

**BEHAVIOUR MODIFICATION TECHNIQUES USED BY TEACHERS TO
CHANGE MALADAPTIVE BEHAVIOURS OF SECONDARY SCHOOL
STUDENTS DURING GAMES IN KIMILILI -BUNGOMA COUNTY, KENYA**

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DECLARATION

STUDENT

I confirm that this thesis is my original work and has not been presented for a degree in any other university for consideration. This 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, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to my children Ivy, Celia, Christopher and Gift for sacrificing all they had to allow me pursue my dream.

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ABBREVIATIONS AND ACRONYMS

| | |
|--------|---|
| AFC | Abaluhya Football Club |
| BCSSSA | Bungoma County Secondary Schools Sports Association |
| BMT | Behavior Modification Techniques |
| FIFA | International Federation of Football Association |
| FSK | Friends School Kamusinga |
| G & C | Guidance and Counselling |
| KICD | Kenya Institute of Curriculum Development |
| MB | Maladaptive Behaviors |
| MGK | Moi Girls Kamusinga |
| MOE | Ministry of Education |
| MYSA | Mathare Youths Sports Association |
| NCAA | National Council of Athlete Association |
| NHL | National Hockey League |
| PE | Physical Education |
| TSC | Teachers Service Commission |
| TTC | Teacher Training Colleges |
| USA | United States of America |

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ABSTRACT

The purpose of this study was to establish how behavior modification techniques can be applied in handling maladaptive behaviors displayed by boys and girls in secondary schools during games and sports in Kimilili Sub-County, Bungoma County. This study was guided by two theories: Bandura-The Social Learning Theory (1972) and BF Skinner's Operant Conditioning Theory (1948). The target population was 498 teachers from 21 secondary schools in Kimilili sub-county. The study involved ninety nine teachers who were purposively selected using Yamane Taro (1967) formula. An exploratory survey design was used to collect data for the study and answer questions. Data was collected using a questionnaire for games teachers. The questionnaire was pilot tested using ten teachers from three secondary schools in order to ascertain and detect any ambiguities or questions that were not easily understood or were poorly constructed. Test and re-test method was used during the pilot study and results subjected to Pearson Product Moment correlation formula to establish validity and reliability of the instruments. The data collected was first coded and entered into the computer and handled using Statistical Package for Social Sciences (SPSS adaptation 20). Data was then analyzed and descriptively presented in percentages, tables, means, standard deviation, cross tabulation tables and was then subjected to chi-square statistics. The findings revealed that the students were equally maladaptive when in their own schools or outside their own schools for games and sports. It is the level of misbehavior that differed depending on the type of maladaptive behavior in question. Telling lies was the most common maladaptive behavior portrayed both in their own schools 34.1% and outside their own schools 36.3 %. Basing on the maladaptive behavior portrayed by both males/boys and females/girls the study found out that there was a significant difference in their behavior. The study further revealed that punishment 74.7% was the behavior modification technique often used by teachers to change behavior. The technique mostly used by teachers for bullying 72.5%, fighting 80.2% and for handling use of abusive language 52.7% was punishment. Behavioral contracting was used in handling hazing 57.1% and telling of lies 52.7% while reinforcement was minimally used. These findings are expected to be utilized by the Ministry of Education to improve on the quality of physical education. Teachers can be trained on the use of other techniques other than punishment alone during games and sports. Further research can be carried out to find out why boys bully and fight more during games and sports as compared to girls. A similar study can also be carried out to find out why telling lies was the most portrayed maladaptive behavior both in students' own school and outside their own school. Further research can also be carried out to find out why students engage in maladaptive behavior mostly when they are away from their own schools.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This section explored the background of the study in terms of statement, purpose, objectives, research questions, limitations, delimitations, assumptions, abbreviations and acronyms, significance of the study, theoretical and conceptual framework.

1.2 Background to the Study

Games and sports like other activities offered in the school curriculum have major goals to accomplish which are advantageous to the lives of learners. These goals are enveloped in four main groups and incorporate: the cognitive development, Physical wellness/psychomotor advancement, motor skill advancement and affective development. Everyday activities of children and youths represent important developmental opportunities that serve as a device for socialization and cultural knowledge and aptitude development. The youth population chooses different exercises to effectively participate in that can and regularly do make their way of life and habits associated with it (Kjønliksen, Torsheim & Wold, 2008). Identification of activities favored by young men and women is vital particularly in the light that, these activities can enhance different cognitive, social and motor skills and moreover, this sexual orientation related interests change with age. Sports likewise give a shared ground that makes both players and observers to feel included and a part of something that is essential to the general public (Lazarroti, 2010).

Each subject in the school educational curriculum has a unique commitment to make to the improvement of every learner, and thus to the general public. Physical education is one

such subject that improves the lives of students through carefully chosen physical activities such as exercise, play, amusement, relaxation, entertainment and games (Mwathi & Kamenju, 2006). All games and sports across all times, places and settings are constantly played for one reason or several other reasons. For instance, a football game for recreation may have little to do with just being football and have a lot of benefits to do with companionship, socialization, good health and physical fitness. These perspectives were upheld by a study on the Effects of participation in competitive sports on connectedness among public secondary school students which pointed out that games provide an environment for recreation, wellbeing, social connections, biological advancement, freedom of expression and testing of self among others (Kamau et al 2015).

Cooperation and competition is highly stressed during these activities so that the best group wins. The athletes are pushed to perform and contend at levels past their expertise, almost as though they are preparing for professional games. This pressure from mentors, guardians and teammates can cause them to develop perfectionist attitudes, increasing the probability of a violent response in the event that they do not perform to their set standards (Danilewitz, 2012). When inter-school sports put so much emphasis on winning instead of fair play, cheating, misleading and more unsportsmanlike acts are likely to occur (Mwathi & Kamenju, 2006). The unsportsmanlike demonstrations include occurrences such as students not changing in the right clothing, hazing, not responding to the whistle, hiding to avoid going to the field, telling lies, abusing, bullying and fighting others on the pitch.

Some customs see and portray male competitors as tough players who hardly express emotions other than hostility and outrage and just grin to celebrate victory while women assume the part of cheer promoters (Snow, 2010). These qualities are believed to be

appropriate expressions of manly qualities such as aggression, masculinity and power (Koivula, 2010). The playground in most boys' schools constitutes to a battle ground where young men turn out to be "little warriors" through battling and different types of physical violence (Gitonga, 2014). Such youthful stars ought to be mindful of how the quality of their conduct affects others reaction to them. If students do not get guided about maladaptive behavior from educators and coaches, they may never see practices that are strongly despised by others as wrong. It is by the use of behavior modification techniques that such feedback can be given.

McDowell & Spencer (2011) observed that, sport by its nature is exceptionally noticeable and competitive, and the rewards for achievement are often incredible. The sporting environment along these lines gives a considerable lot of fixings which perpetually creates stress among the participants. These stressful conditions have often led to a lot of violence from fans and participants. In 2011, the savage beating of Bryan Stow, a Giants club fan by two of Dodger team fans is a recent and egregious example of violence in sports (Glass, 2014). Similar instances of maladaptive behaviors during sports and games have been reported elsewhere in the world making it a common problem. During the world cup competitions in 2006, students of Bangladesh University ransacked their quarters and destroyed furniture to pressurize authorities purchase two new television sets in time for the soccer World Cup competitions (Ochieng 2006). In Tunisia for instance, 79 Al-Ahly fans were killed in a violent melee in Port Said stadium in 2012. This was one year after riots had erupted in Port Said after 21 Al Masry supporters had been sentenced to death. Two police officers and 20 civilians were killed as a result of the ensuing riots (Romadhani, 2013). On the local scene the case of Gor mahia and AFC Leopards football clubs is a common evidence of hooliganism in sports (Majani, 2014). In 2006, Ofafa

Jericho High School students in Nairobi beat and harmed their football match coaches and officials (Wrap up, 2006). Behavior modification techniques are therefore very important to guide learners who are exposed to such hooliganism since they are likely to ape what they observe from their role models during games and sports (Bandura, 1972).

The Ministry of Education Science and Technology in Kenya recognizes these and has therefore made physical education and games compulsory at all levels of education aside from universities where it is offered as a choice subject (Mwathi & Kamenju 2006). During these classes students take part in various activities such as football, leg ball, volleyball, netball, hockey and basketball among numerous others. In spite of these endeavors by the Ministry of Education to execute physical education and games at all levels of learning to help students get physically fit and behave well, cases of maladaptive practices among students during games and sports have escalated down to schools. Some instances of such maladaptive behaviors observed during football in Bungoma County, Kimilili Sub-county during sports tournaments are cited in Table 3.1.

In 2014, Ndivisi Secondary school football players were beaten amid their match with Kamusinde Secondary School at Pan Paper stadium (Were, 2014). In 2012 at Friends School Kamusinga High School, a teacher from Kibingei Secondary School was bullied, abused and beaten by fans and players amid their ball games contests. Miruri Secondary School players bullied and stole a football ball from Friends School Kamusinga competitors at the same venue and both Miruri and Kamusinde Secondary Schools players and fans bullied and harmed match officials and referees during this competition prompting the ban and exclusion of their players from these competition (Moyiah, 2012). In 2013 Kamusinde Secondary School was banned for two years from taking part soccer

competitions for having included villagers in their team who eventually turned violent on the pitch (Were,2014). Each one of these instances of maladaptive conduct among students is a clear indication that behavior modification techniques are required with a specific end goal to helping students these behaviors adjust in schools. These behaviors not only lead to damage of properties and hurt people but they also lead to wastage of a lot of time and resources. Since numerous cases of maladaptive behavior during games and sports have been witnessed in Kenyan schools, there was therefore a need to intercede by finding out the mostly portrayed maladaptive practices showed by boys and girls and ascertain whether there were gender differences in these behaviors. The study also intended to find out how often teachers used behavior modification techniques in helping students and which was the most preferred technique in handling maladaptive behaviors during games and sports

1.3 Statement of the Problem

The objectives of teaching games and sports like those of all other school activities included in the school curriculum are to empower the learners to conform physically, socially, emotionally and mentally (Mwathi & Kamenju, 2006). However a lot of maladaptive behaviors are observed and displayed by secondary school students during games and sports in Kimilili, Bungoma County (Moyiah, 2012).

The Ministry of Education Science and Technology demands the use games and sports as a method for discharging tension and developing students' talents. Despite this emphasis and the availability of guiding and counseling teachers in schools, there are still cases of maladaptive behavior during games and sports in secondary schools in Kenya and Kimilili Sub-county as observed in Table 3.1 (Were, 2014). The occurrences of these maladaptive

behaviors not only affect academic performance of the students but also lead to destruction of schools' property and even loss of lives (Gatune, 2003).

Many studies have been done including Josephson (2005)'s study on character counts which dwelt on maladaptive behavior during games and sports in United States and not how behavior medication techniques can be used to change these behaviors. Gitonga (2014)'s study looked at gender differences in maladaptive behaviors displayed by learners but never looked at how behavior modification techniques could be used to change this problem. The study on the effects of participation in competitive sports on school connectedness among secondary school students in Nairobi, looked at how competition in sports enhances school connectedness and recommended participation in sports to enhance school connectedness among the learners but never looked at what could be done to help them in case they became maladaptive (Kamau et al (2015).

Mmbaha (2004) carried out a study on social mobility through sports; the case of selected members of Mathare Youth Sports Association members and found out that the Mathare slums youths who were maladaptive could be guided to excel in life through sports. However her study focused majorly on how sports could help the maladaptive youths change behavior and excel in life and not on how behavior modification techniques can change maladaptive behavior among boys and girls in secondary schools. Cheseto (2012) researched on assessment of effectiveness of incredible years program compared to traditional program in behavior modification among juvenile rehabilitees in Nairobi. This study looked at students who were already confined in a rehabilitation centre but not on students in a normal school setting during games and sports. Munene (2014) investigated behavior modification techniques and health guidance offered to drug and alcohol abusers

in youth polytechnics in Kirinyaga but not on boys and girls in a school setting during games and sports.

Apart from Cheseto (2012) and Munene (2014) who researched on how behavior modification techniques could be used to help rehabilitate juvenile delinquents and drug addicts in youths polytechnics but not during games and sports and Mmbaha (2004)'s study which investigated how games and sports could improve behavior, no other study reviewed investigated behavior modification techniques offered to change students' maladaptive practices amid games and sports in Kimilili Sub-county, Bungoma County. It is on this strength that this present study was carried out.

1.3.1 Purpose of the Study

The purpose of this study was to find out the behavior modification techniques used by teachers to change maladaptive behaviors displayed by secondary school students during games and sports in Kimilili Sub-county.

1.3.2 Objectives of the Study

The study intended to:

- i. Find out the maladaptive behaviors mostly displayed by students during games and sports
- ii. Establish whether there are gender differences in the maladaptive behaviors manifested by students during games and sports in Kimilili, Kenya.
- iii. Find out how often behavior modification techniques were being used by teachers to change maladaptive behaviors during games and sports in Kimilili, Kenya.
- iv. Find out the behavior modification technique that was being used by teachers to

change each maladaptive behavior during games and sports.

1.3.3 Research Questions

The study was guided by the following research questions:

- (i) Which maladaptive behavior was mostly displayed by students during games and sports?
- (ii) What were the gender differences in maladaptive behaviors manifested by secondary school students during games and sports in Kimilili, Kenya?
- (iii) How often were behavior modification techniques being used to change maladaptive behaviors during games and sports in Kimilili, Kenya?
- (iv) Which behavior modification techniques were being used by teachers to change each maladaptive behavior during games and sports?

1.4 Significance of the Study

The findings of this study were expected to be accessible to students to help guide them behave well during games and sports. These would in turn reduce chances of disrupting sporting activities by fighting, disobeying rules, hazing, bullying and abusing others. The good behavior of students will save on time wastage and reduce on injuries incurred during games and sports. The findings of this study may also be useful to the policy makers by sensitizing the parents and teachers to use behavior modification techniques as a means of transmitting positive values and enhance discipline among students during games and sports. Disciplined students will not destroy and damage property and thus policies on importance of games and sports will be reinforced. The findings may be used by the ministry of education to give directives to train all teachers in behavior modification techniques and post them in schools to improve on the services offered in

teaching of physical education, games and sports in schools and colleges.

1.5 Limitations of the Study

The limitations of the study are those characteristics of design or methodology that impacted or influenced the interpretation of the findings from the research. They are the constraints on generalizability, applications to practice, and utility of findings that are the result of the ways in which you initially chose to design the study and the method used to establish internal and external validity (Price, James & Judy Murnan, 2004). The researcher faced a number of limitations; the researcher anticipated that teachers who were chosen to provide information to be curious and suspicious as to why they are being chosen while others are left out. To minimize this problem, the researcher explained to them that their choice was as a result of sampling techniques and not personal and that the information they provided was confidentially handled. Furthermore, the researcher assured them of their anonymity by not writing their names and those of their schools on the questionnaire. Moreover, some study areas like Kamusinde and Kibingei secondary schools had poor transportation network of muddy and impassable roads, this really affected and slowed the movement of the researcher during data collection, which increased transport costs. In addition some teachers were uncooperative; others purposely tried to provide wrong information just for the sake of pleasing the researcher. More so, some respondents failed to give back to the researcher the filled questionnaires.

1.5.1 Scope and Delimitations of the Study

The study assessed the behavior modification techniques applied in handling secondary school students' maladaptive behaviors during games and sports in Kimilili, Bungoma County. The study sought to identify the mostly displayed maladaptive behaviors and

establish whether gender differences were portrayed in these maladaptive behaviors. Finally the study sought to find out how often the teachers were using the behavior modification techniques and which were the most preferred techniques used by teachers. The study targeted 498 teachers from all the 21 secondary schools in Kimilili. The study used 99 teachers as respondents. The study used a questionnaire for games teachers as a tool for collecting information.

Delimitations are choices made by the researcher which describe the boundaries that the researcher had set for the study. The sampling of the study population per school was by the use of few teachers from each school; however, the findings of this study have revealed the scenario being experienced in all secondary Schools in Kimilili. A larger sample size of teachers, which was more representative, couldn't be obtained for the study. The sample size was by virtue limited to the number of teachers that the 21 secondary schools had. The teachers in the study were selected basing on the fact that Sub- County had experienced a lot of maladaptive behavior practices during games and sports and the negative effects from these practices affected all the schools within the Sub-County.

1.6 Assumptions of the Study

The study was carried out with the following assumptions:

- i. The respondents would cooperate and give right and correct answers to the questionnaire without fear.
- ii. Behavior modification techniques were often being employed by teachers and coaches to help change students' maladaptive behaviors during games and sports.
- iii. All schools in the Sub-county offered games and sports to their students and had directly

or indirectly suffered from effects of maladaptive behavior during games and sports.

1.7 Theoretical Framework

This study was guided by two theories: Bandura- The social learning theory (1972) and B.F Skinner's Operant Conditioning Theory (1953).

1.7.1 Bandura' Social Learning Theory (1972)

One way of acquiring knowledge is by learning through observation, modeling and imitation of other people: one of the most dramatic examples of observational learning was recorded on a film by Bandura (1972). According to him, children pay consideration on a portion of models they see in society and encode their conduct. They may do this paying little respect to whether the conduct is gender proper or not. The individuals around the child will react to the conduct it mimics with either reinforcement or punishment. In the event a child emulates a model's conduct and the results are remunerating, the child is prone to keep repeating the conduct that was rewarded and avoid that which is punished. Reinforcement can be external and can be positive or negative.

Poor influence from role models is another way in which athletes view violence in sports. These role models can include parents, coaches, and even professional athletes. The actions these students witness from their role models normally shape their reactions. It shows them that the people they look up to find maladaptive behavior acceptable, so they are free to do the same (Wells, Ruddell & Paisley, 2006). Students learn their behaviors from those around them. If they see negative behavior being portrayed from a senior person in authority, they will likely mimic this behavior (Lazzaroti, 2010).

This theory is relevant to this study because most secondary school students take part in games and sports as participants or spectators and observe older students disobey the whistle, referees and shout at their opponents during competitions. Some students have even observed their colleagues being punished by disqualification from a game or being issued with warning cards for fighting, abusing or bullying their opponents during competitions (Moyiah, 2012). This disadvantages their teams and makes their opponents gain advantage over them. There are those students who have observed their colleagues being reinforced by rewards, certificates or verbal praises for good behavior. Students always tend to copy and imitate the behavior that they observe from others during sports and games arenas.

Behavior modification techniques on changing students' maladaptive practices during games and sports are necessary for such students. These will help them observe appropriate social skills that bring sportsmen and women together as friends and teammates and not as enemies or rivals of war. They should be guided on not imitating models who fight, haze, tell lies, bully and abuse others but instead imitate those who behave well during games and sports. It was for this reason that this theory was chosen to guide this study. The study intended to investigate the behavior modification techniques used to change students' maladaptive behavior during games and sports.

1.7.2. BF Skinner: Operant Conditioning Theory (1953)

This learning theory states that people learn by continually looking for ways to achieve more positive reinforcement in terms of rewards and avoid negative reinforcement in terms of punishment (Skinner, 1953). Reinforcement is defined as a stimulus or event that affects the likelihood that an immediately preceding behavior will be repeated. Besides reinforcement, punishment produces avoidance behavior, which appears to weaken learning

a particular behavior but not curtail it. It operates under the assumption that if behavior can be learned, it can also be unlearned. Skinner (1953) has been associated with operant conditioning. He believes that behaviors are influenced by a history of rewards and punishments. According to Skinner, once actions have pleasant effects, then there is the likelihood that such actions will be repeated in future. This suggests that any behavior, in a particular context that is reinforced (rewarded) in some way will tend to be repeated in that context. However, if one's actions have unpleasant effects (punishment), then one is less likely to repeat them in the future. Accordingly, behavior is the function of its consequences (Funder, 2010).

In 1974, Skinner introduced the concept of shaping behavior by selectively reinforcing desired pieces of behavior. His experiment showed how encouraging feedback functioned by setting a hungry rodent in his skinner box. The case contained a lever as an afterthought and as the rodent moved about the box it would inadvertently thump the lever. Whenever it did such a food particle would drop into the compartment beside the lever. The rodent immediately figured out how to go straight to the lever after a couple of times of being placed in the crate. The results of receiving nourishment in the event that they pressed the lever guaranteed that they would repeat the action once more. This results proved that positive reinforcement fortifies a conduct by giving a consequence an individual finds remunerating.

This theory was found relevant to these study because, if for instance, teachers reward good behavior of not fighting and not bullying during games and sports with words of praise or a gift, the students will more likely repeat the good behavior in future, thus strengthening it. The teachers should also note that the withdrawal of an unpleasant

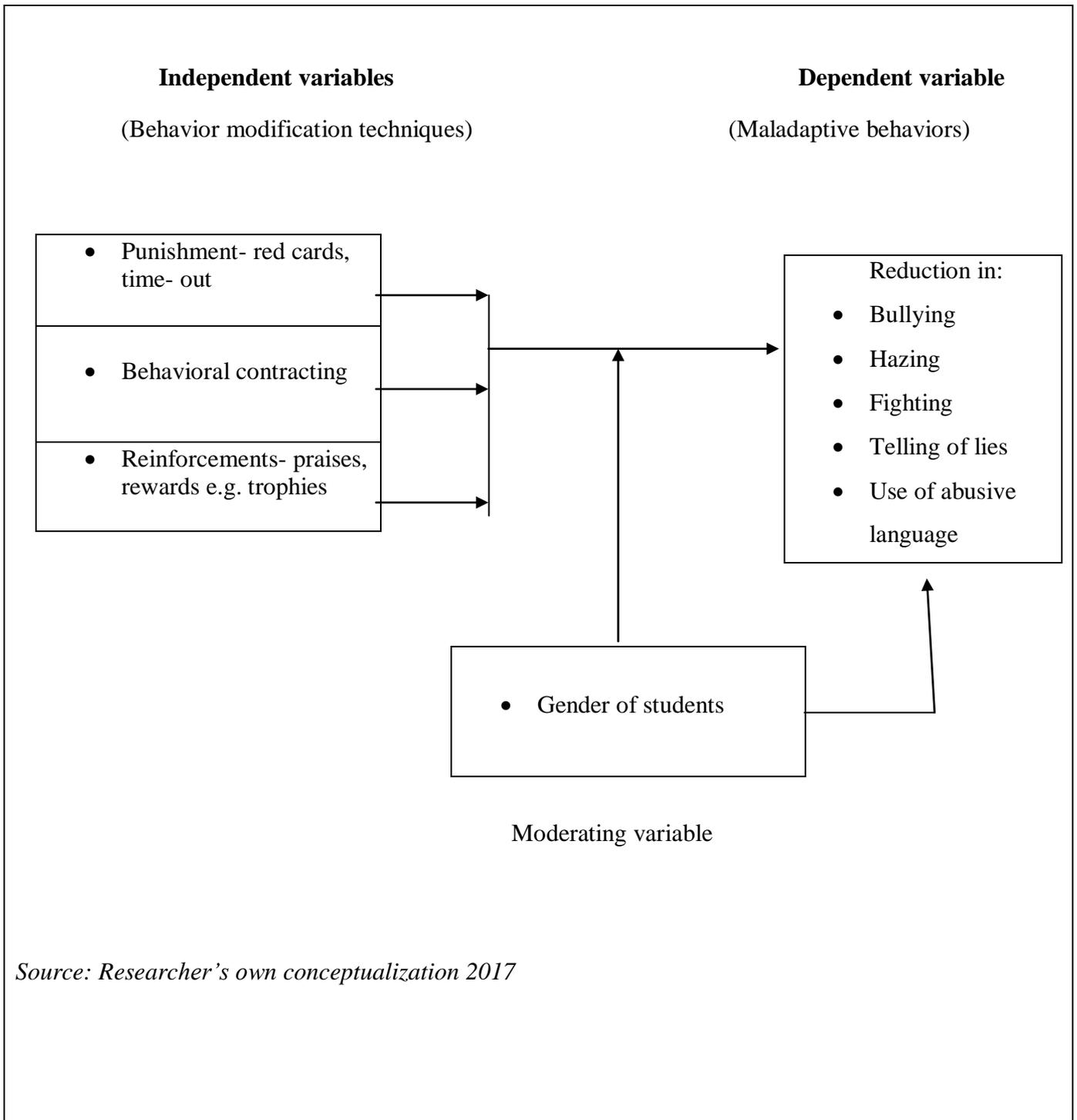
reinforcement or negative reinforcement can also strengthen conduct. For example if a student misbehaves during games and sports by bullying, fighting or hazing, he or she is denied a chance to go out on a sports trip or play with others. Skinner (1953), demonstrated how negative reinforcement worked by putting a rodent in his skinner box and then subjecting it to an unpleasant electric current which caused it some discomfort. The consequence of escaping the electric current prompted them to repeat the action once more. In fact Skinner even trained the rodents to avoid the electric current by switching on a light just before the electric current came on. The rodents soon mastered to press the lever when the light was switched on because they knew that would stop the electric current being switched on.

Punishment as far as this theory is concerned is defined as the opposite of reinforcement since it is designed to weaken or get rid of a behavior practice rather than increase it. It is an aversive event that reduces the conduct it follows. Like reinforcement, punishment can work either directly applying an unpleasant stimulus like a shock after a response or by removing a possible remunerating event, for example by denying a student a chance to play and make him sit on the sideline for using abusive language during games and sports. This makes it hard to make a difference between punishment and negative remuneration. There are a number of issues associated with punishment: punished character is not forgotten but it is only prevented and can recur when punishment is removed. The teachers should take note that punishment at times results into increased violence as a way of coping with problems. It might create phobia that can generalize to unpleasant characteristics such as fear of sports and games (Funder, 2010). Punishment not always directs towards desired conduct because reinforcement tells one what to do but punishment only tells one what to avoid. This theory was chosen because it was in line

with behavior modification techniques under investigation.

1.7.3 Conceptual Framework

The adjustment of students to behave well during games and sports is very important. Good adjustment in behavior can only be measured by looking at how well students relate and interact with others during games and sports (Gatune, 2003). Behavior modification techniques applied in handling students' maladaptive behavior may have a major impact on the how the students behave during games and sports. When behavior modification techniques are offered to the learners who are maladaptive, there is a tendency for the maladaptive behavior to reduce or stop completely since they will only imitate behavior that is appropriate. The gender of students is likely to play a role on the maladaptive behavior portrayed during games and sports. A study done in Spain on bullying among secondary school students discovered that differences between genders were attributed to boys' impulsive character which rendered them more physically aggressive (Yubero & Navarro 2006). These views were supported by Gitonga (2014) who observed that boys tend to engage in a wider range of bullying behavior extending from direct physical aggression, to name-calling and threats. When behavior modification techniques are applied to handle such students there is a tendency for them likely play a role in the reduction of maladaptive behaviors of students irrespective of their gender. When students and teachers are exposed to rules that govern sports and games and the consequences to be faced by individual students, teachers, their teams and schools when they violate these rules then they are likely to play orderly and fairly without chaos (Sharma,2017). The behavior modification techniques applied on maladaptive behavior during games and sports were well illustrated in figure 1.1



Source: Researcher's own conceptualization 2017

Figure 1.1 Conceptual Framework

1.8 Operational Definition of Terms

Adjustment - The process of changing one's behavior to fit with the needs or motives under various circumstances.

A game is a form of play, entertaining activity or sport, especially a competitive one played according to rules.

Bullying- Terrorizing or badgering of a student or numerous students propagated by another student by punching, name calling, or snatching other students' items; oral or composed insults, including verbal abusing, put-downs and coercion.

Hazing - Any activity expected of someone joining a group that humiliates, degrades, abuses or endangers, regardless of the person's willingness to participate

Maladjustment - A bad behavior that goes beyond acceptable norms of society. Such deviant behavior constitutes an individual to having social problems.

Sport - Formalized physical activities like athletics, ball games, and racket games and swimming where students compete.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this section the concept of behavior modification techniques applied to counter students' maladaptive behavior during games and sports was explored. The most commonly displayed maladaptive behavior and whether gender differences existed in this maladaptive behavior portrayed during games and sports were also explored. This was followed by the review of related research literature at international and local level. Finally the summary of reviews was provided.

2.2 Maladaptive Behaviors Manifested during Games and Sports

2.2.1 Bullying

Bullying has been described as a gendered phenomenon and a relationship problem. Name calling has a lot of negative consequences for the children and teenagers. First and foremost, it can damage a victims' self-image. With time name calling and other insults can slowly eat away the self-esteem and the victim will no longer view himself or herself as worthwhile (Gitonga, 2014). In the study on Character Counts 58% of males and 24% of females used in the study agreed to have deliberately inflicted pain in football to intimidate opponents. 27% of males and 12% females agreed to have soaked a football field to slow down an opponent while 69% of males and 50% of females agreed to have bullied an opponent in the past one year (Josephson, 2005).

Bullying is characterized as terrorizing or harassing of a student or numerous students by people or gatherings. It entails physically or socially more capable individuals deliberately harassing or harming a weaker individual by physical, verbal, social, or mental means. A

few scholars include further definitional criteria that the bullying must be repeated over a longer period of time (Arora, 2016). Contrary to different types of interpersonal conflict inside social organizations, bullying, by definition, is not hostility. Bullying is not irregular animosity since it is coordinated at specific target victims. Thus, bullying is deliberate, directed behavior, yet it is not objective coordinated in the typical sense. Most research on hostility in sports, starting with McDowell & Spencer (2011) on football, as a man's game discovered that competitive sport has been reprimanded for empowering racial and sexual segregation, male predominance, homophobia, animosity and brutality.

During games and sports rules govern anything from wearing proper uniforms to how to count and record scores during games at different levels of competition. During these competitions both players and their fans are expected to adhere to rules and regulations that govern their team such as behavior, attending practice sessions, keeping in training camps, drills and wearing of correct attires (Williams, 2017). It is important to follow rules that govern games and sports in order to ensure safety of all the participants involved (Sharma, 2017). Following sports rules help prevent injuries during practice sessions and in games (Williams, 2017). It is as a result of these that any kind of bullying or illegal contact between players is regarded a personal foul in basketball. During this matches any form of bullying such as hitting, pushing, slapping or holding an opponent to prevent movement is considered a foul (Wlliams,2017).

Bullying can lead to serious emotional and physical injuries and trauma. Several students in Kenyan schools have met their death through being bullied, while hundreds perform poorly, miss or have dropped out of school due to fear of being bullied (Ngesu,2013). Bullies have non-conforming attitudes towards school authorities and may be involved in

other antisocial behaviors such as stealing and cheating. They lack motivation for schoolwork and may exhibit problems of absenteeism, truancy and eventually drop out of school (Kinai, 2010). These behavior problems associated with bullies are often observed during games and sports. Physical tormenting includes punching, jabbing, hair pulling, beating and gnawing and fundamentally occurs when a student utilizes bodily acts to pick up control over class mates. Verbal harassing involves name calling, teasing and gossiping about others. Bullies have no particular targets that, if accomplished, would end the hostility since bullying is not irregular hostility since it is coordinated by the seniors mostly prefects at particular target casualties (Agewa, 2017). In this manner, bullying is purposeful, coordinated conduct, however it is not objective coordinated in a typical sense.

A study by Akun (2006), in Kisumu municipality on bullying found out that much bullying was taking place in the schools and mainly taking place in dormitories, classrooms and dining halls. Peer pressure, revenge and hostile homes were found to be the main causes of bullying in schools. Verbal abuses and extortions were the major types of bullying in schools. Form twos constituted most of the bullies in schools. This study looked at bullying in schools generally while the present study was looking at bullying as one of the maladaptive behaviors portrayed during games and sports.

2.2.2 Hazing

Hazing as a right of passage refers to any movement, on or off school grounds that would adversely affect the mental or physical wellbeing or security of a student. It puts the student in an embarrassing, distressful or humiliating situation for the objectives of initiation, affiliation, enrolment or acceptance of participation in any gathering, class, association, club or athletic team. Hazing may likewise incorporate, however is not

restricted to: demonstrations of physical torture, whipping, and beating, forcing eating of foods, alcohol, drug or other substance; compelling inhaling or use of tobacco items; or any other constrained physical movement that could seriously influence the physical wellbeing or security of an individual (Graham, 2004).

The study on Character Counts found out that 47% of males and 19% of females agreed to have trash talked a defender after every score. 25% of males and 14% of females agreed to have illegally altered a hockey stick during a match while 31% of males and 17% of females reported that degrading hazing or initiation rituals were common at their schools (Josephson, 2005). Arora (2016) separated hazing from bullying by noting that hazing is harassment by senior individuals of a gathering against newcomers to the group, whereas bullying is provocation by one or a number of people against isolated individuals. Whereas some students are initiated forcefully into hazing, some students willingly take part in hazing as evidence of being committed to the values of their learning institutions (Wanjohi, 2017). According to Diamond (2016), 71% of students who have been hazed during games and sports reported resulting negative effects both physical and psychological. 47% of the students athletes are hazed during sports, only 8% of them ever refer to this maladaptive behavior by calling it hazing and worse still very few ever report these behavior. The present study is looking at the behavior modification principles that can be used by teachers and administrators to change acts of hazing and bullying during games and sports.

Hazing will affect the athletes on the team and can be found in the form of both verbal and physical abuse. It occurs among team mates and has grown into a major challenge in high schools since the 1980s. A study by Wood (2010) at Eastern Illinois University, found out

that each year close to one million high school athletes are affected by hazing.

The idea of fair play during games and sports involves how a student behaves not only during a contest but also after the competition. Fair play in this case means that a player competes by the guide lines, does not take unfair advantage of an opponent even when there is an opportunity to do so, treats an opponent with dignity and shows modesty and composure when he wins or is defeated (Mwathi & Kamenju, 2006). The intense atmosphere at the sports venues is what may provoke violence, hazing and jeopardize the safety of all the people at the venue. Taking proper steps to ensure that these situations are handled without putting the rest of participants and staff in dangerous situation is a critical task (Danilewicz, 2012). The important factor is for the athletes, fans and their coaches to compete and win under a set of regulations and not winning at all costs.

2.2.3 Fighting

Fighting is an established tradition of games and sports in many parts of the world. It has a long history including numerous levels of beginner and expert play and including some serious individual battles. Although frequently an objective of criticism, it is an impressive draw for the sport, and some fans go to matches fundamentally to see fights. A few fights are unplanned, while others are planned by the members. While authorities endure fighting amid hockey matches, they impose a number of punishments on participants who engage in fights (Fitzpatrick, 2017). A fight that occurs following a game can be more challenging, as players have completed the game angrily (Danilewicz, 2012).

The intense atmosphere is what may provoke intense violence and jeopardize the safety of all in the venue. A much larger fight can be provoked due to tension and anger felt by

athletes. Often the anger can be attributed to an athlete feeling they were awarded an unfair penalty or penalties have not been called on opponents (Danilewicz, 2012). When athletes are not taught sportsmanship, fighting becomes a natural part of the game. They will intentionally hurt a good player from the opposing team to prevent them from returning to the game thus increasing the chances of winning. Fighting can also result out of frustration when the athletes feel they are being outplayed, blocked or covered during a game (Fiore, 2003). Rules provide an environment of understanding in a competition. In sports, rules define what a player is allowed or not allowed to do during situations on and off the pitch (Williams, 2017). The rules help in bringing order and fairness, for without them there would be fights and there be no game to entertain people. Sports and games have rules so that every student can play fairly and there can emerge a winner and a loser without players fighting other participants (Sharma, 2017).

The individuals who safeguard fighting in hockey say that it dissuades different sorts of unpleasant play, permits groups to secure their star players, and makes a feeling of solidarity among team members. Some fights have pulled in huge media consideration due to wounds sustained by one or both competitors and other elements. In January 9, 2010 in a Kontinental Hockey League game between Vityaz Chekhov and Avangard Omsk, a seat getting fight erupted in the 4th minute of the first half, forcing authorities to forsake the match as there were just four players left. 33 players and both groups including coaches were send out, and a world record aggregate of 707 punishment minutes were acquired amid the match (Coakley , 2010).

Fighting is a plain forceful conduct in which two individuals with genuinely equal measure of physical power or strength wrestle and trade blows. Young men like fighting

rivals who defeat them while young ladies use abusive language (Gitonga, 2014). Many interschool fights observed after football matches lead to much destruction of property and threat human life. The scenario is also common in football leagues in Kenya when some fans do not accept that their team has lost the match (Njoroge, 2003). The playground in most boys' schools constitute to a battle field where boys become "little warriors" through fighting and other forms of physical violence (Gitonga, 2014). Similar instances of abandoning matches due to fights have been witnessed in Kenyan schools such as Ofafa Jericho and Kamusinde secondary schools. It is therefore as a result of these that this study was chosen to find out how behavior modification techniques could be used to change this fighting behavior during games and sports.

What would sports and games venues appear like if there were no rules to regulate what goes on? The game venues would be very chaotic with a lot of hazing, maybe even similar to war. Regardless of what sport is in equation, players would be fighting each other in order to score more points or win more goals for their teams. Every sport needs some type of rules as chaos would likely erupt if there are no rules to guide and protect the players. Watching such chaotic sports and games would not be entertaining at all but disturbing (Jjhasin, 2014). When inter school sports competitions, coaches and fans place so much emphasis on victory rather than fair play and good sportsmanship, cheating, fighting, deceit and unsportsmanlike acts are tolerated. This may lead to inability for two or more teams to relate well thus causing conflicts among them (Mwathi & Kamenju, 2006).

2.2.4 Use of Abusive Language

An abuse is a perverted way of defeating or "winning over" others. It's the opposite of being a good sportsman/woman. The most common form of unfair behavior is verbal

abuse. The study on Character Counts found out that 69% of males and 50% of females admitted to have bullied or abused someone in the past year. 55% of males and 29% of females agreed to have used racial slurs or insults during games and sports. 30% of males and 16% of females conceded to have thrown abuses at a player who scored most, for the rivals' group (Josephson, 2005). A student who watched his or her sport idol participating in verbal or physical violence during a game will come to believe that it is part of the game (Wood, 2010).

The study on male mentors and players has demonstrated that abuses are utilized as part of all-male sporting competitions to both keep up and build specific types of masculinity. When verbal abuses, fits, and disturbances of fierceness are endured in a mentor or player the message is, "it is alright to dispatch individual assaults on others"(Adam et al, 2010). When a player is disqualified for abuse, regardless of how skilled the player was at his play, enlightened individuals understand that standing firm against abuse is a great deal more important than overlooking it (Coakley, 2010). Verbal harassing involves name calling, teasing and gossiping about others. This occurs when one uses abusive language to pick up control over associates (Gitonga, 2014).

Nobody is more affected by verbal abuse than a youngster. Verbal abuse can be worse than physical when it comes from coaches, parents or other players. It can also accelerate to physical violence (Jamieson, 2009). The negative effect of verbal abuse on youngsters cannot be measured. Instructing mentors to stop use of abusive language both among colleagues and contenders is key in the event that we are to live in a more beneficial world. In May 2004 after an Australian Football Association Friday Night Football

competition amongst Adelaide and St Kilda at AAMI Stadium which St Kilda won by 32 points, field officials were booed and manhandled by Adelaide fans, and a beverage jug was tossed which hit a 12-year-old St Kilda fan. One fan was thrown out and disqualified for one year from the field. The point of verbal domineering students who use abuses to bully their companions is to humiliate and demean the victims so that the aggressor looks dominant and powerful (Gitonga' 2014). Similar cases have been witnessed in Kenyan sports and games arenas and thus why this study was undertaken to investigate the behavior modification techniques that could be used to change use of abuses during games and sports.

2.2.5 Telling of Lies

Many athletes and fans are fond of spreading lies in favor of their teams and against their opponents. Students who tell lies during games and sports often are more likely to be aggressive, criminal and show other disruptive behavior (Talwar et al, 2014). In 1994 Swans recruit Dermott Brereton was suspended for seven weeks for standing on a Hawthorn player Rayden Tallies' amid practice of game. He was additionally suspended for another seven games later in the season for being found to have elbowed Richmond captain Tony Free and broken his jaw then lied about it. This ban made him transfer to Collingwood at the end of the season in order for the ban to be lifted (Fitzpatrick, 2017).

The study on Character Counts found out that 68% of both males and females agreed to have cheated at school, 43% of males and 31% of females cheated and bent rules in order to win a match (Josephson, 2005). These views were supported by the study about telling lies during games and sports used the "temptation resistance test" on 372 children between 4- 8 years and used a noisy toy placed behind the children who were aware of its existence

but were not supposed to peek at it. This was done to enlighten parents on what to do to encourage their children tell the truth. 80% of the children did peek at the toy and when asked 67.5% of them lied and denied ever peeking at it. When threatened with punishment, 80% of the children still lied and 40% reduced lying when they were assured that there will be no punishment when they made mistakes during games and sports (Talwar et al, 2014).

Individuals who tell lies are sweet talking and friendly. They avoid eye contact and make everything appear possible. They have good communication skills and stammer as they tell their lies. Telling lies can lead to rejection by peers and insignificant other people (Kinai, 2010). Basing on these lies, teams and fans are known to have planned and acted unsportmanly in defense of their players and caused fights on the playing grounds (Moyiah, 2012). It is common to witness teams being banned in our football arenas here in Kenya due to lies. The case of Ofafa Jericho and Kamusinde secondary schools' teams which were banned for two years respectively for unsporting conduct and lying is a clear evidence of these. This study was undertaken because the problem of sports teams being banned for engaging in maladaptive behavior like telling lies is experienced all over.

2.3 Gender Differences in Maladaptive Behaviors

In the past boys have been thought to be the primary perpetrators in bullying incidents. This is because their actions are more overt than girls. Boys are the predominant harassers of both boys and girls (Gitonga, 2014). America, football as a sport has been generally assigned as a manly, forceful activity that blocks out female members. The male competitors are depicted and perceived as tough, hard players who infrequently express feelings other than hostility and outrage and just grin to celebrate triumph, while ladies

assume the part of cheerleaders, who are seen by the viewer to be female and stylish, showing happy feelings and sparkling grins, expressively giving a shout to “their folks” (Koivula, 2011).

A study done in Spain on bullying among secondary school students discovered that differences between genders were attributed to boys’ impulsive character which rendered them more physically aggressive (Yubero & Navarro 2006). These views were supported by Gitonga (2014) who observed that boys tend to engage in a wider range of bullying behavior extending from direct physical aggression, to name-calling and threats. Bullying for both female and male students can be found as early as pre-school years, is most prevalent in adolescence, and can continue into adulthood (Olweus, 2016). Despite the fact that girls are rarely involved in physical bullying, this does not mean there is no bullying in girls’ schools. Emotional bullying both verbal and non-verbal, is actually common than physical bullying and more subtle. This involves shunning the victim, spreading rumors, name-calling or even threatening victims. Many students believe that self-defense is important and even fighting back in response to bullying. This is very common among boys (Gitonga, 2014).

Fighting is another overt aggressive behavior in which two people with fairly equal physical force or strength wrestle and exchange blows. Boys like fighting opponents who anger them while girls use verbal aggression (McDowell & Spencer, 2011). In a case study ‘The Gender Bowl’, female members were found to actively exhibit practices of verbal abuses that had been previously set apart as manly attributes of male events (Adams et al, 2010). A study carried out on the Character Counts, a coalition project of the nonprofit Josephson Institute of Ethics (Josephson, 2005) is accepted to be the most

thorough measure of gender differences in maladaptive behaviors of athletes. According to the study findings, many secondary school competitors break guidelines and engage in unsporting behavior since coaches place a lot of emphasize on winning more than honorable play. For example when asked whether they had taken part in maladaptive behavior, the students consented to have deliberately inflicted pain in football to scare an adversary (58% of boys, 24% of females). Those who agreed to have trash talked an opponent after each score were (47% of males, 19% ladies) while those who agreed to have splashed wet a football field to slow down a rival were (27% of males, 12% ladies) and those who had thrown insults at a player who scored most, for the opponents' team were (30% of males, 16% females). When asked about being involved in hazing and bullying 31% of males and 17% of females consented that demeaning, hazing or initiation rituals were regular practices at their school, while 69% of the males and 50% of the females' consented that they bullied teased or taunted an opponent in the past and 55% of males and 29% of females consented to have applied tribal slurs or insults.

Many students belief that self-defense is important and even fighting back in response to bullying. This is especially common for boys. Out of a populace of 3121 students in a study by Gitonga, 90.2% of the males experienced physical bullying as compared to 8.4% of the female students. 72.0% of females experience non-physical bullying as compared to 48% of their male counterparts (Gitonga, 2014). A verbal fight typically starts the physical fight on the field and this is normally observed in many sporting events where insults have been used. The findings of this study are a clear indication that gender differences in maladaptive behavior do exist during games and sports.

2.4 Behavior Modification Techniques Applied to Counteract Maladaptive Behaviors

The aim of behavior modification is to help people learn effective and acceptable alternative ways of behaving so that they can overcome difficulties in their lives. It is based on beliefs that if people with maladaptive behaviors are taught better ways of dealing with their issues, they will most likely change their bad behavior (Kinai, 2010). Principles of learning explain how behavior develops whether or not the behavior is labeled as maladaptive. In the social context, maladaptive behavior is inferred from the degree to which it deviates from the social norms. The differences in behavior among students during games and sports reflect differences on continuum rather than differences in illness and health. For students with maladaptive impairment during games and sports, the problem from the standpoint of treatment and rehabilitation is in the behavior that is maladaptive rather than the impairment (Danilewitz, 2012). The immediate need is to provide interventions to overcome deficits and inappropriate behaviors and to develop adaptive and pro-social behaviors to enhance a student's functioning in sporting and games events. Behavior modification focuses directly on the behaviors which are creating problems for the student, rather than on constructs which have to be inferred from those responses. These behavior modification techniques include:

2.4.1 Punishment

One type of punishment is applying a painful or an aversive stimulus to suppress or decrease the frequency of the behavior it follows for example, caning a pupil for stealing. Another type of punishment involves time-out or removing a person from an environment that reinforces a maladaptive behavior, for instance transferring a student to another school away from her drug abusing peers. Other examples of timeout are isolation, seclusion, imprisonment and detention (Kinai, 2010).

Punishment in sports can be administered when the participants who behave badly are made to do exercises like press-ups (Fuller et al, 2009). The time-out approach in games and sports removes students out of the class environment and takes them in a secluded area when they misbehave is another method. Being placed in the time-out area does not necessarily mean that the youngster is a “bad person “but rather that he has forgotten to follow the rules (Campbell, 2017). The time-out approach includes exclusion from part of the session and allowing them to watch the game, inclusion where they don’t miss out on any session but don’t play and seclusion where the student is completely removed from the session (Fuller et al,2009)).

Tactical ignoring of inappropriate behavior does not reward the maladaptive behavior by the attention that the student needs (Fuller et al, 2009). Students who get ignored for bad behavior during games and sports will want to regain the attention of the coach and will start to comply (Geister, 2013). Punishment does not necessarily entail pain or physical coercion. In games and sports the indisciplined students are punished by being given time-outs, yellow cards or red cards which disadvantage their teams or deny them chances of continuing to play. Contrary to what many teachers think, punishment does work and is very effective at stopping undesirable behavior. Teachers however should ensure that punishment follows the misbehavior as soon as possible and it be consistent and suit the crime (Elliot et al, 2013)

As per Bandura (1978), unfortunately a numerous number of school personnel consider punishment to be the main source in managing with a students’ misconduct. The instructors utilize the most powerful negative results accessible to them in an urgent effort

to control an individual and make it clear to others that acting in a particular way is not tolerated. For instance, educators generally manage acting out conduct by expelling a student from an action. To the educator, this process regularly referred to as time out “might be a sensible approach to prevent the student from upsetting others by secluding him or her from an activity. The rationale might be contemplated that by making trouble the student does not merit to take part in the activity (expecting the students prefers the activity). This punishment will prompt the student to conduct himself/ herself well to stay away from future deprivation, these views were supported by Campbell (2017).

2.4.2 Behavioral Contracting

The behavior contract or contingency contracting is a technique of behavior change which ensures that there is a written negotiated agreement between the in disciplined students during games and sports and their teachers. Treatment goals are spelled out as well as the specific rewards and responsibilities of the two parties. The undesired behavior like fighting, bullying, hazing and telling lies are specified and made aware to the students. The consequences of this behavior are also specified and incase of good behavior the student is bound to gain. The contract is usually signed by the student and the teacher involved, and is drawn up after a private conference to decide on the appropriate behaviors and rewards. As the behavior improves and students’ attitudes change, the rewards should be switched off according to the activities and attention focused to other activities. Violation of the contract results in withdrawal of the rewards already earned. (Campbell, 2017).

Behavior contracting facilitates therapy if the client can understand the conditions of the agreement. It is founded on the assumption that human beings prefer to keep the promises

they have made if they were not coerced into those agreements. This technique can be used to change behavior of bullies, truants and lazy pupils. It can also be applied by teachers and coaches at school during games and sports lessons and tournaments. In a study by Munene (2014), on investigation of behavior modification techniques on health guidance offered to drug and alcohol abusers in youth polytechnics in Kirinyaga, behavioral contracting was reported to have been used minimally by only 3.8% of the participants while Kinai (2010) had reported it to have been used with great success in minimizing alcohol and drug abuse.

2.4.3 Reinforcement

Reinforcement means giving rewards for behavior. Research has shown that when certain conduct is followed by fortification it is more liable to be rehashed. For example, when a child helps to do some work and him or her is praised or other children are told to clap for him, the child is likely to repeat the behavior so that he can be rewarded. Giving reinforcement for behavior encourages children and even adults to behave in the way they are expected to (Kinai, 2010). It has been noted that a coach who ignores unsportsmanlike conduct but still praises the athletes for doing well will promote sportsmanship behavior in the athlete (Shields et al, 2007). Students will tend to react by doing what they perceive the coach values, often prompting unsportsmanlike behavior such as arguing, fighting, or other violent acts (Arthur-Banning et al, 2009). Coaches become poor influences when their behavior demonstrates that violent behavior is acceptable (Sheilds et al, 2007).

When athletes are compared to their partners they get pressurized. At the point when a coach indicates high preference to a competitor or compares their capacity and profitability, students feel the weight to perform and turn out more motivated to win at any

expanse. These weights to receive recognition for their own ability have been found to be negative reinforcers which precede unsportsmanlike behavior (Fitzpatrick, 2017).

When conduct is followed by proper positive feedback, it will probably happen again later on. Reinforcement is normally used to reward the initial behaviors that are approximations of the final behavior. The teachers are supposed to be guided by this principle and make sure that the time-outs they are using are strong enough to motivate the students perform the desired behavior. They should use both verbal and non-verbal reinforcements. They should remember children and adolescents need to be encouraged or be reinforced when learning new skills and when trying to cope with challenges in order to uplift their self-esteem (Kinai, 2010). The teachers should use reinforcement techniques that are appropriate to their learners' developmental stage. They can do this by applying social reinforcement like use words of praise, tangible rewards or even give chances to students who behave well to perform other exciting activities or go out on school sporting trips. By doing these they should note that positive feedback for negative behavior will be met with additional poor behavior in the future (Danilewicz, 2012).

Smither (1988), cited a typical example of how positive motivational strategy that can be used to improve on negative behavior. He applied the reward system in a factory in Mexico which suffered serious timekeeping problem. 15% of their workforce arrived late for work on a regular basis. The management decided to reward good timekeeping by paying workers two pesos a day extra if they started work early. Lateness fell from 15% to 2%, at minimal additional cost to the company. In customer oriented organizations, positive reinforcement can be used to create superior customer value. A motivational strategy like recognition can greatly influence behaviors positively as far as enticing

customers is concerned. This method was done in a factory setting however the present study is looking at how the same reinforcement can be used during games and sports

2.5 Review of Studies in the Western Countries

A study done on Violence in youth sport: Potential preventative measures and solutions by DanilewicZ (2012) at the East Stroudsburg University of Pennsylvania discovered that during youth sport occasions tempers flare and violence was turning out to be progressively more regular. The consequence of these demonstrations could extend from minor wounds to death. 38% of the athletes surveyed by this study on fighting admitted to retaliating against an opponent who plays dirty. The youngsters tend to demonstrate their conduct from grown-ups they appreciate, so if those grown-ups are bad influences the students will not respond positively. 26% of athletes reported being told by their coaches that retaliating against an opponent was acceptable and being encouraged to participate in it (Danilewicz, 2012). The competitors felt they are judged by what number of games they can win rather than how they are winning or their execution of good play. This findings support the work of Buford (2001).

From the findings of this study, 48 % of athletes reported seeing other coaches arguing angrily in reaction to game officials' call. These views supported the findings of Shields et al, (2007). Athletes respond to all feedback given to them by coaches and will react in a way that will conjure the same response from the coach as a previous occurrence. Thus positive feedback for negative behavior will be met with additional poor behavior in future. When the study used seminars to change behavior, 85% of coaches, 76% of parents and 57% of athletes noted an improvement in behavior especially among parents. The

seminars were very effective and as a result 80% of coaches and parents continued to attend seminars willingly (Danilewicz, 2012). This study emphasized on behavior modification techniques to change negative behavior just like the present study and it was done in the United States while the present study was done in Kenya.

The study done on Character Counts, a coalition project of the nonprofit Josephson Institute of Ethics (Josephson, 2005) is believed to be the most complete measure of attitudes and characters of competitors. Among the key discoveries of the study: Many secondary school competitors often break rules and engage in unsporting behavior by Purposely causing torment in football to scare an adversary (58% of males, 24% of females). Garbage talking a defender after each score (47% of males, 19% females), splashing a football field with water to back off an opponent (27% of guys, 12% females), developing a foul line in baseball to keep hits reasonable (28% of males, 21% females) and throwing abuses at a player who scored most, for the rivals' group (30% of males, 16% females).

When asked about hazing and bullying: 31% of males and 17% of females report that demeaning, right of passage or initiation customs is regular at their school. 69% of the males and 50% of the females' conceded that they tormented, teased or insulted somebody previously while 55% of males and 29% of females said they utilized tribal slurs or put-downs. This study focused on the maladaptive behaviors and gender differences in the maladaptive behavior manifested just like the present study and it was carried out in the United States while the present study is further looking at behavior modification techniques applied to counteract the maladaptive behaviors during games and sports and

in Kenya. It is for this reason that this study was chosen since it was in line with objective one and two of the problem under investigation.

Hoffer (1999)'s research on Athlete violence surveyed 2,027 students from 224 schools while the present study used 99 games teachers from 21 secondary schools and found out that 80% college athletes had been victims of hazing. The worst hazing was found to be in football teams. Two thirds of the students involved in the study admitted to have been forced to do humiliating things like wearing silly clothes, yelling and being forced to shave their heads in order to join a team. 12% of the students accepted to have hazed, one out of every five admitted to have been subjected to illegal hazing, half agreed to have been forced to partake of alcohol and two in every five were subjected to humiliating hazing like yelling, wearing embarrassing clothing and being deprived of food and sleep (Hoffer,1999). Half of the students accepted that they were expected to participate in alcohol related initiations, while 66% were subjected to embarrassment customs. 60%of the students never reported the cases, 48% found it not a big problem, 26% believed the administration wouldn't handle the problem well in case they reported, 6% were not comfortable about who to tell and 4% of the students feared teammates would make their lives miserable if they reported (Hoffer, 1999). This study majorly dealt with hazing as a maladaptive behavior during games and sports and was not done in Kenya while the present study is looking at behavior modification techniques applied on maladaptive behaviors hazing among them and in Kenya, more specifically Kimilili.

A study done by Seremy A Steers (2012) on behavior modification techniques used to reduce sedentary screen behaviors in children was used handle the problem of obesity. This study used 18 studies, 8 targeting sedentary screen behavior and 10 targeting multiple

health behaviors. This study used children of between 1- 12 years. Half of the studies used behavior modification techniques and half used electronic devices. Of the 9 studies that used behavior modification techniques, 50% of the children and a total of seven studies reported reduced on sedentary screen behavior. One study reported no significant change in behavior while the rest showed increased sedentary behavior. This study was done in the United States of America to handle sedentary behavior leading to health problems while the present study is not looking at health problems but general maladaptive problems in games and sports and in Kenya (Seremy A Steers, 2012).

2.6 Review of Related Local Literature

Locally there is scarcity of research literature in the context of behavior modification techniques applied to change maladaptive behavior during games and sports. A study by Mmbaha (2004) on social mobility through sports: the case of MYSA, Nairobi Kenya investigated the relationship between participation in sports and social mobility of MYSA members. An exploratory survey design was used to collect data for the study and answer questions just like in the present study. The study involved one hundred adult members who were purposively selected while the present study involved ninety nine games teachers. Data was collected using questionnaires and descriptively presented in percentages and tables and was subjected to chi-square statistics just like the present study. The findings revealed that 68% of MYSA members experienced positive changes behavior and status, 18% had negative changes in status and behavior, while 14% had no change in status and behavior.

Mmbaha recommended that sports be used in rehabilitation and correction of deviant behavior among the youths and also as a way of engaging youths especially from deprived

background in productive activities (Ibid, 2004). Mmbaha emphasized on the use of games and sports to counsel the less advantaged and diligent youths to move upward in society and stop stealing, fighting, bullying others and disobeying authorities among other problems. Among her recommendations was the introduction of sports by the government as a way of productive leisure. This study focused on the importance of games and sports in changing behavior among MYSA members alone while the present study was to find out the behavior modification techniques that are used to change secondary school students' maladaptive behavior in a normal school setting during games and sports in Kimilili Sub-county as a whole.

Munene (2014) investigated behavior modification techniques and health guidance offered to drug and alcohol abusers in youth polytechnics in Kirinyaga. She found out that 74 (70.5%) of the respondents said that there were no guidance and counseling services and behavior modification techniques used in the youth polytechnics. Civic and educational guidance had both been used by 8.6% respectively while behavioral contracting was reported by 4 (3.8%) and had been used very minimally. While this study looked at behavior modification techniques and health guidance offered to drug and alcohol abusers in polytechnics, the present study focused on sports and games. The present study was done in kimilili in normal school settings on general maladaptive behaviors while the former was done in Kirinyaga on abusers of drugs and alcohol.

Akun (2006) carried out an exploratory study on the Influence of Guidance and Counselling on bullying of secondary school students in Kisumu Municipality while the present study was done in secondary schools in Kimilili. She found out that much bullying was taking place in the schools 74%. She ascertained that bullying was mainly taking

place in dormitories, classrooms and dining halls 74%. Peer pressure, revenge and hostile homes were found to be the main causes of bullying in schools 72%. She also found that verbal abuses and extortions were the major types of bullying in schools 84%. Form twos constituted most of the bullies in schools 70%. This study looked at bullying in schools generally and in Kisumu municipality while the present study was looking at bullying alongside other maladaptive behaviors portrayed during games and sports and in Kimilili Bungoma. Just like Akun (2006)'s study which wanted to find out the effects of guiding and counseling on bullying, the present study also focused on what could be done about these behaviors.

Cheseto (2012), completed a study on Assessment of effectiveness of 'incredible years program' compared to the traditional program in behavior modification among juvenile rehabilitees in Nairobi, Kenya. These students included medium risk, low risk and high risk offenders in the society unlike the present study that looked at low risk offenses during games and sports. Unlike the present study which used a descriptive survey, she used a Quasi-Experimental research design. Her target population composed of all the children, teachers and house masters of Kenyan rehabilitation schools. Purposive sampling was used to get 150 students, four teachers and four house mistresses from two rehabilitation schools. The study used a questionnaire for teachers and house mistresses just like the present study to collect data and an observation schedule unlike the present study. She analyzed data using frequencies, percentages, means and standard deviations.

She found out that there was a significant relationship between incredible years program (praising, encouragement and positive behavior encouragement) and behavior change among rehabilitees. There was significant difference between incredible years program

and traditional rehabilitation methods (guidance and counseling, sports and games, vocational training). Thirdly, there was no significant relationship between effects of incredible years program and gender on rehabilitees. Finally the study concluded that the incredible years program was effective in rehabilitation of juvenile delinquents generally but not children in a normal school setting during games and sports like the present study. This study was chosen because it was in line with the behavior modification techniques under investigation even though not in games and sports.

Gitonga (2014) did a study on correlates of students' bullying practices in selected secondary schools in Kiambu sub-county and discovered that play areas in most boys' schools constitute to a battle field where boys become "little warriors" through fighting and other forms of violence. She further found out that many students believe that self-defense is important and even fighting back in response to bullying. This was especially common among boys. Out of the population of 3121 students, she found out that 90.2% of males experienced physical bullying as compared to 8.4% of the female students. 72.0% of females experienced non-physical bullying as compared to 48% of their male counterparts. This study only looked at the maladaptive behaviors experienced in sports among other areas in school and gender differences in these behaviors just like the present study but not on the behavior modification techniques under investigation.

An exploratory research carried out by Njoroge (2005) on Guidance and Counselling influence on adolescents' maladaptive behavior in Maragua District found that there was no positive relationship between guidance and counseling and behavior adjustment in mixed secondary schools. Regardless of the provision of guidance and counseling services, students still occupied themselves with maladaptive practices. This study looked

at guidance and counseling services as a remedy for maladaptive behaviors portrayed in school generally but not in games and sports. These views supported Gatune's (2003)'s study on the role of guidance in helping students to be well adjusted in Magumoni Division Meru south. She discovered that great change in students indicate a sort of inward harmony in the sense that the students are fulfilled by themselves and have good associations with those they relate with. Balanced students appear to be glad in every step of life and maladjusted students are disturbed with marked failures in their lives and unsatisfactory relationships with others. They portray maladjusted behaviors which not only affect their performance but also lead to destruction of school properties and loss of lives. This studies looked at the role of guidance and counseling in helping students adjust generally in school while the present study looked specifically at behavior modification techniques to be applied change maladaptive behaviors during games and sports.

2.7 Summary of Literature Review

Behavior modification techniques applied to counteract maladaptive behavior portrayed by students during games and sports are expected to help the individual students to understand themselves, their attitudes, interest, and abilities, physical, mental and social maturity and help them adjust well in life ((Geister, 2013)). Once the students understand the implications of behavior modification techniques on maladaptive behavior, they will develop confidence and trust in their teachers and will therefore be guided to know their weaknesses and abilities. When equipped with such knowledge on punishment, contracting and reinforcement, they will respect one another regardless of whether they win or lose during games and sports.

Most of the studies done locally and outside agree that the students portray maladaptive

behavior like fighting, bullying, telling lies, using abuses and hazing during games and sports. Coaches are normally under pressure to produce winning teams which makes them compromise integrity and follow programs that may result in performers getting injured or sacrificing good character (Danilewitz, 2012). The studies reviewed have also pointed out the use of guidance and counseling services and behavior modification techniques in counteracting maladaptive behavior in the school as a whole and not during games and sports alone. Ngonyo (2014) and Josephson (2005) saw how students misbehave during games but never pointed out how this misbehavior could be rectified by applying behavior modification techniques. Mmbaha (2004) saw how games and sports can be used to help deviant students in the slums of Mathare to excel in life and change behavior but she never looked at the role behavior modification techniques could play in changing these youths. Cheseto (2012) and Munene (2014) pointed out how behavior modification techniques can be used on juvenile rehabilitees and drug abusers in youth polytechnics but not during games and sports in secondary schools. The study done on Violence in youth sport: Potential precaution measures and solutions by Cheryl DanilewicZ (2012) at the East Stroudsburg University of Pennsylvania is the only one that looked at how behavior modification techniques can be used to counteract students' maladaptive behavior during games and sports but not in Kenya. It is for this reason that this study was chosen to focus on the behavior modification techniques that are used to change students' maladaptive behaviors during games and sports. The study also sought to determine the moderating effect gender on students' maladaptive behaviors during games and sports.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is divided into the following subsections Research design, study area, study population, samples and sampling strategies, research instruments, pilot study, validity and reliability, methodology, data collection and data analysis.

3.2 Research Design

A descriptive survey research design was used to analyze the behavior modification techniques applied to change students' maladaptive behavior during sports and games. Descriptive research is a study of status and is widely used in education, nutrition and behavioral science. Its value is based on the premises that problems can be solved and practices improved through observation, analysis and description (Eunsook T. et al 2017). The current study was a survey where the researcher went to find out the problem the way it already existed in the society.

3.2.1 Research Variables

The independent variables of the research were the behavior modification techniques used to change students' maladaptive behavior during sports and games. These included punishment, behavior contracting and reinforcement during sports and games. The dependent variables were the maladaptive behaviors portrayed during sports and games which included fighting, bullying, hazing, telling lies and abusing others during sports and games. The moderating variable of the study was the students' gender. The gender of the learners is likely to have an influence on the maladaptive behaviors of learners. Boys are the predominant harassers of both boys and girls (Gitonga, 2014). When behavior

modification techniques are applied, the learners maladaptive behaviors are likely to go down irrespective of their gender..

3.2.2 Research Methodology

This research was a descriptive research and the main tool used for data collection was a questionnaire for the teachers. The questionnaire was prepared by the researcher and edited with the guidance from the supervisors.

3.2.3 Location of the Study

The study was carried out in Kimilili Sub-county, in Bungoma County. The County is composed of ten Sub- counties. Kimilili Sub-county is majorly a cosmopolitan and peaceful agricultural community which attracts people from across the many tribes of Kenya both for settlement, business activities or schooling as shown in map in appendix III. It has 21 public secondary schools of which five are girls' only schools, four boys' only schools and 12 co-educational schools. Several cases of students engaging in maladaptive behavior during games and sports especially during in the sub-county had been reported for a long time (Moyiah, 2012). This made the researcher concerned to find out the behavior modification techniques that can be used to change the maladaptive behavior of secondary school boys and girls during games and sports. The effect these behaviors had on the students and schools within the Sub-county was a major factor in selecting this area for the study. Most students, who engage in maladaptive behavior cause damages, destroy property, disrupt learning and at times can lead to lose of lives (Gatune, 2003). Several cases of maladaptive behavior incidences portrayed during football matches in the County for the past eight years indicated Kimilili as the leading Sub-county in this negative behavior during football games and sports (Were, 2014). These incidences had disrupted

learning, caused destruction to property and injuries to players, fans and game officials as witnessed in the case of Miruri and Kibingei secondary schools at Friend School Kamusinga (Moyiah, 2012) .Table 3.1 gives a summary of this cases in football for the past eight years.

Table 3.1

Maladaptive Behavior Cases Portrayed During Football Matches in Bungoma County

| Sub-county | Year | | | | | | | | Total |
|-------------|------|------|------|------|------|------|------|------|-------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | |
| Bumula | 01 | 00 | 01 | 02 | 01 | 02 | 01 | 01 | 09 |
| Kanduyi | 02 | 01 | 01 | 02 | 01 | 01 | 01 | 02 | 12 |
| Sirisia | 00 | 01 | 00 | 02 | 01 | 00 | 01 | 01 | 06 |
| Kabuchai | 01 | 02 | 00 | 01 | 01 | 02 | 00 | 01 | 08 |
| Kimilili | 02 | 02 | 01 | 02 | 03 | 02 | 05 | 04 | 21 |
| Tongaren | 01 | 00 | 00 | 01 | 01 | 00 | 02 | 01 | 06 |
| Webuye East | 02 | 02 | 01 | 00 | 01 | 01 | 01 | 01 | 09 |
| Webuye West | 01 | 00 | 02 | 01 | 01 | 02 | 01 | 00 | 08 |
| Mt. Elgon | 02 | 02 | 00 | 01 | 01 | 02 | 01 | 01 | 10 |
| Cheptais | 01 | 03 | 02 | 04 | 00 | 02 | 05 | 01 | 18 |

3.3 Population

According to Muijs (2010) populace is a group of individuals from which a sample can be drawn for the purposes of a study. Population is the aggregate number of elements from

which one wishes to make a few deductions. The study targeted all the 498 teachers from all 21 secondary schools within Kimilili Sub-county in Bungoma County.

3.4 Sampling Techniques and Sample Size Determination

The study involved 498 teachers who were the total number of teachers in Kimilili-Bungoma Sub-county secondary schools. All the 21 secondary schools within the Sub-County, were purposively used in the study. Purposive sampling is advantageous because the researcher was able to reach the target sample quickly thus saving on time, money and effort. It was also easy to get sample subjects with specific characteristics (Lawrence A. Palinkas, Sarah M. Horwitz & Kimberly Hoagwood, 2015). For this study all the subjects were teachers. The schools were categorized into three groups, that is; co-educational or mixed secondary schools, boys' and girls' schools.

To determine the sample size, the Yamane Taro (2017) formula was used

$$n = \frac{N}{1 + N(e^2)}$$

Where : n - The required sample size

 N - Total population of teachers in Kimilili sub-county (498)

 e² - Sampling error 0.09²

Therefore in this study calculating the sample size yielded:

$$\begin{aligned} n &= \frac{498}{1 + 498(0.09^2)} \\ &= 98.93 \text{ teachers} \\ &= 99 \text{ teachers} \end{aligned}$$

Hence the sample size was 99 teachers. This means 99 teachers were sampled from the

total (target) population as respondents during the study. Proportionate sampling technique was then applied in the study to obtain a required number of teachers from each category of schools as shown in table 3.4. Proportionate sampling was chosen because it made it necessary to draw samples from each group that represented the larger group in an adequate manner (Pondent, 2017).

Table 3.2

The Sample Size of Teachers from every Category of Schools

| Type of school | Target population of teachers (x) | Sample size(n) |
|----------------|--------------------------------------|----------------|
| Boys only | 213 | 42 |
| Girls only | 119 | 24 |
| Co-educational | 166 | 33 |
| Total | 498 | 99 |

Finally the study used simple random sampling to select the required teachers from the above table. The advantage of simple random sampling is that every member in the population had equal chances of being included in the study (Lawrence A. Palinkas, et al, 2015). Simple random sampling is most proper when the whole populace from which the specimen is taken is homogeneous. According to Yates et al (2011) the benefits of simple random sampling is that it is free of order mistake, and it requires least advance learning of the population other than the frame. Its straightforwardness likewise makes it moderately simple to translate information gathered in this way. The number of teachers to be involved in the study per school was selected as indicated in Tables 3.3, 3.4 and 3.5.

Table 3.3***Number of Teachers Selected from Boys only School***

| Name of school | Total no. of teachers | n samples |
|----------------|-----------------------|-----------|
| FSK | 60 | 12 |
| Chesamisi | 58 | 11 |
| Kimilili | 55 | 11 |
| Kamusinde | 40 | 08 |

From the boys only category Friends School Kamusinga had the highest number of teachers followed by Chesamisi boys and Kimilili boys' schools with equal representation of teachers and finally Kamusinde boys' school had the least number of teachers. The number of teachers was clearly determined the student population in the school. Schools with a high number of students equally had a high number of teachers.

Table 3.4***Number of Teachers Selected from Girls only Schools.***

| Name of school | Total no.of teachers | n samples |
|----------------|----------------------|-----------|
| MGK | 40 | 08 |
| St, Teresa's | 20 | 04 |
| Maeni girls | 18 | 04 |
| St Mary Sosio | 23 | 05 |
| Kimilili girls | 16 | 03 |

From the above findings the schools with the highest number of teachers in terms of population had also the highest number of teacher involvement in the study.

Table 3.5

Number of Teachers Selected from Co-educational only Schools

| Name of school | Total no. of teachers | n samples |
|----------------------|-----------------------|-----------|
| Kibingei | 21 | 04 |
| Bahai Namawanga | 19 | 04 |
| Matili | 14 | 03 |
| Miruri | 14 | 03 |
| Chesamisi Mixed | 17 | 03 |
| Bituyu | 13 | 03 |
| St. Jan | 13 | 03 |
| St. Joseph Kamusinde | 12 | 02 |
| Chebukwabi | 12 | 02 |
| Kamasielo | 11 | 02 |
| St. James Mapela | 10 | 02 |
| St. Brigid Kitayi | 10 | 02 |

3.5 Research Instruments

The main tool used for data collection was a questionnaire for the teachers. The questionnaire was prepared by the researcher and edited with the help of supervisors. The research instrument had 4 sections that included demographic factors, the maladaptive

behaviors that were being manifested by students, the gender differences exhibited in the maladaptive behaviors if any and finally the behavior modification techniques applied to change these behaviors during games and sports. The teacher was required to respond to the statements in questionnaire by ticking on a response. For objective one on maladaptive behavior displayed the teachers were to respond to a statement with A= two and D = one. For objective two the teachers were to tick either boys or girls and each score had one mark. For objective three the learners were to respond to a statement by ticking on one, two or three where one= Never, two= one or two times and three= three or more times. Depending on how the teacher responded; a cumulative score was assigned to ascertain whether behavior modification techniques were being applied to change the students' maladjusted behaviors during sports and games or not. Finally for objective four the learners were to indicate the behavior modification techniques they preferred for each maladaptive behavior and each score carried one mark.

3.6 Pilot Study

A pilot study was carried out prior to visiting the schools for data collection. This was done in order to verify the clarity of items and alter items on the research instruments which could have been ambiguous or unhelpful. A pre-test was done using ten educators from three schools within the division were involved in the pilot study. The teachers chosen for the pilot study were not utilized in the real study. The respondents were asked to point out all the questions that were not clearly stated. results of the research were used to make fundamental modifications on the research instruments but were not used in the final analysis of the study results. Ambiguous items on the initially prepared questionnaire were removed. Teachers responded to all the items on the questionnaire. The pilot study was carried out with an intention of ascertaining validity and reliability of the research

instruments which are presented in the next two subsections.

3.6.1 Validity of Research Instruments

According to Orodho (2009), validity can be characterized as the degree to which a measuring instrument gives satisfactory scope of the subject under study or in simple terms, the degree of relevance the instruments are towards the research. Content validity refers to how much the research items reflect the substance area of interest. Is the content about what, we say the test is about? (Mugenda, 2012). To guarantee the substance validity of the study the operational meanings of terms used in the study were produced after a broad survey of the important writings.

For this study to be effective, the questionnaire was subjected to a pretest to guarantee that items in the instrument were expressed clearly and had the same meaning to all respondents before being administered to the actual sample population. The items on the research instrument that were not clear were edited and rephrased according to specialists' remarks and suggestions from the teachers used in the pilot study thereby improving on the face validity of the instrument. After two weeks the same group of teachers was subjected to the same questionnaire item. The objective was to figure out if the items were sufficient in substance and coherently arranged. The instrument was then amended as per the teachers responses. For the approval of the instrument, the researcher consulted supervisors in the Department of Educational Psychology, who assessed the whether the language used was clear to all subjects and whether all the study variables had been captured thus improving on the content validity of study instruments.

3.6.2 Reliability of Research Instruments

Reliability is the degree to which a test consistently measure whatever it measures (Mugenda, 2012). It also refers to the ability of research instruments to generate the same results at different times and at the same place. It is the measure of the degree to which a research instrument would yield the same results or data after repeated trials.

Orodho (2009) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials.

The main tool used in data collection was a questionnaire for teachers which was divided into four sections namely: demographic information, maladaptive behaviors displayed, gender differences encountered and finally behavior medication techniques. Test and re-test method was used during the pilot study to establish reliability of the instruments. Teachers in the study areas were not included in the pilot phase. The questionnaire was administered twice to the same group of the pilot respondents. The second administration was done after a two weeks lapse time to check whether the same results could be obtained and to identify and eliminate problems, allowing the researcher to make corrective adjustments before collecting data from the target population.

The data gathered in the two tests during the pilot study was examined and computed. A Pearson Pruduct Moment formula was administered and correlation coefficient Calculated as indicated.

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}$$

Where: x = test 1

y = test 2

n = sample

r = correlation co-efficient.

Using this formula a score of = 0.5 is considered a good measure of reliability and will demonstrate that the accumulated information has a moderately high internal consistency and could be summed up to reflect views of all respondents in the target populace (Zinberg, 2016). This study found a Pearson product moment correlation level of 0.825 which was therefore within the acceptable range.

3.7 Data Collection

The researcher got a research approval from the National Commission for Science Technology and Innovation (NACOSTI) and went to schools to get consent from the principals to carry out the study. Instructions were given out verbally to the teachers and in written form. The teachers were requested to start working on the instrument with no time limit set and the researcher was available to personally clarify any misunderstanding on the instrument. Each teacher's responses were analyzed and judged (depending on his/her score) whether behavior modification techniques were likely to change students' maladjusted behavior during sports and games or not.

3.8 Data Analysis

The researcher coded the questionnaire responses. The data were then entered into the

computer. The data were analyzed by use of Statistical Package for Social Sciences (SPSS) version 20. This permitted extraction of core speculations related to the objectives and general objective of the study. Descriptive statistics were utilized in the study. This being nominal data, the analysis included the use of percentages, frequency tables, cross tabulation tables, means and standard deviation tables and chi-square.

3.9 Logistical Consideration

After getting the research approval by the National Council for Science and Technology and Innovation (NACOSTI), the researcher liaised with the District Education Officer of Kimilili Sub-County Bungoma County. Since the study involved teachers and principals of schools, clearance, from school administration as well as Education supervisors was necessary before administration of data collection instrument. Confidentiality was ensured through the study for respondents who gave individual opinions.

3.10 Ethical Considerations

The researcher adhered to the following ethical principles in social research to protect the integrity of the respondents and ensure honest results: With respect for human dignity, the researcher explained the nature of the study to the subjects and the participants were not coerced to " give information. Their confidentiality, privacy and anonymity of the respondents were protected by not including their names and those of their schools on the questionnaire and the information was not used without their consent or against them.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study in the following order: questionnaire return rate, demographic information of the respondents and the findings as per objectives. The study was guided by the following objectives; find out the maladaptive behaviors mostly portrayed by students, establish the gender differences in the maladaptive behaviors portrayed by students, find out how often behavior modification techniques were being used by teachers and establish the behavior modification techniques mostly preferred by teachers in handling maladaptive behaviors during games and sports.

4.2 Questionnaire return rate

Out of ninety nine (99) copies of the questionnaire that were delivered to respondents (teachers), 91.9% were returned duly filled while 8.1% were not returned. Table 4.1 shows this information.

Table 4.1

Questionnaire Return Rate

| Questionnaire | Number | Percentage % |
|---------------|--------|--------------|
| Delivered | 99 | 100 |
| Returned | 91 | 91.9 |
| Not returned | 8 | 8.1 |

According to Baruch & Holtom (2008), the average level of response rate is 52.7%; therefore the 91.9 percent response was accepted to be in the right direction.

4.3 Demographic Information of Respondents

In this part, general information of respondents was analyzed by use of frequencies and percentages for example, school type, gender, academic qualifications and age.

4.3.1 Respondents from Every School Type

Table 4.2

Frequencies of Respondents from Every School Type

| School type | Frequency | Percentage | Cumulative Percentage |
|---------------|-----------|------------|-----------------------|
| Boys only | 38 | 41.8 | 41.8 |
| Girls only | 24 | 26.4 | 68.1 |
| Coeducational | 29 | 31.9 | 100.0 |
| Total | 91 | 100.0 | |

From the Table 4.2, the study found out that majority of teachers 41.8% came from boys only schools which also had the highest population in terms of teachers, 31.9% of the teachers came from mixed /coeducational schools while 26.4% of the teachers came from girls only schools which had the lowest population. Choosing teachers from different types of schools had no effect on students' behavior. This was supported by research findings of a study in Zimbabwe which found out that students from different types of

schools exhibit highly positive behavior and that there exists no significant difference in the behavior of students based on types of schools (Berry, Takaza, Mboniswa, 2015).

4.3.2 Gender of Respondents

Table 4.3

Gender of Respondents

| Gender | Frequency | Percentage | Cumulative Percentage |
|--------|-----------|------------|-----------------------|
| Female | 31 | 34.1 | 34.1 |
| Male | 60 | 65.9 | 100.0 |
| Total | 91 | 100.0 | |

It is quite clear that out of the total respondents investigated for this study, overwhelming majority 65.9% of them were male teachers whereas about 34.1% were found to be female teachers. These results indicated that most of the teachers who participated in games and sports were male as compared to their female counter parts. This could maybe be attributed to personal interests of teachers. Table 4.3 above summarizes this information.

It is also evident from the outcome of the finding that students' behavior change during sports and games activities is unaffected by the teachers' gender but by their skillfulness on the prescribed field of study. This is in line with the findings of Adedayo (2008) that gender has nothing to do with behavior modification ability. The major factors that could affect behavior change according to Adedayo (2008) included family background, personal interest, school environment and peer group pressure.

So, since the teachers (both male and female) are professional teachers, there is no difference in influencing change in behavior in the students. This is in accordance with Heller and Parsons (1981) who found that there is no difference in the feedback obtained from a stimulus given to male and female.

4.3.3 Age of Respondents

The study also found out that out of the 91 teachers who were involved in this study, 38.5% were between the age of 20-30 years, 41.8% were between the ages of 31-40 years while 19.8% were between the ages of 41-50 years hence majority 41.8% of the teachers involved in games and sports was revealed as those between 31-40 years. This clearly indicated that games and sports were being handled by mature professionals who were able to observe and handle maladaptive behaviors during games and sports because of their vast experiences. This was supported by Adedayo (2008) when he observed that students' behavior change during sports and games activities is unaffected by the teachers' gender but by their skillfulness on the prescribed field of study. Table 4.4 is a summary of this information.

Table 4.4

Age of Respondents

| Age (yrs) | Frequency | Percentage | Cumulative Percentage |
|-----------|-----------|------------|-----------------------|
| 20-30 | 35 | 38.5 | 38.5 |
| 31-40 | 38 | 41.8 | 80.3 |
| 41-50 | 18 | 19.8 | 100.0 |
| Total | 91 | 100. | |

4.3.4 Gender and Age Cross Tabulation

When a cross tabulation of gender and age was done, the study revealed that games and sports in Kimilili- Bungoma Sub-County was handled by 28.6% male teachers of between 20-30 years while female teachers were only 9.9% of the same age. Looking at the age between 31-40 years 28.6% again were male teachers while 13.2% were female teachers. Lastly, between the ages of 41-50 years only 8.8% were male while 10.9% were female. This clearly indicates that games and sports in Kimilili-Bungoma Sub-County were majorly being handled by young teachers aged between 20-40 years of whom majority of them are male teachers. These clearly indicated that most female teachers had no interest in training students for games or were not being allocated this responsibility. The cross tabulation Table 4.7 is a summary of this information:

Table 4.5

Age and Gender Cross Tabulation Table

| Age | Gender | | |
|-------|--------|------|-------|
| | Female | Male | Total |
| | % | % | % |
| 20-30 | 9.9 | 28.6 | 38.5 |
| 31-40 | 13.2 | 28.6 | 41.8 |
| 41-50 | 10.9 | 8.8 | 19.8 |
| Total | 34.1 | 65.9 | 100 |

4.3.5 Qualification of Teachers

This research found out that out of 91 respondents who participated in this study agreed that they had at least attained some knowledge in behavior modification techniques at their different level of training. 29.7% who had acquired training at least up to a masters' degree, 54.9% had a bachelor's degree while 15.4% had acquired a diploma or certificate training in education. This is a clear indication that majority of the teachers in Kimilili Bungoma Sub-county had attained a bachelor's degree and diploma in education where they were taught some knowledge on behavior modification techniques. As a result they therefore had attained the right skills on how to handle maladaptive behavior in schools generally even if not in games and sports since students' behavior change is unaffected by the teachers' gender but by their skillfulness on the prescribed field of study (Adedayo, 2008) . Table 4.6 is a summary of this information:

Table 4.6

Qualification of Teachers

| Qualification | Percentage (%) | Cumulative % |
|-------------------|----------------|--------------|
| Masters' degree | 29.7 | 29.7 |
| Bachelor's degree | 54.9 | 84.6 |
| Diploma | 15.4 | 100.0 |
| Total | 91 | |

Fajonyomi (2007) in his study remarked that the success of any educational enterprise depends largely on the availability of professional teachers. This is possible because the

trained teachers have been taught the technical knowhow for effective learning to take place in the learners.

The result of this finding also showed that experience counts in the efficiency of the teachers. The teachers with trained teaching experience in a particular area of study were able to impact more on the students' behavior than teachers without any teaching experience (Adedayo, 2008). This is obvious from their cumulative percentages which showed that teachers in Kimilili were well trained.

4.4 The Maladaptive Behaviors Exhibited by Students during Games and Sports

This section discusses the maladaptive behaviors displayed by students during games and sports. The section begins with the maladaptive behavior mostly portrayed by students and gender differences manifested in the maladaptive behaviors portrayed during games and sports.

4.4.1 Maladaptive Behavior Mostly Portrayed in Students own School

The first objective of the study was to find out the maladaptive behavior mostly displayed by students' during games and sports. The teachers were asked whether this behavior was mostly displayed when students were in their own schools or outside their own schools when they met students from other schools for competition purposes and the pressure to win and display their best performance was high. The responses from the teachers were as in Table 4.7

Table 4.7***Bullying Behavior***

| Bullying Behavior | Own school | | | Outside own school | | |
|--|------------|------|------|--------------------|-----|-----|
| | A | D | T | A | D | T |
| 1. Some students in school push others during games and sports | 5.4 | 10 | 15.4 | 4.5 | 4.3 | 8.8 |
| 2. Some students school forcefully snatch others items during games | 8.2 | 7.2 | 15.4 | 5.9 | 2.9 | 8.8 |
| 3. Some students shove others during games and sports | 12.1 | 3.3 | 15.4 | 1.6 | 7.2 | 8.8 |
| 4. Most students in school yell at others during games and sports. | 11.3 | 4.1 | 15.4 | 5.2 | 3.6 | 8.8 |
| 5. Some students school force others carry their sports equipment during games and sports. | 5.5 | 10.4 | 15.4 | 1.7 | 7.1 | 8.8 |

The respondents were asked about the maladaptive behavior they mostly encountered with regard to their students during games and sports in their own schools. Out of 91 respondents, those who had experienced bullying were 15.4% while in their own school while 8.8% had experienced it while outside their own schools. These results agree with Akun's study which found out that a lot of bullying was taking place within students' own schools in Kisumu municipality. This was majorly observed in classrooms, dining halls and dormitories (Akun, 2006). Despite existence of school rules in games and sports students still misbehaved. This could likely be attributed to Bandura's theory where students misbehave because they had observed and were aping this behavior from other people in society (Bandura, 1975).

Table 4.8***Fighting Behavior***

| Fighting Behavior | Own school | | | Outside own school | | |
|--|------------|------|------|--------------------|------|------|
| | A | D | T | A | D | T |
| 1. Some students in punch others during and sports | 30 | 1.9 | 31.9 | 10.5 | 18.1 | 28.6 |
| 2. Most students in school box their opponents and sports | 25 | 7 | 32 | 13.6 | 15.1 | 28.6 |
| 3. Students some school kick at each other during and sports | 15 | 16.8 | 31.8 | 20.4 | 8.1 | 28.5 |
| 4. Some students some school exchange blows When they disagree during games and sports | 20.2 | 11.7 | 31.9 | 14.0 | 14.6 | 28.6 |
| 5. Most students in my school intentionally kick others during games and sports | 31 | 0.9 | 31.9 | 11.2 | 17.4 | 28.5 |

Out of 91 respondents, those teachers who had experienced fighting while their students were in their own school during games and sports were 31.9%. On comparing with the behavior encountered while the students were outside their school for sporting events, out of 91 respondents fighting had been experienced by 28.6% of the teachers. This clearly indicates that while in their own schools students still took part in a lot of fighting as compared to when out of their schools. This findings agree with Ngonyo (2014)'s study when she observed that the playground in most boys' schools constitutes to a battle ground where boys become warriors. The findings also support Danilewicz (2012)'s study which observed that students do not care about sportsmanship and fair play as long as they win and impress their teachers in order to be selected in the team. The idea of being chosen in the school team for being a good player irrespective of how they play is a

negative reinforcement enough to make them see fighting as a right way of behavior (Skinner, 1953). Teachers should therefore use reinforcement techniques that are appropriate to their learners' developmental stage. By doing these they should be very careful to note that positive feedback for negative behavior will be met with additional poor behavior in the future as observed by Danilewicz, (2012) in his study.

Table 4.9

Hazing Behavior

| Hazing Behavior | Own school | | | Outside own school | | |
|---|------------|-----|-----|--------------------|------|------|
| | A | D | T | A | D | T |
| 1. Most students in school are forced to yell at others to fit in the group during sports | 3.6 | 3.0 | 6.6 | 15.4 | 10.1 | 16.5 |
| 2. Some students in my school draw and make funny labels on their uniforms | 3.4 | 3.3 | 6.7 | 12 | 14.4 | 16.4 |
| 3. Students in my school are whipped at by opponents during games | 6.5 | 0.2 | 6.7 | 7.1 | 9.5 | 16.5 |
| 4. Most students in school are pushed and wrongly tackled during games and sports | 4.3 | 2.3 | 6.6 | 13.2 | 3.3 | 16.5 |
| 5. Some students are forced to sing funny degrading songs against other teams | 6.0 | 0.6 | 6.6 | 2.5 | 14 | 16.5 |

Out of 91 respondents, those teachers who had experienced hazing were 6.6% while students were in their own school. On comparing with the behavior encountered while the students were outside their school for sporting events, 16.5% of the teachers had experienced hazing when students were outside their own school for games and sports.

Therefore hazing emerges to be a major maladaptive behavior encountered majorly by teachers when students are outside their schools during games and sporting events. These findings support the work of Josephson (2005) who observed that a lot of hazing was taking place during games and sports since 31% of males and 17% of females report that demeaning, right of passage or initiation customs is regular at their school. 69% of the males and 50% of the females' conceded that they tormented, teased or insulted somebody previously while 55% of males and 29% of females said they utilized tribal slurs or put-downs. Bandura's Social learning theory (1978) which observed that students are reinforced to behave in a particular way depending on the models they observe in society is further supported by these findings. The students are likely to have observed a lot of hazing behavior when out of their schools for games and sports and therefore copied these as a right way of behavior (Bandura, 1978). The availability of trained teachers in schools who have knowledge on behavior modification techniques could also have likely played a role in reduction of this behavior. The success of any educational enterprise depends largely on the availability of professional teachers Fajonyomi (2007). The teachers responses about whether their students told lies during games and sports are reported as indicated in Table 4.10

Table 4.10***Telling of Lies Behavior***

| Telling of Lies Behavior | Own school | | | Outside own school | | |
|--|------------|------|------|--------------------|------|------|
| | A | D | T | A | D | T |
| 1.Students in my school fail to go for games and lie about it | 32.1 | 2.0 | 34.1 | 34 | 2.3 | 36.3 |
| 2.Some students in my school fault others during games but lie about it. | 29.0 | 5.0 | 34 | 20.2 | 16.1 | 36.3 |
| 3.Most students in my school lie to their teachers when they are found in mistakes | 28.0 | 6.1 | 34.1 | 14.2 | 22 | 36.2 |
| 4. Students in my school break rules of games but lie about it | 20.0 | 14 | 34 | 6.2 | 30.1 | 36.3 |
| 5. Some students in my school kick opponents but lie even when spotted | 18.1 | 16.0 | 34. | 118.7 | 17.4 | 36.4 |

Out of 91 respondents, those teachers who had experienced telling lies were 34.1% when students were in their own schools while 36.3% had experienced it when students were outside their own school for games and sports. This clearly indicates that while students were outside their schools, majority of the students 36.3% still tell lies just like when they are in their own schools. Therefore telling lies emerges to be the major maladaptive behavior encountered by teachers when students were both in their school and outside their schools during games and sporting events. The rules of the games are not playing a major role in changing the way the students' behave. This findings are contrary to Amanda when she observed that during these competitions players are expected to follow rules governed by their team such as behavior, attending practices, camps, drills and

wearing of correct uniforms (Amanda Williams, 2017). The findings support Skinner’s work which found out that What the learners observe while on the field and the rewards they get from their teachers and coaches after winning irrespective of how they achieve the win play a major role in how they behave irrespective of whether the behavior is good or wrong (Skinner, 1953). They also differ with the work of Mmbaha (2004) on the importance of sports for social mobility which saw sports changing the status and behavior of majority of MYSA members who initially had behavior problems from their social environment with wrong role models.

Table 4.11

Use of Abusive Language Behavior

| Use of abusive language behavior | Own school | | | Outside own school | | |
|---|------------|------|------|--------------------|-----|-----|
| | A | D | T | A | D | T |
| 1.Students in my school call others names during games and sports | 11.0 | 1.1 | 12.1 | 6 | 3.9 | 9.9 |
| 2.Some students in my school insult opponents during games and sports | 9.0 | 3.0 | 12.0 | 1.2 | 8.6 | 9.8 |
| 3.Most students in my school shout at their opponents during games and sports | 3.1 | 9.0 | 12.0 | 4.8 | 5.0 | 9.8 |
| 4.Students in my school threaten opponents during games and sports | 0.9 | 11.2 | 12.1 | 8.0 | 1.9 | 9.9 |
| 5.Some students in my school belittle and humiliate others during games | 10.4 | 1.6 | 12.0 | 5.3 | 4.6 | 9.9 |

Out of 91 respondents, those teachers who had experienced use of abusive language while students were in their own school were 12.1% while 9.9% had experienced it when students were outside their own school for games and sports. These findings clearly indicate that although this maladaptive behavior was not very common but it was experienced both in and out of students' school during games and sports. These results agree with the study on character counts by Josephson (2005) who observed this behavior was going on during games and sports. Moreover the results also can also be attributed to Bandura (1953)'s theory where students act depending on what they have observed from other people that they look up to in society.

From the above findings the students were equally maladaptive when in their own schools or outside their own schools for games and sports. It is the level of misbehavior that differed depending on the type of maladaptive behavior in question. This results could be attributed to the fact that the idea of winning at all costs makes students' maladaptive whether in their own school or outside their own schools. Gitonga's study on correlates of students' bullying practices in selected secondary schools in Kiambu sub-county is supported by this findings when she discovered that play areas in most boys' schools constitute to a battle field where boys become "little warriors" through fighting and other forms of violence (Gitonga, 2014) .

From the above findings, the first research question was answered. Telling lies was found to be the maladaptive behavior mostly encountered by teachers among students 'both in their own school 34.1% and outside own school 36.3%. This was followed by fighting in students' own school 31.9% and outside students' own school 28.6%. The least portrayed behavior while students were out of their schools was bullying 8.8% while hazing was the

least encountered maladaptive behavior while they are in their own schools. This results could be attributed to B. F. Skinner's theory (1953) where by students react depending on the reinforcement they receive from adults irrespective of whether the conduct is good or bad (Skinner, 1953). When the crowd and coaches support the behavior even if it is not appropriate so long it brings victory, the students will go for it without bothering whether they are in their own school or not (Danilewicz, 2012). Bandura is further supported by these findings because students act according to what they observe from other competitors on the pitch both in the pitch (Bandura, 1972). The availability of professional teachers impacts positively on behavior (Fajonyomi 2007). This is likely to have played a role in reducing bullying and hazing respectively.

4.5 Establish Whether Gender Differences Exist in the Maladaptive Behaviors

The second objective was to establish whether there were gender differences in the maladaptive behavior portrayed by students during games and sports when the students went out for competitions as a result met others from other schools. The crowd of spectators and fans were also very many during these competitions to cheer on their best teams. In this section, the respondents were asked questions regarding to whether there were gender differences in the maladaptive behaviors portrayed by students during games and sports. The responses were as indicated in Table 4.12

Table 4.12

Gender Differences in the Maladaptive Behavior Portrayed During Games and Sports

| Question | Boys | Girls |
|--|------|-------|
| | Freq | Freq |
| 1. Bullying during games and sports is observed more in | 67 | 24 |
| 2. During games and sports in fighting more observed in | 65 | 26 |
| 3. Hazing during games and sports is observed more in | 33 | 58 |
| 4. Telling of lies during games and sports is observed more in | 43 | 48 |
| 5. During sports and games use of abuses is more observed in | 49 | 42 |

Using the values in Table 4.8 the Chi-square test was carried to determine whether an association existed between the two variables. A chi-square test for independence compares two variables in a contingency table to see if they are related. Or it tests to see whether the variables differ from one another

$$X^2 = \sum \frac{(O-E)^2}{E}$$

Where E= is the expected value and O= is the observed value

To get the value of E the observed counts in every maladaptive behavior for boys and girls were computed and calculated as shown in Table 4.13

Table 4.13

Observed Counts in the Maladaptive Behaviors Manifested by boys and girls

| Observed counts | Maladaptive behaviors | | | | | Totals |
|-----------------|-----------------------|----------|--------|--------------|------------|--------|
| | Bullying | Fighting | Hazing | Telling lies | Using A. L | |
| Boys | 67 | 65 | 33 | 44 | 49 | 258 |
| Girls | 24 | 26 | 58 | 48 | 42 | 198 |
| Totals | 91 | 91 | 91 | 91 | 91 | 456 |

$$E = \frac{\text{Raw total} \times \text{Column}}{\text{Grand total}}$$

$$E = \frac{258 \times 91}{456} = 51.48$$

Expected value was therefore found to be 51.48

After getting the expected and observed values as indicated above the results were then subjected to chi-square calculation statistics as indicated in Table 4.14

Table 4.14*Calculation of the Chi-square Value*

| Category | Obs | Exp | Residual Obs- Exp | (obs- exp) ² | Component Obs-exp ² /Exp |
|------------|-----|-------|----------------------|-------------------------|--|
| M Bullying | 67 | 51.48 | 15.52 | 240.8704 | 4.68 |
| F | 24 | 51.48 | -27.48 | 755.1504 | 14.68 |
| M Fighting | 65 | 51.48 | 13.52 | 182.279 | 3.55 |
| F | 26 | 51.48 | -25.48 | 649.23 | 12.61 |
| M Hazing | 33 | 51.48 | - 18.48 | 341.51 | 6.6 |
| F | 58 | 51.48 | 6.52 | 42.51 | 0.8 |
| M T.L | 44 | 51.48 | -7.48 | 55.950 | 1.09 |
| F | 48 | 51.48 | -3.48 | 12.11 | 0.24 |
| M U.A | 49 | 51.48 | -2.48 | 6.15 | 0.12 |
| F | 42 | 51.48 | -9.48 | 89.87 | 1.75 |
| | | | | | 46.14 |

$$X^2 = 46.14$$

Using four degrees of freedom (df) and chi-square value statistics of 46.14 from the chi-square distribution table the P value = 0.001, the critical value was found to be 34.528. According to William et al (2015) if the chi-square value (46.14) is more than the critical value (34.528), then there is a significant gender difference in the maladaptive behaviors portrayed by boys and girls during games and sports. This findings support the work of Josephson (2005) in the study on Character counts who found out that gender differences existed in the maladaptive behaviors portrayed by female and male during games and

sports. The second research question of establishing whether gender differences existed in the maladaptive behaviors portrayed by students during games and sports was therefore answered.

Table 4.15

Statistics of Gender Differences in Each Maladaptive Behavior Portrayed

| | Bullying | | Fighting | | Hazing | | Telling lies | | Using abuses | |
|--------------------|----------|-------|----------|-------|--------|-------|--------------|-------|--------------|-------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| Valid | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 |
| Mean | 1.37 | 1.79 | 1.42 | 1.92 | 1.81 | 1.28 | 1.77 | 1.02 | 1.69 | 1.86 |
| Standard deviation | 0.725 | 2.25 | 0.716 | 2.284 | 0.714 | 0.886 | 0.831 | 0.769 | 0.86 | 0.609 |

Using standard deviation, the researcher wanted to establish further whether gender differences existed in each maladaptive behavior portrayed by students. The results are indicated in table 4.11. From these discussions the study findings revealed that majority of the boys participated in bullying and fighting while girls participated more in hazing, telling lies and use of abuses. When the mean score and standard deviation was performed on the score table for girls and boys as per the responses, the study revealed that boys participated in bullying more than girls. The boys scored a mean score of 1.37 and a standard deviation of 0.725. This was closer to (1) meaning ‘agree’ while girls scored a mean of 1.79 and a standard deviation of 2.25 which was closer to (2) hence meaning

disagreed. For fighting the respondents felt that boys participated more in fighting than girls. Boys had a mean of score of 1.42 and a standard deviation of 0.716 and again these values were closer to (1) meaning agree while the girls had a mean score of 1.92 and a standard deviation of 2.284. This was closer to (2) meaning disagreed. These findings agree with those of the study on character counts by Josephson (2005) which found boys were involved more bullying and fighting than girls during games and sports. The findings further supported Gitonga (2014) did a study on correlates of students' bullying practices in selected secondary schools in Kiambu sub-county who found that play areas in most boys' schools constitute to a battle field where boys become "little warriors" through fighting and other forms of violence. She further found out that many students belief that self-defense is important and even fighting back in response to bullying. This was especially common among boys (Gitonga, 2012). Danilewitz (2012) is further supported by these findings when he observed that coaches who place a higher emphasis on winning tend to ignore the importance of sportsmanship in youth sports. The lack of teaching sportsmanship attributes will also lead to fighting as evidenced in the case of youth football brawl that began with the winning team taunting the losing team.

On hazing the boys' mean score was 1.81 with a standard deviation of 0.714. The deviation from the mean and standard deviation was very high, the mean being far away from (1) hence closer to (2) meaning majority did not agree. While the mean score for girls' about hazing was 1.28 with a standard deviation of 0.886. This was closer to (1) meaning 'agree' hence girls participated in hazing more than boys. When the respondents were asked about telling lies, the boys had a mean score 1.77 with a standard deviation of 0.831. In this case the mean score was very far away from agree (1) while the standard deviation was very far from the mean hence closer to (2) meaning disagreed. On the other

hand girls had a mean score of 1.02 with a standard deviation of 0.769. This was closer to (1) meaning teachers agreed to girls participating in telling lies more than boys.

This findings differ with those on the study Character counts which found out 31% of males and 17% of females had reported that degrading, hazing or initiation rituals were common at their school during games and sports. Majority of the girls in the sub-county could be taking part in hazing and telling lies. These findings are in support of Gitonga (2012)'s work which observed boys to be more involved in outward violence than girls. These views could be attributed to Bandura (1972)'s theory where girls act according to how society views them by leaving the most violent aggression acts to boys. Koivula (2010) observed that the maladaptive characteristics like aggression and anger among the males are believed to be suitable by the society than among girls.

Finally the respondents were asked whether boys participate in the use of abusive language more than girls during games and sports and the boys had a mean score of 1.69 which was far much from (1) 'agree' hence closer to (2) meaning disagreed with a standard deviation of 0.86 being very far from the mean. This strongly revealed that boys do not participate in the use of abusive language more than girls. When the respondents were asked whether girls participate in use of abusive language, the girls scored a mean score of 1.86; this was closer to (2) meaning disagree. The standard deviation was 0.609 closer to (1) hence this revealed that girls strongly participate in the use of abusive language during games and sports in Kimili- Bungoma Sub-county These results are in support of Njoroge (2005) who observed that boys like fighting opponents who anger them while girls use verbal aggression. This could include using of abusive language or

telling lies against their opponents during games and sports. The question of whether gender differences existed in each maladaptive behavior was therefore further answered by these findings.

4.6. Behavior Modification Techniques Often Used by Teachers

This section discusses how often behavior modification techniques are used by teachers, the behavior modification technique mostly applied by teachers and the most preferred behavior modification technique for each maladaptive behavior.

The third objective was to find how often the teachers used behavior modification techniques to change maladaptive behaviors during games and sports. This section discusses the findings of how often the various modification techniques were applied during games and sports in Kimilili – Bungoma sub-county. The teachers were asked on how often they used behavior modification techniques to handle maladaptive behavior during games and sports. The findings revealed that out of 91 respondents 87.9% often used reinforcement by rewarding positive behavior while 12.1% did not use reinforcement by rewarding positive behavior during games and sports. These findings agree with Cheseto (2012)'s recommendations when she pointed out that adults dealing with children should praise them for any positive behavior and encourage them to keep up the good behavior. This encouragement would include praising them for playing well without fighting or hazing even when they are defeated by their counterparts.

The research also sought to find out whether the teachers often placed their students in time out situations as a form of punishment when they misbehaved during games and sports. Out of 91 respondents, 69.2% agreed that they often used it while 30.8% said they

did not. The results proved that teachers in Kimilili were following the operant conditioning theory by BF Skinner (1953) that use extinction therapy which works by removing any type of reinforcement to behavior that is not acceptable. An example of this would be a disruptive child who is given a timeout or told to sit on the naughty step. By removing them from the situation (and associated attention) the unacceptable behavior is expected to stop or change.

The teachers were further asked whether they often signed behavioral contracts with their students during games and sports and 45.1% agreed while 54.9% said they did not. These results clearly indicated that majority of the teachers in Kimilili-Bungoma were not impressing behavior contracts as a way of changing maladaptive behavior during games and sports. They supported the work of Munene (2014) in her study on behavior modification techniques used help drug abusers in Kirinyaga who observed that behavior contracting was not being used effectively. From this results the question of how often teachers used behavior modification techniques was answered. It was very clear that majority of the teachers often used reinforcement 87.9% followed by punishment 69.2% and finally behavior contracting 45.1 was being minimally used% during games and sports

4.7 Behavior Modification Techniques Used by Teachers

On objective 4 the teachers were asked about the behavior modification technique they mostly used to change maladaptive behaviors during games and sports. The study revealed that out of all the 91 teachers that took part in the study, 74.7% agreed that punishment was the mostly used behavior modification technique in handling maladaptive behaviors' followed by 13.2% who said they mostly used reinforcement while only 12.1% of the teachers said they mostly used behavioral contracting as a behavior modification

technique in handling maladaptive behavior during games and sports. These results are indicated in Table 4.16

Table 4.16

Behavior Modification Techniques Mostly used by Teachers

| Technique mostly applied | Percentage |
|--------------------------|------------|
| Punishment | 74.7 |
| Reinforcement | 18.2 |
| Behavioral contracting | 12.1 |
| Total | 100.0 |

From the above findings therefore, this research revealed that the mostly used behavior modification technique in schools in Kimilili Bungoma sub-county was punishment. These findings clearly supported the work of Bandura (1978), who pointed out that unfortunately too many school personnel see punishment as the only source in dealing with a students' misbehavior instead of employing other methods. Munene (2014)'s work is further supported by these findings because she found out that behavioral contracting was not being used adequately in rehabilitating drug addicts in youth polytechnics in Kirinyaga just like in the present study. BF Skinner (1953)'s Operant conditioning theory also elaborates on how punishment weakens an undesirable behavior but also cautions on the recurrent of this suppressed behavior when punishment is withdrawn. The teachers in Kimilili- Bungoma Sub-County should therefore be cautious when using punishment to correct behavior during games and sports to avoid its negative effects. Sometimes the punished behavior is not forgotten but just suppressed due to fear of being punished.

These findings therefore answered the research question about the mostly used behavior modification technique used by teachers.

On being asked further which behavior modification technique was used by teachers for each maladaptive behavior, the study findings are as reported in Table 4.17

Table 4.17

The Behavior Modification Technique Used for Each Maladaptive Behavior

| Maladaptive Behavior | Punishment % | Behavioral contracts % | Reinforcement % |
|-------------------------|--------------|------------------------|-----------------|
| Bullying | 72.5 | 19.8 | 7.7 |
| Fighting | 80.2 | 16.5 | 3.3 |
| Hazing | 30.8 | 57.1 | 12.1 |
| Telling lies | 25.3 | 52.7 | 22.0 |
| Use of abusive language | 52.7 | 38.5 | 8.8 |

The research revealed that for changing bullying out of 91 respondents majority of the teachers 72.5% said punishment was used followed by behavior contracting 19.85% and lastly reinforcement 7.7%. This clearly indicated that punishment was the behavior modification technique used for handling bullying in Kimilili Bungoma Sub County. These results agree with Bandura (1978), who pointed out that too many school personnel see punishment as the only source in dealing with a students' misbehavior. The teachers use the most potent negative consequences available to them in a desperate effort to control an individual and make it clear to others that acting in such a fashion is not

tolerated. For instance, teachers commonly deal with acting out behavior by removing a student from an activity. To the teacher, this step often described as time out “may be logical way to stop the student from disrupting others by isolating him or her from an activity. However B.F Skinner’s Operant conditioning theory (1948) cautions on the use of punishment since there are many problems associated with punishment: punished behavior is not forgotten but it is only suppressed and can return when punishment is withdrawn. Punishment sometimes causes increased aggression as a way of coping with problems. It can also create fear that can generalize to maladaptive behavior.

For hazing the study revealed that out of 91 respondents, behavior contracting 57.1% was the technique used followed by punishment 30.8% and lastly reinforcement 12.1%. Signing a behavioral contract with the learners helps them to understand the consequences of their behavior. These results are in line with the behavior therapists who recommend use operant conditioning which mostly uses techniques such as positive reinforcement, punishment and modeling to help alter behavior. This type of therapy uses strategies like token economy which relies on positive reinforcement offering individual token that can be exchanged for privileges of desired items when positive behavior is exhibited.

When the respondents were asked further which technique was used to change fighting during games and sports, majority 80.2% said punishment was the most used technique, followed by behavioral contracting 16.5% while reinforcement had only 3.3%. These findings prove the sentiments echoed by Bandura who argued that teachers always resort to punishment as a desperate measure to control behavior forgetting that other techniques like reinforcement can do better. According to BF Skinner, teachers and coaches should note that Positive reinforcement strengthens a behavior by providing a consequence an

individual finds rewarding. The teachers in Kimilili-Bungoma sub-county should therefore use reinforcement as much as possible during games and sports.

For telling lies the study revealed that behavioral contracting 52.7% was the technique used followed by punishment 25.3% and lastly reinforcement 22.0%. These results differ with those of Cheseto (2012) who encourages reinforcement by praising the child in day to day activities in order to improve on their behavior. The study further revealed that the best behavior modification technique suitable for changing use of abusive language during games and sports was punishment 52.7% followed by behavioral contracting 35 (38.5%) and lastly reinforcement 8.8%. These study findings confirmed Bandura's findings that punishment is the major technique used. With the banning of corporal punishment in schools, teachers should be encouraged to embrace reinforcement and behavioral contracting to change maladaptive behavior during games and sports.

The above results therefore clearly indicated that majority of the teachers use punishment for bullying, fighting and use of abusive language while behavioral contracting was mostly preferred for hazing and telling lies. Even though punishment corrects negative behavior, teachers should note that punishment sometimes causes increased aggression as a way of coping with problems (Skinner, 1953) It can also create fear that can generalize to undesirable behaviors such as fear which can be observed during sports and games. Teachers should therefore note that punishment does not always guide the learners toward the desired behavior because reinforcement tells you what to do but punishment only tells you what not to do. These findings therefore answered the question of the most preferred behavior modification technique used by teachers in handling maladaptive behaviors during games and sports.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction

In this chapter the summary and recommendations of the study are presented, basing on the research findings .The summary for each finding is presented in paragraphs in order of objectives .It also presents the suggestions for further researches.

5.2 Summary of the Key Findings

This chapter presents the key findings, interpretations and discussions according to the research objectives. The study had four objectives; To find out the maladaptive behaviors mostly portrayed by students during games and sports in Kimilili Bungoma sub-county, establish whether gender differences existed in the maladaptive behaviors manifested by students, find out how often teachers used behavior modification techniques to change the maladaptive behaviors' and find out the behavior modification technique used by teachers to change each maladaptive behaviors during games and sports

The demographic data for the study included the information on the type of school where respondents were teaching, their gender, age and finally level of educational attainment. The study revealed that majority 65.9% of teachers who were involved in games and sports were male teachers. The study also revealed that most of the teachers for games and sports came from boys only category of schools (41.8%) while the girls only category had 26.4% and mixed schools category had 31.9%.

The first objective of the study was to find out the maladaptive behaviors mostly portrayed during games and sports. From the study findings, telling lies was the maladaptive

behavior mostly portrayed by students during games and sports ‘both in their own schools and outside own schools. This was followed by fighting in students’ own school and outside students’ own school. The least portrayed behavior while students were out of their school was bullying while hazing was the least encountered maladaptive behavior while they were in their own schools.

In the second objective, the study was interested in establishing whether there were gender differences in the maladaptive behavior portrayed during games and sports .A question was posed comparing which maladaptive behavior is practiced more by boys than girls. A chi- square test was performed on the data and it was revealed that there was significant gender difference in the maladaptive behavior of boys and girls.

The third objective was to find out how often the teachers used behavior modification techniques to change maladaptive behaviors during games and sports. From the obtained results, it was very clear that majority of the teachers often use reinforcement followed by punishment and finally behavior contracting during games and sports.

The fourth objective was to find out the behavior modification techniques used by teachers to change maladaptive behaviors during games and sports .This research revealed that most teachers said they use punishment as behavior modification technique during games and sports in Kimilili Bungoma Sub-County.

The researcher further asked the respondents which behavior modification technique was used in changing each of the maladaptive behavior during games and sports. It was clearly indicated that; punishment was mostly used for bullying, fighting and use of abusive

language, Behavioral contracting was the mostly used technique for hazing, and telling lies while reinforcement was used very minimally.

5.3 Conclusion

This study came up with the following conclusions:

1. The students were equally maladaptive when in their own schools or outside their own schools for games and sports. It is the level of misbehavior that differed depending on the type of maladaptive behavior in question. The mostly portrayed maladaptive behavior during games and sports was telling lies.

2. Punishment (74.7%) was the mostly used behavior modification technique followed by reinforcement (13.2%). Teachers should be educated to avoid over use of punishment since it hardens the learners.

3. Majority of the teachers use punishment 72.5% to change bullying followed by behavior contracting 19.85% and lastly reinforcement 7 7.7%.

4. To change hazing, the study revealed that out of 91 respondents, 57.1% used behavioral contracting followed by punishment 30.8% and lastly reinforcement 12.1%.

5. To change fighting, the respondents said they used punishment 80.2% followed by behavioral contracting 16.5% and finally reinforcement 3.3%

6. For changing telling of lies during games and sports the study revealed that behavioral contracting 52.7% was the technique used by teachers followed by punishment 25.3% and lastly reinforcement 22.0%..

7.The study further revealed that the behavior modification technique used by teachers for changing use of abusive language during games and sports was punishment 48 (52.7%) followed by behavioral contracting 35 (38.5%) and lastly reinforcement 8 (8.8%).

5.4 Recommendations

The following recommendations were proposed basing on the study findings:

1. The Ministry of Education Science and Technology should organize for more workshops and seminars to equip teachers of games and sports with more knowledge on behavior modification techniques.
2. The ministry should emphasize behavior modification techniques as part of the teacher curriculum at the teacher training colleges.
3. Sport management committees should organize for seminars for games and sports teachers and enhance their skills in behavior modification techniques particularly during games and sports.
4. Teachers should embrace other techniques of changing maladaptive behavior other than using punishment alone since it hardens the learners.
5. Students should be trained to learn that there other benefits of sports and games other than just winning.

5.5 Suggestions for Further Research

Due to the scope of this study, the researcher was unable to address various important issues. From the research findings and conclusions drawn, further investigations could be done in the following areas:

- i. Further research is encouraged to establish the moderating effect of school factors on the relationship between techniques used and the maladaptive behaviors portrayed
- ii. This study was only done in Kimilili Sub-County. A similar study could be done in

other parts of Kenya for comparison.

- iii. A similar study should also be carried out using students themselves to report on the questionnaire items.
- iv. A similar study to be carried out to find out why boys bully and fight more during games and sports as compared to girls.
- v. A similar study can also be carried out to find out why telling lies was the most portrayed maladaptive behavior both in students' own school and outside.
- vi. A further research to be carried out to find out why students engage in maladaptive behavior mostly when they are away from their own schools.

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APPENDIX 1

INTRODUCTION LETTER

THE RESPONDENTS

LISTED SECONDARY SCHOOLS

KIMILILI SUB COUNTY, KENYA

Dear teachers,

REF: COLLECTION OF DATA

I'm a student at Kenyatta University pursuing a masters degree with the following topic *“Behaviour modification techniques applied to counteract maladaptive behaviour exhibited by students during games and sports in Kimilili sub-county, Kenya”* which is a requirement so that can be awarded my masters degree. I'm therefore seeking your assistance to fill the questionnaires attached.

All the information given will be held confidential and will only be used for educational purpose.

Much thanks in advance

Yours faithfully

Mukhaye Loice Ong'ayo

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

Introduction

This questionnaire seeks to gather information on behaviour modification techniques applied on counteracting maladaptive behaviour exhibited by students during games and sports in Kimilili sub-county, Kenya. Please spare your 5-10 minutes to answer questions relevant to you, all information you provide will be treated with utmost confidentiality and will be completed anonymous. Thank you for your contribution.

Section A: Background information

Put a tick (√) in the appropriate box.

1. Indicate your school type

Boys only

Girls only

Co-educational (mixed school)

2. What is your gender?

Female

Male

3. What is the highest level of your educational attainment in behavior modification techniques?

Masters degree

Degree

Diploma

4. What is your age?

a. 21 -30 years

b. 31- 40 years

c. 41 – 50 years

d. 51 – 60 years

Section B: maladaptive behavior portrayed during games and sports

Indicate your level of agreement whether the following maladaptive behaviors are manifested by students during games and sports in Kimilili Sub-County, Bungoma County.

1. Which of the following maladaptive behavior is mostly displayed by students during games and sports in your own school

Bullying Behavior

| Bullying Behavior | Own school | | | Outside own school | | |
|--|------------|------|------|--------------------|-----|-----|
| | A | D | T | A | D | T |
| 1.Students in my school push others during games and sports | 5.4 | 10 | 15.4 | 4.5 | 4.3 | 8.8 |
| 2. Some students in my school forcefully snatch others items during games | 8.2 | 7.2 | 15.4 | 5.9 | 2.9 | 8.8 |
| 3. Students in my school shove others during games and sports | 12.1 | 3.3 | 15.4 | 1.6 | 7.2 | 8.8 |
| 4. Most students in my school yell at others during games and sports. | 11.3 | 4.1 | 15.4 | 5.2 | 3.6 | 8.8 |
| 5. Some students in my school force others carry their sports equipment during games and sports. | 5.5 | 10.4 | 15.4 | 1.7 | 7.1 | 8.8 |

| | Fighting behavior | Own school | | | Outside own school | | |
|----|---|-------------------|---|---|---------------------------|---|---|
| | | A | D | T | A | D | T |
| 1. | Some students in my school punch others during games and sports. | | | | | | |
| 2. | Most students in my school box their opponents during games and sports | | | | | | |
| 3. | Students in my school kick at each other during games and sports | | | | | | |
| 4 | Some students in my school exchange blows when they disagree during games | | | | | | |
| 5. | Most students in my school intentionally kick their opponents during games and sports | | | | | | |

| | | In own school | | | Outside own school | | |
|----|--|----------------------|---|---|---------------------------|---|---|
| | | A | D | T | A | D | T |
| | Hazing behavior | | | | | | |
| 1. | Most students in my school are forced to take alcohol to fit in the group during sports | | | | | | |
| 2. | Some students in my school draw and make funny labels on their uniforms | | | | | | |
| 3. | Students in my school are whipped at by opponents during games | | | | | | |
| 4. | Most students in my school pushed and wrongly tackled during games and sports | | | | | | |
| 5. | Some students in my school are forced to shave funnily and tie bands as solidarity to the team | | | | | | |

| | | Own school | | | Outside own school | | |
|---|--|------------|---|---|--------------------|---|---|
| | | A | D | T | A | D | T |
| 1 | Students in my school fail to go for games and lie about it. | | | | | | |
| 2 | Some students in my school fault others during games but lie about it. | | | | | | |
| 3 | Most students in my school lie to their teachers when they are found in mistakes | | | | | | |
| 4 | Students in my school break rules of games but lie about it | | | | | | |
| 5 | Some students in my school kick opponents but lie even when spotted | | | | | | |

| | | In own school | | | Outside own school | | |
|---|---|---------------|---|---|--------------------|---|---|
| | | A | D | T | A | D | T |
| Use of abusive language behavior | | | | | | | |
| 1. | Students in my school call others names during games and sports | | | | | | |
| 2. | Some students in my school insult opponents during games and sports | | | | | | |
| 3. | Most students in my school shout at their opponents during games and sports | | | | | | |
| 4. | Students in my school threaten opponents during games and sports | | | | | | |
| 5. | Some students in my school belittle and humiliate others during games | | | | | | |

Key

A..... Agree D..... Disagree T..... Total %

Section C: Establishing whether there are differences in the maladaptive behaviors portrayed during games and sports

Indicate your level of agreement whether there are gender differences in maladaptive behaviors manifested by students during games and sports. Please tick (√) only once, where you agree whether they are boys or girls.

| Q | | Boys | Girls |
|---|---|------|-------|
| 1 | Bullying during games and sports is observed more in | | |
| 2 | During games and sports in fighting more observed in | | |
| 3 | Hazing during games and sports is observed more in | | |
| 4 | Telling of lies during games and sports is observed more in | | |
| 5 | During sports and games use of abusive language is more observed in | | |

Section D: Behavior modification techniques applied during games and sports

1. How often do you use the following behavior modification techniques in handling maladaptive behavior during games and sports?

| | Punishment | 1 | 2 | 3 |
|----|---|----------|----------|----------|
| 1 | How often do you use time-outs in handling bullying | | | |
| 2 | I often use red cards when handling bullying | | | |
| 3 | I often use time-outs when handling fighting | | | |
| 4 | I sometimes use red cards to handle fighting | | | |
| 5 | I sometimes use time-outs to handle hazing | | | |
| 6 | I often disqualify the teams that take part in hazing | | | |
| 7 | I often use red cards to punish players for telling lies | | | |
| 8 | How often do you disqualify players who tell lies | | | |
| 9 | I sometimes use time-outs to handle use of abusive language | | | |
| 10 | How often do you use red cards on use of abusive language | | | |

| | Reinforcement | 1 | 2 | 3 |
|----|---|----------|----------|----------|
| 1 | How often rewards students who don't bully | | | |
| 2 | I often use praises for those not involved in bullying | | | |
| 3 | I often use rewards when handling fighting | | | |
| 4 | How often award trips to students for not fighting | | | |
| 5 | I sometimes use rewards to handle hazing | | | |
| 7 | I often use rewards to motivate players for not telling lies | | | |
| 8 | How often do you use trips players who don't tell lies | | | |
| 9 | I sometimes use rewards to handle those who use of abusive language | | | |
| 10 | How often do you use praises on use of abusive language | | | |

| | Behavioral contracting | 1 | 2 | 3 |
|----|---|----------|----------|----------|
| 1 | How often do you sign contracts with students who bully during games | | | |
| 2 | I sometimes sign contracts with bullies during games and sports | | | |
| 3 | How often do you sign contracts with students who fight during games | | | |
| 4 | I sometimes sign contracts with students fight during games | | | |
| 5 | I often sign contracts with students who don't haze during games | | | |
| 6 | I sometimes sign contracts with students who haze during sports | | | |
| 7 | I often sign contracts with students who don't tell lies during games | | | |
| 8 | How often do you sign contracts with students who use abuses during games | | | |
| 9 | I often sign contracts with students who don't use abuses during games | | | |
| 10 | I sometimes sign contracts with students who use abuses during sports | | | |

Key

1.....Never

2..... 1 or 2 times

3..... 3 or more times

2. Which of the following behavior modification techniques is used by teachers to change maladaptive behaviors during games and sports?

Punishment

Reinforcement

Behavioral contracting

3. Which behavior modification technique do you use as a teacher to change each of the following maladaptive behaviors during games and sports among students in your school

Bullying.....

Fighting.....

Hazing.....

Use of abusive language.....

Telling of lies.....

THANK YOU FOR TAKING YOUR TIME TO ANSWER THIS QUESTIONNAIRE

APPENDIX III

RESEARCH PERMIT

| | |
|--|---|
| PAGE 2 | PAGE 3 |
| <p>THIS IS TO CERTIFY THAT:</p> <p>Prof./Dr./Mr./Mrs./Miss. <u>LOICE</u> <u>MUKHAYE ONG'AYO</u></p> <p>of (Address) <u>KENYATTA UNIVERSITY</u> <u>P.O. BOX 43844 NBI</u></p> <p>has been permitted to conduct research in.....</p> <p>.....Location, <u>BUNGOMA NORTH</u> District, <u>WESTERN</u> Province,</p> <p>on the topic <u>INVESTIGATION OF GUIDANCE</u> <u>AND COUNSELLING SERVICES AND</u> <u>STUDENTS' BEHAVIOUR DURING GAMES</u> <u>& SPORTS IN KIMILILI DIVISION.</u> <u>BUNGOMA NORTH DISTRICT.</u></p> <p>for a period ending <u>30TH JUNE</u> 20<u>10</u></p> | <p>Research Permit No. <u>NCST/5/002/R/1201</u></p> <p>Date of issue <u>14.01.2010</u></p> <p>Fee received <u>SHS 1,000</u></p> <div style="text-align: center;"></div> <p><u><i>Loice Mukhaye Ong'ayo</i></u> Applicant's Signature</p> <p><u><i>[Signature]</i></u> Secretary National Council for Science and Technology</p> |

APPENDIX IV

RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249.
When replying please quote

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/5/002/R/1201** Date: **13th Jan, 2010**

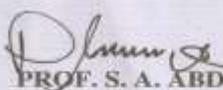
Loice Mukhaye Ong'ayo
Kenyatta University
P.o Box 43844
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Investigation of Guidance and counselling Services and Students' Behaviour During Games and Sports in Kimilili Division, Bungoma North District"* I am pleased to inform you that you have been authorized to undertake your research in *Bungoma North District* for a period ending *30th June 2010*.

You are advised to report to the **District Commissioner and the District Education Officer** of **Bungoma North District** before embarking on your research project.

Upon completion of your research project, you are expected to submit two copies of your research report/thesis to our office.

✓ 
PROF. S. A. ABDULRAZAK Ph.D, MBS
SECRETARY

Copy to:
The District Commissioner
Bungoma District
The District Education Officer
Bungoma District

APPENDIX V

KIMILILI SUB COUNTY SCHOOLS MAP

