20%)	17 (34%)	12 (24%)	5 (10%)	<b>3.00</b>
<b>Overall mean</b>						<b>3.08</b>

Results in Table 4.3 are also presented in Figure 4.6 below;



**Figure 4.6: Correctional Strategies used by Teachers in Primary Schools**

Findings on correctional strategies used by teachers in primary schools in Kericho County are as presented in Figure 4.6. It is evident from the figure that the most commonly used correctional strategy in primary schools in Kericho County was school rules and regulations (Mean= 4.38). This was followed by guidance and counselling (Mean= 4.34), Behaviour Modification (Mean= 3.62), School Prefect (Mean = 3), in that order. The least commonly used correctional strategies were Physical punishment (Mean= 2.27) and Exclusion (Mean= 1.51). These results imply that the Government's ban on corporal punishment is being heeded by teachers. Anyango, Simatwa and Serem (2013), also found similar findings.

The three approaches to physical punishment were caning, manual work and slapping/pinching. Information in Table 4.3 indicates that out of the three approaches to physical punishment, Canning was the most commonly used strategy (Mean= 2.56), followed by Manual Work (Mean= 2.42) and Slapping/Pinching (Mean= 1.84), in that order.

Findings regarding rewards/recognition in this study indicate that there are two methods that were used. Recognition through certificate and open appraisals was mostly used (Mean= 4.18) followed by use of rewards/tokens (Mean= 3.86).

The three methods of excluding pupils were Suspension, Expulsion and Detention/Retention as presented in Table 4.3. Out of the three methods, the most commonly used correctional strategy was Detention/Retention (Mean= 1.84). This was followed by Suspension (Mean= 1.52) with the least commonly used approach being Expulsion (Mean= 1.18). Findings from this research further indicated that, guidance and counselling was commonly used as a correctional strategy (Mean= 4.34). Similarly, in his research, Gichuki (2012) found that guidance and counseling as a method of discipline management makes pupils aware of their problem.

Further analysis of results from these findings revealed that teachers in primary schools used Behaviour Modification as a correctional strategy with various correctional programmes. Verbal Warning as a programme was mainly used (Mean= 4.14), followed by Training pupils to be assertive and air the grievances appropriately (Mean= 4.08). Modelling was also used (Mean= 3.60) followed by Apology in front of others (Mean=

3.24) and Withdrawal of privileges when an undesirable behaviour is exhibited (Mean= 3.02) in that order.

The findings in Table 4.3 also indicate that school rules to help in guiding pupils on desirable behaviour and School prefect to help in correction were used (Mean= 4.38 and 3.0 respectively). Similar research indicates that student counsels can improve academic standards and reduce dropout rates in schools. (Department of Education and Science, 2002).

In conclusion, the overall mean of 3.08 is an implication that teachers use various correctional strategies in a bid to mold pupils' socio-emotional development. This is important in molding pupils' socio-emotional development since children follow a typical continuum of social and emotional skills acquisition.

#### **4.2.1 Teachers' Perceptions**

Deputy head teachers were asked if the correctional strategies listed help the pupils in socio-emotional development (Appendix IV). They were given ten statements on socio-emotional development and asked to indicate their level of agreement or disagreement with the given statements. The findings are presented in Table 4.4.

**Table 4.4. Correctional Strategies and Socio - Emotional Development**

Socio-Emotional Development	SA	A	UD	D	SD	Mean
The pupils' self-esteem is enhanced	21 (42%)	28 (56%)	1 (2%)	–	–	<b>4.40</b>
Pupils regulate the emotions and control behaviors like fighting, noise making	17 (34%)	32 (64%)	1 (2%)	–	–	<b>4.32</b>
Our pupils function well in their schools, e.g., they are able to adopt to the school routine and rules	20 (40%)	30 (60%)	–	–	–	<b>4.40</b>
They easily accept a new teacher	17 (34%)	26 (52%)	7 (14%)	–	–	<b>4.20</b>
Many pupils complete their education and transit to the next level (no drop outs)	20 (40%)	22 (44%)	3 (6%)	4 (8%)	1 (2%)	<b>4.12</b>
Pupils are able to express their emotions and grievances without being aggressive	10 (20%)	31 (62%)	6 (12%)	2 (4%)	1 (2%)	<b>3.94</b>
Pupils have high level of maturity and can articulate issues affecting them	12 (24%)	21 (42%)	13 (26%)	4 (8%)	–	<b>3.82</b>
Pupils have ability to function independently	11 (22%)	28 (56%)	10 (20%)	1 (2%)	–	<b>3.98</b>
Pupils have strong interpersonal skills	11 (22%)	35 (70%)	3 (6%)	–	1 (2%)	<b>4.14</b>
Pupils are accepted by others	13 (26%)	33 (66)	2 (4%)	–	2 (4%)	<b>4.10</b>
<b>Overall Mean</b>						<b>4.14</b>

The findings in Table 4.4 show that the teachers' perception of the correctional strategies used is positive. All the means on the socio-development aspects are positive as follows; enhanced self-esteem (Mean= 4.40), emotional regulation and control of undesirable behavior (Mean= 4.34).

The results also revealed that correctional strategies used helped pupils to function well in their schools (Mean= 4.40), they easily accept a new teacher (Mean=4.20), complete their education and transit to the next level (Mean=4.12). The other strong positive scores are on pupils' enhanced interpersonal skills (Mean= 4.14) and pupils being accepted by other (Mean= 4.10). Correctional strategies used also help pupils express their emotions and grievances without being aggressive (mean= 3.94), have high level of maturity and can articulate issues affecting them (Mean= 3.84). Correctional strategies also enabled pupils to function independently (Mean= 3.94). These research findings therefore revealed that teachers in primary schools use multiple approaches in an attempt to mold pupils' socio-emotional development. The overall mean of 4.14 in this study shows that the correctional strategies used by teachers do positively influence pupils' socio-emotional development.

The researcher also sought to determine the perception of teacher counselors on the correctional strategies used on pupils' socio-emotional development. Ten correctional strategies were listed for teacher counselors to indicate their opinion on how appropriate they were in enhancing pupils' socio-emotional development (Appendix I). The findings are presented in Table 4.5

**Table 4.5. Teacher Counsellors' Perceptions of Correctional Strategies**

Correctional Strategies	Very appropriate	Appropriate	Neutral	Inappropriate	Very Inappropriate	Mean
<b>1. Physical Punishment</b>						
Physical beating/canning corporal punishment	3 (1.50%)	48 (24.2%)	23 (11.6%)	82 (41.4%)	42 (21.2%)	<b>2.43</b>
Manual work	3 (1.5%)	25 (12.6%)	16 (8.1%)	117 (59.1%)	37 (18.7%)	<b>2.19</b>
Physical punishment	7 (3.5%)	47 (23.7%)	25 (12.6%)	87 (43.9%)	32 (16.1%)	<b>2.55</b>
<b>2. Rewards</b>						
	91 (46%)	79 (39.9%)	11 (5.5%)	9 (4.5%)	8 (4.0%)	<b>4.19</b>
<b>3. Exclusion</b>						
Expulsion	4 (2%)	15 (7.6%)	21 (10.6%)	61 (30.8%)	97 (49%)	<b>1.83</b>
Detention	11 (5.5%)	12 (6.1%)	18 (9.1%)	84 (42.9%)	73 (36.9%)	<b>2.01</b>
Suspension	2 (1%)	20 (0.1%)	37 (18.7%)	87 (43.9%)	52 (26.2%)	<b>2.16</b>
<b>4. Guidance and Counselling</b>						
	152 (76.8%)	39 (19.7%)	–	2 (1%)	5 (2.5%)	<b>4.67</b>
<b>5. Behaviour Modification</b>						
Apologizing in front of others	25 (12.6%)	99 (50.0%)	30 (15.2%)	31 (15.7%)	13 (6.5%)	<b>3.46</b>
<b>6. School rules and regulation</b>						
	115 (58.1%)	64 (32.3%)	5 (2.5%)	6 (3%)	8 (4%)	<b>4.37</b>
<b>Overall Mean</b>						<b>2.99</b>

Results in Table 4.5 indicate that majority of the teacher counsellors disapproved the use of Physical punishments, with corporal punishment, manual work and physical punishment like kneeling having means of (Mean= 2.43, Mean=2.19, Mean= 2.55 respectively).

Rewards (Mean= 4.19) is an indication that teacher counsellors preferred the use of rewards in enhancing pupils' socio-emotional development. From the results in Table 4.5, a total number of 91(46%) participants indicated that rewards are very appropriate in enhancing pupils' socio-emotional development, while 79(39.9%) participants deemed it as appropriate.

Contrary to rewards the findings of the study imply that teacher counsellors did not prefer exclusion as a correctional strategy. Expulsion, Detention and Suspension had low score (Mean=1.83, Mean= 2.01, Mean= 2.16 respectively), an indication that these correctional strategies were less preferred in molding pupils' socio-emotional development.

The results of the study showed that guidance and counseling enhanced pupils' socio-emotional development with majority 152(76.8%) participants rating it as very appropriate. The mean of 4.67 is an implication that teacher counselors' perception of guidance and counseling as a correctional strategy in enhancement of pupils' socio-emotional development is positive.

Teachers also help to clarify to the pupil the role of positive emotions that are constructive and integrative and that of negative emotions that are disruptive and disintegrative. Another appropriate correctional strategy is apologizing in front of others (Mean= 3.46), this mean implies that this strategy is appropriate. Findings in this study proved that apologizing in front of others (Mean= 3.46) was an effective correctional strategy in molding pupils' socio- emotional development. The study findings further revealed that most participants viewed school rules and regulations as very appropriate in enhancing pupils' socio-emotional development (Mean= 4.37).



The overall mean of 2.99 in this study implies that wholeness is emphasized and it refers to the pupil's total experience after correction (physical, sensory, emotional and intellectual). It shows that integration of all the correctional strategies is key and pupils are helped to become more aware of themselves and to work towards a healthy assimilation of their component parts.

#### 4.2.1.1 Influence of Age

**Table 4.6. Teachers' Age and Perception of Correctional Strategies**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.235 <sup>a</sup>	.055	-.098	9.085	.055	.360	6	37	.899	2.161

The results in Table 4.6 provide a correlation of the observed and predicted values of the Age as the dependent variable. The score on the R square gave a 0.055 which shows the variance in age as the dependent variable, explained by the independent variables; the

correctional strategies. Therefore, teachers' age accounts for only 5.5% change in terms of the perceptions on correctional strategies used in schools. The significance from Table 4.6 is 0.899 which is greater than 0.05, therefore, there is no statistically significant relationship between teacher counsellors age and the correctional strategies used by teachers in primary schools. This leads to the acceptance of the null hypothesis, which stated that there is no relationship between the age of the teacher counsellors and the correctional strategies used in primary schools.

#### 4.2.1.2 Influence of Experience

**Table 4.7 Teacher Counsellors' Experience and Perception**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.181	10	1.318	2.027	.033 <sup>b</sup>
	Residual	108.572	167	.650		
	Total	121.753	177			

Findings in Table 4.7, indicate that there is a statistical significance between teacher counsellors' experience and their perception on the correctional strategies used in primary schools. The significance level of 0.033<sup>b</sup> is less than 0.05, an implication of existing relationship, therefore the null hypothesis stating that there is no significant relationship between the level of experience and teacher counsellors' perception on correctional strategies used was rejected. This implies that teacher counsellors' perception to correctional strategies used in primary schools is the same regardless of their experience in counselling.

### 4.2.2 Pupils' Perception

The researcher sought to know pupils' perceptions of the correctional strategies used. They were asked to indicate how favorable the listed correctional strategies were as far as their socio-emotional development was concerned (Appendix II). The findings of the analysis of the responses are presented in Table 4.8.

**Table 4.8. Pupils' Perception of Correctional Strategies used by Teachers**

Correctional Strategies	Most favorable	Favorable	Neutral	Unfavorable	Most Favorable	Mean
Corporal punishment	1 (0.2%)	60 (15.6%)	24 (6.3%)	270 (70.4%)	29 (7.5%)	<b>2.31</b>
Manual work and physical punishment	3 (0.8%)	49 (12.8%)	17 (4.4%)	271 (70.6%)	44 (11.4%)	<b>2.21</b>
Suspension or expulsion	-	4 (1.0%)	12 (3.2%)	161 (41.9%)	207 (53.9%)	<b>1.51</b>
Retention/detention in school	-	4 (1.0%)	15 (3.9%)	162 (42.2%)	203 (52.9%)	<b>1.54</b>
Verbal warning	145 (37.9%)	216 (56.5%)	16 (4.2%)	4 (1.0%)	3 (0.7%)	<b>4.29</b>
Rewarding and recognition through open appraisals	236 (61.5%)	144 (37.5%)	3 (0.8%)	1 (0.2%)	-	<b>4.60</b>
Withdrawal of privileges when undesirable behaviour is exhibited	21 (5.5%)	107 (27.9%)	91 (23.6%)	142 (37.0%)	23 (6.0%)	<b>2.90</b>
Apology in front of others	76 (19.8%)	252 (65.6%)	29 (7.6%)	23 (6.0%)	4 (1.0%)	<b>3.29</b>
A pupil aggressor directed to apologize to the one offended	196 (51.1%)	177 (46.1%)	7 (1.8%)	3 (0.8%)	1 (0.2%)	<b>4.47</b>
Teacher help pupils in identifying the required behaviour and adhering to school rules	208 (54.2%)	169 (44.1%)	4 (1.0%)	2 (0.5%)	1 (0.2%)	<b>4.51</b>
<b>Overall Mean</b>						<b>3.23</b>

Results in Table 4.8 show that pupils have negative perception towards the following correctional strategies; physical punishment (Mean= 2.31), Manual work and physical punishment (Mean= 2.21), suspension or expulsion (Mean= 1.51), retention or detention in school (Mean= 1.54) and withdrawal of privileges (Mean= 2.90). These findings therefore imply that these correctional strategies have negative implications on pupils' socio-emotional development.

Further analysis of the findings revealed that verbal warning was perceived as favorable (Mean= 4.29) with similar results being obtained concerning rewarding and recognition through open appraisals (Mean= 4.60).

A pupil who is an aggressor being directed to apologize to the one offended and a teacher helping the pupils to identify the required behaviour and adhering to the school rules were also rated as favorable correctional strategies (Mean= 4.47, Mean= 4.51 respectively). Pupils also preferred apology in front of others as a correctional strategy (Mean= 3.29). The overall mean of 3.23 is an implication that pupils' perception on the correctional strategies used is positive. In the focus group discussions, pupils expressed their disapproval of physical punishment. When asked to give their views, they gave the following responses;

### **Except 2**

**Researcher:** *Do you like the way your teacher corrects you?*

**Pupil 1:** *I don't like when I am caned because it is painful.*

**Pupil 2:** *Caning is not a good way to correct pupils they should be warned and talked to about the mistake they committed.*

#### 4.2.2.1 Influence of Age

**Table 4.9. Pearson Correlation of Pupils Age on Correctional Strategies**

		age
Corporal punishment (caning, slapping, pinching)	Pearson Correlation	-.025
	<b>Sig. (2-tailed)</b>	<b>.621</b>
	N	382
Manual work and physical punishment (kneeling, digging)	Pearson Correlation	.008
	<b>Sig. (2-tailed)</b>	<b>.883</b>
	N	383
Suspension or expulsion	Pearson Correlation	-.032
	<b>Sig. (2-tailed)</b>	<b>.535</b>
	N	384
Retention/detention in school	Pearson Correlation	-.014
	<b>Sig. (2-tailed)</b>	<b>.783</b>
	N	381
Verbal warning	Pearson Correlation	.025
	<b>Sig. (2-tailed)</b>	<b>.624</b>
	N	383
Rewarding and recognition through open appraisals	Pearson Correlation	.006
	<b>Sig. (2-tailed)</b>	<b>.908</b>
	N	384
Withdrawal of privileges when undesirable behavior is exhibited	Pearson Correlation	.004
	<b>Sig. (2-tailed)</b>	<b>.936</b>
	N	382
Apology in front of others when a pupil commits a serious mistake	Pearson Correlation	.027
	<b>Sig. (2-tailed)</b>	<b>.600</b>
	N	384
A pupil who is an aggressor is force to apologize to the one offended	Pearson Correlation	-.025
	<b>Sig. (2-tailed)</b>	<b>.628</b>
	N	384
A teacher helps pupils in identifying the required behavior and adhering to school rules	Pearson Correlation	-.029
	<b>Sig. (2-tailed)</b>	<b>.573</b>
	N	384

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Results in Table 4.9 on the Pearson correlation indicate that there was a statistically significant relationship between age and the correctional strategies used in primary schools. The following scores were obtained when the researcher correlated the pupils' age and their perception of the correctional strategies used; Corporal punishment had a correlation of  $r(382)=0.621$ , Manual work  $r(383)=0.883$ , Suspension or Expulsion was  $r(384)=0.535$ , Retention /detention in school  $r(381)=0.783$ , while Verbal warning had  $r(383)=0.624$ , Rewarding and recognition through open appraisals had  $r(384)=0.908$ . Withdrawal of privileges when undesirable behavior is exhibited also correlated significantly with age at  $r(382)=0.936$  likewise to Apology in front of others  $r(384)=0.600$ . The correlation between age and Aggressor pupils apologizing to the offended and a teacher helping pupils in identifying the required behavior and adhering to school rules was also significant at  $r(384)=0.628$  and  $r(384)=0.573$  respectively. These results had values greater than 0.05 so the null hypothesis was accepted. The implication on this is that there was no relationship between pupils' age and the correctional strategies used.

### 4.2.2.2 Influence of Class Level

**Table 4.10**

#### Perception of Determinants of Pupils' Class Levels on Correctional Strategies

		Sum of Squares	df	Mean Square	F	Sig.
Corporal punishment	Between Groups	.165	4	.041	.061	.993
	Within Groups	248.785	370	.672		
	<b>Total</b>	<b>248.949</b>	<b>374</b>			
Manual work and physical punishment	Between Groups	.570	4	.143	.216	.930
	Within Groups	244.827	370	.662		
	<b>Total</b>	<b>245.397</b>	<b>374</b>			
Suspension or expulsion	Between Groups	.131	4	.033	.094	.984
	Within Groups	129.613	370	.350		
	<b>Total</b>	<b>129.744</b>	<b>374</b>			
Retention/detention in school	Between Groups	.579	4	.145	.365	.834
	Within Groups	146.819	370	.397		
	<b>Total</b>	<b>147.397</b>	<b>374</b>			
Verbal warning	Between Groups	.775	4	.194	.488	.745
	Within Groups	146.958	370	.397		
	<b>Total</b>	<b>147.733</b>	<b>374</b>			
Rewarding and recognition through open appraisals	Between Groups	1.317	4	.329	1.24	.292
	Within Groups	97.841	370	.264	5	
	<b>Total</b>	<b>99.157</b>	<b>374</b>			
Withdrawal of privileges when undesirable behavior is exhibited	Between Groups	1.650	4	.412	.376	.826
	Within Groups	405.700	370	1.096		
	<b>Total</b>	<b>407.349</b>	<b>374</b>			
Apology in front of others when a pupil commits a serious mistake	Between Groups	3.852	4	.963	1.57	.181
	Within Groups	226.697	370	.613	2	
	<b>Total</b>	<b>230.549</b>	<b>374</b>			
A pupil who is an aggressor is force to apologize to the one offended	Between Groups	1.996	4	.499	1.36	.246
	Within Groups	135.460	370	.366	3	
	<b>Total</b>	<b>137.456</b>	<b>374</b>			
A teacher helps pupils in identifying the required behavior and adhering to school rules	Between Groups	1.769	4	.442	1.46	.213
	Within Groups	111.788	370	.302	4	
	<b>Total</b>	<b>113.557</b>	<b>374</b>			

An analysis of variance (ANOVA) to determine the influence of class levels on pupils' perception of the correctional strategies used was conducted. This was done by identifying the various class levels against the various correctional strategies used.

The finding from Table 4.10 indicate that the scores are statistically insignificant as follows; Corporal punishment,  $F(4, 374) = 0.993$ , Manual work and physical punishment,  $F(4, 374) = 0.930$  while suspension or expulsion had  $F(4, 374) = 0.984$ . The findings further indicated that Retention/detention in school as  $F(4, 374) = 0.834$ , Verbal warning  $F(4, 374) = 0.745$ . On the other hand, rewarding and recognition through open appraisals had  $F(4, 374) = 0.292$  while withdrawal of privileges when an undesirable behavior is exhibited scored  $F(4, 374) = 0.826$ , Apology in front of others when a pupil commits a serious mistake  $F(4, 374) = 0.181$ . A correctional strategy where a pupil who is an aggressor is forced to apologize to the one offended had a score of  $F(4, 374) = 0.246$  and a teacher helping pupils in identifying the required behavior and adhering to school rules had a significant statistical relationship of  $F(4, 374) = 0.213$ . It is therefore concluded that there was no relationship between class levels and pupils' perception of correctional strategies used.

#### **4.3 Impact of Correctional Strategies on Pupils Socio-Emotional Development**

The second objective sought to examine the impact of correctional strategies on pupils' socio-emotional development.



### 4.3.1 Teachers' Perceptions;

The teacher counselors were provided with ten statements of pupils' social development in order to indicate their level of agreement with the statements. The findings are presented in Table 4.11.

**Table 4.11. Correctional Strategies and Pupils' Social-Emotional Development**

Correctional Strategies and Pupils' Social Development	SA	A	U	D	SD	Mean
Physical punishment makes pupils aggressive.	42 (21.2%)	104 (52.5%)	14 (7.1%)	29 (14.6%)	9 (4.5%)	<b>3.17</b>
When pupils are corrected by being given manual work, they refuse school	16 (8.1%)	86 (43.4%)	14 (7.1%)	63 (31.8%)	19 (9.6%)	<b>3.09</b>
When pupils receive guidance and counselling, they become socially accepted.	110 (55.6%)	80 (40.4%)	1 (0.5%)	5 (2.5%)	2 (1%)	<b>4.47</b>
When pupils apologize their mistakes in front of others they become rebellious.	20 (10.1%)	60 (30.3%)	33 (16.7%)	61 (30.8%)	24 (12.1%)	<b>2.95</b>
Kneeling as punishment makes pupils isolated	29 (14.6%)	83 (41.9%)	21 (10.6%)	52 (26.3%)	13 (6.6%)	<b>3.32</b>
School rules and regulations create interpersonal conflicts among pupils.	5 (2.5%)	26 (13.1%)	21 (10.6%)	90 (45.5%)	56 (28.3%)	<b>2.16</b>
When pupils are suspended, they abuse drugs.	18 (9.1%)	67 (33.8%)	52 (26.3%)	36 (18.2%)	25 (12.6%)	<b>3.09</b>
When pupils are expelled they engage in pre-marital sex.	22 (11.1%)	57 (28.2%)	63 (31.8%)	36 (18.2%)	20 (10.1%)	<b>3.13</b>
When pupils are retained in school they show frustration traits	15 (7.6%)	101 (51%)	33 (16.7%)	27 (13.6%)	22 (11.1%)	<b>3.30</b>
When pupils are rewarded for good behavior they become self-centered.	57 (28.2%)	65 (32.8%)	11 (5.6%)	39 (19.7%)	26 (13.1%)	<b>3.44</b>
<b>Overall mean</b>						<b>3.21</b>

The findings in Table 4.11 indicate that teacher counsellors had a low opinion on the impact of the following correctional strategies on pupils' socio-emotional

development; when pupils apologize their mistakes in front of other they become rebellious, school rules and regulations create interpersonal conflict among pupils (Mean= 2.16, Mean= 2.95 respectively).

The teachers however strongly agreed that kneeling as a punishment made pupils depressed (Mean= 3.32), physical punishment makes pupils aggressive (Mean= 3.17) and when pupils receive guidance and counselling they become socially accepted (Mean= 4.47).

Teachers also agreed that when pupils are corrected by being given manual work they refuse school (Mean= 3.09), when pupils are suspended they abuse drugs (Mean= 3.09), when pupils are expelled they engage in premarital sex (Mean= 3.13). the results further revealed that when pupils are retained in school they show frustration traits (Mean= 3.30) and that when they are rewarded for good behaviour they become self-centered (Mean= 3.44).

From these findings it is evident that correctional strategies have an impact on pupils' socio-emotional development. Research indicates that social skills and accompanying process skills (e. g., attention and approaches to learning) are the best predictors of later social competences such as managing behavior, making social connections, and tolerating frustration with peers (Halle, Hair, Burchinal, Anderson & Zaslow, 2012).

### 4.3.1.1 Influence of Age

An analysis of variance was conducted to determine the influence of age on teacher counsellors' perception of the impact of correctional strategies used on pupils' socio-emotional development. The findings are presented in Table 4: 12.

**Table 4.12 Teachers' Age and Perception of Impact of Correctional Strategies**

		Sum of	df	Mean	F	Sig.
		Squares		Square		
Physical punishment makes pupils aggressive	Between Groups	25.933	4	6.483	2.917	.023
	Within Groups	422.355	190	2.223		
	<b>Total</b>	<b>448.287</b>	<b>194</b>			
When pupils are corrected by being given manual work they refuse school	Between Groups	21.417	4	5.354	2.326	.050
	Within Groups	435.021	189	2.302		
	<b>Total</b>	<b>456.438</b>	<b>193</b>			
When pupils receive guidance and counselling they become socially accepted	Between Groups	10.963	4	2.741	1.167	.327
	Within Groups	453.123	193	2.348		
	<b>Total</b>	<b>464.086</b>	<b>197</b>			
When pupils apologize their mistakes in front of other they become rebellious	Between Groups	21.596	4	5.399	2.407	.050
	Within Groups	428.501	191	2.243		
	<b>Total</b>	<b>450.097</b>	<b>195</b>			
Kneeling as a punishment makes pupils depressed	Between Groups	19.512	4	4.878	2.112	.081
	Within Groups	438.868	190	2.310		
	<b>Total</b>	<b>458.379</b>	<b>194</b>			
School rules and regulations create interpersonal conflict among pupils	Between Groups	18.753	4	4.688	2.067	.087
	Within Groups	430.909	190	2.268		
	<b>Total</b>	<b>449.662</b>	<b>194</b>			
When pupils are suspended they abuse drugs	Between Groups	35.015	4	8.754	4.026	.004
	Within Groups	408.726	188	2.174		
	<b>Total</b>	<b>443.741</b>	<b>192</b>			
When pupils are expelled they engage in pre-marital sex	Between Groups	25.587	4	6.397	2.878	.024
	Within Groups	424.510	191	2.223		
	<b>Total</b>	<b>450.097</b>	<b>195</b>			
When pupils are retained in school they become frustrated	Between Groups	16.563	4	4.141	1.824	.126
	Within Groups	428.983	189	2.270		
	<b>Total</b>	<b>445.546</b>	<b>193</b>			
When pupils are rewarded for good behaviour they become self-centered	Between Groups	1.670	4	.418	.178	.950
	Within Groups	446.617	190	2.351		
	<b>Total</b>					

Total	448.287	194
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Findings in Table 4.12 show that there was a relationship between teacher counselors' age and perception of the impact of correctional strategies on pupils' socio-emotional development, the scores include; Physical punishment makes pupils aggressive  $F(4, 194) = 0.023$ , when pupils are corrected by being given manual work they refuse school,  $F(4, 194) = 0.050$ , when pupils apologize their mistakes in front of others they become rebellious,  $F(4, 194) = 0.050$ , when pupils are suspended they abuse drugs  $F(4, 192) = 0.004$  and when pupils are expelled they engage in pre-marital sex  $F(4, 195) = 0.024$ . The p value on these items was less than 0.05 hence the rejection of the null hypothesis. Therefore, it was concluded that these items show a significant relationship between teacher counsellors' age and perception of the impact of correctional strategies on pupils' socio-emotional development, meaning teachers' perception on the impact of these strategies varies with age.

Results in Table 4.12 also indicate that teacher counselors' perception was insignificant in regard to age in the following items; Kneeling as a punishment makes pupils depressed  $F(4, 194) = 0.81$ , school rules and regulations create interpersonal conflict among pupils  $F(4, 194) = 0.87$ , when pupils are rewarded for good behaviour, they become self-centered  $F(4, 194) = 0.950$ , when pupils are retained in school they become frustrated  $F(4, 194) = 0.126$ , when pupils receive guidance and counselling they become socially accepted  $F(4, 197) = 0.327$ . Since these values were greater than 0.05, therefore the null hypothesis was accepted, implying that there was no relationship between these correctional strategies and teacher counsellors' age.

### 4.3.1.2 Influence of Teacher Counselors' Experience

**Table 4.13 Teachers' Experience on the Impacts of Correctional Strategies**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.315 <sup>a</sup>	.099	.046	.861	.099	1.879	10	171	.050	1.924

The results in Table 4.13 provide the correlation of the observed and predicted values of the length in charge of counselling as the dependent variable. The score on the R square gave a 0.099 which shows variance in length in charge of counselling (experience) as the dependent variable and independent variable which are the impact of correctional strategies. Therefore, teachers' length in charge of counselling accounts for only 9.9% change in terms of the perceptions on correctional strategies used in schools. Since the significance is less than 0.05 the null hypothesis was rejected, which implies that there is a statistically significant relationship between teacher counselors' experience and perception of the impact of correctional strategies used on pupils' socio-emotional development.

### 4.3.2 Pupils' Perceptions

Pupils were provided with ten statements on their socio-emotional development (Appendix II) and they gave their level of agreement with the statements. These responses were later used to rate the perception as positive or negative. The findings are presented in Table 4.14.

**Table 4.14. Impact of Correctional Strategies on Pupils Socio-Emotional Development**

Pupils' socio-emotional development	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	Mean
Correctional strategies used by teachers have helped pupils build their identity.	170 (44.3%)	205 (53.4%)	7 (1.8%)	2 (0.5%)	-	<b>4.41</b>
Pupils role model teachers	157 (40.9%)	223 (58.1%)	4 (1.0%)	-	-	<b>4.40</b>
Pupils feel socially acceptable	67 (17.4%)	299 (77.9%)	16 (4.2%)	2 (0.5%)	-	<b>4.12</b>
Pupils apply skills to solve problems	93 (24.2%)	279 (72.7%)	8 (2.1%)	3 (0.8%)	1 (0.2%)	<b>4.20</b>
Pupils practice and bring out hidden competencies	60 (15.7%)	267 (69.5%)	41 (10.8%)	11 (2.9%)	5 (1.3%)	<b>3.95</b>
Emotional regulations/ self-control	221 (57.6%)	159 (41.4%)	4 (1.0%)	-	-	<b>4.57</b>
Pupils have developed effective communication skills using proper channels to air grievances	92 (24.1%)	280 (72.9%)	7 (1.8%)	3 (0.8%)	2 (0.4%)	<b>4.19</b>
Through correction pupils are able to adapt to new situations like changing school routine	148 (38.5%)	223 (58.2%)	7 (1.8%)	3 (0.8%)	3 (0.8%)	<b>4.33</b>
Pupils have enhanced intra and interpersonal relationship for higher academic performance	142 (37.1%)	236 (61.5%)	6 (1.6%)	-	-	<b>4.35</b>
Pupils are able to function independently	179 (46.7%)	194 (50.5%)	8 (2.1%)	2 (0.5%)	1 (0.2%)	<b>4.45</b>
<b>Overall mean</b>						<b>4.30</b>

The findings in Table 4.14 indicate positive perception of pupils on the impact of correctional strategies used on pupils' socio-emotional development.

The findings therefore indicate that correctional strategies helped pupils build their identity (Mean= 4.41), pupils have identified their teachers as role models (Mean= 4.40) and pupils feel socially acceptable (Mean= 4.12).

The findings further revealed that pupils were helped to apply skills such as decision making to solve problems (Mean= 4.20). It is also evident from the findings that pupils attained self-control/emotional regulation (Mean= 4.57). Other positive socio-emotional developments noted include; pupils developed effective communication skills, pupils' adaptation to new situations like change of school routine and pupils' enhanced intra and interpersonal relationships for higher academic performance (Mean= 4.19, Mean= 4.33, Mean= 4.35, respectively).

The overall mean is high (Mean=4.30) an implication that pupils have a positive perception regarding correctional strategies and socio-emotional development.

### 4.3.2.1 Influence of Age

**Table 4.15 Pupils' Age and Perceptions of the Impact of Correctional Strategies**

		Sum of Squares	Df	Mean Square	F	Sig.
Correctional strategies used by teachers have helped me to build my identity	Between Groups	2.093	8	.262	.838	.570
	Within Groups	117.072	375	.312		
	<b>Total</b>	<b>119.164</b>	<b>383</b>			
Have identified with teachers as role models	Between Groups	2.163	8	.270	1.036	.408
	Within Groups	97.876	375	.261		
	<b>Total</b>	<b>100.039</b>	<b>383</b>			
Feel socially acceptable	Between Groups	1.037	8	.130	.577	.797
	Within Groups	84.210	375	.225		
	<b>Total</b>	<b>85.247</b>	<b>383</b>			
Apply skills like decision making to solve problems	Between Groups	1.242	8	.155	.608	.771
	Within Groups	95.463	374	.255		
	<b>Total</b>	<b>96.705</b>	<b>382</b>			
Practice and bring out hidden competencies	Between Groups	1.525	8	.191	.440	.897
	Within Groups	161.263	372	.434		
	<b>Total</b>	<b>162.787</b>	<b>380</b>			
Emotional regulation/self-control.	Between Groups	2.850	8	.356	1.342	.221
	Within Groups	99.523	375	.265		
	<b>Total</b>	<b>102.372</b>	<b>383</b>			
Developed effective communication skills like using proper channels to air out grievances	Between Groups	1.058	8	.132	.476	.873
	Within Groups	103.861	374	.278		
	<b>Total</b>	<b>104.919</b>	<b>382</b>			
Through correction, am are able to adapt to new situations	Between Groups	2.281	8	.285	.766	.633
	Within Groups	139.269	374	.372		
	<b>Total</b>	<b>141.551</b>	<b>382</b>			
Enhanced intra and interpersonal relationships for higher academic performance	Between Groups	1.778	8	.222	.850	.559
	Within Groups	98.056	375	.261		
	<b>Total</b>	<b>99.833</b>	<b>383</b>			
Ability to function without peer influence	Between Groups	3.381	8	.423	1.331	.227
	Within Groups	118.802	374	.318		
	<b>Total</b>	<b>122.183</b>	<b>382</b>			



The study tested hypothesis which sought to establish the relationship between pupils' age and impact of correctional strategies. The finding from Table 4.15, show that all the p values were greater than 0.05, therefore the null hypothesis was accepted an implication that there is no relationship between pupils' age and the impact of correctional strategies on socio-emotional development.

#### 4.3.2.2 Influence of Class Level

**Table 4.16 Pupils' Class Levels and Perception of Impact of Correctional Strategies**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.235 <sup>a</sup>	.055	.029	1.334	.055	2.137	10	367	.021	2.090

The results in Table 4.16 show the correlation of the observed and predicted values of the pupils' class level as the dependent variable. The score on the R square gave a 0.055 which shows that pupils' class level accounts for only 5.5% change in terms of the perceptions on the impact correctional strategies used in schools. Since the significance value (0.021) is less than 0.05, the null hypothesis is rejected. The conclusion from the findings is that there is a relationship between class level and pupils' perception of the impact of the correctional strategies used.

#### **4.4. Role of Guidance and Counselling Programs in Pupils' Socio Emotional Development**

The third objective of the study sought to examine the role played by guidance and counselling as a correctional strategy in the pupils' socio emotional development.

##### **4.4.1 Teachers' perception**

The teacher counselors were also asked to indicate their perception about guidance and counseling programs and their influence on pupils' socio-emotional development (Appendix I). The findings are presented in Table 4.17.

**Table 4.17. Teacher- Counsellors' Perception of Guidance and Counseling Programs**

Statement	SA	A	U	D	SD	Mean
The mentorship program has greatly influenced the pupils' positive self-esteem	104 (52.5%)	93 (47%)	–	–	1 (0.5%)	<b>4.51</b>
Peer counselling has helped many pupils to improve their communication skills	81 (40.9%)	111 (56.1%)	4 (2%)	–	2 (1%)	<b>4.36</b>
Through the counselling, pupils receive a lot of training on coping strategies	85 (42.9%)	106 (53.5%)	5 (2.5%)	–	2 (1%)	<b>4.37</b>
Counseling has helped pupils to have improved interpersonal skills	88 (44.4%)	105 (53%)	3 (1.5%)	–	2 (1%)	<b>4.40</b>
School rules and regulations have greatly improved the pupils' social competence.	94 (47.5%)	93 (47%)	4 (2%)	7 (3.5%)	–	<b>4.38</b>
Teacher counsellors teach pupils skills like assertiveness so that they express their grievances	69 (34.8%)	125 (63.1%)	3 (1.5%)	1 (0.5%)	–	<b>4.32</b>
Teacher counsellors ensure that pupils with good behavior are rewarded	85 (42.9%)	102 (51.5%)	9 (4.5%)	1 (0.5%)	1 (0.5%)	<b>4.36</b>
Use of pupil leaders has improved social problem-solving skills among the pupils	63 (31.5%)	116 (58.6%)	14 (7.1%)	5 (2.5%)	–	<b>4.20</b>
Use of group counselling has enhance pupils' emotional regulation	35 (17.7%)	45 (22.7%)	39 (19.7%)	62 (31.3%)	17 (8.6%)	<b>3.73</b>
The guidance given to pupils has helped them believe in themselves	81 (40.9%)	111 (56.1%)	4 (2%)	1 (0.5%)	1 (0.5%)	<b>4.36</b>
<b>Overall mean</b>						<b>4.20</b>

Results in Table 4.17 indicate that the mentorship program has greatly impacted on pupils' positive self-esteem (Mean= 4.51). It was also established that peer counselling helped many pupils to improve their communication skills (Mean= 4.36).

The findings further revealed that through counselling, pupils received a lot of training on coping strategies (Mean= 4.37) and teacher counsellors indicated that counseling helped pupils to have improved interpersonal skills (Mean= 4.40). From the findings, it was also concluded that school rule and regulations greatly improved the pupils' social competence (Mean= 4.38), and that teacher counsellors teach pupils skills like assertiveness so that they express their grievances (Mean= 4.32).

Participants strongly agreed that teacher counsellors ensure that pupils with good behavior are rewarded (Mean= 4.36). On the other hand, the use of pupil leaders improved social problem-solving skills among the pupils (Mean= 4.20). The teacher counselors' perception on the use of group counselling enhanced pupils' emotional regulation (Mean=3.73). The findings also revealed that the guidance given to pupils helped them believe in themselves (Mean= 4.36). The overall mean of 4.20 is an implication that teacher counselors had a positive perception on the use of guidance and counseling as a correctional strategy in enhancing pupils' socio-emotional development.

#### **4.4.2 Pupils' Perception**

To do this, ten statements on guidance and counseling programs were provided to pupils to indicate their level of agreement or disagreement with the given statements (Appendix II). These responses were later used to rate the role played by guidance and counseling programs in enhancing pupils' socio-emotional development. The findings of the analysis are presented in Table 4.18

**Table 4.18. Pupils' Perception of Guidance and Counselling Programmes**

Guidance and counselling programs	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	Mean
Teachers are pupils' role models	168 (43.8%)	215 (56%)	1 (0.2%)	-	-	<b>4.43</b>
Successful people mentor pupils	76 (19.8%)	276 (71.9%)	12 (3.1%)	20 (5.2%)	-	<b>4.06</b>
Teachers talk about social issues.	175 (45.6%)	202 (52.6%)	6 (1.6%)	-	1 (0.2%)	<b>4.43</b>
Teachers understand pupils and help the accept circumstances.	87 (22.7%)	275 (71.6%)	20 (5.2%)	2 (0.5%)	-	<b>4.16</b>
Guidance and counseling helped pupils realize talents	116 (30.2%)	241 (62.8%)	23 (6.1%)	1 (0.2%)	3 (0.7%)	<b>4.21</b>
Peer counseling has helped pupils develop effective communication skills.	92 (24.2%)	272 (70.8%)	17 (4.4%)	1 (0.2%)	2 (0.4%)	<b>4.17</b>
Teacher-parent counseling has enhanced pupils' intra and interpersonal relationships for academic achievement.	128 (33.4%)	226 (58.9%)	28 (7.3%)	1 (0.2%)	1 (0.2%)	<b>4.25</b>
Parent-teachers assist pupil to adopt coping strategies to address challenges.	134 (34.9%)	230 (59.9%)	14 (3.6%)	5 (1.4%)	1 (0.2%)	<b>4.28</b>
Pupils understand their circumstances through group counselling	87 (22.7%)	275 (71.6%)	20 (5.2%)	2 (0.5%)	-	<b>4.16</b>
Social support helps pupils overcome difficulties	92 (24.2%)	272 (70.8%)	17 (4.4%)	1 (0.2%)	2 (0.4%)	<b>4.17</b>
<b>Overall mean</b>						<b>4.23</b>

The findings in Table 4.18 indicate a positive relationship between pupils' perception of guidance and counseling and their socio-emotional development. Participants strongly agreed that their teachers are role models in school (Mean=4.43). Pupils also indicated that other than teachers, they are modelled by successful people who are invited to encourage them (Mean= 4.06). Pupils also agreed that teachers talk to them on social issues like living peacefully both at school and at home (Mean= 4.43).

The study findings further revealed that teachers understand pupils and guide them on how to accept their circumstances (Mean= 4.16). Guidance and counselling helped the pupils to realize certain talents within them and attain their best academic performance (Mean= 4.21). It was evident that peer counselling in school has helped pupils to enhance communication skills (Mean= 4.17). Teacher-parent counselling has enhanced pupils' intra and interpersonal relationships for higher academic performance (Mean= 4.25). Parent-teachers assisted pupils to adopt coping strategies to address their challenges (Mean= 4.28). The overall mean (Mean= 4.23) is a strong indication of pupils' positive perception the importance of guidance and counselling programs in molding their socio-emotional development.

In focus group discussions, the pupils also confirmed that guidance and counseling helped in molding their socio-emotional development. They indicated that teacher counsellors help them in overcoming the challenges they face. They gave the following responses regarding guidance and counseling programs;

**Except 1**

**Researcher:** *Do teacher counsellors help you when you are in a problem? How is this important to you?*

**Pupil 1:** *Yes, teachers help us when we are faced with a problem by talking to us about it and guide us on how to overcome it. This is very important because it makes us grow knowing that every problem has a solution.*

**Researcher:** *Do teacher counsellors give you advice in groups or individually?*

**Pupil 2:** *It usually depends with the challenge being faced, if it is a challenge that cuts across we are advised in groups but if it's a personal problem the teachers approach on an individual basis.*

## **4.5 Relationship Between Correctional Strategies and Pupils' Socio-Emotional Development**

The fourth objective of the study sought to investigate the relationship between correctional strategies and pupils' socio emotional development.

### **4.5.1 Teachers' Perceptions**

The teacher counselors were asked to indicate their opinion on correctional strategies in relation to pupils' socio-emotional development. Ten statements on pupils' emotional development were provided to teacher counsellors to indicate their level of agreement or disagreement with the given statements (Appendix I). The findings are presented in Table 4.19

**Table 4.19: Teachers Counsellors' Perception of Correctional Strategies**

Pupils' Emotional Development;	SA	A	U	D	SD	Mean
Build their identity.	44 (22%)	148 (74.7%)	2 (1%)	4 (2%)	–	<b>4.17</b>
Helps Pupils to be able to function independently.	71 (35.9%)	110 (55.6%)	10 (5.1%)	6 (3%)	1 (0.5%)	<b>4.23</b>
Helps Pupils feel socially acceptable and they establish positive social relationships.	97 (49%)	97 (49%)	2 (1%)	1 (0.5)	1 (0.5%)	<b>4.45</b>
Pupils apply the essential life skills like decision making and problem solving	82 (41.4%)	104 (52.5%)	8 (4%)	3 (1.5)	1 (0.5%)	<b>4.33</b>
Helping in the practice and bringing out of hidden competencies of individual pupils.	61 (30.8%)	119 (60.1%)	6 (3%)	7 (3.5)	5 (2.5%)	<b>4.13</b>
Pupils are helped to have emotional regulation/self-control.	80 (40.4%)	107 (54%)	5 (2.5%)	4 (2%)	2 (1%)	<b>4.30</b>
Pupils are helped to develop effective communication skills like using proper channels to air out grievances	84 (42.4%)	106 (53.5%)	6 (3%)	2 (1%)	–	<b>4.37</b>
Through correction, Pupils are able to adapt to new situations like change of school routine	59 (29.8%)	125 (63.1%)	6 (3%)	4 (2%)	4 (2%)	<b>4.17</b>
Enhanced intra and interpersonal relationships for a positive self-esteem.	69 (34.8%)	100 (50.5%)	5 (2.5%)	18 (9.1%)	6 (3%)	<b>4.05</b>
Pupils have adopted coping strategies to address their challenges and have a positive self-concept.	40 (20.2%)	140 (70.7%)	10 (5.1%)	5 (2.5%)	3 (1.5%)	<b>4.06</b>
<b>Overall Mean</b>						<b>4.23</b>

The findings in Table 4.19 show a strong relationship between correctional strategies and pupils' socio-emotional development. Teacher counsellors strongly agreed that correctional strategies build pupils' identity (Mean= 4.17), helped pupils to function independently (Mean=4.23), pupils feel socially acceptable and establish positive social relationships (Mean= 4.45). Pupils' emotional experiences with teachers as well as interactions with other children sets the stage for future academic and personal



outcomes, and undergird other areas of development (Cormack, Brown & Hastings, 2000).

The findings further revealed that pupils applied the essential life skills like decision making and problem solving (Mean= 4.33). Further analysis of the findings also revealed a strong relationship between correctional strategies and pupils' socio-emotional development whereby pupils were helped in the practice and bringing out hidden competencies of individual pupils (Mean= 4.13), pupils were helped in emotional regulation/self-control (Mean= 4.30) and developed effective communication skills like using proper channels to air out their grievances (Mean= 4.37). According to Moffit et al. (2011), children with greater self-control are more likely to grow into adults with better health.

In this study it was also established that through correctional strategies were able to adapt to new situations like change of school routine (Mean= 4.17). correctional strategies also enhanced intra and inter-personal relationship for a positive self-esteem (Mean= 4.05). It was also established that pupils had adopted coping strategies to address their challenges and had a positive self-concept (Mean= 4.06). The overall mean obtained was (Mean= 4.23) an implication of a strong relationship between correctional strategies and pupils' socio-emotional development.

#### **4.5.2 Pupils' Perceptions**

The study also sought Pupils' perceptions of the correctional strategies used and their socio-emotional development.

The researcher developed a model in order to show the relationship between correctional strategies used in primary schools and pupils' socio-emotional development. In this model, pupils' socio-emotional development is a function of correctional strategies and pupil factors. For a pupil's enhanced socio-emotional development, there has to be proper correctional strategies and interventions applied.

Poor socio-emotional development is brought about by inappropriate correctional strategies used to manage behavior problems. Teachers' correctional strategies as independent variables influence pupils' socio-emotional development. The indicators of pupils' socio-emotional development are enhanced self-efficacy, emotional regulation, improved interpersonal skills, enhanced self-esteem, positive self-concept, assertive personality, and acquisition of social problem-solving skills. Factors like gender, age, cultural orientations, social economic status, personality traits, and school type, are the moderating variables.

The present research adopted the following multiple regression model as an important means of advancing the theory.

$$Y = \alpha + b_x + e$$

Where Y = socio emotional development

$\alpha$  = constant

b = a coefficient of the correctional strategy like corporal punishment, expulsion, suspension, verbal warning, rewarding and retention.

x= correctional strategies

e= standard error.

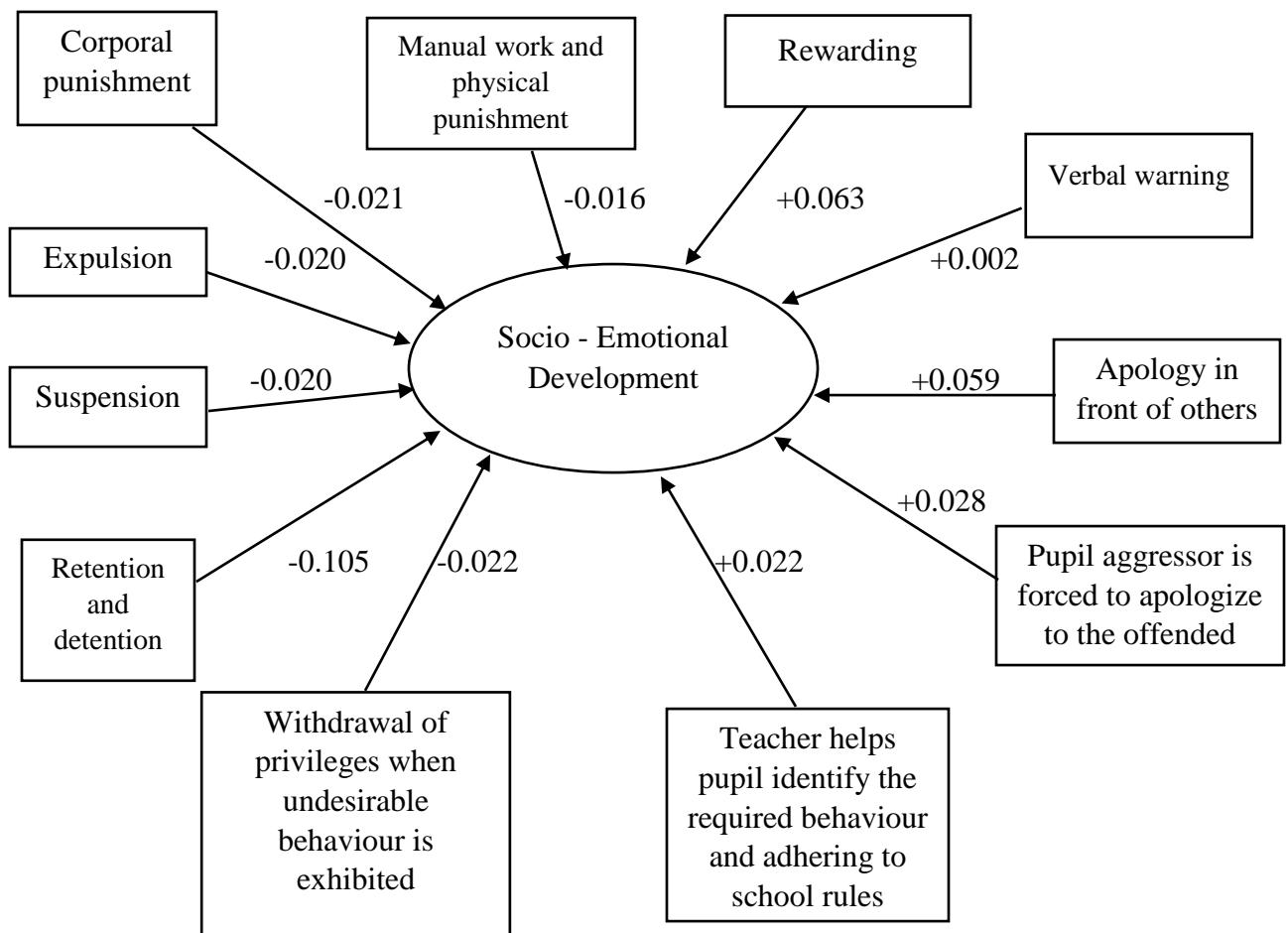
Table 4.20 demonstrates the relationship between correctional strategies and pupils' socio-emotional development.

**Table 4.20. Correctional Strategies and Pupils' Socio-Emotional Development**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df 2	Sig. F Change
1	.278 <sup>a</sup>	.077	.049	.595	.077	2.761	11	362	.002

The findings show a correlation between correctional strategies and pupils' socio-emotional development. The score on the R square gave a 0.077 which shows the variance in correctional strategies as the dependent variable while the independent variables are the impacts of correctional strategies. Since the observed value (0.002) is less than 0.05 the null hypothesis is rejected implying that there is a significant relationship between correctional strategies and pupils' socio-emotional development.

The findings are further illustrated in Figure 4.6.



**Figure 4.7: Pupils' Perception on Correctional Strategies Socio-Emotional Development**

Figure 4.6, gives coefficients which indicate how much the dependent variable (pupils' socio-emotional development) varies with an independent variable (correctional strategies) when all the other variables are held constant. The findings indicate positive relationship between correctional strategies and pupils' socio-emotional development in the following ways; rewarding (+0.063), verbal warning (+0.002), apology in front of others (+0.059), pupil aggressor forced to apologize to the offended (+0.028), teacher helping pupil to identify the required behaviour and adhering to school rules (+0.022).

The findings also gave negative relationship between correctional strategies and pupils' socio-emotional development in the following ways; withdrawal of privileges when undesirable behaviour is exhibited (-0.022), retention (-0.105), suspension (-0.020), expulsion (-0.020), corporal punishment (-0.021), manual work and physical punishment (-0.016). These findings indicate that there is a relationship between correctional strategies and pupils' socio-emotional development.

The regression model is expressed as follows:

$$Y = 1.862 - 0.021x_1 - 0.016x_2 - 0.020x_3 - 0.105x_4 + 0.002x_5 + 0.063x_6 - 0.022x_7 + 0.059x_8 + 0.028x_9 + 0.022x_{10} + e$$

From the equation above x represents the various correctional strategies.

#### **4.6 Influence of Gender on Correctional Strategies**

The gender of teachers and pupils in relation to correctional strategies were also examined to establish the influence of gender on correctional strategies.

### 4.6.1 Teachers' Perceptions

This study sought to examine the gender of teacher counsellors' in relation to perception of correctional strategies used in primary schools. The findings are presented in Table 4.21.

**Table 4.21. Teachers' Gender and Correctional Strategies**

		Sum of Squares	df	Mean Square	F	Sig.
physical beating/canning	Between Groups	8.335	1	8.335	6.855	.010
	Within Groups	238.311	196	1.216		
	<b>Total</b>	<b>246.646</b>	<b>197</b>			
manual work	Between Groups	1.955	1	1.955	2.252	.135
	Within Groups	169.324	195	.868		
	<b>Total</b>	<b>171.279</b>	<b>196</b>			
guidance and counselling	Between Groups	.596	1	.596	1.146	.286
	Within Groups	101.515	195	.521		
	<b>Total</b>	<b>102.112</b>	<b>196</b>			
apologizing in front of others	Between Groups	4.012	1	4.012	3.402	.067
	Within Groups	226.441	192	1.179		
	<b>Total</b>	<b>230.454</b>	<b>193</b>			
physical punishment	Between Groups	8.500	1	8.500	7.031	.009
	Within Groups	233.315	193	1.209		
	<b>Total</b>	<b>241.815</b>	<b>194</b>			
Suspension	Between Groups	1.890	1	1.890	2.095	.149
	Within Groups	170.549	189	.902		
	<b>Total</b>	<b>172.440</b>	<b>190</b>			
school rules and regulations	Between Groups	.027	1	.027	.033	.855
	Within Groups	153.645	193	.796		
	<b>Total</b>	<b>153.672</b>	<b>194</b>			
Expulsion	Between Groups	.004	1	.004	.004	.951
	Within Groups	203.913	190	1.073		
	<b>Total</b>	<b>203.917</b>	<b>191</b>			
Detention	Between Groups	.677	1	.677	.770	.381
	Within Groups	172.499	196	.880		
	<b>Total</b>	<b>173.177</b>	<b>197</b>			
Rewards	Between Groups	1.161	1	1.161	1.129	.289
	Within Groups	201.547	196	1.028		
	<b>Total</b>	<b>202.707</b>	<b>197</b>			

An Analysis of variance (ANOVA) was conducted and the findings in Table 4.21 show that, teachers' gender was significant to the following correctional strategies; physical beating/caning  $F(1,196) = 0.010$  and physical punishment  $F(1,193) = 0.009$ , hence the null hypothesis is rejected. This implies that, there is a relationship between teachers' gender and these correctional strategies.

The other correctional strategies indicated observed values that were greater than 0.05 hence the null hypothesis was accepted for the following correctional strategies; manual work  $F(1,196) = 0.135$ , guidance and counselling  $F(1,196) = 0.286$ , apologizing in front of other  $F(1,192) = 0.067$ , suspension  $F(1,190) = 0.149$ , school rules and regulations  $F(1,193) = 0.855$ , expulsion  $F(1,190) = 0.951$ , detention  $F(1,196) = 0.381$  and rewards  $F(1,196) = 0.289$ . This implies that there is no relationship between teachers' gender and the above correctional strategies.

#### **4.6.2 Pupils' Perception**

In relation to the variable of gender, a hypothesis which sought to establish the relationship between gender and pupils' perception on correctional strategies on their socio-emotional development was tested. The findings are presented in Table 4.22.

**Table 4.22. Pupils' Gender and Correctional Strategies**

		N	Mean
Corporal punishment	boys	221	2.28
	girls	163	2.35
	<b>Total</b>	<b>384</b>	<b>2.31</b>
Manual work and physical punishment	boys	221	2.17
	girls	163	2.26
	<b>Total</b>	<b>384</b>	<b>2.21</b>
Suspension or expulsion	boys	221	1.46
	girls	163	1.58
	<b>Total</b>	<b>384</b>	<b>1.51</b>
Retention/detention in school	boys	219	1.49
	girls	163	1.60
	<b>Total</b>	<b>382</b>	<b>1.53</b>
Verbal warning	boys	221	4.23
	girls	163	4.37
	<b>Total</b>	<b>384</b>	<b>4.29</b>
Rewarding and recognition	boys	221	4.57
	girls	163	4.65
	<b>Total</b>	<b>384</b>	<b>4.60</b>
Withdrawal of privileges when undesirable behavior is exhibited	boys	221	2.81
	girls	163	3.02
	<b>Total</b>	<b>384</b>	<b>2.90</b>
Apology in front of others when a pupil commits a serious mistake	boys	221	3.92
	girls	163	4.04
	<b>Total</b>	<b>384</b>	<b>3.97</b>
A pupil who is an aggressor is force to apologize to the one offended	boys	221	4.41
	girls	163	4.55
	<b>Total</b>	<b>384</b>	<b>4.47</b>
A teacher helps pupils in identifying the required behavior and adhering to school rules	boys	221	4.48
	girls	163	4.56
	<b>Total</b>	<b>384</b>	<b>4.51</b>

The findings in Table 4.22 revealed a strong relationship between the positive correctional strategies and pupils' gender; the scores were as follows; verbal warning boys (Mean= 4.23) and girls (Mean= 4.37), rewarding and recognition through open



appraisals boys (Mean= 4.57) and girls (4.65), withdrawal of privileges when undesirable behaviour is exhibited boys (Mean= 2.81) and girls (Mean= 3.02). Apology in front of others when a pupil commits a serious mistake had a mean of boys (Mean= 3.92) and girls (Mean= 4.04). On the other hand, a pupil who is an aggressor and forced to apologize to the one offended had a mean of boys (Mean= 4.41) and girls (Mean= 4.55). A teacher helping pupils in identifying the required behaviour and adhering to school rules recorded a high mean of boys (Mean= 4.48) and girls (Mean= 4.58). These findings show that correctional strategies used have an influence on pupils' socio-emotional development depending on their gender.

Findings in Table 4.22 also indicate a difference on means on correctional strategies in relationship to pupils' gender as follows; corporal punishment boys (Mean= 2.28) and girls (Mean= 2.35), manual work and physical punishment boys (Mean= 2.17) and girls (Mean= 2.26), suspension or expulsion boys (Mean= 1.46) and girls (Mean= 1.58), retention/detention in school boys (Mean= 1.49) and girls (Mean= 1.60). From the findings it can be concluded that on these corrective correctional strategies the means for both boys and girls are low though the girls had slightly higher means than boys, an implication that these correctional strategies used have a negative influence on the boys compared to the girls.

#### **4.7 Influence of School Type on Correctional Strategies**

The fifth hypothesis (Ho<sub>5</sub>) in the study stated that there was no relationship between school type and pupils' perception of correctional strategies.

### 4.7.1 Teachers' Perceptions

Teacher counsellors were asked to indicate what type their school was (Appendix 1). The types of schools were grouped into; boarding girls, boarding boys, boarding mixed, day mixed, day and boarding mixed, day and boarding girls, and day and boarding boys. The teacher counsellors' perceptions on the impact of correctional strategies in their schools were also sought. Table 4.23 presents the results.

**Table 4.23. Type of School and Correctional Strategies**

		type of school	
Spearman's rho	Physical Beating/Canning	Correlation Coefficient	-.176*
		<b>Sig. (2-tailed)</b>	<b>.013</b>
		N	198
	Manual Work	Correlation Coefficient	-.243**
		<b>Sig. (2-tailed)</b>	<b>.001</b>
		N	197
	Guidance and Counselling	Correlation Coefficient	-.077
		<b>Sig. (2-tailed)</b>	<b>.283</b>
		N	197
	Apologizing in front of others	Correlation Coefficient	-.031
		<b>Sig. (2-tailed)</b>	<b>.668</b>
		N	194
	Physical Punishment	Correlation Coefficient	-.064
		<b>Sig. (2-tailed)</b>	<b>.373</b>
		N	195
	Suspension	Correlation Coefficient	-.129
		<b>Sig. (2-tailed)</b>	<b>.074</b>
		N	191
	School Rules and Regulations	Correlation Coefficient	.168*
		<b>Sig. (2-tailed)</b>	<b>.019</b>
		N	195
	Expulsion	Correlation Coefficient	-.050
		<b>Sig. (2-tailed)</b>	<b>.493</b>
		N	192
	Detention	Correlation Coefficient	-.116
		<b>Sig. (2-tailed)</b>	<b>.104</b>
		N	198
	Rewards	Correlation Coefficient	-.012
		<b>Sig. (2-tailed)</b>	<b>.863</b>
		N	198

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Findings in Table 4.23 indicate that, teachers' perceptions to correctional strategies are not dependent on school type. Most scores on correctional strategies were not significant as follows; guidance and counselling  $r(197) = 0.283$ , apologizing in front of others  $r(194) = 0.668$ , physical punishment  $r(195) = 0.373$ , suspension  $r(191) = 0.074$ , expulsion  $r(192) = 0.493$ , detention  $r(198) = 0.104$  and rewards  $r(198) = 0.863$ .

#### **4.7.2 Pupils Perceptions**

An analysis of variance (ANOVA) to determine the influence of the type of school on pupils' perceptions of correctional strategies used was conducted. The findings are further presented in Table 4.24.

**Table 4.24: School Type and Correctional Strategies**

		Sum of Squares	df	Mean Square	F	Sig.
Corporal punishment	Between Groups	9.552	4	2.388	3.533	.008
	Within Groups	256.187	379	.676		
	<b>Total</b>	<b>265.740</b>	<b>383</b>			
Manual work and physical punishment	Between Groups	7.185	4	1.796	2.617	.035
	Within Groups	260.148	379	.686		
	<b>Total</b>	<b>267.333</b>	<b>383</b>			
Suspension or expulsion	Between Groups	2.411	4	.603	1.614	.170
	Within Groups	141.524	379	.373		
	<b>Total</b>	<b>143.935</b>	<b>383</b>			
Retention/detention in school	Between Groups	4.108	4	1.027	2.671	.032
	Within Groups	144.950	377	.384		
	<b>Total</b>	<b>149.058</b>	<b>381</b>			
Verbal warning	Between Groups	4.042	4	1.010	2.289	.050
	Within Groups	167.292	379	.441		
	<b>Total</b>	<b>171.333</b>	<b>383</b>			
Rewarding and recognition	Between Groups	1.917	4	.479	1.779	.132
	Within Groups	102.122	379	.269		
	<b>Total</b>	<b>104.039</b>	<b>383</b>			
Withdrawal of privileges when undesirable behavior is exhibited	Between Groups	17.187	4	4.297	4.032	.003
	Within Groups	403.852	379	1.066		
	<b>Total</b>	<b>421.039</b>	<b>383</b>			
Apology in front of others when a pupil commits a serious mistake	Between Groups	5.618	4	1.405	2.344	.050
	Within Groups	227.067	379	.599		
	<b>Total</b>	<b>232.685</b>	<b>383</b>			
A pupil who is an aggressor is force to apologize to the one offended	Between Groups	1.059	4	.265	.724	.576
	Within Groups	138.566	379	.366		
	<b>Total</b>	<b>139.625</b>	<b>383</b>			
A teacher helps pupils in identifying the required behavior and adhering to school rules	Between Groups	1.195	4	.299	.893	.468
	Within Groups	126.740	379	.334		
	<b>Total</b>	<b>127.935</b>	<b>383</b>			

Findings in Table 4.24 show significant relationship between school type and the following correctional strategies; corporal punishment, manual work, retention/detention, verbal warning, withdrawal of privileges and apology in front of others with scores;  $F(4,379) = 0.008$ ,  $F(4,379) = 0.035$ ,  $F(4,377) = 0.032$ ,  $F(4,379) = 0.050$ ,  $F(4,379) = 0.003$  and  $F(4,379) = 0.050$  respectively. These values are less than 0.05, therefore the null hypothesis was rejected implying that there is a relationship between school type and these correctional strategies. Similar findings are presented by Mulambula (2000), though in a research on high school students. He found that the type of school has got a significant influence on students' characteristics of concern.

Further findings indicate that the following correctional strategies had no relationship with the type of school; suspension/ expulsion, rewarding and recognition, a pupil aggressor forced to apologize to the offended and teacher helping pupils to identify the required behaviour and adhere to school rules. The scores from Table 4.24 indicate; ( $F(4,379) = 0.170$ ,  $F(4,379) = 0.132$ ,  $F(4,379) = 0.576$  and  $F(4,379) = 0.468$  respectively). These values were greater than 0.05 hence the null hypothesis was accepted an implication that there is no relationship between school type and these correctional strategies.

#### 4.8 Summary

The data analysis used in Chapter four included means, percentages, Spearman rho, Pearson correlation and ANOVA. Through this analysis was done and interpretations availed. Qualitative data was presented descriptively. From the means it was observed that teachers in primary schools use various correctional strategies in molding pupils' socio-emotional development.

The research findings also revealed that correctional strategies used have either positive or negative impact in regard to pupils' social development. It is therefore judicious to involve the use of these assessments and findings to inform practice and intervention of pupils' behavior management.

The findings of the present study conclude that deputy head teachers, teacher counsellors and pupils perceived that correctional strategies used by teachers in primary schools in Kericho County do impact on pupils' socio-emotional development. This concurs with the assertion that when pupils are not corrected well, they suffer physical and emotional abuse that leave lasting scars that eventually affect pupils' self-worth and ability to develop healthy relationships (Kamuri, 2014). From the findings, there is an implication that most pupils and teachers preferred preventive correctional strategies like being guided by the teachers. Teacher counsellors had a positive perception on the use of guidance and counseling since it greatly enhances pupils' socio emotional development.

A correlation model further illustrates that various correctional strategies have different correlation with pupils' socio-emotional development. This makes it easy for the teachers to select the most appropriate correctional strategy for enhanced pupils' socio-emotional development.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### 5.0 Overview

This chapter presents the summary and conclusions of the findings. It also presents the implications and the recommendations arising from the study. The summary has been presented in order of objectives of the study. The study sought to investigate teacher counselors' and pupils' perceptions of the impact of correctional strategies used by teachers in primary schools on pupils' socio-emotional development. The correctional strategies examined were; preventive- school rules and regulations, school prefects, provision of guidance and counseling to learners.

Supportive correctional strategies that were investigated include; Behaviour modification- modelling, praise and ignore, Apology in front of others, rewards and recognition and verbal warning. Corrective strategies were also examined and they include; physical punishment-canning, manual work, slapping, pinching withdrawal of privileges, suspension, expulsion and detention.

The sample study comprised of 384 pupils, 219 teacher counselors and 50 deputy head teachers. In the study sample there were 221 boys, 163 girls, 96 male teacher counselors and 102 female counselors while out of the 50 deputy head teachers who participated in the study, 32 were male and 18 females. The data was collected using questionnaires and use of focus groups. The resulting data was analyzed quantitatively



using both the descriptive (frequencies, percentages, means and standard deviations) and inferential (Spearman rho, Pearson r, ANOVA and Regression) statistics.

Part of the data was also analyzed qualitatively. The conclusion has been presented according to individual aspects of observation from the summary. The recommendations presented may not be exhaustive but the researcher expects that if implemented, they will positively address the outlined problem of the study as stated.

### **5.1 Summary of the Findings**

The study was carried out to establish teacher counsellors' and pupils' perceptions of the impact of correctional strategies used by teachers in primary schools on learners' socio-emotional development. The researcher sought to establish the correctional strategies used in primary schools. The overall mean on correctional strategies (Mean=3.08) is an implication that teachers use various correctional strategies. Findings from this research indicated that guidance and counseling was commonly used as a correctional strategy (Mean=4.34). Through counselling, teachers helped learners alleviate the stress brought about by the learning process, it also helped them to accept themselves and their circumstances and to adopt coping strategies.

The findings also indicated that teacher counsellors and pupils had positive perception regarding guidance and counselling programs as correctional strategies in molding learners' socio-emotional development. The teacher counsellors' and pupils' perception were that physical punishment, suspension, expulsion and detention were unfavorable for pupils' socio-emotional development while guidance and counselling, use of school

rules and regulations, use of pupil leaders were effective strategies in enhancing learners' socio-emotional development.

The findings of the study suggest that correctional strategies have an impact on pupils' socio-emotional development. The teacher counsellors had a negative perception on the impact of corrective correctional strategies. They indicated that when pupils are corrected by being given manual work they refuse school (Mean=3.09). They strongly agreed that kneeling as a correctional strategy made pupils depressed (Mean=3.32). However, teachers' perception of the supportive correctional strategies was positive. Findings show that teacher counsellors opined that pupils who receive guidance and counseling are helped to believe in themselves (Mean=4.36).

The findings indicate a correlation  $r(362) = 0.002$  an implication that there is a relationship between correctional strategies used and pupils' socio-emotional development. In the literature reviewed, there were limited studies that addressed specifically the socio-emotional development of pupils in relation to correctional strategies used by teachers. Thus, the study addressed the gap in the literature and extended research on pupils' correction and their socio-emotional development.

## **5.2 Discussion**

Various studies on children's development have looked at the aspects of socio-emotional development, physical development and also cognitive development. In most cases, these studies have been conducted under clinical conditions. Few studies, particularly studies on intervention programmes, have been found in the area of socio-emotional

well-being of children (Lam & Wong, 2017). Many characteristics of children and their environments have been studied in relation to abnormal behavior of childhood and adolescence (Rutter and Taylor, 2006). However, few have been examined in such a way to establish causal relationships to this behavior.

The present study used a non-clinical population to investigate teachers' and pupils' perceptions of the impact of correctional strategies used by teachers in primary schools on pupils' socio emotional development. This discussion section therefore will focus on each research objective, in the order in which they appear in Chapter one of this study (Page 7).

### **5.2.1 Correctional Strategies used and Pupils' Socio-Emotional Development**

The first objective and research question sought to establish the correctional strategies used in primary schools and their impact on pupils' socio-emotional development. As the results in Table 4.3 show, majority of the respondents (deputy head teachers) indicated that teachers in primary schools use physical punishment: (Canning, Manual work, Slapping/Pinching), Exclusion: Suspension, Expulsion, and Detention) and withdrawal of privileges. These are corrective forms of punishment. However, it should be noted that there is an evidence base that shows deleterious effects of a negative sanctions-based approach in schools (Maag, 2012).

It is also important to note that there are multiple possible influences that can be brought to bear to explore and intervene with difficult behavior (Durlak, et. al. 2011). Theoretical psychology has however created successful interventions (evidence-based practice). The choice of a correctional strategy therefore has an effect on the pupils' socio-emotional development and only the effective strategies should be embraced in order to enhance pupils' socio-emotional development.

The findings in Figure 4.3 show that, physical punishment is used (Mean=2.27). The study therefore provides evidence that strategies like caning, manual work to pupils, and slapping/pinching (Mean=2.56, 2.42, and 1.84 respectively) are still used as correctional strategies in primary schools. This is of great concern since this form of correction strains the pupil/teacher relationship and negatively affects the socio-emotional development of the pupil. On the contrary, pupils themselves report the significance of positive adult relationships in school for them, which contributes to a sense of engagement and relate with their achievement (Rooder & Koomen, 2011).

As a consequence of such findings, there is now a growing argument for teacher attitudes regarding corporal punishment. In their study on students' correction, Anyango, Simatwa and Serem (2013) point out that 90% of the teachers involved in the study argued that before being banned, corporal punishment was rated as the most effective disciplinary method in schools.

The findings of this study point to a direction that teachers should recognize the importance of alternative corrective strategies as opposed to reactive strategies. Clunies-Ross et al. (2008) observe that reactive strategies for behavior management can be associated to elevated teacher stress. They put forward the double value of preventive approaches in promoting both positive behaviour and relationships. Gichuki (2012), opines that although the application of physical punishment may take less than a minute, its effects may last for years and could affect not only the individual but the entire society due to the violence it prompts among individuals. This correctional strategy is therefore unfavorable and may yield undesirable socio-emotional effects on the pupils. According to Ngage (2002), corporal punishment, kneeling, manual work and smacking are humiliating, demeaning, and degrading disciplinary methods.

The findings in the study revealed that teachers sometimes withdraw privileges when undesirable behaviour is exhibited by pupils (Mean=3.02). This mean is an implication that there is no clear understanding on how this strategy is used since the score is neutral. It is imperative to note that this correctional strategy is a punishment-based approach, involving deprivation and degradation and may demotivate the pupils. Teachers should use strategies that foster the development of intrinsic motivation (Amabile, 1993).

There were different findings revealed regarding the use of Suspension, Expulsion, and Detention as a correctional strategy with (Mean= 1.52, 1.18 and 1.84 respectively.) These means are low an implication that these correctional strategies are

used to a lesser extent compared to other forms of correction. These findings are therefore in accordance with the government legislation and policies and particularly, the Basic Education Act (2013) which stipulates that every child must be protected and one of the ways is through fair disciplinary measures.

It further directs that the Cabinet Secretary may make regulations to prescribe expulsion or the discipline of a delinquent pupil for whom all other corrective measures have been exhausted and only after such a child and parent or guardian have been afforded an opportunity of being heard. Provided that such a pupil shall be admitted to an institution that focuses on correction in the context of education (KEMI, 2014).

According to pupils who participated in the focus group discussion, teachers use a variety of correctional strategies to correct them and most of the participants indicated that they are caned, when they commit a mistake like fighting in school. They however noted that they do not like being caned. Pupils also indicated that teachers talk to them to guide them on what is right and wrong in school, they are sometimes made to make apologies to those they wronged. The responses were as follows;

### **Excerpt 3**

**Researcher:** *How do teachers guide and correct you?*

**Pupil 1:** *The teacher corrects us through canning when we commit mistakes such as fighting in school.*

**Pupil 2:** *Sometimes the teacher warns us not to repeat the mistakes again and forgive us.*

*Pupil 3: The teachers punish by giving us punishment like correcting litter in the school compound and sweeping the class.*

It is important to note that in the present time teachers and school administrators risk a lot in their approach to use of corporal punishment on pupil offenders. B. F. Skinner asserts that punishment reinforces the very behavior it seeks to abolish. In this respect The Basic Education Act 2013 states expressly in section 36 (1) “No pupil shall be subjected to torture, cruel, inhuman or degrading treatment or punishment, in any manner, whether physical or psychological” and section 36 (2) “A person who contravenes the provisions of section 36(1) commits an offence shall be liable on conviction to a fine and not exceeding one hundred thousand shillings or to imprisonment not exceeding six months or both.

The children Act 2001 also outlaws use of corporal punishment in schools. Thus, Kenya has fully joined a number of countries in the world that have outlawed use of corporal punishment, such as U.S.A, Austria, Croatia, Cyprus, Denmark, Finland, Germany, Norway, Sweden, Italy, United Kingdom, Norway (Simatwa, 2007). In fact, outlawing of use of physical punishment and mental harassment in schools (The Basic Education Act, 2013) is the only sure way of creating child friendly schools. On the other hand, the findings further revealed that teachers also use supportive strategies like training pupils to be assertive, use of rewards/tokens, recognition through certificates and use of school prefects.

Preventive strategies used include; Behavior modification programmes(modelling), school rules and regulations, guidance and counselling. From the findings of the study it is evident that teachers use various correctional strategies in molding pupils' socio-emotional development. This is necessary because the goal of any intervention in an educational setting should be for the pupil to intrinsically experience the particular behaviors and accomplishments being encouraged (Cline, Gulliford & Birch, 2015).

Findings further indicate the use of guidance and counselling as a correctional strategy (Mean=4.34). This strategy scored a very high mean an implication that it is greatly used. This definitely enhances the pupils' socio-emotional development and is in line with the thought that the development of prosocial skills of emotion regulation, problem solving, and of empathy are all areas understood to be significant in the psychosocial functioning of the child and their promotion is seen as constituting a preventive approach to behavior difficulties in schools (Durlak & Weissberg, 2011).

There is a similar practice in the UK where a policy initiative known as SEAL (the social and emotional aspects of learning) aimed at promoting socio- emotional development features in children and there is strong evidence for the positive effects of the interventions (Humphrey, 2013). These findings are similar to those of Gichuki (2012) who found that guidance and counseling as a method of discipline management makes pupils aware of their problem and opens out one's option on what can be done to correct the problem. However, on the contrary, Ng'eno (2012) reported that students were uncertain on the impact of guidance and counseling services on their emotional needs.



In this research, it was established that verbal warning was used as a correctional strategy (Mean= 4.14), a strong indication that the correctional strategy is mainly used. It is important for teachers to use both verbal and written information in correcting the pupils. By enlarging and expanding therapeutic practices through the addition of non-verbal and written media, rather than relying on spoken word, a much wider range of problems may be addressed. Swinson and Knight (2007) illustrated that positive verbal feedback from the teacher to the pupil has positive effects even for those pupils showing difficult behavior.

Other positive strategies that were found in use were Rewards, Recognition through issuance of certificates, open appraisals on assembly and clapping for pupils (Mean=3.86 and 4.18 respectively). These are useful correctional strategies that encourage intrinsic motivation within the pupils. These correctional strategies therefore go a long way in enhancing pupils' behavior.

Ngage (2002) postulates that rewards play a key role in maintaining discipline. According to Cline, Gulliford and Birch (2015), rewards enable teachers to strengthen the desired behavior among pupils. Williams (2012) illustrated the Applied Behavior Analysis (ABA) underpinnings and positive effects of a differential reinforcement of alternative behavior strategy, where three-part praise, (pupil's name, clear praise and statement of specific behavior) is delivered to differentially reinforce the desired behavior. In their study, Lepper, Green and Nisbett (1973) however have a different opinion on the use of rewards. Specifically, their study examined the role of rewards in

pupil motivation and achievement. Their findings indicated that rewards have a negative effect on pupils' behavior.

Findings from this research indicate that behaviour modification programmes like modelling are used as correctional strategy (Mean=3.60). This mean implies that this strategy is greatly used. The behavior modification approach was developed from the psychoanalytic perspective which emphasizes pupils' cognitive dimension and offers various action-oriented methods to help change behavior. A good example is the Pavlovian theory (classical conditioning) focused on experimental analysis and evaluation of therapeutic procedures (Santrock, 2000).

In operant conditioning, an act that produces a reward is repeated. Gradual successive approximations to desired responses are reinforced. In this approach, many complicated responses can be maintained by one reward. Responses that are rewarded come under the control of the stimuli present in that situation (Nairne, 2009). In mainstream schools in the UK, there is evidence of application of behavioral psychology (Williams, 2012), and many educational psychologists report using more diffuse approaches that evidently have underpinnings in behavior psychology (Hart, 2010).

Self-management programs can work well in as far as pupils' behavior management is concerned. In this approach, an individual draws up a self-monitoring, self-reward plan. He/she indulges in self-contracting and adopts stimulus control for self-directed change. Mahoney and Stattin (2000) adopt a model for self-directed change with six

goals which are; selection of goals, translating goals into targets behavior, self-monitoring, working out a plan for change, self-reinforcement and self-contracting (Rutter & Taylor, 2006).

In this study, it was found that teachers often train pupils to be assertive and air out their grievances appropriately (Mean=4.08). This is a very strong way of enhancing pupils' socio-emotional development. Pupils should be taught to express their concerns without showing any form of truancy. Lambert and Miller (2010) investigated the temporal stability and predictive validity of pupil causal attributions and found that there was temporal stability for a factor they termed as "culture of misbehavior" representing how excitement, power, and peer recognition can cause misbehavior for pupils between years 7 and 4. A teacher should endeavor to exploit all the available strategies in pupils' behavior management.

Results of this study further indicate that school rules and regulations are greatly used by teachers in primary schools (Mean= 4.38). Gable, Hester, Rock & Hughes (2009) opine that school rules and regulations is a successful strategy for behavior management and should be promoted. Other than behavior management school rules and regulations help in character formation. When young children are able to develop prosocial skills, feel confident in themselves, and express and manage their emotions, they are likely to be prepared to learn and succeed in school (Raver, 2002).

Children gain better understanding of themselves, as well as others when teachers respond to their negative emotions with a positive attitude and in supportive manner (Morris, Denham, Basset & Curby, 2013). This support includes using peers in correcting pupils. The findings of the study revealed that school prefects help in correction (Mean=3.00). This mean implies that the use of prefects for correction is not well defined and understood in primary schools.

It is imperative to note that if this strategy is effectively applied, it goes a long way in assisting teachers in managing pupils' behavior. Through positive interactions with fellow pupils, children develop their social competence and emotional understanding via the social learning process (Lam & Wong, 2017).

#### **5.2.1.1 Teachers' Perceptions**

Further analysis of the research findings revealed that teachers had a positive perception of the correctional strategies used in primary schools. The findings in Table 4.4 show that the teachers' perception of the correctional strategies used is positive. All the means on the socio-development aspects are positive as follows; enhanced self-esteem (Mean= 4.40), emotional regulation and control of undesirable behavior (Mean= 4.34). The high means imply the positive perceptions that deputy head teachers have towards the impact of correctional strategies have on pupils' socio-emotional development. This is an indication that all the correctional strategies used have an impact on pupils' socio-emotional development.

Teachers should therefore be keen on the selection of appropriate correctional strategy for pupils' enhanced socio-emotional development. According to Dunlap, Kincaid, Horner, Knoster, and Bradshaw (2014), professionals should be aiming to enhance the prosocial strengths of the individual, as they naturally occur in their social context, and making environmental adaptations that will reduce the negative ones. In order to support pupils' socio-emotional development, there is need to query whether schools' correctional strategies are informed by theory from psychologists and educators.

The results also revealed that correctional strategies used helped pupils to function well in their schools (Mean= 4.40), they easily accept a new teacher (Mean=4.20), complete their education and transit to the next level (Mean=4.12). The other strong positive scores are on enhanced pupils' interpersonal skills (Mean= 4.14) and pupils being accepted by other (Mean= 4.10).

Teachers should adopt psychodynamic psychotherapy which seeks to help children process the cognitive and affective components of memories that may be distortions of actual events. These findings concur with the fact that children should be helped to obtain some sense of mastery and understanding of their lives and learn to manage themselves without having to resort to troublesome defensive (self-protective) strategies (Rutter & Taylor, 2006). In order to enhance pupils' socio-emotional development, teachers should not only apply the appropriate correctional strategy but they should ensure that they nurture a healthy relationship with the pupils.

Correctional strategies used also help pupils express their emotions and grievances without being aggressive (mean= 3.94), have high level of maturity and can articulate issues affecting them (Mean= 3.84). Correctional strategies also enabled pupils to function independently (Mean= 3.94). These research findings therefore revealed that teachers in primary schools use multiple approaches in an attempt to mold pupils' socio-emotional development. The overall mean of 4.14 in this study shows that the correctional strategies used by teachers do positively influence pupils' socio-emotional development. In this case one works with the gestalt principle of accepting responsibility and growing fully. According to Gestalt, current relations are important since everything should be experienced in the "Now" (Perls, 2012). This is proof that a pupil has overcome the ego- defense mechanisms that prevent them from being authentic. Part of the Gestalt therapy is to help pupils discover a self-regulatory system so that they can deal realistically with the world.

These findings are similar to those in a study of the relationship of teacher self-efficacy to their sense of responsibility for intervening with behavior (Gibbs and Powell, 2012) reflected on the apparent influence of teachers' self- efficacy to intervene with factors deemed by them to be external influences upon pupils' behavior.

Their findings that this collective self-efficacy, alone in their study, may negatively correlate with rates of pupil exclusion from school, is grounds for their commentary that it is important to promote whole school approaches to interventions for behavior and to see individually focused work as part of a wider staff ecology in attributions

towards managing behavior. The object relations theory emphasizes the importance of forming social relationships to the developing personality (Santrock, 2008).

#### **5.2.2.2. Teacher Counselors' Perceptions**

Results in Table 4.5 indicate that majority of the teacher counsellors disapproved the use of Physical punishments, with corporal punishment, manual work and physical punishment like kneeling having means of (Mean= 2.43, Mean=2.19, Mean= 2.55 respectively). This is an indication of negative perception towards these correctional strategies. On the other hand, there are strategies that had high means. Rewards (Mean= 4.19) is an indication that teacher counsellors preferred the use of rewards in enhancing pupils' socio-emotional development. From the results in Table 4.5, a total number of 91(46%) participants indicated that rewards are very appropriate in enhancing pupils' socio-emotional development, while 79(39.9%) participants deemed it as appropriate. Balanced correctional strategies promote pupil discipline while social and emotional deficiencies are major obstacles for children to be well-adapted in schooling and result in many behavioral problems such as disruptive behaviors, aggression, oppositional, and non-compliant behaviors (Domitrovich, Cortes & Greenberg, 2007).

Contrary to rewards the findings of the study imply that teacher counsellors did not prefer exclusion as a correctional strategy. Expulsion, Detention and Suspension had low score (Mean=1.83, Mean= 2.01, Mean= 2.16 respectively), an indication that these correctional strategies were less preferred in molding pupils' socio-emotional

development. Cline, Gulliford & Birch (2015), discourage the use of these correctional strategies as they deter pupils' socio-emotional development.

The results of the study showed that guidance and counseling enhanced pupils' socio-emotional development with majority 152(76.8%) participants rating it as very appropriate. The mean of 4.67 is an implication that teacher counselors' perception of guidance and counseling as a correctional strategy in enhancement of pupils' socio-emotional development is positive. According to Rao (2002), teachers enhance pupils' emotional regulation skills through guidance and counselling.

Teachers also help to clarify to the pupil the role of positive emotions that are constructive and integrative and that of negative emotions that are disruptive and disintegrative. Another appropriate correctional strategy is apologizing in front of others (Mean= 3.46), this mean implies that this strategy is appropriate.

Contrary to the assertion that pupils do not see the cause effect link between the actions they take and the things that happen to them (Barenek, 1996), findings in this study proved that apologizing in front of others (Mean= 3.46) was an effective correctional strategy in molding pupils' socio- emotional development. The study findings further revealed that most participants viewed school rules and regulations as very appropriate in enhancing pupils' socio-emotional development (Mean= 4.37).

In Gestalt, the whole is greater than the sum of its parts (Hough, 2006). The overall mean of 2.99 in this study implies that wholeness is emphasized and it refers to the



pupil's total experience after correction (physical, sensory, emotional and intellectual). It shows that integration of all the correctional strategies is key and pupils are helped to become more aware of themselves and to work towards a healthy assimilation of their component parts.

### **5.2.1.3. Pupils' Perception**

The findings in Table 4.14 indicate positive perception of pupils on the impact of correctional strategies used on pupils' socio-emotional development. The findings indicate that correctional strategies helped pupils build their identity (Mean= 4.41), pupils have identified their teachers as role models (Mean= 4.40) and pupils feel socially acceptable (Mean= 4.12). In a similar study, Miller, Ferguson and Byrne (2000) examined students' attribution to good behavior and found "Teachers' fairness" as a key factor. This implies that every teacher must be keen in handling pupils' behavior since every action taken by the teacher has corresponding effects.

The findings further revealed that pupils were helped to apply skills such as decision making to solve problems (Mean= 4.20). It is also evident from the findings that pupils attained self-control/emotional regulation (Mean= 4.57). Other positive socio-emotional developments noted include; pupils developed effective communication skills, pupils' adaptation to new situations like change of school routine and pupils' enhanced intra and interpersonal relationships for higher academic performance (Mean= 4.19, Mean= 4.33, Mean= 4.35, respectively). The overall mean is high (Mean=4.30) an implication that pupils have a positive perception regarding

correctional strategies and socio-emotional development. According to Kong (2011), teachers should help children to identify their emotions so that children are able to re-evaluate their internal thinking and gain confidence and illuminate success in schools and become responsible citizens.

### **5.2.2 Impact of Correctional Strategies on Pupils' Socio-Emotional Development**

The second objective of the study sought to investigate the impact of correctional strategies used by teachers on pupils' socio-emotional development. The teacher counselors were asked to indicate their opinion on correctional strategies and their consequences on pupils' socio-emotional development. The Table 4.11 shows that, majority participants strongly agreed that physical punishment makes pupils aggressive (Mean=3.17) is an indication of the positive perception that the teachers have regarding this correctional strategy implying that teacher counselors expressed that physical punishment as a correctional strategy has an impact on pupils' socio-emotional development in that they become aggressive.

An alternative view to this finding is presented by Simatwa. In his study on students' correction, Simatwa (2007) points out that 90% of the teachers involved in the study argued that corporal punishment was rated as the most effective disciplinary method in schools and that notwithstanding the banning of corporal punishment, teachers had defiantly continued to use caning. In contrast, this approach was not effective in managing discipline because students acted angrily and planned physical attacks on teachers and prefects as revenge tactics.

It was also indicated that when pupils are corrected by being given manual work, they refused school, 16(8.1%) participants strongly agreed, 86(43.4%) participants agreed. The (Mean=3.09) implies a positive perception where teacher counsellors agree to the impact of the correctional strategy. When a pupil is punished and feel offended, they are likely to refuse school. some even feel underrated before their peers especially when a demeaning correctional strategy is used.

Carroll (2011) explored the peer group relationships and reported on the apparent significance of the wider social environment for the pupil, identifying lower peer nominations in friendship preferences and highlighting the potential for cumulative vulnerabilities for school refusers, who may not have the social support that often buffers a young person's experience of school.

On the other hand, three other studies found the risk-taking behaviours in young adolescence related to peer and social influence, as well as brain development (Steinburg, 2005; Pfeifer et al., 2011). Teachers need to understand that pupils' emotional reactivity, or "the tendency to experience frequent and intense emotional arousal, both the threshold and ease with which pupils become emotionally aroused and the intensity of emotion," Spinrad, (2004), that is shown to occur in the brain can have direct impact on social behavior (Nelson, Leibenluft, McClure & Pine, 2005; Casey et al., 2010). They can only achieve this aim by being close to the pupils and establishing strong interpersonal relationships through guidance and counseling. In addition to teacher-pupil interaction, one study found that more positive peer relationships led to less disruptiveness and safety issues in the school, as well as higher pupil self-esteem

and lower instances of substance abuse related behaviors (Burnett, Thompson, Bird, & Blakemore, 2010).

This study had incredible promise to furthering the understanding to how guidance and counseling when used as a correctional strategy for behavior management among pupils during the onset of puberty impacts the socio-emotional development that is also occurring at this time. The findings of this study confirm that guidance and counseling helped pupils to become socially accepted, 110(55.6%) participants strongly agreed, 80(40.4%) participants agreed. The mean obtained Mean=4.47 was high an implication that teachers endorsed the use of guidance and counseling.

These findings are also echoed by Were (2006), who opines that punishment and rewards change behavior but proper guidance and counseling work well in instilling discipline. Guidance and counseling assists pupils to achieve independence.

At this point it is helpful to consider the work of Ryan and Deci (2000) who propose, through self-determination theory, the significance of intrinsic motivation for the individual. Guidance and counseling offer individual pupils an opportunity to have intrinsic motivation for behavior change and this leads to enhanced socio-emotional development which in Gestalt theory is not simply adjustment to society, but individual growth (Pivina, 2005).

The findings also reveal that teacher counsellors also agreed that when pupils apologize their mistakes in front of others they become rebellious (Mean=2.95). This mean is low an indication that the teacher counselors agreed to a less extent. In this case, the pupil is asked to apologize and he/she is taken through repeated practice of adaptive behavior. The aggressor is forced to give compliments to other pupils. This strategy should be applied immediately after misbehavior and should be as brief as possible (Nairne, 2009).

An alternative scenario holds that parents and peers are generally complementary sources of influence, providing a consistent message concerning adolescent behavior (Parke & Buriel, 2006). In this instance, the pupils who value their social relations may think that the other pupil's friendship is key and apologizing mends this relationship. From the mean score, it can be deduced that this correctional strategy is not as effective as the others discussed that have higher mean scores.

Although not as much is known concerning young adolescent internalizing their behavior problems versus externalizing, it is noted repeatedly that adolescents read the cues of others by learning how to respond in more interpersonal relationships, and this regard for other's opinions can impact socio-emotional development in both positive and negative ways (Steinberg & Morris, 2001; Yurgelun-Todd, 2007; Burnett et al., 2010).

Findings also revealed that a correctional strategy like kneeling made pupils depressed, 29(14.6%) participants strongly agreed, 83(41.9%) participants agreed, with a high (Mean=3.32). It is critical to note that kneeling is just one aspect of a causal effect to depression. There are many more factors not reviewed here. Much of the extant literature, although not specifically from primary schools' pupils' sample, seems to indicate to the contrary of the study findings. For example, in a study of depressed mothers, exposure to maternal depression is likely to impact on the child's socio-emotional development and leads to emotional difficulties which have been found to extend to interactions with other children (Murray & Cooper, 2003).

Gotlib and Neubauer (2000), found out that emotional sensitivity individuals suffering from depression experience difficulties in regulating their emotional responsiveness, and heightened sensitivity to both negative interactions and other's approval. On the other hand, heightened interpersonal sensitivity and related caring for others have been seen as positive, prosocial attributes (Hay & Pawlby, 2003) that are associated with general social competence, good emotional regulation, and moral reasoning. It is to be noted that the much of the literature reviewed and subsequently the examples given above investigated general and genetic causes of socio-emotional difficulties in clinical settings. Consequently, this may possibly explain the discrepancy between the present study findings and the examples given.

The findings further revealed that school rules and regulation create interpersonal conflict among pupils (Mean=2.16). This mean is low an implication that the respondents did not necessarily link school rules and regulations to conflict among

pupils. This is in tandem with Cline, Gulliford and Birch (2015) who opine that the impact of school rules and regulations on the development of students' identities is often indirect.

They further explain that school rules give a message about the kind of person that is valued in school and facilitates a process by which students come to think that they are that kind of person. From the findings of this study it was further revealed that when pupils are suspended they abuse drugs (Mean=3.09) and when retained in school they become frustrated (Mean=3.30). These are correctional strategies that impact negatively on pupils' socio-emotional development and their use should be discouraged. Findings further revealed that retention/detention in school, is also deemed as unfavorable with most participants preferring verbal warning. These findings are similar to those of a study on management of pupil discipline in public primary schools conducted by Anyango, Simatwa and Serem (2013) which revealed that public primary schools do minimally use extreme methods like expulsion, exclusion and suspension in handling disciplinary cases among pupils because such methods made pupils drop out of school.

#### **5.2.2.1 Pupils' Perceptions**

Pupils were also provided with ten statements on their socio-emotional development (Appendix II), and they gave their level of agreement with the statement. The findings in Table 4.14 indicate positive perception of pupils on the impact of correctional strategies used on pupils' socio-emotional development.

The findings therefore indicate that correctional strategies helped pupils build their identity (Mean= 4.41). This is an important aspect of pupils' socio-emotional aspect since they are enabled to understand themselves fully. In building the pupils' identity, the teachers begin by explaining simple facts about the individual. Gestalt's law of simplicity (the law of pragnaz) asserts that every stimulus is perceived in its most simple form. In viewing the whole, a cognitive process takes place – the mind makes a leap from comprehending the parts to realizing the whole (Wagner-Moore, 2004).

Pupils have identified their teachers as role models (Mean= 4.40). The high mean is an indication that role modelling by teachers plays a great role in enhancing pupils' socio-emotional development. However, because of the many variables that can impact adolescent social development (i.e. genetic, family and peer influences, etc.) it is often difficult to pull apart one area of socialization and deem it the cause for certain behaviours (Steinberg & Morris, 2001). For example, Pfeifer et al. (2011) found “greater subcortical reactivity to affective facial displays” in young adolescents which can impact impulse control but not in all youth (p. 1034).

Further analysis of the results reveals that pupils feel socially acceptable when corrected (Mean= 4.12). This acceptance helps them to bond with teachers and peers in school. Pupils' socio-emotional development entails ability of children to form close and secure adult and peer relationships, regulate and express emotions in socially acceptable ways and explore the environment and learn (Yoder, 2014).



The findings further revealed that pupils were helped to apply skills such as decision making to solve problems (Mean= 4.20). Casey, Getz, and Galvan (2008) found similar findings with impulsivity being “associated with immature ventral prefrontal development” (p. 72). This also agrees with Rutter and Taylor (2006) who opine that behavior therapy is effective if it starts from a clear objective of producing planned goal-oriented change. Of particular interest in the light of the current study findings is the fact that cognitive behavior therapy targets divergent thinking as a way of encouraging inventive solutions to personal difficulties (Cline, Gulliford & Birch, 2015).

It is also evident from the findings that pupils attained self-control/emotional regulation (Mean= 4.57). Part of the process of Gestalt theory is to help pupils discover a self-regulatory system so that they can deal realistically with the world. The goal is progressive taking ownership of one’s own activity and choices, moving from introjection to assimilation authentic action rather than rebellion and, providing support and challenge to extend contact and awareness to areas previously disowned (Perls, 2012).

According to Gestalt, current relations are important since everything should be experienced in the “Now”. This is proof that a pupil has overcome the ego- defense mechanisms that prevent them from being authentic. Part of the Gestalt therapy is to help pupils discover a self-regulatory system so that they can deal realistically with the world. This is self-regulation which refers to the capacity of the individual to initiate,

terminate, delay, modify the form or content or modulate the amount or intensity of a thought, emotion, behavior or physiological reaction. Specifically, coping involves conscious volitional efforts to regulate emotion, cognition, behavior, physiology and environment in response to stressful events or circumstances (Compas, Conner, Saltzman, Thomson & Wadsworth, 2001).

This concurs with the assertion that when pupils are not corrected well, they suffer physical and emotional abuse that leave lasting scars that eventually affect pupils' self-worth and ability to develop healthy relationships (Kamuri, 2014). There is evidence that greater focus on preventive programs is likely to correlate with increased prosocial behavior skills among pupils (Clunnies- Ross, Little & Kienhuis, 2008).

Findings also show that correctional strategies helped pupils develop effective communication skills (Mean= 4.19). A pupil that has enhanced socio-emotional development is able to communicate his/her needs. This is also opined by Valsiner (2000) who said that through communication, a person can, not only active agent who is immersed in what they are doing at the moment, but also "a reflexive agent" who is distanced from their immediate context. Other positive socio-emotional development aspects include; pupils' adaptation to new situations like change of school routine and pupils' enhanced intra and interpersonal relationships for higher academic performance (Mean= 4.33, Mean= 4.35, respectively). This is an important aspect in adolescent development and agrees with Harry Sullivan's thought of adolescent friendship. He asserted that everyone has a need for social acceptance. It is also

important to note that at adolescence, identity versus identity confusion is influenced by peers (Sedikides & Gregg, 2003).

The overall mean is high (Mean=4.30) an implication that pupils have a positive perception regarding correctional strategies and socio-emotional development. According to Kong (2011), teachers should help children to identify their emotions so that children are able to re-evaluate their internal thinking and gain confidence and illuminate success in schools and become responsible citizens. Hagell, Hazel, and Shaw (2000), echoed the sentiment that the need to control a small group of very persistent recalcitrant children is perennial though specific methods have been available to the teacher.

### **5.2.3 Role of Guidance and Counselling Programs in Pupils' Socio Emotional Development**

The third objective sought to examine the role of guidance and counselling programs as a correctional strategy in pupils' socio-emotional development in primary schools. It is important to mention that guidance and counseling has a crucial role in enhancing pupils' socio-emotional development in primary schools. In this regard, an overarching concern regarding the notion of evidence-based practice in guidance and counseling is key. Guidance and counseling programs offered in schools should be able to enhance pupils' socio-emotional development.

The findings in Table 4.17 indicate that majority number of teacher counsellors (Mean=4.51) strongly agreed that the mentorship program has greatly influenced the pupils' positive self-esteem. This is because in mentorship, the pupils have someone who guides them on the right path of life. Similar findings are presented by Anyango, Simatwa & Serem (2013) in their study on pupil discipline management in primary schools. The idea of mentors and models is based on the Gestalt's figure/ground principle which is based on the relationship between an object and the surrounding space. Here the pupils are helped to clearly differentiate their goals and focus attention on their achievement thus minimizing perpetual confusion.

The concept can be applied to the realm of psychological needs as well. In theory, a need arises and becomes foreground, if it is satisfied, it becomes background (How, 2016). In this case, a teacher works to focus on pupils' needs, to bring about change so that the emerging need may be identified satisfied and enabled to retreat to the background. Awareness of one's experience and needs is considered "the royal road to the cure" (Wagner-Moore, 2004).

Findings also reveal that peer counseling helped many pupils to improve their communication skills (Mean=4.36) and that through counseling, pupils receive a lot of training on coping strategies (Mean=4.37). It is important that teachers establish a close relationship with their pupils. This culminates into an attachment that leads to the teacher understanding the pupil and supporting his/her socio-emotional development. Attachment based provision can support and remediate the development of the insecurely attached child (Boxall, 2002).

From the findings it was also established that counseling helped pupils to have improved interpersonal skills (Mean=4.40). In this way, teachers work in a restorative way aiming to support the wellbeing and social functioning of the vulnerable pupils, through offering a flexible, warm climate for their learning where the teachers respond according to the developmental level of the child, and where the creation of positive, calm relationships is the focus (Cline, Gulliford & Birch, 2015). Cognitive behavior therapy uses cognitive restructuring and behavioral tasks to intervene with automatic thoughts and maladaptive behaviors, highlighting the relationship between behavior and the environment and in developing new behavior repertoires (Chu, Skinner & Zandberg, 2013). Using this thought, teachers adopted strategies like peer counseling, and teacher- parent counseling.

In his study, Ngage (2002) asserts that school rules must be designed to encourage a conducive environment for all pupils. He further asserts that unreasonable rules with no clear purpose may ignite resentment and lead to indiscipline. The findings of this study reveal that school rules and regulations greatly improved the pupils' social competence (Mean=4.38). Similar findings are presented by (Gichuki, 2012) who found that over 62.3% of students agreed that school rules and regulations provide control and instill a sense of commitment in learners.

Further analysis of the findings indicated that teacher counsellors taught pupils skills like assertiveness so that they express their grievances (Mean=4.32). Emotional well-being of pupils improves not only their ability to perform in school but also their interpersonal relationship with peers, parents and teachers (Kesici, 2007). Findings

also show that teachers ensured that pupils with good behavior are rewarded (Mean=4.36). Pupils should be helped to attain positive behaviors which include the improvement of social-emotional skills, attitudes towards interpersonal relationships, and behavior within the classroom (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011).

Results also reveal that use of pupil leaders in guidance and counseling has improved social problem-solving skills, and that through guidance and counseling, pupils are able to believe in themselves (Mean=4.20 and 4.36) respectively. It is important to note that the acquisition of emotional adjustment may help pupils to act and behave in a desired way, face life situations properly and feel adjusted in the personal and social life (Mangal, 2007). Other concerns focus on a holistic analysis of the pupils' circumstances. For instance, Carr (2000) felt it necessary to justify an evidence-based approach in the context of a current pre-occupation with a social constructionist view of systemic thinking.

The overall mean (Mean=4.20) is an implication that various guidance and counseling programs are designed to enhance the pupils' socio-emotional development. These programs should help the pupil to function efficiently in their social set-ups. Gestalt theory uses the word contact as an abstract, formal concept that refers to the exchange between an individual person and the surrounding environment. If the boundary becomes unclear, there is disturbance but when the cycle is functioning smoothly, awareness of internal or external stimuli leads to needs satisfaction (Pivina, 2005).

Pupils whose psychological needs are met record higher academic performance. This is key in fulfilling the sixth Education for all goal; to improve all aspects of the quality of education and ensure the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (KEMI, 2014).

Interestingly, in his study, Anyango, Simatwa and Serem (2013), reported that teachers and pupils perceived guidance and counseling services in schools negatively as a waste of time. An alternative view, however is that cognitive theories among other psychological interventions are relevant to intervening with difficult behavior. Cognitive behavior therapy is concerned with thoughts implicated in selective attention and irrational beliefs in the form of negative automatic thoughts. Interventions are drawn up to address unhelpful thoughts and beliefs (Fuggle, Dunsmiur & Curry, 2013).

The findings in this study indicate that the strategies are successful in enhancing pupils' socio-emotional development. However, contrary to these findings, there are studies that report the ineffectiveness of guidance and counseling services in helping individuals with psychological problems and indiscipline. For example, a study by Ileri and Muola (2010) reported that many pupils are beset with physical and psychological problems, and indiscipline yet the guidance and counseling programs are running in schools. On the other hand, Nge'no (2012), reported that students were uncertain on the impact of guidance and counseling services on their emotional needs. The implication of such findings is that some schools have not headed the

implementation of functional and effective guidance and counseling departments (Mutie & Ndambuki, 2004).

It is important to note that there are other factors at play in a child's socio-emotional development. For instance, high levels of parent-child conflict during adolescence have been linked to emotional maladjustment and poor-quality relationships (Overbeek, Sattin, Vermulst, Ha & Engels, 2007).

All these suggest that teachers' correctional strategies are not only an integral part of children's social-emotional development, but also can be an active agent in enhancing the socio-emotional well-being of young children. However, in order to provide support to children under their care, it is also important to ensure the social-emotional competence of teachers as well (Lam & Wong, 2017).

Gestalt opines a holistic approach to pupils' socio-emotional development as opposed to the mechanistic perspectives of the stimulus response models (Pivina, 2005). He further asserts that pupils must receive help to avoid defense mechanisms and that nothing exists except the now. Genuine knowledge is the product of what is immediately evident in the experience of the perceiver (Wagner-Moore, 2004).

Excerpt 1 gives evidence of the practice of guidance and counseling in schools. However, it should be noted that although guidance and counselling is key and requires thorough evaluation, concerns are expressed that this is a practice that is given insufficient attention. Kratochwill and Stoiber (2000), writing in an American context,



point out that owing to pressure of work, school psychologists may fall into “crisis routines”, rather than follow systematic procedures for intervention, planning, monitoring and evaluation. According to Mangal (2007), students require psychological counseling to assist with emotional adjustment.

### **5.2.3.1 Pupils’ Perception**

The findings in Table 4.18 indicate a positive relationship between pupils’ perception of guidance and counseling and their socio-emotional development. Participants strongly agreed that their teachers are role models in school (Mean=4.43). Role modeling is important since it provides guidance to pupils on the best practices for success. The pupils tend to look up to the teacher as far as behavior molding is concerned. In this case there is a strong relationship between the teacher and the pupils. Attachment is established in early childhood and attachment continues in adulthood. Pupils’ circumstances can be explained with an understanding of the Ecological systems theory, originally formulated by Urie Bronfenbrenner, it specifies four types of nested environmental systems, with bi-directional influences within and between the systems. The four systems are microsystem, mesosystem, exosystem, and macrosystem (Geddes, 2006). Each system contains roles, norms and rules that can powerfully shape emotional development. Microsystem is the direct environment in pupils’ lives such as home and school. Mesosystem is how relationships connect to the microsystem. Exosystem is a larger social system where the child plays no role. Macrosystem refers to the cultural values, customs and laws of society (Reid, Striano & Koops, 2007). Pupils also indicated that other than teachers, they are modelled by

successful people who are invited to encourage them (Mean= 4.06). Pupils also agreed that teachers talk to them on social issues like living peacefully both at school and at home (Mean= 4.43).

The study findings further revealed that teachers understand pupils and guide them on how to accept their circumstances (Mean= 4.16). Guidance and counselling helped the pupils to realize certain talents within them and attain their best academic performance (Mean= 4.21). Teachers use many guidance and counselling programs to support pupils' socio-emotional development.

Adlerian approach should be embraced; this is the use of a variety of methods which emphasize understanding the individual's reasons for maladaptive behaviour and helping misbehaving pupils to alter their behaviour (Glasser, 2001). These approaches when used effectively, will help pupils have positive effects on self-concept, attitudes, and locus of control. Rotters' concept of locus of control is a generalised belief in the extent to which we can control the outcomes in our life (Ndetei, 2006). It was also evident that peer counselling in school helped pupils to enhance communication skills (Mean= 4.17), teacher-parent counselling enhanced pupils' intra and interpersonal relationships for higher academic performance (Mean= 4.25) and Parent-teachers assisted pupils to adopt coping strategies to address their challenges (Mean= 4.28). The overall mean (Mean= 4.23) was a strong indication of pupils' positive perception the importance of guidance and counselling programs in molding their socio-emotional development.

This agrees with the fact that various psychologists have explored the contribution of attachment theory to pupil and school functioning (Verschuren & Koomen, 2012). The concept of attachment can be translated into the school environment and argued to be a developmental need for all children, highlighting the responsibility of teaching staff to provide positive and secure relationships that, although primarily informed by the instructional nature of the environment, reflect students' need for strong positive relationships in school (Boorn, Hopkins & Page, 2010).

In the focus group discussions, when asked if they liked the way their teachers corrected them majority of the pupils agreed to the correctional strategies citing that they helped them to know how they behave in school, and helped them relate well with peers in school, few pupils indicated that they did not like being caned. Majority of the pupils also indicated that correctional strategies help the pupils to improve in their academic performance.

#### **5.2.4 Correctional Strategies and Pupils' Socio-Emotional Development**

The fourth objective of the study sought to investigate the relationship between correctional strategies and pupils' socio emotional development. The teacher counselors were asked to indicate their opinion on correctional strategies in relation to pupils' socio-emotional development. Ten statements on pupils' emotional development were provided to teacher counsellors to indicate their level of agreement or disagreement with the given statements (Appendix I).

#### **5.2.4.1 Teacher Counsellors' Perception**

The findings in Table 4.19 show a strong relationship between correctional strategies and pupils' socio-emotional development. Teacher counsellors strongly agreed that correctional strategies build pupils' identity (Mean= 4.17), helped pupils to function independently (Mean=4.23), pupils feel socially acceptable and establish positive social relationships (Mean= 4.45). These findings concur with the thought that pupils' emotional experiences with teachers as well as interactions with other children sets the stage for future academic and personal outcomes, and undergird other areas of social development (Cormack, Brown & Hastings, 2000). This is therefore an implication that there is need to work on teachers' perception towards negative correctional strategies that do not enhance pupils' social -emotional development. In this case, there is need for an intervention program focused first on the socio-emotional development of teachers, empowering them on how to handle socio-emotional development of children under their care (Lam, Lawrence & Wong, 2017).

There is evidence that a greater focus upon preventive programmes is likely to correlate with increased prosocial behavior skills in pupils (Cline, Gulliford & Birch, 2015). The findings further revealed that pupils applied the essential life skills like decision making and problem solving (Mean= 4.33). Early childhood teachers play a crucial role in the emotional development of children and they need to be equipped with adequate level of emotional intelligence (Chan, 2002).

Further analysis of the findings revealed a strong relationship between correctional strategies and pupils' socio-emotional development whereby pupils were helped in the practice and bringing out hidden competencies of individual pupils (Mean= 4.13), pupils were helped in emotional regulation/self-control (Mean= 4.30) and developed effective communication skills like using proper channels to air out their grievances (Mean= 4.37). According to Moffit et al. (2011), children with greater self-control are more likely to grow into adults with better health.

In this study it was also established that through correctional strategies were able to adapt to new situations like change of school routine (Mean= 4.17). Correctional strategies also enhanced intra and inter-personal relationship for a positive self-esteem (Mean= 4.05). It was also established that pupils had adopted coping strategies to address their challenges and had a positive self-concept (Mean= 4.06). The overall mean obtained was (Mean= 4.23) an implication of a strong relationship between correctional strategies and pupils' socio-emotional development. In Hong Kong for instance, there is an adoption of evidence -based training modules developed by the center of Socio-Emotional Foundations for early learning and the socio-emotional well-being of children (Neddenriep, Hulse & Buxton, 2016). There is need for similar evidence-based intervention programs to support socio-emotional competence in children.

From the findings of the study, the researcher developed a model in order to show the relationship between correctional strategies used in primary schools and pupils' socio-emotional development. In this model, pupils' socio-emotional development is a

function of correctional strategies and pupil factors. For a pupil's enhanced socio-emotional development, there has to be proper correctional strategies and interventions applied. A model is a representation of a system that is constructed to study a part or all of the system (Bhattacharjee, 2012). A research model helps a researcher in specifying relationships between two or more variables, perhaps extending to the development of descriptive or predictive equations, a technique that is used to add value to the data. In regression terminology, the variable being predicted is called the dependent variable (Gelman & Hill, 2007).

Figure 4.8, gives coefficients which indicate how much the dependent variable (pupils' socio-emotional development) varies with an independent variable (correctional strategies) when all the other variables are held constant. The findings indicate positive relationship between correctional strategies and pupils' socio-emotional development in the following ways; rewarding (+0.063), verbal warning (+0.002), apology in front of others (+0.059), pupil aggressor forced to apologize to the offended (+0.028), teacher helping pupil to identify the required behaviour and adhering to school rules (+0.022). Proper socio-emotional development provides a foundation for good adjustments in schools and, in turn, enhances the sense of belonging which has been reported to be correlated with positive affect, academic self-efficacy and academic achievement (Nix, Bierman, Domitrovich & Gills, 2013).

The findings also gave negative relationship between correctional strategies and pupils' socio-emotional development in the following ways; withdrawal of privileges

when undesirable behaviour is exhibited (-0.022), retention (-0.105), suspension (-0.020), expulsion (-0.020), corporal punishment (-0.021), manual work and physical punishment (-0.016). These findings indicate that there is a negative relationship between these correctional strategies and pupils' socio-emotional development. This is in line with the opinion given by Cline, Gulliford & Birch (2015) who assert that removing a child permanently from the classroom has enormous long-term social consequences for the individual, community and society. It is important to try and assist the child using other correctional strategies. Poor socio-emotional development is brought about by inappropriate correctional strategies used to manage behavior problems.

Teachers' correctional strategies as independent variables influence pupils' socio-emotional development. The indicators of pupils' socio-emotional development are enhanced self-efficacy, emotional regulation, improved interpersonal skills, enhanced self-esteem, positive self-concept, assertive personality, and acquisition of social problem-solving skills. The "interpersonal, physical and hormonal changes associated with puberty may contribute to changes in the behavioral and neural correlates of pupils' social and emotional processing" (Burnett, 2010, p. 682). On the other hand, "hormonal changes that occur during adolescence are likely to account for at least part of the risk for mood and anxiety disorders" (Paus, Keshavan, & Giedd, 2008). This poses a challenge to teachers in as far as pupils' behavior management is concerned. Through guidance and counseling, teachers are able to identify these changes in the pupil.

Studies have reviewed the relative rates of academic-related (low) and behaviour-related (high) verbal feedback typically found, the relationship between teacher positive feedback and rates of on task behaviour (Swinson & Knight, 2007), for example, and the effects upon the academic self-concept of 8-9-year olds of specific praise (positive effects) versus positive praise. These findings concur with the views of the Human Rights Watch (2004) which states; “teachers should impose non-physical disciplinary measures such as requiring students to write a statement describing the negative effects of their behavior, or to apologize for the mistake in front of their classmates.”

Rathel, Dragsgow, Brown & Marshall, 2013 report positive effects with the use of teachers’ praise, with effects identified in a single -case experimental design study upon the performance of individual, indicative pupils. Teachers should note that while dealing with pupils’ behavior management, consequences for disobedience should be applied as soon possible and they should fit the crime. Consistency of enforcement is central and key (Rutter & Taylor, 2006). Through brain imaging, it can be seen that adolescence clearly represents a period of heightened emotional responsiveness to social stimuli and socially related events and that these changes need the new-found ability for constant reappraisal of situations both innocuous and potentially threatening (Nelson., Leibenluft, McCure & Pine, 2005).



### 5.3 Conclusions

This study was one of the few studies aiming to examine the current status of socio-emotional development of pupils in Kenya. It is therefore an eye opener to pupils' socio-emotional development. The study gained understanding and empirical support on teacher counsellors' and pupils' perception on the correctional strategies used by teachers in primary schools on pupils' socio-emotional development.

The study revealed the use of positive, supportive and corrective strategies, for instance, guidance and counselling (Mean=4.34) and school rules and regulations (Mean=4.38). However, correctional strategies like physical punishment and exclusion were used to a smaller extent (Mean=2.27 and Mean=1.51) respectively. From the focus groups, most pupils indicated that they loved their teachers because they related well with them, corrected them appropriately and hence made the school environment friendly to them. It is interesting to consider this phenomenon in terms of "teacher contact" as is opined by Korthagen (2014) that small verbal contacts in the school are seen as distinct in teacher pupil relationships. There is also evidence that pupils with more sense of relating to school, known as school belonging can help promote positive engagement (Hazel, Vazrabadi & Gallagher, 2013).

The study concludes that physical punishment, suspension, expulsion and detention have negative impact on learners' socio-emotional development and so teachers should desist from applying these correctional strategies. This is an important step towards enhancing learners' holistic development. Discipline exposes pupils to ways

of handling challenges and obligations of living. It equips them with the personal strength needed to meet the demands imposed on them by school and family. To achieve a balance, teachers need to balance all the appropriate correctional strategies, freedom and rules (Cline, Gulliford & Birch, 2015).

This research also concludes that a successful teacher should build on opportunities that arise in the school environment to support pupils' socio-emotional development. The various correctional strategies should be used based on the pupil's total understanding, evaluation and consideration of the myriad of factors that affect the pupils as they grow. There is no single appropriate correctional strategy that is better than the other. In this regard the pupils' socio-emotional development should be born in mind in selecting correctional strategies to use.

Pupils and teachers have positive perception towards correctional strategies. Pupils' perception of the correctional strategy is key in the effectiveness of the correction process. Child development specialists acknowledge the importance of positive social and emotional development on overall child well-being. More effort is directed towards enhancement of pupils' socio-emotional development not only in Kericho County but countrywide and worldwide. There is need for teachers to design and deliver interventions for children that ensure holistic development.

Findings of this study also conclude that guidance and counseling has a vital role in pupils' behavior management. The field of pupils' behavior difficulties is evolving rapidly and this calls for adequate and appropriate corrective measures. It is striking

that in this domain, cognitive interventions have had a very positive effect on pupils' behavior. An advantage of guidance and counseling approach to behavior difficulties is that it links what is known about normal emotional development and an understanding of the cognitive underpinnings of abnormal behavior. Although punishment and rewards lead to behavior change, proper guidance and counseling can work miracles in the area of discipline. Guidance and counseling programs assist the individual pupil to achieve independence and be able to discuss oneself in terms of intellectual abilities and other superior talents and functions towards his/her personal development and self-actualization (Oketch & Kimemia, 2012).

In this study it was found that mentorship program helped learners to be disciplined and attain high academic marks and are therefore able to transit to high school. Based on the above findings it is imperative to conclude that correctional strategies have a significant impact on pupils' socio-emotional development. From the model developed, there is a positive relationship between the following correctional strategies and pupils' socio-emotional development; rewards (+0.063), verbal warning (+ 0.002), and school rules (+0.022). Part of pupils' optimal development is capacity for adequate school functioning. Correctional strategies like suspension, retention and physical punishment had negative relationship (-0.020, -0.105 and -0.016 respectively). There are many alternative ways for teachers to manage pupils' behavior.

The results also provided the much-needed information on the relationship between correction of pupils and their social emotional development. The findings of the study indicated that there was a strong relationship between correctional strategies used by teachers and pupils' socio-emotional development,  $r(362) = 0.002$  where pupils strongly indicated a relationship between the correctional strategies used and pupils' socio-emotional development.

The findings conclude that there is a relationship between gender, age, school type and perception of the impact of the correctional strategies and pupils' socio-emotional development.

Finally, the findings of the study also point to a conclusion that; correctional strategies do impact on pupils' socio-emotional development. Teacher counselors and pupils have a positive perception of the correctional strategies used by teachers. All participants were aware of the impact of the correctional strategies used by the teachers on pupils' socio-emotional development and this can be seen as strength because they already have the potential to create awareness to others. This is an important strategy in ensuring that only the effective strategies are used thus enhancing learners' socio-emotional development.

#### **5.4 Recommendations for the Study**

The findings of the study are a pointer to the key role played by all educational stakeholders particularly teachers in molding pupils' socio-emotional development.

From the findings, pupils and teacher counsellors have positive perceptions towards supportive and preventive correctional strategies used by teachers.

It is recommended that these strategies be used as opposed to punitive correctional strategies and all those involved in pupils' correction be empowered and sensitized on the positive impact of supportive and preventive correctional strategies on pupils' socio-emotional development. Specifically, teachers should train pupils to be assertive, help them identify the required behavior and adhere to school rules. An appropriate reward system should be established in school to encourage desired behavior. For instance, teachers should award grades in behavior, or alternatively award points on every desired behavior exhibited by the pupils.

In addition, the research recommends that teachers should use varying correctional strategies in order to enhance pupils' socio-emotional development. The study discourages the use of corporal punishment as it has a negative impact on pupils' socio-emotional development.

The Government and all the educational stakeholders need to scale up the use of these strategies as opposed to traditional hurtful correctional strategies like physical punishment. There is evidence that greater focus on preventive programs is likely to correlate with increased prosocial behavior skills among pupils.

The study therefore recommends that, all stakeholders take into consideration the nature of the child which includes his/her age, gender, needs and abilities while applying any

form of correctional strategy. Age, class level and gender specific correctional strategies should be used. It is also recommended that the life of pupils be structured with a set of clearly defined rules and regulations that govern conduct.

It is also recommended that guidance and counselling be used as the most appropriate correctional strategy. Various models of counseling be used in an effort to enhance socio-emotional development- Individualized counseling, small groups counseling, pupil to pupil counseling. All stakeholders, for example school heads, should be sensitized on the positive impact of counselling programs on learners' socio-emotional development. The study further concludes that counselling programs should be offered should be needs specific which may vary from one school to the next.

### **5.5 Suggestions for Further Research**

Further research is recommended on the impact of correctional strategies on other developmental aspects of pupils other than socio-emotional development. For instance, mental, psychological, or physical development.

The findings in this research have provided knowledge about what works to manage pupils' behavior difficulties. However, a number of challenges remain to be investigated.

The first concerns efficiency and effectiveness of the correction process. Positive correctional strategies should be designed and evaluated in ideal conditions. Whether or not the effects observed can be obtained when the same programs are applied in a

setting where conditions are less than ideal being uncertain and subject to investigation.

There is need for further research in the area of correctional strategies in children and adolescents in secondary schools in Kenya. For instance, mentorship programs, family systems as they relate to socio-emotional development.

A study needs to look into whether the high level of anti-social behavior among the pupils is as a result of inappropriate correctional strategies used by the teachers. Such a study will help pinpoint the challenges in the approach to pupils' correction and consequently help the educational policy makers to put adequate measures. For instance, it is important to investigate whether correctional strategies used are linked to girl-child school dropout.

It is also important to investigate the correctional strategies suitable in institutions of higher learning (Colleges and Universities).

Key terms in the socio-emotional development model can be tested in various conditions.

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## APPENDICES

### APPENDIX I: SCHOOLS' TEACHER COUNSELLORS' QUESTIONNAIRE.

**INSTRUCTIONS:** This questionnaire has two sections; Section A deals with personal profile while section B seeks your views on teacher counsellors' perception of the correctional strategies used by teachers on pupils' socio-emotional development. You are requested to respond to all the issues raised with the assurance that your responses will be treated with confidence. Please do not include your name anywhere on this questionnaire.

#### SECTION A: PERSONAL INFORMATION (BIODATA)

Please tick ( ✓ ) appropriately and write down your response in the space provided after the specific statements.

(1) Respondent's sex. Male  Female

(2). What is the duration of your service in this school?

1 year and below                       between 2-5 years

between 5-10 years                       Over 10 years

(3). What is your age?

Below 25 years                       Between 26-30 years

Between 31-35 years                       Between 36-40 years

Between 41-45 years                       Between 46-50 years

50 years and above

(4). For how long have you been in charge of counseling?

1 year and below

Between 2 to 5 years

6 to 9 years

Above 10 years

(5) What is your school type?

Boarding girls

Day and boarding mixed

Boarding boys

Day and boarding girls

Boarding mixed

Day and boarding boys

Day mixed

(6) Would you consider your pupils as urban or rural pupils?

Explain.....  
.....  
.....

(7). Do you have any training in counselling? Explain the level of training.

-----  
-----  
-----

**SECTION B: (CORRECTIONAL STRATEGIES USED AND PUPILS' SOCIO-EMOTIONAL DEVELOPMENT).**

1. As a teacher counsellor how would you rate the discipline level in your school

Very High  High  Average  Low  Very Low

2. In your own view as a teacher counsellor, to what extent do the correctional strategies used by teachers enhance pupils' socio-emotional development in the listed ways?

<b>Pupils' Emotional Development</b>	SA	A	U	D	SD
1. Build their identity (accepted themselves/others and their shortcomings)					
2. Helps Pupils to be able to function independently (feel and act without influence from peers)					
3. Helps Pupils feel socially acceptable and they establish positive social relationships (improve ways in which they interact with each other)					
4. Pupils apply the essential life skills like decision making and Problem Solving					
5. Helping in the practice and bringing out of hidden competencies of individual students (like initiative and assertiveness)					
6. Pupils are helped to have emotional regulation/self-control. They avoid acts like quarreling, fighting and bullying)					
7. Pupils are helped to develop effective communication skills like using proper channels to air out grievances					
8. Through correction, Pupils are able to adapt to new situations like change of school routine					

9. Has enhanced intra and interpersonal relationships for a positive self-esteem (how they feel about themselves)					
10. It has assisted students to adopt coping strategies to address their challenges and have a positive self-concept (how they evaluate themselves)					

3(a.) In the view of the listed correctional strategies. Indicate your opinion on how appropriate they are in enhancing pupils' socio-emotional development. Using the scale very appropriate, appropriate, neutral, inappropriate, and very inappropriate.

<b>Correctional Strategies</b>	<b>Very appropriate</b>	<b>Appropriate</b>	<b>Neutral</b>	<b>Inappropriate</b>	<b>Very Inappropriate</b>
1. Physical beating/canning corporal punishment					
2. Manual work (for instance pupils uprooting stumps or digging)					
3. Guidance and counselling					
4. Apologizing in front of others					
5. Physical punishment (e.g. kneeling or running around the field)					
6. Suspension					
7. School rules and regulation					
8. Expulsion					
9. Detention (e.g. a pupil is retained in school during out of school hours)					
10. Rewards (e.g. sweets given to those with good behavior)					

3(b) What is your opinion regarding the following correctional strategies and their consequences on pupils' socio-emotional development?

<b>Correctional Strategies and Social Development</b>	SA	A	U	D	SD
1. Physical punishment makes pupils aggressive.					
2. When pupils are corrected by being given manual work, they refuse school					
3. When pupils receive guidance and counselling, they become socially accepted.					
4. When pupils apologize their mistakes in front of others they become rebellious.					
5. Kneeling as punishment makes pupils feel isolated					
6. School rules and regulations create interpersonal conflicts among pupils.					
7. When pupils are suspended, they abuse drugs.					
8. When pupils are expelled they engage in vices.					
9. When pupils are retained in school they show frustration					
10. When pupils are rewarded for good behavior they become self-centered.					

(4.) What are some of the correctional strategies used by teachers in your school other than those mentioned above?

.....  
.....  
.....

(5.) In your opinion as a teacher counsellor, how suitable/unsuitable are these strategies in enhancing pupils' socio-emotional development) (How pupils learn social values, skills and relate with others well)

.....  
.....  
.....

(6.) Using the rating below, indicate your opinion about the schools' guidance and counselling programs and their influence on pupils' socio-emotional development by ticking ( ✓ ) in the appropriate space to show your level of agreement with the following statements:

Key: SA- Strongly Agree, A- Agree, U- Undecided, D- Disagree, SD- Strongly Disagree,

<b>Guidance and counseling programs</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1. The mentorship program has greatly influenced the pupils' positive self-esteem (role modelling of pupils by teachers or successful personalities)					
2. Peer counselling has helped many pupils to improve their communication skills (pupils talking and understanding each other)					
3. Through the counselling, pupils receive a lot of training on coping strategies					
4. Counseling has helped pupils to have improved interpersonal skills					
5. School rule and regulations has greatly improved the pupils' social competence.					
6. Teacher counsellors teach pupils skills like assertiveness so that they express their grievances					
7. Teacher counsellors ensure that pupils with good behavior are rewarded (e.g. those who are tidy, improve academically)					
8. Use of pupil leaders has improved social problem-solving skills among the pupils					
9. Use of group counselling has enhanced pupils' emotional regulation					
10. The guidance given to pupils has helped them believe in themselves, their capabilities in attaining their goals (self-efficacy)					

Thank for your cooperation.



## APPENDIX II: PUPILS' QUESTIONNAIRE

This questionnaire is totally for academic research purpose. Your participation is voluntary and you are also assured that the information you provide will be treated with confidentiality and used for the sole purpose of the research. Your support by participating in this interview is highly appreciated.

### SECTION A: PERSONAL INFORMATION (BIODATA).

1) Respondent's sex. Male  Female

2.) Age \_\_\_\_\_ years

3.) Educational level, tick as appropriate

Class four

Class five

Class six

Class seven

Class eight

4. What is your school type?

Boarding girls

Day and boarding mixed

Boarding boys

Day and boarding girls

Boarding mixed

Day and boarding boys

Day mixed

**SECTION B: (CORRECTIONAL STRATEGIES AND PUPILS’SOCIO-EMOTIONAL DEVELOPMENT).**

1). Using the rating below, indicate your opinion about the guidance and counseling programs used in your school and pupils’ socio-emotional development) Tick ( ✓ ) in the appropriate space to show your level of agreement with the following statements.

<b>Guidance and counseling programmes</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1. As pupils we do what our teachers do and encourage us to do (role modelling)					
2. Teachers oftenly bring successful people to talk to us (mentorship)					
3. Teachers talk to us about social issues like living peacefully together and this makes us to live in harmony both in school and at home					
4. Teachers understand us (what we like, special needs like diseases) and guide us on how to accept our circumstances					
5. Guidance and counseling has helped me to realize certain talents within me and to attain my best academic performance					
6. Peer counselling in my school has helped me to enhance communication skills (where pupils talk to and understand each other)					
7. Teacher –parent counselling has enhanced students’ intra and interpersonal relationships for higher academic performance.					
8. Parent-teachers have assisted students to adopt coping strategies to address their challenges.					
9. Group counseling helps us understand our circumstances					
10. My peers help me to overcome my difficulties (social support)					

2. In your own view as a learner, to what extent do you agree with the following statements;

<b>Pupils' Socio-Emotional Development</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1. Correctional strategies used by teachers have helped me to build my identity (accepted myself/others and their shortcomings)					
2. I have Identified with teachers as role models					
3. I feel socially acceptable (establish positive social relationships)					
4. I apply skills like decision making to solve problems					
5. I practice and bringing out of hidden competencies (like initiative and assertiveness)					
6. I have emotional regulation/self-control. (I avoid acts like quarreling, fighting and bullying)					
7. I have developed effective communication skills like using proper channels to air out grievances					
8. Through correction, am able to adapt to new situations like change of school routine.					
9. I have enhanced intra and interpersonal relationships for higher academic performance					
10. I am able to adopt coping strategies to address my Challenges					

3. As a pupil, how favorable are the following correctional strategies used by teachers in your school as far as your socio-emotional development is concerned

<b>Correctional strategies</b>	<b>Most favorable</b>	<b>Favorable</b>	<b>Neutral</b>	<b>Unfavorable</b>	<b>Most Unfavorable</b>
1. Corporal punishment (caning, slapping, pinching).					
2. Manual work and physical punishment (kneeling, digging).					
3. Suspension or expulsion.					
4. Retention in school.					
5. Verbal warning.					
6. Rewarding and recognition through open appraisals e.g during assembly.					
7. Withdrawal of privileges when undesirable behavior is exhibited (e.g when untidy, pupils miss outings).					
8. Apology in front of others when a pupil commits a serious mistake.					
9. A pupil who is an aggressor is forced to apologize to the one offended.					
10. A teacher helps pupils in identifying the required behavior and adhering to school rules.					

4.) What are the correctional strategies used by teachers in correcting pupils in your school (other than those mentioned above?)

5.) Do you think these strategies help pupils' social ability? Explain.

Thank you for your co-operation.

**APPENDIX III: QUESTIONS FOR PUPILS IN LOWER CLASSES (FOCUS  
GROUPS)**

1. Kindly say your name, age and the class that you belong to (Tueleze jina umri na uko katika darasa gani)?

2. a) In your school do you have both girls and boys?

b) Is your school boarding or day?

*This section examines your opinions about correctional strategies.*

3. Do you like your school?

(Je unaipenda shule yako?)

4. Why do you like/don't like it?

5. (a) How do your teachers correct you?

(Walimu wana warekebisha namna gani?)

(b) Do you like the way they correct you?

(c) Do the correctional strategies assist you to perform well in academics? How?

Una fikiria njia hizi wanazotumia zinakusaidia wewe kama mwanafunzi?

(d) Are they role models to you? (are you able to copy what they do or how they behave)

(Je, unawaigiza Walimu wako?)

6. Do teacher counsellors help you when you are in a problem. How important is this for you?

(Je Walimu wa ushairi wanakusaidia ukiwa na tatizo?)

7. Which talent do you have and how have the teachers helped you to grow it?

(Je, una kipawa chochote? Walimu wanakusaidia kukikuza kwa njia gani?)

8. Do the teacher counsellors give you advice in groups or individually?

(Je, mnashauriwa katika makundi/au kibinafsi?)

9. Do you experience any challenges in school? How do the teachers help you to overcome?

(Walimu wanakusaidia vipi kukabiliana na changamoto unayokumbana nayo shuleni na nyumbani? Je, unaridhika na usaidizi huu?)

## APPENDIX IV: QUESTIONNAIRE FOR DEPUTY HEAD TEACHERS

This interview schedule is for academic research purpose. Your participation is voluntary and will go a long way in enhancing pupils' well-being in our public primary school.

### SECTION A: Biodata

1. Respondents' sex

Male

Female

2. What is your age \_\_\_\_\_ years?

3. What is your level of education?

Certificate

Diploma

Degree

Other

4. For how long have you served as a teacher?

1 year and below

Between 2 to 5 years

6 to 9 years

Above 10 years

5. Type of your school

Girls boarding

Mixed boarding

Boys boarding

Mixed day school

Girls' day school

Boys' day school

6. For how long have you been a deputy principal?

Less than 1 year

1- 3 Years

4-7 Years

Above 7 years

## SECTION B: CORRECTIONAL STRATEGIES

How often do you use the following correctional strategies?

Correctional Strategies	Always	Often	Sometimes	Rarely	Never
<b>1. Physical Punishment</b>					
Canning.					
Slapping/pinching.					
Manual work to pupils.					
<b>2. Rewards/Recognition</b>					
Use of rewards or tokens like sweets when desired behavior is observed.					
Recognition through certificates, open appraisals on assembly and clapping for pupils.					
<b>3. Exclusion</b>					
Suspension. Expulsion.					
Detention of pupils.					
<b>4. Guidance and Counseling</b>					
<b>5. Behavior Modification Programmes</b>					
Verbal warning.					
Training pupils to be assertive and air their grievances appropriately.					
Modeling.					
Apology in front of others					
Withdrawal of privileges when an undesirable behavior is exhibited, e.g., theft, untidiness.					
6. School rules to help in guiding pupils on desirable behavior.					
7. School prefects help in correction.					



### SECTION C: SOCIO-EMOTIONAL DEVELOPMENT

Do you think correctional strategies used help the pupils in socio-emotional development in any of the following ways? Indicate your level of agreement against each of the following.

<b>Socio-Emotional Development</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
1. The pupils' self-esteem is enhanced -Emotional Development					
2. Pupils regulate the emotions and control behaviors like fighting, noise making					
3. Our pupils function well in their schools, e.g., they are able to adopt to the school routine and rules					
4. They easily accept a new teacher					
5. Many pupils complete their education and transit to the next level (no drop outs)					
6. Pupils are able to express their emotions and grievances without being aggressive					
7. Pupils have high level of maturity and can articulate issues affecting them					
8. Pupils have ability to function independently					
9. Pupils have strong interpersonal skills					
10. Pupils are accepted by others					

Thank you for your co-operation.

**APPENDIX V: RESEARCH AUTHORIZATION  
THE PRESIDENCY  
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT**

Telegrams: .....  
Telephone: Kericho 20132  
When replying please quote  
[kerihocc@yahoo.com](mailto:kerihocc@yahoo.com)



COUNTY COMMISSIONER  
KERICHO COUNTY  
P.O. BOX 19  
KERICHO

**REF: MISC.19 VOL.II/ (269)**

**5<sup>th</sup> June, 2017**

All Deputy County Commissioners  
**KERICHO COUNTY**

**RE: RESEARCH AUTHORIZATION – AMANYAMA ANNE KAVOCHI**

Authorization has been granted to Amanyama Anne Kavochi by National Commission for Science, Technology and Innovation, as per a letter Ref: No. NACOSTI/P/17/95692/17139 dated 12<sup>th</sup> May, 2017 to carry out research on ***"Teacher counselors and pupils perceptions of correctional strategies used by teachers on pupils socio-emotional development in primary schools in Kericho County, Kenya"*** for a period ending 11<sup>th</sup> May, 2018.

Kindly accord her the necessary assistance.

  
MUKPAR ABDI  
COUNTY COMMISSIONER  
**KERICHO COUNTY**

**APPENDIX VI: INTRODUCTION LETTER****MOI UNIVERSITY****Office of the Dean School of Education**

Tel: (053) 43001-8  
 (053) 43555  
 Fax: (053) 43555

P.O. Box 3900  
 Eldoret, Kenya

**REF: MU/SoED/PGS/54****DATE: 27<sup>th</sup> March, 2017****The Executive Secretary**

National Council for Science, Technology  
 and Innovation  
 P.O. Box 30623-00100

**NAIROBI**

Dear Sir/Madam,

**RE:            RESEARCH PERMIT IN RESPECT OF ANNE K.**  
**AMANYAMA - (EDU/D.PHIL.P/4000/15)**

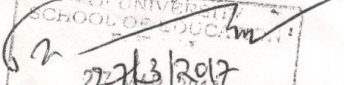
The above named is a 2<sup>nd</sup> year Doctor of Philosophy (Ph.D.) student at Moi University, School of Education, Department of Educational Psychology.

It is a requirement of her Ph.D. Studies that she conducts research and produces a thesis. Her research is entitled:

**“Teacher Counselors’ and Pupils’ Perceptions of Correctional Strategies used by Teachers on Pupils’ Socio-Emotional Development in Primary Schools in Kericho County, Kenya.”**

Any assistance given to enable her conduct research successfully will be highly appreciated.

Yours faithfully,

  
 MOI UNIVERSITY  
 SCHOOL OF EDUCATION  
**PROF. J. N. KINDIKI**  
**DEAN, SCHOOL OF EDUCATION**

## APPENDIX VII: MoE AUTHORIZATION



### MINISTRY OF EDUCATION

STATE DEPARTMENT OF EDUCATION

Email: cdekerichocounty@gmail.com  
When Replying Please Quote:

County Education Office  
P.O BOX 149  
KERICHO

Ref: No.KER/C/ED/GC/2/VOL.II/


30<sup>TH</sup> MAY, 2017

**TO WHOM IT MAY CONCERN.**

**RE: RESEARCH AUTHORIZATION-AMANYAMA ANNE KAVOCHI.**

The above named has been authorized by the National Commission for Science, Technology and Innovation to undertake research on "*Teacher counselors and pupils perceptions of correctional strategies used by teachers on pupils socio-emotional development in primary schools in Kericho County, Kenya*" for the period ending 11<sup>th</sup> May, 2018.

Kindly accord her the necessary assistance.

  
 OSEWE F.M.  
 COUNTY DIRECTOR OF EDUCATION  
**KERICHO.**



**APPENDIX VIII: RESEARCH AUTHORIZATION**

**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471.  
2241349,3310571,2219420  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote

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

Ref. No. **NACOSTI/P/17/95692/17139**

Date: **12<sup>th</sup> May, 2017**

Amanyama Anne Kavochi  
Moi University  
P.O. Box 3900-30100  
ELDORET.

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Teacher counselors and pupils perceptions of correctional strategies used by teachers on pupils socio-emotional development in primary schools in Kericho County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Kericho County for the period ending 11<sup>th</sup> May, 2018.

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

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

**BONIFACE WANYAMA  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioners  
Kericho County.

The County Directors of Education  
Kericho County.

**APPENDIX IX: RESEARCH PERMIT**

THIS IS TO CERTIFY THAT:  
MS. AMANYAMA ANNE KAVOCHI  
of MOI UNIVERSITY, 0-20200  
Kericho, has been permitted to conduct  
research in Kericho County

Permit No : NACOSTI/P/17/95692/17139  
Date Of Issue : 12th May, 2017  
Fee Recieved : Ksh 2000

on the topic: *TEACHER COUNSELORS  
AND PUPILS PERCEPTIONS OF  
CORRECTIONAL STRATEGIES USED BY  
TEACHERS ON PUPILS  
SOCIO-EMOTIONAL DEVELOPMENT IN  
PRIMARY SCHOOLS IN KERICHO  
COUNTY, KENYA*



for the period ending:  
1st May, 2018

A handwritten signature in dark ink, appearing to be 'A. Kavochi', written over a dotted line.

Applicant's  
Signature

A handwritten signature in dark ink, appearing to be 'S. M. B. ...', written over a dotted line.  
Director General  
National Commission for Science,  
Technology & Innovation

**APPENDIX X: MAP OF KERICHO AND NEIGHBOURING COUNTIES**

