DECLARATION

I confirm that this research thesis is my original work and has not been presented in any other university/institution. The thesis has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources, including the internet, the sources are specifically accredited and references cited in accordance with anti-plagiarism regulations.

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DEDICATION

I dedicate this work to my dear wife, Caren Sululu and Children; Clerah Nekesa and Ezekiel Bravo
ACKNOWLEDGEMENT

I Thank God through our Lord Jesus Christ for the grace to come up with this work; even when it seemed difficult to work, He multiplied the grace to overcome every difficult. This far I have come, the LORD is my Ebenezer.

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<td>Early Childhood Development</td>
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<td>EFA</td>
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<td>NGO</td>
<td>Non-Governmental Organisation</td>
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<td>SPSS</td>
<td>Statistical Package for the Social Sciences</td>
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TOCA-R: Teacher Observation of Classroom Adaptation- Revised

UNESCO: United Nations Educational, Scientific and Cultural Organisation

USA: United States of America
ABSTRACT

The study was to investigate educational influence of 5-8 year olds children’s aggression. Aggressive behaviours include the behaviours that are directed in harming others and tend to be a nuisance to many people. The study was guided the Social Cognitive Learning Theory by Albert Bandura-learning by observation and modellingand Social Constructivism Learning by Lev Vygotsky-learning through interaction. The objectives of the study were to: determine the factors that contribute to aggression among children in Mwingi Central Sub County; determine the effect of children’s aggression on their educational progress; assess the effort of teachers and other children institutions in helping children with aggressive behaviours and find out the teacher’s challenges in handling children with aggressive behaviours. It was a descriptive survey in Mwingi Central Sub County in Kitui County. Through stratified sampling, the researcher picked 10 schools (5 private and 5 public) out of 104 total schools. In each school purposive sampling was used to pick aggressive children from nursery to class three. Thereafter with the help of the class teachers, two most aggressive children identified for observation. All the teachers in preschool and lower primary (4 teachers per school = 40 in total) were issued with questionnaires while 40 parents of the aggressive children were randomly selected for interviews. The District Centre for Early Childhood Education (DICECE) officer and the district special education officer were purposively picked and issued with questionnaires. Checklists were used to collect information on children’s behaviour. In order to understand children’s academic performance, children’s progress records were scrutinized. The instruments validity was ensured through review by the early childhood experts and the reliability was ensured through test retest method with a consistency of 0.80 established. Permission from NACOSTI was sought before data collection. Data collection took 32 days; 3 days per school where observations were conducted first followed by interviews then analysis of the children’s academic progress records and finally administration of the questionnaires. Thematic content analysis with excerpts was used to analyse qualitative data. Descriptive statistics was used to summarise data while quantitative data was analysed through and linear regression. The study established that there is no significant relationship between aggressive behaviours and academic performance. However children with aggressive behaviours have low class participation and task completion. They show poor school attendance but rarely drop out of school. Teachers, DICECE and education officers are not well prepared to handle the children with aggressive behaviours. Children with aggressive behaviours face challenges in their academic progress. There is need for increased funding and research to help these children. Child guidance and counselling programme in schools is highly recommended.
CHAPTER ONE

INTRODUCTION

1.1 Introduction
This chapter presents information on the background of the study, the statement of the problem, purpose of the study; research objectives, research questions and significance of the study. The chapter further describes the delimitation and the limitations of the study, the research assumptions, theoretical framework, conceptual framework and operational definition of terms.

1.2 Background to the Study
Aggressive behaviour is a behaviour directed toward causing harm to others either physically for example fighting or socially for example spreading malicious rumours (Gasa, 2005). Moeller (2001) gave a clear picture of the early warning of signs of potential future aggressive behaviour. These warnings include: social withdrawal; low school interest and poor academic performance; expression of violence in writings and drawings; uncontrolled anger; patterns of impulsive and chronic hitting, intimidating and bullying; intolerance of differences and prejudicial attitudes; drug and alcohol abuse; affiliation with gangs; serious physical fighting with peer or family members; severe destruction of property; detailed threats of lethal violence; unauthorized
possession of and/or use of firearms and other weapons and self-injurious behaviour or threats of suicide. Sajeda (2012) points out other signs especially in young children which include, grabbing objects, biting and kicking others, answering back to adults, challenging instructions, swearing, offensive comments and name calling.

These children manifest such characteristics as overt or covert hostility, disobedience, physical and verbal aggressiveness, quarrelsomeness, vengefulness and destructiveness. It also includes spreading rumours, telling lies, giving dirty looks, gossiping, being insulting, and humiliation (Botha, 2014). The problems that affect aggressive children affect their school performance and how they perceive themselves in the world. These children are more likely to do poorly at school as compared to their peers.

Behaviorally disordered children for a long time were labeled as insane or idiots and were committed to adult institutions (Pursue University, 2008). By mid 19th century education begun to be organized for such children teaching methods such as individual assessment; structured environment; functional curriculum and life skills training were developed (University of Michigan, 2012). In America the United States Education for All Handicap Children Act (Public Law 94-142) mandated that all children with handicaps including the emotionally disturbed receive a free appropriate public education and which
emphasizes special education and related services designed to meet their unique needs. Each handicapped child should be placed in segregated settings only when their education cannot be achieved in the regular classrooms.

For a long time, behaviorally disordered children have been underserved; many children who qualify for service have not received yet according to Botha (2014), aggressive behaviors tend to impact negatively on individual’s emotional well-being. It may lead to deterioration in children’s school work, loneliness, anxiety, fear of social situations, negative emotions, depressions, poor socials kills, failure to develop new friendships, becoming suspicious of their peers, emotional development, continual absenteeism, and hostility towards peers, emotional stress, low self-esteem, adjustment difficulties, poor relationship and friendship skills. Botha, (2014) reveals that aggression impedes negatively on learners’ social and academic development and well-being of children. This jeopardizes the schools’ endeavors to effectively socialize learners

Aggressive adolescents in South Africa (Gasa, 2005) and in Ghana (Owusu-Banahene & Amedahe2000) were found to lack core abilities for satisfying social relationships. These include; developing and maintaining sound friendship, sharing laughter and jokes with peers, knowing how to join an activity; skillfully ending a conversation and interacting with a variety of peers
and others in class and in the playground. They thus miss out on peer and group learning which are key methods of instruction thus negatively hurting their academic progress.

In a study on “Aggressive behaviour among Swazi upper primary and junior secondary students: implications for ongoing education reforms concerning inclusive education”, Mundia (2006) indicated that aggression was one of the many conduct disorders cited. According to the study, there were more students with aggressive tendencies in government schools than other types of schools. These students lived mainly with biological parents. Furthermore teachers relied mainly on punishment to deal with aggressive students. The study recommended that teachers skills in handling aggressive cases need to be enhanced by both pre-service and in-service courses. School counsellors need to be appointed to provide suitable psychological interventions.

Studies in Kenya also point indicate the influence of aggressive behavior on children’s learning and development. For example Wawira (2008) says that children with aggressive behaviors interrupt learning activities and lack focus on activities in class. This is likely to hurt teacher, child relationship hence making the learning process difficult. This is because the child may fail to follow instructions during the teaching process and miss out on scaffolding that is necessitated in a warm teacher-pupil relationship.
Although there is inadequate data concerning children with aggressive behaviors in Mwingi Central District some studies have been done in the neighboring region. One study by Meitcher (1979) in Mackakos showed children with aggressive behaviors less nurturing and responsive to others. They are unfriendly and not willing to cooperate with teachers and peers. This leads to poor interaction between the teacher and the children which is likely to affect their educational achievements. The current study established that aggressive tendencies influence educational progress of the children which this study did not address adequately.

Strands have been made toward education for all including free primary education launched in 2003 in Kenya. However there are quality issues and many children are not progressing well according to Uwezo report (2013). Mwingi region is one of the worst performing according to the report. The report indicates that some children in standard seven are not able to perform a standard one task. This could be due to poor quality of the education system right from preschool years especially if the needs of various children are not catered for. One of the challenges in education is special needs children issues where the ordinary curriculum may not be able to address the needs of such children. The same region is exposed to aggression from the pastoralist invasion from the north eastern region and from Somalia. Some families are forced to live in the forest in fear of the attack. Learners are likely to be socialized aggressively through social learning and frustration. The study thus
contends that one of the contributions of poor academic performance is aggressive tendencies socialized in these children. Inadequate support services for such children are most likely to make their education progress low.

The contention of the current study was that if children with aggressive behaviors are not supported adequately, their educational progress is at great risk. In order to find out more about this contention, the following areas were investigated in the study: children's academic performance, task completion, school attendance and school dropout. The study also sought to find out strategies that are used to help children with aggressive tendencies in Mwingi central district.

1.3 Statement of the Problem

Substantial efforts have been made by different researchers to establish the influence of aggressive tendencies on children’s learning and development. The University of Quebec (2011) showed that children with aggressive behaviours have fewer play mates. On the other hand Aggressive adolescents have been found to be poor in social skills and tend to perform poorly in education. As revealed in the background, extreme aggressive behaviours in children are an indicator of future behaviour problems that is in adolescence and adulthood (Banahene and Amadehe, 2005)
Furthermore children with aggressive behaviours are found to be less helpful in nurturing and responsive to others. However, there is need to establish whether this can affect the children learning. Therefore there was a need to find out the strategies to tame the problem of aggression in children. While Hudley (2013) points out those aggressive behaviours that affect development and learning, the current study sought to establish details on how these aggressive behaviours affect academic progress.

The gap that the current study filled was how aggression influences children’s educational progress with specific focus on school attendance, task completion, academic performance, class participation and school dropout which were not adequately brought out in other reviewed studies. In addition the strategies employed by teachers when handling these children in Mwingi Central District were a point of concern. The study was to investigate the challenges faced by teachers in handling children with aggressive behaviours in Mwingi Central District, Kitui County. Teachers’ training and administrative challenges were investigated. These challenges were not adequate in the available studies.

1.4 Purpose of the Study

The purpose of the study was to find out the effects of aggression on children’s educational progress. The study also aimed at investigating how aggression in children affects their school attendance, task completion, academic
performance class participation and school dropout rate. In addition, the study was to find out the challenges faced by teachers handling aggressive children. The study also investigated the various strategies of handling children who display aggressive behaviours in Mwingi Central District.

1.5 Objectives of the Study

The objectives of the study were to:

1. Find out the factors that contribute to aggression among 5-8 year old children in Mwingi Central district.
2. Find out the effect of children’s aggression on their educational progress.
3. Find out the challenges encountered by teachers when dealing with children having aggressive behaviour
4. Find out the intervention strategies teachers use to assist children with aggressive behaviours

1.6 Research Questions

The study intended to answer the following broad questions.

1. What factors contribute to aggression in 5-8 year old children in Mwingi Central District?
2. How do aggressive behaviours in children affect their educational progress?
3. What challenges are encountered by teachers when handling aggressive children in Mwingi Central District?
4. What intervention strategies do teachers use to assist aggressive children?
1.7 Hypothesis

The following hypothesis was tested:

**Ho1**: Children’s aggressive behaviours negatively affect their academic performance

1.8 Assumptions of the Study

The key assumption driving this study was that aggressive behaviour in children is connected to their academic progress. The study also assumed that aggressive behaviours can be successfully dealt with if appropriate programmes are put in place and with maximum collaboration between teachers, parents, community NGOs and the government. This will enable aggressive children to succeed in school and in life.

1.9 Scope and Delimitations of the Study

This section describes both the scope and delimitations of the study

1.9.1 Scope of the Study

The study took place in Mwingi Central District. The target population was 5-8 year old children and their teachers in both public and private schools. Parents of the sampled children were also included in the study. Finally, a DICECE officer and district special education officer were included in the study.
1.9.2 Delimitations of the Study

The study only focused on aggressive behaviours in children and how these behaviours affect children’s educational progress. The study left out other effects of children’s aggression like social effects. Although there are many educational effects of aggression, the study only focused on school attendance, academic performance, task completion in class, school drop-out and class participation. Challenges in dealing with aggressive children and possible strategies to help them were also studied.

1.9.2 Limitations of the Study

The study faced various challenges including lack of sufficient cooperation from respondents. In some cases the administrators and teachers especially in private schools feared to give information thinking that it could lead to parents withdrawing children from their schools or that they would lose their jobs. However the researcher assured them that the information was only for academic purposes. In addition the researcher encouraged the respondents not to write their names and those of the children on the instruments.

Access to the study site was also another limitation because many roads in the interior of Mwingi district are in deplorable state and are characterised by lack of bridges, a lot of sand and a hilly landscape. The researcher therefore resorted to using motorbikes as a means of transport. Finally financial constraints were experienced as conducting research is expensive owing to the costs involved.
Though the researcher did not have enough funds, he sought financial assistance from relatives and friends to succeed in the research process.

1.10 Significance of the Study

The findings of this study may add more information in understanding children with emotional and behaviour problems especially aggression in Kenya. The findings may prompt child specialists to reflect deeply about the programs for aggressive children in Mwingi Central district. Furthermore, it may also guide other researchers to investigate and document more about children with emotional and behaviour problems especially the aggressive children and as consequences as adults.

Teachers and other child specialists may find these findings useful. They may be informed of the importance of designing and implementing quality and comprehensive intervention programs for children with emotional and behaviour problems like aggression. Schools may plan for these children appropriately from an informed perspective. District Centres for Early Childhood Education (DICECEs) may improve on their curriculum so as to train responsive teachers. Children will benefit from the findings of the study if implemented. The quality and comprehensive programmes put in place by teachers and other caregivers will help children develop appropriate social skills and thus adjust well in education programmes and their future lives.
The findings of this study may also help parents improve their parenting styles. Some of the parents will get the information when they read the report while others will access the information through parent training. The improved parenting styles will enable children acquire good social skills and help them avoid aggressive behaviours in future. Thus children will grow up holistically and with adequate social and educational skills. On the same note, the community will be enlightened on strategies of ensuring healthy children in the community by learning on how to ensure healthy emotional development of children.

The findings may also be useful to policy makers in the Ministry of Education and other ministries concerned with children like the Ministry of Gender and Children’s Affairs (MGCA), and the Ministry of Health (M.o.H). Hopefully child policies formulated in future may include children with behaviour problems like aggression. Thus the policies will be comprehensive, participatory and effective. Non-governmental organizations, community based organizations and other organizations may also find the information useful in designing early childhood programs to address the issues of emotional and behavioural problems like aggression in children.

1.11 Theoretical Framework

This study is based the following theories:

1.11.1 The Social Cognitive Learning Theory

The theory was put forward by Albert Bandura and it states that children develop through learning from other people around them. In particular social cognitive
learning theorists emphasise the role of observation and imitation of role models. In general, social development is seen as a continuous learning process, rather than as happening in stages (Bandura & Ross, 1961). In this kind of learning, children observe others and form ideas of how new behaviours are performed and on later occasions, this coded information serves as a guide for action. Baron and Richardson (1994) also give a clear explanation when saying that an individual may acquire a wide variety of aggressive responses when rewarded for such behaviour. Providing reinforcement for acts of aggression increases the probability repeated aggressive behaviour tendencies.

This theory provides a logical theoretical link between exposure to community violence and the later development of aggressive behaviour. Exposure to community violence teaches aggressive behaviour and encourages the acceptance of aggression as a norm (Collings & Magojo 2003).

1.11.2Social Constructivism Learning

The theory developed by Lev Vygotsky (1978). He emphasised the critical importance of culture and the importance of the social contexts for cognitive development. His idea of Zone of Proximal Development says that students can learn/master concepts and ideas that they cannot understand on their own with the help of an adult or informed other. In the context of the current study, children’s aggressive tendencies may negatively influence teacher-pupil relationships. Where the social interaction between the child and the adults is
inhibited due to aggressive tendencies learning becomes difficult. Aggressive behaviour tendencies tend to negatively impact on social interaction between the children and adults or informed others. This lowers the opportunities for scaffolding. This is likely to translate in poor academic performance, school attendance and classroom participation.

1.12 Conceptual Framework

Family and society in general lead to increase in aggressive behaviors. Children model the aggression from their surroundings thus becoming aggressive. On the same note, the environment can instigate frustrations in the children thus causing aggressive behaviors.

Children may show aggressive behaviors by fighting, bullying, biting others, interrupting activities among others. When children are aggressive, they are likely to have poor relationship with teachers and peers. This will negatively influence their academic progress. Poor relationship between the teacher and the child leads to lower levels of scaffolding thus poor acquisition of key concepts. On the same note aggressive tendencies may result in low task completion, poor class activity and higher absenteeism. This makes the education progress of the children to be poor and leads to education wastages. Poor teacher-relationship and low academic performance may cause more aggressive behavior tendencies.
With appropriate interventions aggressive children can also do well in education. Child care programs, social skills development, parent and community training, guidance and counseling programs can reverse the negative effects of aggressive behaviors of the children. This will lead to improved class activity participation, improved task completion, reduced dropout rates and absenteeism. Class performance of these children will be high.
Figure 1.1: Conceptual Framework

**Independent variable**
(Aggressive behaviors)
1. Hurting others
2. Fighting, bullying, quarrelling, grabbing objects, name calling, spreading ramous, challenging instructions

**Dependent variable (low academic progress)**
1. Poor teacher-pupil relationship;
2. Low class participation
3. Poor academic performance
4. Poor school attendance
5. High school dropout
6. Poor task completion

**Outcomes (high academic progress)**
1. High class participation
2. Improved task completion
3. Improved school attendance
4. Improved teacher-pupil relationship
5. Increased academic

**Intervention**
1. Child care programs
2. Social skills training
3. Guidance and counseling
4. Teacher training and support

**Key:** The block arrows indicate the direction of relationship
1.13 Operational Definition of Terms

**Academic Performance** - refers to scores in percentage in classroom activities like writing, reading, arithmetic, drawing, singing and modelling among others.

**Aggressive Behaviours**: they are behaviours whose intention is to harm others either verbally or physically. This may include all or any of the following: throwing objects, bullying, fighting, quarrelling, grabbing objects, biting and kicking, head banging, clinging on adults, interrupting activities, answering back, challenging instructions, swearing, making offensive comments and name calling.

**Aggressive Child**: in this study, he/she is a person between the ages of 5 and 8 years who show one or more aggressive behaviour tendencies as defined above.

**Class Participation**: this includes taking part in classroom activities like singing, modelling, asking and answering questions, storytelling, dramatizing, and discussion.

**Drop-out**: failure to attend school for a period of one term.

**Educational Progress**: in this study refers to school attendance, academic performance, school dropout rate, class
participation and task completion among aggressive children.

**School Attendance:** Coming to school regularly during school days

**Task Completion:** Accomplishing assignments given in class within the stipulated time.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter highlights causes and effects of aggression in children, the challenges in handling aggressive children and intervention strategies.

2.1.0 Factors Contributing to Aggressive Behaviours

According to reviewed literature, there are many causes of aggressive behaviours. These factors include child temperaments and parenting; genetic factors; parental stress and family dysfunction; peers and neighbourhood and society. These factors are discussed in the following sections.

2.1.1 Child Temperament and Parenting

Ortiz and Bandana (2006) analysed the relationships between the dimensions of temperament and the exteriorized emotions of aggression and anger. Temperament was assessed by mothers using the Dimensions of Temperament Survey-Revised, while aggression and anger were self-reported by the children using the Scale of physical and Verbal Aggression and the State–Trait Anger Expression Inventory for Children. The sample studied was made up of 293 children (49.83% boys; 50.17% girls) with a mean age of 11.13 years. The results showed that temperamental difficulties give rise to exteriorized emotions, especially anger.
The significance of temperament lies in the assumption that temperament shapes personality development and influences developmental outcomes. The link between temperament in early childhood and later behaviour patterns has been documented. For instance, dimensions associated with difficult temperaments like emotionality, impulsivity are predictive of behaviour problems. A longitudinal study in the US, by Campbell, Gilliom and Shaw, (2000) found consistent correlations between infant temperament, parenting styles and later behaviour problems. Infants with difficult temperament, that is, infants who are irritable, have strong negative emotional reactions, lack persistence, are overactive and difficult to soothe may be at greater risk for developing aggressive behaviour in early or middle childhood. The degree at which these children will develop behaviour problems depends on quality of parenting.

Another study by Purdue University (2008) reveals that parents who have a propensity for being verbally aggressive have a tendency to try to direct and control their children during play. As a result, these children are less cooperative and aggressive. This is corroborated by the results of a study by Kinai (2002) who found out that children whose parents were harsh were significantly more aggressive than those adolescents whose parents showed love. In another study on parental characteristics and truancy by Nderitu (2012), it was established that parental characteristics have direct impact on the learners and especially parents who were violent to their spouses. Children of
such parents were found to portray aggressive and truant characteristics. However there was scanty literature on how parenting affects 5-8 year old children and especially in Mwingi Central District. It was not also clear how parents can be assisted to improve on their parenting. There was therefore need to conduct the current study in order to obtain more information.

2.1.2 Genetic Factors

Available literature points to the fact that physical aggression runs in families. For instance, Keenan and Shaw (1995) found out that physical aggression of boys at two years of age was found to be predicted by a history of familial criminality. A research by Farrington, Barnes and Lambert (1996) revealed that 53% of males with a convicted family member were themselves convicted, compared to only 24% of those without a convicted family member. This is supported by another study by the University of Texas (2012) which found that genetic factors affect children’s display of aggressive behaviours.

In another study by Baker, Raine, Liu and Jacobson (2008), heritable influences were found for aggression although there were variations depending on gender and culture. For instance, African American children scored higher on aggression than other ethnic groups. This concurs with Munroe, Hulefeld, Rodgers, Omeo, and Yamazaki (1999), who found that children in Kenya and Nepal - patrilineal cultures- were more aggressive than those in Belize and American Samoa.
2.1.3 Parental Stress and Family Dysfunctions

Research by Dodge, Bate & Pettit, (1990), shows that elevated levels of aggression are found in abused children whose parents are stressed. Such parents tend to spank their children ending up in making the children vulnerable to aggression. A study by Brannon (2010) reveals that children who are spanked frequently at ages three are more likely to be aggressive when they are five. All of these abuses hurt the child’s self-esteem and they feel unworthy and useless. He later starts to act out behaviour including aggression as a way of self-defence.

In a study to analyse differences between aggressive and nonaggressive rejected students by Lopez, Olaizola and Ochoa (2006), it was established that aggressive rejected students reported lower levels of family self-esteem, less parental support, higher levels of aggression between their parents at home, and a more offensive parent child-communication in comparison with nonaggressive rejected adolescents. The study involved 843 Spanish adolescents ranging from 11 to 16 years old, of whom 47% were boys. Gasa (2005) on the other hand affirmed that family climate is responsible for aggressive behaviour expressed by adolescents. Broken homes and those where parents quarrel frequently have been linked to stress in children which in-turn may cause physical and emotional illness like aggression.

Local studies have also established that majority of children convicted in approved schools were from broken homes and most of them came from
difficult situations (Ndirangu, 2001; Wakanyua, 1995). Majority of those from the urban areas are from slums. They lack food, shelter, money and thus majority are school drop-outs. Poor parenting, poverty in the home, child abuse and neglect worsens the social behaviours of children (Gitau, 2002).

A study in Kenya by Meicher (1979) on the relationship of family economic status to Akamba children's social behaviour revealed that socio-economic status of the family was related to children’s social behaviour. Children from more traditional, landholding families had more helpful, nurturing and responsible behaviours with others. Children from less traditional, shareholding families engaged in more aggression, and more egotism.

A study by Ndonga (1987) about family environments and delinquent behaviour implications for delinquency prevention efforts pointed out that adolescents in secondary schools do engage in juvenile behaviours. The family environments which these children come from as measured by family size, family stability, level of education attained by parents, the social economic status of the family, and the frequency of visits by absent parents and religious commitment of the family predispose these children towards juvenile behaviours. Children who had engaged in high level of delinquency behaviour came from larger families, from families in which the parents had attained low levels of education, from low socio economic status families, from families in which parents rarely visited their children and from families which had a low level of religious commitment. A common trend in Mwingi central district is
rural urban migration to look for employment in Nairobi, Mombasa and Garrisa as the major destinations.

In finding out the relationship between type of family and academic performance of preschool children in Ngaremara location Isiolo District, Kenya by Ekomwa (2007), it was evident that families with many children were not able to provide for them which affected their academic performance. It was therefore concluded that family background had a relationship with how children behaved and performed at school. Parental deprivation either through death or separation from significant attachment figures is a major factor affecting the psychological problems in children (Mutiso, 2008). According to the study, although both orphans and non-orphans show levels of psychological disorder, total orphans had higher prevalence of depression prevalence. On the same note, children in the rural areas were twice more likely to suffer from psychological disorders than the children in the urban setting. The current study intended to find out whether this contributes to aggressive behaviours in children.

Vyas (1982) investigated aggression and achievement in nursery schools in Nairobi. The main purpose of the study was to establish the aggression and the academic achievements of the nursery schoolchildren in different nursery school in Nairobi. The study also examines the effects of sex, age and social-economic class differences on aggression and academic achievement. In the study, aggression was measured by summing the frequency counts or tallies of
the child’s behaviours observed as aggressive. A measure of pupils’ achievement was obtained by asking the teachers to grade their performance on a four scale; A, B, C, and D. grade A and B were awarded for good performance and C and D for poor performance. In the analysis of data, the analysis of variance (ANOVA) and chi square were used. The results showed that: boys are more aggressive than girls; within the lower social-economic class boys are more aggressive than girls.

2.1.4 Peer Pressure and Influence

In their study, Keenan and Shaw (1995), indicate that peers may influence each other to engage in antisocial behaviour like drug and substance abuse which increases the vulnerability of aggression. Aggressive children are often friends of other oppositional, aggressive children. However, highly aggressive children are rejected by their peers due to poor social skills that accompany their aggression. Aggressive children, who are rejected, compared with those who are not, show more diverse and severe conduct problems (Bierman, Smoot & Aumiller, 1993). Similar arguments are supported by Imtiaz, Yasin and Yaseen’s study (2010) which revealed that relationships with peer group is such an important factor that is more significant in causing aggressive behaviour among youth. The study aimed to explore all possible social factors affecting the aggressive behaviour among youth. A sample of 175 students was taken randomly from Bahauddin Zakariya University Multan, Pakistan.
Gasa (2005) in his study on adolescents with aggressive behaviours in South Africa, points out that these adolescents are influenced by their friends to be aggressive. They learn much of their behaviour patterns from modelling the behaviours of others especially their age groups. In an investigation of disciplinary styles and problems of parents in Nairobi, Kibera (1998) noted that although the church and teachers had a positive effect on reinforcing their disciplinary effort, the media and children’s peers had negative effects. Nyamato (1997) noted that most of the children in Shimo la Tewa Borstal institution committed their offences for example stealing, disobedience, rape and being in possession of drugs due to bad company.

Gitau (2002) also concurs with these sentiments and identified peer group influence as one of the main causes of behaviour problems. An investigation of factors contributing to common deviant behaviours patterns among secondary school students in Mtitoandei Division, Makueni District demonstrated that peer groups have a lot of influence to deviant behaviour of group members (Kyungu, 2003). Maina (2008) discovered that among the causes of deviant behaviour among secondary school students is negative peer pressure. Most of the existing studies on peer pressure and influence have tended to focus on older children and adolescents.
2.1.5 Neighbourhood and the Society

Epidemiological research suggests that individuals with behavioural problems tend to cluster in neighbourhoods so that behavioural problems and their negative consequences echo throughout neighbourhoods (Wilson & Hernstein, 1994). If the neighbourhood is characterized by violence, children are most likely to be socialised in an aggressive way.

A study by the University of Michigan (2012) indicates that children exposed to ethnic and political violence are more aggressive than other children. The study revealed that Palestinian children were more aggressive than Israel children because the Palestinian children are exposed to violence more than Israel children. Thus Palestinian children engaged frequently in violent behaviours like pushing others, punching, choking someone and taking others’ things without asking.

The community members also influence aggression in children as revealed in a study by Gasa (2005). According to the study, the community members are not good example to the children. Children who are exposed to violence suffer directly and indirectly and tend to be traumatized as notes Njuguna (2012), in his study on the provision of psychosocial support to children traumatized by the 2007-2008 postelection violence in Kibera. He further notes that exposure to violence is associated with a variety of aggressive and otherwise maladjusted behaviour that can disrupt children school adaptation, academic competencies, generally disruptive behaviour and anti-social behaviour among others. Thus,
most children who witness their parents brutally raped and killed are likely to display behaviour problems like aggression in retaliation in future. This study therefore wanted to establish the strategies to help children who have been exposed to aggressive situations and who are aggressive or at risk of being aggressive.

2.2 Educational Effects of Aggression

Aggression in children can have negative effects on educational progress of an individual as discussed in the following section.

2.2.1 School Attendance and Dropout

According to Hudley (2013), childhood aggression carries a host of negative developmental consequences that persist and accumulate overtime, including delinquency and criminality, peer rejection, poor school adjustment and attendance, and mental health concerns. The children also exhibit poor school attendance and drop from school more often (Hudley, 2013). Lopez, Olaizola and Ochoa(2006) affirms that aggressive rejected students showed lower levels of academic self-esteem, a more negative attitude toward school and studies, poor relationships with teachers, and more academic difficulties than did adolescents in the nonaggressive rejected sub groups. This is likely to cause low academic performance in class as pointed out in a study by Wawira, (2008). This in turn makes school life to be unpleasant to the child since he or
she does not enjoy what goes on in school hence it heightens children’s absenteeism and dropout rate.

Njuguna (2012) says that aggressive behaviours in children can disrupt children school adaptation. This may include causing absenteeism and school dropout. It was therefore important to find out if there are children with aggressive behaviours who perform well in class and the reasons for their resilience. These reasons will help in designing programmes for aggressive children. Parents should therefore get fully involved in the children schooling process so as to guide them where necessary. The teachers should be loving and caring.

2.2.2 Academic Performance, Class Participation and Task Completion

There are important connections between aggression and grades, teachers student relationship identification with learning materials and the school climate in general (Krall, 2003).

The influence of the grades is based on high parental expectation not reading these high standards results in conflicts and aggressive behaviours. As far as the teacher student relations is concerned, the characteristics leading into more aggressive behaviours are rigid behaviour of teacher and the use of institutionalized ways of power. When we consider the social climate in
classroom the emphasis is put on connectedness among students, friendly relations and absence of competitiveness (Poppi, 2003).

Severely disruptive social behaviour like in early childhood, particularly aggression, has been implicated as a primary cause of both early and later-occurring academic underachievement, the need for special education, and problems with truancy and school dropout. Highly aggressive children are perceived as less academically successful, more behaviourally disruptive and less motivated in class. For example they are usually off tasks and fail to accomplish them in time within the class and not doing homework (Hudley, 2013; McEvoy & Welker, 2012). Wawira (2008) reveals that aggressive children are less attentive in class which results in poor academic achievement due to poor memory. Attendance and concentration enhance transfer of information to long term memory.

In a study to predict academic achievement from classroom behaviours, Flynt (2008) examined the influence of behaviours exhibited in the classroom on reading and math achievement in the first, third and eighth grades; and the influence of teacher perceptions on reading and math achievement of African-American versus white students and male versus female students. Results revealed that students who were rated higher on positive behaviours had overall higher achievements scores than students who were rated higher on negative behaviours like hostility.
A study on causes and effects of deviant behaviour among secondary school students, Maina (2008) found out the effects of deviant behaviours as dropping out of school, poor academic performance and bad influence on others. McFadyen and Dodge (1998,) reviewed eight long-term, family based experimental studies (four preventions and four interventions) which successfully decreased children’s disruptive behaviour and produced improved educational outcomes. Educational gains included higher grades, higher achievement scores, higher IQ scores, improved use of expressive language, increased participation in group tasks, decreased truancy and dropout rates. Children’s aggressive tend to disrupt their school activities including paying attention and concentrating on tasks. This in turn affects their maximum performance in academics (Njuguna, 2012)

However there is a possibility of these children being gifted and talented as described by McGuffog, Feiring and Lewis (1987). Some gifted children are treated by the caregivers as weird thus they are misunderstood. Extremely gifted children may have emotional problems or they may be gifted in certain areas and delayed in other areas. This is echoed further by Stevens (2014), who says that aggressive behaviours are found in gifted young children. These children are sometimes misdiagnosed with autism. Thus care and attention is important when handling children who show aggressive behaviours.
2.3 Challenges in Handling Aggressive Children

Problem behaviour in the classroom is one of the most difficult aspects of a teacher's job. It interrupts their lesson plans, tries their patience, interferes with the other children's learning environment and leaves many teachers feeling overwhelmed, helpless, and out of control (Heward, 2006). Without a deep understanding of the reasons behind the behaviours these children exhibit, proper intervention and control within the classroom may very well be impossible. Most of the aggressive behaviours are misinterpreted and most teachers do not understand the causes of aggressions. This makes it hard to deal with the problem (Mukuria & Korir, 2006).

Lack of adequate cooperation from parents is also a challenge. Parents accuse teachers of not helping the child but do not take responsibility in disciplining their children. Other parents are too irresponsible that they cannot attend school meetings. Some parents abuse drugs and substances, while others live in very difficult circumstances like in the slum areas (Ndirangu, 2001; Wakanyua, 1995). Aggressive children of such parents have overwhelmed the teacher without the support of the parents. For a child to learn and develop well there should be cooperation between the teacher and the parent. Teachers cannot help the children without the support of the parents. The community too, does not support the teacher’s effort in helping aggressive children. Gasa (2005) indicated that the community contributes a lot to children’s aggressive behaviour since there are no good role models for children in the community.
Shaw and Bell (1998) indicate that violent and risky neighbourhoods can lead to aggressive behaviours in children and the teacher has little to do. Therefore for success in helping children with aggressive behaviours it is important for full collaboration between teachers, parents and the community.

2.4 Intervention Programs for Aggressive Children

This section discusses various programs for preventing aggression in children. These programs include child care programs, social skills training, parent training, and school guidance and counselling.

2.4.1 Child Care Intervention Programs

Large scale research in the US by Vandell and Wolfe (2000), have indicated that where the quality of care was high, there were fewer reports of behaviour problems than where it was low. Poor quality care is detrimental to children in that it increases angry defiance, whereas early exposure to high quality care can be beneficial in terms of social competence. According to Morrison (2012) quality care and education for young children consists of an environment that has healthy child care, is safe, respectful, supportive and challenging. Teachers should be responsive and able to meet the needs of various children including the aggressive ones.
According to a study by the University of Quebec (2011), children who have a good relationship with their teacher may be protected from expressing aggression and being the target of aggression at school. They were protected from acting aggressively and being the target of other children’s aggression if they had a very good relationship with their teachers- a relationship that was warm, affectionate and involved open communication. Secure student- teacher attachment was found by Bergin (2009) to influence student’s adjustment and school success. Secure attachment is associated with higher grades, greater emotional regulation, competence, willingness to take challenges and with lower levels of delinquency. What about the preparedness of the teachers? Are they well trained on how to handle aggressive children? Do they attend short courses concerning aggressive children? These are some of the issues that the current study endeavoured to bring out.

2.4.2 Programs to Improve Children’s Social Skills

The basic issue with aggressive children is lack of basic social skills necessary for developing a supportive friendship network (Giordano, Cernkovich & Pugh, 1986). Some of the social skills include; greetings, initiating conversation, understanding the listener, empathizing, apologizing and problem solving. Most parents do not practice these skills thus ending up to be poor role models to their own children. Thus it is important that the programs in training and counselling children in developing social skills be initiated and carried out.
Teachers can be valuable facilitators in helping children gain social competency. Pairing a socially inept child with a socially adept child, involving children in cooperative instead of competitive learning exercises, identifying and acknowledging the strengths of all children, greatly enhance all children's social abilities (Cohen, 2000). In a classroom situation, there should be lots of toys and plenty of space and time for outside play. Large motor activities are great for encouraging young kids to play together. Positive behaviours should be rewarded. Hugs, gentle touches, sharing and co-operation should be noted and rewarded with lots of attention. However there is need for the teachers to be well equipped with social skills and practice them before training the children. The study intended to find out if teachers are well equipped with the skills and if they are good role models. If they are not equipped, what are the reasons and what is the way forward.

2.4.3 Parent Training and Education Programs

According to Ndani, (2010) parent education and training can prepare parents to understand by teaching them developmental principles such as ages and stages and learn specific skills of observation and interpretation. Parent education and training can also be an ideal setting for parents to learn about child guidance and help the parents understand the challenges children go through in school and how to help them cope with such challenges. Parent training, social skills training, home visiting and teacher support causes better performance in school, less aggression, less aggressive friends, and less
delinquent. Kibera (1998) recommends that parenting classes should be conducted using existing forums like parents teachers association meetings to help them improve their communication. They should be trained to be warm and nurturing which help children to be pro-social that is caring, sharing, and helpful. They also acquire verbal skills and know how to keep their selfish or aggressive impulses in check. Those parents who have low levels of education should be encouraged to be concerned about the education of their children. Those who are not able to provide school materials due to poverty should be guided to start small income generating activities.

Ndonga (1987) recommends for family guidance and counselling to the family since it is the first agent of socialization. This is in view that of the fact that most children engage in delinquent behaviour due to inadequate socialization. This is revealed in her study on ‘family and delinquent behaviour implication for delinquency prevention efforts’. It is further recommended by Kyungu (2003) that the school administrators should always mobilise parents and the community when dealing with behaviour deviant among students.

2.4.4 School Guidance and Counselling Program

School guidance and counselling program for young children is a good component for it helps children understand themselves and deal with their challenges and better lives. It gives teachers the opportunity to understand
clearly the children they are working with and their problems before helping them (M.o.E, 1977). Morrison (2012) says that guidance helps to deal with aggression even before the behaviour occurs. Guiding children’s behaviour is important because it ensures that children learn well. Moreover guidance ensures lifelong success since it lays foundation for lifelong responsible and productive life. It prevents future delinquency problems and helps children live in civility and be responsible in society. One of the recommendations by Mundia (2006) recommended for the appointing of school counsellors to provide suitable psychological intervention in her study on aggressive behaviour among Swazi upper primary and junior secondary students: implications for ongoing educational reforms concerning inclusive education. Counselling skills on how to handle aggressive behaviours can be organised through pre-service and in-service courses.

Maina (2008) notes that guidance and counselling and involving parent’s helps to control deviant behaviours among secondary school students. Peer counselling is found to be effective in dealing with behaviour problems. In a study on effects of peer counselling on conflicts resolution and locus of control among secondary students in Eldoret East District, Kenya, Kiprono (2014) found out that peer counselling and locus control had significant influence on conflict resolution among the students. Schools should therefore adopt peer counselling to help students deal with their issues that may lead to destruction of property or life hence creating peaceful school environment where the
students and teachers feel comfortable to be in and where each individual rights are respected. This study sought to establish the guidance and counselling for 5-8 year olds. Availability and effectiveness of guidance and counselling for 5-8 year olds will be assessed. If the programme is not there, the current studies will assess the reasons for its absence.

2.5 Summary

The reviewed literature has revealed that aggressive behaviours in children are caused by various factors. It has also pointed out the educational effects of children’s aggression; challenges of handling these children and possible strategies to help aggressive children. However the following gaps have been identified:

It is not clear how these factors affect 5-8 year old and especially in Mwingi central district. For instance it is not clear how child temperament and parenting influence 5-8 year old children especially in Mwingi central district. There is scanty information on how genetic influence affection the behaviours of children and more so aggression. The literature on how peer influence aggressive behaviours of children 5-8 years is not adequate. On the same note it is not clear how to teach children about positive peer influence. The current study endeavoured to find out the effects of these factors and others not in the literature among 5-8 olds in Mwingi Central District, Kitui County Kenya.
How aggressive behaviours among 5-8 year olds affect their school attendance, dropout rates, task completion and class participation was not clear in literature and thus the essence of the current study. Adequate information is missing on the appropriate programmes for helping 5-8 year old aggressive children in Mwingi Central District. The study investigated other strategies employed in Mwingi Central District in helping aggressive children and the challenges in implementing these programmes.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter highlights the research design, the location of the study, the research variables, target population, sampling techniques and sample size. Research instruments, pilot study, validity and reliability of research instruments are also presented. The chapter further describes data collection and data analysis techniques and finally logical and ethical considerations of the study.

3.1 Research Design

The study employed a descriptive design. According to Orodho and Kombo (2002) cited in Kombo and Tromp (2006), this design enables the researcher to find out people’s views, opinions on aggression and education progress. The design enabled the researcher to get opinions and views of teachers, children officers and DICECE officers concerning the issue of children with aggressive behaviour and its consequences in Mwingi Central District. This enabled the researcher to describe the state of affairs as it exists and form important principles of knowledge and solution to this significant problem of aggression in children.
3.2 Variables

This section describes both the independent and depended variables of the study.

3.2.1 Independent variables

The independent variable is the aggressive behaviours in children. This was measured by observing the aggressive tendencies such as, fighting others, bullying, taking other children’s property without permission, throwing objects, grabbing objects, biting and kicking, head banging, interrupting activities and frequent temper tantrums. It is also inferred through, answering back, challenging instructions, and swearing, offensive comments, name calling, threatening others and cursing others.

3.2.2: Dependent variables

The dependent variable is educational progress. This was measured by assessing children’s school attendance (coming to school regularly), classroom participation (actively engaged in lessons), task completion (accomplishing tasks on time), temporary school dropout (missing out of school for one term) and academic performance.
3.3 Location of the Study

The study was carried out in Mwingi Central District, Kitui County Kenya. The families in the region have been exposed to aggression as a result of inter-tribe war between the native Akamba and pastoralists from Tana River district, Dujis and Somalia. Many children are thus exposed to violence right from their young age some families are forced to live in the bush where some children are born. The region is also one of the worst performing according to Uwezo report, 2013.

3.4 Target Population

The study targeted all aggressive children between the age of five to eight years, their parents and teachers in all the schools in Mwingi Central District. DICECE officers and special education department officers were also included in the study. The aggressive children were identified using the observation checklists with the help of the class teachers.

3.5 Sampling Technique and Sample Size

This section describes sampling methods used in the study and the size of the sample.

3.5.1 Sampling Technique

The study sampled primary schools using stratified sampling so as to give chances to both public and private schools to be part of the study. Thus the
schools were divided into private and public before randomly selecting schools from each stratum. The names of schools in each stratum were written on the papers, folded and mixed and five picked from each stratum. Through the class teacher, the researcher purposively selected aggressive children. However, the children were never separated from others. On the same note the researcher minimised direct interaction with the identified children.

Teacher Observation of Classroom Adaptation- Revised (TOCA-R) as provided by Werthamer-Larsson, Killiam(1991) and Buss Durkee Hostility Inventory(1957) were used to develop the checklist for aggressive tendencies in children. This is described in section 3.6.2.

The class teachers of the classes selected (nursery to class three) were included purposively in the study. Parents of aggressive children were interviewed randomly with the help of class teachers. In each school the names of the parents were written on the pieces of paper, folded and only four out of eight picked randomly. DICECE programme officer and Special Education Officer in the district were purposively selected and given questionnaires.

3.5.2 Sample Size

Out of the 104 schools (40 private and 64 public) in the district the researcher picked a sample of ten (five private and five public) schools. This sample was picked with consideration of the researcher’s budgetary and time limits. Four
(preschool and three lower primary) teachers in each school were given questionnaires. Two most aggressive children from each class were picked for observation with the help of the class teachers thus eight children in each school and eighty children in total. Forty parents (four per school) of the aggressive children were interviewed while one DICECE and one special education officer were selected and given questionnaires.

3.6 Research Instruments

This study employed several research instruments. The instruments are described in the following section.

3.6.1 Questionnaires

Questionnaires were used to collect data from preschool teachers, DICECE officers and the Special Education Officer. There was separate questionnaire for each category. The questionnaires contained both open and closed ended items. The teachers, DICECE officer and the Special Education Officer are literate therefore they were able to respond to the questionnaires without much assistance.

The instrument was applied in the natural school environment. The researcher was personally involved in the administration of the instrument in order to clarify misunderstanding. The questionnaire was handed to each respondent individually and instructions were read out and explained. Respondents were
told to ask for clarity. Most respondent completed the test instrument within forty five minutes.

3.6.2 Observation Checklists

Observation schedules were used to gather information concerning the behaviours of the children with aggressive behaviour characteristics. This gave the researcher a chance to get first hand and detailed information about the children. Teacher Observation of Classroom Adaptation-Revised (TOCA-R) as provided by Werthamer-Larsson, Killiam (1991) and Buss Durkee Hostility Inventory (1957) were used to develop the checklist for aggressive tendencies in children. The scale indicated 10 items describing disobedient and aggressive behaviour problems. These included, throwing objects, bullying other, fighting other, grabbing others’ property, biting and kicking, head banging, interrupting activities challenging instructions, cursing others, threatening others and calling others names. For each item, teachers rated each child using five point scale to describe the frequency of the problem behaviours ranging from 1(never) to 5(very often). Total scale scores were averaged to present each child’s level of aggressive-disruptive behaviour out of each point (grades 1-5) and to assess classroom level of aggression. Using this tool children with highest score were selected for study.
In the observation, behaviour occurring more than five times was indicated as most often while four times was often. Behaviour indicated as rarely had a frequency of three while that of very rarely occurred one or two times. Never behaviour meant behaviour was not observed.

3.6.3 Interview Schedule

Interview schedules were also used to gather information from parents. Each parent was interviewed by the researcher using the interview schedule. The researcher recorded the responses in each interview schedule.

3.7 Pilot Study

A pilot study was carried out in one school which was not included in the final sample. This school was selected because it was deemed to represent learners from all backgrounds and different environmental upbringing who have been directly and indirectly involved in aggressive behaviour. The purpose of the pilot study was to ensure reliability and validity of the instruments. All the instruments were tested during the study and necessary adjustments and reconstructions were done.
3.7.1 Validity

Early childhood experts including lecturers in the early childhood studies department in Kenyatta University helped to establish the validity of the instruments. They went through the instruments and reviewed all of the items for readability, clarity and comprehensiveness. The questionnaires, interview schedule and the observation schedules were scrutinized by the experts. Adaptation- Revised (TOCA-R)) and Buss Durkee Hostility Inventory were used to develop observation checklists. After the administration of the instruments during the pilot study, further review was done to identify and clarify ambiguities of the items. Some items were reframed while others were removed especially those that elicited different and sometimes confusing responses. Furthermore the length of the instrument especially the questionnaire for teachers was reduced to focus on the purpose of the study.

3.7.2 Reliability

During the pilot study, the reliability of the questionnaires was established using test-retest method. In this method, the same instrument was given to the same respondent after two weeks. Consistence was determined using spearman’s rank coefficient where a correlation coefficient of 0.80 was established. This was calculated using the Statistical Package for Social Sciences (SPSS) as presented on the table 3.1 below.
Table 3.1: Test-retest Correlation Coefficient-Spearman’s Rank

Coefficient

<table>
<thead>
<tr>
<th>Spearman rank Correlation Coefficient (R)</th>
<th>0.800</th>
</tr>
</thead>
<tbody>
<tr>
<td>P value</td>
<td>0.200</td>
</tr>
<tr>
<td>N</td>
<td>4</td>
</tr>
</tbody>
</table>

3.8 Data Collection Techniques

Before formal data collection, the researcher introduced himself to the head teachers and the teachers. The purpose of the study was explained and the meaning of aggressiveness in children elaborated. The researcher also built rapport with teachers before administration of research instruments. An informed consent from the children’s parents was also sought before data collection. Data collection took 32 days, 30 in schools, 1 at DICECE office and 1 at District Special Education Office. In each school, information on children’s behaviours was collected in the 1st day with the help of the class teachers. Observations were made in one day in each school and each observation lasted for 30 minutes per child. Teachers were issued with questionnaires on the 2nd day while four parents were interviewed on the 3rd day. The questionnaires for DICECE and Special Education Officers were issued on the 31st and 32nd day respectively.

The researcher scrutinised past performance records of children selected in lower primary classes while progress records of preschool children were used.
to gain information on their academic performance. The scores from the records were averaged and recorded for comparison.

3.9 Data Analysis

Qualitative data was analysed through content analysis where the contents of the instruments were analysed in order to identify main themes that emerged from responses given by respondents. Thematic content analysis was employed to determine the frequency of factors contributing to aggression in children, the strategies used to help these children and the challenges encountered when handling aggressive children. Tables, charts and graphics were used to present data. Descriptive statistics (mean, median, variance and standard deviation) and inferential statistics that is linear regression were used to analyse quantitative data. Table 3.3 summarises how the data in each objective was analysed.

Table 3.2: Method of Data Analysis as Per the Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Type of analysis</th>
<th>Method of analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine the factors that contribute to aggression among 5-8 year old children in Mwingi Central district.</td>
<td>Qualitative</td>
<td>Thematic content analysis.</td>
</tr>
<tr>
<td>How does aggression in children influence their educational progress?</td>
<td>Quantitative</td>
<td>2. Linear regression analysis for Ho 1</td>
</tr>
</tbody>
</table>
Assess the strategies of teachers and other children’s institutions in helping children with aggressive behaviours

<table>
<thead>
<tr>
<th>Qualitative analysis</th>
<th>Thematic content analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative analysis</td>
<td>Thematic Content analysis</td>
</tr>
</tbody>
</table>

Find out the challenges encountered when dealing with children having aggressive behaviour

3.10 Logistical and Ethical Considerations

This study ensured both logistical and ethical considerations were followed.

3.10.1 Logical Considerations

The researcher obtained permission from relevant authorities. The researcher got a letter from Graduate School, Kenyatta University allowing him to collect data. The proposal was reviewed and approved by Kenyatta University Ethic Review Committee. An approval letter was given with appropriate advice. Thereafter research permit was obtained from National Council for Science, Technology and Innovation (NACOSTI). The researcher then reported to the Education Officer and Deputy County Commissioner Mwingi Central District before data collection. A map of Mwingi Central District was also sought to ensure easier movement during data collection. It was also necessary to build a rapport with the participants and obtain their informed consent before data collection. The researcher also mobilised enough financial resources to ensure smooth running of the research process.
3.10.2: Ethical Consideration

The researcher involved voluntary participation through informed consent. The study avoided any action or word that could harm the respondents either physically or psychologically. Most important, the selected children were not separated from the group and the researcher minimised direct interaction with the children who were being observed. The teacher acted as the main mediator between the children and the researcher. Confidentiality was ensured and the respondents were assured of it. This was through encouraging them not to write their names and those of children on the instruments.
CHAPTER FOUR

FINDINGS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings, interpretations and discussions according to the objectives and research questions of the study. These objectives were to:

- Find out the factors that contribute to aggression among 5-8 year-old children in Mwingi Central district;
- Find out the influence of children’s aggression on their education progress;
- Find out the strategies used by teachers and other institutions to help children with aggressive behaviours
- Find out the challenges encountered when dealing with children having aggressive behaviour.

4.2 General and Demographic Information

In this section, general information about the respondents and the location of the study is presented. In addition, demographic information of the respondents is also described.
4.2.1 General Information

The study targeted ten schools and in each school, four teachers, eight aggressive children (two per class) and four parents were targeted, thus a total of 40 teachers, 80 children and 40 parents were included in this study. The researcher managed to get all the targeted teachers and all filled the questionnaires. All the parents targeted were interviewed and all children targeted were identified and these were two children per class in each school. Therefore the researcher was able to get an adequate sample size and the return rate for all the instruments was 100%. This is attributed to the fact that the researcher visited all the schools and waited for the instruments to be filled. During data collection the busy schedule of the teachers was a problem. The teachers had other duties to undertake like marking exams and therefore filling of the questionnaires was additional work. This forced the researcher to wait for a longer time in a school in order to get the required information. Some teachers especially in private schools feared to share the information freely because they thought it would affect their jobs. In this case the researcher had to assure them that the study was just for academic purposes only.

4.2.2 Demographic Data

The researcher interviewed parents of the aggressive children sampled from the 10 schools and gave questionnaires to their teachers. This section presents demographic information of the parents and the teachers.
Table 4.1 Parents’ Demographic Information

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>9 (22.5)</td>
</tr>
<tr>
<td>Female</td>
<td>31 (77.5)</td>
</tr>
<tr>
<td><strong>Marital status</strong></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>24 (60.0)</td>
</tr>
<tr>
<td>Single</td>
<td>9 (22.5)</td>
</tr>
<tr>
<td>Divorced</td>
<td>1 (2.5)</td>
</tr>
<tr>
<td>Separated</td>
<td>6 (15.0)</td>
</tr>
<tr>
<td><strong>Education level</strong></td>
<td></td>
</tr>
<tr>
<td>Masters and above</td>
<td>3 (7.0)</td>
</tr>
<tr>
<td>College</td>
<td>22 (55.0)</td>
</tr>
<tr>
<td>High school</td>
<td>9 (22.5)</td>
</tr>
<tr>
<td>Primary</td>
<td>6 (15.0)</td>
</tr>
<tr>
<td><strong>Spouse living at home</strong></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>15 (37.5)</td>
</tr>
<tr>
<td>No</td>
<td>25 (62.5)</td>
</tr>
</tbody>
</table>

The data presented in table 4.1 shows that of the 40 parents of children with aggressive behaviour, 77.5% were female. Those parents who were married represented the largest proportion at 60% and the lowest proportion were those divorced at 2.5%. Literacy level was high among the parents with 62.5% having attained college level of education or higher. The median number of children per parent was 3 and the median birth position of aggressive children was 1. Majority (62.5%) of the parents’ spouses did not live with them in the same home.
### Table 4.2 Teachers’ Demographic Information

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>8 (20.0)</td>
</tr>
<tr>
<td>Female</td>
<td>32 (80.0)</td>
</tr>
<tr>
<td><strong>Marital status</strong></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>27 (67.5)</td>
</tr>
<tr>
<td>Divorced</td>
<td>3 (7.5)</td>
</tr>
<tr>
<td>Single</td>
<td>10 (25.0)</td>
</tr>
<tr>
<td><strong>Education level</strong></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>17 (42.5)</td>
</tr>
<tr>
<td>Certificate</td>
<td>21 (52.5)</td>
</tr>
<tr>
<td>Untrained</td>
<td>2 (5.0)</td>
</tr>
<tr>
<td><strong>Type of school</strong></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>20 (50.0)</td>
</tr>
<tr>
<td>Private</td>
<td>20 (50.0)</td>
</tr>
</tbody>
</table>

Table 4.2 shows that female teachers were the majority at 80%. Those teachers who were married were 67.5% followed by those who were single at 25% while those divorced were 7.5%. The types of school were equally represented at 50% each for both the public and private schools. More than half of the teachers (52.5%) had received certificate level of training.

### 4.3 Aggressive Behaviours in Children

Almost all the teachers (97.5%) reported having aggressive children in their class. Some of the teachers noted that there is a problem of aggression in the class. They felt that aggression is present and teachers and learners are affected by it. One of the teachers in School X noted:

*Aggression exists…. Some children still fight, quarrel with and bully one another.....*
Another teacher interviewed in school X noted a similar concern:

**Some of our learners are involved with bullying others and stealing...**

The problems highlighted by the teachers can be linked to Table 4.3 below. Some of the children do not feel happy at school and their life at school is characterized by negativity. This is according to some teachers’ comments. This may stimulate aggressive behaviour that affects their school performance.

Some learners are said to engage in aggressive behaviours by means of spreading rumours, telling lies, making threats, giving dirty looks, gossiping, being insulting, subjecting learners to social isolation and humiliating them. They experience usually aggressive when there is little or no supervision by teachers, specifically during their break times or when a teacher was not in the classroom.

The following teachers’ comments indicate how children experience aggressive behaviours:

- **“This child enjoys spreading lies, fighting and bullying others” (teacher 4)**
- **‘she likes to spread stories about others, abusing others and calling them names like monkey, dog and cow’’. (Teacher5)**

Other aggressive behaviours reported were: throwing of objects, bullying of others, fighting with others and interrupting activities. This data is presented in table 4.3. These aggressive behaviours were more often exhibited by more than 60% of the children as can be seen in the ‘very often’ and ‘often’ row in table 4.3.
Myburgh and Poggenpoel (2009) further says that aggression experienced as physical actions takes the form of biting, pulling hair, kicking, hitting, pinching, pushing, scratching, spitting, destroying personal property, rolling eyes and pulling faces. When it comes to verbal, aggression takes the form of swearing, threatening calls, intimidating, threats, teasing, racist remarks, sexual remarks, gossiping, spreading untruths, sending nasty SMS, sending insulting letter, sending nasty e-mails, making insulting and belittling remarks (Myburgh & Poggenpoel 2009) Wawira (2008) also found that aggressive children interrupt activities in class.

### Table 4.3: Aggressive Behaviours in Children

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency (%)</th>
<th>Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very often</td>
<td>Often</td>
</tr>
<tr>
<td><strong>Scores</strong></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Throwing objects</td>
<td>23 (28.8)</td>
<td>33 (41.3)</td>
</tr>
<tr>
<td>Bullying others</td>
<td>21 (26.3)</td>
<td>35 (43.8)</td>
</tr>
<tr>
<td>Fighting others</td>
<td>25 (31.3)</td>
<td>28 (35.0)</td>
</tr>
<tr>
<td>Grabbing objects</td>
<td>20 (25.0)</td>
<td>21 (26.3)</td>
</tr>
<tr>
<td>Biting and kicking</td>
<td>13 (16.3)</td>
<td>28 (35.0)</td>
</tr>
<tr>
<td>Head banging</td>
<td>8 (10.0)</td>
<td>13 (16.3)</td>
</tr>
<tr>
<td>Interrupting activities</td>
<td>21 (26.3)</td>
<td>28 (35.0)</td>
</tr>
<tr>
<td>Cursing others</td>
<td>6 (7.5)</td>
<td>24 (30.0)</td>
</tr>
<tr>
<td>Threatening others</td>
<td>10</td>
<td>32 (40)</td>
</tr>
</tbody>
</table>
4.4 Factors Contributing to Aggression in Children

This section describes both the teachers’ and parents’ opinions on the causes of aggressive behaviours in children

4.4.1 Teachers’ Views and Opinions on Causes of Aggressive Behaviours

In order to establish the contributing factors to aggressive behaviours in children the researcher collected the opinions of teachers. The teachers were preferred because they are the link between the child and the society especially the parents. They also spend most of the time with the children, thus the assumption that they can give reliable information concerning the children. Their opinions are presented in table 4.4. The opinions of the teachers was measured on a scale of 1 to 4; with scale 1 referring to an agreement that the factor was very often associated with development of aggressive behaviour while 4 meant the factor did not contribute to the behaviours.

<table>
<thead>
<tr>
<th>Calling others names e.g. snake</th>
<th>(12.5)</th>
<th>(17.5)</th>
<th>(20.0)</th>
<th>(1.4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 (22.5)</td>
<td>21 (26.3)</td>
<td>17 (21.3)</td>
<td>7 (8.8)</td>
<td>17 (21.3)</td>
</tr>
</tbody>
</table>
Table 4.4: teachers’ views and opinions on causes of aggressive behaviours

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency (%)</th>
<th>Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Most often</td>
<td>Often</td>
</tr>
<tr>
<td>Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggression can be traced to other family members</td>
<td>6 (15.0)</td>
<td>19 (47.5)</td>
</tr>
<tr>
<td>High levels of domestic conflicts in the homes of aggressive children</td>
<td>12 (30.0)</td>
<td>8 (20.0)</td>
</tr>
<tr>
<td>Aggressive tendencies are more in children with inadequate basic needs</td>
<td>8 (20.0)</td>
<td>13 (32.5)</td>
</tr>
<tr>
<td>Parents of aggressive children abuse drugs</td>
<td>2 (5.0)</td>
<td>10 (25.0)</td>
</tr>
<tr>
<td>Aggressive behaviours are as a result of peer influence.</td>
<td>6 (15.0)</td>
<td>6 (15.0)</td>
</tr>
<tr>
<td>Aggressive children are orphans</td>
<td>4 (10.0)</td>
<td>6 (15.0)</td>
</tr>
<tr>
<td>Home environment is aggressive</td>
<td>8 (20.0)</td>
<td>4 (10.0)</td>
</tr>
<tr>
<td>The aggressive children are victims of abuse</td>
<td>7 (17.5)</td>
<td>11 (27.5)</td>
</tr>
<tr>
<td>Parents of aggressive children not strict in discipline</td>
<td>7 (17.5)</td>
<td>16 (40.0)</td>
</tr>
<tr>
<td>There is terminal illness at the home of the aggressive children</td>
<td>3 (7.5)</td>
<td>6 (15.0)</td>
</tr>
<tr>
<td>Aggression among children is increased by poor teaching and learning materials in school</td>
<td>2 (5.0)</td>
<td>6 (15.0)</td>
</tr>
<tr>
<td>Poor role modelling from community members contribute to aggression</td>
<td>1 (2.5)</td>
<td>18 (45.0)</td>
</tr>
</tbody>
</table>
The teachers felt that aggression stems from drug abuse, peer pressure, family neglect and misunderstanding, school's harsh discipline, relaxation of disciplinary measures, lack of morals among family and community members. One of the teachers had this to say about the causes of aggression in among learners:

*Some of them (learners) are encouraged by their friends. The use of drugs is also a problem and lack of discipline from parents. Teachers are also causing problems..... Some of them still use corporal punishment.*

Another teacher also concurred with the above statement by saying:

*Most of these children are brought up in homes where there is no discipline.....alcohol easily obtainable to them (learners). Disciplinary measures (towards learners) have been relaxed by the government.*

Another teacher agreed with the above statements:

*Another thing that causes aggression is alcohol and extended family.....they (learners) say they have rights.*

Another teacher had this to say about the causes of aggression:

*The things that are happening in our community...like stealing, raping innocent children and elderly people, abusing children and women, robbing and killing innocent people.... Another problem that is causing aggression is alcohol.....*

The problems expressed by the teachers are concur with the table 4.4above which showed that some (15.0%) of the children’s aggressive behaviours are due to peer influence. The table shows that 45% of the respondents often associate poor role modelling in community members to aggressive. Majority
of the teachers, more than 50%, had the opinion that aggression in children is caused by having other family members with such behaviours, parents not being strict in discipline, homes where there is lack of basic needs and families with high levels of domestic conflicts. In general, the teachers tended to associate aggressive behaviours in children to other family members, domestic conflicts at home, lack of basic needs, absentee parenting, being victim of abuse, lack of strict discipline from parents and drought in the area.

The study findings show that most often domestic violence relates to aggressive behaviours in children. This concurs with a study by Gasa (2005), who found that family climate is responsible for aggressive behaviours. A violent climate in homes facilitates imitation of aggressive behaviours by children as discussed in the theoretical framework. As revealed by various studies (Gitau, 2002; Ndirangu, 2001; Wakanyua, 1995), aggressive children were also found to come from broken homes and most of them came from difficult situations. This further agrees with Ndoga (1987) who points out those children from larger families, from families which the parents had low levels of education, from low socio-economic status, from families in which parents rarely visited their children and from families which had a low level of religious commitment shows higher levels of delinquent behaviours.

Most teachers agreed that aggressive children’s parents are poor in disciplining the children. In her thesis on the provision of psychosocial support to children traumatized by the 2007-2008 postelection violence in Kibera Kenya, Njuguna
(2012) indicates that exposure to violence is associated with a variety of aggressive and otherwise maladaptive behaviour. This agrees with Brannon (2010) who revealed that children who are spanked frequently by parents are likely to be aggressive.

### 4.4.2 Aggressive tendencies at home

Some parents were interviewed to check the extent of aggressive behaviour that learners might be exposed to at home. The parents’ their opinions are summarised in table 4.5.

**Table 4.5: Characteristics of the families**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol and drugs abuse a home</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>30 (75.0)</td>
</tr>
<tr>
<td>No</td>
<td>10 (25.0)</td>
</tr>
<tr>
<td>Child conflict with the parents</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>33 (82.5)</td>
</tr>
<tr>
<td>No</td>
<td>7 (17.5)</td>
</tr>
<tr>
<td>Size of household’s main house</td>
<td></td>
</tr>
<tr>
<td>Big (two roomed and above)</td>
<td>26 (65.0)</td>
</tr>
<tr>
<td>Small (one roomed)</td>
<td>14 (35.0)</td>
</tr>
<tr>
<td>Parent bought the child’s school uniform</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>34 (85.0)</td>
</tr>
<tr>
<td>No</td>
<td>6 (15.0)</td>
</tr>
<tr>
<td>Does child express interest in school matters?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>32 (80.0)</td>
</tr>
<tr>
<td>No</td>
<td>8 (20.0)</td>
</tr>
<tr>
<td>Children witness Conflict among parents</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>32 (80.0)</td>
</tr>
<tr>
<td>No</td>
<td>8 (20.0)</td>
</tr>
<tr>
<td>Has the child refused to attend school in any moment?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>21 (52.5)</td>
</tr>
<tr>
<td>No</td>
<td>19 (47.5)</td>
</tr>
</tbody>
</table>
Three-quarters (75%) of the homes of the aggressive children reported alcohol and drug abuse. There was also enough food in a majority of the households at 82.5%. About a third of the parents (65%) indicated that the main house was big. A majority of the parents, (85%), bought the child’s school uniform. Majority of the parents reported having a conflict with the child at home. The interview showed that aggression at some homes occurs frequently and learners are affected by it. One of the parents in School X noted:

*We usually fight with my husband; sometimes a small issue becomes a big one. The children usually take sides. Most of the matters are solved by fighting because most of them (extended family) cannot reason because they drink too much.*

Another parent in School X concurred:

*He (my husband) drinks a lot and insults everyone around. My children are sometimes rude and stubborn.....*

The issues that the interviewee has expressed are confirmed by table 4.5 above that some children witness conflict between their parents and their fathers drink excessively. This also confirms earlier arguments by teachers that domestic violence and alcohol abuse causes aggression in children.

Some parents expressed their frustrations when handling their children who have aggressive behaviours. One parent in school Y said this:

*‘Am usually overwhelmed and confused on what to do with the child....the child is very stubborn and likes conflict...I don’t know what to do’*

Another parent asked for support in order to deal with her child. This is what
she said:

‘Please advise me on how I can handle my child because he is very difficult for me… he does not follow my instructions, do not like school…please help me”

Aggressive behaviours can be traced from home. Parents influence these behaviours and they in turn are affected by their children’s aggressive behaviours. These views are supported by table 4.5 which shows that 80% of the aggressive children did not express interest in school matters while at home. Those participants indicating that the children had refused to attend school were slightly high (52.5%) than those who indicated their children had not refused (47.5%).

4.5 Influence of Aggressive Behaviours on Academic Progress

The study intended to assess the educational progress of aggressive children. The educational progress comprised of the following variables; academic performance, school attendance, class participation, task completion and drop out. The findings are presented in the following section.

4.5.1 Aggressive Behaviours Academic performance

Hypotheses testing

In order to establish whether aggressive behaviours had an effect on the children academic progress, the following hypothesis was tested.
Ho 1: Aggressive behaviours in children lower their academic performance

In order to find out the academic performance of the children, their academic scores records were reviewed in seven subjects. Table 4.6 shows the mean scores of the children in subjects examined in all the schools.

Table 4.6: Academic Performance of Aggressive Children

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>60.5 (17.2)</td>
</tr>
<tr>
<td>Language; Kiswahili or English</td>
<td>55.9 (18.9)</td>
</tr>
<tr>
<td>Science</td>
<td>59.4 (16.5)</td>
</tr>
<tr>
<td>Creative art</td>
<td>61.3 (16.1)</td>
</tr>
<tr>
<td>Music</td>
<td>58.4 (15.3)</td>
</tr>
<tr>
<td>Social studies</td>
<td>58.2 (18.3)</td>
</tr>
<tr>
<td>Religious studies</td>
<td>56.6 (16.9)</td>
</tr>
<tr>
<td>Overall mean score</td>
<td>59.0 (14.0)</td>
</tr>
</tbody>
</table>

The children included in this study scored above average in all the subjects in school. Their overall mean score was 59%.

Each child’s aggressive behaviours were related to their academic performance. That is to find whether frequency of aggressive behaviours affected their performance. Using linear regression analysis, the findings presented in figure 4.1 were realised.
Figure 4.1 Relationships between Aggression and Academic Performance

![Graph showing relationship between mean aggression score and mean academic performance score.](image)

There was a negative correlation ($r = -0.153$) between child aggression and academic performance mean scores as shown in Figure 4.1. There was a 2.9
score reduction in academic performance associated with every unit increase in aggressiveness ($\beta_1 = -2.9$ [95% CI -7.2 -1.3]). However, the relationship between the aggression and academic performance was not statistically significant ($p=0.176$). This finding indicates that aggressive behaviours in a child do not greatly lower the child’s academic performance. However there is an indication of reduced academic scores with increased aggression. To some extend the findings concurs with other findings. For instance, Hudley (2013) and McEvoy and Welker(2012), pointed out that highly aggressive children are perceived as less academically successful, more behaviourally disruptive and less motivated in class. Learners’ schoolwork is negatively affected by their experience of aggression. Learners are found to be pre-occupied because of their negative feeling, diseases and reactions as a result of experienced aggression. Some even distrust teachers and don not believe that the teachers can help them.

Njuguna (2012) says that if children are exposed to violence, they develop aggressive and maladjusted behaviours that may interfere with school adaptation including their academic performance. This deviation could be a result of the differences in teachers’ methodology, the kind of examinations and the relationship between the children and teachers. However, the academic performance of these children was rated as mostly average, (65%) according to their teachers as shown in table 4.8.
The fact that the aggressive children’s academic performance is above average points to the fact that their behaviours do not result to retardation. As matter of fact, giftedness may present itself also in high energy levels and extreme curiosity that can frustrate both child and parent or caregiver alike (Steven & Media, 2014). Steven and Media reports that in America, 20-25% of gifted children experience emotional or social issues. This could be due to boredom in the curriculum and school activities. Most gifted children act out when they are unchallenged. They therefore become aggressive when they are frustrated and especially young children who have not yet learned how to channel their energy and cannot express dissatisfaction in the way an older child might. They are thus more vulnerable to poor social difficulties. They get goals for themselves that are impossible to reach, which causes them to wrongly perceive themselves as failures.

4.5.2 Class Participation, Task Completion, School Attendance and Drop out

This section presents teachers responses on aggressive children’s academic progress in relation to class participation, task completion, school attendance and school drop-out.
Table 4.8: Teachers’ Opinions on Effects of Aggressive Behaviours among Children

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Performance of aggressive children</strong></td>
<td></td>
</tr>
<tr>
<td>Very good</td>
<td>2 (7.5)</td>
</tr>
<tr>
<td>Good</td>
<td>12 (30.0)</td>
</tr>
<tr>
<td>Average</td>
<td>22 (65.0)</td>
</tr>
<tr>
<td>Poor</td>
<td>5 (12.5)</td>
</tr>
<tr>
<td>Very poor</td>
<td>1 (2.5)</td>
</tr>
<tr>
<td><strong>Class activity participation</strong></td>
<td></td>
</tr>
<tr>
<td>Very high</td>
<td>5 (12.5)</td>
</tr>
<tr>
<td>High</td>
<td>11 (27.5)</td>
</tr>
<tr>
<td>Low</td>
<td>18 (45.0)</td>
</tr>
<tr>
<td>Very low</td>
<td>2 (15.0)</td>
</tr>
<tr>
<td><strong>Task completion in class</strong></td>
<td></td>
</tr>
<tr>
<td>Very high</td>
<td>4 (10.0)</td>
</tr>
<tr>
<td>High</td>
<td>6 (15.0)</td>
</tr>
<tr>
<td>Low</td>
<td>21 (52.5)</td>
</tr>
<tr>
<td>Very low</td>
<td>9 (22.5)</td>
</tr>
<tr>
<td><strong>School drop out</strong></td>
<td></td>
</tr>
<tr>
<td>Very high</td>
<td>6 (15.0)</td>
</tr>
<tr>
<td>High</td>
<td>4 (10.0)</td>
</tr>
<tr>
<td>Low</td>
<td>14 (35.0)</td>
</tr>
<tr>
<td>Very low</td>
<td>16 (40.0)</td>
</tr>
</tbody>
</table>

The teachers expressed concern about children with aggressive behaviours.

One of the teachers in school W commented as follows:

‘The children are very stubborn in class… when the child is given work, it takes a lot of time to complete since he does not concentrate on the task…instead he is concerned with disturbing…’

Another teacher concurred in the following comments

*Whenever the child is given tasks the child usually delays to complete it…*
Teachers felt that children with aggressive behaviours are very low in participating in class activity. One teacher in school X said that

‘The aggressive child is usually off the activities in class…when we are singing for example, he rarely sings with other….sometimes the child is seen beating and pinching others’

The teachers expressed their frustrations as seen from one of the teacher’s comments

_The child’s behaviour is very irritating…when you give instructions and the child does the opposite, it is very frustrating…_

This comment imply that the behaviour of the children in class affect the child’s relationship with the teacher. This may impact negatively children’s learning. Teachers may end up hating the child and thus rarely work closely with that child. That is why many teachers rate children’s academic performance as average.

On the teacher in school W said this

‘Whenever I give them test the child scores averagely (50%)…even the child seems to have a higher potential, he usually score below their potential ‘

Another teacher in school S had this to say

_This child is not serious in the performance….he has a lot of play… if he is serious, he can do well_

Another one described as follows ‘I can say that the child’s performance is average…he is usually scoring in 50s whenever I give them a test. The concentration of the child is usually low even when doing tests… the child lacks seriousness in doing tasks including the tests…’
Children with aggressive behaviours have issues with school attendance. The children tend to miss school regularly. One teacher commented as follows:

*The child is irregular in coming to school...misses up to three days per week...sometimes he misses for the whole week...when asked why he missed school, he does not have a serious reason...and sometimes he does not respond.*

Another teacher in school Y commended as follows:

*This child comes to school only twice per week......*

Another one in school W said:

*He comes to school only during examination time...they only do the exam and end up not doing well...*

These comments agree with earlier comment of a parent that aggressive children often refuse to attend school. Absenteeism has a negative effect on the children’s academic progress. They miss out on many things taught and when a test is given they will then fail. Teachers also revealed that aggressive children are preoccupied with negative feelings which negatively influence their academic progress.

The views and opinions of the teachers are summarised in table 4.8. The table shows that most teachers (65%) rated the performance of aggressive children as average. The teachers were also opinion that these children had low class participation (45% of the teachers) and their task completion in class was also low (52.5% of the teachers). However, their opinion on the children’s school
dropout rates was that it was mostly very low (40%). Three quarters of the teachers, had not observed the children fail to attend school in the past term.

These results agree with the findings in the literature. For instance, according to Hudley (2013) and McEvoy and Welker (2012), aggressive children are usually off tasks and fail to accomplish them in time within the class. They are also poor in doing their homework. In addition, Wawira (2008) argues that aggressive children are less attentive in class which may cause poor class participation and task completion. Hudley (2013) and Wawira (2008) however also state that children who display aggressive behaviours exhibit poor school attendance and drop from school more often. This contradicts the findings of the current study as the teachers indicated the aggressive children in their classes had low or very low dropout rates.

4.6 Strategies in Minimizing Aggressive behaviours

In this section, teachers’ efforts to help aggressive children are presented. Their challenges are also discussed as well as their suggestions on the way forward. The findings are presented in tables 4.9.

Table 4.9: Teachers’ Experience in Handling Aggressive Children

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any aggressive children in class</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>39 (97.5)</td>
</tr>
<tr>
<td>No</td>
<td>1 (2.5)</td>
</tr>
<tr>
<td>Strategy to help aggressive children</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>29 (72.5)</td>
</tr>
<tr>
<td>No</td>
<td>11 (27.5)</td>
</tr>
</tbody>
</table>
Most of the teachers (72.5%) had a strategy to help these children. The strategies mentioned were as follows: giving the children a seat in front and giving them responsibilities; correcting children when they had done a mistake; being close to the children and monitoring their behaviour; giving them enough work to keep them busy; loving and caring for the children; being friendly to the child; praying for the child; provision of play and learning materials and discussing with the parents on how to help the children.

Teachers highlighted the following strategies:

**Teacher 3** ‘I try to ensure that there are no behavioural issues, like fighting, in classes.’

**Teacher 2** ‘…. I keep repeating something to them’….I encourage pupils are to be well disciplined in order to excel in life and have the right character.

This is in terms of talking, playing and handling school property.’

**Teacher 8:** I like giving these children responsibilities and being close to them...

In addition to these strategies, teachers gave suggestions on how to help aggressive children. The comments are highlighted ‘It is good for me to train further on how to deal with these children’ (Teacher 20)
“It is good to be patient with these children and counsel them” (Teacher 30)

Another teacher said this:

“Avoid discriminating such children, give them opportunity to express themselves and it is important to consult specialist”

These suggestions are as follows: developing a counselling programme for aggressive children; providing basic needs like food to children; using good discipline techniques; caregivers should be close to the children; understanding children’s background and their needs; being role models to these children; use of rewards to enhance positive behaviours in these children; give children an opportunity to express themselves; avoid situations that can increase aggression; these children should not be discriminated. Other suggestions are: teachers should be equipped with knowledge and skills on how to handle these children; teachers and child specialists should do more research in this area of aggression in children; aggressive children should be involved in a lot of group activities.

These strategies are in line with those suggested by other researchers. For example, a research by the University of Quebec (2011) found out that a good relationship between the teacher and the children reduces aggression levels in children. Vandell and Wolfe (2000) also found that where the quality of care was high, there were few reports of behaviour problems. Quality care for children comprises of an environment that has healthy child care, is safe, respectful, supportive and challenging (Morrison, 2012). On the same note, children should be helped to improve on their social skills as revealed by
Giordano, Cernkovich and Pugh (1986). These skills can be developed through pairing aggressive and non-aggressive children; involving them in cooperative instead of competitive learning exercises; and identifying and acknowledging the strengths of the children (Cohen, 2000). According Myburgh and Poggenpoel, 2009, facilitation of healthy intrapersonal relationship of learners can be achieved by: enhancing a positive self-concept of the learner, by facilitating self-awareness, self-identity, self-knowledge and self-disclosure; mastering stress management through deep breathing exercises; taking responsibility for own behaviour; demonstrating consistent behaviour to teachers have realised the importance of parents in handling aggressive children.

4.7 Challenges in Handling Aggressive Children

This last section presents the challenges the teachers and other children’s institution faced when handling aggressive children. The researcher assessed the kind of support from various stakeholders; their skills and knowledge to handle aggressive children.

Teachers reported the frustrations they encounter when handling children with aggressive children. One of the teachers gave the following comments when asked about the challenges they face:

*I find it hard when dealing these children…. Sometimes am unable to handle them especially when parents do not respond to invitation. When I call the*
Another teacher from school W emphasised that:

_Some parents misunderstand our plea over their children… lack of parental support make my effort to help the child difficult_

Lack of support from the school administration is also reported. Some of the quotes below demonstrate this fact.

One teacher said:

_"Sometimes I report to the head teacher about the children’s behaviour but He just keep quiet…he just assumes me…this is demoralising……”_

While another said:

_“I once talked to the head teacher about the child…but he told me that I should just understand the child... ”_

Another teacher in school Y further commended the following in relation to the support from DICECE officers:

_“The DICECE officers do not help in relations to children with aggressive behaviours…any time they come around, they just harass us and go away…. ”_

Another teacher insisted as follows

_“DICECE officers are not of help…they rarely visit us hear…and even you to the office they are usually not there…”_

As can be seen in table 4.9, teachers reported that fellow teachers gave them the highest support at 87.5%. The lowest sources of support were the community (40%) and DICECE officers (30%). It is evident from this finding that teachers did not receive adequate support from the community and the
DICECE office. This makes the efforts of the teachers futile and they may be overwhelmed and end up losing hope and motivation to help these children. Lack of adequate support from the community makes it worse. This is because according to Gasa (2005), the community contributes a lot to children’s aggressive behaviour. Community support includes having good role models, and avoiding violent and risky neighbourhoods.

From the findings, it can be seen that about one-fifth (20%) of the teachers had attended training on aggressive children. This implies that majority of the teachers did not have adequate skills and knowledge about aggressive children. This situation handicaps teachers’ competency to deal with aggressive children. Without proper understanding of such children, it is hard to deal with them. Thus most of the aggressive behaviours may be misinterpreted by the teachers leading to a poor relationship with the children. The DICECE officer agreed that the syllabus for training ECDE teachers is not comprehensive to deal with children with aggressive characteristics. In addition, the training time does not allow for deep analysis of such issues.

Both the DICECE and special education officers pointed out various challenges for example financial constraints have made it hard to organise seminars and workshops for teachers and caregivers. In addition, parents, teachers and other caregivers are uncooperative. Whenever they are called for a meeting, many do not turn up.
CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTION FOR FURTHER RESEARCH

5.1 Introduction

This chapter presents the summary of the major findings of the study. The conclusions in light of the findings are also presented. The chapter ends with recommendations for policy development based on the findings. Recommendations for further research have also been presented.

5.2 Summary

The following is a summary of the main findings of the study.

Aggressive behaviours in children do not greatly lower their performance. However, there is an indication that aggressive behaviours affect their general academic progress. Their task completion and class participation is negatively affected. Aggressive children’s academic performance was average and they showed low class participation and task completion. In addition, their school dropout rate was low.

The teachers handling aggressive children were found to have limited knowledge and skills concerning aggressive children. This is due low percentage of those who have attended trainings concerning aggressive
children. This is corroborated with the DICECE officer’s confession that the syllabus is not comprehensive enough.

Teachers lacked sufficient support from the parents, community and DICECE office in helping children with aggressive behaviours. The role model in the community was lacking and also there was increased violence in the community.

The DICECE and Special Education Officers also experienced challenges including financial constraints, poor road transport and lack of cooperation from the caregivers. This made their work difficult.

5.3 Conclusion

This section focuses on the conclusions based on the findings. Thus the following conclusions were reached:

Aggressive behaviours in children are not contributed by one factor, but instead various factors interplay to influence children’s behaviour. Some aggressive behaviours can be traced to families thus a possibility of genetic influence. Other factors are family like lack of enough basic needs, poor parenting characterised by poor discipline methods. Other factors are societal, where the environment is aggressive or increases the chances of aggression for instance prolonged poverty. Other factors mentioned include drug and substance abuse, domestic violence and poor teaching and learning materials.
Aggressive behaviours in children do not directly cause low academic performance; the averages score performance indicate that these children still have potential to perform well in school. Although there was an insignificant correlation between aggressive behaviours and academic performance, aggressive children face challenges in their education. Their class participation and task completion level is also low. This causes them not to reach their maximum potential.

Teachers handling aggressive children are not well prepared to handle these children. Very few teachers have attended training on children with aggressive behaviours. Furthermore, the syllabi for training preschool and primary school teachers are not comprehensive enough to meet the needs of aggressive children. On the same note, these teachers do not receive enough support from the community and the DICECE officers. This makes their work more difficult and most of them are overwhelmed.

Teachers and caregivers possess a lot of information on how to handle aggressive children but need to be guided on how to use the information they posses to help these children. This is evident in the way they proposed many strategies to help aggressive children. Some of these strategies include: guidance and counselling children, love and care, providing adequate basic
5.4 Recommendations
This section presents recommendations based on the findings of the study. The first sub-section discusses recommendations for policy development while second sub-section talks about recommendations for further research.

5.4.1 Recommendations for Policy Development
Teachers should go for further training on how to handle children with aggressive behaviours. This will help them know how to identify and handle such children. They will not be in a state of confusion when encountering such children. This can be done through attending seminars, workshops and conferences that discuss about children with aggressive behaviours. Even if there is no formal organisation by the relevant authorities, teachers could take an initiative of organising for training either at an intra-school or interschool level. Teachers should further be sensitized to the nature, causes and effects of aggression in schools. The staff member responsible for discipline at school or psychologists can talk to the teachers about aggression in order to give them an understanding of phenomenon and how it manifests (Botha, 2014)

Teachers should treat children with aggressive behaviours with care and love even if they are sometimes annoying. Teachers need to exercise patience and
always love these children unconditionally. This may reduce the aggression in these children since they will feel loved and accepted. It is important to cater for the needs of the children through individual instruction as opposed to group instruction. The teacher should assess the intellectual levels of children and work with them according to their level. For example, children who tend to be gifted should be given adequate and more challenging tasks. This reduces boredom and disruptive behaviours in such children. The researcher agrees with Botha (2014) on the importance of emphasising the value of taking care of one’s effective communication and social relationships in teaching and learning activities. Teacher should use the curriculum like life skills to develop social and emotional skills development. Furthermore, the learners can be given opportunities to share their feelings and develop their own personal and social skills for establishing and maintaining constructive relationships.

School administrators on the other hand need to work together with the teachers and parents concerning children who display aggressive behaviours. There should be no victimisation whenever teachers identify children who tend to be aggressive. The administrators need to organise forums where parents can be sensitised about children with aggressive behaviours. School neighbours should also be included in the strategy in dealing with deviant behaviours like aggression.
Parents should be willing to work with teachers to improve the behaviours of their children. Parents should respond positively when called by teachers so to discuss the way forward for the children. They should be ready to accept they have aggressive children and agree to look for solutions. They should be guided to realise the importance of being close to the children. Those who are unable to provide basic needs for the children because of poverty, they should be empowered through training on how to be economically stable which will translate to care and support for their children. Parents should get involved fully in the children’s schooling process so as to guide them where necessary. They should be role models to their children, showing them how go about things and situations as well as motivating them to continue with school and always attend school. Family guidance and counselling programs should be initiated and implemented in the country, it should be include in policies that touches on family and parenting.

Parents are supposed to use all means possible to provide adequate basic needs for their children. These include shelter, food and clothing. They should provide a safe and caring environment at home instead of violence, child abuse or drugs and substance abuse. They should also use alternative methods for punishment for instance instead of caning, they can use withdrawal of privileges. Parents are also encouraged to read articles, newspapers, magazines and journals about children so as to gain an insight on how to improve their parenting skills.
District centres for Early Childhood Education and Special Education Offices should organise as many training sessions as possible to enlighten caregivers on how to handle children and especially those with aggressive behaviours. Where finances are a challenge, they should organise for alternative source of funds including income generating activities and fundraising. They should write proposals for funding to both governmental and nongovernmental agencies. Parental training, family guidance and counselling and community mobilisation strategies towards supporting children should be included in their scope of operation.

The government, both national and county governments should consider enough budgetary allocation to children’s programmes. The Ministry of Education in conjunction with the Ministry of Finance should work together. Apart from budgetary consideration, it is important for the government to develop a comprehensive policy framework on children with emotional problems part of which will address children with aggressive behaviours in detail. This will include identification of these children and the programmes for them. One of the proposed programmes is guidance and counselling for young children. Teachers will be trained on how to counsel young children through techniques like play therapy.
The government through the Teachers’ Service Commission should ensure there is an appropriate teacher-pupil ratio from pre-primary to primary schools. This will enable the teachers to attend to all the children. The teachers’ remuneration should also be improved to enhance teacher’s motivation. The researcher is in agreement with Moindi (2014) that the government should employ teacher counsellors in schools and have a comprehensive guidance and counselling workshops, conferences and in-service programmes for teachers.

The government through the Kenya Institute of Curriculum Development (KICD) should review the syllabus for training preschool and primary school teachers. This should be done to include comprehensive information on children with emotional problems and especially aggressive children. On the same note the curriculum and education system should be reviewed regularly to make sure that it is interesting and meaningful for the learners. This will enable the teachers to be equipped with necessary knowledge and skills to handle children with aggressive behaviours.

5.3.2 Recommendation for Further Studies
The government should conduct various longitudinal studies on children with emotional problems like aggression with a purpose of establishing their progress. This will enable policy developers to design adequate policies that address the needs of aggressive children. Longitudinal studies can be done to
establish the trend of aggressive behaviours among children and how they respond to programmes designed for them like counselling across the years.

More studies are also needed to establish the relationship between aggressive behaviour and academic development in a large perspective. The current study was limited to Mwingi Central District with a sample of ten schools, but further studies can include a larger sample and wider scope.
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Appendix I: Questionnaire for Teachers

This questionnaire intends to seek information concerning children with aggressive characteristics in your class. The information you give will help in completing a study on effects of children’s aggression on their educational progress. The information will be highly confidential and will only be used for research purposes. Do not write your name anywhere in this questionnaire. Please cooperate and answer all questions as honestly as possible since the questions are not for examination purpose.

Part A: Introduction

a) Your gender: Male [ ] Female [ ]

b) Your marital status: Married [ ] Divorced [ ] Single [ ] separated [ ]

c) Your educational level: Masters an above [ ] Graduate [ ] Diploma [ ] Certificate [ ]

d) Name of the school

_____________________________________________________

e) Type of the school: public [ ] private [ ]

f) Which class do you teach? ____________________________

1) a) Do you have any aggressive in your class? Yes [ ] No [ ]

b) If yes, how many? ____________________
Causes of aggressive behaviours

1. Below are the possible causes of aggression among children, please Tick (√) the ones you think are the main causes among the children in your class

<table>
<thead>
<tr>
<th>Proposed cause</th>
<th>Most often</th>
<th>Often</th>
<th>rarely</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressive behaviour of the children can be traced in other members of the family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is high level of domestic conflicts in the homes of the aggressive children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The aggressive children are victims of lack of basic needs and school materials like uniforms and books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents of aggressive children abuse drugs and alcohol</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One of the parents of the aggressive children is working far from home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The aggressive children are orphans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The aggressive children’s home environment is aggressive for example inter clan war</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The aggressive children are victims of abuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The parents of the aggressive children are not strict in discipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is terminal illness at the home of the aggressive children.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggressive children come from homes that lack shelter, food and clothing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggression among children is increased by poor teaching and learning materials in schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drought in the area is associated with aggressive behaviours among children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Strategies of handling aggressive children**

2 a) is there any strategy you are putting in place to help aggressive children in your school?

Yes ☐ No ☐

b) If yes in (a) above, please write the strategy(s) in the space below_______________

c) Do you receive any support from the following stakeholders when handling aggressive children? Please tick (✓) appropriately

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fellow teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other children in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school administration( head teacher, deputy head teacher and senior teacher)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DICECE officers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other( specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d) Have you attended any training that talks about children with aggressive behaviours in the past one year?

e) If yes indicate the type of training in the table below?

<table>
<thead>
<tr>
<th>Training</th>
<th>Tick(✓) appropriately</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference</td>
<td></td>
</tr>
<tr>
<td>Seminar</td>
<td></td>
</tr>
</tbody>
</table>
f) If yes, in (e) above, who were the organizers of the training?

g) If yes in (e) was training relevant? Please rate the relevance of the training

<table>
<thead>
<tr>
<th>Training</th>
<th>excellent</th>
<th>Very good</th>
<th>Good</th>
<th>poor</th>
<th>Very poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Symposium</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>In-service training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

g) If you have not attended any training, why not?

h) In your opinion, how best can teachers work with children with behaviour disorders like aggression?

**Effects of aggressive behaviours**

3 a). Have you observed children’s failure to attend school for the past one term?

b) If yes in (a) above, were the aggressive children among those failed to attend school for the past one term? Yes ☐ No ☐

c) If yes in (b) above, please write down the number of aggressive children that have failed to attend school for the past one term
d) If yes in (a) above, please rate the absenteeism on the table below by ticking (√) appropriately

<table>
<thead>
<tr>
<th></th>
<th>Most often</th>
<th>often</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once per week</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twice per week</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thrice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four days per week</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five days per week</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(e) Please rate the academic performance of children with aggressive behaviours in the table below

<table>
<thead>
<tr>
<th>Rate</th>
<th>Put a tick (√) where appropriately</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>Very good</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>average</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td></td>
</tr>
<tr>
<td>Very poor</td>
<td></td>
</tr>
</tbody>
</table>

(f) Please rate the aggressive children’s class participation, task completion and school dropout rate on the table below. Put a tick (√) where appropriate

<table>
<thead>
<tr>
<th>Rate</th>
<th>Class participation</th>
<th>Task completion</th>
<th>School drop out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>high</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very low</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix II: Questionnaire for Special Education Officer

This questionnaire requests you to kindly share some information concerning children with aggressive behaviours in Mwingi Central District. The information you give will help me complete my study on effects of children’s aggression on their educational progress. The information will be highly confidential and will only be used for research purposes. Do not write your name anywhere on this questionnaire. Please cooperate and answer all questions as honestly as possible since the questions are not for examination purpose.

**Part A: Introduction**

a) Your gender

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(Tick appropriately)*

b) Your marital status

<table>
<thead>
<tr>
<th>Married</th>
<th>Single</th>
<th>Divorced</th>
<th>Separated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(Tick appropriately)*

c) *(Tick appropriately)* Your educational level

<table>
<thead>
<tr>
<th>Masters and above</th>
<th>College</th>
<th>High school</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(Tick appropriately)*
Causes of aggression

1. In your opinion, what are the contributing factors to aggression among children in Mwingi Central District?

________________________________________________________________________
________________________________________________________________________

Programs for aggressive children

1. a) Do you have any program for children with behaviour disorders like aggression in Mwingi Central District? Yes ☐ No ☐

b) If yes in a) above, please list the programs you have for children with aggressive behaviours?

________________________________________________________________________

__________

c) If no in a) above, what could be the reason for the lack of programs for children with behaviour disorders?

d) Have you conducted any training for caregivers on children of behaviour disorders like aggression in the past one year? Yes ☐ No ☐

e) If yes in (d) above, who were the attendants?

f) If yes in (d) above, have you assessed the impact of the training?

g) If yes in (d), how do you rate the impact of the training?
Rate | Please tick where appropriate.
---|---
Excellent | 
Good | 
Poor | 

**Handling aggressive children**

2 (a) Do you receive any support for handling aggressive children from the following stakeholders?

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school administration( head teacher, deputy head teacher and senior teacher)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DICECE officers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other( specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) In each of the stakeholders in (a) above, please list down the kind of support they have given if any and the areas they have failed to give support.

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Support</th>
<th>Failures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school administration( head teacher, deputy head teacher and senior teacher)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>community</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


DICECE officers

Any other (specify)

5. What is the best way of handling children with behaviour disorders like aggression?

_____________________________________________________________

6. List the challenges your office faces in working with and helping children with aggressive behaviours in Mwingi Central District
Appendix III: Questionnaire for DICECE Officers

This questionnaire requires you to kindly share some information concerning children with emotional and behaviour problems especially aggression in Mwingi Central District. The information you give will help me complete my study on effects of children’s aggression on their educational progress. The information you give will be highly confidential. Do not write your name anywhere in this questionnaire. Please cooperate and answer all questions as honest as possible since the questions are not for examination purpose.

**Part A: Introduction**

a) Your gender

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
</table>

*(Tick appropriately)*

b) Your marital status

<table>
<thead>
<tr>
<th>Married</th>
<th>Single</th>
<th>Divorce</th>
<th>Separated</th>
</tr>
</thead>
</table>

*(Tick appropriately)*

c) Your educational level

<table>
<thead>
<tr>
<th>Masters and above</th>
<th>College</th>
<th>High school</th>
<th>Primary</th>
</tr>
</thead>
</table>

*(Tick appropriately)*

1. a) Do you train students in the area of behaviour disorders and especially aggression?

b) If yes is the syllabus adequate in content?
2 a) Apart from training ECD teachers, do you conduct training for parents on parenting?

b) If yes in 3 a) above, how do you rate the impact of the training on parenting?

<table>
<thead>
<tr>
<th>Rate</th>
<th>Please tick where appropriate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td></td>
</tr>
</tbody>
</table>

b ii) What is the reason of your choice in the table in 3 b) i) above

c) If yes in 2 a) above, do you face any challenge in organizing training for parents?

d) If yes in 2 c) above, please write the challenges in the spaces below.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
## Appendix IV: Observation Checklist for Aggressive Children

<table>
<thead>
<tr>
<th>Behaviour characteristic</th>
<th>Very often</th>
<th>Often</th>
<th>Rarely</th>
<th>Very rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throwing objects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fighting others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grabbing objects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biting and kicking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head banging</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinging on adults</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interrupting activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenging instruction from the teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cursing others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threatening others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calling others names for example “snake”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key**

- **Very often**: behaviour occurs more than five times
- **Often**: behaviour occurs four times
- **Rarely**: behaviour occurs three times
- **Very rarely**: behaviour occurs one or two times
- **Never**: behaviour does not occur
Appendix V: Interview Schedule for Parents

Introduction
A. gender

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
</table>

(Tick appropriately)

B. marital status

<table>
<thead>
<tr>
<th>Married</th>
<th>Single</th>
<th>Divorced</th>
<th>Separated</th>
</tr>
</thead>
</table>

(Tick appropriately)

C. educational level

<table>
<thead>
<tr>
<th>Masters and above</th>
<th>College</th>
<th>High school</th>
<th>Primary</th>
</tr>
</thead>
</table>

(Tick appropriately)

1. What is your occupation?

2. How many children do you have?

3. What is the position of the child in question?

4. Is the spouse living in the home or not? If not, why not?

5. Do you drink alcohol or abuse any other drugs? What about your spouse, does he/she drink or abuse drugs?

6. Do you have enough food at home?

7. Have you bought the child’s school uniform?

8. How do you discipline the child at home?

9. While at home, how is the general behaviour of the child?

10. Does the child express interest in school matters for example talking about the subjects they learn?

11. In any moment, has the child refused to attend school?
Appendix VI: Sample of Transcribed Interview Schedule (Parent 3)

1. Researcher: What is your occupation?
   Parent: I am a teacher

2. Researcher: How many children do you have?
   Parent: I have four children, three girls and one boy

3. Researcher: Is the spouse living in the home or not? If not, why not?
   Parent: My husband does not live with us, he works in Nairobi

4. Researcher: Do you drink alcohol or abuse any other drugs? What about your spouse, does he/she drink or abuse drugs?
   Parent: I do not take alcohol nor abuse any drug...but my husband drinks alcohol

5. Have you bought the child’s school uniform
   Yes, i have worked hard to buy my child’s school uniform

6. Researcher: Do you have any member of the family with terminal illness (untreatable disease)?
   Parent: no, there is no member of the family with a terminal illness

7. Researcher: How do you discipline the child at home?
   Parent: When the child does something wrong, i usually beat or pinch him

8. While at home, how is the general behaviour of the child?
   Parent: The child disturbs a lot... in fact i am overwhelmed, i don’t know what to do...he breaks things, throws them...the child is very uncontrolable, i don’t know what i will do to help my child
9. Researcher: Is the behaviour similar to any of the children or member of the family?
   
   Parent: *No...the child’s behaviour is very different from the rest of the children...i wonder where this child acquired this behaviour from.*

10. Researcher: Does the child express interest in school matters for example talking about the subjects they learn?

   Parent: *Yes...the child has interest with school matters*

11. Researcher: In any moment, has the child refused to attend school?

   Parent: *No...he has never refused to go to school*
Appendix VII: Aggressive Children’s Average Academic Scores

Name of the child_______________________________

School_____________________________________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Creative art</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Social studies</td>
<td></td>
</tr>
<tr>
<td>Religious studies</td>
<td></td>
</tr>
</tbody>
</table>

Note

The test was based on the syllabus coverage per class and involved all the children. The scores of the children with aggressive behaviours were compared to those without aggressive behaviours.
Appendix ix: Assent Form for the Children’s Parents

Title: EFFECTS OF 5-8 YEAR OLD CHILDREN AGGRESSION ON THEIR EDUCATIONAL PROGRESS IN MWINGI CENTRAL DISTRICT, KITUI COUNTY, KENYA

Investigator: Alex Lusweti Walumoli

I am doing a research on how aggressive behaviors affect 5-8 year old children. The research study is a way to learn more about aggressive behaviors in children. If you accept to be part of the study, your will be observed and some of his/her academic scores recorded.

When I finish the research, I will write a report about what I observed. However the report will not include your child’s name or any indication that you were part of the study. Your child does not have to be in the study if he/she does not want to be. If you decide to stop after we begin, that’s okay too. The teachers and school administration are aware of the study too.

If you decide you want your child to be in this study please sign

I_____________________________ want my child to be part of this research study

Sign__________________________ Date ____________________
Appendix X: Informed Consent Form

My name is Alex Lusweti Walumoli a master of Education student from Kenyatta University. I am conducting a study on the effects of 5-8 year old aggressive behaviours on their academic progress in Mwingi Central District, Kitui County Kenya. It is hoped the information will be used to improve policy formulation on children with emotional and behavioural problems especially aggression.

Procedure to be followed

Participation in this study will require that I ask you some questions. You have the right to refuse participation in this study. Your participation is voluntary and you are at liberty to ask questions related to the study at any time. You may refuse to respond to any question and may stop an interview at any time. You may also stop being in the study any time without any consequences.

Discomforts and risks

Some of the questions you will be asked may be embarrassing. If this happens, you may refuse to answer these questions if you so choose. You may also stop the interview at any time.

Benefits

If you participate in this study you will help us learn how to organise learning programmes to suit children with aggressive behaviours.

Reward

If you agree to participate in this study, a bottle of soda will be provided for you.

Confidentiality

The information you give will be treated with confidentiality. Your name will not be recorded on the questionnaire/interview schedule. The questionnaires will be kept in a locked up cabinet for safekeeping. Everything will be kept private.

Contact information

If you have any questions you may contact Dr. Rachel W. Kamau-Kang’ethe on 0718722747 or Dr. Maureen Mweru on 0733844368 or the Kenyatta University Review Committee Secretariat on kuerc@ku.ac.ke
**Participant’s statement**

The above information regarding my participation in the study is clear to me. I have been given a chance to ask questions and any questions have been answered to my satisfaction. My participation in this study is entirely voluntary. I understand that I will not be intimidated or discriminated whether I decide to leave the study or not.

Name of Participant__________________________________________________

Signature or Thumbprint Date

**Investigator’s statement**

I, the undersigned have explained to the volunteer in a language s/he understands, the procedures to be followed in the study and the risks and benefits involved.

Name of interviewer__________________________________________________

Interviewer’s signature_________________ Date_________________
Appendix xi: KUERC Letter

KENYATTA UNIVERSITY
ETHICS REVIEW COMMITTEE

Email: chairman.kuerc@kun.ac.ke
secretary.kuerc@kun.ac.ke
www.ku.ac.ke

Date: 26th November, 2014

P. O. Box 45844 - 00100 Nairobi
Tel: 8710901/12
Fax: 8711254/8711578

Our Ref: KUR/C/COMM/519/385

Alex Lusweti Walumoli
Kenyatta University,
P.O Box 45844, Nairobi

Dear Lusweti,

RE APPLICATION NUMBER FKU/236/1212- "EFFECTS OF 5-8 YEAR OLD CHILDREN'S AGGRESSION ON THEIR EDUCATIONAL PROGRESS IN MWINGI CENTRAL DISTRICT, KITUI COUNTY, KENYA" - VERSION 2

1. IDENTIFICATION OF PROTOCOL

The application before the committee is with a research topic, "Effects of 5-8 year old children's aggression on their educational progress in Mwingi Central District, Kitui County, Kenya," Version 2 received on 26th November, 2014.

2. APPLICANT

Alex Lusweti Walumoli

3. STUDY SITE

Mwingi Central District, Kitui County, Kenya.

4. DECISION

The committee has considered the research protocol in accordance with the Kenyatta University Research Policy (section 7.2.1.3) and the Kenyatta University Ethics Review Committee Guidelines and APPROVED that the research may proceed for a period of ONE year from 26th November, 2014.

5. ADVICE/CONDITIONS

i. Progress reports are submitted to the KU-ERC every six months and a full report is submitted at the end of the study.
ii. Serious and unexpected adverse events related to the conduct of the study are reported to this board immediately they occur.
iii. Notify the Kenyatta University Ethics Committee of any amendments to the protocol.
iv. Submit an electronic copy of the protocol to KUERC.

When signing this letter, kindly quote the application number above.

If you accept the decision reached and advice and conditions given please sign in the space provided before and return a copy of this letter.

PROF. NOUYI KULUGUSI
CHAIRMAN ETHICS REVIEW COMMITTEE

I accept the advice given and will fulfill the conditions therein.

Signature. Dated this day of 2014.

cc. Vice-Chancellor
Appendix xii: Research Permit

THIS IS TO CERTIFY THAT:

MR. ALEX LUSWETI WALUMO

of KENYATTA UNIVERSITY, 43844-100

naairobi, has been permitted to conduct
research in Kitui County

on the topic: EFFECTS OF 5 YEAR OLD
CHILDREN'S AGGRESSION ON THEIR
EDUCATIONAL PROGRESS IN MWINGI
CENTRAL DISTRICT, KITUI COUNTY

KENYA.

for the period ending
31st December, 2013

Applicant’s Signature

National Commissioner for Science,
Technology & Innovation

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Permit No.: NACOSTI/P/15/3240/4552
Date Of Issue: 13th January, 2015
Fee Received: Ksh. 900