IMPACT OF PATERNAL ROLES ON THE ACADEMIC ACHIEVEMENT OF PRIMARY SCHOOL LEARNERS WITH BEHAVIOUR DISORDERS IN TONGAREN ZONE BUNGOMA COUNTY, KENYA

JUDY K. MUGALAVAI
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DECLARATION

This thesis is my original work that has been complemented by referenced sources dully acknowledged. Where text, data (including spoken data) graphics, pictures or tables have been borrowed from other sources including the internet, these are specifically accredited. This proposal has not been presented to any other university for consideration of any other award.

Signature: ............................................. Date: 14/11/2016

JUDY K. MUGALAVAI

Department of Special Needs Education

Supervisors:

We confirm that the work reported in this proposal was carried out by the candidate under our supervision as University Supervisors.

Signature: ............................................. Date: 14/11/2016

Dr. Madrine King’endo

Lecturer;

Department of Special Needs Education,

Kenyatta University

Signature: ............................................. Date: 14/10/2016

Prof. John Aluko Orodho

Department of Educational Management,

Policy and Curriculum Studies, Kenyatta University
DEDICATION

To the Lord Almighty through whom everything has been possible. All fathers in the world. My beloved parents Mr. And Mrs. James Mugalavai, pastor Benard Sakwa, relatives and friends for their spiritual, moral and financial support.
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LIST OF ABBREVIATIONS AND ACRONYMS

AEO : Area Education Officer
BD : Behaviour Disorders
CDE : County Director of Education
DEO : District Education Officer
EBD : Emotional Behavioural Disorders
EFA : Education for All
IDEA : Individuals with Disabilities Education Act
KCPE : Kenya Certificate of Primary Education
KEPSHA : Kenya Primary School Heads Association.
MoE : Ministry of Education
MoEST : Ministry of Education, Science and Technology
NCST : National Council of Science and Technology
RoK : Republic of Kenya
SCDE : Sub County Director of Education
ABSTRACT

The purpose of this study was to investigate the impact of paternal roles on the academic achievement of primary school learners with behaviour disorders guided by Erik Erikson’s theory of psychosocial development. The study employed the descriptive survey research design where the independent variables were paternal roles and behaviour disorders and the dependent variable was the learners’ academic achievement. The sample size was 159. Purposive sampling was used to select 135 standard 6-8 learners aged between 10 and 17 year, 18 standard 6-8 class teachers, and 6 headteachers. The study was carried out in 6 public primary schools which were randomly sampled. Questionnaires (for the teachers and learners) and interview guides for headteachers were used to collect data. The questionnaire was piloted before use and was found to have a reliability coefficient of 0.79 for learners and 0.89 for teachers. The collected data was analyzed using descriptive statistics. Statistical Package for Social Sciences (SPSS) version 20 for windows was used in data analysis. Frequencies and percentages were calculated and presented in tabular form. Qualitative data was analysed using thematic approaches. The results showed that there was a significant relationship between paternal roles and behaviour disorders among standard six to eight learners aged between 10-17 years, where father absence contributed much to behaviour disorders among learners. The findings further revealed that a learner’s behaviour status had a bearing on the academic performance. Learners from families where fathers did not perform their roles portrayed serious social problems which in turn affected their academic achievement. Lastly, the study found out that behaviour disorders and barriers to behaviour stability should be subject to intervention if academic achievement has to be realised. The study therefore recommended the need for fathers to perform their roles fully in the family such as provision of basic needs, discipline, love and attachment for learners with behaviour disorders to help improve their academic achievement.
1.1 Introduction
This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, limitations and delimitations, assumptions of the study, conceptual and theoretical frameworks and definition of terms.

1.2 Background to the Study
The extent to which learners experience great emotional problems depends on various reasons such as paternal roles in the family, child rearing practices, low socio-economic status and hostile cultural backgrounds. However, the family particularly paternal roles are crucial in determining the emotional behaviour trends of primary school learners (Pfiffner, McBurnett, & Rathouz, 2001).

According to research done in America, by Pittman and Chase-Lansdale (2001) on “parenting styles and adolescents outcomes,” parenting styles was found to be importantly related to adolescent outcome in various domains including internalizing and externalizing behaviours, work orientation, academic achievement, pregnancy history and sexual experience. Other researches have found that authoritative parenting compared to authoritarian, disengaged and permissive parenting, is associated with positive adolescent outcomes in both, Middle-class and large multiethnic school-based samples in European American set-ups. (Pittman & Chase-Lansdale, 2001).
According to Morrell, Richter and Linda, (2009) “a few fathers are proud to be fathers, and it is unfortunate that not all fathers want to participate in the lives of their children. The stereotype that men are not interested in children and that fathers “naturally are not good at parenting exists. Morrell, Richter and Linda go on to say that, studies conducted in South Africa show the presence of an alarming rate of teenage pregnancies as well as other countries across the world due to absent teenage fathers. This is why this study intends to research on teenage primary school learners.

Studies carried out in Kenya by Kimani and Kombo (2010) indicate that, the objective of paternal authority is to support the welfare of the family in the best interest of children this is according to the National Centre of Fathers and Families (2000), ideally, the image of the father is that of highly respected and visible member of the family. His achievement ensures success and status to his wife and children as he serves as the representation of values of position and social realms. (Fieldman- Savelsberg, 1994).

Creation of family breakups, tensions, motivation and disciplinary problems, which affect children’s social, emotional, academic and psychological progress are experienced where fathers are absent. The youth also cited other problems such as children falling into negative peer pressure, lack of enough financial support, early pregnancies and marriages for there was lack of a strict policy by the government to the behaviour of fathers (Fieldman-Savelsberg, 1994). The current study intended to find out the impact of paternal roles on the behaviour of primary school learners in Kenya specifically in Tongaren Zone.
Traditionally, fathers as heads of homes are expected to love, guide, provide biological needs and support the family economically (Kimani & Kombo, 2010). However, some fathers have relinquished their roles by being present physically and absent in performing family obligations. They are affected by culture, illiteracy, drunkenness, poverty, and poor socialization, negativity towards women to name a few. Such challenges from fathers have caused the abandoning of primary school learners who need their fathers’ attention causing them go out to look for a father figure elsewhere.

Every learner with a behaviour disorder has traits that are unique to that individual. However, these learners all share shortcomings in three specific areas, these are; emotional, cognitive, and behavioural developments. These learners have particular emotional conditions and characteristics such as mood disorders, oppositional defiant disorder, conduct disorder, anxiety, and schizophrenia. Students with behaviour disorders commonly engage in behaviours such as; social skills acquisition, performance deficits and verbal and physical aggression that negatively influence both their ability to successfully negotiate their educational experience, and peer/ adult relationships. (Cullinan & Sarbonie 2004; Gresham et.al, 2003; Walker et.al, 2004; Walker et.al, 1994). This is why this study sought the characteristics of learners with behaviour disorders in Tongaren Zone.

In recent years, much evidence has also established the unpleasing academic outcomes typical of this population, for instance, learners with behaviour disorders are less likely to pass classes, earn lower grades, and experience higher levels of school dropout than
learners with other high incidence disabilities and typical learners. (Wagner & Cameto 2004).

The Sessional paper No. 1 of 2005 by the Kenya government, shows that generally participation and access of pupils with special needs is low and their needs are not being particularly addressed especially children with behavioural difficulties. The crucial factor that every Kenyan must have for progressive existence in a society is basic education as the minimum education. This stipulates why Kenya subscribes to the international protocol that established Education for All (EFA) in Jomtien, Thailand 1990 and the World Education Forum in Dakar, Senegal, 2000 (RoK, 2005). The emphasis on examination and academic performance creates an unfavourable learning environment for children with special needs and disabilities and even moderate learning difficulties.

Bungoma County Tongaren Zone has been experiencing increasing numbers of children growing up without a positive father figure in the home. This absence is not attributed to death, employment or other causes but has been due to negligence and disinterest among fathers in this zone, minutes of the Tongaren Division chiefs’ staff meeting held on 12th March 2013 ascertain to this. Reports from the CDE and SCDE in Bungoma County and Tongaren Zone consecutively on the Divisional education day held on 20th March 2014 indicate that there have been high school dropout rates, early pregnancies/marriages, truancy, promiscuity and poor academic achievement among primary school learners in this Zone.
Due to the many mother headed households in this Zone, promiscuity, low school retention rates, truancy, early pregnancies/marriages, low self esteem, absenteeism and poor academic achievements among primary school learners, the researcher in this study carried out an investigation on the lives of primary school learners aged between 10-17 years. The researcher also found out the impact of paternal roles on learners with behaviour disorders and their effects on their academic achievement. The researcher also found out if there were possible intervention strategies for learners with BD in primary schools particularly in Tongaren Zone, Bungoma County.

1.3 Statement of the Problem
Rapid social change in the world has seen increasing numbers of women-headed families, where many children are growing up without a positive father figure in the home (Derbyshire & Jackson, 2004). This absence is attributed to negligence and disinterest among fathers. Minutes of the chiefs’ staff meeting in Tongaren zone ascertain to this. Reports from the CDE and SCDE in Bungoma County and Tongaren Zone consecutively indicate that there have been high school dropout rates, due to lack of parental tutelage and counselling of primary school learners in this Division. This has led to low self-esteem, absenteeism and poor academic achievements among primary school learners. It was due to these reasons that the researcher examined the impact of paternal roles on primary school learners with behaviour disorders vis a vis their academic achievement in Tongaren Zone of Bungoma County.
1.3.1 Purpose of the Study
The purpose of this study was to investigate the extent to which paternal roles have contributed to the characteristics of primary school learners with behaviour disorders hence affecting their academic achievement. Finally, the study found out some possible intervention measures to these disorders.

1.4 Objectives of the Study
i. To identify the characteristics of primary school learners with behaviour disorders.

ii. To find out the extent to which paternal roles influence learners’ behaviour disorders.

iii. To examine the effect of paternal roles on the academic achievement of learners with behaviour disorders.

iv. To find out the contribution of fathers on the social problems faced by learners with behaviour disorders.

v. To establish possible intervention strategies in the provision of education for learners with behaviour disorders.

1.5 Research Questions
i. What characteristics are experienced by primary school learners with behaviour disorders?

ii. To what extent do paternal roles influence primary school learners’ behaviour disorders?

iii. What are the effects of paternal roles on the academic achievement of learners with behaviour disorders?
iv. What is the contribution of fathers’ roles on the social problems faced by learners with behaviour disorders?

v. What are the possible intervention strategies in the provision of education for learners with behaviour disorders?

1.6 Significance of the Study
The researcher hoped that the study would help teachers, heads of institutions, and guidance and counselling teachers to know how to handle primary school learners with behaviour disorders in ways that would not affect them more. The study might be of immediate benefit to the Ministry of Education in the formulation of policies and channelling of its resources on guidance and counselling/life skills for primary schools to help mould learners with behaviour disorders and improve their academic achievement. The study had also practical significance because the research findings might be instrumental in providing a suitable basis for promotion of the child up bringing practices that would be sensitive to the needs of primary school learners especially by male parents. It was intended that the study would become a vital reference material for scholars and researchers in the field of education policy planning and other stakeholders.

1.7 Limitation and Delimitation
1.7.1 Limitation
Due to practical constraints such as time and finances, the study limited itself to only one zone in Bungoma County. It was not possible to cover the opinions of parents and other stakeholders in Tongaren Zone because tracing them required considerable time, resources and other logistics. The study data was collected from only six schools in
Tongaren Zone therefore; the results should not be generalized to all primary schools in Kenya.

1.7.2 Delimitations
The study confined itself to primary school learners and teachers in public primary schools in Tongaren Zone of Bungoma County due to the increased reports on early marriages/pregnancies, school dropouts, truancy, promiscuity, poor academic achievements and socialization among primary school learners with behaviour disorders. The learners and teachers included in the study were only those in session in the respective schools by the time of study. There are so many causes of behaviour difficulties for example; the family, school environment, biological causes and inherited traits, psychological, social and cultural influences but this study focused only on paternal roles and the extent to which they had influenced the behaviour disorders of primary school learners aged between 10-17 years vis a vis their academic achievement and not all learners in the entire zone.

1.8 Assumptions of the Study
The study was carried out with the following assumptions:

i. That a father played a very important role in moulding the primary school learners’ behaviour.

ii. That poor academic achievement among primary school learners was caused by behaviour disorders.

iii. That if intervention strategies for learners with BD were sought; there would be a positive trend in their academic achievement.
1.9 Theoretical and Conceptual Framework
1.9.1 Theoretical Framework
This study was guided by Erik Erikson's theory (1959) of psychosocial development. Erikson's theory of psychosocial development is one of the best-known theories of personality in psychology. Much like Sigmund Freud, Erikson believed that personality develops in a series of stages. According to Allen B. P (2006) Erikson's theory describes the impact of social experience across the whole lifespan. One of the main elements of Erikson's psychosocial stage theory is the development of ego identity. Ego identity is the conscious sense of self that an individual develops through social interaction.

According to Erikson, the ego identity constantly changes due to new experiences and information one acquires in the daily interactions with others. Identity is referred to as all the ideals, beliefs and values that help shape and guide a person's behavior. Identity is formed since childhood and gradually becomes important specifically during adolescence. This process continues throughout life. The personal identity gives an individual a cohesive and integrated sense of self that is sustained and continues to grow with age. To add on to ego identity, Erikson also believed that a sense of competence motivates actions and behaviors (Boeree, C.G 2006)

Each stage in Erikson's theory is concerned with becoming competent in an area of life. If the stage is handled well, the person will feel a sense of mastery, also referred to as ego quality or ego strength. If the stage is not well managed, the individual will emerge with a sense of inadequacy. (McLeod, S.A, 2008). In this case if an adolescent is well handled he or she is bound to achieve academically and vice versa. In each stage, Erikson believed
people experience a conflict that serves as a turning point in development. In Erikson's view, these conflicts are centered on either developing a psychological quality or failing to develop that quality. During these times, the potential for personal growth is high, but so is the potential for failure.

This theory is relevant to the current study because it discusses the importance of the ego identity which helps guide and shape the learner's behavior through beliefs, values and ideals. Father absence to a learner aged between 10-17 years might lead to him or her seeking identity from other people or issues like drug abuse, sexual relationships, or conduct behaviour to compensate the roles that would have been played by a father in the learner's life hence leading to behavior disorders among adolescents. Erik Erikson indicates that the central task during adolescence is to form an identity or self concept. He calls this identity crisis. Some adolescents who receive proper encouragement and reinforcement particularly from fathers pass through the stage clear of who they are. Others drift somewhat into confusion due to the absent father in their lives hence struggle to find right friends, establish their sexual orientation, achieve academically and set career goals for the future.

1.9.2 Conceptual Framework
This is the presentation of the relationship between the dependent, independent and intervening variables in a study. In this study, a conceptual framework showing the relationship between paternal roles, paternal resources and values, learners' behaviour disorders and intervention measures which were composite variables identified to have an
influence on the academic achievement of primary school learners. Figure 1.1. Shows the conceptual model, which encompasses the major variables and possible patterns of influence on each other and eventually on academic achievement of primary school learners with behaviour disorders.

Based on Erikson’s theory of psychosocial development the ego identity constantly changes due to new experiences and information one acquires in the daily interactions with others. The identity includes all the beliefs, ideals, and values that help shape and guide a person's behavior. The formation of identity begins in childhood and gradually becomes important particularly during adolescence. Fathers are required to identify with their children early in life by instilling beliefs, ideals and values such as discipline, love/attachment, responsibility, academic support and good social life that will help shape an adolescent’s behavior. Failure to do so an adolescent learner might end developing behavior disorders such as truancy, absenteeism, disobedience among others. This in turn affects the learner’s academic achievement.
**Figure 1.1:** A conceptual framework showing correlates of paternal roles and the academic achievement of primary school learners with behaviour disorders.

**Paternal Roles**
- G/C of BD learners
- Role model
- Discipline
- Academic support
- Love/attachment
- Provide basic needs

**SNE Policies on BD**
- Academic and instructional delivery
- Physical interventions
- Behavioural & cognitive behavioural interventions.
- Special program concerns
- Provision of related services

**Learners’ Behaviour Disorders**
- Truancy/Absenteeism
- School dropout
- Poor interpersonal relationship
- Task avoidance
- withdrawal
- Low self esteem
- Loss of concentration

**Academic achievement**
- Performance in exams /grades

**Independent variables**

**Dependent variables**

**Source:** Adapted from Orodho (2012).
1.10 Operational Definition of Terms

Absent fathers: Existing where a father is physically present yet absent in performing his roles due to disinterest or neglect.

Academic achievement: it is studying in school successfully with effort and skills.

Adolescent: A young person in the process of developing into adulthood roughly between the ages of 10 and 17 years.

Behaviour disorders (BD): Condition in which behavioural responses of an individual in school are so different from his/her generally accepted, age appropriate, ethnic, or cultural norms that they adversely affect educational performance in such areas as self-care, social relationships, personal adjustment, academic progress, classroom behaviour or work.

Child rearing: It is a broad spectrum of things that go into how a child develops as a person by providing basic needs, active moulding of character, personality, talents, and emotional and physical wellbeing of a child.

Nuclear family: It's a family that consists of father, mother and children.

Paternal roles: Are responsibilities/duties of a father in the family/home.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction
This chapter presents a review of related literature to the study. This section dealt with research studies on characteristics of learners with behaviour disorders, paternal roles and behaviour outcomes among primary school learners, the effects of paternal roles on the academic achievement of learners with behaviour disorders, the contribution of fathers on the social problems faced by learners with BD, and possible intervention strategies to behaviour disorders.

2.2 Behaviour Disorders
Wagner and Davis (2006) report that students with behavioural disorders fare much worse than average in terms of attaining grades, high school graduation rates, dropout rates, and absenteeism. Emotionally disturbed children experience problems in schools. Because of them being fearful, tense, timid, shy, withdrawn, self-conscious and lacking in self-confidence their performance academically is affected (Ndurumo, 1993). These are global studies done particularly in the United States.

2.2.1 Learners with Behaviour Disorders
According to Kauffman (2005), the education of children and youth with behavioural disorders has long been a subject of controversy. Many individuals struggle to effectively address the needs of these children in home, school and community settings. These concerns are legitimate as we all want our children to reach their full potential. Too many youths and children with behavioural disorders do not have access to early and
appropriate interventions (Kauffman, 2005). Without effective interventions, these individuals may not experience positive outcomes. Left unattended, students with behavioural disorders are at great risk of going through negative long-term outcomes, including school dropout, academic failure, incarceration and under or unemployment (Babyak, Gonzalez & Benner, 2003; Quinn, Rutherford, Leone, Osher & Poirer, 2005).

Learners with behavioural disorders are considered to be the most under identified of all IDEA disability categories (Landrum, Katsiyannis & Archwamety, 2004). A task force commissioned by the Ministry of Education, Science and Technology (MoEST) found out that students with behaviour disorders (BD) are educated in typically segregated schools (Kochung, 2003). Although the United Nations has made the inclusion of education a right for all in the Universal Declaration of Human Rights in 1948, a lot of Kenyan learners with behaviour difficulties have continued to be denied educational privileges that are provided for their counterparts without disabilities. Seemingly, from the studies discussed above, education for children with BD has been a dream that is yet to be realized in Kenya.

2.3 Characteristics of Learners with BD

Children with emotional or behavioral disorders show traits that fall importantly beyond the norms of their way of life and age group on two dimensions: internalizing and externalizing. The two patterns of abnormal behavior have severe effects on learner’s and social relationships and academic achievement (Crone & Horner; 2003). A parent plays an important role in shaping and upbringing of a child in terms of academic performance
and discipline. A father’s absence may traumatize a child psychologically and socially. As a result, this may have grave implications on a child’s emotional, behavioural and intellectual development (UNICEF, 2000.)

According to Newcomer (2003), the most common behavior trend of learners with emotional and behavioral difficulties consists of externalizing characteristics including antisocial behavior. Learners with behavior disorders frequently have difficulty remaining on tasks, have inappropriate expression of emotion, display aggression towards self or others, disrespect authority or requests made by authority disregards others’ feelings and personal property has poor social skills (problems making friends, could be depressed or antisocial, does not know how to interact well with others, avoids group activities). A continued trend of such behavior poses a major challenge for teachers of antisocial children. “They can make teaching lives miserable and single-handedly disrupt a classroom”. Grannis (1992), points out that when learners with behaviour disorders are troubled, they express their concerns through actions such as becoming withdrawn.

Most learners sometimes hit others, cry and refuse to adhere to their parents’ and teachers’ requests; but learners with behavior difficulties do so often. Also, the antisocial behavior of learners with behavior disorders frequently occurs with little or no provocation. Most of them appear aggressive with verbal abuse toward adults and other learners, they are destructive and are involved in physical attacks on others. These learners engage in continuous conflicts with those around them. These aggressive outbursts frequently cause others to strike back (Wagner & Cameto, 2004).
Wagner and Cameto go on to say that learners with behavioral disorders are in most cases not liked by others and it is difficult for them to establish relationships. A pretty number of learners who show deviant behavioral trends grow out of them with time and become normally functioning adults. A pattern of antisocial behavior early in a child’s development is the best sign of delinquency in adolescence although this optimistic result is true for many learners who experience difficulties such as fears, speech impairments and withdrawal.

Learners who start adolescence with a history of aggressive behavior stand a good chance of abusing drugs and alcohol, dropping out of school, being arrested, having marginalized adult lives, and dying young (Lipsey & Wilson, 2001; Walker et al., 1995). Students with behavior disorders are more likely to be arrested during their school careers than nondisabled students (Bullis, & Yovanoff, 2006).

2.4 Paternal Roles and Learners’ Behaviour Disorders
Father absence can include a range of circumstances, such as having a father who does not exist, in one’s life, is could be lost through commitments such as work, does not appear in his home due to other reasons. (Barber & Eccles, 1992; Jensen, Grogan, Xenakis & Bain 1989; Phares, 1992; Silverstein & Auerbach, 1999). For the purposes of this study, father absence will be defined as existing where a father is physically present yet absent due to disinterest and negligence.

According to Galaud (2010), fathers influence the lives of the entire family through the way they live their lives and treat others. The father being the head of the household is
responsible for the mental, spiritual and physical, wellbeing of his family. The main roles of fathers in parenting (Monna & Gauthier 2008) are; close attachment, being tolerant towards the child, giving close attention to the learner’s study and connected activities, admirable, discipline, preserving feelings of security and stability in a child’s life and child rearing.

Many adolescent behaviour problems seem to result from the inability of parents and teachers to understand their specific needs and characteristics and to help them develop the inter-personal skills required to satisfy their needs. Young children mostly struggle with higher levels of behaviour difficulties and less emotional wellbeing than older ones (Pfiffner, McBurnett, & Rathouz 2001). Following the findings of a Canadian study, girls experience emotional problems such as, feeling frustrated, helpless, nervous, feeling left out of things or lonely. Moreover, adolescent girls portray more internalizing problems than boys who in most cases experience externalizing behaviour such as aggression, fighting, stealing destroying property and drug abuse. They also generally start developing problems early in adolescence than boys do. (Santrock, 1999).

Nielsen, (2007); Also, conducted a study of college women over a 15-year period, in the study findings these women wished that their relationship with their fathers was emotionally and personally closer to enable them communicate more closely and comfortably about personal issues such as, drug and alcohol use, depression, marital problems and divorce, eating disorders, financial matters, and sex before marriage.
Studies indicate that children who grew up in the home where a father was present were more likely to get better grades, go to college and get married. Although other factors can play a role such as economic stability, a positive male figure in the early years of a young child’s life has a lot to carry. Coming, Muhleman, Johnson, and MacMurry (2002) found out that children living in a stressful environment, particularly due to the absence of the father in the first 7 years of life, portrayed an early beginning of puberty, precocious sexuality, and unstable relationships when adults. This is a clear indicator that whether there is a genetic link or not, children brought up without a father (especially if he abandoned them) are significantly more exposed to destructive behaviour than those who have a present father.

As much as the adolescents’ problem misbehaviours are associated to their physical and psychological changes during this period of transition, many of the emotional behaviour disorders are associated to absent fathers (Flouri & Buchanan, 2003). The most important and influential relationship in a child’s life is a father’s unique bond and attachment with the child (Rohner & Veneziano, 2001). This is why the researcher here, intends to investigate how lack of father involvement in the lives of learners causes BD.

2.4.1 Father Involvement in the Lives of Learners

A marked increase in the number of woman-headed families has been seen due the great social change over the past 20 years (Derbyshire & Jackson, 2004; McMunn, Nazroo, Marmot, Boreham & Goodman, 2001). Children brought up in women-headed single parent families experience varying degrees of contact with their fathers. Some maintain
frequent contact and are able to enjoy close relationships with their fathers, while others have little or no contact (Hetherington, Bridges & Insabella, 1998). Evidence accumulated suggests that father’s love is equally important as mother’s love and has a great influence on the child’s cognitive development, health, and social functioning (Featherstone, 2001; Rohner & Veneziano, 2001).

McEwen and Flouri (2008) carried out studies in North-East London on the role of behaviour regulation in the relation between adolescents’ behaviour disorders and fathers’ parenting where a total of 203, 11-18 years old students from a school in a socio-economically disadvantaged area in North-East London were assessed on emotional symptoms through questionnaires. The outcome showed that adolescents’ problems in behaviour regulation had a link between fathers’ psychological control and adolescents’ behaviour disorders. This study is related to the current study in that it investigated the relation between fathers’ parenting and adolescents’ emotional disorders. However, the current study intends to find out the extent to which fathers’ roles influence primary school adolescent learners with behaviour disorders. According to Pleck (2010) paternal involvement, has three major components which reflect the predominant ways through which involvement is operationalized these are: responsiveness, warmth, positive engagement activities and control.

Recent longitudinal studies by Pleck and Masciadrelli (2004) show father involvement in three dimensions that is; responsibility, engagement, and accessibility. The study found out that accessibility being the child’s co-habitation with the father was associated with
minimal externalizing behaviour difficulties, engagement was associated with reduced frequency of behaviour difficulties in boys and psychological problems in girls while father responsibility less delinquency and economic disadvantage in low socio-economic status families (Sarkadi et al., 2008).

A study carried out in South Africa found that non-biological resident fathers spent more time with their children, doing activities such as homework, than biological fathers who did not live with their children (Anderson, Kaplan, Lam & Lancaster, 1999). This comparison shows the importance of responsible fatherhood and the importance of men’s presence in the daily lives of their children which the current study intends to seek than mere biological fatherhood.

Rabe (2005) in his interviews with migrant mine workers in Johannesburg found that many men worked far from home to support their families refrain from unacceptable behaviour and guided their children by becoming role models. This study intended to find out more about men who live in the same houses with their children but are greatly absent from their children’s lives especially primary school adolescent learners. Townsend (2002, 270) contends that “learners are not necessarily disadvantaged by the absence of their father but they are disadvantaged when they belong to a household without access to the social position, labour and financial support that is provided by men”.

According to studies carried out in Kenya by Kimani and Kombo (2010), marriage is no longer viewed the same way as in the past years. Coleman and Glaros (1983) assert that the most common cause of a disrupted family is desertion by the father. Kimani and
Kombo go on to say that stress, insecurity and drugs/substance abuse, school dropout, early marriages, especially for girls, and family disintegration were problems cited by children especially youths in these families.

Lack of enough financial support, early marriages and pregnancies for girls, children falling into negative peer pressure were other problems cited by youth. That study sought the challenges facing nuclear families with absent fathers in Gatundu North District, Central Kenya while the current study intends to find out the behaviour disorders facing primary school adolescent learners and how absent fathers influence these behaviour. It will also find out some intervention strategies for learners with BD in public primary schools in Tongaren Zone, Bungoma County, Kenya.

2.5 Effect of paternal roles on the Academic Achievement of Learners with BD

In passing the 2004 amendment to the IDEA, congress voiced its preference that students with disabilities be educated in general education environments. Clearly, this preference has not been implemented for students with behavioural disorders, who represent one of the most neglected groups of all learners with disabilities. Currently, majority of learners with behavioural disorders receive special education and related services in environments that segregate them from their non-disabled peers for all or part of the school day (US Department of Education, 2007).

According to the statistics carried out in the US during the 2005-2006 school years, learners with BD and their teachers need support to succeed in general education classroom environments but in most cases they do not receive this support. (Logan &
Stein, 2001). Learners are educationally placed depending on the availability of services, despite federal prohibition of this practice (Frey, 2005).

For a long time, students with exceptionalities in Kenya have experienced challenges (Kiarie, 2004). Lack of resources and funds have greatly impeded the implementation and development of education services for SNE learners in Kenya (Gichera, 1999; Kiarie, 2006; Mutua & Dimitrov, 2001a). The introduction of free primary education in Kenya in 2003 which has resulted to a great influx of children in public schools (Kochung, 2003; Mulama, 2004) has also been a great drawback. Seemingly, from the studies discussed above, education services for children with disabilities and more so those with behavioural disorders is a dream that is yet to be realized in Kenya and the world as a whole.

Learners are less likely to manifest behavioural disorders if their father is present in their lives and this brings about a strong relationship with higher self-esteem among children (Hunt & Hunt, 1977). In turn cognitive development, intellectual functioning and school achievement are realised in the child’s life. The literature on the presence and involvement of fathers in their children’s lives is highly consistent with respect to showing benefits for children in school achievement and increased self-esteem (Palkowitz, 2002). Research found that children who are well-fathered are usually more self-reliant, self-confident and more successful in school and in their careers than poorly-fathered children (Nielsen, 2007). “Researchers also agree that adolescents who lack
father figures are more prone to experience diminished cognitive development and poor school performance (Krohn & Bogan, 2001).

Although intellectually, learners with behavioural disorders may include individuals who are gifted and those who are mentally retarded, a consistent finding of research has been that pupils with behavioural disorders typically score in the low-average range on measures of intelligence (Vaughn Levy, Coleman, & Bos, 2002).

Wagner and Davis (2006) report that students with emotional or behavioural disorders fare much worse than average in terms of grades, high school graduation rates, dropout rates and absenteeism. This, therefore, opened a gap for the current study to explore the issues affecting the academic achievement of learners with BD in Kenya, particularly in Bungoma County, Tongaren Zone.

2.6 Father Absence and Socialization of Learners with BD

Berber and Eccles (1992) found that adolescents who experienced father absence had lower self-esteem, conduct behaviour, engaged in drug use, sexual activities at an early age and had lower general academic achievements compared to adolescents of intact dyadic families. Furthermore, a negative impact on personal relationships was noted. However, these conclusions may vary among individual adolescents according to the reason for father absence. The most salient characteristic of with behavioural disorders is their difficulty in building and maintaining satisfactory relationship with peers and adults as evidenced by the high number of learners identified with externalizing disorders (Nelson et al, 2003; Babyak, Gonzalez, & Benner, 2003). According to studies carried
out on African-American children by Pfiffner et al., (2001) on comparison of anti-social characteristics among children with absent fathers, results revealed that, they displayed higher antisocial behaviours than father-present learners.

Research carried out by Ellis et al (2003), on the impact of father absence on female sexual activity and teenage pregnancy revealed that, father absent females are at a greater risk of early sexual activity and teenage pregnancy. These researches are relevant to the current study since they will enable investigations on the effects of father roles in relation to antisocialism at school among primary school learners with BD in Tongaren Zone, Bungoma County, Kenya.

2.7 Intervention Strategies for Learners with Behaviour Disorders

Children and youth with behavioural disorders present unique challenges in terms of educational placement and programming. Interventions for students behaviour disorders can be divided into three broad categories: physical environment interventions, academic and instructional interventions, and behavioural and cognitive-behavioural interventions. Special programme concern is also a measure to be considered. Physical environment interventions are at the primary level, they include; time, transition, proximity and movement, classroom management and classroom ambience. (Salend, 2008).

Academic and instructional interventions include providing effective academic and instruction to students' behaviour disorders. Academic interventions address two areas of concern: academic delivery and instructional delivery. (Polloway, Palton & Serna, 2008). Behavioural and cognitive-behavioural interventions include two broad-based
intervention approaches that have substantial support, these are; behavioural modification and cognitive behaviour modification. The two intervention approaches include positive reinforcement, ongoing monitoring and contingency management (Cooper, Heron & Heward, 2007).

PL 108-446 mandates that, to the maximum extent appropriate, students with disabilities have access to the general education curriculum. Thus teachers should endeavour to design a curriculum that is both relevant and motivating for students with behaviour disorders (Polloway, Palton & Serna, 2008). This is in line with the findings of Scheuermann and Hall, (2008) that academic and instructional interventions for students with behavioural disorders may necessitate appropriate support and curriculum modifications.

The current study therefore intends to explore whether academic and instructional interventions such as special needs education services for children with BD were being provided in public primary schools in Kenya, particularly in Bungoma County, Tongaren Division.

2.8 Summary of the Literature Review
Although there is abundant literature on single-parent families, much of this literature tends to focus on scrutinizing the mother rather than considering the impact of the absent father. This perspective promulgates a mother-blaming position (Jackson & Mannix, 2004; Phares, 1992). Clearly, father absence has an impact on the health and wellbeing of children and may have an impact that reaches much further than adolescence. Father
absence appears to contribute significantly to life adversity factors, including maladaptive behaviour, poor academic achievement, low self-identity and risk behaviour, including early sexual relations and drug use (Ellis et al, 2008).

There exist many gaps in the research literature on fathers. Both boys’ and girls’ own experience of their relationship with their fathers has barely been featured. Although some researchers have examined middle-class adolescent girls’ perception of their fathers, studies do exist; however, that show fathers from low income communities who do not live with their children often continue to play an active role in their children’s lives (Rabe 2005). However, the purpose of this study was to address the following gaps that had been left out by other researchers, father roles and how they influence social and emotional wellbeing of primary school adolescent learners with BD vis a vis their academic achievement in Tongaren Zone, Bungoma County.

Most of the studies discussed in the review of related literature above have mentioned about absent fathers/father roles and how they affect psychological, social, emotional well-being and the academics of children, very few of them have discussed the effects of father absence on primary school adolescent learners at length. As much as father roles and children wellbeing have been discussed by other researchers, very few have addressed special needs education and other related services for students with behavioural disorders as the possible intervention measures to help such learners socialize well, perform well in academics, be retained in school, be disciplined and obedient.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
The chapter presents the research design, variables, study locale, the target population, sampling techniques and sample size, construction of research instruments, pilot study, validity, reliability, data collection techniques, data analysis, logistical and ethical considerations.

3.2 Research Design
The research adopted the descriptive survey design. According to Mugenda and Mugenda (1999) descriptive survey research design, allows collection of data on factors whose manifestations have already happened leaving the researcher with no direct control over the independent variables. In this case, the design allowed an assessment of the extent to which paternal roles affects the academic achievement of learners with BD.

This method was preferred because it is designed to collect data within a short period of time on a large population in order to determine the current status of the existing situation or population with respect to one or more variables (Mugenda & Mugenda, 2003). It also gives an in-depth description of the phenomena in their existing setting (Kothari, 2004) in this case teachers and learners were interviewed from their schools.

3.2.1 Variables
The independent variables in the study were paternal roles towards the adolescent learners in terms of love, attachment or father-child affection, father’s presence in the
home, time spent by father in the home, discipline, guidance/counselling, academic and economic support given to primary school adolescent learners with BD by their fathers. The behaviour disorders that were considered were withdrawal, regular absenteeism/dropout, antisocialism, task avoidance, disobedience, truancy and indiscipline. The dependent variables were the primary school learners' academic achievement. That is, their grades in exams, continuous assessment tests, daily class assignments, school retention and good socialization.

3.3 Location of the Study
The study was confined in Tongaren Zone, Bungoma North Sub County of Bungoma County, of the Republic of Kenya. Tongaren zone is found on the Northern side of Bungoma County currently known as Bungoma North Sub County. It is situated along the Misikhu-Matunda route off Webuye-kitale highway. According to the minutes of the Kenya Primary School Heads Association (KEPSHA) meeting held on 20th March 2012 and 14th March 2013, Tongaren Zone has been experiencing high school dropout rates, early pregnancies/marriages, truancy, promiscuity, and low academic achievements. This is seen in the Bungoma North Sub-County, Tongaren Zone KCPE results for the years, 2007 to 2011. The below-average mean scores recorded for these years; Year 2007, mean score: 235.71, year 2008, mean score: 235.71, year 2009, mean score: 234.71, year 2010, mean score: 232.27 and year 2011, mean score: 235.01 marks respectively ascertain to this. It was due to these reasons that the researcher chose Tongaren zone as the study locale.
3.4 Target Population

The study targeted public primary schools in Tongaren Zone. There are 20 public primary schools in Tongaren Zone. The target population in this study comprised of about 1500 standard six to eight learners from 6 public primary schools in Tongaren zone to represent the informed specialists. In exploratory descriptive survey studies, two categories of respondents are crucial, namely; informed specialists and consumers or users (Gay, 1992).

The headteachers and class teachers were also targeted to represent the users or consumers. Therefore, the research included 20 headteachers and 60 standard six to eight class teachers. It is from this population that the study sample was drawn.

3.5 Sampling Techniques and Sample Size

This section deals with sampling techniques and sample size.

3.5.1 Sample Size

The total sample comprised of 6 public primary schools. This sample comprised of about 30% of the targeted schools. The sample subject constituted of 135 learners that is 30% of the accessible population and 18 class teachers selected purposely from classes 6 to 8 in six schools and 6 headteachers (1 from each school). These represented 30% of the targeted population respectively. This is shown in Table 3.1.
Table 3.1: Sampling Grid

<table>
<thead>
<tr>
<th>Subject</th>
<th>Population</th>
<th>Sample</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers</td>
<td>20</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Classteachers</td>
<td>60</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>Learners</td>
<td>450</td>
<td>135</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>530</strong></td>
<td><strong>159</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

3.5.2 Sampling Techniques

According to Kothari (2004), simple random sampling is where each and every item in the population has an equal chance of inclusion in the sample. Simple random sampling technique was used to sample the accessible population while purposive sampling technique was used to sample some of the focus respondents like headteachers because there was only one position for each of the respondents in each school in the zone.

Purposive sampling is a technique that allows the researcher to use cases that have the required information with respect to the objectives of his or her study. (Mugenda & Mugenda, 2003) In this case, the headteacher, teachers and learners had the required information with respect to the study’s objectives. The sampling units were primary schools from three selected locations in Tongaren Zone, namely; Soysambu, Tongaren and Kakamwe locations.

From the selected locations, simple random sampling technique was applied to identify schools according to such criteria as the most affected schools with behaviour disorders and poor academic achievement among learners. Out of the 20 public primary schools in
Tongaren Zone, 6 schools representing 30% of the total population were purposively sampled, from each school a headteacher and 3 class teachers, were selected to participate in the study. These respondents were chosen because they had required information with respect to the objectives of the study as explained by Mugenda and Mugenda (2003).

The accessible population was standard 6 to 8 learners aged between 10 to 17 years from 6 public primary schools. They were approximately 450. Standard 6 to 8 learners were selected purposively to participate in the study because they were mature enough to make informed decisions and also to reason abstractly to new alternatives and process complex information as is characteristic of adolescents (Piaget, 1969). On the other hand, class teachers were selected basing on the assumption that they were in close contact with their pupils in classes and they normally prepared attendance and performance records of the pupils. One school that is; Siangalamwe RC Primary School was selected for the purpose of observation.

3.6 Construction of Research Instruments
The instruments that were used for data collection from the field were; questionnaires for, teachers and learners and interview guides for headteachers and document analysis.

3.6.1 Questionnaires for the Teachers and Learners
According to Orodho (2012), this method of data collection is used to collect data from respondents who are literate, can be easily reached and cooperative. It is also an important method of gathering data when time is limited. The questionnaires were
administered to the teachers and learners respectively so that their views on the impact of paternal roles on learners with behaviour disorders could be compared. The items of the questionnaires were structured (closed-ended) and unstructured (open-ended).

3.6.2 Interview Guide for Headteachers
An interview helps the researcher to understand, learn educational problems and practices and each individual's view (Cohen, Manion & Morrison, 2001). An interview can produce an in-depth data not possible with the questionnaire and the reason for a particular response can be determined. In this study, the simple structured interview guide was used for the headteachers. The questions focused on behaviour disorders among learners affected by absent fathers.

3.6.3 Document Analysis
The documents analysed by the researcher were learners' progress records, report books, mark lists and mock/KCPE exam analysis booklets from the Zonal examinations council. The researcher was looking for the mean scores attained by classes 6-8 learners in both mock and KCPE exams for five consecutive years 2007-2011 (appendix C).

3.7 Pilot Study
To ensure reliability of the research instruments, the researcher conducted a pilot study. This is pre-testing of the data collection instruments in order to ascertain the feasibility of the research instruments. The pilot study ensured that the questions had no ambiguity. The instruments were piloted in one school (Maresi RC primary school) because a class
eight pupil fought a teacher, an indicator of behaviour disorder characteristics. Necessary adjustments were done to make the instruments suitable for the actual study.

3.7.1 Validity
Validity is the degree to which a test measures what it purports to measure Orodho (2004). To ensure the instruments accuracy and meaningfulness and that they actually measure the concepts they are supposed to measure, content validity was used. Two experts from the Special Needs Education department were requested to access the instruments to determine their relevance. Their recommendations were incorporated into the final instruments.

3.7.2 Reliability
Reliability of an instrument is the consistency in producing the same results in two or more trials to measure the same thing (Orodho, 2004). The researcher employed the test-retest method by administering the same instrument twice to the same group after two weeks. This was used to estimate the degree to which the same results could be obtained with a repeated measure of the same concept to determine the reliability of the instrument. These were analyzed using the Pearson Rank of correlation. When correlations were done, 0.79 for pupils and 0.89 for teachers was realized, indicating that test items were more reliable.

3.8 Data Collection Techniques
The researcher obtained a research approval letter from the graduate school of Kenyatta University to proceed and process a permit. A research permit was obtained from the
National Council for Science and Technology (NCST) that allowed the researcher to collect data. A letter of introduction was distributed to the institutions selected to notify them of the study. The researcher made her first visitation to the institution, for orientation and planning for data collected from the institutions.

With the help of the interview guide, the headteachers were interviewed. The answers given were noted down by the researcher. The questionnaires were issued directly to the teachers by the researcher. Before the questionnaires were filled the researcher briefed the respondents and gave clarifications where required. Confidentiality was ensured through the anonymity required. Teachers responded to the questionnaires during free lessons and were collected at an agreed time that is by three o’clock in the afternoon.

The researcher also asked the class teachers to help her administer the pupils’ questionnaires and explain to the pupils the purpose of the study. This took around forty minutes. On completion, the researcher thanked the learners and the teachers for their assistance.

3.9 Data Analysis
Descriptive statistics was used to analyze the data obtained from the respondents to meet the objectives of the study. Data obtained from the interview that is, qualitative data was summarized into themes which were used to answer the research questions formulated to guide the study. The statistical tools that were used were percentages, mean, standard deviation and frequencies.
3.9.1 Analysis of Data from Questionnaires
Quantitative data that was derived from the questionnaire responses was analyzed using Statistical Package for Social Sciences (SPSS) program version 20. Frequencies and percentages were calculated and presented in tabular form. The collected data was organised in respect to the study objectives so that those who could read could articulate issues therein with ease. The presentation of analyzed variables was done in Microsoft word programs of the computer.

In this program percentage indications of all the intended variables that were being analyzed were presented to give conclusive findings that were representing a given cluster of intended respondents. All the analyses done on SPSS were hence presented on word for ease of compiling.

3.9.2 Analysis of Data from the Interview guide
Qualitative data derived from the interview which required the number of behaviour cases the headteachers had received and the intervention strategies that could be used in educating learners with behaviour disorders was summarized into themes.

3.9.3 Analysis of Data from Document Analysis
The Tongaren Zonal examinations Council was asked to provide Mock and KCPE results analysis for classes 6 to 8 for the years 2007-2011. The mean scores attained by the learners in these classes were all recorded (refer appendix C).
3.10 Logistical and Ethical Considerations

The researcher obtained permission from the graduate school to request the National Council of Science and Technology (NCST) to issue a research permit. Upon the receipt of the permit, the researcher took a copy to the County Director of Education (CDE), and the Sub-County director of Education (SCDE). The researcher then visited each of the selected schools to introduce herself to the headteachers, sought permission to talk to her clients, sample the respondents and arranged with the school administrators the most appropriate time to administer questionnaires to teachers and to conduct the interviews. The researcher guaranteed the respondents that the information supplied will be private and confidential and was to be used for research purposes only.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction
This chapter presents the analysis and interpretation of data obtained from the study. The study presents the findings on the impact of paternal roles on the academic achievement of primary school learners with behaviour disorders in Tongaren zone of Bungoma County, Kenya.

The study was guided by the following objectives:

i. Identifying the characteristics of primary school learners with behaviour disorders.

ii. Finding out the extent to which paternal roles influence learners’ behaviour disorders.

iii. Examining the academic achievement of learners with behaviour disorders.

iv. Finding out the social problems faced by learners with behaviour disorders.

v. Establishing possible intervention strategies in the provision of education for learners with behaviour disorders.

In response to the research questions, information was gathered from the head teachers, teachers and learners. The findings are presented in the form of statistical tables as percentages and frequencies where appropriate.
4.2 Demographic information about respondents

The themes that guided the demographic information were:

a) Learners’ gender and class

b) Teachers’ experience

c) Headteachers’ gender

d) Headteachers’ experience

4.2.1 Learners

The demographic information about the pupils’ gender was summarized in Table 4.1. The learners’ gender and class were important here because the study aimed at finding out the academic achievement of learners aged between 10 to 17 years. Apparently most learners within this age bracket were found in classes 6 to 8. Gender was necessary here because the study aimed at finding out behaviour disorders among boys and girls in public primary schools.

Table 4.1: Learners’ gender and class

<table>
<thead>
<tr>
<th>Gender</th>
<th>Class</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>25</td>
<td>62.5</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 shows the gender and class of learners who participated in the study. Nearly two thirds 25(62.5%) of the standard six respondents were male while the remaining one
third 15(37.5%) were female. Nearly half 30(46.6%) of the standard seven participants were male while more than half 35 (53.4%) were female. More than half 17 (56.6%) of the standard 8 participants were male while a third 13(43.4%) were female. The findings in Table 4.1 established that majority of the participants were males 72(53.3%) while 63(46.7%) of the females participated in the study. This is an implication that although nearly half of the female learners portray behaviour disorders, More than half of the male learners portray more behaviour disorders.

These findings indicate that the family where the father figure is absent boys are more affected and portray more behaviour disorders than girls this in turn affects their academic achievement. This study was supported by Santrock, (1999) in chapter two who indicates that boys experience externalizing problems such as aggression, fighting, stealing destroying property and drug abuse. Social or responsible fatherhood is important in moulding a boy’s behaviour in comparison to mere biological fatherhood (Anderson, Kaplan, Lam & Lancaster 1999).

Another aspect on demographic information of learner respondents is the age of the learner. This is shown in Table 4.2.

<table>
<thead>
<tr>
<th>Table 4.2: Learners’ Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age bracket (years)</td>
</tr>
<tr>
<td>11-13</td>
</tr>
<tr>
<td>14-16</td>
</tr>
<tr>
<td>17-19</td>
</tr>
</tbody>
</table>
Table 4.2 represents the age of learners. The respondents' ages ranged between eleven to nineteen years with more than half 88 (65.2%) of the learners being of age 14-16 years. 18 (13.3%) of the respondents were of age 17 to 19. Over 80% of the learners were of the age bracket 11-16. This indicates that majority of the respondents were in the adolescence.

The findings of this study showed a significant influence of father absence on the adolescent learner's behaviour disorders. It was concluded that father involvement in the family was necessary in moulding the adolescent learner's behaviour. It can be deduced from this finding that when fathers get involved in the adolescent learner’s life socially, materially and psychologically, they barely develop behaviour disorders hence achieve academically.

This was supported by Morrel, Richter and Linda (2009) which showed that the presence of an alarming rate of teenage pregnancies as well as other behaviour disorders was due to absent teenage fathers. It is also supported by the findings of Featherstone, (2001); Rohner and Veneziano (2001) that father love is important and has a powerful influence on child health, cognitive development and social functioning.

McEwen and Flouri, Eirini (2008) concluded that adolescents’ difficulties in emotional and behaviour regulation mediated the link between fathers’ psychological control and adolescents’ emotional behaviour disorders.
4.2.2 Teachers

Table 4.3 summarizes the demographic information on teachers' experience. The teacher's experience was important here because teachers who had interacted with the learners for a long time could give a comprehensive behaviour and academic history of the learners.

Table 4.3: Teachers' Experience

<table>
<thead>
<tr>
<th>Experience in years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>4-6</td>
<td>9</td>
<td>42.8</td>
</tr>
<tr>
<td>8-13</td>
<td>3</td>
<td>14.4</td>
</tr>
</tbody>
</table>

Table 4.3 shows the teachers' teaching experience in their current schools. 9(42.8%) of the teachers had taught for a period of 4 to 6 years. While a third 3(14.4%) had taught for a period of between 8 to 13 years. Many teachers have taught in the same station for a period of between four and six years. These teachers suit the study because they interacted with learners regularly therefore were better placed to identify learners with behaviour disorders. Also, due to their enough experience in the school and the community where these learners come from, they were well versed with the family backgrounds of these learners. They were able to tell which learners came from families with absent fathers.
4.2.3 Headteachers

Table 4.4: Headteacher’s Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The information in Table 4.4 shows that five sixths of the headteachers in the schools researched were males represented as 80% compared to one sixth who were female represented as 20%. The findings imply that males are perceived to be strong and disciplinarians such that they can manage well learners with behaviour disorders. The next aspect on demographic information of headteacher respondents was their experience in the current schools. The summary was shown in Table 4.5.

Table 4.5: Headteacher’s Experience

<table>
<thead>
<tr>
<th>Experience in Years</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Table 4.5 shows the headteachers’ experience in the school researched. Four sixths 4(60%) of the headteachers had served in their current stations for a period of between five and ten years while a third 2(40%) had served for a period of between one to four years. This information had significant importance to the study because these headteachers had enough experience in these schools hence were better placed to give authentic and detailed information on learners with behaviour disorders and possible intervention strategies to these behaviour disorders.

4.3 Characteristics of learners with behaviour disorders
The first objective aimed at identifying if primary school learners from classes 6 to 8 of between ages 10 to 17 years portrayed behaviour disorder characteristics. In general, learners in this age bracket showed behaviour disorder characteristics. There is significant relationship between the demographic information about the learners’ ages and their behaviour characteristics as shown in Tables 4.2 and 4.6.
4.3.1 Learners’ behaviour disorders

Table 4.6: Teachers’ responses on learners with behaviour disorders Characteristics

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>YES</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Loss of concentration</td>
<td>20</td>
<td>95.2</td>
<td>1</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>Withdrawal</td>
<td>16</td>
<td>76.2</td>
<td>5</td>
<td>23.8</td>
<td></td>
</tr>
<tr>
<td>Low self-esteem</td>
<td>13</td>
<td>61.9</td>
<td>8</td>
<td>38.1</td>
<td></td>
</tr>
<tr>
<td>School Dropout</td>
<td>17</td>
<td>81.0</td>
<td>4</td>
<td>19.0</td>
<td></td>
</tr>
<tr>
<td>Truancy</td>
<td>17</td>
<td>81.0</td>
<td>4</td>
<td>19.0</td>
<td></td>
</tr>
<tr>
<td>poor interpersonal relationship</td>
<td>18</td>
<td>85.7</td>
<td>3</td>
<td>14.3</td>
<td></td>
</tr>
<tr>
<td>Absenteeism</td>
<td>16</td>
<td>76.2</td>
<td>5</td>
<td>23.8</td>
<td></td>
</tr>
<tr>
<td>Task avoidance</td>
<td>21</td>
<td>100.0</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.6 shows the class teachers' responses on if learners in their classes easily lost concentration. The results showed that all the teachers interviewed 21(100%) indicated that learners with BD avoided tasks. While majority of the teachers 20(95.2%) indicated that most learners with behaviour disorders easily lost concentration in class; only 1(4.8%) reported that learners with behaviour disorders did not lose concentration. These findings indicated that most learners in classes 6 to 8 easily lost concentration in class a characteristic of children with behaviour disorders hence this affected their academic achievement.
This study is supported by UNICEF, 2000 that a parent plays a crucial role in parenting and in shaping a child in terms of discipline and academic performance. A father’s absence may traumatize a child psychologically and socially. As a result, this may have grave implications on a child’s emotional, behavioural and intellectual development which may further affect his or her concentration in class hence poor academic achievement.

The study also sought information on the possibility that standard six to eight learners aged between 10 to 17 years portrayed other behaviour disorder characteristics such as withdrawal, low self esteem, school dropout, truancy, poor interpersonal relationships, regular absenteeism and task avoidance.

Kimani and Kombo (2010) supported this study through their study which says that youth and children in homes with absent fathers cited problems of insecurity, stress, and drugs/substances abuse, early marriages, especially for girls, school dropout and family disintegration. Children from such homes felt insecure and suffered from stress, more specifically most of these students never concentrated on studies due to uncertainty a phenomenon which led to poor academic achievement.

Other problems cited by youth in Kimani and Kombo’s study were lack of enough financial support, children falling into poor interpersonal relationships, and pregnancies for girls. In the current study most standard six to eight learners portrayed behaviour disorder characteristics as summarized in the Table; 4.6. These characteristics could
explain why most learners perform poorly in their academics in Bungoma County, Tongaren Zone.

Table 4.6 shows the responses given by teachers on if learners with behaviour disorders feel withdrawn. Majority of the teachers 16(76.2%) indicated that learners with behaviour disorders felt withdrawn while 5(23.8%) of the teachers felt that learners with behaviour disorders did not feel withdrawn. From these results, most learners aged between 10 to 17 years felt withdrawn a characteristic of learners with behaviour disorders. This was supported by Grannis (1992), that when learners with behaviour disorders are troubled, they express their concerns through actions such as becoming withdrawn.

The present study revealed that a high percentage (76%) of teachers agreed that learners with behaviour disorders feel withdrawn hence struggled in meeting the academic challenges unlike those who didn’t feel withdrawn.

The study also sought information on the learners’ self-esteem as another characteristic of learners with behaviour disorders particularly when it is low. 13(61.9%) said learners with BD in their classes had low self esteem while 8(38.1%) of the teachers said that learners with behaviour disorders had self esteem. This could be attributed to the fact that they come from families where fathers are absent. This study is supported by the study curried out by Kimani 2007; Gitumu, 2006; Chepchieng and Kiboss, 2004 who indicate that parenting, parental styles and self- esteem influence the academic performance of learners. From the results of this study the implication therefore is that, where a father
does not perform his roles the learner's self-esteem is likely to be impaired and may affect their discipline and academic achievement.

17(81%) of the teachers agree that there are high school dropout rates among learners with BD while a very minimal percentage 4(19%) of the teachers said learners with behaviour disorders do not drop out of school. The results indicated that majority of adolescent learners in classes 6 to 8 dropped out of schools. This could be due to lack of basic needs and other school needs which were to be provided by fathers. In this case the study results implied that fathers who did not attend to the needs of their children especially adolescents opened an avenue for the learners to drop out of school.

On the other hand, the study implied that for a child to perform well, the right environment and basic needs had to satisfy the individual psychologically, socially and materially. This is supported by the study carried out by Wagner and Davis (2006) who reported that students with emotional or behavioural disorders fare much worse than average in terms of grades, grade attention, high school graduation rates, dropout rates, and absenteeism.

The responses indicated that majority of the teachers 17(81%) admitted that learners with BD were truants while 4(19%) said they are not. The study findings showed that truancy was very common among learners with BD in the primary schools studied. This shows that learners might have been playing truancy because their fathers did not offer guidance/counselling and discipline. Also, good academic achievement called for a
hundred percent class attendance and participation, so where a learner did not attend lessons fully academic achievement was compromised.

18(85%) of the teachers interviewed noted adolescent learners having problems relating with others while a minimal number 3(14.3%) had not observed such behaviour. These results indicated that learners from families where fathers did not perform their roles experienced problems relating with others a characteristic of learners with behaviour disorders. This in turn affected their academic achievement because where there were no good interpersonal relationships; academic activities such as group discussions, participation in lessons, making friends and caring for personal property among others could not be realized hence minimal academic achievement.

Newcomer, (2003) supports this study by indicating that most common behavior pattern of children with emotional and behavioral disorders consists of antisocial behaviors such as inappropriate expression of emotions, display of aggression toward self or others, defies authority or requests made by authority figures, has a general disregard for others feelings and personal property, has poor social skills. The current study therefore shows that father involvement in the learner's life could promote good interpersonal relationships which would in turn boost his or her academic achievement.

Majority of the teachers 16(76%) recorded high numbers of regular absentees. A minimal number 5(23%) of teachers did not record regular absentees. The findings of this study showed a significant influence of paternal roles on absenteeism of learners with behaviour disorders hence poor academic achievement among these learners. This is
supported by the study carried out by Wagner and Davies (2006) in 4.3.1 above where learners with BD are reportedly regular absentees.

All the teachers 21(100%) had observed cases of learners with absent fathers avoid tasks. This showed that majority of the learners experienced this behaviour disorder characteristic such as avoiding class work, homework or any task assigned to them hence could not achieve well academically. This is supported by the study carried out by Newcomer, (2003), that learners with behavior disorders frequently have difficulty remaining on tasks (disturbs others or self, does not complete tasks).

4.4 Extend to which paternal roles influence primary school learners with behaviour disorders

The second objective aimed at assessing the extent to which paternal roles influence primary school learners with behaviour disorders. These were discussed under the following themes;

a) Learners with fathers physically present

b) Absent fathers and behaviour disorders

c) Fathers’ occupation

d) Fathers’ roles

e) Father leaves all responsibilities with mother

4.4.1 Physically present fathers

A parent plays a crucial role in parenting and in shaping a child in terms of discipline and academic performance. A father’s absence may traumatize a child psychologically and
socially. As a result, this may have grave implications on a child’s emotional, behavioural and intellectual development (UNICEF, 2000.)

Table 4.7: Learners’ response on father’s availability

<table>
<thead>
<tr>
<th>Father</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not available</td>
<td>16</td>
<td>11.9</td>
</tr>
<tr>
<td>Available</td>
<td>119</td>
<td>88.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>135</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.7 shows the learners’ responses on if they have their fathers physically present. The results indicated that almost three quarters 119(88%) of the learners’ fathers were available. While 16(11%) indicated that their fathers were not available. Barber et.al (1999) supports this study by indicating that, father absence can encompass a range of circumstances, including having a father who is non-existent, in one’s life, lost through work commitments, absent from the family residence due to other reasons. This information had significant importance to the study because the target of the study was to seek information from learners who had their fathers available yet absent in performing their roles as fathers and how this influenced their behaviour and academic achievement.

4.4.2 Paternal roles and their influence on behaviour disorders

In chapter two, Galaud (2010), indicates that fathers play a much more important role in the family through the way they live their lives and treat others. Fathers influence the lives of the entire family. The father is the head of the household and this means he is
responsible for the physical, mental and spiritual wellbeing of his family. Most fathers influence the behaviour characteristics of learners as shown in Table 4.10.

**Table 4.8: Contribution of paternal roles to behaviour disorders**

<table>
<thead>
<tr>
<th>Learners Responses</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not contribute</td>
<td>52</td>
<td>38.5</td>
</tr>
<tr>
<td>Contribute</td>
<td>83</td>
<td>61.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>135</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.8 shows contribution of paternal roles to behaviour disorders among learners. The results were as follows: Majority 83(61%) of the learners said that father roles contributed to their behaviour disorders while a good proportion 52(38%) of the respondents indicated that father roles did not contribute to their behaviour disorders. The findings of the present study implied that paternal roles contributed much to behaviour disorders and minimal academic achievement among learners in Tongaren Zone, Bungoma County.

This is supported by Coming, Muhleman, Johnson, and MacMurry (2002) who proposed that children exposed to a stressful environment, especially when due to father absence in the first 7 years of life, showed an early onset of puberty, precocious sexuality, and unstable relationships as adults. It is clear that whether there is a genetic link or not, children that grow up without a father (especially if he abandoned them) are significantly more prone to destructive behaviour than those who have a father present.
Nielsen, (2007) also, supports these findings in a study of college women conducted over a 15-year period, found that her subjects wished that their relationship with their father was emotionally and personally closer so they could more closely and comfortably communicate about such personal issues as marital problems and divorce, drug and alcohol use, financial matters, depression, eating disorders, and sex before marriage.

The implication here is that a father had a great influence on his child and on his or her development as a whole person. A child will be a different kind of person depending on the level of involvement his or her father has.

### 4.4.3 Fathers occupation

This question aimed at finding out if fathers could not perform their roles because they did not have jobs or if they had jobs and still could not perform their roles as fathers. This information was important to the study because the emerging issue was behaviour disorders among learners with absent fathers of all socio-economic status and how this affected their academic achievement. This is shown in table 4.11.

**Table 4.9: Father's occupation**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmer</td>
<td>113</td>
<td>83.8</td>
</tr>
<tr>
<td>Police</td>
<td>4</td>
<td>3.0</td>
</tr>
<tr>
<td>Carpenters</td>
<td>7</td>
<td>5.2</td>
</tr>
<tr>
<td>Teacher</td>
<td>3</td>
<td>2.1</td>
</tr>
<tr>
<td>Watchman</td>
<td>8</td>
<td>5.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>135</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Table 4.9 shows that majority 113 (83.8%) of the fathers were farmers, 8 (5.9%) were watchmen, 7 (5.2%) were carpenters, 4 (3%) were police officers while 3 (2.1%) were teachers. From this results it was deduced that majority of the respondents had fathers who had jobs. Also, the study findings showed that a good proportion of fathers had low paying jobs while majority had well paying jobs.

However, the implication here is that; working or not working, big or small salary, a father was supposed to show concern about his child’s needs so as to curb behaviour disorders and ensure good academic achievement of the learner. This is supported by researches which show that paternal involvement consists of three components, accessibility, engagement, and responsibility, Pleck (2010) offered a revised conceptualization of the construct of paternal involvement, which includes three primary components which reflect the predominant ways that involvement, is operationalized in most research: positive engagement activities, warmth, responsiveness, and control.

Also, a recent review of longitudinal studies shows father involvement such as accessibility, engagement, and responsibility. The review found evidence that accessibility defined as the child’s co-habitation with the father was associated with less externalizing behaviour problems, and that engagement was associated with reductions in the frequency of behaviour problems in boys and psychological problems in girls and with father Involvement less delinquency and economic disadvantage in low socio-economic status families (Sarkadi et al., 2008).
4.4.4 Fathers roles

Table 4.10: Fathers roles

<table>
<thead>
<tr>
<th>Roles</th>
<th>YES</th>
<th>%</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance</td>
<td>42</td>
<td>31.2</td>
<td>93</td>
<td>68.8</td>
</tr>
<tr>
<td>Role model</td>
<td>39</td>
<td>28.9</td>
<td>96</td>
<td>71.1</td>
</tr>
<tr>
<td>Discipline</td>
<td>70</td>
<td>28.9</td>
<td>65</td>
<td>48.1</td>
</tr>
<tr>
<td>Love/attachment</td>
<td>44</td>
<td>32.6</td>
<td>91</td>
<td>67.4</td>
</tr>
<tr>
<td>Provide basic needs</td>
<td>53</td>
<td>39.3</td>
<td>82</td>
<td>60.7</td>
</tr>
</tbody>
</table>

Table 4.10 shows the learners' responses as far as father's roles are concerned where 96 (71.1%) of the learners indicated that their fathers were not role models while 39 (28.9%) said that their fathers were role models. These findings showed that most fathers were not role models. This could mean that the learners' behaviour disorders were brought about by poor modelling by the father hence poor academic achievement.

Majority of the learners 93 (68.8%) said that their fathers did not guide them while 42 (31.2%) said that they were guided by their fathers. These results show that most learners are not guided by their fathers. Also this could mean that the behaviour disorders portrayed by the learners could be due to the father's negligence in guiding the child. In reference to the Erikson's theory in chapter one pg 10 to 11, the ego identity constantly changes due to new experiences and information acquired in the daily interactions with others, the ego identity also guides and shapes the learner's behaviour through beliefs, values and ideals.
This shows that a child who seeks identity with the father through father guidance might not develop behaviour disorders unlike the one who lacks father guidance. Also, this could mean that when a child is left to interact with others without guidance he or she might develop behaviour disorders. A father therefore plays a crucial role in moulding a child’s behaviour hence good academic achievement.

Most learners 91 (67%) received love/attachment from their fathers while 44 (32%) received love/attachment from their fathers. These findings show that majority of the fathers did not show love/attachment to their children while a few did. This could because most fathers were absent in terms of showing love and attachment to their children. This would cause them develop behaviour disorders which in turn would lead to their poor academic achievement.

This is supported by Rohner and Veneziano (2001) who indicates that a father and child relationship is a unique bond and attachment that can be one of the most important and influential relationship in a child’s life. It is vital for a father to develop a close attachment with his child by bathing him, feeding him and hugging him/her where necessary. This non spoken physical contact strengthens a father-child association, curb behaviour disorders emanating from other father figures and improving academic achievement.

82 (60.7%) learners were not given basic needs by their fathers while 53 (39.3%) were given basic needs by their fathers. These findings showed that though a few fathers in the area researched provided basic needs for their children most of them did not. This implies
that learners whose basic needs were not provided due to father absence developed behaviour disorders hence poor academic achievement. This work is supported by Townsend (2002), who contends that learners are disadvantaged when they belong to a household without access to the social position, labour and financial support that is provided by fathers”.

The learners’ responses on discipline indicated that 70 (51%) learners were disciplined by their fathers while 65(48%) learners were not disciplined by their fathers. The finding of this study shows that most of the learners were disciplined by their fathers. This is supported by Galaud (2010), who said that fathers have a much more important role in the family in the way they live their lives and treat others. They set examples for their children and are role models.

### 4.4.5 Father leaves all responsibilities with mother

This question aimed at finding out who performed more roles in the family given that most fathers in 4.4.4 above did not perform their roles fully. The responses of the learners are shown in Table 4.11 below.

<table>
<thead>
<tr>
<th>Learners Responses</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>56</td>
<td>41.5</td>
</tr>
<tr>
<td>YES</td>
<td>79</td>
<td>58.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>135</td>
<td>100.0</td>
</tr>
</tbody>
</table>
79 (58.5%) learners indicated that their fathers left all their responsibilities with their mothers while a good proportion 56 (41.5%) of the learners' fathers did not leave all responsibilities with mother. The findings showed that most learners with behaviour disorders had fathers who always left all responsibilities with their wives hence learners achieved poorly in their academics as shown in Table 4.12. However, a good number of fathers in Tongaren Zone did not leave all responsibilities with their wives.

This study is supported by Derbishire and Jackson (2004) who commented on the increase in the number of families headed by women over the past 20 years due to rapid social change. Children in these families had varying degrees of contact with their fathers (Mcmunn et al, 2001). The current study therefore deduced that most learners from woman headed families in Tongaren Zone Bungoma County, experienced behaviour difficulties and poor academic achievement compared to their counterparts from intact families.

**4.5 The academic achievement of learners with behaviour disorders**

The third objective aimed at assessing the academic achievement of learners with behaviour disorders. Class teachers were the main respondents here because they were close to the learners and interacted with them on a daily basis. They also prepared the learners progressive report, mark lists and report cards. Their responses are as shown in Table 4.12.
Table 4.12: Teachers’ responses on learners’ academic achievements

<table>
<thead>
<tr>
<th>Teachers responses as per Learners</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Below average</td>
<td>16</td>
<td>76.2</td>
</tr>
<tr>
<td>Poor</td>
<td>3</td>
<td>14.3</td>
</tr>
</tbody>
</table>

Table 4.12, shows how teachers rated the learners with B.D academic achievement. The learners were grouped in three categories: Average, below average, and poor. 16 (76.2%) teachers rated learners with behaviour disorders as below average achievers, 3 (14.3%) rated them as poor achievers while 2 (9.5%) rated them as average achievers. The findings indicated that majority of learners with behaviour disorders achieve below average marks in their academic work while a good proportion performed poorly in the academics. In relation to Table 4.12 above paternal roles were imperative in the learners’ academic performance that is; where fathers did not perform their roles majority of the learners performed poorly and below average.

4.5.1 Mock and KCPE Mean marks for classes 6-8

From the document analysis (refer appendix C) and teachers responses in Table 4.12 above the mean marks attained by classes 6-8 learners in Mock and KCPE exams in Tongaren Zone for five years down the line were all below average an indicator of poor or below average performance. This study was supported by several researches. Hunt & Hunt, 1977 indicate that, learners are less likely to manifest behavioural disorders if their
father is present in their lives; which show a strong relationship and higher self-esteem among children. This in turn contributes to, intellectual functioning, cognitive development and school achievement.

Nielsen,(2007) in his research found that well-fathered children are usually more self-reliant, self-confident, and more successful in school and in their careers than poorly-fathered children. Other researchers also show that adolescents who lack father figures are more exposed to diminished cognitive development and poor school performance (Krohn & Bogan, 2001).

This study’s results are also supported by the Sessional paper No. 1 of 2005, by the Kenya government, which shows that participation and access of SNE pupils is low and their needs are not specifically, addressed especially children with behaviour disorders. The emphasis on academic performance and examinations creates an unfavourable learning environment for children with special needs and disabilities.

In middle childhood, paternal presence in children’s schooling is related to greater academic achievement and minimal behaviour difficulties. High fathers/adolescents involvement is associated with better educational, behavioral, and emotional outcomes. Conversely, children growing up in families where fathers are not present are at a greater risk for various educational or behavior difficulties and poorer developmental outcomes, even after (Flouri & Buchanan, 2004).
It appears that a learners' success in school had a relationship with having a father in his or her life. The implication is that a father figure is needed for academic support and encouragement, and a child seems to perform poorly in academics without a father present.

4.6 Social problems faced by primary school learners with BD
The fourth objective intended to find out the social problems faced by learners with behaviour disorders. The main respondents here were class teachers and headteachers. The two were picked upon because they were always in close contact with the learners and handle disciplinary cases from their classrooms and schools respectively. Their responses are shown in the Table 4.13.

Table 4.13: Class teachers' responses on learners having problems relating with others

<table>
<thead>
<tr>
<th>Classteachers’ response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>Yes</td>
<td>18</td>
<td>85.7</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.13 shows the classtachers’ responses on how learners with BD relate with others. Majority of the teachers 18 (85.7%) indicated that learners with absent fathers had problems relating with others while 3 (14.3%) had no problems relating with others. These findings imply that more than half of the learners with absent fathers had problems relating with others. The father-child attachment is imperative in moulding a child’s
relationship with others. This is supported by Nelson’s findings that the most salient characteristic of students with behavioural disorders is their difficulty building and maintaining satisfactory relationship with peers and adults as evidenced by the high number of pupils identified with externalizing disorders (Nelson et al 2003). The implication here was that good father-child relationship helped mould his or her behaviour particularly interpersonal relationships hence improving his or her academic achievement.

Table 4.14: Headteachers’ responses on cases of social behaviour disorders received

<table>
<thead>
<tr>
<th>Headteachers’ response</th>
<th>F</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>A few</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>None</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.14 shows the headteachers’ responses on the social problems experienced by learners with behaviour disorders. The respondents were required to state how many problem behaviour cases they had received, out of the six headteachers interviewed, three quarters had received many cases representing 5 (80%) while 1(20%) had received a few cases. This showed that majority of learners in the schools researched portrayed behaviour disorder characteristics.

This study was supported by the study carried out by Pfiffner et al, (2001) on comparison of anti-social characteristics among children with absent fathers; results
revealed that, they displayed higher antisocial behaviours and poor academic achievement than father present children.

4.7 Possible intervention measures to behaviour disorders among primary school learners

The fifth objective was to find out the possible intervention measures experienced by primary school learners. The main respondents here were headteachers, their responses are shown in Table 4.15.

Table 4.15: Headteachers’ responses on the possible intervention measures to behaviour disorders

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Response</th>
<th>SA</th>
<th>%</th>
<th>A</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>SD</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical interventions</td>
<td></td>
<td>4</td>
<td>80</td>
<td>1</td>
<td>20</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>academic and instructional interventions</td>
<td></td>
<td>4</td>
<td>80</td>
<td>1</td>
<td>20</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Behavioural and cognitive-behavioural interventions</td>
<td></td>
<td>3</td>
<td>60</td>
<td>2</td>
<td>40</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>11</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Data

Key
SA- Strongly Agree
A- Agree
D- Disagree
SD-Strongly Disagree

From Table 4.15 it is evident that intervention measures were a necessity to behaviour disorder modification. A good proportion 4 (80%) of the teachers strongly felt that
physical interventions and academic instructional interventions were needed to modify behaviour. 3 (60%) reported that behavioural and cognitive-behavioural interventions were vital in behaviour modification. Teachers were entrusted to use such measures because they spend much time with the learner. The implications of these findings are that most headteachers preferred these intervention measures as ways of modifying the behaviour of learners with BD.

The findings of this study showed a significant importance of intervention measures to behaviour disorders among primary school learners. It was deduced that physical environment intervention, academic and instructional interventions and behaviour/cognitive-behaviour intervention measures were effective in improving behaviour adjustment of primary school adolescent learners.

It can be deduced from this finding that if the physical environment interventions such as time, proximity and movement, transition, classroom management and classroom ambience, academic and instructional interventions such as academic delivery and instructional delivery and Behavioural and cognitive behavioural interventions such as reinforcement, ongoing monitoring and contingency management can be adapted in public primary schools. They become more effective in helping learners with BD.

This is supported by Salend, (2008) physical environment interventions are at the primary level, they include time, transition, proximity and movement, classroom management and classroom ambience. PL 108-446 mandates that, to the maximum extent appropriate,
students with disabilities have access to the general education curriculum. Thus teachers should endeavour to design a curriculum that is both relevant and motivating for students with behaviour disorders (Polloway, Palton & Serna, 2008). This study is also supported by the findings of Scheuermann & Hall, (2008) that academic and instructional interventions for students with behavioural disorders may necessitate appropriate support and curriculum modifications. This is an implication that by incorporating student’s interest into the curriculum, educators can enhance both the behaviour and the academic engagement of these students.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary of key findings. Besides, it provides conclusions and recommendations derived from the findings of the study.

5.2 Summary of the Findings
With respect to chapter one, the main variables that formed the objectives of the study are summarized thematically as follows: a) Characteristics of primary school learners with behaviour disorders,

b) Paternal roles influence on learners' behaviour disorders,

c) The academic achievement of learners with behaviour disorders,

d) Social problems faced by learners with behaviour disorders and

e) Possible intervention strategies in the provision of education for learners with behaviour disorders.

5.2.1 Characteristics of primary school learners with behaviour disorders
The study established that there was statistical evidence that most learners of ages between 10-17 in Tongaren Zone of Bungoma County portrayed behaviour disorder characteristics. The calculated mean value (16.2856) indicated the teachers' responses on if learners in their schools experienced behaviour disorder characteristics. The teachers who agreed that there were learners with behaviour disorder characteristics in their classrooms indicated by the mean percentage value (91.075 %) was greater than those
who disagreed that such learners existed represented by (8.925%). This showed that majority of learners portrayed behaviour disorder characteristics in Tongaren Zone compared to those who did not.

5.2.2 Paternal roles influence on learners’ behaviour disorders
Statistical evidence from the study indicated that there was paternal role influence on learners’ behaviour disorders. Of the 135 learners who participated in the study, 119 had their fathers available while 16 had no fathers available. Father presence only was not the main issue here, though most learners indicated that father’s absence contributed to their behaviour disorders as shown in Table 4.10, father participation in the provision of basic needs and performance of other father roles in the learners’ life contributed a lot to the learners’ behaviour characteristics.

Although most fathers had jobs the leading being famers as shown in Table 4.9 in chapter four, their roles as fathers in the learner’s life were compromised. Table 4.10 in chapter four, shows that most of them did not perform their father roles such as guiding, being role models, showing love/attachment and providing basic needs. Instead, they left all responsibilities with their wives as shown in Table 4.11. The implication was that learners’ behaviour disorders was majorly contributed to by their fathers’ negligence in the provision of basic needs and the performance of other roles as fathers in the family.

5.2.3 Academic achievement of learners with BD
The study’s results further revealed that learners with behaviour disorders had below average achievement in their academic work. From the teachers’ responses in Table 4.12,
majority of the teachers agreed that learners with BD are below average achievers, a third said these learners were poor achievers while another third showed that these learners were average achievers. This showed that father roles have a bearing on the academic achievement of learners with behaviour disorders.

5.2.4 Social problems faced by learners with behaviour disorders
The study established that majority of the learners with behaviour disorders experienced social problems. Of the 21 teachers interviewed, eighteen agreed that most learners with behaviour disorders had problems relating with others while three said that these learners related with others well. Besides, from the six headteachers who were interviewed, three quarters indicated having received many cases of learners with social problem behaviour while one had received a few cases as shown in Table 4.14. The study revealed that, majority of the learners with BD had social problem behaviour especially problems relating with others.

5.2.5 Possible Intervention Strategies in provision of education for learners with BD
The study indicated that there was need for intervention strategies in improving the provision of education for learners with BD. Out of the six headteachers interviewed about the three intervention strategies that could be employed in educating learners with BD, majority strongly agreed that the first two strategies that is; physical interventions and academic and instructional interventions be put in place while half of them supported behavioural and cognitive behavioural interventions.
The study revealed that majority of the headteachers supported the need for intervention strategies in educating learners with BD. This implied that the education for learners with BD should be subject to intervention for good academic achievement to be realized.

### 5.3 Conclusions

In reference to the objectives of the study and its findings, the study’s objectives were achieved. The following conclusions can be drawn. Majority of primary school learners between the ages of 10 to 17 in Tongaren Zone Bungoma County, portrayed behaviour disorder characteristics. Due to father absence in their lives most learners in this age bracket tended to identify with a father figure in other people hence developing behaviour disorder characteristics.

There were no intervention strategies put in place in public schools to help educate learners with BD hence poor academic achievement among these learners in Tongaren Zone, Bungoma County.

### 5.4 Recommendations

On the strengths of the summary of the findings and conclusions, the following recommendations are suggested. From the findings of the study, paternal roles were imperative in moulding a learner’s behaviour trend. Unattended paternal roles affected the learner’s psychological, emotional, social and academic well-being. It was therefore necessary that father presence be felt in the learner’s life to help mould his or her behaviour.
Majority of the fathers were not role models. This implied that the learners' behaviour disorders were brought about by poor modelling by the father hence poor academic achievement. A father should therefore be a person admired by the child. Always be friendly in his attitude towards his child. Should not be disapproving but someone whose decision he can have faith in, should not be commanding but whose ability a child can depend on.

The father being the head of the house is responsible for the mental, social and physical development of the family. This implies that where a father does not discipline his or her child, the child will most likely portray behaviour disorders. Disciplining of the child by his or her father should be done when he thinks it is necessary. At all costs, a father is a person who should be given due respect. However, a father should not take recourse to likely to be disrespectful to the father and any other person hence affecting his or her academic achievement.

Possibly, due to lack of basic needs and father attention which might in turn lead to behaviour disorders, learners in classes 6-8 did not achieve highly in academics (refer appendix C) in both mock and KCPE exams. The mean marks for these learners for five years consecutively were below the average mean mark of 250. Majority of the learners with behaviour disorders experienced social problems especially relating with others learners of between 10-17 years who portrayed behaviour disorder characteristics are present in public primary schools in Tongaren Zone of Bungoma County. At the same
time behaviour disorder characteristics were related to paternal roles. Therefore, it is recommended that:

1. Fathers in Tongaren zone, Bungoma County, should attend to their family needs to help mould the learners' behaviour.

2. Bungoma County should formulate policies to guide paternal involvement in the education and social life of primary school adolescent learners in Tongaren Zone.

5.5 Suggestions for Further Research

From the findings of the current study, the following suggestions are made for further research:

i. The study dwelt on paternal roles and adolescent learners' behaviour disorders; a comparative research can be done on maternal and paternal roles and the adolescent learner behaviour disorders.

ii. The study was carried out in only one sub-county, it is recommended that similar research be carried out in different sub-counties or the country as a whole.
REFERENCES


Galaud, V. (June 28, 2010). The father's role in the family; Relationship Articles.


Wagner, M., & Cameto, R. (2004). The characteristics, experiences, and outcomes of youth with emotional disturbances. NLTS2 Data Brief, 3(2).


Dear headteacher/Deputy headteacher,

This interview guide is an attempt to establish the types, causes, effects and intervention measures to emotional behaviour disorders among primary school adolescent learners in Tongaren Division. Please answer the questions honestly as per the instructions given. Be assured that data collected will be treated confidentially and strictly used for the study at hand. I will appreciate your participation in the study.

A) General Information
1. Your Gender:
   Male (  )
   Female (  )

2. For how long have you served as the head teacher in the current school?
   1 year (  )
   2 years (  )
   3 years (  )
   4 years (  )
   5 years (  )

3. How many cases of social problem behaviour have you received?
   Many (  )
   A few (  )
   None (  )
(B) Information on intervention strategies to behaviour disorders among adolescent learners in Tongaren Division.

Show the level of agreement and disagreement to the following statement

<table>
<thead>
<tr>
<th>Intervention measures.</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical environment interventions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic and instructional interventions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioural and cognitive behavioural interventions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART B: CLASS TEACHER'S QUESTIONNAIRE

Please put a tick in the appropriate bracket ( ) or fill in the information required as per your response to the following questions.

1. Your gender:
   Male ( )
   Female ( )

2. For how long have you served as a class teacher in the current station? ..........................
   ........................................................................................................................................

3. Are there adolescent learners of this age bracket in your class (10-17)
   Yes ( )
   No ( )
4. Does any of the learners that fall in this age bracket in your class experience behaviour disorder characteristics?

Yes ( )

No ( )

5. If yes, which ones

Adolescent learners with behaviour disorders often exhibit the following characteristics.

(Tick in the appropriate box)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Occurrence (frequency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easily lose concentration</td>
<td></td>
</tr>
<tr>
<td>Withdrawn</td>
<td></td>
</tr>
<tr>
<td>Have low self-esteem</td>
<td></td>
</tr>
<tr>
<td>Drop out of school</td>
<td></td>
</tr>
<tr>
<td>Comment that their parent doesn’t like them</td>
<td></td>
</tr>
<tr>
<td>Are truants</td>
<td></td>
</tr>
<tr>
<td>Have problems relating with others</td>
<td></td>
</tr>
<tr>
<td>Are regular absentees</td>
<td></td>
</tr>
<tr>
<td>Avoid tasks</td>
<td></td>
</tr>
</tbody>
</table>
6. How would you rate the adolescent learners’ academic achievement? (Please tick in the space provided)

Very poor ( )
Poor ( )
Average ( )
Good ( )
Very good ( )

THANK YOU FOR YOUR PARTICIPATION
APPENDIX B

QUESTIONNAIRE FOR PUPILS

Name of school.................................................................
Gender..............................................................................
Age.................................................................................
Class..............................................................................

1. Indicate whether your father is available or not
   Available ( )
   Not available ( )

2. Could an absent father (one who does not perform his roles) be contributing to your behaviour disorder characteristics?
   Contribute ( )
   Does not contribute ( )

3. What is your father’s occupation? (Tick where appropriate)
   a) Farmer..............
   b) Police..............
   c) Carpenter.......... 
   d) Teacher............
   e) Watchman..........
4. What role does your father play in your family? Tick in the appropriate bracket

(a) Guides you  [yes]  [No]
(b) He is a role model  [yes]  [No]
(c) He disciplines you  [yes]  [No]
(d) He shows love/attachment  [yes]  [No]
(e) He is responsible  [yes]  [No]
(f) Provides biological needs  [yes]  [No]
(g) Supports you academically  [yes]  [No]
(h) Leaves all responsibilities with your mother  [yes]  [No]
## APPENDIX C

### EXAM PERFORMANCE FOR CLASSES 6, 7 & 8

<table>
<thead>
<tr>
<th>YEAR</th>
<th>6 Mean mark mock Exam</th>
<th>7 Mean mark mock</th>
<th>8 mean mark KCPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>219</td>
<td>229</td>
<td>235.71</td>
</tr>
<tr>
<td>2008</td>
<td>225</td>
<td>224</td>
<td>235.71</td>
</tr>
<tr>
<td>2009</td>
<td>220</td>
<td>234</td>
<td>234.71</td>
</tr>
<tr>
<td>2010</td>
<td>218</td>
<td>221</td>
<td>232.27</td>
</tr>
<tr>
<td>2011</td>
<td>222</td>
<td>225</td>
<td>235.01</td>
</tr>
</tbody>
</table>

**SOURCE:** Tongaren zone exam council, 2012
APPENDIX D

RESEARCH AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
E-mail: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No.

NACOSTI/P/14/4733/2902

Judy Katunda Mugalavai
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Impact of paternal roles on the academic achievement of primary school learners with behaviour disorders in Tongaren Zone Bungoma County, Kenya," I am pleased to inform you that you have been authorized to undertake research in Bungoma County for a period ending 31st December, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Bungoma 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.

DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
Bungoma County.

The County Director of Education
Bungoma County.
APPENDIX E

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MISS. JUDY KATUNDA MUGALAVA
OF KENYATTA UNIVERSITY, 0-30218
KITELE, HAS BEEN PERMITTED TO CONDUCT
RESEARCH IN BUNGOMA COUNTY
ON THE TOPIC: IMPACT OF PATERNAL
ROLES ON THE ACADEMIC ACHIEVEMENT
OF PRIMARY SCHOOL LEARNERS WITH
BEHAVIOUR DISORDERS IN TONGAREN
ZONE BUNGOMA COUNTY, KENYA
FOR THE PERIOD ENDING:
31ST DECEMBER, 2014

APPLICANT:
MISS. JUDY KATUNDA MUGALAVA

Permit No: NACOSTI/P/14/4733/2002
Date of Issue: 18TH NOVEMBER, 2014
Fee Received: Ksh 1,000

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

Secretary
National Commission for Science, Technology & Innovation

REPUBLIC OF KENYA

National Commission for Science, Technology & Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 3647

CONDITIONS: see back page