INFLUENCE OF PRESCHOOL PUPILS’ AGGRESSIVE BEHAVIOUR ON LEARNING OUTCOMES IN KAJIADO COUNTY, KENYA

MARY MWENDIA
E55/OL/22782/2012

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE DEGREE OF MASTER OF EDUCATION (EARLY CHILDHOOD EDUCATION) IN THE SCHOOL OF EDUCATION, KENYATTA UNIVERSITY

NOVEMBER, 2018
DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance in line with anti-plagiarism regulations.

Signature……………………………………Date:……………………………………

Mary Mwendia
Reg.No.E55/OL/22782/2012

This project has been submitted for appraisal with my approval as University Supervisor.

Signature……………………………………Date:……………………………………

Dr. Maureen Mweru
Department of Early Childhood Studies,
Kenyatta University.
DEDICATION

This research is dedicated to the Almighty God for giving me the ability to complete this work and my mother for standing by me throughout the entire project.
ACKNOWLEDGEMENT

I thank God the creator who gave me a gift of life with a purpose which I fulfil through this study. I am very grateful to a number of people whose contributions, suggestions and encouragement were crucial in the writing of this research project. I would like to thank my supervisor Dr. Maureen Mweru for her guidance and assistance in the writing of this research work. Secondly, I acknowledge the support that I received from my family. Lastly, I won’t forget the Kajiado County education office, all the head teachers, teachers, friends and colleagues who helped me when conducting this research. May God bless you all.
TABLE OF CONTENTS

DECLARATION........................................................................................................... ii
DEDICATION........................................................................................................... iii
ACKNOWLEDGEMENT............................................................................................ iv
TABLE OF CONTENTS ............................................................................................. v
LIST OF TABLES ....................................................................................................... ix
LIST OF FIGURES ..................................................................................................... x
ABBREVIATIONS AND ACRONYMS......................................................................... xi
ABSTRACT................................................................................................................ xii

CHAPTER ONE: INTRODUCTION AND CONTEXT OF THE STUDY ............... 1
1.1 Introduction........................................................................................................... 1
1.2 Background to the Study..................................................................................... 1
1.3 Statement of the Problem................................................................................... 5
1.4 Purpose of the Study .......................................................................................... 6
1.5 Objectives of the Study ....................................................................................... 7
1.6 Research Questions ............................................................................................. 7
1.7 Significance of the Study .................................................................................... 7
1.8 Limitations and Delimitations of the Study ....................................................... 8
1.8.1 Limitations ..................................................................................................... 8
1.8.2 Delimitations ................................................................................................ 9
1.9 Assumptions of the Study .................................................................................. 9
1.10 Theoretical and Conceptual Framework ........................................................... 10
1.10.1 Theoretical Framework .............................................................................. 10
1.10.1.1 Applied Behaviour Analysis (ABA) ....................................................... 10
1.10.1.2 Social Learning Theory ....................................................................... 11
1.10.1.3 Ecological Systems Theory ................................................................. 11
1.11 Conceptual Framework .................................................................................... 13
1.12 Operational Definition of Terms ..................................................................... 14
CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

2.2 Forms of Aggressive Behaviour Displayed by Preschool Pupils

2.3 Causes of Aggressive Behaviour in Preschool Pupils

2.3.1 Violence in Media

2.3.2 Parental stress and Family Dysfunctions

2.3.3 Living in Violent Neighbourhoods

2.4 Pupils’ Aggressive Behaviour and Learning

2.5 Strategies for Managing Aggressive Behaviour in Children Utilized by Teachers in Preschools

2.6 Summary of the Literature Reviewed

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

3.1.1 Research Design

3.2 Variables

3.2.1 Independent Variables

3.2.2 Dependent Variables

3.3 Location of the Study

3.4 Target Population

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling of Preschools

3.5.2 Sampling of Children and Parents

3.5.3 Sampling of Teachers

3.6 Research Instruments

3.6.1 Questionnaire for Teachers

3.6.2 Observation Checklist for Children

3.6.3 Questionnaire for Parents

3.7 Pilot Study

3.7.1 Validity

3.7.2 Reliability

3.8 Data Collection Techniques
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.9 Data Analysis</td>
<td>43</td>
</tr>
<tr>
<td>3.10 Logistical and Ethical Considerations</td>
<td>43</td>
</tr>
<tr>
<td>3.10.1 Logistical Considerations</td>
<td>43</td>
</tr>
<tr>
<td>3.10.2 Ethical Considerations</td>
<td>44</td>
</tr>
<tr>
<td>CHAPTER FOUR: PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION</td>
<td>45</td>
</tr>
<tr>
<td>4.0 Introduction</td>
<td>45</td>
</tr>
<tr>
<td>4.1 General and Demographic Information</td>
<td>46</td>
</tr>
<tr>
<td>4.1.1 Response Rate</td>
<td>46</td>
</tr>
<tr>
<td>4.1.2 Gender of Teachers</td>
<td>47</td>
</tr>
<tr>
<td>4.1.3 Level of Education of Teachers</td>
<td>47</td>
</tr>
<tr>
<td>4.1.4 Teaching Experience</td>
<td>49</td>
</tr>
<tr>
<td>4.1.5 Distribution of Teachers by Professional Qualification</td>
<td>50</td>
</tr>
<tr>
<td>4.1.6 Distribution of Preschool Learners by Age</td>
<td>51</td>
</tr>
<tr>
<td>4.1.7 Demographic Profile of Parents</td>
<td>52</td>
</tr>
<tr>
<td>4.2 Forms of Aggressive Behaviours Displayed By Preschool Pupils</td>
<td>53</td>
</tr>
<tr>
<td>4.3 Causes of Aggressive Behaviour among Preschool Pupils</td>
<td>57</td>
</tr>
<tr>
<td>4.4 Pupils’ aggressive behaviour and Learning among Preschool Pupils</td>
<td>64</td>
</tr>
<tr>
<td>4.5 Measures Taken By Teachers in Managing Aggressive Behaviour in Preschools</td>
<td>69</td>
</tr>
<tr>
<td>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</td>
<td>72</td>
</tr>
<tr>
<td>5.0 Introduction</td>
<td>72</td>
</tr>
<tr>
<td>5.1 Summary of Findings</td>
<td>72</td>
</tr>
<tr>
<td>5.2 Conclusions</td>
<td>73</td>
</tr>
<tr>
<td>5.3 Recommendations of the Study</td>
<td>75</td>
</tr>
<tr>
<td>5.3.1 Recommendations for Parents</td>
<td>75</td>
</tr>
<tr>
<td>5.3.2 Recommendations for Teachers</td>
<td>76</td>
</tr>
<tr>
<td>5.3.3 Recommendations for BoM</td>
<td>77</td>
</tr>
<tr>
<td>5.4 Areas for Further Researcher</td>
<td>78</td>
</tr>
</tbody>
</table>
REFERENCES ...................................................................................................................... 79

APPENDICES .................................................................................................................... 89
Appendix I: Letter of Consent ............................................................................................ 89
Appendix II: Questionnaire For Teachers .......................................................................... 90
Appendix III: Observation Checklist For Aggressive Behaviour ...................................... 95
Appendix IV: Questionnaire For Parents ........................................................................... 96
Appendix V: Approval Letter From Graduate School ......................................................... 99
Appendix Vi : Authorization Letter From Graduate School ............................................. 100
Appendix VII : Authorization Letter Mfrom Nacosti ........................................................ 101
Appendix VIII: Permit Letter From Nacosti ...................................................................... 102
LIST OF FIGURES

Figure 1.1 Conceptual Framework Showing Influence of preschool pupils’ aggressive behaviour on learning outcomes .................................................................13

Figure 4.1: Distribution of Teachers by Gender .................................................................47
Figure 4.2: Highest Level of Education of Teachers ..........................................................48
Figure 4.3: Distribution of Teachers by Experience ..........................................................49
Figure 4.4: Distribution of Teachers by Professional Qualification .................................50
<table>
<thead>
<tr>
<th>ABBREVIATIONS AND ACRONYMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABA:</td>
</tr>
<tr>
<td>BQ:</td>
</tr>
<tr>
<td>EF:</td>
</tr>
<tr>
<td>IQ:</td>
</tr>
<tr>
<td>MOE:</td>
</tr>
<tr>
<td>NACOSTI:</td>
</tr>
<tr>
<td>PSDQ:</td>
</tr>
<tr>
<td>SPSS:</td>
</tr>
<tr>
<td>TOCA-R:</td>
</tr>
<tr>
<td>USA:</td>
</tr>
</tbody>
</table>
ABSTRACT

Early aggressive behaviour is defined as an act directed toward a specific other person or object with an intent to hurt or frighten. Aggression can be detrimental to the child who has these tendencies and to others who come into contact with him. Studies in Kenya point out the influence of aggressive behaviour on children’s development, however despite efforts put in place to study aggression, the behaviour is still on the increase among young children. The purpose of this study therefore, was to investigate preschool children’s aggressive behaviour and its effects on learning outcomes, in Kajiado North Constituency. The study was guided by four objectives that is to find out the forms of aggressive behaviour displayed by preschool children, the causes of the aggressive behaviour, how the children’s aggressive behaviour affects learning, and how teachers deal with children who display aggressive behaviour. The study was based on applied behaviour analysis theory, social learning theory and ecological systems theory. Descriptive survey design was employed. Stratified random sampling method was used to select public and private schools to be included in the study. The targeted population were pupils, parents and teachers. A sample size of 495 respondents comprising of 234 parents, 234 preschool pupils and 27 teachers was used. The study used questionnaires and observation checklists as instruments for data collection. Reliability was tested by computing consistency of results using Cronbach’s Alpha. Validity of the instruments was ensured through assistance of experts in early childhood education. Quantitative data were coded, cleaned and categorized manually, transferred to a computer sheet and processed by use of the Statistical Package for Social Sciences (SPSS) Version 21. The data were summarized by use of frequencies, distribution tables, and percentages. The presentation of data was done by use of pie charts, bar graphs and frequency tables. Findings showed that aggressive behaviours observed in preschool pupils were majorly physical including fighting, destructiveness, bullying and kicking others. Exposure to hostile environment of drug and alcohol abusing parents, and the media were the major factors leading to aggressive behaviour among pupils in preschools. Findings from parents also indicated that their children exhibited aggressive behaviours as a result of trauma related to deprivation of one parent. High scores of aggressive behaviour deteriorated the level of participation in classroom, class attendance and accomplishment of assignments, performance and reading skills among children. Various dimensions of learning in preschools including participation in the classroom, class attendance, and completion of assignments, academic performance and reading skills among children were significantly determined by the level of aggression. The study recommended that parents and guardians should monitor TV shows which their children watch and not readily allow their children to watch violent programmes or video shows. Schools need to educate parents on the effects of drug and alcohol abuse on children’s behaviour and education.
CHAPTER ONE
INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Introduction
This chapter presents the background to the study, statement of the problem, research objectives, research questions, and significance of the study. The chapter also covers other sections including limitations and delimitations of the study and the operational definition of terms.

1.2 Background to the Study
Early aggressive behaviour has been described as an act of a child directed toward another child or object with intent to hurt or frighten, for which there is a consensus about the aggressive intent of the act (Shaw, Dishion, Supplee, Gardner & Arnds, 2006). The term aggression encompasses a variety of behaviours, including verbal aggression, bullying, hitting, and kicking, among others. Lyness (2010) described the forms of aggressive behaviour as physical and relational. Physical aggressive behaviour in pre-schoolers includes biting, kicking, pinching, taking others’ place on the playground among others. On the other hand relational aggressive behaviour is hurting others by damaging or harming their friendships or social status (popularity). It can occur in the following activities: teasing, gossiping, telling ‘secrets’, excluding peers from games and activities, taunting, name calling and embarrassing/humiliating someone in front of others.

Globally, behaviourally disordered children over a long time have been perceived as insane and have also been admitted to institutions meant for adults (Purdue University,
However, teaching methods such as individual assessment, structured environment, and functional curriculum and life skills were initiated and administered to such children by mid-19th century (University of Michigan, 2012).

In the United States, Educational for All Handicap Children Act was enacted and directed that all children with handicaps including the emotionally disturbed receive a free appropriate public education and which stresses special education and services designed to meet all basic demands (Purdue University, 2008). In Canada, Tremblay and Nagin (2005) found that 5-10% of children were unable to learn the fundamentals of social interaction, sharing and compromising, cooperation and verbal communication due to aggressive behaviour. These children are more likely to run into serious trouble later in their life, especially in their academic performance among other difficulties. Sajeda (2012) says that young children manifest aggression through biting and kicking others, answering back to adults, challenging instructions, swearing, offensive comments and name calling. This shows that aggressive behaviour begins early in life and, in most children, reaches a peak at about four years of age, declining after that. However, aggression during early childhood is not taken seriously and is often considered a part of growing up.

In Swaziland, Mundia (2006), whose study was based on implications for on-going education reforms concerning inclusive education, showed that aggression was one of the many conduct disorders children had in both upper primary and junior secondary levels. The study revealed that type of school attended correlated with aggression and students with moderate to severe aggressive behaviours were found in all categories of learners.
involved in the study. However, a significant difference in the number of aggressive students was obtained on only two variables, the type of school students attended and the kind of guardians students lived with at home. Furthermore, aggressive students lived mainly with both biological parents and teachers rely mainly on punishment to deal with aggressive students. The study finally recommended that teachers’ skills in handling aggressive cases need to be enhanced by both pre-service and in-service courses (Mundia, 2006).

In South Africa, Garsia (2005) found that aggressive adolescents lacked core abilities for satisfying social relationships which include: developing and maintaining sound relationships, sharing jokes with peers, engaging in games and skillfully interacting with a variety of peers and others in class and in the playground. According to Botha (2014), aggression impedes negatively on learners’ social and academic development and welfare of children which later prevents schools efforts to effectively socialize learners. This situation has regrettably led to deterioration in children’s work, loneliness, and anxiety to develop new friends, becoming suspicious of their peers, depression, low self-esteem, continual absenteeism, emotional development and poor social skills. Owusu-Banahene & Amedahe (2000, cited in McWvoy & Welker, 2012) conducted a study in Ghana and the findings indicated that poor social development among children discourage peer and group learning which are essential methods of instruction and therefore negatively affecting their academic progress.

In Kenya there are different studies that have been conducted on children’s aggressive behaviour. For instance, Lusweti (2016) in his study found that preschool children with
aggressive behaviours face challenges in their academic progress. The study showed that children with aggressive behaviours have low class participation and difficulties to complete their tasks. They show poor school attendance but do not drop out of school. In a related study, Karega (2012) found that the government of Kenya invests more resources on problem of behaviour amongst adolescent students because problem behaviours lead to lost class and study time as the students spend much time and energy completing punishments, and suspensions as opposed to learning (Matthys & Lockman, 2010).

Studies in Kenya also point out the influence of aggressive behaviour on children’s learning and development. Wawira (2008) says that children with aggressive behaviours interrupt learning activities and lack focus on activities in class. This is likely to hurt the teacher child relationship hence making the learning process difficult. This is because the child may fail to follow instructions during the teaching process and miss out on scaffolding that is necessitated in a warm teacher-pupil relationship. This is probable to make the teacher-learner relationship poor leading to difficulties in delivering the content by teachers and effective acquisition of concepts taught among children with aggressive behaviours.

Significant efforts have been made by various researchers in investigating the influence of aggressive tendencies on children’s learning and development (Karega, 2012; Lusweti, 2016; Wawira, 2008). The above mentioned studies showed that children with aggressive behaviours have poor social skills hence do not make friends and rarely participate in games. This implies that learning through peers is difficult despite its essential role in
social development among children. In addition, a number of studies indicated that children with aggressive behaviours are less helpful in coping up with the physical situations and less responsive to others (Hudley, 2013; Natacha, 2008). Hence, there is need to ascertain whether this can influence learning among children.

The contention of the current study was that if children with aggressive behaviors are not supported adequately, their educational progress is at great risk. In order to find out more about this contention, the following areas were investigated in the study: pupils’ academic performance, forms and causes of aggressive behaviour, how teachers deal with pupils who display aggressive behaviour in Kajiado County. Therefore, the current study seeks to establish how aggressive behaviour among children influence their learning outcomes.

1.3 Statement of the Problem

Children’s display of aggressive behaviours has been found to affect their interactions with others. Aggressive children tend to have poor social skills and this implies that learning through peers is difficult despite its essential role in social development among children. For instance, Lusweti (2010) focused on the influence of aggression on children’s education based on school attendance, task completion, academic performance, class participation and school dropout and the findings showed that children with aggressive behaviours have low class participation and difficulties to complete their tasks. Karega (2012) found that the government of Kenya invests more resources on problem of behaviour amongst adolescent students because problem behaviours lead to lost class and study time as the students spend much time and energy completing
punishments, and suspensions as opposed to learning. Wawira (2008) says that children with aggressive behaviours interrupt learning activities and lack focus on activities in class. This is likely to hurt the teacher child relationship hence making the learning process difficult. This is because the child may fail to follow instructions during the teaching process and miss out on scaffolding that is necessitated in a warm teacher-pupil relationship.

It is evident that most of the above studies based in Kenya majorly focused on the influence of aggressive behaviours on academic performance. The current study sought to add more information to the existing literature by establishing the influence of children’s aggressive behaviours on learning outcomes with specific focus on participation in classroom, creativity, absenteeism and reading abilities of pre-school children in Kajiado County.

1.4 Purpose of the Study
The purpose of the study was to find out the forms of aggression on children’s educational progress. The study also aimed at investigating how aggression in children affects their school attendance, academic performance and class participation. In addition, the study was to find out the challenges faced by teachers handling aggressive children. The study also investigated the various strategies of handling children who display aggressive behaviours in Kajiado District.
1.5 Objectives of the Study

The objectives of the study were to:

i. Find out the forms of aggressive behaviour displayed by preschool pupils’ in Kajiado County.

ii. Find out the causes of aggressive behaviour by preschool pupils’ in Kajiado County.

iii. Establish how pupils’ aggressive behaviour influence learning in Kajiado County preschools.

iv. Find out how teachers deal with pupils’ who display aggressive behaviour in Kajiado County.

1.6 Research Questions

The study sought to answer the following research questions

i. What forms of aggressive behaviours are displayed by preschool pupils’ in Kajiado County?

ii. What are the causes of aggressive behaviour by preschool pupils’ in Kajiado County?

iii. How does childrens’ aggressive behaviour influence learning in Kajiado County?

iv. How do teachers deal with children who display aggressive behaviour in Kajiado County preschools?

1.7 Significance of the Study

The findings generated from the study may be of interest to the Ministry of Education, Science and Technology (MOE) at the County level and to the school managers in that it
will inform them of the Influence of preschool pupil’s aggressive behaviour on learning in Kajiado County. The Ministry of Education might use the findings to identify strategies of eliminating or minimizing the negative effects of aggressive behaviour in preschools. The findings may also help teachers to understand the forms of childhood aggressive behaviours and how to deal with children’s aggression in classrooms. The study may also help parents understand their children and the factors causing aggressive behaviour in children, may also help parents improve their parenting styles. Some of the parents will get the information when they read the report while others will access the information through parent training. The improved parenting styles will enable children acquire good social skills and help them avoid aggressive behaviours in future. Thus children will grow up holistically and with adequate social and educational skills. On the same note, the community will be enlightened on strategies of ensuring healthy children in the community by learning on how to ensure healthy emotional development of children. The findings may also be useful to policy makers in the Ministry of Education and other ministries concerned with children. Finally, the study can form a basis for further research.

1.8 Limitations and Delimitations of the Study

This section describes both the limitation and delimitation of the study.

1.8.1 Limitations

The study faced various challenges including lack of sufficient cooperation from respondents. In some cases the administrators and teachers especially in private schools feared to give information thinking that it could lead to parents withdrawing children from their schools or that they would lose their jobs. However the researcher assured
them that the information was only for academic purposes. In addition the researcher encouraged the respondents not to write their names and those of the children on the instruments. Access to the study site was also another limitation because many roads in the interior of Kajiado county are in deplorable state and are characterised by lack of bridges, a lot of sand. The researcher therefore resorted to using motorbikes as a means of transport. Finally financial constraints were experienced as conducting research is expensive owing to the costs involved. Though the researcher did not have enough funds, he sought financial assistance from relatives and friends to succeed in the research process.

1.8.2 Delimitations

The study was confined to Kajiado County in nine preschools. The research was delimited to the influence of children’s behaviour on learning in children preschools. The participants in this research were both male and female preschool pupils in baby class, nursery one and nursery two, teachers and the parents of the preschool children.

1.9 Assumptions of the Study

This research entails several assumptions. First, observation of children can happen without inducing changes in their behaviour if the researcher is part of the class as a volunteer or a permanent teacher. Second, the sample is large enough to be representative of the behavioural patterns of children in the same age group. Thirdly, the participants were honest in the responses they give. Finally, the key assumption driving this study was that aggressive behaviour in children is connected to their academic progress. The study also assumed that aggressive behaviours can be successfully dealt
with if appropriate programmes are put in place and with maximum collaboration between teachers, parents, community NGOs and the government. This will enable aggressive children to succeed in school and in life.

1.10 Theoretical and Conceptual Framework

The theoretical and conceptual frameworks are described in the following section.

1.10.1 Theoretical Framework

This study is based on the following theories.

1.10.1.1 Applied Behaviour Analysis (ABA)

The beginnings of ABA can be traced to a group of faculty and researchers at the University of Washington and University of Kansas, including Donald Baer, Sidney W. Bijou, Bill Hopkins, Jay Birnbrauer, Todd Risley, and Montrose Wolf. Applied behaviour analysis (ABA) has been referred to as “the science devoted to the understanding and improvement of human behaviour” (Cooper, Heron, & Heward, 2007).

Behaviour is understood by observing the relationship of behaviour to the environment, which incorporates rules governing learning and maintenance of behaviours. Schools have utilized principles of ABA not only to address challenging behaviours once they have occurred but also to prevent these behaviours from occurring in the first place. In this study ABA theory helped to understand how the environment contributes to aggressive behaviour in preschool children. It also provides an insight on how undesirable behaviours such as aggression in children can be reduced.
1.10.1.2 Social Learning Theory

Social learning theory emerged from learning theory and helps to explain how new behaviour may be learned simply by watching others (Bandura, 1977). Social learning theory is also known as modelling or vicarious learning. Through the controversial Bobo Doll experiments, Bandura proved that young children exposed to televised aggression became more aggressive, even though their behaviours had not been reinforced through consequences.

Social learning is thought to be influenced by internal processes involving attention, memory, and motivation, which might not be as readily observable as behaviour and its consequences. Young children are especially attuned to learning through modelling or watching others, especially if they identify with the model, or see that the model is reinforced for its actions. Thus, aggressive and violent actions shown by cartoon characters or other media and seen by children may actually influence children to behave in similar ways, especially if the character is reinforced for its actions. In this study the theory will help to understand the cause of aggressive behaviour of preschool children.

1.10.1.3 Ecological Systems Theory

Ecological systems theory was proposed by Bronfenbrenner (1979) to help explain how children develop within the context of their world. He described five systems that influence development, Microsystem, Mesosystem, Exosystem, Macrosystem, and Chronosystem, and considered that the person’s biology also contributed to this system. Thus, both environmental and biological factors are thought to shape development and child outcomes. Bronfenbrenner is one of the founders of the Head Start Program, a
federal program intended to improve cognitive and developmental outcomes for children and their families from low income backgrounds through education, health, nutrition, and parent training efforts. Ecological system theory is applicable in this study as it can help illustrate how a child’s environment can affect the child’s behaviour including his display of aggressive behaviours.

The above three theories (Applied Behaviour Analysis, Social Learning Theory and Ecological Systems Theory) are applicable to this study since all have one common characteristic, i.e. all the theories lay a foundation to ways through which children acquire new behaviours which can either be positive or negative. However, in relation to the current study, Social Learning Theory specifically focuses on the intermediate environment in relation to acquisition of aggressive behaviours among children. On the other hand, Applied Behaviour Analysis provides the remedies to the acquired aggressive behaviours. Finally, Ecological Systems Theory emphasizes that the acquisition of aggressive behaviours among children is determined by various factors ranging from the children’s intermediate environment, parents’ attributes, family members, other organizations such as church, and the society as a whole.
1.11 Conceptual Framework

**Independent Variable**

- **Aggressive Behaviours**
  - Verbal aggression
  - Bullying
  - Hitting
  - Kicking
  - Pinching

**Dependent Variable**

- **Outcome (learning progress)**
  - Participation in classroom
  - Level of creativity in class
  - School attendance
  - Reading abilities
  - Numeracy skills

**Teachers Management of Aggressive behaviour**

- Developing rules
- Giving instructions to Children
- Administration of Punishment
- Attending workshops for training in management

**Intervening Variables**

- School environment
- Recognition for work accomplished
- Teacher support

**KEY**

- Study Variables
- Non-Study Variables

**Figure 1.1 Conceptual Framework Showing Influence of preschool pupils’ aggressive behaviour on learning outcomes**

**Source: Author 2018**

In the Figure 1.1 demonstrates that children in preschool exhibit certain behaviours which tend to influence their learning process. For instance, such forms of behaviours as verbal aggression, bullying, hitting, kicking and pinching determine the level of participation in classroom, level of creativity in class, school attendance, reading abilities and numeracy skills among children.
1.12 Operational Definition of Terms

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

**Behaviour:** Range of actions and mannerisms made by individuals or organisms in conjunction with themselves or their environment, which includes the other organisms around as well as the physical environment. It is the response of the organisms around as well as the response of the organism to various stimuli whether internal or external, conscious or subconscious, overt or covert, voluntary or involuntary.

**Learning:** These are all activities which contribute to the intellectual, physical, psychological, moral growth of a child for example reading, writing, among others.

**Relational aggression:** It is a non-physical form of aggression in which harm is caused by damaging someone’s relationship or social status. Such as making faces, excluding children in play, teasing, gossiping, telling ‘secrets’, taunting, name calling and embarrassing/humiliating someone in front of others.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents literature related to the study. It presents literature on forms of aggressive behaviour displayed by preschool learners, causes of aggressive behaviour among preschool learners, effects of aggressive behaviour on preschool learning, and the ways teachers can deal with aggressive behaviour in preschool learners.

2.2 Forms of Aggressive Behaviour Displayed by Preschool Pupils

Children’s behaviours vary in many ways and can be either positive or negative. These behaviours tend to have a serious impact on a child’s overall development, particularly, socially and emotionally, interrupts the teaching and learning process and impedes the child’s capacity to maximize their fullest capabilities (Helmsen, Koglin & Petermann, 2012).

McEvoy, Estrem, and Rodriguez (2003) named and compared two types of aggression. They looked at non-physical forms of aggression such as making faces, excluding children in play, or different postures, calling this type of behaviour “relational aggression”. Behaviours such as hitting, kicking and pushing, constituted “physical aggressions”. In his study, Kostelnik, (2002) revealed that within physical and relational aggression, there are four sub-categories. These include accidental aggression, expressive aggression, instrumental aggression, and hostile aggression. Accidental aggression happens when a child hurts another by accident during playtime. Expressive aggression does not cause physical harm but it is manifested by damaging something that belongs to
another child in order to see his or her reaction. Instrumental aggression is the fight over what belongs to whom where someone gets hurt in the process. Finally, there is hostile aggression, which can be described as intentionally hurting someone on a physical or emotional level. While, according to Shaffer (2002), behavioural disorders that are related to aggression can be divided into two main groups: verbal and physical. Verbal aggression includes acts such as using insulting language, displaying anger, threatening, swearing, and being sarcastic, all in order to cause emotional or psychological pain. On the other hand physical aggression aims to cause bodily damage and includes bullying, destructing, vandalism, gangsters and fighting. There was therefore need to conduct the current study in order to obtain more information.

Research conducted by Public Agenda (2004) shows that some of the following behaviours were reported as being problematic for educators: speaking out, playing around, disrespect, cheating, tardiness, bullying, rowdiness, truancy, drugs, and physical fighting. Other problem behaviours included not paying attention, being uncooperative, and hyperactive behaviour (Shen, Zhang, Caldarella, Richardson & Shatzer, 2009). Arbuckle and Little (2004) found that educators believed minor behavioural problems and recurrent misbehaviour to be challenging and were not as concerned about bigger behavioural issues or violent behaviour.

Pathirana (2016) conducted a study in India on the nature, types, prevalence and antecedents of aggressive behaviours displayed by Sri Lankan preschool children. He observed the form of behaviour that he called “playful aggressive” acts or parodies. Playful aggression included pretending to shoot at other children with guns made of play
blocks, playing hit and run games, turn taking in hitting and hurting. However, it was
difficult to observe the natural behaviours of the children at a stretch due to various
activities such as exhibitions, sports meets, year-end concerts and holidays. This study
used only one tool, observations, to establish the behaviours of children hence the
validity of findings could not be triangulated. The current study will utilize such tools as
questionnaire, interview schedules and observations in order to enhance the content of
findings.

In Ghana Anane (2013) demonstrated some forms of aggressive behaviour in preschools
such as avoiding, complaint, disruptive, withdrawn behaviour in certain kinds of
interpersonal situations among others. In his study, Sajeda, (2012) points out the signs of
aggressive behaviour in preschools. These are grabbing objects, biting and kicking others,
answering back to adults, swearing and offensive comments among others. In a similar
study, Lusweti (2016) found out that some learners are said to engage in aggressive
behaviours by means of spreading rumours, telling lies, making threats, gossiping, using
insults, subjecting learners to social isolation and humiliating them.

It is evident from the above literature that both international and local studies focused on
the forms of aggression among children in schools. However, the literature showed that
each and every study yielded different forms of aggression among children in preschools.
This is perhaps attributed to the fact that different settings result into acquisition of
slightly different kinds of aggressive behaviours. This implies that conducting another
study in a different setup may also yield different results for comparisons. To fill this gap,
the current study was carried out in Kajiado County in an attempt to identify forms of aggressive behaviour exhibited by preschool pupils.

2.3 Causes of Aggressive Behaviour in Preschool Pupils

Several factors have been theorized to influence the cause of aggression and other forms of disruptive behaviour in young children. Unfortunately, relatively few studies have been undertaken to validate these hypotheses with infants and toddlers. In this section, areas that have been postulated to affect early disruptive behaviour and research studies that have addressed these issues are presented. The domains include media influence, parental attributes and support, parenting, and chronic family adversity.

2.3.1 Violence in Media

Mass media has been materialized through newspapers, magazines, books, television, radio, films and other forms of communication that reach large audiences with no personal contact between the individuals sending the information and those receiving it (Thomas, 2000). It plays a great role in everyday life of the people. Television is most used by many people compared to the other types of mass media. Television has many catchy programmes to attract targeted audience. The early formation of children is affected by some of these programs. The most affected areas are academic performance and social behaviour. Young people love watching too much action and like playing violent television, video and internet. As a result, many of them see aggressive figures in these brutal programs as their heroes. They model their aggressive behaviours and get reinforced vicariously while watching or playing the program/game on the television,
video, or internet (Thomas, 2000). Therefore, A wide spectrum of aggressive behavior is possible in the preschool hence this study.

Pre-school age children in New Zealand have been found to behave more aggressively than usual in their play after watching high-action television with no violence in it at all (Wood & Chachere, 1991). In a study involving twelve children using observation method in Canberra, Australia it was found that high excitement level alone is sufficient to increase their aggression, and that vivid formal features produce such levels of excitement. It has also been demonstrated that violent content produces substantial effects over and above those brought about by excitement alone (Josephson, 1987). However, the above study did not specify the level of education of children but rather was carried out a random study of children. The current study specifically confined to children in preschools.

Chinwokwu (2013) conducted a study on the influence of television violence on socio-emotional and adjustment of student of federal tertiary institution in Anambra state. The study comprised of Nnamdi Azikiwe University, Awka Federal Polytechnic Oko and College of Education, Umunze, found that youths initiate violence they observed on TV and the effect of TV violence on them is profound. Again, the above study focused on adolescents. The question is, is the influence of media similar between the adolescents and young children in pre-school? The current study therefore focused on children in preschool.
In Kenya Ahinda (2010) found that nowadays pre-school children do not spend much time with their parents. Most of the sampled pupils spent many hours watching television daily. This could lead to modelling aggressive behaviour as depicted in some television programs. As well, the study observed that they practiced this with their peers in schools as well as at homes with their siblings.

Despite the fact that studies in the above literature demonstrated that media influenced the behaviours of children in both preschool and primary levels, no study revealed the kinds of aggressive behaviours children acquired from the media. This implies that the knowledge on aggressive behaviour in relation to media is inadequate, therefore the current study seeks to examine how media influence children’s behaviour and specifically identify the aggressive behaviours associated with the media.

2.3.2 Parental stress and Family Dysfunctions

Studies have shown that elevated levels of aggressions are found in abused children whose parents are stressed and such parents tend to spank children hence exposing them to aggression (Lopez, Olianzola & Ochoba, 2006; Brannon, 2010). Lopez et al. (2006) analysed differences between aggression and non-aggressive rejected students and it was established that aggressive rejected students had lower levels of family self-esteem, less parental support, higher levels of aggression between their parents at home, and a more offensive parent-child communication as compared to the non-aggressive rejected adolescents. Brannon (2010) showed that children who are spanked frequently at ages three are more likely to be aggressive when they are five as the abuses hurt the child’s self-esteem and make them feel unworthy and useless.
In a similar study, Garsia (2005) indicated that family climate determines the aggressive behaviour exhibited by adolescents. Broken homes and those where parents frequently quarrel have been correlated to stress in children which in turn leads to physical and emotional illness like aggression. In addition, the family environments which these children come from as measured by family size, family stability, and level of education attained by parents and social economic status of the family may also expose the young children towards juvenile behaviours. According to Shaffer (2002), out-of-control children are typically reared in coercive home environments. In addition, factors such as being cold and rejecting, ignoring aggression among children, constant or erratic use of physical punishment to control aggression, nurturing aggressive tendencies, high permissiveness toward aggressive acts, and low punitiveness to aggressive behaviours can all facilitate the development of aggression among children.

A study in Kenya by Mutiso (2008) revealed that parental deprivation either through death or separation from significant attachment figure is a major factor contributing to psychological problems in children. According to Mutiso (2008), although both orphans and non-orphans demonstrate levels of psychological disorder, total orphans had higher prevalence of depression prevalence. On a similar occasion, children in the rural areas were twice more likely to suffer from psychological disorders that those in urban setting. The current study intends to find out whether parental stress and family dysfunctions contribute to aggressive behaviours in children.
2.3.3 Living in Violent Neighbourhoods

Violence neighbourhood refers to social community where there is intentional use of physical force or power, threatened or actual against the people. Children living in violent neighbourhoods are aptly described as children living in urban war zones (Garbarino, 1991). They face a two-fold problem; these children lack prosaically adult role models to guide them and they do not have the opportunity to develop internalized self-control through developmentally appropriate play. Community violence is shown to affect the violent behaviour of pre-schoolers in a differential manner. Those who witness violence seem to show internalized symptoms while those children who were victimized by violence exhibit externalizing behaviours (Guerra, 2003).

Ann (2012) in her study conducted in nine countries: China, Colombia, Italy, Jordan, Kenya, the Philippines, Sweden, Thailand and the United States found that children exhibited higher levels of aggressive behaviour. This link held true across all nine countries studied, based on parents’ responses. A child that lashes out, hits others and has regular tantrums is every parent’s nightmare. In all nine countries, when children reported living in more dangerous neighbourhoods, harsh parenting practices were more common, as was child aggression. However, adults' and children's perceptions differed on that point. More research is needed to determine whether or not dangerous neighbourhoods promote harsh parenting practices. In his study on the provision of psychosocial support to children traumatized by the 2007-2008 post-election violence in Kibera, Njuguna (2012) notes that exposure to violence is associated with a variety of aggressive behaviour that can disturb academic performance of the child. The current study intended to find out whether this factor contributes to aggressive behaviours in children.
2.4 Pupils’ Aggressive Behaviour and Learning

Hudley (2013) asserts that childhood aggression carries a host of negative developmental consequences that persist and accumulate over time, including delinquency and criminality, peer rejection, poor school adjustment and attendance, and mental health concerns. The children also exhibit poor school attendance and drop from school more often. Lopez, Olaizola and Ochoa (2006) revealed that aggressive rejected students showed lower levels of academic self-esteem, a more negative attitude toward school and studies, poor relationships with teachers, and more academic difficulties than did adolescents in the non-aggressive rejected sub-groups.

Njuguna (2012) reports that aggressive behaviours in children can disrupt children school adaptation. This may include causing absenteeism and school dropout. It is therefore important to find out if there are children with aggressive behaviours who perform well in class and the reasons for their resilience. These reasons will help in designing programmes for aggressive children. Highly aggressive children are perceived as less academically successful, more behaviourally disruptive and less motivated in class. For example they are usually off-tasks and fail to accomplish them in time within the class and not doing homework (Hudley, 2013; McEvoy & Welker, 2012).

According to Hudley (2013), aggression, as a form of behavioural disorder, has many psychological effects and social costs on both the perpetrator and victim. For instance the aggressor may be isolated due to peer rejection, have no long-term friend(s), and be expelled from school. The victim loses freedom, forfeits self-assertion, becomes
submissive and lives under fear. Aggression can disrupt the school’s educational processes and disturb group and intergroup relationships in the school community.

In a study to predict academic achievement from classroom behaviours, Flynt (2008) examined the influence of behaviours exhibited in the classroom on reading and math achievement in the first, third and eighth grades; and the influence of teacher perceptions on reading and math achievement of African American versus white students and male versus female students. Results revealed that students who were rated higher on positive behaviours had overall higher achievements scores than students who were rated higher on negative behaviours like hostility.

Disruptive behaviors divert students’ attention from what they are supposed to learn and harm learning achievement at school (Morin & Battalio, 2004). In fact, these behaviors sometimes lead to a considerable reduction of learning opportunities by creating competitive alternative directions to the program’s initial action. Kulina (2008) affirms that disruptive behaviors constitute a big threat for good class management, thus encouraging to find appropriate ways to make the disruptive elements behave in an appropriate way in class in order to prepare them to live a future life as good citizens in society (Lewis, Romi, Qui, & Katz, 2005).

In a study of children who were four or five years old it was found that if the learner had problem behaviour this would affect their outcomes in mathematics and reading programmes (Bulotsky-Shearer, Fernandez, Dominguez & Rouse, 2011). These learners were also more likely to show insufficient development in their motivation to learn, as
well as ability to concentrate and show persistence with a task. Given ten problem behaviours, teachers rated talking out of turn as second to last in negatively affecting the development of learners.

Bru (2009) found that disruptive behaviour did not necessarily result in lower academic outcomes for the other learners in the class; however, the disruptive learner him/herself tended to have lower academic results than the other learners in the class. He found non-significant associations between the marks of all learners in a class and disruptive behaviour; however, the learner who was disruptive may show lower academic achievement than other learners. Although Bru’s research revealed that academic outcomes were not that much lower in classrooms with disruptive learners, 40% of the learners felt that their concentration was affected by excess noise created by classmates and 60% felt that if they had more peace in the classroom they would be able to learn better. A positive correlation was found with disruptive behaviour and being male (with low mathematics grades) in a study involving disruptive behaviour and classroom goal structure (Kaplan, Loeber & Hipwell, 2002).

Kohen, Oliver & Pierre (2009) found that the outcomes of children in Kindergarten could be affected by the surrounding neighbourhood but that the school had a more important role in shaping their learners’ outcomes. Disruptive behaviour may stem from emotional and/or behavioural problems. Either way, it was a challenge for educators and disrupts learning. This may affect the learning outcomes of the disruptive child as well as the other learners in the classroom (Wehby, Lane & Falk, 2003). It is important to determine
the effect this has on disruptive behaviour and on learning, as educators need to be able to counteract these external influences on education.

According to Kleinman and Saigh (2011), disruptive behavior is any behavior that significantly interferes with the learning process and/or the rights, safety and security of those in the teaching-learning environment. In other words, disruptive behavior affects the quality of the students’ achievements having negative effects not only in the classroom environment, but also on the educational experience as whole. Findings from research done by Bru (2009) revealed that almost 80% of the learners who participated reported that they talked to classmates without permission. Disturbing other learners was something a third of the participants admitted to doing and a quarter of the learners disturbed teaching. Many of these students indicated that they would want less disruptive behaviour in their class (Bru, 2009).

In his study, Friedman (2001) found that disrespect towards educators, and/or other learners, was a major factor. This lack of respect included behaviours such as shouting out or talking at inappropriate times in the classroom, shouting at the educator or interrupting the lesson, leaving the class without permission, forgetting textbooks, and being untidy in the classroom (Friedman, 2001). These behaviours may make teachers angry and hence develop bad attitudes towards teaching in classroom. In a study conducted by Otero-Lopez, Santiago, Godas, Castro, Villardefrances and Ponte (2008), it was found that the disruptive behaviour of students offered the main explanation for emotional exhaustion found in educators.
In their study, Shen, Zhang, Zhang, Caldarella, Richardson and Shatzer (2009) revealed that talking out of turn was one of the more frequent problem behaviours appearing in their class and that it was difficult to deal with. Teachers believed non-attention through behaviours such as lack of focus on teaching and on learning activities was a problem in the classroom. Learners were found to laugh at other learners who were answering questions. Hyperactive learners created a challenge for the teacher as they would move around the classroom, couldn’t stay in their seats, made disruptive noises, and they would fiddle with items at their desks. Educators were also challenged by children talking out of turn and interrupting their teacher or other learners, and learners being uncooperative and non-compliant in academic tasks (Shen et al., 2009).

Bulotsky-Shearer, Fernandez, Dominguez and Rouse (2011) discovered that behaviour problem in structured learning activities affected academic outcomes of children, as well as the development of skills such as attention, persistence, and motivation amongst the children. In a survey conducted amongst middle school and high school students, educators, and parents across the United States of America, 85% of the educators and 73% of the parents felt that due to a few children causing disruption in the class, a majority of the learners’ school experiences suffered (Public Agenda, 2004). Gordano and Fullerno (2010) in their study based on a school in a low socio-economic area revealed that high levels of disruptive behaviour were found in a fourth grade classroom.

It is obvious that studies in the literature inadequately covered the knowledge of how aggressive behaviour among children affect their education process. In addition, studies focused on different dimensions of education process of children in relation to aggressive
behaviours. The current study sought to add more information to the existing literature by establishing the influence of children’s aggressive behaviours on their learning with specific focus on participation in classroom, creativity, absenteeism and reading abilities of pre-school children in Kajiado County.

2.5 Strategies for Managing Aggressive Behaviour in Children Utilized by Teachers in Preschools

According to Kramer (2007) managing children’s aggressive behaviour has been a concern for parents and educators for centuries. Mark and Christine (2010) propose developing clear and simple classroom rules in discussion with the children. These can be displayed in the classroom, perhaps with pictorial clues for non-readers. About three to five rules, stated in terms of observable behaviours is sufficient for most classes. Positive statements such as “We put our hands up when we want to speak” are preferable to negative statements such as “No shouting out in class”. Rules can be taught and practiced through role-play, and reinforced by praise or reward. It is important that there are positive consequences for children who keep the rules. There must also be consequences for those who do not. The current study therefore seeks to establish whether teachers develop clear and simple classroom rules to assist children with aggressive behaviours in Kajiado County.

All children respond to attention and therefore a focus on positive behaviour will reinforce positive behaviour. Many teachers make a point of trying to watch children being good and praise or reward them for this, placing the focus of attention in the classroom on the majority of children who behave appropriately. Gordon (1996) gives the
following advice on the use of rewards: Reward appropriate behaviour as soon as possible; make the pay-offs small, and attainable; make the rewards cumulative; make the pay-offs co-operative (that is encouraging the class to work together for a reward); never take back a reward; and use the element of surprise (for example by giving a double reward unexpectedly). The current study attempts to ascertain whether teachers focus on positive behaviours of children towards assisting children with aggressive behaviours in Kajiado County.

Giving clear instructions to children about what is required of them is part of everyday life in the classroom. Teachers give an enormous number of commands during the school day with some research indicating an average number of thirty-five in a half-hour period. This has been shown to rise to sixty where children have more behaviour problems. Webster-Stratton and Lindsay (1999) describe children as being caught in a “command storm”. In order to make teachers’ instructions more effective he suggests that commands should be: - Delivered after the teacher has sought and gained attention; - Short, clear and specific; - Expressed in positive terms; - Followed by time for children to comply; - Followed up by positive reinforcement of children who have followed the commands; and - Reinforced by giving further signals to non-compliant children such as by standing close, using eye-contact and using their name.

Children must be aware that misbehaviour has clear, consistent consequences, and that failure to keep rules or to behave well will incur consequences. These can be presented to a child as a choice, where a teacher might say “I have asked you twice to work quietly. If you continue to talk, you will have to work at another table.” This is a way of holding
children accountable for their behaviour. Consequences should be consistent, promptly applied, reasonable and related to the behaviour concerned.

In Egypt Eman, Ahmed, Marzoukaand Gadalla(2016) in their study on effectiveness of violence prevention program on aggressive behaviours among preschool children note that violence prevention program, decreased victimization among interventional group had slightly decreased after implementation of the program with no statistically significant difference. In Kenya, Lusweti (2016) notes that guidance and counselling is very important to decrease aggression among preschools. Are these programmes also implemented by pre-schools to control aggressive behaviours in Kajiado County? The current study seeks to ascertain this claim.

Because of its many adverse impacts, aggression should be prevented or minimized in all social contexts (home, school, and work). The best programs to reduce aggressive behaviours are those which are preventative and family-focused. Parents and teachers can reduce aggression by removing aggressive toys, videos, and games from the playrooms thereby creating non aggressive environments (Shaffer, 2002). Aggression can be reduced by addressing most of the non-biological factors that cause it. Parents and teachers can, for example, also control the type of programs and games children watch and play on television, video and internet at home and school. Bru (2009) believed that it may become important to introduce additional support, in the way of classroom assistants for example, in order to effectively include disruptive learners into mainstream schooling.
According to Prinsloo (2005), many learners in South Africa are disadvantaged because there seems to be a lack of respect towards authority and many educators become disempowered when learners participate in undisciplined behaviour. Teachers from all over South Africa reported that attention-seeking and disruptive behaviour were the most common difficulties that interfere with their classroom routine. This behaviour may be caused by factors out of the educator’s control, such as having a learner with autism in the classroom, or dealing with learners who come from an insecure family background that lacks supportive structures, and/or poverty (to name a few examples). Educators have control over their classrooms and lessons and this is where they can attempt to reduce disruptive behaviour, through planning lessons that are engaging, setting up good reward and consequence strategies to use with learners, and setting a positive example for their learners (Prinsloo, 2005).

The effectiveness of intervention strategies applied in managing emotional or behavioral problems depend upon proper identification process (Alberto & Troutman, 2010). According to Scheurmann and Hall (2008) positive behavioral support include providing effective academic content and instructions to learners with aggressive behaviours. It requires curriculum adaptations to incorporate learner’s interest into the curriculum.

An intervention known as ‘tootling’ was implemented in third grade classrooms to research whether it could be used as a means of reducing disruptive behavior (Cihak, Kirk & Boon, 2009). Tootling is where a child reported another child’s prosaically behaviour to the educator. The educator then read out all the reports of prosaically behaviours she received at the end of each day. The findings showed that when the
An educator was making use of tootling in her class and the levels of disruptive behaviour dropped significantly.

In order to study the effects of classroom environment on behaviour, an intervention was implemented in a Grade four class where there was disruptive behaviour such as shouting out, throwing things, hitting and pushing and ignoring instructions. (Guardino & Fullerton, 2010). The intervention involved three steps: firstly, the educator had to observe disruptive behaviour in the class and what led up to it and how the areas of the classroom were being used at the time; secondly, the educator needed to focus on the areas in the classroom that tended to create disruptive behaviour and make changes to these areas; and thirdly, the teacher needed to constructively criticize the changes and their effects and make further changes if necessary (Guardino & Fullerton, 2010).

Ellis & Tod (2009) believe that too much attention is paid towards stopping an undesirable behaviour and not enough attention is paid towards promoting a desirable behaviour. Though there may be times when one will need to stop a behaviour, such as talking out of turn or other disruptive behaviours, one also needs to implement strategies that will promote acceptable behaviour, such as completing work quietly (Ellis & Tod, 2009). Teachers and learners may benefit by the teacher concentrating on positive educator-learner interactions during teaching and classroom activities. This would improve the learners’ social, emotional and behavioural capabilities and encourage engagement in the lessons, thereby reducing disruptive behaviour in the classroom (Conroy, Sutherland, Haydon, Stormant & Harmon, 2009).
Findings from a study conducted by Thomas, Bierman, Thompson and Powers (2008) suggested that in order to effectively prevent disruptive behaviour not only the school, but also the parents, need to implement interventions. Examples of such preventative interventions could include the training of educators in classroom management, improving the learners’ concentration and engagement in lessons, and improving the family structure at home to offer more support to the learner. These would be particularly beneficial in economically disadvantaged areas (Thomas et al. 2008).

Parents need to consider their own children’s characteristics in determining how to deal with disruptive behaviour. In a study that looked at factors that contribute to disruptive behaviour in early childhood, it was found that if the child had a lower level of physiological regulation (Degnan, Calkins, Keane & Hill-Soderlund, 2008). These children would benefit from more structure. If a child has a high level of physiological regulation their reaction to high maternal control may result in increasing their disruptive behaviour. Thus parents need to consider their child’s frustration levels and how they react to discipline; they need to consider whether their child is capable of regulating their own behaviour or not (Degnan et al., 2008). Once again this highlights the importance of involving the parents in the intervention strategies used. Parents need to take responsibility from their side to implement the strategies and to continue working with the educator and school in order to resolve problem behavior and improve development of their child.

Kern and Clemens (2007) in response to academic and behavioral issues that concern to students and teachers state that antecedent strategies, which are approaches that focus on
structuring the environment to prevent problems and enhance motivation, have gained attention when intervening and preventing behavior-related problems in the classroom. If a teacher believed that he or she did not have much control over his or her classroom and he or she had a protective orientation, the teacher tended to make use of authoritarian strategies in dealing with classroom behaviour. An educator with perception of high control in their class, and who had a humanistic approach to teaching, seemed to make use of non-authoritarian strategies.

Educators require training in order to develop the skills necessary to assess and manage disruptive behaviour. This will provide them with effective strategies that will reduce the amount of disruptive behaviour in their classroom. Through training, educators will become more confident in their discipline strategies and will therefore be better able to positively influence their learners. They will also then be able to focus on supporting the learners and guiding them towards reaching their potential (Prinsloo, 2005). Much of the research mentioned points to the positive impact a mentoring system may have for less experienced educators. Research suggests that mentoring of less experienced teachers by those with experience may be beneficial in alleviating problem behaviour in the classroom (Shen et al., 2009).

Studies in the above literature prove that teachers have the opportunity to devise their own strategies in curbing the problems of aggressive behaviours of children in schools. However, the choice of approach depends on the type of aggressive behaviour and the response of the remedies. What about preschool teacher in Kajiado County? Are they well trained on how to handle aggressive children? Do they attend seminars concerning
aggressive children? Do they effectively respond to incidences of aggression among children in pre-schools? These are some of the issues that the current study seeks to bring out. The current study sought to find out the intervening strategies teachers use to assist children with aggressive behaviours in Kajiado County.

2.6 Summary of the Literature Reviewed

The reviewed literature has revealed forms of aggressive behaviours displayed by preschool pupils. It has also pointed out the causes of aggressive behaviours in preschool; educational effects of aggressive behaviour and ways teachers handle aggressive behaviour among preschool pupils. However the following gaps have been identified:

Aggressive behaviour among preschool learners occurs either as physical or relational aggression. The physical form of aggression is observed in children’s action and relational one observed in emotions and reactions. It was not clear the forms of aggressive behaviour displayed by preschool pupils’ in Ongata Rongai, Kajiado County, for instance, kicking others, challenging instructions from adults, threatening others, name calling, among others. Also the causes of aggressive behaviours among preschool pupils had not been established in this location as well as how teachers deal with aggressive behaviours among preschool pupils in Ongata Rongai, Kajiado County.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

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

3.1.1 Research Design

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

3.2 Variables

This section describes the independent and dependent variables of the study.

3.2.1 Independent Variables

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

3.2.2 Dependent Variables

The dependent variable in this study was learning. This was measured by assessing children’s participation in classroom, level of creativity, school attendance (coming to school regularly), reading abilities and level of numeracy skills.

3.3 Location of the Study

The study was carried out in Kajiado North Sub-County, Kajiado County. Records obtained from the County Education Office indicate that the number of preschools has been increasing dramatically due to the high population. Different schools administration reveals that there have been many cases of aggression in pre-primary, however most of these cases are rarely reported to the County Education Offices and in case of serious issues such as drugs abuse only the concerned parent is invited. In addition, the region is also one of the worst performing academically according to Uwezo report, 2013.

3.4 Target Population

The study targeted all preschool children between the age of three to six years in both private and public preschools, their parents and teachers in Kajiado County. There are 6 public preschools and 87 private preschools, 128 teachers, 2108 parents and 2325 pupils aged three to six years (County Education Office, 2017).
Table 3.1 Target Population and Sample Size

<table>
<thead>
<tr>
<th>Item</th>
<th>Target population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>128</td>
<td>27 (20% of the target population)</td>
</tr>
<tr>
<td>Pupils</td>
<td>2325</td>
<td>234 (10.8% of the target population)</td>
</tr>
<tr>
<td>Parents</td>
<td>2108</td>
<td>234 (10% of the target population)</td>
</tr>
<tr>
<td>Total</td>
<td>4654</td>
<td>495</td>
</tr>
</tbody>
</table>

3.5 Sampling Techniques and Sample Size

This section describes sampling methods and the size of the sample that was included in the study.

3.5.1 Sampling of Preschools

The researcher used stratified random sampling to ensure both public and private schools were included in the study. Thus the schools were divided into private and public before randomly selecting schools from each stratum. There are 6 public preschools and 87 private preschools in this area. The names of schools in each stratum were written on small pieces of paper, folded and mixed and three preschools picked from public schools and six schools picked from private preschools. Therefore, this study was carried out in 9 schools in Kajido North Sub-County.

3.5.2 Sampling of Children and Parents

This study used stratified random sampling to select 13 male and 13 female children from each of the 9 sampled preschools leading to a total sample 234 children. Using the class registers, the researcher selected 26 children in each school and included their parents in
the study. The researcher therefore selected in each school eight children from baby class, nine from nursery nine from pre-unit. Purposive sampling was then used to select 234 parents of the 234 children who had been selected for inclusion in the study. This represents 10% of the target population.

3.5.3 Sampling of Teachers

The teacher respondents were selected by using purposive sampling technique. Purposive sampling technique allowed the researcher to use cases that have the required information with respect of the objectives of the study (Mugenda & Mugenda, 2003). The researcher included 9 schools as a sample. Each school had a baby class, nursery and pre-unit, therefore the researcher included one teacher from each of the classes. This made three teachers from each school. Therefore, the researcher purposely included 27 teachers who were included in the study.

3.6 Research Instruments

This study used questionnaires and observation checklists.

3.6.1 Questionnaire for Teachers

Questionnaires were used to collect data from the teachers (Appendix II). The questionnaires comprised of both open-ended and close ended questions. The questionnaire was divided into five sections. Section I contained items which were used to gather demographic information of teachers such as gender, marital status and level of education. Section II obtained data on forms of aggressive behaviours displayed by the children. In addition, section III collected data on causes of aggressive behaviours in
preschool children while section IV collected information related to ways used by teachers to control aggressive behaviours in preschool children. Finally, section V collected data on the influence of aggressive behaviours on learning. The use of questionnaires was appropriate because it was easy to administer and took a shorter duration to collect data from a large group. According to Kothari (2004), a questionnaire is an ideal instrument to gather descriptive information from a large sample in a fairly short time.

3.6.2 Observation Checklist for Children

An observation checklist was used to gather information concerning the aggressive behaviours displayed by children (Appendix II). Teacher Observation of Classroom Adaptation- Revised (TOCA-R) was used to develop the checklist for aggressive tendencies in children.

3.6.3 Questionnaire for Parents

Questionnaires were used to collect data from the parents. The questionnaires comprised both open-ended and closed ended questions (Appendix IV). The questionnaire was divided into three sections. Section I contained items which were used to gather demographic information of parents such as gender, marital status, level of education and occupation. Section II sought to gather data on forms of aggressive behaviours displayed by the children and section III collected data on causes of aggressive behaviours displayed by preschool children. The researcher requested the teachers to put the questionnaires in the children’s bags to take home. After the parents filled them in, they put them back in the children’s bags and the researcher picked them from the teachers.
3.7 Pilot Study

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

3.7.1 Validity

To establish the validity of the questionnaire for teachers, questionnaire for parents and observation checklist for children, the researcher made them available for scrutiny by experts who included lecturers in Early Childhood Education. These experts provided feedback on the validity of the instruments. After the administration of the instruments during the pilot study, further review was done to identify and clarify ambiguities of the items. Some items were reframed while others were removed especially those that elicited different and sometimes confusing responses.

3.7.2 Reliability

The questionnaires were administered to teachers and parents in the school selected for the pilot study. Random sampling was used in choosing the respondents who were included in the pilot study. The data gathered from the pilot study were subjected to Cronbach’s Alpha coefficient of reliability that gives an unbiased estimate of data generalized and correlation coefficients of 0.75 and 0.73 were obtained for questionnaires for parents and teachers respectively. Mugenda and Mugenda (1999) state that a
correlation co-efficient of above 0.7 is usually deemed acceptable therefore the instruments were considered reliable.

3.8 Data Collection Techniques

The researcher established a good rapport with the schools principals so that they could facilitate the recruitment of other participants in the study. Observations were conducted during break-time. Break-time was selected because it was a time when children were free to engage in unstructured activities in schools. They could play, run and were more likely to behave more naturally than when they were in a classroom where they would be expected to sit still and listen to the teacher. The researcher visited the schools at least two times for the observation. The first visit was meant to help build a rapport with the children. To reduce the children’s curiosity, the researcher requested the teachers to introduce her as a new teacher. During the second visit, the researcher conducted the observation. Since it was impossible to observe all the children at once, the researcher identified the sections of the playground where there were more groups of children and carried out the observation for few minutes before moving on to the next group. Tallies were made when the behaviour being observed was noted. Behaviours occurring more than five times during the break time period were marked as occurring “very often”, five times or less as occurring “sometimes” and “never” meant that the behaviour was not observed.

The researcher also issued the questionnaires to the teachers. She requested the teachers to put the parents’ questionnaires in the children’s bags with instructions to the parents to fill them in and put them back in the children’s bags so the researcher was able to collect
them from the teachers. The data collection phase lasted about 25 days. The scores from the observation were recorded for comparison.

3.9 Data Analysis

For the quantitative data, descriptive statistics were used to analyse the data with the help of the Statistical Package for Social Sciences (SPSS) version 21. The researcher summarized descriptive statistics into frequency distribution tables, charts and percentages. Data interpretation was done according to the flow of the research questions. One-way Analysis of Variance was used to establish whether there was a relationship between level of aggression and academic performance.

For the qualitative data, analysis started from the early stages of conceptualization of the research and continued in the field during data collection. Data were organized into common themes, analysed using narratives, presented in texts and discussed as per the research objectives. In this process, the researcher developed codes and themes. The researcher further compared and categorized the major themes. Detailed analysis, data interpretation and discussions were done appropriately as per the objectives.

3.10 Logistical and Ethical Considerations

This section presents the logistical and ethical considerations.

3.10.1 Logistical Considerations

Prior to the study, the researcher obtained permission from the relevant authorities. An introduction letter was obtained from the Graduate school, Kenyatta University allowing
her to collect data. Thereafter, a research permit was sought from the National Commission for Science, Technology and Innovation (NACOSTI). Permission was also sought from the Education Officer and Deputy County Commissioner, Kajiado North Sub-County. The researcher asked for permissions from the head teachers of the sampled schools before the actual visits.

3.10.2 Ethical Considerations

The researcher sought consent from the head teachers of the sampled schools to conduct the study in the schools targeting their teachers and pupils (Appendix IV). Honestly, the researcher reported data, results, methods, procedures, and publications which were used in order to avoid biasness in the design, data analysis and data interpretation. The researcher practiced integrity by acting with sincerity, striving for consistency of thought and action. All the confidential information regarding the respondents were protected using a password and were not disclosed. Recorded data necessary for reports were given anonymity. The study strived to achieve honesty and practice integrity. In addition, the researcher avoided careless errors and negligence by being critical in examination of findings so as to keep good records of research activities such as data collection and research design. All authors cited in this work were acknowledged to avoid plagiarism.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents the findings, interpretations and discussions in line with the objectives of the study. The main purpose of the study was to establish the influence of preschool pupil’s aggressive behaviour on learning outcomes in Kajiado County. Both qualitative and quantitative data analysis techniques were used for this study. The analyzed data were presented using frequency tables, bar-graphs and pie-charts. Qualitative data were organized into relevant themes, presented using texts and discussed as per the objectives of the study. The study was specifically meant to meet the following objectives:

i. To find out the forms of aggressive behaviour displayed by preschool pupils in Kajiado County.

ii. To find out the causes of aggressive behaviour by preschool pupils in Kajiado County.

iii. To establish how pupils’ aggressive behaviour influences learning in Kajiado County preschools.

iv. To find out how teachers deal with pupils who display aggressive behaviour in Kajiado County
4.1 General and Demographic Information

This section presents the general information of the respondents based on response rate. Demographic data were established with regards to teaching experience, level of education and professional qualification of teachers. Also, demographic data of parents were established in terms of gender, marital status, level of education and occupation. Results have been presented in the following sub-sections.

4.1.1 Response Rate

Establishing response rate was important in finding out the number of respondents who turned out to participate in the study as compared to the sample size. Table 4.1 presents the response the results.

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Item</th>
<th>Sample size</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>27</td>
<td>20</td>
<td>74.1%</td>
</tr>
<tr>
<td>Pupils</td>
<td>234</td>
<td>200</td>
<td>85.5%</td>
</tr>
<tr>
<td>Parents</td>
<td>234</td>
<td>200</td>
<td>85.5%</td>
</tr>
<tr>
<td>Total</td>
<td>495</td>
<td>420</td>
<td>84.8%</td>
</tr>
</tbody>
</table>

As can be seen in Table 4.1, out of 27 questionnaires for teachers that were administered to 27 teachers, 20 questionnaires were returned giving response rate of 74.1%. On the other hand, 200 parents out of a total of 234 parents took part in the study giving a response rate of 85.5%. These response rates were considered excellent in providing
valid data for making conclusions and recommendations based on the objectives of the study. This is affirmed by Mugenda and Mugenda (2009) who argue that a response rate of 70% and above is good.

4.1.2 Gender of Teachers

Teachers were asked to indicate their gender. This data is presented in Figure 4.1.

Figure 4.1: Distribution of Teachers by Gender

Figure 4.1 indicates that more than half of the respondents were female teachers while only 40% of them were male.

4.1.3 Level of Education of Teachers

The level of education of the teachers was obtained by asking teachers to indicate the highest education level they had attained. The results are presented in Figure 4.2.
Results presented in Figure 4.2 indicate that more than half of the teachers (60%) had undergone training in colleges while the remaining number had reached University level. From these findings, it can be concluded that majority of the respondents had required qualification to teach at primary school level. This is in conformity with Abrams and Gibbs (2011) who noted that teacher characteristic like level of education has been associated with teacher’s commitment and proficiency in adopting effective behavioural management strategies especially to those with high scores of aggression.

The findings are in line with Whiteboo and Ryan (2011) that higher quality education programs are those where teachers have bachelor’s degrees (Whitebook & Ryan, 2011). Xu, Jane and Collin (2011) also found that teachers who had more than a Bachelor’s degree received higher scores on the teaching and interaction subscales than those teachers who had an associate’s degree.
4.1.4 Teaching Experience

The researcher was interested in the duration teachers had served as teachers in the selected preschools in Kajiado County. Teacher’s experience might influence the manner in which teachers handle learners with aggressive behaviours with respect to enabling them achieve their academic goals. To achieve this, teachers were asked to provide their experience in teaching. The results were presented in Figure 4.3.

![Figure 4.3: Distribution of Teachers by Experience](image)

As it can be seen in Figure 4.3, slightly more than half of the teachers had taught between 6-10 years. The results further revealed that a quarter of teachers had taught for a period of below 5 years, and finally a similar number also had an experience of above 10 years. This finding implies that majority had served long enough. Experience among teachers is significant in understanding and evaluating the behavioural disorders of learners especially in lower levels of learning. Barnard’s (2007) study revealed that a teacher’s
years of teaching experience influences the manner of handling learners with special needs. Mwololo (2009) also asserts that teachers with low experience have minimal knowledge of class management strategies and hence may not be in a position to apply the appropriate measures to aggressive behaviours in preschools.

4.1.5 Distribution of Teachers by Professional Qualification

The researcher also sought to establish the degree of training among teachers in the selected preschools in Kajiado County. This was important because it determined the level of proficiency and skills of the teachers in facilitating learning among children with aggressive behaviours in the selected preschools. This was accomplished by asking teachers to indicate their professional qualification in relation to Early Childhood Education. Data were analyzed using frequency and percentages, and the results are presented in Figure 4.4.

![Figure 4.4: Distribution of Teachers by Professional Qualification](image.png)
Results presented in Figure 4.4 indicate that slightly more than three quarters of the teachers had certificates, one had a diploma, while none had a degree. These findings imply that majority of the respondents had the required qualifications to teach at preschool level and were therefore capable of handling learners with aggressive behaviours. This is in conformity with Jacob (2007) that full certification of teachers is positively related to student achievement in any level of education. The subject area of teachers is one of the teacher qualification most consistently and strongly related to improved student success in academics. Myers and Bagree (2011) also established that professional teachers in early childhood education are able to adapt lessons and activities which suit different learners in the classroom. Such teachers have the capacity to: identify learners’ specific learning needs and any wider issues that may be impacting on their presence, participation and achievement; develop innovative ways to assist learners participate and learn; and seek appropriate extra assistance from colleagues or other professionals when their own knowledge/skills are not adequate to fully address a particular problem related to the management of aggressive behavior disorders.

4.1.6 Distribution of Preschool Learners by Age

The parents of the learners, through the use of questionnaires, were asked to indicate the age brackets of their children and the results are presented in Table 4.2.
### Table 4.2: Parents’ Response on Children’s Age across the Class level

<table>
<thead>
<tr>
<th>Age Category</th>
<th>n(%)</th>
<th>Level of Class</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>BC</td>
<td>N1</td>
<td>N2</td>
</tr>
<tr>
<td>3 years</td>
<td>44(22)</td>
<td>44(22)</td>
<td>0(0)</td>
<td>0(0)</td>
</tr>
<tr>
<td>4 years</td>
<td>46(23)</td>
<td>36(18)</td>
<td>10(5)</td>
<td>0(0)</td>
</tr>
<tr>
<td>5 years</td>
<td>78(39)</td>
<td>12(6)</td>
<td>56(28)</td>
<td>10(5)</td>
</tr>
<tr>
<td>6 years and above</td>
<td>32(16)</td>
<td>2(1)</td>
<td>22(11)</td>
<td>8(4)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>94</strong></td>
<td><strong>88</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**KEY:** BC=Baby Class; N1=Nursery one; N2=Nursery 2

When the pupils’ age distributions were investigated at pre-primary schools, all the participants were spread in all the age categories. However, the highest population belonged to the age category of **five** years. It could be noted that, regardless of age, the highest number of pupils were in baby class while Nursery constituted of the least number implying that transition rate was low.

#### 4.1.7 Demographic Profile of Parents

The researcher presumed that acquisition of aggressive behaviours among children were also determined by the home environment of the child. Hence, there was need to establish the demographic characteristics of parents. This was achieved by asking the parents, with the aid of questionnaires, to indicate their gender, marital status, level of education and occupation. These findings are presented in Table 4.3.
Table 4.3: Distribution of Parents’ by Gender, Marital Status, Level of Education and Occupation

<table>
<thead>
<tr>
<th>Variables</th>
<th>Frequency (N=200)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>80</td>
<td>40.0</td>
</tr>
<tr>
<td>Female</td>
<td>120</td>
<td>60.0</td>
</tr>
<tr>
<td>Marital status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>49</td>
<td>24.5</td>
</tr>
<tr>
<td>Single</td>
<td>76</td>
<td>38.0</td>
</tr>
<tr>
<td>Divorced</td>
<td>25</td>
<td>12.5</td>
</tr>
<tr>
<td>Separated</td>
<td>50</td>
<td>25.0</td>
</tr>
<tr>
<td>Level of education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>46</td>
<td>23.0</td>
</tr>
<tr>
<td>Primary</td>
<td>93</td>
<td>46.5</td>
</tr>
<tr>
<td>O-level</td>
<td>44</td>
<td>22.0</td>
</tr>
<tr>
<td>College</td>
<td>13</td>
<td>11.5</td>
</tr>
<tr>
<td>University</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>Occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>54</td>
<td>27.0</td>
</tr>
<tr>
<td>Not employed</td>
<td>146</td>
<td>73.0</td>
</tr>
</tbody>
</table>

The data presented in Table 4.3, reveals that more than half of parents/guardians who participated in the study were female and most of the parents/guardians were not employed. Almost half that is, 93(46.5%) had primary level of education and more than a third (38%) were single.

4.2 Forms of Aggressive Behaviours Displayed By Preschool Pupils

The first objective of the study sought to find out the forms of aggressive behaviours displayed by preschool pupils in Kajiado County. Preschool teachers were asked to indicate the degree of certain aggressive behaviour of the pupils in their class. The degree of aggressive behavior was measured in terms of the following frequency scale:
Very Often=Behaviour seen on daily basis, Sometimes= Behaviour seen at least once a week and Never=Behaviour not displayed at any time. Their responses have been presented in Table 4.4.

**Table 4.4: Forms and Extent of Aggression as Reported by Preschool Teachers**

<table>
<thead>
<tr>
<th>Behaviour exhibited</th>
<th>Very Often</th>
<th></th>
<th>Sometimes</th>
<th></th>
<th>Never</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Kicking others</td>
<td>14</td>
<td>70.0</td>
<td>5</td>
<td>25.0</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Excluding others in play</td>
<td>12</td>
<td>60.0</td>
<td>2</td>
<td>10.0</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>Threatening others</td>
<td>6</td>
<td>30.0</td>
<td>4</td>
<td>20.0</td>
<td>10</td>
<td>50.0</td>
</tr>
<tr>
<td>Name calling/labelling</td>
<td>3</td>
<td>15.0</td>
<td>13</td>
<td>65.0</td>
<td>4</td>
<td>20.0</td>
</tr>
</tbody>
</table>

N=20

Results from Table 4.4 show that considerately more than half of teachers said that kicking others 14(70.0%) and excluding others in play (60.0%) were the most common aggressive behaviours observed in school on a daily basis. This implies most of the aggressive behaviours among preschool children were physical in nature.

Parents were also asked to state some of aggressive behaviours they experienced with their children at home. Data was organized and analyzed using frequency and percentages. The results have been presented in Table 4.5.
Table 4.5: Forms and Extent of Aggression as Reported by Parents

<table>
<thead>
<tr>
<th>Behaviour exhibited</th>
<th>Very Often</th>
<th></th>
<th>Sometimes</th>
<th></th>
<th>Never</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Kicking others</td>
<td>120</td>
<td>60.0</td>
<td>60</td>
<td>30.0</td>
<td>20</td>
<td>10.0</td>
</tr>
<tr>
<td>Excluding others in play</td>
<td>100</td>
<td>50.0</td>
<td>40</td>
<td>20.0</td>
<td>60</td>
<td>30.0</td>
</tr>
<tr>
<td>Threatening others</td>
<td>60</td>
<td>30.0</td>
<td>40</td>
<td>20.0</td>
<td>100</td>
<td>50.0</td>
</tr>
<tr>
<td>Name calling/labelling</td>
<td>150</td>
<td>75.0</td>
<td>10</td>
<td>5.0</td>
<td>40</td>
<td>20.0</td>
</tr>
</tbody>
</table>

Results from Table 4.5 show that three quarters 150(75.0%) of the parents reported that name calling was the most common aggressive behavior displayed by children. In addition, slightly more than half (60.0%) said that kicking others was common while half (50%) said that excluding others in play was very often. These results confirm the results from teachers in Table 4.4.

The researcher further observed the common behavioural problems in preschools under study by the use of an observation checklist. A total of 200 children in preschools were observed and the exhibited behaviours were recorded in a checklist. Data were summarised and analysed using frequencies and percentages. The results have been presented in Table 4.6.
Table 4.6: Common Behavioural Problems Noted Using an Observation Checklist

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stealing</td>
<td>45</td>
<td>22.5</td>
</tr>
<tr>
<td>2. Fighting</td>
<td>160</td>
<td>80.0</td>
</tr>
<tr>
<td>3. Disruptive/hyperactive</td>
<td>36</td>
<td>18.0</td>
</tr>
<tr>
<td>4. Attention seeking</td>
<td>86</td>
<td>43.0</td>
</tr>
<tr>
<td>5. Cheating/lying</td>
<td>68</td>
<td>34.0</td>
</tr>
<tr>
<td>6. Destructive</td>
<td>140</td>
<td>70.0</td>
</tr>
<tr>
<td>7. Truant</td>
<td>92</td>
<td>46.0</td>
</tr>
<tr>
<td>8. Threatening</td>
<td>58</td>
<td>29.0</td>
</tr>
<tr>
<td>9. Pinching others</td>
<td>76</td>
<td>38.0</td>
</tr>
<tr>
<td>10. Gossiping</td>
<td>66</td>
<td>33.0</td>
</tr>
<tr>
<td>11. Biting</td>
<td>26</td>
<td>13.0</td>
</tr>
<tr>
<td>12. Excluding peers from game</td>
<td>38</td>
<td>19.0</td>
</tr>
</tbody>
</table>

The results presented in Table 4.6 reveal that there seem to be a considerable number of behavioural problems in preschools in Kajiado. Of the twelve behaviours presented in the list, two (fighting and destructiveness) were very associated to aggression. The findings imply that most aggressive behaviours among preschool children were physical in nature.

These findings are supported by those of McEvoy et al. (2003) which showed that non-physical forms of aggression were majorly constituted excluding children in play while behaviours such as hitting, kicking and pushing, constituted physical aggressions. Shaffer (2002) also asserts that behavioural disorders that are related to aggression can be divided into two main groups: verbal and physical. Verbal aggression includes acts such as using insulting language, displaying anger, threatening, swearing, and being sarcastic, all in
order to cause emotional or psychological pain. On the other hand physical aggression aims to cause bodily damage and includes bullying, destructing, vandalism and fighting.

These findings are in agreement with those of Sajeda (2012) which indicated that the signs of aggressive behaviour in preschools are grabbing objects, biting and kicking others, answering back to adults, swearing and offensive comments among others. In a similar study, Lusweti (2016) found out that some learners are said to engage in aggressive behaviours by means of spreading rumours, telling lies, making threats, gossiping, using insults, subjecting learners to social isolation and humiliating them.

4.3 Causes of Aggressive Behaviour among Preschool Pupils

The second objective of the study sought to find out the causes of aggressive behaviour by preschool pupils in Kajiado County. Teachers were asked to indicate their level of agreement using a 5-item Likert scale (Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D and Strongly Disagree=SD). The “agree” and “strongly agree” responses were added up and presented in the table as “agree”. In addition, the “strongly disagree” and “disagree” responses were added up and have been presented as “disagree”. Frequency and percentage were used to discuss the findings as presented in Table 4.7.
Table 4.7: Causes of Aggressive Behaviour by Preschool Pupils as Reported by Teachers

<table>
<thead>
<tr>
<th>Cause</th>
<th>A</th>
<th>U</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>1. Aggressive behaviour of the preschool children is caused by poverty</td>
<td>10</td>
<td>50.0</td>
<td>5</td>
</tr>
<tr>
<td>2. Children from slums are more aggressive compared to the other children.</td>
<td>12</td>
<td>60.0</td>
<td>3</td>
</tr>
<tr>
<td>3. Conflicts in the families are the main cause of aggressive behaviour among preschool children.</td>
<td>8</td>
<td>40.0</td>
<td>6</td>
</tr>
<tr>
<td>4. Children from authoritative parents are very aggressive</td>
<td>14</td>
<td>70.0</td>
<td>2</td>
</tr>
<tr>
<td>5. Boys are more aggressive compared to the girls in preschools</td>
<td>7</td>
<td>35.0</td>
<td>0</td>
</tr>
<tr>
<td>6. Action movies, cartoons among other programmes on TV cause aggressive behaviour among preschool children.</td>
<td>16</td>
<td>80.0</td>
<td>2</td>
</tr>
<tr>
<td>7. Parents of aggressive children abuse alcohol and drugs</td>
<td>18</td>
<td>90.0</td>
<td>2</td>
</tr>
<tr>
<td>8. Aggression among children is increased by poor teaching and learning materials in schools</td>
<td>5</td>
<td>25.0</td>
<td>4</td>
</tr>
<tr>
<td>9. Aggressive behaviours are increased by trauma</td>
<td>9</td>
<td>45.0</td>
<td>3</td>
</tr>
</tbody>
</table>

N=20

KEY: Freq=Frequency; %=Percentage; A=Agree; U=Undecided; D=Disagree

Findings in Table 4.7 indicated that majority 18(90.0%) agreed that the major cause of aggressive behaviours among children was alcohol and drugs abuse by parents. Another high proportion 16(80.0%) of the respondents agreed that action movies, cartoons among
other programmes on TV caused aggressive behaviour among preschool children. The results further indicated that 14(70.0%) of the respondents agreed that parent’s authoritativeness also led to aggressive behaviours among their children. However, only 5(25.0%) of the respondents agreed that aggressive behaviours of children were caused by poor teaching and learning materials in schools. Mean and standard deviations were also used to describe the results. The results are presented in Table 4.8.

**Table 4.8: Summary of Mean and Standard Deviation of Causes of Aggressive Behaviour**

<table>
<thead>
<tr>
<th>Cause</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aggressive behaviour of the preschool children is caused by poverty</td>
<td>20</td>
<td>2.82</td>
<td>0.86</td>
</tr>
<tr>
<td>2. Children from slums are more aggressive compared to the other children</td>
<td>20</td>
<td>2.94</td>
<td>0.81</td>
</tr>
<tr>
<td>3. Conflicts in the families are the main cause of aggressive behaviour among preschool children</td>
<td>20</td>
<td>2.28</td>
<td>1.03</td>
</tr>
<tr>
<td>4. Children from authoritative parents are very aggressive</td>
<td>20</td>
<td>2.97</td>
<td>0.89</td>
</tr>
<tr>
<td>5. Boys are more aggressive compared to the girls in preschools</td>
<td>20</td>
<td>2.27</td>
<td>0.89</td>
</tr>
<tr>
<td>6. Action movies, cartoons among other programmes on TV cause aggressive behaviour among preschool children</td>
<td>20</td>
<td>3.68</td>
<td>1.05</td>
</tr>
<tr>
<td>7. Parents of aggressive children abuse alcohol and drugs</td>
<td>20</td>
<td>3.79</td>
<td>1.16</td>
</tr>
<tr>
<td>8. Aggression among children is increased by poor teaching and learning materials in schools</td>
<td>20</td>
<td>1.71</td>
<td>1.09</td>
</tr>
<tr>
<td>9. Aggressive behaviours are increased by trauma</td>
<td>20</td>
<td>2.70</td>
<td>1.08</td>
</tr>
</tbody>
</table>

**Overall mean score** 2.79

**Key:** Std. deviation=Standard Deviation; N=Total number of Subjects
Findings from Table 4.7 show that the item, ‘Parents of aggressive children abuse alcohol and drugs’ had the highest means score (mean=3.79) followed by the item ‘Action movies, cartoons among other programmes on TV cause aggressive behaviour among preschool children’. However, other items had relatively low mean scores (mean<3.0). These findings imply that teachers believed aggressive behaviours among children were mainly acquired through exposure to hostile environment of drug and alcohol abusing parents, and the media.

Using a 5-item Likert scale (Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D and StronglyDisagreee=SD), parents were also asked to indicate their level of agreement with specific statements related to factors leading to aggressive behaviours among preschool children. The “agree” and “strongly agree” responses were added up and presented in the table as “agree”. In addition, the “strongly disagree” and “disagree” responses were added up and have been presented as “disagree”. Frequency and percentage were used to discuss the findings as presented in Table 4.9.
Table 4.9: Causes of Aggressive Behaviour by Preschool Pupils as Reported by Parents

<table>
<thead>
<tr>
<th>Cause</th>
<th>A Freq</th>
<th>A %</th>
<th>U Freq</th>
<th>U %</th>
<th>D Freq</th>
<th>D %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aggressive behaviour of the preschool children is caused by poverty</td>
<td>80</td>
<td>40.0</td>
<td>50</td>
<td>25.0</td>
<td>60</td>
<td>35.0</td>
</tr>
<tr>
<td>2. Children from slums are more aggressive compared to the other children.</td>
<td>100</td>
<td>50.0</td>
<td>50</td>
<td>25.0</td>
<td>50</td>
<td>25.0</td>
</tr>
<tr>
<td>3. Conflicts in the families are the main cause of aggressive behaviour among preschool children.</td>
<td>80</td>
<td>40.0</td>
<td>60</td>
<td>30.0</td>
<td>60</td>
<td>30.0</td>
</tr>
<tr>
<td>4. Children from authoritative parents are very aggressive</td>
<td>140</td>
<td>70.0</td>
<td>20</td>
<td>10.0</td>
<td>40</td>
<td>20.0</td>
</tr>
<tr>
<td>5. Boys are more aggressive compared to the girls in preschools</td>
<td>70</td>
<td>35.0</td>
<td>0</td>
<td>0</td>
<td>130</td>
<td>65.0</td>
</tr>
<tr>
<td>6. Action movies, cartoons among other programmes on TV cause aggressive behaviour among preschool children.</td>
<td>150</td>
<td>75.0</td>
<td>30</td>
<td>15.0</td>
<td>20</td>
<td>10.0</td>
</tr>
<tr>
<td>7. Parents of aggressive children abuse alcohol and drugs</td>
<td>182</td>
<td>91.0</td>
<td>18</td>
<td>9.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. Aggression among children is increased by poor teaching and learning materials in schools</td>
<td>50</td>
<td>25.0</td>
<td>40</td>
<td>20.0</td>
<td>110</td>
<td>55.0</td>
</tr>
<tr>
<td>9. Aggressive behaviours are increased by trauma</td>
<td>148</td>
<td>74.0</td>
<td>32</td>
<td>16.0</td>
<td>20</td>
<td>10.0</td>
</tr>
</tbody>
</table>

N=200

KEY: Freq=Frequency; %=Percentage; A=Agree; U=Undecided; D=Disagree

Findings in Table 4.9 indicated that majority 182(91.0%) agreed that the major cause of aggressive behaviours among children was alcohol and drugs abuse by parents. Another
high proportion 150(75.0%) of the respondents agreed that action movies, cartoons among other programmes on TV caused aggressive behaviour among preschool children. The results further indicated that 148(74.0%) of the respondents agreed that trauma also led to aggressive behaviours among their children. However, only 50(25.0%) of the respondents agreed that aggressive behaviours of children were caused by poor teaching and learning materials in schools. Mean and standard deviations were also used to describe the results. The results are presented in Table 4.10.

Table 4.10: Summary of Mean and Standard Deviation of Causes as Reported by Parents

<table>
<thead>
<tr>
<th>Cause</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aggressive behaviour of the preschool children is caused by poverty</td>
<td>200</td>
<td>2.82</td>
<td>0.88</td>
</tr>
<tr>
<td>2. Children from slums are more aggressive compared to the other children.</td>
<td>200</td>
<td>2.94</td>
<td>0.85</td>
</tr>
<tr>
<td>3. Conflicts in the families are the main cause of aggressive behaviour among preschool children.</td>
<td>200</td>
<td>2.28</td>
<td>1.11</td>
</tr>
<tr>
<td>4. Children from authoritative parents are very aggressive</td>
<td>200</td>
<td>2.97</td>
<td>0.81</td>
</tr>
<tr>
<td>5. Boys are more aggressive compared to the girls in preschools</td>
<td>200</td>
<td>2.27</td>
<td>0.89</td>
</tr>
<tr>
<td>6. Action movies, cartoons among other programmes on TV cause aggressive behaviour among preschool children.</td>
<td>200</td>
<td>3.61</td>
<td>1.09</td>
</tr>
<tr>
<td>7. Parents of aggressive children abuse alcohol and drugs</td>
<td>200</td>
<td>3.67</td>
<td>1.16</td>
</tr>
<tr>
<td>8. Aggression among children is increased by poor teaching and learning materials in schools</td>
<td>200</td>
<td>2.71</td>
<td>1.09</td>
</tr>
<tr>
<td>9. Aggressive behaviours are increased by trauma</td>
<td>200</td>
<td>3.55</td>
<td>1.08</td>
</tr>
<tr>
<td>Overall mean score</td>
<td></td>
<td>2.98</td>
<td></td>
</tr>
</tbody>
</table>
Results from Table 4.10 show that the items; ‘Parents of aggressive children abuse alcohol and drugs’, ‘Action movies, cartoons among other programmes on TV cause aggressive behaviour among preschool children’ and ‘Aggressive behaviours are increased by trauma’ had mean scores above 3 (mean>3.0). These findings are similar to those obtained from the teachers and presented in Table 4.9. These findings suggest that exposure to drug and alcohol abuse, media and trauma were the major factors causing aggressive behaviours among preschool pupils in Kajiado County.

These findings are similar to those of Thomas (2000) which revealed that young people love watching too many action movies on television and playing violent video and internet games. As a result, many of them see aggressive figures in these brutal programs as their heroes. However, according to Wood and Chachere (1991), pre-school age children in New Zealand have been found to behave more aggressively than usual in their play after watching high-action television with no violence in it at all.

Previous studies have also demonstrated that drug and alcohol abusing parents tend to spank children hence exposing them to aggression (Lopez et al., 2006; Brannon, 2010). In agreement with the findings of the current study Lopez et al. (2006) established that aggressive rejected students had lower levels of family self-esteem, less parental support, higher levels of aggression between their parents at home, and a more offensive parent-child communication as compared to the non-aggressive rejected adolescents.

The findings of the current study are in conformity with those of Garsia (2005) which indicated that family climate determines the aggressive behaviour exhibited by
adolescents. Broken homes and those where parents frequently quarrel have been correlated to stress in children which in turn leads to physical and emotional illness like aggression. In addition, the family environments which these children come from as measured by family size, family stability, level of education attained by parents and social economic status of the family may also expose the young children towards juvenile behaviours.

Trauma among children may result as parental deprivation related to death, divorce or separation. Hence, the findings coincide with those of Mutiso (2008) which revealed that parental deprivation either through death or separation from a significant attachment figure is a major factor contributing to psychological problems in children. According to Mutiso (2008), although both orphans and non-orphans demonstrate levels of psychological disorder, total orphans had higher prevalence of depression prevalence.

4.4 Pupils’ aggressive behaviour and Learning among Preschool Pupils

The third objective of the study sought to establish how pupil’s aggressive behaviour influences learning in Kajiado County preschools. The teachers were asked to indicate their level of agreement with a list of statements using a 5-item Likert scale (Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D and Strongly Disagree=SD). Frequency and percentage were used to discuss the findings as presented in Table 4.11.
Table 4.11: Effect of Aggressive Behaviour on Pupil’s learning as Reported by Teachers

<table>
<thead>
<tr>
<th>Effects</th>
<th>A Freq</th>
<th>A %</th>
<th>U Freq</th>
<th>U %</th>
<th>D Freq</th>
<th>D %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aggressive children participate poorly in the classroom</td>
<td>14</td>
<td>70.0</td>
<td>2</td>
<td>10.0</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>2. Aggressive children are more creative than other children</td>
<td>12</td>
<td>60.0</td>
<td>6</td>
<td>30.0</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>3. It is easier for the aggressive children to drop out of school</td>
<td>13</td>
<td>65.0</td>
<td>24</td>
<td>15.0</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>4. There is a high rate of absenteeism among the aggressive children</td>
<td>12</td>
<td>60.0</td>
<td>4</td>
<td>20.0</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>5. Aggressive children do not complete on time the assigned task</td>
<td>11</td>
<td>55.0</td>
<td>3</td>
<td>15.0</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>6. There is poor performance among aggressive children</td>
<td>11</td>
<td>55.0</td>
<td>50</td>
<td>26.0</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>7. It is very difficult for aggressive children to read very well.</td>
<td>112</td>
<td>56.0</td>
<td>40</td>
<td>20.0</td>
<td>28</td>
<td>14.0</td>
</tr>
</tbody>
</table>

N=20

KEY: Freq=Frequency; % =Percentage ; A=Agree ; U=Undecided ; D=Disagree

Findings in Table 4.11 indicated that considerately more than half 14(70.0%) of the respondents agreed that aggressive children participated poorly in the classroom. It can also be seen from the findings that 6(30.0%) of the respondents were undecided on whether aggressive children were more creative than other children or not. Other effects of aggressive behaviour on pupil’s learning include dropout of school, absenteeism, failure to accomplish assignments on time and poor reading skills.
Mean and standard deviations were also used to describe the results. The results are presented in Table 4.12.

Table 4.12: Summary of Mean and Standard Deviation of Effect of Aggressive Behaviour on Pupil’s learning as Reported by Teachers

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Mean</th>
<th>Std Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aggressive children participate poorly in the classroom</td>
<td>20</td>
<td>3.17</td>
<td>1.080</td>
</tr>
<tr>
<td>2. Aggressive children are more creative than other children</td>
<td>20</td>
<td>3.12</td>
<td>1.131</td>
</tr>
<tr>
<td>3. It is easier for the aggressive children to drop out of school</td>
<td>20</td>
<td>3.18</td>
<td>1.102</td>
</tr>
<tr>
<td>4. There is a high rate of absenteeism among the aggressive children</td>
<td>20</td>
<td>3.10</td>
<td>1.144</td>
</tr>
<tr>
<td>5. Aggressive children do not complete on time the assigned task</td>
<td>20</td>
<td>3.05</td>
<td>1.058</td>
</tr>
<tr>
<td>6. There is poor performance among aggressive children</td>
<td>20</td>
<td>3.05</td>
<td>1.058</td>
</tr>
<tr>
<td>7. It is very difficult for aggressive children to read very well.</td>
<td>20</td>
<td>3.08</td>
<td>1.070</td>
</tr>
<tr>
<td><strong>Overall mean</strong></td>
<td></td>
<td><strong>3.107</strong></td>
<td></td>
</tr>
</tbody>
</table>

Results in Table 4.12 show that all items had mean scores above 3 (mean>3.0; average mean=3.107) implying that high scores of aggressive behaviour deteriorate the level of participation in classroom, class attendance, accomplishment of assignment, performance and reading skills among children. These findings implied that aggressive behaviours among pupils in pre-schools in Kajiado County negatively influenced learning and
consequently achievement. Results, however, revealed that aggressive children are more creative (mean=3.12).

Teachers were further asked to provide other ways aggressive behaviour displayed by children affected learning in schools. Results revealed that high scores of aggression among pre-school children could lead to truancy and consequently poor performance in class. This finding is supported by Hudley (2013) who asserts that childhood aggression carries a host of negative developmental consequences that persist and accumulate over time, including poor school adjustment and attendance hence the children also exhibit poor school attendance and drop from school more often. The findings on the influence of aggressive behaviour on attendance has been supported by Njuguna (2012) who reports that aggressive behaviours in children can disrupt children school adaptation. This may include causing absenteeism and school dropout.

The findings of the current study implied that aggressive behaviours among pupils in preschools negatively influenced learning and consequently achievement. In relation to these findings, McEvoy and Welker (2012) also revealed that highly aggressive children are perceived as less academically successful, more behaviourally disruptive and less motivated in class. Also, according to Lopez et al. (2006) children with aggressive behaviours demonstrate academic difficulties at early years of learning. The above findings are further echoed by those of Bru (2009) which indicated that the disruptive learners tend to have lower academic results than the other learners in the class. Also, according to Kleinman and Saigh (2011), disruptive behavior affects the quality of the students` achievements including their educational experience as whole.
To establish whether there was a relationship between level of aggression and academic performance of pupils in preschools, the means of Likert scale responses for each of the learning factors (participation in classroom, class attendance, accomplishment of assignment, academic performance and reading skills among children) were compared using the level of aggressive behaviours (low=0-6 range, moderate=7-13 and high=14-20) as the factor variables. The results are summarized in Table 4.13.

**Table 4.13: One-Way ANOVA on Level of aggression and Pupil’s Learning Behaviour**

<table>
<thead>
<tr>
<th>Learning Factor</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>1707.794</td>
<td>7</td>
<td>243.971</td>
<td>1.979</td>
<td>.001</td>
</tr>
<tr>
<td>Within Groups</td>
<td>18742.450</td>
<td>152</td>
<td>123.306</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>20450.244</td>
<td>159</td>
<td>159</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>2822.400</td>
<td>7</td>
<td>403.200</td>
<td>2.262</td>
<td>.002</td>
</tr>
<tr>
<td>Within Groups</td>
<td>27091.200</td>
<td>152</td>
<td>178.232</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>29913.600</td>
<td>159</td>
<td>159</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion of assignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>2478.244</td>
<td>7</td>
<td>354.035</td>
<td>2.159</td>
<td>.001</td>
</tr>
<tr>
<td>Within Groups</td>
<td>24920.450</td>
<td>152</td>
<td>163.950</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27398.694</td>
<td>159</td>
<td>159</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>3707.400</td>
<td>7</td>
<td>529.629</td>
<td>3.412</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>23593.000</td>
<td>152</td>
<td>155.217</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27300.400</td>
<td>159</td>
<td>159</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>2201.500</td>
<td>7</td>
<td>314.500</td>
<td>2.307</td>
<td>.002</td>
</tr>
<tr>
<td>Within Groups</td>
<td>20722.400</td>
<td>152</td>
<td>136.332</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>22923.900</td>
<td>159</td>
<td>159</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results show that all levels of aggression were significant across all dimensions of learning which include participation in classroom \((F_{(7,152)} = 1.979, \ p = 0.001)\), class
attendance \((F_{(7,152)} = 2.262, p = 0.002)\) completion of assignment \((F_{(7,152)} = 2.159, p = 0.001)\), academic performance \((F_{(7,152)} = 3.412, p = 0.000)\) and reading skills \((F_{(7,152)} = 2.307, p = 0.002)\). This connotes that pupils’ learning in all the dimensions differed with respect to the level of aggression.

The findings of the study concur with those of Kaplan et al. (2002) which showed a positive correlation with disruptive behaviour and being male (with low mathematics grades) in a study involving disruptive behaviour and classroom goal structure. Kohen et al. (2009) found that the outcomes of children in Kindergarten could be affected by the surrounding neighbourhood but that the school had a more important role in shaping their learners’ outcomes. Disruptive behaviour may stem from emotional and/or behavioural problems.

4.5 Measures Taken By Teachers in Managing Aggressive Behaviour in Preschools
The fourth objective of the study sought to find out how teachers deal with pupils who display aggressive behaviour in Kajiado County. Teachers were asked to indicate their level of agreement with a list of statements using a 5-item Likert scale (Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D and Strongly Disagree=SD). Frequency and percentage were used to discuss the findings as presented in Table 4.14.

Findings in Table 4.14 indicated that majority 14(80.0%) of the respondents agreed that developing clear and simple rules in the classroom could be a better measure for managing aggression. Another high proportion 12(60.0%) of the respondents agreed isolating of children with aggressive behaviours as a strategy for managing aggression.
The least 6(30.0%) of the respondents agreed administration of corporal punishment as a way of managing aggression among children at pre-schools. Mean and standard deviations were also used to describe the results. The results are presented in Table 4.14.

Table 4.14: Summary of Mean and Standard Deviation of Measures Adopted by Preschool Teachers in Managing Aggression

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Mean</th>
<th>Std Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers should focus on positive behaviour of a child</td>
<td>20</td>
<td>2.70</td>
<td>1.166</td>
</tr>
<tr>
<td>2. Develop clear and simple rules in the classroom</td>
<td>20</td>
<td>3.17</td>
<td>1.080</td>
</tr>
<tr>
<td>3. Involve the school administration and colleagues in aggressive case</td>
<td>20</td>
<td>3.12</td>
<td>1.131</td>
</tr>
<tr>
<td>4. Attend workshops, seminars organized on how to handle aggressive cases</td>
<td>20</td>
<td>2.98</td>
<td>1.102</td>
</tr>
<tr>
<td>5. Give clear instructions to children while working</td>
<td>20</td>
<td>2.90</td>
<td>1.144</td>
</tr>
<tr>
<td>6. Teacher should administer corporal punishment to aggressive children.</td>
<td>20</td>
<td>2.05</td>
<td>1.058</td>
</tr>
<tr>
<td>7. Aggressive children should be isolated from others</td>
<td>20</td>
<td>3.05</td>
<td>1.058</td>
</tr>
<tr>
<td><strong>Overall mean</strong></td>
<td></td>
<td><strong>2.99</strong></td>
<td></td>
</tr>
</tbody>
</table>

Results in Table 4.14 indicated that strategies such as developing clear and simple rules in the classroom, involving school administration and colleagues in aggressive cases and isolating aggressive children from non-aggressive ones were the most common in preschools (mean score>3.0). However, such important measures as focusing on positive behaviour of a child and attending workshops on how to handle aggressive cases were negligible (mean score<3.0). This implies that preschool teachers did not adequately utilize measures in managing aggressive behaviours among pupils in schools. It also
implies that not many teachers made a point of trying to watch children being good and praise or reward them for this.

Apart from the measures in the checklist, teachers were further asked to mention any other measure that they undertook towards managing aggressive behaviours in preschools. Results revealed that more than half of teachers reported that guidance and counselling, like in other upper levels of learning, need to be fully implemented in preschools. This finding is in line with Lusweti (2016) who noted that guidance and counselling is very important to decrease aggression among preschools. Having mentioned several possible causes of aggressive behaviours, other disorders such as autism in the classroom may emerge and hence teachers must take control of the classroom during learning activities. Prisloo (2005) argues that teachers have control over their classrooms and lessons and this is where they can attempt to reduce disruptive behaviour, through planning lessons that are engaging, setting up good reward and consequence strategies to use with learners, and setting a positive example for their learners.

Findings of the current study revealed that in-service training on managing aggressive behaviours among learners in preschools was less prioritized by many teachers. However, according to Prisloo (2005), teachers require training in order to develop the skills necessary to assess and manage disruptive behaviour. This will provide them with effective strategies that will reduce the amount of disruptive behaviour in their classroom. Through training, teachers will become more confident in their discipline strategies and will therefore be better able to positively influence their learners.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a summary of findings of the study, conclusions and the recommendations towards improving learning among children with aggressive behaviours based on the findings. The main purpose of the study was to establish the influence of preschool pupil’s aggressive behaviour on learning outcomes in Kajiado County. The findings were summarized based on the objectives of the study.

5.1 Summary of Findings

The first objective of the study sought to find out the forms of aggressive behaviour displayed by preschool pupils in Kajiado County. The study established that the aggressive behaviours observed in preschool pupils were mostly physical including fighting, destructiveness, bullying and kicking others. Verbal aggressive behaviours noted in children included threatening others, labelling, cheating, gossiping and excluding others from games.

The second objective of the study sought to find out the causes of aggressive behaviour by preschool pupils in Kajiado County. Findings revealed that exposure to hostile environment of drug and alcohol abusing parents, and the media were the major factors leading to aggressive behaviour among pupils in preschools. Findings from parents also indicated that their children exhibited aggressive behaviours as a result of trauma related to deprivation of one parent, either through death or separation of parents leading to unstable families.
The third objective of the study sought to establish how pupil’s aggressive behaviour influences learning in Kajiado County preschools. It was found that high scores of aggressive behaviour worsened the level of participation in classroom, class attendance and accomplishment of assignments, performance and reading skills among children. Findings also revealed that high scores of aggression among pre-school children could lead to truancy and consequently poor performance in class.

The fourth objective of the study sought to find out how teachers deal with pupils who display aggressive behaviour in Kajiado County. Findings revealed that developing clear and simple rules in the classroom, involving school administration and colleagues in aggressive cases and isolating aggressive children from non-aggressive ones were the most commonly adopted by teachers in preschools (mean score>3.0). However, such important measures as focusing on positive behaviour of a child and attending workshops on how to handle aggressive cases were negligible (mean score<3.0).

5.2 Conclusions

From the findings of the study, the following conclusions were made:

Most preschool pupils in Kajiado County displayed aggressive behaviours physically in forms of fighting, destructiveness, bullying and kicking others. However, non-physical/verbal aggressive behaviours were also observed even through not common in schools.
The study concludes environment characterized by conflicts and drug and alcohol abuse are the main determinants of aggressiveness among children in preschools.

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

Various dimensions of learning in preschools including participation in classroom, class attendance, completion of assignment, academic performance and reading skills among children are significantly determined by the score level of aggression.

Finally, the study concludes that whereas there could be a variety of management strategies towards aggressive behaviours, many teachers only proposed them but fail to implement them in schools. Hence the problem of aggressive behaviours in pre-schools is not yet solved. The results invite us to implement an emergency plan whose objective is to find sound procedures to master and manage disciplinary incidents in the school environment. In fact, the prospects for initial and continuing training would be a great contribution to teachers’ professional life.
5.3 Recommendations of the Study

The following recommendations were made based on the findings of the study.

5.3.1 Recommendations for parents

Findings of the study showed that the main causes of aggressive behaviour in children are hostile environment of drug and alcohol abusing parents and the media. Therefore, parents and guardians should monitor which TV shows their children watch and not readily allow their children to watch violent TV or video shows.

Parents should be willing to work with teachers to improve the behaviours of their children. Parents should respond positively when called by teachers so to discuss the way forward for the children. They should be ready to accept they have aggressive children and agree to look for solutions. They should be guided to realise the importance of being close to the children. Those who are unable to provide basic needs for the children because of poverty, they should be empowered through training on how to be economically stable which will translate to care and support for their children.

Parents should get involved fully in the children’s schooling process so as to guide them where necessary. They should be role models to their children, showing them how go about things and situations as well as motivating them to continue with school and always attend school.

Parents are supposed to use all means possible to provide adequate basic needs for their children. These include shelter, food and clothing. They should provide a safe and caring environment at home instead of violence, child abuse or drugs and substance abuse. They
should also use alternative methods for punishment for instance instead of caning, they can use withdrawal of privileges. Parents are also encouraged to read articles, newspapers, magazines and journals about children so as to gain an insight on how to improve their parenting skills.

5.3.2 Recommendations for teachers

Findings revealed that teachers were limited to developing clear and simple rules in the classroom, involving school administration and colleagues in aggressive cases and isolating aggressive children as strategies for managing aggressive behaviours among children. Head teachers are therefore encouraged to establish workshops which would provide quality training to teachers based on the effective approach of handling aggressive behaviours among children at pre-schools.

Teachers should go for further training on how to handle children with aggressive behaviours. This will help them know how to identify and handle such children. They will not be in a state of confusion when encountering such children. This can be done through attending seminars, workshops and conferences that discuss about children with aggressive behaviours. Even if there is no formal organisation by the relevant authorities, teachers could take an initiative of organising for training either at an intra-school or interschool level.

Teachers should further be sensitized to the nature, causes and effects of aggression in schools. The staff member responsible for discipline at school or psychologists can talk to the teachers about aggression in order to give them an understanding of phenomenon and
how it manifests (Botha, 2014) Teachers should treat children with aggressive behaviours with care and love even if they are sometimes annoying. Teachers need to exercise patience and always love these children unconditionally. This may reduce the aggression in these children since they will feel loved and accepted. It is important to cater for the needs of the children through individual instruction as opposed to group instruction.

The teacher should assess the intelligent levels of children and work with them according to their level. For example children who tend to be gifted should be given adequate and more challenging tasks. This reduces boredom and disruptive behaviours in such children. The researcher agrees with Botha (2014) on the importance of emphasising the value of taking care of one’s effective communication and social relationships in teaching and learning activities. Teacher should use the curriculum like life skills to develop social and emotional skills development. Furthermore, the learners can be given opportunities to share their feelings and develop their own personal and social skills for establishing and maintain constructive relationships.

5.3.3 Recommendations for BoM

Schools or the government need to educate parents on the effects of their drug and alcohol abuse on children’s behaviour and education that is, their children tend to display aggressive behaviours and this in turn affects their educational progress in school.

It was evident that the children tend to display physical forms of aggressive behaviours than non-physical ones. Therefore there is need for the school administrators to plan
current ways of controlling fights among children at pre-school. To achieve this, the principal can also boost greater parental involvement in the school.

School Board of Management need to work together with the administrators, teachers and parents concerning children who display aggressive behaviours. There should be no victimisation whenever teachers identify children who tend to be aggressive. The administrators need to organise forums where parents can be sensitised about children with aggressive behaviours. School neighbours should also be included in the strategy in dealing with deviant behaviours like aggression.

5.4 Areas for Further Researcher

i. More studies are also needed on learners with aggressive behaviours by taking into account other variables like intelligence, interest, attention and motivation, attitude of parents and teachers.

ii. A comparison can also be made between those children with aggressive behaviours who study in private preschools and those who study in public preschools.

iii. Research could be conducted to establish how home environment factors affect learners with emotional and behavioral disorders in inclusive settings.

iv. This study was confined to few selected schools and in effect, had limitations in terms of generalization to other similar situations. Therefore, similar research could be replicated to other areas across the country to find out if similar disorders affect learners in other schools.
REFERENCES


APPENDICES

APPENDIX I: LETTER OF CONSENT

Mary Mwendia

REG: E55/OL/22782/2012,

P.O BOX 852-00511,

Ongata Rongai,

Kenya.

Dear Sir/ Madam,

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Masters student in the School of Education at Kenyatta University, pursuing a course in Early Childhood Education. I am undertaking a project on Influence of Preschool Pupils Aggressive Behaviour on Learning in Kajiado County. I am hereby seeking your consent to carry out observations within your school.

Attached is a copy of the questionnaire and observation schedule to be used for your perusal. Should you require any other information, please do not hesitate to contact me or my superior. Upon completion of the study, I undertake to provide you with a bound copy of the dissertation you permission to conduct this study will be greatly appreciated.

Please be assured that responses will be confidential.

Yours sincerely,

Mary Mwendia
APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Dear Respondent

I am a student at Kenyatta University and I’m pursuing a Master’s Degree in Education. I am carrying out a research on “Influence of Preschool Pupils Aggressive Behaviour on Learning in Kajiado County”. Kindly respond to the questionnaire with ultimate honesty in order to facilitate this study. Your identity will be kept confidential.

Thank you in advance for accepting to take part in this study. God bless you.

Instructions

Place a tick (√) in the bracket in front of the most appropriate responses and where explanation is required, use the space provided below the items

Section: 1. Demographic Information

1. Gender
   Male [ ]    Female [ ]

2. Level of educational
   Form IV [ ]    Tertiary [ ]    University [ ]

3. Teaching experience
   Less than 1 year [ ]    1-5 years [ ]    6-10 years [ ]    More than 10 years [ ]

4. Professional qualification
   Certificate in ECE [ ]    Diploma ECE [ ]    Degree ECE [ ]    Masters ECE [ ]

5. Type of the school
   Public [ ]    Private [ ]
Section: 2. Forms of Behaviour in My Class

Please indicate the degree of aggressive behaviour of the pupils in your class by ticking (✓) where appropriate.

“Very often” means it’s a behaviour you see on a daily basis

“sometimes” means you see the behaviour at least once a week and

“never” means that the behaviour is not displayed at any time

<table>
<thead>
<tr>
<th>Items</th>
<th>Very Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kicking others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excluding others in play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threatening others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name calling</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section: 3. Causes of Behaviour in Preschool Children

Please indicate your level of agreement with the following statements by ticking (✓) where appropriate.

Key

SA: Strongly Agree, A: Agree, U: Undecided, D: Disagree, SD: Strongly Disagree
Statements | SA | A | U | D | SD
--- | --- | --- | --- | --- | ---
Aggressive behaviour of the preschool children is caused by poverty | | | | | |
Children from slums are more aggressive compared to the other children. | | | | | |
Conflicts in the families are the main cause of aggressive behaviour among preschool children. | | | | | |
Children from authoritative parents are very aggressive | | | | | |
Boys are more aggressive compared to the girls in preschools | | | | | |
Action movies, cartoons among other programmes on TV cause aggressive behaviour among preschool children. | | | | | |
Parents of aggressive children abuse alcohol and drugs | | | | | |
Aggression among children is increased by poor teaching and learning materials in schools | | | | | |
Aggressive behaviours are increased by trauma | | | | | |

**Section: 4. Ways of Dealing with Aggressive Behaviour among Preschool Children**

Please indicate your level of agreement with the following statements by ticking (✓) where appropriate.

**Key**

**SA:** Strongly Agree, **A:** Agree, **U:** Undecided, **D:** Disagree, **SD:** Strongly Disagree
Teachers should focus on positive behaviour of a child

Develop clear and simple rule in the classroom

Involve the school administration and colleagues in aggressive case

Attend workshops, seminars organized on how to handle aggressive cases

Give clear instructions to children while working

Teacher should administer corporal punishment to aggressive children.

Aggressive children should be isolated from others

Section: 5. the Effect of Aggressive Behaviour on Academic Activities

Please indicate your level of agreement with the following statements by ticking (√) where appropriate.

Key

SA: Strongly Agree, A: Agree, U: Undecided, D: Disagree, SD: Strongly Disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressive children participate poorly in the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggressive children are more creative than other children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is easier for the aggressive children to drop out of school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a high rate of absenteeism among the aggressive children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggressive children do not complete on time the assigned task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is poor performance among aggressive children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is very difficult for aggressive children to read very</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
well.

How else does aggressive behaviour displayed by children affect learning in schools?

Thank you!
### APPENDIX III: OBSERVATION CHECKLIST FOR AGGRESSIVE BEHAVIOUR

School…………………………………… Date……………………………………

**Time:** From……..am to………am

<table>
<thead>
<tr>
<th>Item</th>
<th>Tallies</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stealing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Fighting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Disruptive/hyperactive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Attention seeking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Cheating/lying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Destructive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Truant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Threatening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Pinching others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Gossiping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Biting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Excluding peers from game</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key**

**Very often:** behaviour occurs more than five times

**Sometimes:** behaviour occurs five times or less

**Never:** behaviour does not occur
APPENDIX IV: QUESTIONNAIRE FOR PARENTS

Dear Respondent

I am a student at Kenyatta University and I’m pursing a Master’s degree in Education. I am carrying out a research on “Influence of Preschool Pupils Aggressive Behaviour on Learning in Kajiado County.” Kindly respond to the questionnaire with ultimate honesty in order to facilitate this study. Your identity will be kept confidential. Please put this questionnaire in your child’s bag after filling it in. Thank you in advance for accepting to take part in this study. God bless you.

Instructions

Place a tick (√) in the bracket in front of the most appropriate responses and where explanation is required, use the space provided below the items

Section I: Demographic Information

a. Gender

Male [ ] Female [ ]

b. Marital status

Married [ ] Single [ ] Divorced [ ] Separated [ ]

c. Level of education

Masters and above [ ] College [ ] High school [ ] Primary [ ]

d. Occupation……………………………………………………………

e. In which class is your child?

Baby class [ ] Nursery One [ ] Nursery Two [ ]

f. How old is your child?________________________
**Section II: Forms of Behaviour**

Please indicate the degree of aggressive behaviour you have noticed in your child by ticking (✓) where appropriate.

“Very often” means it’s a behaviour you see on a daily basis

“Sometimes” means you see the behaviour at least once a week and

“Never” means that the behaviour is not displayed at any time

<table>
<thead>
<tr>
<th>Items</th>
<th>Very Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kicking others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenging instructions from adults</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threatening others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name calling</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Section III: Causes of Aggressive Behaviour in Preschool Children**

Please indicate your level of agreement with the following statements by ticking (✓) where appropriate.
Key:

SA: Strongly Agree, A: Agree, U: Undecided, D: Disagree, SD: Strongly Disagree

<table>
<thead>
<tr>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressive behaviour of preschool children is caused by poverty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children from slums are more aggressive compared to the other children.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conflicts in the families are the main cause of aggressive behaviour among preschool children.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children from authoritative parents are very aggressive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys are more aggressive compared to the girls in preschools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action movies, cartoons among other programmes on TV cause aggressive behaviour among preschool children.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents of aggressive children abuse alcohol and drugs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggression among children is increased by poor teaching and learning materials in schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children become aggressive because of the surrounding environment like war, tribal clashes, among others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you!
APPENDIX V: APPROVAL LETTER FROM GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

FROM: Dean, Graduate School
TO: Mary Mwenda
C/o Early Childhood Studies Dept.

DATE: 31st May, 2018
REF: E55/OL/22782/2012

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 9th May, 2018 entitled “Influence of Preschool Pupils’ Aggressive Behaviour on Learning Outcome in Kajiado County, Kenya”.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

HARRIET HAOKE
FOR: DEAN, GRADUATE SCHOOL

C.c. Chairman, Department of Early Childhood Studies

Supervisors:

1. Dr. Maureen Mweru
C/o Department of Early Childhood Studies
Kenyatta University
APPENDIX VI: AUTHORIZATION LETTER FROM GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/OL/22782/2012

DATE: 31st May, 2018

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,


I write to introduce Ms. Mary Mwendia who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the Department of Early Childhood Studies.

Ms. Mary intends to conduct research for a M.Ed Project Proposal entitled, “Influence of Preschool Pupils’ Aggressive Behaviour on Learning Outcome in Kajiado County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCYN N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX VII : AUTHORIZATION LETTER FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2230420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref No: NACOSTI/P/18/56076/23368

Date: 17th July, 2018

Mary Wacheke Mwendiah
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of preschool pupils’ aggressive behaviour on learning outcomes in Kajiado County” I am pleased to inform you that you have been authorized to undertake research in Kajiado County for the period ending 17th July, 2019.

You are advised to report to the County Commissioner and the County Director of Education, Kajiado County before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

Boniface Wanyama
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kajiado County.

The County Director of Education
Kajiado County.
APPENDIX VIII: PERMIT LETTER FROM NACOSTI

THIS IS TO CERTIFY THAT:

MS. MARY WACHEKE MWENDIAH
of KENYATTA UNIVERSITY, 43844-100
NAIROBI, has been permitted to conduct
research in Kajiado County

on the topic: INFLUENCE OF
PRESCHOOL PUPILS' AGGRESSIVE
BEHAVIOUR ON LEARNING OUTCOMES IN
KAJIADO COUNTY

for the period ending:
17th July, 2019

Signature

APPLICANT'S

Permit No.: NACOSTI/P/18/56076/23368
Date of Issue: 17th July, 2018
Fee Received: Ksh. 1000

1. The License is valid for the proposed research, research site specified period.
2. Both the Licenice and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

CONDITIONS: see back page

Director General
National Commission for Science, Technology & Innovation

REPUBLIC OF KENYA

NACOSTI
National Commission for Science, Technology and Innovation

Research Clearance Permit
Serial No.: A 19462