

**INFLUENCE OF BEHAVIOURAL INTERVENTION STRATEGIES ON
ACADEMIC ACHIEVEMENT AMONG FORM THREE STUDENTS WITH
LEARNING DISABILITY IN NYERI COUNTY, KENYA**

BY

JOYCE NJERI KINYUA

E83/20364/10

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DECLARATION

I declare that this thesis is my original work and has not been presented in any other university/institution for consideration of any certification. This research thesis has been complemented by referenced sources duly acknowledge. 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 using current APA system and in accordance with anti-plagiarism regulations.

Signature _____ **Date:** _____

Name: Joyce Njeri Kinyua

Reg. Number: E83/20364/10

Special Needs Education Department

This thesis has been submitted for appraisal with our approval as university supervisors.

Signature: _____ **Date:** _____

Name: Dr Mary Runo

Special Needs Education Department

Kenyatta University

Signature: _____ **Date:** _____

Name: Dr Nelly Otube

Special Needs Education Department

Kenyatta University

DEDICATION

To my parents Mr Joram Wamwago and Mrs Grace Wambui who instilled in me the virtue of hard work and exposed me to the great value of education.

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LIST OF ABBREVIATIONS AND ACRONYMS

AD	Assertive discipline
CLD	Council for Learning Disabilities
CWPT	Class Wide Peer Tutoring
DD	Discipline with Dignity
DLD	Division for Learning Disabilities
EARCS	Educational Assessment and Resource Centres
EBD	Emotional and Behavioral Disorders
ED	Emotionally Disturbed
EFA	Education For All
FPE	Free Primary Education
IDEA	Disabilities Education Act
IEP	Individualized Education Plan
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
LD	Learning Disabilities
LDAA	Learning Disabilities Association of America
MOE	Ministry of education
MOEST	Ministry of Education Science and Technology
NJCLD	National Joint Committee on Learning Disabilities
PAD	Positive Approach to Discipline
RT	Reality Therapy
SDG	Structural Development Goals
SRC	Student Responsibility Center
TA	Transactional analysis
TET	Teachers effectiveness training
U.S	United States

ABSTRACT

Behaviour management has remained a challenging issue among learners with Learning Disabilities. Effective behavioural management strategies are critical in the academic success of the learners. Therefore, the aim of this study was to investigate the behavioral intervention strategies used in dealing with behavioural problems among students with LD. Specifically, this study sought to investigate the the behavior intervention strategies on academic performance of a complex category of learners with learning Disabilities (LD) and behavior problems. The study sought to identify the following: behavioural problems manifested by learners with LD; the school factors that contribute to behavioural problems among learners with LD; the effects of behavioural problems among learners with learning disabilities on academic achievement. A descriptive research design was applied. The study was carried out in Nyeri County, Kenya. Piloting of the study tools was done in Kirinyaga county .The study population was drawn from form three students and class teachers in the 25 extra county schools in the County. Data was collected using analysis of students documents, questionnaire and interview schedules. After fieldwork, the primary data obtained from the questionnaires was checked for omissions, legibility and consistency before being coded for analysis. SPSS (Statistical Package for Social Sciences) was used to organize and analyze both quantitative and qualitative information. Other inferential statistics were used to analyze the data. Factor analysis was performed on the questionnaires' results from the assessed students to ensure internal reliability by ascertaining that all factors identified within the construct were factors that directly relate to the construct in question. The findings showed that there are ranges of school factors that contribute to behavioural problems among learners with LD such as lack of proper identification processes, irresolute policies on behavior management, improper implementation of existing policies and unsuitable classroom management strategies by teachers. Some of the effects of the behavioural problems were found to include poor academic performance; development of negative attitude towards studies; and limited interaction especially on academic matters hence decline in performance. The study recommends that in order to mitigate against some of the school factors that contribute to behavioural problems among learners with LD, there is need for a concerted effort at school and home (the parents). The study recommends that approaches to intervention should be solution-focused through a model that targets both learning and behavior change for the well-being of the learner. To achieve academically, the affected learners are assisted by implementing behavioural intervention programmes that are unique for every learner.

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.0. Introduction

This chapter gives the intent of the study. The chapter covers the background to the study, the problem statement, the study objectives, the research questions, the limitation and delimitation of the study, theoretical framework, conceptual framework and the definition of the key terms used in the study.

1.1. Background to the Study

Students with Learning Disabilities (LD) exhibit a wide range of characteristics such as behavior problems. The term Learning Disability is relatively new in the field of Special Needs Education (SNE). Kirk in 1963(Kirk & Gallagher, 2003) and later Nind, Chapman, Seale, and Tilley (2015) defined the term as a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. LD may manifest itself in an imperfect ability to listen, think, speak, read, write, and spell or do mathematical calculations. It includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. These conditions have their origin in elementary grades but many persist throughout life although there are foolproof methods for correction of this condition.

Bender, (2008) describes learning disabilities as a deficit in academic achievement in reading, writing and mathematics and language in the aspects listening and speaking. LD is manifested as central nervous system dysfunction that is characterized in academic

deficits in learners. Other major problems are noted in social interactions, emotional maturity, attention and hyperactivity, memory, cognition, metacognition, motor skills and perceptual abilities (McNamara, 2007). Problems in social interactions and emotional maturity result to poor interaction with other students which may manifest as behavioural problems.

Lerner (2009) assert that learning disability encompass a broad range of characteristics beyond those associated primarily with academic problems. He also assert that gender difference play a role in the identification process. Most learners with learning disabilities manifest challenges in use of social skills and display emotional deficits apart from academic and cognitive difficulties. These challenges affect their academic progress which requires intervention. Cortiella and Horowitz (2014) adds that approximately 20 to 25% of students with LD have behavior problems of social nature. This is a critical population that requires attention of the class teacher in terms of behavior management.

Kirk & Gallagher (2003) classified the learners with LD into three categories. These categories include: Learners who may manifest academic achievement in certain school subject areas like reading, arithmetic and writing; learners with developmental problems that are manifested in delayed milestones and finally learners with behavioural problems. The learners with LD are intelligent but have difficulties in learning and accomplishing academic tasks in school. The condition may contribute to their failure to perform in school work as per their expectations. The failure in school work may lead to depression, lack of motivation, oppositional behaviours and a poor self-concept. The learners with LD may

exhibit a considerable amount of maladaptive behavior problems and interpersonal behavior which affect learning and academic achievement (Kaukiainen, Kutengule & Nyasulu, 2005). The influence of the behavioural problems on academic outcome cannot be underestimated. Besides, the school assessment system, the curriculum, teaching methods, behaviour management and intervention strategies used reveal that there is lack of understanding among teachers in handling the complex situation of behavior management among learners with learning disabilities. Therefore, the influence of behavior problems on learning and academic achievement is undervalued.

Daniel, Joseph, Wehby, Thomas, Farmer, Debbie, & Brooks (2016) noted that once students with LD and behavior disorders are diagnosed, they should receive special education support in the regular setting. Many, however, are placed in self-contained programs where they are expected to gain the behavioral, social and emotional skill training as well as to acquire strategies that will help them succeed in general education settings. Unfortunately, many children with diagnoses of emotional disturbance are put into special programmes that remove them from regular schools that have failed to address their needs. Kauffman & Landrum (2009) add that, most children with LD and behavior problems have no access to early and appropriate behavioural intervention and psychological services causing them to have long term negative outcomes like academic failure, school dropout, and are perceived less positively by their peers. Sale & Carey (1995) remark that they do not achieve as expected. This mismatch between ability, expectations and outcomes can cause terrific disappointment and upset, resulting in a cascade of emotions and behaviors that can interfere with everyday functioning in school, at home and in the community.

(Newcomer & Lewis, 2004; Glen, 2006), Irvin, Lowenthal, and Egan, (2004) asserted that these students' lack of success in school remains a problem for administrators, teachers, parents, and the students themselves. Constant effort is put to alleviate the problem through various intervention strategies. Such educational interventions must include proper identification of these learners and behavioural support. Moreover, these choices of intervention measures should be designed to decrease inappropriate behavior and reinforce the adaptive one and attempt to enhance academic performance (McNary & Glasgow, 2005).

Katsiyannis and Maag (2016) assert that in studying academic performance, it is inevitable to focus on behavior of the student that affects academic success as well as policies at the school that guide intervention on the same behavior disorders. Sound policies, timely and proper implementation of the remediation of behavioural problems may create significant impact on academic performance (McNary, 2005).

Despite the effort by teachers to achieve academic success among learners with social problems with LD, challenges in meeting the diverse needs in the classroom and the support required in providing more engaging behavior management and intervention strategies for the learners still persist. The many weaknesses portrayed by learners with LD require proper intervention within the inclusive setting otherwise they may cause behavioural problems among learners. Examples of behavioural problems may be inability to read social cues, lack of affiliation, and disinterest in school among others.

Recent research indicates that there are more students with learning disabilities than any other disability in schools (Smith, Polloway, Patton, and Dowdy, 2015). This is a significant number that requires to be identified and proper intervention measures instituted for better academic progress in school. Many of these students do not receive special services, in regular education settings and yet they need to acquire appropriate social skills. Efforts to assist them by teachers may be futile because the teachers lack required skills to do so. Gathercole & Alloway (2006) observe that a teacher offering such support services could be trained or in serviced so that the learner can benefit from the theoretical application of direct remediation teaching strategies.

One of the major challenges of students with learning disabilities is the difficulty in analyzing and appropriately responding to social situations, itself an indicator that the learners have behavior problems (Treiber & Lahey, 2000). The problems may be manifested through poor social perceptions, lack of judgment, difficulty in perceiving how others feel, problems in socializing and making friends, communication and social problem solving. It has been argued that behavioral interventions to decrease behavioural problems associated with learners with LD do not necessarily result in improved behaviour because the learning difficulties are not addressed (Kim, Capaldi, Pears, Kerr & Owen, 2009). Problems among learners with LD such as becoming truant, teasing others, problems in making friends, bullying others and being disruptive that are incompatible with learning for better academic performance are not because of LD in learners but are caused by the learning difficulties attributed to LD. Therefore, it is necessary to identify these learners

with LD and behavioural problems in high school so that proper intervention measures can be put in place to enable them achieve in school.

Social and behavioural problems manifested by students with LD should be addressed through inclusive practices that entail use of Individualized Education Plan (IEP) [Bender, 2008]. According to the current Special Needs Policy (2009) in Kenya, an Individualized Education Plan should be drawn up for every student who has special needs that interferes with his/her educational progress. However, Cortiella & Horowitz (2014) observe that to date; only one-third of the students currently have an IEP, due to the training gap prevailing within the range of learning support assistants and teachers in the regular setting. Furthermore Mwangi, (2013), points out that the teachers in Kenya face challenges in the implementation of the Kenya National Special Needs Education (SNE) Policy Framework developed by the Ministry of Education in 2009, (Ministry of Education, 2009) because the policy does not spell out a common way of addressing issues pertaining to behavioural problems of learners with LD that affect their progress in learning.

The Kenyan government is a signatory to various international conventions and declarations, which promote inclusive education like the Salamanca Conference (UNESCO, 1994) and the Dakar Framework of Action (UNESCO, 2000). To attest to this, the government of Kenya declared Free Primary Education (FPE) in 2003 as a commitment to achieving Education for All (EFA) and the attainment of the Sustainable Development Goals (SDGS) (2015).The SDGs are aimed at ensuring inclusive equitable quality education is provided for all learners regardless of their abilities. However, Kenya has been

properly planning for and offering education to only four categories of learners with special needs. That is, those with hearing impairment, visual impairment, physical disability, and mentally challenged. These categories are catered for through adapted curriculum provided for by Kenya Institute of Curriculum Development (KICD). The same content is tested by Kenya National Examinations Council (KNEC)(MOEST 2003). This leaves out other categories of learners like those with learning disabilities (LD), the gifted and talented (GT) and those with communication disorders (CD) among others (MoEST, 2003). Children with LD form a large percentage of 30% in the school set up due to the complexity of their situation need individualized intervention. They may not get the individualized attention through assessment and preparation of IEPs thus exposing them to the risk of dropping out of school.

An area of interest is the relationship between learning disabilities and behaviour problems such as somatic complaints. Pavri & Luftig, (2000) compared the prevalence of somatic complaints in learning disabled children with two control groups of learners with other disabilities. In the LD group, 54 percent had somatic complaints as opposed to 9 percent and 13 percent in the two control groups of learners with other forms of disabilities. The primary complaint amongst the LD group was fatigue. This means that they are likely to neglect their academic work and as such require special reinforcement strategies. The strategies should target behavior management to enable them achieve academically.

Learning disabilities is defined as exceptionality within the context of a neurological etiology. Behavioural disorders can occur because of neurological, psychological and

environmental factors. As a result, the behavioural definition has to capture a diverse student population. The relationship between learning disabilities and behaviour problems is complex. An area of interest in research of education of student with LD is the association between learning disabilities and psychopathology. In one study by Cantwell and Baker (1991), 600 children identified as speech/language impaired and 300 of these children were followed up 5 years later. Of these children, 25 percent had learning disabilities and 75 percent of the LD children had a psychiatric illness. The most commonly reported behavior problem was spectrum of anxiety disorders and a minority diagnosed with depression. Other studies reported that children who have both learning disabilities and depression reported less self-esteem, were more detached and had a bleaker view, than depressed children without learning disabilities.

Learning disability includes the presence of: a significantly reduced ability to understand new or complex information, to learn new skills (impaired intelligence), with; a reduced ability to cope independently (impaired social functioning); and which started before adulthood, with a lasting effect on development.(Department of Health, 2001: 14)This definition is not simple or straightforward, but does go some way towards distinguishing learning disability from other difficulties, such as mental illness, which may be temporary in nature. It also clearly emphasizes that a learning disability is created from a combination of both intellectual and social impairments (Fyson & Yates, 2010). However, what such a definition cannot convey is the huge range of individual abilities and disabilities which the term learning disability encompasses. Specialists working in this field typically use the prefixes ‘mild’, ‘moderate’, ‘severe’ or ‘profound’ as an indicator of the extent of an

individual's impairment. This spectrum of ability ranges from individuals whose learning disability may not be immediately obvious to others, but who struggle with some aspects of ordinary life, through to people who experience severe limitations in all areas of functioning, including self-care, mobility and communication (Fyson & Yates, 2010).

In Kenya, the ministry of education (MoE) is responsible for special needs education. Among other functions, the MoE is expected to have data for all learners. Unfortunately there is scanty data on children with LD. Sentiments about learners with LD were first echoed by the *Report of the Commission of Inquiry into the Education System of Kenya* (Republic of Kenya, 1999). The report pointed out that LD is a complex emerging area and recommended that the Kenya Institute of Curriculum Development (KICD) develops guidelines for teachers to assist these learners and that the Kenya National Examinations Council (KNEC) recognizes these learners and plan for their learning and examinations accordingly. The implementation of these guidelines has not been targeting learners with LD and behavior disorders. This confirms that the learners with LD generally go through the school system without proper identification, placement and remediation.

A UNESCO report (2006) indicate that, despite continued overall global progress of education, a large number of learners drop out early or do not attain minimal learning standards due to the failure of the school system to address their learning needs. Academic success of learners with learning disabilities and behavior disorders requires the use of Individualized Education Plan (IEP) that supports behavior change for proper intervention as observed by Lee-Tarver, (2006). Incorporating behavior change plans will be an added

advantage towards behavior management as well as academic achievement in regular secondary schools. Managing the behavior will alleviate its negative effect on academic progress of learners. This is so because the learners exist in regular schools where their learning needs and behavioural problems are often unnoticed and unattended. The current study therefore focused on secondary school learners with behavioural problems.

1.2. Statement of the Problem

Learners with Learning Disability and behavior problems make a large percentage of the school population. They experience academic challenges associated with behavior problems that have not been well addressed due to the relationship between learning disabilities (LD) and behavioural problems has been documented as complex yet remediation of the problems is not articulate. The learners with learning difficulties and behavior problems need unique strategies to manage their behavior based on the nature of learning disabilities. Lack of an understanding of the nature of the association of learning disability and behavioural problems hinders a critical step in the process of remediation of developing appropriate behavior management and intervention plans for behavioural problems among learners with LD. Persistent behavioural problems affect the transition of these learners through stages in the education system. Intervention strategies for learners with LD and behavioral problems need specialized attention. For example, in her study, Runo (2010) suggests the need for more time in teaching reading, assessing reading and remediating reading disabilities both at the primary teacher education colleges and at primary schools as appropriate interventions for the reading disabilities and teacher-oriented challenges in teaching reading to class five learners in the sampled locations.

Similarly learners with LD and behavioral problems require timely assessment that provide an opportunity for intervention in good time to curb frustrations among learners which causes behavior problems among learners and possibly dropping out of school. Remediation of behavior problems among learners among them with LD may result in serious manifestation of behavior disorders that may end up in juvenile delinquency.

Teachers lack adequate skills for dealing with the complex situation of LD. Behaviour problems among these learners extend beyond an individual's social self-control. Once the behaviours is not attended to, learners may result into compensatory behavior problems that affect their academic performance. They become a source of a conflicting opinion on the grounds of what is perceived as morally just and what the learner may perceive as right based on the nature of LD.

There is scanty research exposing the link between Learning Disabilities and behavioural problems. The result is that learners are not supported to achieve their maximum potential and therefore perform poorly or drop out of school prematurely which is a major drawback towards achieving access and completion policy in the education of LD. However, some studies investigating the behavioural problems associated with LD in relation to the betterment of academic achievement of learners with disabilities in the world are available. Kinyua (2008) studied parental involvement in educating learner with LD (2008) and established that partnership with parents is a vital resource which could be tapped to solve problems in schools. Kwamboka (2010) studied the nature and prevalence of pupils with LD in primary schools and established that learners with LD were 10-30% of the given

population and at least 10% had behavioral problems. Kinyua and Wambugu (2015) established that children under special needs education require educational interventions at the earliest time possible for them to achieve their potential. Unfortunately, this important area of education has not so far received the attention it deserves in Kenya. The government has tried to address issues on behaviour problems in schools such promoting positive climate in schools but it seems that the remedies given are not actionable in the local context or are not well implemented as some may demand more time and professional expertise of teachers which may be lacking.

Failure of teachers to seek behavior management systems for learners with Learning Disabilities (LD) and behavioural problems leads to challenges that need to be addressed so that the students could succeed in their academic work. It is understood that the behavior problems are not primarily a function of the school or family dynamics. Nevertheless, the assessment of the family relationships, as well as school factors need near equal attention. Family dysfunction related to factors such as the parents' personal or marital problems can complicate the management of LD-related behavior problems.

1.2.1. Purpose of the Study

The purpose of this study was to investigate the existing behavioural intervention strategies and their influence on academic achievement among learners with LD in form three in high schools in Nyeri County.

1.2.2. Objectives of the study

The study sought to:-

1. Analyze the behavioural problems manifested by learners with LD in form three in Nyeri County.
2. Discuss school factors that contribute to behavioral problems among learners with LD.
3. Examine and analyze the effects of behavioural problems on academic performance of learners in selected schools
4. Investigate the behavior intervention strategies used in dealing with behavioural problems among students with learning disabilities.

1.2.3. Research questions

The study sought to answer the following research questions:

1. What are the behavioural problems manifested by form three learners with LD in Nyeri County?
2. What are the school factors leading to behavioural problems among learners with LD?
3. What are the effects of behavioural problems among learners with learning disabilities in high schools in Nyeri County?
4. What are the behaviour management and intervention plans used in dealing with behavioural problems among students with learning disabilities in high schools in Nyeri County?

1.3. Significance of the study

The study may stand to benefit school administrators, teachers, parents, and anyone else who deals with learners with LD and behavioural problems as well as the learners themselves. First of all, the findings may provide useful knowledge to help identify the learners with LD and behavioural problems and to intervene appropriately. The study may create an understanding of the fact that diversities exist among learners with LD. Consequently, those in charge may succeed in managing the behavior problems among the learners. The study may raise awareness on sound behavioural management strategies that reduce the dropout rates as attributed to behavioural problems. In addition, the learners would benefit from the research through the application of behavioural intervention strategies that may lead to improving in their academic achievements. Furthermore, this work is also a contribution to the already very scanty literature on LD and behavioural problems in Kenya. The lack of literature concerning this topic suggests the need for further research in the area.

1.4. Delimitation and Limitations of the Study

1.4.1. Limitations of the Study

The following limitations were deemed to affect the study: the study was conducted in both rural setting and urban setting and assumed areas would have the same behavior manifestation. To mitigate this limitation the researcher considered involving many schools, across a wider geographic area and increased the sample size, thereby increasing statistical power to detect meaningful differences and enhance external validity. The study was not able to capture the traits of other manifested behaviour as influenced by other causes, which were not related to learning disabilities (LD). The researcher did not use

parents for the study because their input was captured through the heads of the institutions although they would have given more information because they were not part of the accessible sample size, thereby increasing statistical power to detect meaningful difference and enhance external validity.

As pertains to the measurement of social behavioral performance behavior can be and is easily masked while on its part social interaction would require a bird's eye view observation technique, which would call for months of data collection. This study did not envisage to use observation as method of data collection because it misses a clear cut yard stick coupled with the fact that the learners are likely to play drama most especially when a visitor is in the picture. Consistent with other investigations, social skills and behavioral patterns was assessed using teacher ratings and school record reviews; direct observations were not to be conducted (Lane 2005). Finally, the study did not filter out certain behavioural aspects that would likely be manifested by students due to geographical locations of their schools e.g. rural schools versus urban schools; or rural counties versus urban counties.

1.4.2. Delimitation

The study limited itself to learners with learning disabilities and behavior problems, their characteristics, learning support systems and behavioural intervention strategies used in the management of behavioural problems among students with learning disabilities in public

high schools in Nyeri County. These students are stigmatized and referred as slow learners. They thought to be trouble makers in school and are often are discharged out of school before completion of their studies. They are also viewed as non-performers hence remedial measures regarding influence of behavior problems on academic excellence are ignored. The study was conducted in public high schools targeting only form three students. Since the county has over 214 secondary schools, the study limited itself to only extra county schools. Form three students were purposively chosen for the study whilst considering that these are learners who had been observed by their teachers continuously for at least two years. The study also considered behavior exhibited the general school environment.

1.5. Assumptions of the Study

The study was based on the following assumptions:

1. The school factors that contribute to behavioural problems among learners with LD in high school are known to teachers yet they are not well addressed.
2. Mitigation of behavioral problems in learners with LD is not well planned yet they affect their academic performance.
3. Behavioural problems are not as a result of developmental stage in which learners are in.
4. Schools behavior management strategies do not specifically target students with LD.

1.6. Theoretical Framework

The study adopted the PERMA-wellbeing theory advanced by Seligman, Martin who asserts that for a learner to achieve academically, the attitudes and behavior must allow the

learner to participate in the learning processes in a positive environment. The wellbeing is characterized by four elements namely: Positive Emotions, Engagement, Positive relationships, Meaning and Achievement /Accomplishment. According to the theory, the positive emotion is what we feel: pleasure, rapture, ecstasy, warmth and comfort that contribute to success. This implies that despite the shortcoming engulfed in LD and behavior disorders, the learner needs to achieve positive emotions from the learning environment in order to succeed in academics. The school environment both social and physical, the teaching methods and behavior management strategies should cultivate acceptance for the learner.

The second element, engagement, is about flow and the loss of self-consciousness during an absorbing activity. This means the concentrated attention that is required for the maximum utilization of the cognitive and emotional resources that contribute to success in the activity. This implies that the learner with LD and behavior problems such as hyperactivity needs to be engaged throughout the learning activities through relevant behavior management strategies. The learning activities should be planned and focus on the nature of behavior problems such as hyperactive learners. Those with impulsivity can be assisted by assisting them in sharpening their social skills during sharing of resources and taking turns during learning.

There is yet a third element which is positive relationship. This enhances meaningful life consisting of a sense of belonging to and helps the learner to achieve better self-image despite the effects of LD in academic achievement. Learners with LD may manifest poor self-image because of the inadequacies attributed to the learning challenges resulting from

learning disabilities and behavior problems. Group activities during learning can be tailored to enforce positive self-image for learners with Ld. For instance those with problems in perception should be given simpler instructions. The tasks can be broken into smaller instructions will yield confidence among learners with LD.

This implies that for academic success of a learner, the four elements are vital in school setting. The schools should address the school factors and instructional methods as well as behaviour management strategies that seek to directly address the uniqueness of learners with LD and behavior problems. This view is supported by the theory of educational productivity by Walberg (1981) which posits that the psychological characteristics of an individual student and their immediate psychological and physical environments influence educational outcomes. Walberg (1981) asserts that students' academic success is attributed to student related factors. These are classified into student aptitude variables consisting of ability/prior achievement, motivation/self-concept, and age/developmental level. Another classification is instructional variables including quantity/time and quality of instruction, and; finally the environmental variables involving home, classroom, peers, and exposure to mass media. These factors interact together to yield success in the academic achievement of the learner. These variables can be mitigated by the teachers and the school management to produce a positive learning environment for the wellbeing of the learner. Wellbeing of the learner will have a positive outcomes on the academic achievement. These outcomes are: cognitive, behavioral, and attitudinal (Reynolds & Walberg, 1992). Peterson& Seligman (2006) applied PERMA-wellbeing theory in learning identified variables that influence educational outcomes of a learner namely, student's prior achievement and motivation, developmental level and quantity of instructions, classroom climate, home

environment, peer group, and exposure to mass media outside school. The theory suggests that these factors should be favourable to enable the learner with LD achieve success in schools by addressing despite their challenges associated with their pre-existing conditions. Therefore, if a child is constantly accepted, he/she will develop a positive sense of self; and if the child is constantly rejected, then he/she will develop a negative sense of self.

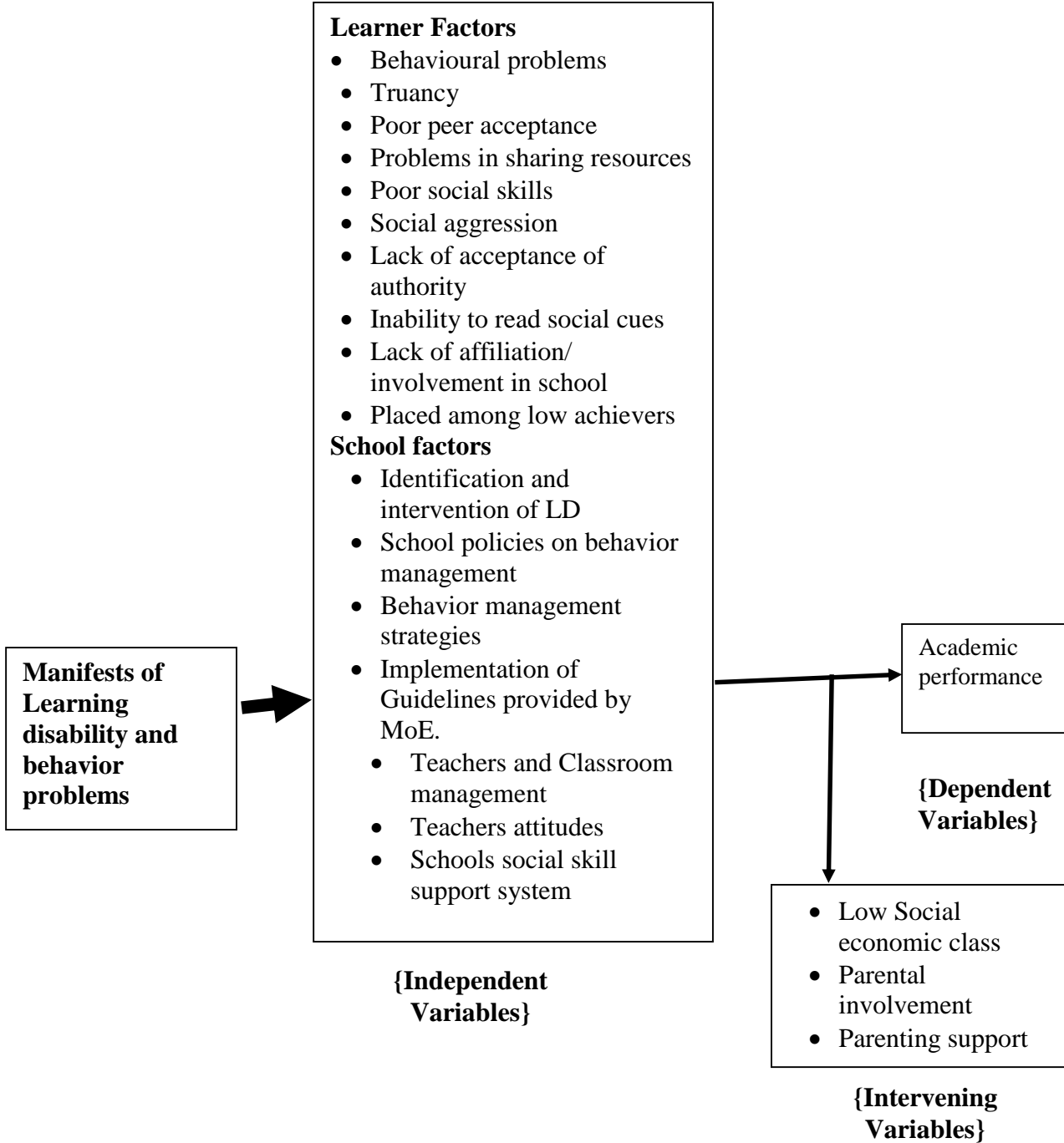
The learners with disabilities experience challenges in reading, writing, arithmetic, thinking processes and perception. These contribute to failure in academic achievement that necessitates extra instruction interventions by regular teachers (Madeleine, 1985). The efforts end up stigmatizing the learner because they are “pulled out” of class for further instruction. They respond psychologically to this isolation and may result in behavior disorders, which need to be addressed for any academic achievement to be realized. Such measures as isolation address their failure rather than prevention leading to frustration on the learners, a situation leading to serious behavior disorders.

According to Brendtro (2001), the students require a sense of belonging, mastery of content, self-independence; social acceptance and excelling in academic to motivate them strive to achieve more in school. Learners with LD may fail to achieve in such aspects and compare themselves with others. It may yield a feeling of inferiority or inadequacy (Baron, 2001). This PERMA wellbeing theory emphasizes on the identification and intervention on the psychological and physical environments that may influence learning. If the cause of academic failure is not properly identified, then the intervention fails to provide the correct solution. The learners feel insecure in the face of academic failure and

interpersonal relations. This failure leads to disappointment, frustrations, feeling of incompetence and poor self-concept contributing to increased failure in academic performance. As a result, the learners develop behavioural problems as a compensatory measure. As such, a sound behavior intervention strategy is vital to wholly address the academic, social and behavior issues present in a learner with learning disability.

Positive outcomes have resulted from a number of models developed for children with behavioural problems. Behavioural Intervention which has its core in behavioural principles is arguably the most effective way of treating behavioural problems associated with LD. According to PERMA theory of well-being, the behavioural intervention for learners with LD should target positive attitudes towards them a positive physical and social environment. Behavior intervention strategies should aim at preventing occurrence of such behavior rather than handling already existing behaviour. This way the learners may improve in their academic performance. The PERMA well-being theory is applied to articulate that although the learners with LD may have behavior problems that may influence negatively on their academic performance, proper management of the behavior problems, positive environment, emotional acceptance and motivation may enhance learning and academic success among these learners.

1.7. Conceptual Framework



The conceptual framework implies that the student with LD exhibit challenges in learning in the several areas of academic achievement. This becomes apparent when learners enroll in school and fail to perform as expected. According to Lerner (2015), a student has learning disabilities when he/she does not attain at the proper age-ability levels in one or more specific areas when provided with appropriate learning experiences. The frustration to perform as expected makes the learners to manifest behaviour problems emanating from unconscious conflicts originating from earlier experiences in school. They fail to achieve in academic work as expected and manifest behavior problems such as anxiety, repression, displacement, projection and denial and failure to perform as their peers. The behavior problems manifested are not attended to leading to poor academic performance because the student may spend much time attending discipline meetings or punishments. The environment at the school is not responsive to the psychological needs of the learner. The students experience rejection, anxiety and emotional stress among other behavior problems which the learner is not able to cope with. The school should provide a supportive social environment to the learners.

In addition, the existing policies though not adequate for regular learners do not address the needs of learners with LD and behavioural problems. They are also rigid and unfit for learners who may have behavioural problems due to challenges associated with LD like impulsivity, problems in thinking and perceptual disorders. Negative attitude towards such learners by both teachers and the classmates compound their problems in self-image which may affect their wellbeing in the school. They may also manifest other social behavioral problems associated with learners with LD such as poor self- concept, dependency,

disruptive behavior, distractibility, impulsivity, bullying others, truancy, withdrawal and perseveration. The behavior problems may have serious effects on the learner as indicated in a report by the U.S. Department of Education (1993) during the 1991-1992 school year, whereby 37.2% of behavioral disordered children dropped out of school and 23% had their status of unknown. Some may manifest severe behavior problems of juvenile delinquency nature (U.S. Department of Education, 1993).

At the school level, proper and timely intervention strategies, resolute policies, encouraging learners to be positive about their situation, use of individualized education plan (IEP) for teaching learners with LD and behavioural problems would alleviate the situation. Designing behavior management plans that deliberately target learners with LD and behavioural problems would play a great role in assisting these learners cope with academic failures associated with LD hence reduce instances of behavioural problems. The learners with LD and behavior problems manifest themselves in several ways. They may absent themselves from school regularly due despair when they fail to achieve academically. They may also have poor relations with their peers, social aggression and they have challenges in interpreting social cues. The learners with LD are considered low achievers and lacking affiliation within the school therefore performing poorly in academic work. Examination of the learner related factors such as behavioural problems and low academic achievement coupled with school factors such as procedures of identifying learners with LD and behavior problems, school policies on behavioral management, implementation of guidelines provided by MoE and teachers skills in behavior

management in classroom situation will be conducted targeting improving academic performance.

1.8. Definition of Terms

Learning disability (LD): A learning disability is a neurological condition that interferes with a person's ability to store, process, or produce information (Lerner, 2000). In this study it implies a student who experiences reading, writing, language and arithmetic difficulties.

Behavioural problems: The term refers to an inability to achieve positive behavioral relationships with others at the expected age that will significantly affect academic achievement. In this study the term is used to imply a behavioral problem that is undesirable according to social and/or legal norms of a school authority and social groups in school.

Behavioural intervention: This refers to the structured approach of using behavioural principles to create practical and behaviour change by identifying and reducing the behaviours that interfere with academic achievement.

Behavioural Intervention Plan: School approaches of developing a positive school behaviour or improving discipline, which also aim to support greater achievement in learning.

Academic achievement

Academic achievement is the educational goal that is achieved by a student, teacher or institution over a certain period. This is measured by either examinations or continuous assessments and completion of high school.

Learning Difficulties:

This is a term used to describe a neurological problem or specific academic problems in one or more of the following areas: reading, writing, spelling, and arithmetic, listening and speaking.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. Introduction

This chapter contains the relevant literature reviewed. The literature is organized under the following subsections: an overview of learning disabilities; an overview of the status of LD in other countries and in Kenya, their prevalence, characteristics; effects of behavioural problems and the effect of social behaviour disorders on academic performance, behavior intervention measures and the summary of the literature reviewed.

2.1. Behavioural problems Associated with Learners with Learning Disabilities

A discussion of the cognitive impairments associated with behavior problems in children with LD must begin with a definition of LD. In United States of America, the “*Individuals with Disabilities Education Act*,” amended in 1997, defines LD as follows:

The term “specific learning disabilities” means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Such a term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such a term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage. (IDEA amendments of 1997, P.L. 105-17, June 4, 1997, 11 stat 37 [20 USC 1401 (26)])

An additional perspective is found in the Learning Disabilities Association of Ontario (LDAO), Canada. Its definition of LD broadly differentiates between the processing of verbal and non-verbal information (LDAO, 2001). LD in the verbal area includes language disability; expressive language disability means difficulty expressing oneself in words and

receptive language disability means difficulty understanding what is communicated to one verbally. LD in nonverbal processes or nonverbal learning disability (NLD) includes weaknesses in visual spatial, motor, and organizational skills as well as social and emotional problems due to difficulty processing complex or novel information. The term “behavior problems” in the context of this study includes impulsive throwing, grabbing, hitting, or blurting out ‘inappropriately’ along with tantrums, stubbornness, bossiness, non-compliance, defiance, argumentativeness and blaming others. It is believed that an empathic understanding of children’s experience is an important aspect of managing any behavior problems. The management of more severe and anti-social behavior such as theft, violence, substance abuse, and self-harm requires additional and more intensive measures. Many children with LD function well (Morrison & Cosden, 1997; Palombo, 2001). Nevertheless, these children are more at risk of developing psychosocial problems than their peers who do not have LD. Difficulties may include poor self-esteem, depression, anxiety, social skills deficits (Osman, 2000), substance abuse, (Cosden, 2001), and delinquency (Palombo,2001).

Learning disability is a dynamic and expanding condition that is found across all ages. From the time the term was founded by Samuel Kirk in 1963, legislators, parents and professionals have debated on the best way to define the condition (Lerner 2000). Leopola, Salonen. Vauras, and Poskiparta (2004) established that there are four distinct areas of learners with LD. These are those with specific learning difficulties like dyslexia, reading problems, arithmetic, comprehension and attention problems. Other learners may manifest

cognitive problems which adversely affect the academic performance as well the social interactions with their peers. The third set manifests developmental history, which suggests possible cause of LD. The last area suggests the existence of modifying factors such as child's environment and its interaction with the child with LD. The environment significantly intervenes in the academic success of a learner with LD. Appropriate support is required for the success of the above sets of children in academic work. If the support is not sufficient or is inappropriate, the progress in learning is not achieved. Intervention factors should aim at increasing the ability of the learner to deal with the challenging academic problems.

Moreover, National Journal of Children With Learning Disabilities(NJCLD) (1991b) comprising the professionals and parents proposed the following definition: Learning disabilities is a generic term that refers to a heterogeneous group of disorders that are manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. The disorders are intrinsic to the individual and are presumed to be due to central nervous system dysfunction (Westwood, 1997). The challenge posed by significant difficulties in the acquisition and use of listening, speaking, reading, writing and reasoning is the non-verbal learning disability which is a subtype of LD that presents significant social challenges for the children (Costello and Angold, 2005). Forness and Beard (2007) add that the deficit in social perception, social judgment and social interaction skills also interfere with the child's ability to form and maintain friendship (Gargiulo, 2012).U.S. Department of Education (2006) add that there exists a discrepancy model is the traditional way to diagnose a learning disability when a

professional gives a cognitive assessment (intelligence test). Information processing deficit in a student with learning disability will be typical as an area significant weakness. For instance, a processing deficit in visual motor ability indicates that the child has difficulty interpreting visual information which could impact reading and decoding words. Therefore assisting the learning develop skills that will enhance thinking and information processing is key in managing the behavior problems among learners with LD.

Frith (2001) argues that consequently, learners with LD exhibit slower development of specific skills such as emotional development in child growth. They manifest sensory processing disorders may not achieve specific developmental skills like ability to make friends, reading social cues, may disrupt the classroom by walking around, talking during inappropriate times and may not be able to organize or make sense of sensory information at the right age and time. Normal activities in class may appear confusing or overwhelming. Some of the emotional development milestones may be independent or a consequence of the LD in a child which may result in problems in learning. Failure in school may result in disruptive behavior, absconding class and truancy. Learners with LD and emotional developmental issues should be identified as a matter of concern. Students with LD and emotional behavior disorders are considered to be the most unidentified of all categories (Gargiulo, 2012). Smith (1995) reported that students with LD had the same behavioural problems as students with emotional/behavioural disorders like conduct disorders and social aggression. This was attributed to failure to demonstrate the appropriate behavior that are skill-based like taking turns in games, sharing resources, participation in group activities and communication etiquette being polite or apologizing

rather than performance behavior. In such cases the learner has already learnt the expected behavior but fails to perform it at an acceptable level and at the expected time.

Students with LD typically are rated as having behavioural problems far more often than their peers. They are directly observed to exhibit problems far more often than other students for example, those who use inappropriate and offensive language, socially aggressive, physically aggressive or totally violent to a level of juvenile delinquents. Nevertheless, as Kauffman (1999) has suggested, in most cases students with social behavior problems are not identified until their problems are severe and protracted. They become of great concern to a teacher when they seriously avoid school work. They may also lag behind in taking, starting and executing classroom tasks, frequently come late to class, blurts out of class without permission or make angry outburst in class and finally become bored and frustrated. Such students require extra attention, interfere with normal teaching of a lesson and require specialized attention to manage the behaviour which is rarely offered by the teachers. This occurs because educators are afraid of labeling or of being accused of making a mistake in identification. Educators appear to be far more willing to decide that the student should be identified as having a learning disability (LD) than they are to identify a student as having behavioural problems. As a consequence, students with LD and behavioural problems are often ignored or mislabeled. After reviewing the literature on identification of LD and behavioural problems, it is evident that only small portions of students with LD are well identified by teachers. Absence of proper identification delays use of appropriate intervention measures to deal with behavior

problems and LD. This justifies the need to establish their characteristics for proper planning for their success in school.

The "real" prevalence of learning disabilities is subject to much dispute because of the lack of an agreed-upon definition of LD and objective diagnostic criteria. Some have argued that the currently recognized 5 percent prevalence rate is excessive and is based on vague definitions, leading to inaccurate identification (Lyon, 1999). The students who have challenges in learning to read, write, or understand mathematics despite good intelligence, an adequate opportunity to learn, and ostensibly good teaching are ignored in the school system. Such cases are a manifestation of Learning Disabilities. They require appropriate intervention strategies which should be based on the question of how increasing their ability in learning by identifying the characteristics manifested by individuals with LD accurately. Emphasizing on the issues of prevalence, studies on LD have compared students with LD and those without on behavior problems such as negative feelings, depression, anxiety and loneliness (Wiener & Schneider, 2002). Their findings revealed that students with LD are more likely than their regular counter parts to experience negative emotions. Feeling of loneliness were found to be between 10% to 18% in regular students and 25% or more for learners with LD (Pavri & Luftig, 2000)..

They also established that students with LD were less popular among their peers. This is an indicator that proper assessment of these learners is vital for provision of proper intervention measures. However, this remains an uphill task because the teachers are not well equipped with assessment and identification skill and the Educational Assessment and

Resource Centres (EARC) are thinly staffed (Pavri & Luftig, 2000).

Despite the continued expansion of Educational Assessment and Resource Centres (EARCS) in all districts in Kenya since inception in September 1984, these centres are faced with a number of challenges. Most of the screening tools and equipment used in the EARCS are for children with Visual impairment, Hearing impairment, mental handicap and Physical disabilities. The tools, nevertheless, are inadequate, and need revision, updating and validation. There are no diagnostic tools for assessing specific cases such as learning difficulties, giftedness and talentedness and behavioural difficulties. Hence, most learners with special needs education end up being mislabeled and given wrong placement (MOE, 2003). A study conducted by UNICEF in 1995 by Karugu and associates on Cost and Financing of Special Education in established that only 0.5 per cent of the estimated 2.3 million children with special needs aged 0 to 19 years were receiving special education services in primary, secondary, integrated schools and special units (Karugu, 1995).

2.2 School Factors Contributing to Behavioural problems Among Learners With LD.

The relationship between learning disabilities (LD) and behavioural problems is complex. When learning disabilities and behavioural problems appear together, it is important to identify whether the behaviour is secondary to the learning disability or co-morbid (Lavie, 2015). Holistic understanding of learners with special needs is based on assessment (Wambugu, King'endo & Kinyua, 2015). Assessment approaches used should target to identify the manifestation of behaviour disorders as well as LD. A study conducted by Salend (2010) shows that the success of management of behavior problems lies in the

proper identification process. Therefore, when the negative social behaviour is caused by the learning disability, the solution to that behaviour often lies in dealing with the learning disability. When it is co-morbid, the interventions become more complicated, since the behaviour has to be treated separately from the learning disability. The school assessment system, the curriculum, teaching methods used by teachers reveal that there is lack of understanding among teachers in handling the complex situation of social behavior management among learners with LD.

A study conducted by Wambugu, King'endo & Kinyua (2015) indicates that psycho-educational assessment of all children is a very fundamental aspect in the provision of education for learners with special needs. Effective early identification assists in proper placement and intervention which is still a challenge facing effective provision of special needs education in Kenya (Kamunge, 1988). As a result of the challenges facing special needs education, a lot remains to be done if children with all forms of special needs are to be catered for. Teachers still need practical skills to assess and manage LD. It is in this light that IDEA (2002) asserted that the resources needed may not be available and teachers need to incorporate use of the Individualized education program in order to plan for the learning needs of the learner. The attainment of effective identification and placement in schools rests on proper training of teachers in assessment procedures and use of IEP in teaching and evaluation of learners with LD and EBD (Kamau, 2005).

Unfortunately, training of teachers in special needs education is more theoretical than practical and we are having situations where some of the teachers with special education

training don't know what to do when they are finally sent out. Their competencies are not reflected in their attitude towards learners with LD and behavioural problems (Kithaka, 2004). Acknowledging these situations, the Report of the task force on of Inquiry into the Special Needs Education in Kenya (Republic of Kenya, 2003) refers to LD as a complex emerging area probably because not much research has been undertaken in the area. It recommends that the Kenya Institute of Curriculum Development (KICD) develop guidelines for teachers to assist children with specific learning disabilities in regular classrooms, and the Kenya National Examinations Council (KNEC) take cognizance of these children and plan examination papers and schedules with these children in mind. The good of the recommendations was not realized for learners with LD because major improvement have been made in the areas of Visually Challenged learners, those with Physical challenges, those with Hearing challenges and finally those who are mentally challenged (Koech, 1999).

Working with students with antisocial behavior requires a teacher to understand the developmental factors. Most students entering high schools bring to the school an increased sensitivity to environmental factors because some have been in environments where their basic needs have not been met. Kauffman and Landrum (2009) noted that some students entering high schools have already been damaged emotionally by debilitating effects of poverty, neglect, abuse, divorce, drugs, rejection and have not benefitted from ongoing positive parental bonding and attachment. Such learners have lost a sense of trust for adults; they have not developed the necessary pro-social skills for group interaction. Consequently, the students have low frustrations tolerance, misperceive social interactions

and their social /emotional needs dominate their behavior and disrupt the learning process, (Jones, Dohrn & Dunn, 2004). In light of the challenges highlighted here, the present study sought to establish how the teachers' competencies in understanding the learners with LD and behavioural problems contribute to behavior difficulties.

Accommodation and modification of the learning environment for learners with LD and emotional behavioral disorders is vital (Fuchs & Fuchs, 2007). These students have unique learning needs which must be addressed while still preserving the integrity of the lesson by providing for their access to the general education curriculum. This may involve changing the delivery of instruction and/or the method of assessing the performance of students without significantly changing the content and concepts in the curriculum in order to accommodate the learners with LD. The current study sought to establish how the teachers could accommodate the learners with LD and behavior problems in the school system for academic success. It also sought to establish how they could modify their teaching skills and content to suit the learners with LD and behavior disorders considering that the LD group is a heterogeneous group with each learner therefore requiring a wide range of accommodations and modifications to meet his/her learning needs (Polloway, Patton & Serna, 2008).

2.3 The Influence of Behaviour Problems on Academic Performance

Academic failure is a well-documented characteristic of children with emotional and behavioural disorders (EBD) (Lane, 2005). The academic achievement of students with emotional and behavioural disorders is significantly lower in comparison to their typically

achieving peers (Kauffman & Landrum, 2009). There are high chances that this population of students is likely to experience less overall school success than any other subgroup of students with or without disabilities (Landrum & Kauffman, 2006). Below average achievement, higher incidence of grade retention, lack of motivation, absenteeism rates, movement in and out of schools, and adjustment issues are just a few areas that present challenges for students with behaviour problems (Konopasek, & Forness, 2004).

A meta-analysis conducted by Witt, VanDerHeyden and Gilbertson (2004) examined the academic performance of students with behavior disorders and LD. This quantitative research review compared the academic performance of students with behavioural problems and LD to age equivalent, typically achieving peers to determine if differences in academic status existed. The results indicated a weighted mean effect size of (- .69) suggesting a significant difference in the academic performance of students with behavior problems and LD compared to their typically achieving peers across all academic subject areas. In this case, 75% of students in the social behavior problems and LD group scored below the mean of the contrast group. In 89% of all comparisons in this study, students with behavior problems achieved lower scores in academics than any other group. The studies established that students with behavioural problems and LD demonstrated significant academic deficits. This information was used to establish the situation in schools in Kenya.

Although there is an apparent link between low academic achievement and behavior problems, there is little evidence available regarding which one of the two came first; the

academic problem or the behaviour problem (Stichter, Conroy & Kauffman, 2008). Whether or not the socially externalized or internalized behaviour causes the academic deficits or the academic deficits cause the behaviour problems, both engage in a reciprocal relationship that have a definite impact on students' future outcomes (Stichter, Conroy and Kauffman, 2008). Learners with LD experience challenges in academic work: LD leads to learning difficulties, it is necessary to address the LD condition appropriately to decrease the behavioural problems among learners. Learning disabilities and behavioral problems coexist is with social behaviour. Children with learning disabilities have problems with familial and peer relationships. This may be the result of cognition processing problems which make it difficult for LD children to pick and interpret social cues accordingly. They may result in avoidance behavior to compensate for their weaknesses (Wiener and Schneider, 2002). This type of behaviour is often used as a defense to avoid stress generated by social interactions. Children who are unable to develop avoidance defenses may use irritable or aggressive behaviour to cope with stress associated with social interactions. This implies that the behavior problems among learners with LD influence their relationships in class with the teachers and their peers and should be addressed appropriately.

In recent years, researchers have examined the relation between various subtypes of EBD and academic performance. For example, Brendtro (2001) reported a relation between conduct and oppositional problems (Diagnostic and Statistical Manual of Mental Disorders-III (1994) and academic achievement in a convenience sample of elementary and secondary age students with EBD. The study established that failure to perform well

in academics might manifest itself in various forms of problem behavior and different levels of severity and may involve problems such as confrontation with the teacher or another pupil, making silly noises during the lesson, interruptions during instructions or particularly during a demonstration or explanation, failure to settle to the task and complete the task within the assigned period. Others may manifest bullying or threatening behavior to their classmates or study group members, rudeness to the class teacher/teaching assistant/other students and misuse of practical or other equipment for example constantly turning a desk in the classroom or workroom or pressing the foot pedal hard on the sewing machine so that it goes too fast, (Lane, 2005). The studies clearly indicate that some of the behavioural problems identified among high school learners are related to learning difficulties hence need unique intervention measures that would seek to address the academic and social challenges associated with LD. The reviewed literature the learners with behavior problems and LD perform lower than their counter parts. Teachers spend more time addressing the behavioural issues than instructing them.

2.4. Behavior Management Strategies for Learners with Behavioural problems emanating from LD.

Behaviour management features near the top of student teachers' lists of concerns about teaching in the classroom; a fear of uncontrollable groups making learning and teaching impossible is a frequently expressed fear (Walker, Ramsey & Gresham, 2007). The students with learning disabilities and behavior problems manifest problems that interrupt the teaching and learning process for instance jutting out of class, poor concentration, acting out among others. Such a scenario is largely unlikely to occur if planning for early

intervention with the help of a behavior management specialist for effective learning is emphasized in the institutions.

Literature review reveals a multitude of behavior management strategies and interventions measures educators may utilize to help students with LD and other disorders to achieve academically, socially, emotionally, and behaviorally. Special educators often incorporate these interventions into students' individualized education plans (IEPs) or behavioral intervention plans (BIPs). Once a learning disability is identified in a learner, different kinds of assistance can be provided. In addition to specialized, explicit types of instruction, children with LD are entitled to have accommodations (such as extended time, readers, and note-takers) or modifications (such as abbreviated tests or alternate assignments) as appropriate. These guarantees are provided for children with LD by law, (Lerner, 2000). There is evidence of existing laws governing education of learners with LD in Kenya as there are for other areas of disability such as visually challenged, physically challenged and mentally challenged. The study will seek to establish if the existing laws in education cater for education of learners with LD and behavior problems and how they are implemented as far as behavior management is concerned.

Costello and Aurora (2007) identified the importance of conducting functional analyses or functional assessments to understand students' problematic behaviors. Functional assessments are directed at observations for purposes of analyzing the direct and indirect causes of behavior. According to Costello and Aurora, (2007), functional assessments or functional analyses enable educators to understand behavior itself as well as why

problematic behaviors occur. Once educators comprehend why problematic behaviors occur interventions can be developed and implemented to help students make more socially acceptable responses to behaviors. Kinyua (2013) asserts that the choice of intervention should directly be linked to the functional assessment. Further, the treatment approach should be multidimensional. The preference according to Kinyua (2013) is always to avoid the problem behavior in the first place, which is achievable via the first level of treatment. Passive behavior management does not imply inactive intervention; rather, it infers that the learner is indirectly involved in the procedure. Often, the first step may be to change the environment. This can involve either changing an actual aspect of the environment or teaching the people who interact with the child new skills. In fact, the majority of interventions often focus on changing something about the behavior of the people working with the child as a means of changing the child's behavior.

Birkett (2004) asserts that school heads and teachers need to adopt effective behavior management styles. They should be guided by IEPs containing specific objectives on how behavior will be managed. Such are prepared by a team comprising of school administration, class teacher, learning support assistant, parents, guidance and counseling teacher and a specialist in behavior management and, as much as possible, the student. Other professionals working with the students such as, different therapists and the social worker should be involved in drawing up the IEP. The process of monitoring and updating the IEP upon evaluation of the progress on change of behavior should be a continuous process. The study will seek to establish how this is practiced in high schools in Kenya.

Specific objectives for behavior change can easily be incorporated into students' BIPs and IEP goals. Research suggested that special education strategies may benefit children experiencing EBD. Walker *et al* (2007) for instance proposed the importance of self-management strategies in a study. Specifically, the researchers found improvements in academic productivity and on-task behavior, as well as a reduction of inappropriate behaviors when self-management strategies were implemented. The researchers identified three components of a self-management plan which include: self-monitoring, self-evaluation, and self-reinforcement. According to Walker *et al*, (2007) educators can implement a self-management plan by "identifying and operationally defining the behavior to be changed, determining the criteria for mastery, using baseline data, discussing inappropriate and appropriate behaviors, introducing the system for self-management, and providing guided practice" (p.17).

Appropriate disciplinary actions are grouped into punitive, preventive and behavior modification (reward) methods. Punitive actions are those disciplinary methods which inflict punishment on a student with an aim of deterring the student from committing the crime. However, punishment is effective if it is commensurate with the offence, perceived by the student as punishment and delivered with support (Craft, 2004). To be effective, punishment should never appear arbitrary. To punish students in arbitrary ways can be a cause of much resentment and hostility. Effective frequently used punishments in schools include depriving students of privileges, mobility and company of friends (Nyaga, 2004).

The behavior modification (reward) methods refer to the provision of reinforcement for instance, observing and commenting positively on good behavior (Craft, 2003). In a study by Gathenya (1992), on management of secondary schools in Kenya, it was concluded that rewards are very effective means of maintaining behaviour in students. The fact that some head teachers defined clearly the type of reward that should accompany certain behavior motivated students to strive to behave well to get the reward. The students attained even higher standards of behaviour (Gathenya, 1992). Furthermore, most modern educationist in Europe and North America advocate a disciplinary policy focused on positive reinforcement with praise, merit marks, house points and the like playing a central role in maintaining behavior. Thus effective behaviour requires the consent, either explicit or tacit, of parents and pupils, (Jones *et al.*, 2004).

2.4.1. Challenges Teachers Face While Enhancing Student Behaviour

Muchiri and Robertson (2000) observe that the provision of educational opportunities for Kenyan children with disabilities is still uptight with many problems. Educational needs of children with behavioral and emotional disorders are not being adequately addressed. Despite many problems, including lack of funding, facilities, and trained personnel, encouraging progress is being made towards inclusion of learners with LD and behavior disorders. The legal framework in which special needs education operates within a particular country shapes the way special education is implemented (Emam and Farrell, 2009). Policy documents such as the national SNE Policy (2009), Persons with Disability Act (2003), and the Kochung Report (2003) are slowly implemented (Kinyua & Wambugu,

2015). This implies that the policy implementers should be more receptive to the needs of individuals with disabilities than they are currently.

The challenges secondary school teachers face when enhancing student behaviour include political interference, parents interference, restriction by law, lack of support by superiors, teachers being poor role models, inappropriate knowledge on disciplinary actions and drug abuse by students. This implies that effective methods of maintaining behaviour in schools are varied. The measures used in managing behavior should revolve around the issues of equity, discipline, schools safety and legal rights of learners. In fact, occasionally, poor disciplinary management within the school can cause a more general breakdown in order, for instance, violence against teachers and other children (Kinyua& Wambugu, 2015).

The attributes, habits and other activities of parents strongly influence their children which in turn influences school behaviour (Nyaga, 2004). Due to threats from some influential parents, teachers may suspend taking disciplinary measures like suspensions for the fear that the influential parents may have it terminated altogether and the student readmitted unconditionally (Okumbe, 2001). In America, head teachers are ordered to use “suspended expulsion” and he/she has no right to punish or suspend the student before summoning the parents for a conference with the school. A suspended student is even allowed certain rights by the United States Supreme Court and whenever such cases are taken to court, the principal loses.

In Kenya, teachers have been ridiculed, humiliated and fined in courts of law for disciplining students. A case in point is Murray Secondary, TaitaTaveta, where four students who had been suspended for leaving the school without permission sued the headmistress, the chairperson of the board of governors and the Coast provincial director of education. The principal is restricted to a few alternative measures and often results to ineffective measures like ignoring the student misconduct altogether. In Njorua secondary, Laikipia district, three teachers were taken to court and accused of failing to stop students from burning the school dormitories (Daily Nation 2011, July 26).

According to Okumbe (2001), teachers are required to be a role model or a shining example at all times. At Ndanai secondary, Bomet students went on rampage accusing some of their teachers of being habitual drunkards (Rono and Gichana, 2006). In Maragwa district, more than 100 students at Gakara secondary rioted citing indecent dressing by some of the female teachers for example, mini-skirts, which disrupted their concentration on studies (Daily Nation 2003, November 4). Students set a dormitory on fire at night complaining that those scored below 40% in mathematics and sciences were forced to repeat classes (Rono and Gichana, 2006). At the classroom level, teachers encounter challenges of students' negative attitude towards learning, lack of funds, inadequate time for teaching, heavy teaching load, large classes and lack of teaching materials (Mukundi, 1999). In South Africa, the decline in education standards is blamed on staff shortages, an AIDS epidemic that has struck many teachers, overcrowded classrooms and lack of textbooks.

Lack of a uniform system of reporting is a challenge to behaviour in secondary schools. Uniform system of reporting on current extent of criminal and other disciplinary incidents, helps pinpoint problem areas and enables administrators to evaluate the success of disciplinary action (Gaustad, 1991). According to Gaustad (1991), written policies should be developed with input from everyone who would be affected by them. Teachers input are especially important because their support is crucial to plans success. Parents and community representatives to some extent should also be involved in policy development. They may have excellent suggestions based on their interactions with students (Kerosi, 1987).

2.5. Summary of the Literature Reviewed

Education has long considered the effects of behavior on learning. There is however no effort to address a situation where by the child lacks the necessary skills to perform expected tasks and displays behaviors that help him avoid or escape these undesirable behavior problems. A student with learning disability may result in an emotional battering that impacts their daily interactions at school with teachers and his/her peers, with parents at home, and other members in the community. These behavior problems left unattended compound in the life of the learner with visible effects on poor academic outcomes. Given the identified characteristics, learning disabilities are not confined to any one region of the world. Kenya has not invested in identification of learners with LD and behavior problems. Therefore behaviour management strategies defined in the existing policy documents do not deliberately target this category of learners.

Existing research data that have been reviewed span both developed and developing countries. The gaps were established in the area of social characteristics manifested by learners with LD. The connection between LD and behavioural problems is not well established through research. The school factors escalating the existence of LD and behavioural problems among learners with LD have not been investigated in Kenya. Therefore, the Behaviour management strategies applied to address the behavioural problems emanating from LD are not beneficial to the learner. The teachers are ignorant of the connection between LD and behavioural problems hence stigmatize the learners. Limited research on the link between LD and behavioural problems has been conducted in countries like United States of America with the consequence that teachers may not be aware of the manifestations or the prevalence of learning disabilities.

In Kenya, studies on management of behavioural problems for pupils with LD are not systematically researched and documented. Most of the researches that have been conducted in Kenya are on learning disabilities, reading and mathematics problems, parental involvements but not in management of behavioural problems manifested by learners with LD. Considering that LD is regarded as a complex emerging area in the country, its prevalence and associated behavioural problems is hardly known. Intervention measures for LD and behavioural problems are more effective if they are applied at the right time. Therefore, it is imperative that teachers are able to identify the behavioural problems associated with LD and tackle them. The current study contributes towards plugging this gap.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter describes the methodology that was adopted by the researcher in order to reach the sample population, collect and analyze data to answer the research questions. It consists of the research design, target population, sample and sampling procedures that was used, data collection instruments and their administration on the respondents alongside the data analysis procedures that were used.

3.2. Research Design

This study applied a descriptive survey design utilizing both qualitative and quantitative approaches. It was chosen because it is not only restricted to fact finding, but often results in formulation of important principles of knowledge and understanding of the research problem. It also enables use of qualitative data in supplementing any bias that would arise from quantitative data. This design involves measurement, classification, analysis, comparison and interpretation of data (Orodho, 2004). Jackson (2009) asserts that, in descriptive survey design, the subjects or participants are observed in a natural and unchanged environment.

Descriptive research may be a pre-cursor to future research because it can be helpful in identifying variables that can be tested. In addition, the finding may point the researcher to specific variables that may be impacting educational issues that warrant further study. According to Mugenda and Mugenda (2003), this method portrays the factual issues about

the area under investigation. The data collection allows for gathering in-depth information that may be either quantitative (surveys) or qualitative (observations or case studies) in nature. This allows for a multifaceted approach to data collection and analysis.

Creswell (2014) observes that descriptive research design is used when data is collected to describe persons, organizations, settings or phenomena. The researcher opted for a descriptive research design because it involved eliciting opinions of the teachers as regards to their view of the various behavioural problems, their characteristics and the intervention strategies adopted in managing learning disability to achieve academic excellence. This design further provided insight into the research problem by describing the variables of interest. This technique allowed the researcher to draw conclusions about the relationship existing in the population and also characterize their phenomena. This method also facilitated the drawing of inferences and helped in maintaining the continuity of the research process. The descriptive survey design was used because of the need to infer and generalize the findings to the target population. Since there are many schools in the district, representative samples were used to generalize results to cover the entire population.

3.2.1. Variables

3.2.1.1. Independent Variables

The independent variables were split into two categories namely: the learner factors, and the school/teacher factors. The learner factors included behavioural problems manifested learners with LD; the school/teacher factors included: the curriculum factors, teacher

related factors (such training and attitude), and the behaviour intervention strategies applied to manage behaviour in schools. The intervention strategies are expected to enhance appropriate behaviour in the learner that would help the students resolve behaviour issues promptly before they deteriorate into serious problems that affect learning. Behaviour Intervention plans are also expected to be more appropriate and deliberately target the unique nature of needs of learners with disabilities for improved academic achievement; the dependent variable in this study.

3.2.1.2. Dependent Variable

The dependent variable for the study is academic performance of the pupils with behavioural problems and learning disabilities. Academic performance refers to the ability to study and remember facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge, and being able to think for yourself in relation to facts and being able to communicate your knowledge verbally or down on paper (Nyagosia, 2011). Academic achievement on the other hand represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic performance should be considered to be a multifaceted construct that comprises different domains of learning. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative

knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates.

3.2.1.4. Intervening Variables

Intervening factors that influence behaviour intervention strategies for learners with learning disabilities included: social skills of the learner with disabilities in solving issues related to problem behavior. Socio skills include issues like ability to make judgment in social relations, sustaining acceptability among peers and interpret social cues. Often children with learning disabilities have problems with familial and peer relationships. This may be the result of information processing problems which make it difficult for LD children to pick up social cues. This in turn may result in avoidance behavior or end up in conflicts with their peers. The resultant behaviour is often used as a defense to avoid stress generated by social interactions. Children who are unable to develop avoidance defenses may use irritable or aggressive behaviour to cope with stress associated with social interactions.

U.S. Department of Education (2006) assert that there exists a discrepancy model is the traditional way to diagnose a learning disability when a professional gives a cognitive assessment (intelligence test). Information processing deficit in a student with learning disability will be typical as an area significant weakness. For instance, a processing deficit in visual motor ability indicates that the child has difficulty interpreting visual information which could impact reading and decoding words.

Parental involvement (or support) refers to a multi-dimensional construct that refers to the engagement of significant caregivers into the education of their children at home, such as helping their child with homework, and at school, such as communicating with their child's teacher and supporting their child in school. It has often been characterized in two sub-types, home-based and school-based. Home-based involvement is generally defined as interactions taking place between the child and parent outside of school. These parental behaviors generally focus on the individual child's learning-related behaviors, attitudes, or strategies, and include parental activities such as helping with homework, reviewing for a test, and monitoring the child's progress.

3.3. Location of the Study

The study took place in Nyeri County, which is located in the central region of the country. It covers an area of 3,337.2 Km² and is situated between longitudes 36⁰38" east and 37⁰20" east and between the equator and latitude 0⁰ 38⁰ south. It borders Laikipia County to the north, Kirinyaga County to the east, Murang'a County to the south, Nyandarua County to the west and Meru County to the northeast. The county is divided into eight administrative sub counties that includes; Kieni East, Kieni West, Mathira East, Mathira West, Nyeri Central, Mukurweini, Tetu and Nyeri South. The county has a population of 707,003 comprising of 346,311 males and 360,692 females in 2013 as projected from the 2009 population and housing census. The main economic activity in the county is commercial and subsistence farming (County Government of Nyeri, 2015).

According to the Ministry of Education (2014), Nyeri County has 233 secondary schools; of which 211 are public owned secondary schools and 22 are private owned secondary schools. The total enrollment in the 211 public schools is 64,368 students. The public secondary schools are further broken down into three categories by accommodation type namely: Day schools (45); Boarding schools (128), and Day & Boarding Mixed types (38). Of the 211 schools, 18 are Boys' Only schools; 28 are Girls' only schools; and 128 are Mixed Boys & Girls types (MoEST, 2014).

3.4. Target Population

Nyeri County has 211 public secondary schools (MoEST, 2014). Out of these, the County has 2 national schools, eight (8) sub county schools formerly known as district schools, 16 extra county high schools formerly known as provincial schools, 11 county schools and 175 district school forming a total of 211 high schools by 2014. A school principal, assisted by one deputy head teacher, heads each of the 211 schools. The number of teachers varied from one school to the next. However, the total teachers' population in all the secondary schools is 3,141 teachers (2,501 employed by the government and 640 employed by the Board of School management (BoM) [MoEST, 2014]. The population for the pupils was drawn from form three classes in the 25 extra county schools¹ in Nyeri County. The form three students are unique for the study because they have been present at their respective schools for more than two years and are actually rigorously preparing themselves for KCSE candidature in the following year.

At form three level, the teachers would also have carried out several evaluation tests that would be useful to the researcher to identify those with LD. Research shows that the prevalence of students with learning disability is between 20 and 30 percentage average (Lerner, 2000). Anecdotal evidence from the targeted schools was used to determine the population of pupils with LD as well as the population of pupils with both LD and behavioural problems. This meant that the target population under investigation was 241 students specifically those with LD and having behavioural problems. The target population also included 25 principals of the extra county schools, 25 deputy principals as they are in charge of maintaining discipline in the schools and 25 class teachers of the form three students.

3.5. Sample and Sampling Methods

3.5.1 Sampling Methods

The sample of students was drawn from students at form three level in each of the targeted schools. The form three class teachers, language teachers and mathematic teachers were given a checklist to assist in identifying learners with LD. They were thoroughly trained to enable them identify the learner with LD and behavioural problems for use in the study. The teachers were guided on how to professionally score the students and indicate on the columns provided. An adapted checklist by Kinyua, (2008) based on characteristics of learners with LD was successfully used to identify those learners with LD for further screening for learning Disabilities and behavior problems (Appendix A).

Behaviour characteristics indicated in Appendix A are exhibited by all students in one way or the other. However, for this study, a thorough approach was applied in screening the population for students manifesting these behavioural problem characteristics. This was based on Lerner's (2000) identification of three behavioral characteristics of individuals with LD individuals with learning disabilities: social skill difficulties, psychological processing deficits and information processing problems.

First, the teachers were trained by the researcher on the traits to observe and relate them to condition of learning disabilities. Secondly, the observations for the students were to span over a period of 3 months, which constitutes a full school term. This eliminated the likelihood of scoring a case as having LD based on spontaneous manifestation of behaviour. The population obtained from the screening stage was treated as the main sampling frame for the study. The researcher had made a checklist for teacher to use based on behavioural problems that was used to identify students with behavioural problems among those learners with LD (Appendix B).

In selection of the students with LD and behavioural problems, stratified random sampling technique was used, with sample allocation based on probability proportion to size. Out of 241 students, 90 students were sampled from all the 25 sampled schools. This represented 37.5% of the targeted 241 students. This proportion was evenly distributed across each school in order to determine the number of sampled students out of the total students found to have learning disabilities and behavioral problems (See Table 3.2). The proportion of 37.5% was guided by Kothari (2004) guideline that samples for descriptive studies should

be in the range of 10% to 40% of the sampling frame. The nature of behavior problems manifested by the target population of the student was used by the principals and the principals, deputy principals and class teachers in providing the required data in behavior management strategies. In selection of the class teachers, principals and the deputy principals; purposive sampling technique was applied. The sample therefore included 25 class teachers, the principals of the 25 schools and the 25 deputy principals who were purposively sampled. Table 3.1 below provides a summary of how the sample of the students, the principals, the deputy principals and the discipline masters was arrived at.

Table 3.1: The Sampling Design and Sample Size

S/NO	SCHOOL CODES**	Number of sampled Principals	Number of Sampled Deputy Principals	Criterion for sampling students with LD and behavioural problems		
				Students found to be with LD and behavioral problems	Sample Probability Proportion to size (90 out of 241)	Sample size after probability proportion to size allocation
1	NH	1	1	14	37.5%	5
2	GH-1	1	1	9	37.5%	3
3	TMH	1	1	14	37.5%	5
4	KH-1	1	1	8	37.5%	3
5	KH-2	1	1	15	37.5%	6
6	GH-2	1	1	9	37.5%	3
7	STH	1	1	15	37.5%	6
8	KH-3	1	1	12	37.5%	5
9	KB	1	1	8	37.5%	3
10	CG	1	1	8	37.5%	3
11	CB	1	1	9	37.5%	3
12	OG	1	1	9	37.5%	3
13	OB	1	1	11	37.5%	4
14	MB	1	1	8	37.5%	3
15	NG-1	1	1	7	37.5%	3
16	KG-1	1	1	13	37.5%	5
17	GG	1	1	8	37.5%	3
18	KH-4	1	1	11	37.5%	4
19	KH-5	1	1	8	37.5%	3
20	MEG	1	1	10	37.5%	4
21	KG-2	1	1	6	37.5%	2
22	BGG	1	1	7	37.5%	3
23	NB	1	1	8	37.5%	3
24	MG	1	1	6	37.5%	2
25	NG-2	1	1	7	37.5%	3
TOTAL	25	25	25	241	37.5%	90

**** As per ethical guidelines**

3.6. Data collection

3.6.1. Data Collection Method and Technique

The researcher sought permission from the schools that were sampled for the study. This was followed by making appointments by telephone mode or physical visits whichever applied. The questionnaires were presented and personally for administration to the schools. The data was collected from class teachers and deputy head principals using questionnaires (Appendix B) using a drop-and –pick-later technique. They were allowed a two weeks duration interval to enable them complete the given questionnaires. The data from principals of institution was collected through interview method by the researcher. The researcher conducted exhaustive interviews with the respondents and recorded all the information obtained in a notebook. However, to eliminate possible bias the researcher did not hint or guide the respondents on the nature of expected responses.

3.6.2. Data Collection Tools

Questionnaires for Deputy Principals

A questionnaire is a set of questions or statements that assesses attitudes, opinions, beliefs, and biographical information (McMillan & Schumacher, 2001). The questionnaires were considered economical, ensuring anonymity, permitting use of standardized questions and they ensure uniform procedures, provide time for subject to reflect on the response and are easy to score. According to Kombo and Tromp (2006), a questionnaire is a research instrument that gathers data over a large sample. It can reach a large number of subjects who are able to read and write independently. A questionnaire enhances anonymity of

respondents and uniformity in framing of questions, thus, allowing comparability. Open ended and closed ended questionnaires were used.

The questionnaire consisted questions on the nature of behavioural problems manifested by learners with LD, the school factors contributing to behavior problems, the learner and teacher factors contributing to behavior problems and the effects of behavioural problems on learners' academic achievement and behavior management and intervention strategies, all in line with the research questions. The questions sought information on manifested behavior problems, policy guidelines by the education Ministry, common disciplinary measures instituted to manage behavior and challenges encountered by teachers and school authorities in effective management of behavior problems among learners with LD (see Appendix D). The information obtained from the respondents was based on the information on the learners under study based on the checklists used to identify them (Appendix A).

Interview Guide for Principals

An interview is an oral administration of a questionnaire which entails face to face encounter with the respondent (McMillan & Schumacher, 2001). An interview guide is usually used for face to face interaction with the respondents and especially where issues need to be well clarified in search of in-depth information. The interview schedule was administered on principals and their deputies. It included sections that sought demographic information, decision-making roles and other questions derived from the research questions. It also contained items on policies issues, strategies used and challenges they encountered in managing behavior problems among a learners with LD. The questions also

sought opinions on the ways of improving behavioural management strategies by stakeholders (see Appendix C)

3.7. Piloting of Tools

A pilot study was conducted in Kirinyaga County which is within the central province; and neighbors Nyeri County to the East. It was also selected because it had similar features as the other county under study. The county was also a random selection for the pilot, out of the other counties that border Nyeri County. According to Orodho (2008), the purpose of the pilot was to assist the researcher discover any weaknesses in the instruments and improve on them. The principals, class teachers, and discipline masters were used during the pretesting. Principals were used only in the pretesting of the principals' interview guides. The class teachers and the discipline masters were used in pretesting of the other set of tools; with major focus being on testing the efficacy of the tools to identify the learners with LD amongst the form three students. The purpose of the pilot was also to test the reliability and validity of the instruments used in the study as well as to check the suitability and level of language used in the tools. In addition, the pilot helped gain basic administrative experience in conducting research in preparation for the group survey.

The pilot study was conducted for a period of two months and targeted five schools namely: Kianyaga Boys; Kerugoya Boys; Kabare Girls; Ngiriambo Girls and Karoti Girls. Each of the schools was visited at a time. This was purposively done by the researcher to minimize the possible errors that would arise when administering one questionnaire across various schools with varied characteristics (for example: single gender schools; mixed gender

schools; boarding schools; and much more). The targeted respondents were pre-selected from three students from the pilot sample schools. During the pilot study, the respondents provided answers to all questions. They were allowed adequate time before answering the questions for purposes of clarification on all the responses, which helped in eliminating ambiguous items and ensured the validity of the items.

3.7.1. Validity of instruments

Validity of an instrument is the degree to which an instrument measures what it is supposed to measure and consequently permits appropriate interpretation of scores (Nachmias F, & Nachmias D, 1996). Before the research instruments were administered to the sample population, there was need to validate them. To ensure validity of the instrument, the researcher reviewed the instrument with peers and the supervising lecturers. This assisted in examination of the content and the degree to which the instruments would gather the information intended.

3.7.2. Reliability

Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials (Mugenda & Mugenda , 2003). Berthoud (2000) states that a reliability index of a minimum of 0.8 is satisfactory for any research instrument. According to Bramble and Mason (1997) instruments with a reliability index of 0.5 or higher can be used to collect data. The instruments were pilot tested on twenty respondents from the Kirinyaga County under focus. Split half reliability and coefficient alpha was used to test the reliability of the tools. Split-half reliability determines how much error in a test score is due to poor test construction. It was calculated by administering the test once and then

calculating the reliability index by coefficient alpha or the Spearman-Brown formula. For the purpose of this study, the split-half reliability test was conducted using the Statistical Package for Social Sciences (SPSS).

The purpose of pre-testing the tools was to ensure that items in the questionnaires were stated clearly and had the same meaning to all respondents. This provided a trial run for the data collection. Table 3.2 below presents the results from the reliability tests. The results show that for both Appendix A and Appendix B, the reliability tests' coefficients ascertained that the instruments were reliable enough to gather the right information since the Cronbach's Alphas were way above the benchmarked values of 0.50 (Hair, Anderson, Tatham, & Black, 1999).

Table 3.2: Results of the Reliability Tests

<i>Tool</i>	<i>Number of items</i>	<i>Alpha (Cronbach)</i>
Appendix A	26	0.793
Appendix B	10	0.939**

** Reliability for the original scale was 0.74 (Gordon, 2009)

3.8. Data Collection Procedures

After getting a research permit and the necessary clearance from the relevant authorities on the ground data collection proceeded as follows. Checklists containing characteristics of learners with LD and behavioural problems (Appendix A) were used to identify learners who have LD and behavioural problems. The researcher trained the class teachers for a period of four months to ensure that they were competent in using the checklist to identify

learners with LD and behavioural problems. The classroom teacher was guided on how to fill in the checklist to enable the researcher identify learners with learning disabilities and behavior problems. During the main fieldwork, the class teachers filled in the questionnaires using the sampled learners with ED as a point of reference. Therefore, no learner who was assessed and found to have LD that was eliminated from participating in the study.

The researcher further sought to collect data on behavior disorders. Another checklist in form of a rating scale (Appendix B) was presented to the class teachers. They were thoroughly trained to complete by ticking (√) on the type that a learner manifested over a period of three months preceding the date of the study. The aspects of behavior investigated were based on the key thematic areas shown in Appendix B. For face-to-face interviews with school principals and the deputy principals; the researcher booked appointments prior to administering the interviews.

3.9. Data Analysis and Interpretation

Data analysis is the process of bringing orderly structure and meaning to the mass of information collected. It involves examining what has been collected and making deductions and inferences (Kombo & Tromp, 2006). The primary data obtained from the questionnaires was checked for omissions, legibility and consistency before being coded for analysis. SPSS tool (Statistical Package for the Social Sciences) was used to organize, code, and analyze both quantitative and qualitative information. Inferential statistics were used to present the data either on individual variables or all the variables together. Neuman

(2009) indicates the main advantage of this approach as including many ways to manipulate quantitative data and containing most statistical measures.

The distributions of the points on the X-Y graphical interface (with assistance of SPSS tool) were used to test for the disparity of data or normality thereof. This was used to ensure there was no biasness in sampling method and the data can represent the population. Factor analysis as defined by Gall M, Gall J, and Borg (2015) is a statistical procedure for reducing a set of measured variables to smaller number by combining those that are moderately or highly correlated with each other. Factor analysis was carried out to remove any redundant data collected. This was done by assistance of SPSS tool of analysis. Any factor loading less than 0.3 were dropped from the model following recommendation of Kothari (2004).

Factor analysis was performed on the questionnaires' results from the assessed students to ensure internal reliability by ensuring that all factors identified within the construct were factors that directly relate to the construct in question. Factor analysis is a statistical procedure which enables the underlying dimensions of a questionnaire to be determined (Kline, 2000). An exploratory factor analysis (EFA) was used based on the principal component method while varimax rotation technique was conducted using SPSS package to detect the factor structure in the observed variables, and filter out the dominant school-based factors that contribute to behavioural problems among students with LDs.

To examine whether the data set was appropriate for a factor analysis, the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Barlett's Test of Sphericity were

utilized. Table 3.3 shows that the KMO statistic showed 0.864 with a P-value of less than 1%, the critical level of significance of the test. For the data set to be regarded as appropriate for factor analysis the value of KMO should be greater than 0.5 (Field, 2000). In comparison with these cut-off levels, the KMO result was very high. Barlett's Test of Sphericity was also highly significant (Chi-square = 183.528 with 45 degree of freedom, at $p < 0.01$), indicating that the correlation matrix could be generating when cross-correlating between the dependent and the independent variables. These results provide an excellent justification for the use of factor analysis (Kline, 1998). Therefore, it was concluded that a factor analysis of the scale items would be appropriate.

Table 3.3: KMO and Bartlett's Diagnostic Tests for Factor Analysis

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.864
Bartlett's Test of Sphericity	Approx. Chi-Square	183.528**
	d.f.	45
	P-value	.000

**** P-value < 0.01 (The critical level of significance for the test)**

Initial statistics from a principal components analysis were used to generate a components coefficients score matrix. The component score coefficient matrix method (Cattell, 1978) for the selection of an appropriate number of factors for extraction is generally considered to be the most suitable technique (Kline, 2000). However, to determine the minimum loading necessary to include an item in its respective construct, and hence consider it a dominant factor; Hair et al. (1995) suggests that variables with loadings greater than 0.3 are considered significant; loadings greater than 0.4, more important; and loadings 0.5 or

greater are very significant. In this study, only variables with factor loadings of 0.50 or higher were reported as significant.

Qualitative data was derived from the open ended questions in the questionnaires and the interview guides. The responses were organized in line with the research questions. This was followed by writing of descriptions based on the data collected. Content analysis method, which involves classification of field codes into themes, was used to analyze qualitative data.

3.10. Logistical and Ethical Consideration

The researcher obtained a research permit granting authority to conduct the research from the National Council for Science, Technology and Innovation (NACOSTI) (Appendix G). The authority to visit the schools and the County education offices was sought from the County Director of Education at the Nyeri County offices. More so, prior to requesting for data from the students and teachers targeted in the study, permission was obtained from their respective school principals. Given that all the learners were minors (aged below 18 years), their consent to participate in the study was collectively obtained from their respective class teachers. The students were minors hence the permission to use them a study population was sought from their parents. The schools were mainly boarding schools hence the researcher was invited on the academic days when all parents were invited. The researcher ensured that only willing respondents took part in this study. Consent was sought through a consent form (Appendix F) which was designed to give respondents relevant information on the study in order for them to make an informed decision to

participate. A good rapport was also build with all the respondents to ensure honesty while responding to questions. In addition, the researcher revealed her contacts on the consent forms to build confidence from the respondents (Appendix F).

Every effort was made to keep the identity of participants anonymous. In this regard, participants were not named in research documents. All transcripts, codes and other research materials that could provide clues on the identity of participants or jeopardize their safety were destroyed as soon as data had been transcribed. Any sensitive information provided by the teachers or school administrators or other key was kept confidential. Additionally, in the data forms, the names of the schools were coded to ensure that there was no way a particular data form could be linked to a specific school. Ethics also demands for high levels of confidentiality right from the beginning to the end of a study. Therefore, assurance of confidentiality before the commencement of the study was necessary because it encouraged the respondents to be honest.

Ethical considerations also involved ensuring that there was no psychological harm on learners as they were under observation over a period of at least four months. Since the research involved a study on behavior, high sense of objectivity was ensured to avoid victimizing learners. Care was taken to avoid taking advantage of the willingness of the respondents taking part in the research.

CHAPTER FOUR:

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1. Introduction

The purpose of this study was to investigate the behavioural intervention strategies and their influence on academic achievement among learners with LD in form three in extra county high schools in Nyeri County .The study was aimed at investigating on the behavioural intervention strategies that could be used to intervene on behavior problems among learners with LD. The behavioral Intervention strategies were considered to be appropriate if they could assist the learners attain adequate self-efficacy social skills, attend to psychological processing deficits common in learners with LD and develop appropriate information processing skills and necessary in dealing with behavioural problems associated with learning disabilities. The major output would be realized in improved academic excellence. Specifically, the study was guided by the following four specific objectives:

1. Analyze the behavioural problems manifested by learners with LD in form three in Nyeri County.
2. Discus school factors that contribute to behavioral problems among learners with LD.
3. Examine and analyze the effects of behavioural problems on academic performance of learners in selected schools
4. Investigate the behavior intervention strategies used in dealing with behavioural problems among students with learning disabilities.

The study achieved a 100% response rate since all the targeted schools were reached and the responses received were validated for the next stage of analysis.

4.2. General Profile of the Sample

4.2.1. Gender of the Students Assessed for Behavioural Problems and LDs

With regard to the gender of the students assessed for behavioural problems and learning disabilities (LDs), the findings reveal that there was a fair split on gender of the subjects of the study with boys being 44% and girls being 56%. These findings are inconsistent with empirical literature that states that more boys are characterized with behavioural problems and learning disabilities than are girls (Brugha et al., 2007; Cunningham, 2017). However, this skewed phenomenon was occasioned by a sample that was more targeted unto “girls’ schools only” types of schools than the “mixed gender” type of schools (See Figure 4.1). This was also occasioned by the fact that the majority of the extra county schools were ‘girls’ only schools.

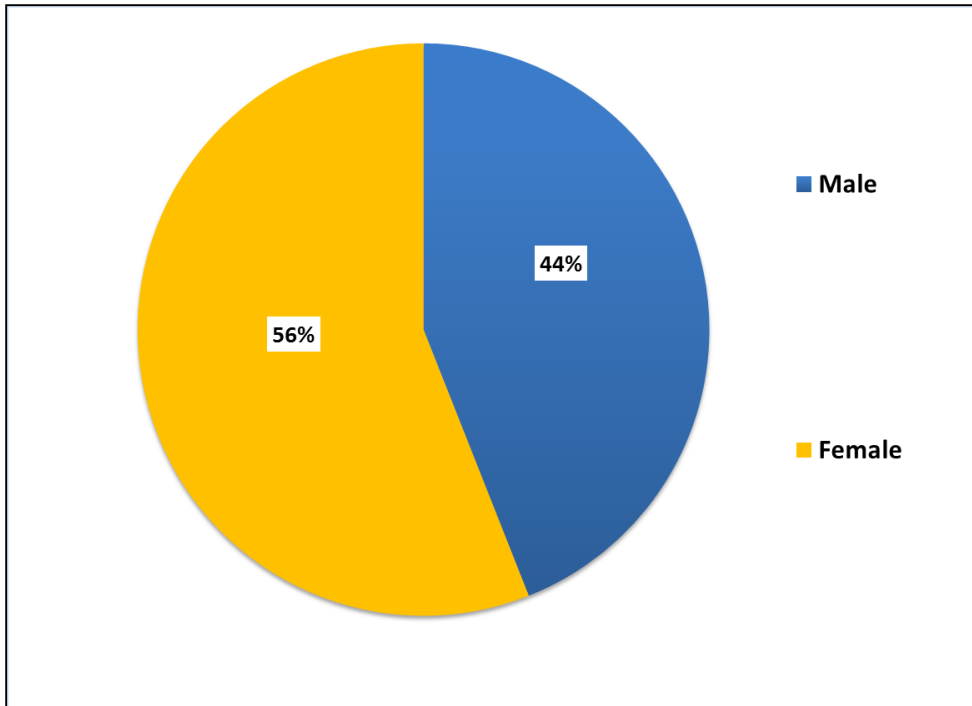


Figure 4.1: Gender of the Students Assessed for Behavioural problems and LDs

4.2.2. Age Distribution of the Students Assessed for Behavioural problems and LDs

Figure 4.2 shows the distribution of responses regarding the ages of the students assessed for behavioural problems and learning disabilities (LDs) in the sampled schools. The findings show that most of the sampled students (over 75%) were aged between 16 and 17 years (Sample MEAN = 16.72, STD Deviation = 1.37). This concurs with the MOE's expected age of 16 years for form three students (As per the *Sessional Paper Number 1 of 2005 on Education Planning and Management*).

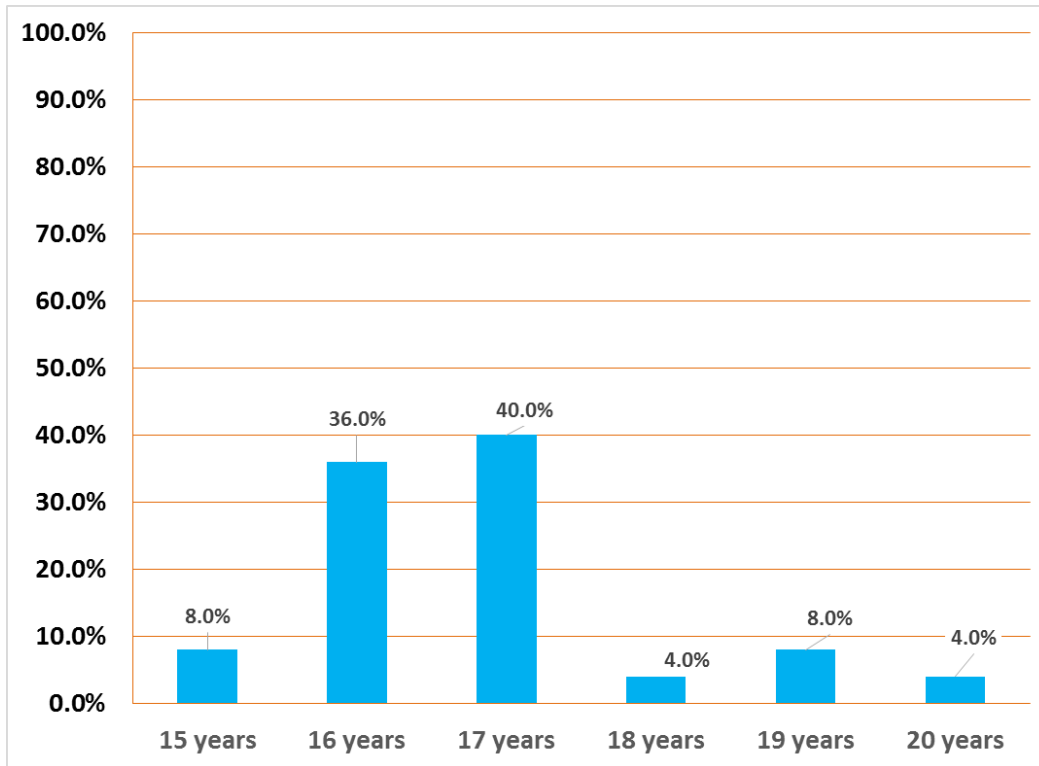


Figure 4.2: Ages of the Students Assessed for Behavioural problems and LDs

4.3. Behaviour Problems manifested by Learners with Learning Disability and Behavioural problems

The first objective of the study sought to identify the characteristics of learners with learning disability and behavioural problems in Nyeri County. This sub-section details the findings of the check-lists used by the teachers to assess students with behavioural problems and learning disabilities. The detailed discussion of the findings is done at the end of the sub-section.

4.3.1. Manifestation of Hyperactivity

Table 4.1

Students exhibiting hyperactivity and short concentration span in class

Hyperactivity attributes assessed...	Number of students showing attribute**	% of the total (17 students)
The Student Rarely Listens	13	81.3%
Rarely completes task in the allotted time	10	58.8%
Decision Making Skills are weak and are often late or absent	10	58.8%
Often acts out in the classroom and does not follow routines and rules	9	52.9%
The Student is Never Attentive	9	56.3%
Inattentive and Easily distracted	8	47.1%
Easily Frustrated	6	35.3%

** Based on analysis of multiple responses

Table 4.1 indicates a multiple response analysis of various attributes used to assess whether or not the assessed students exhibited hyperactivity related conditions. The findings indicate that out of the 17 cases who were identified using the checklist (Appendix A) in regard to this attribute, 58.8% of them were found to rarely complete tasks in the allotted time and to manifest weak decision making skills and where they are not weak, they are often late or absent. About 53% were found to often act out in the classroom and did not follow routines and rules. Another 47.1% were found to be inattentive and distractible and 35.3% were found to be easily frustrated. The findings are supported by Anastasiou (2018) who asserts that where learning disabilities coexist with hyperactivity, pupils with learning

disabilities receive unfavorable criticism of both their performance and their behavior. Of course, such a treatment has negative effects on learning and shaping the personality of the child

The results indicate that the dominantly featuring attributes among learners with hyperactivity are: rare completion of allotted tasks; weak decision making skills; and failure to follow routines and rules. Lack of attention and ease of manifesting frustrations were recorded in less than half of the assessed students. In addition to hyperactivity, children with learning disabilities also exhibit attention problems often characterized as short attention span. Short concentration span was reported among the learners in the study. It was characterized by attributes such as: inattention to instructions or to what is being said or dictated. The respondents of the study who were mainly teachers or school administrators noted that many children with LD share the following characteristics: cannot sustain attention for more than a short period of time; exhibit excessive daydreaming; and are highly distractible. These results concur with the past study by Kotkin, Forness, & Kavale (2001) that individuals with learning disabilities often have attention problems.

4.3.2. Difficulties in Sitting Attentively

Table 4.4 indicates a multiple response analysis of various attributes used to assess whether or not the assessed students exhibited difficulties in sitting attentively. Out of the 14 sampled cases 92.9% were found to be students who continually disrupt the classroom; while 35.7% comprised of students who are constantly demanding for attention. Flanagan, Ortiz, Alfonso & Mascolo (2002) agreeing with the findings added that attention involves

the regulation of arousal and vigilance, selective attention, sustained attention, attention span, as well as inhibition and control of behavior. The main purpose of attention is realized in its executive function of allowing for the planning and implementation of complex tasks. This enables the learner to monitor performance and correct errors while simultaneously maintaining awareness of task relevant information in the presence of irrelevant information. These abilities are essential to virtually all areas of academic performance and lack in learners with LD and behavioural problems. This shows that continuous disruption of class sessions is the predominant attribute amongst the cases exhibiting difficulties in sitting quietly and paying attention to the instructions given.

Table 4.2

Student Experience Difficulties in sitting quietly

Attribute assessed...	Number of students showing attribute**	% of the total (14 Students)
The Student Continually disrupts classroom	13	92.9%
The Student Frequently demands attention	5	35.7%

** Based on analysis of multiple responses

4.3.3. Manifestation of Perceptual Disorders

Table 4.3 below indicates a multiple response analysis of various attributes used to assess whether or not the assessed students exhibited perceptual disorders; where the students have difficulties in following instructions and not due to oppositional behavior or failure to comprehend. The findings from class teachers indicate that out of the 15 students exhibiting perceptual disorders, 93.3% were found to be students who are unable to follow instructions from the teachers or class instructors; while 60% comprised of students who only follow instructions that are familiar to them.

This shows that inability to follow instructions is the predominant attribute amongst the cases exhibiting perceptual disorders. Most, Al-Yagon, Tur-Kaspa,& Margalit (2000) agree to these findings by adding that students with learning disabilities have challenges in following instructions, they experience in many instances situations such as shame, anxiety, frustration, social isolation, melancholy and lack of self-confidence. These situations are of serious psychological consequence on a student. They also contribute to creating a negative self-image and low self-esteem. Generally, these children are hardly motivated to learn because they are not praised very often because of their low performance, and are not internally satisfied for the same reason.

Table 4.3

Student Experience Difficulties Following Through an Instruction

Attribute assessed...	Number of Students showing attribute*	% of the total (15 students)
Unable to follow instructions at all	14	93.3%
Only Following instructions that are familiar	9	60.0%

4.3.4. Academic Problems Related to Comprehension

Another characteristic of the learners assessed was academic problems related to comprehension. Academic problems were explored from three perspectives namely: comprehension, reading and handling of arithmetic.

The findings from class teachers indicate that out of the 17 cases identified as having comprehension problems, over half of them exhibited three major attributes namely: difficulties in following instructions (64.7%); difficulties in distinguishing similar sounds (58.8%); and failure to enjoy participation in class (52.9%). Further on, 47.1% of these students would have difficulties following an oral discussion while 35.3% would not show interest in listening activities. The findings agree with Lerner (2000) who identified three behavioral characteristics of individuals with LD individuals with learning disabilities: social skill difficulties, psychological processing deficits and information processing problems. Deficits in information processing is evidenced in the difficulty in following directions; difficulty in distinguishing similar sounds; and failure to enjoy class

participation are the predominant attributes amongst the cases exhibiting difficulties in comprehension. A summary of these findings is presented in Table 4.4.

Table 4.4

Student Experience Difficulties in Comprehension

Attribute assessed	Number of students showing attribute*	% of the total (17 students)
Difficulty following directions	11	64.7%
Difficulty distinguishing similar sounds	10	58.8%
Does not enjoy class participation	9	52.9%
Unable to follow oral discussion	8	47.1%
not interested in listening activities	6	35.3%

4.3.5. Academic Problems Related to Reading

With regard to learners with difficulties in reading the findings from class teachers indicate that out of the 16 sampled cases fitting in the category, over half of them exhibited three major attributes namely: weaknesses in spellings (56.3%); difficulties when copying instructions (56.3%); and missing or weak punctuation and grammar (50%). Further on, 43.8% of these students would have difficulties in writing legible text; 37.5% would rarely enjoy writing and responding to written activities; another 37.5% would have their written work poorly organized and difficult to follow; while 31.3% would write certain letters and words in a reversed manner. This shows that weak spelling; difficulties when copying instructions; and missing punctuation and grammar are the predominant attributes amongst

the cases exhibiting difficulties in reading. Table 4.5 indicates a multiple response analysis of various attributes used to assess whether or not the assessed students exhibited difficulties in reading.

Table 4.5

Student Experience Difficulties in Reading

Attribute assessed	Number of students showing attribute**	% of the total (16 students)
Spelling is weak	9	56.3%
Experiences difficulties when copying instructions	9	56.3%
Punctuation and grammar are weak and often missing	8	50.0%
Written work rarely legible	7	43.8%
Rarely enjoys writing and responds to written activities	6	37.5%
Written work is poorly organized and difficult to follow	6	37.5%
Letters and/or words are often reversed	5	31.3%

**** Based on analysis of multiple responses the total per response is 100%**

Reading provides a fundamental way for individuals to exchange information. It is also a means by which much of the information presented in school is learned. As a result, reading is the academic area most often associated with academic failure. Reading is a complex process that requires numerous skills for its mastery. Consequently, identifying the skills that lead to success in reading is extremely important. Reading difficulties are observed

among students with learning disabilities more than any other problem area of academic performance. It is the most prevalent type of academic difficulty for students with learning disabilities.

The findings of the present study concur with past findings by Bender (2008) which estimated that as many as 60 - 90% of students with learning disabilities have reading difficulties.

The findings further relate to studies by Friend (2005) and Hunt & Marshall (2005) which found that students with learning disabilities often have difficulties with reading comprehension. Reading comprehension refers to a student's ability to understand what he or she is reading. These children often lack the skills required for understanding text and have poor word-analysis skills. Some students with reading comprehension difficulties are able to read a passage so fluently that you might assume they were highly proficient readers. However, when they are asked questions about what they have read, they have little or no understanding of the words. Students with this problem sometimes are referred to as word callers.

Further, the students were said to exhibit mild tendencies of having difficulties in writing legible text; failure to enjoy writing and responding to written activities; having their written work poorly organized and difficult to follow; and in some cases having the students write certain letters and words in a reversed manner. It is believed that this problem is related to deficient language skills, especially phonological awareness - the

ability to understand that speech flow can be broken into smaller sound units such as words, syllables, and phonemes (Yopp, 1992).

4.3.6. Academic Problems Related to Arithmetic

Another indication of academic problems is difficulties in handling arithmetic. A multiple response analysis of various attributes used to assess whether or not the identified students exhibited difficulties in arithmetic indicate that out of the 16 sampled cases experiencing this difficulty, over half of them exhibited each of the attributes assessed. The scores as follows: difficulty in understanding mathematical concepts (75%); inability to remember the mathematical facts (62.5%) which meant that they had errors like failure to carry when required, use of digit 6 instead of digit 9; and inability to do mathematical word problems (50%). These three attributes therefore are the predominant indicators of difficulties in handling arithmetic. The findings are summarized in Table 4.6

Table 4.6

Student Experience Difficulties in Arithmetic

	Number of students showing attribute*	% of the total (16 students)
Difficulty in understanding mathematical concepts	12	75.0%
Does not recall the mathematical facts like 'carrying'	10	62.5%
Cannot do mathematical word problems	8	50.0%

**** Based on analysis of multiple responses the total per response is 100%**

Arithmetic involves recognizing numbers and symbols, memorizing facts, aligning numbers, and understanding abstract concepts such as place value and fractions. Any of these may be difficult for children with developmental arithmetic disorders, also called dyscalculia, which refers to selective impairment in mathematical thinking or in calculation skills.

Although disorders of reading have traditionally received more emphasis than problems with mathematics, the latter are gaining a great deal of attention. It is worth noting that math difficulties are second only to reading disabilities as an academic problem area for students with LD. This finding agrees with findings by USOE (1977) that students with learning disabilities may have problems in both math calculations and math reasoning. These students often have a number of problems in mathematical thinking, which is a process that begins early in most learners. Even before formal education begins, children are exposed to various situations that involve the application of mathematical concepts. As they enter formal schooling, they take the knowledge of what they had previously learned and begin to apply it in a more formal manner. It seems learners with LD have difficulties in doing this.

In summary, with regard to the first objective of the study, a number of characteristics of learners with learning disability and behavioural problems in Nyeri County were identified. Learners with learning disabilities are a heterogeneous group, exhibiting potential difficulties in many different areas. For example, one child with a learning disability may experience significant reading problems, while another may experience no reading

problems whatsoever, but has significant difficulties with written expression. The learning disabilities may also be mild, moderate, or severe and students differ too, in their coping skills. All these diversities were found among the sampled students for the current study as evidenced in the preceding discussion on the learners' characteristics as identified by the class teachers.

Learners with learning disabilities often struggle with various areas of academic performance. During the elementary school years, a discrepancy between ability and achievement begins to emerge in students with learning disabilities. Often puzzling to teachers, these students seem to have strengths similar to their peers in several areas, but their rate of learning is unexpectedly slower. The findings from interviews with the teachers show that academic deficits for learners with learning disabilities normally fall into the following areas: reading, mathematics, and written expression. Some learners have problems in only one select academic area, while others may have trouble in all three.

The findings of our study concurred with those of past researchers (Gargiulo, 2012; Cortiella & Horowitz, 2014), who also identified a wide variety of characteristics associated with learning disabilities such as: hyperactivity; impulsivity; perceptual motor impairments; disorders of memory and thinking; emotional lability; academic difficulties; coordination problems; language deficits; disorders of attention; and equivocal neurological signs. The findings are also similar to the empirical findings by Gargiulo (2012) that not all students with learning disabilities will exhibit all these characteristics but one to a few of the characteristics. More over Anastasiou (2018) adds that here learning

disabilities coexist with hyperactivity; pupils with learning disabilities receive unfavorable criticism of both their performance and their behavior. Of course, such a treatment has negative effects on learning and shaping the personality of the child. They manifested problems such as reduced self-confidence due to criticisms, being withdrawn, increasingly irritable, continually disrupt classroom during instruction among others.

4.4. School Factors that Contribute to Behavioural problems among Learners with LD

The second objective of the study sought to establish the school factors that contribute to behavioural problems among learners with LD in Nyeri County. This sub-section details the findings of the checklists used by the teachers to assess students with behavioural problems and learning disabilities. The attributes relating to “school factors” that were assessed included: social acceptance; avoidance or uptake of responsibility; deficits in appropriate social behaviour; adaptability to new situations; personal organization; attentiveness; cooperation with others; spatial orientation; judging time; and ability to complete assignments. Table 4.7a shows how each of the factors was scored across the sampled schools.

Table 4.7a
School Factors that Contribute to Behavioural Problems

<i>School factor / Attribute (n=25)</i>	<i>Number of students scoring average or below average</i>	<i>Percentage of the total</i>
Social acceptance	23	92.0%
Responsibility	21	84.0%
Appropriate social behaviour	23	92.0%
Coping with new situations and changes in routine	25	100.0%
Personal organization	23	92.0%
Attentiveness	23	92.0%
Cooperation with others	21	84.0%
Spatial orientation	21	84.0%
Judging time	22	88.0%
Completion of assignments	23	92.0%

4.4.1. Social Acceptance

Figure 4.3 shows the distribution of scores on attributes related to social acceptance, as well as the related descriptive statistics and inferences. The results based on class teachers responses show that a majority of the assessed students (92% cumulated), scored 3.0 or less; with the mean score for the sample being 2.04 (STD Deviation = 1.06). This implies that a majority of the students exhibiting behavioural problems among learners with LD have been rated low by their teachers on social acceptance.

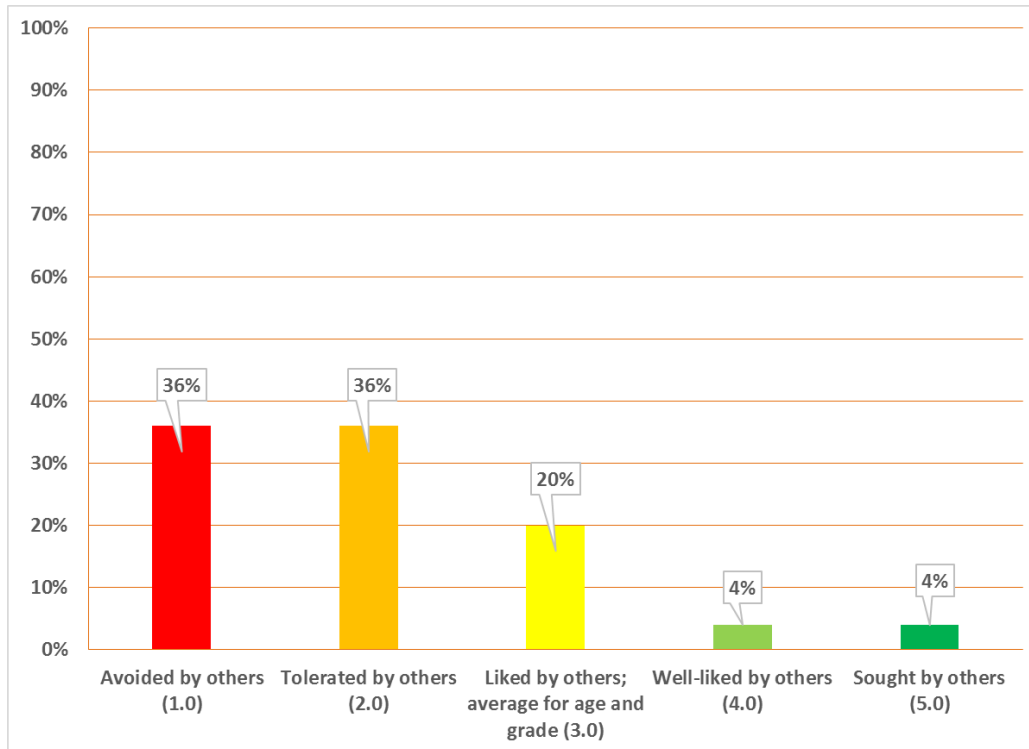


Figure 4.3: Behavioural Factors Related to Social Acceptance

**** Mean aggregate = 2.04 (STD Dev = 1.06)**

**** Up to 92% of students' behavioural characteristics are average or below average**

The study findings from the class teachers' responses showed that a majority of the students exhibiting behavioural problems among learners with LD have been rated low in terms of social acceptance by their teachers. Many students with learning disabilities find themselves in the rejected or isolated subgroups. Their reputations as "low status" individuals plague them throughout their school careers. It is important for the teacher to assist the students' classmates in changing their view of this child. Teachers at the high school level must be particularly aware of the student who is being ignored or rejected by peers. During adolescence, it is critically important that the student be accepted by his classmates.

The rejection suffered by adolescents with social and learning skill deficits often places the student at risk of emotional problems. It may be unrealistic to expect an overworked algebra teacher to conduct social skill activities but the professional should dedicate minimum time to address social issues among the learners. The teacher should be willing and able to refer the child to appropriate resources in the school administration or guidance department. However, most of the schools in the study area lack well developed guidance and counseling departments that would otherwise be offering support to learners facing social rejection, more so the learners with behavioural problems and learning disabilities.

These findings concur with those of Bandura (1997) who pointed out that children with low social self-efficacy experience problems in interpersonal relations, are socially reserved, perceive a low level of acceptance from their peers and have low self-esteem. A feeling of not being accepted in a classroom community develops the most strongly in adolescence when it is necessary and important for adolescents to be accepted by peers. A lack of social interaction in class during adolescence can cause a feeling of loneliness in students with LD, a sense of a lack of social skills and, in turn, can make them avoid social risks (Baydik and Bakkaloglu, 2009; Loriger, Schmidt, and Vukman, 2015).

4.4.2. Responsibility

Table 4.7b shows the distribution of scores on attributes related to responsibility taking among learners with LD, as well as the related descriptive statistics and inferences. The results based on the class teachers responses show that a majority of the assessed students (84% cumulated), scored 3.0 or less; with the mean score for the sample being 2.28 (STD

Deviation = 1.02). This implies that a majority of the students exhibiting behavioural problems among learners with LD and were rated low on responsibility by their teachers.

Table 4.7b

Behavioural Factors Related to Responsibility

Responsibility Attributes and Scores	Count	%	Mean Aggregate	Remarks
Rejects responsibility; never initiates activities (1.0)	6	24.0	2.28 (STD Dev = 1.02)	Up to 84% of students' behavioural characteristics are average or below average
Avoid responsibility; limited acceptance of role for age (2.0)	10	40.0		
Accepts responsibility; adequate for age and grade (3.0)	5	20.0		
Above average in responsibility (4.0)	4	16.0		
Sought by others (5.0)	0	0.0		
Total	25	100.0		

The findings by class teachers above showed that a majority of the students exhibiting behavioural problems among learners with LD have low ratings on responsibility from their teachers at school. They are regarded as learners who reject responsibility; they never initiate activities; they avoid responsibility; and they have limited acceptance of role for age. Being responsible is a key to children's success both in school and in the larger world when they grow up. When they learn to take responsibility for their actions and their commitments, they get things done and people know they can be counted on to meet obligations and promises. These children are seen as trustworthy and dependable, they don't make excuses when they make mistakes but rather own up to them and make amends.

They are willing to take on new responsibilities and they are often self-starters. Such behaviors are important ingredients to success in school and in life. The findings concur are similar to those of Sitlington, (1996) that learners with learning disabilities may exhibit tendencies of withdrawal from responsibilities for age.

4.4.3. Deficits in Appropriate social behaviour

Figure 4.4 shows the distribution of scores on attributes related to deficits in social skills among learners with LD, as well as the related descriptive statistics and inferences by the class teachers. The results show that a majority of the assessed students (92% cumulated), scored 3.0 or less; with the mean score for the sample being 2.60 (STD Deviation = 0.816). This implies that their teachers rated a majority of the students exhibiting behavioural problems among learners with LD low in terms of tactfulness in addressing issues.

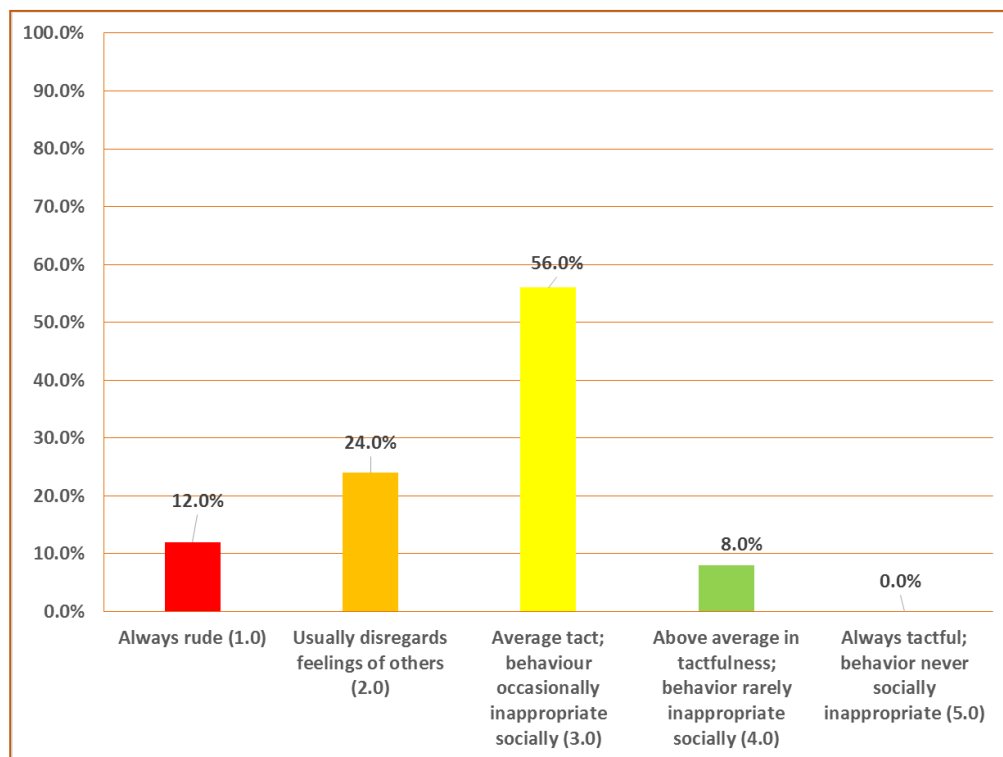


Figure 4.4: Behavioural Factors Related to Socially Appropriate Behaviour

**** Mean aggregate = 2.60 (STD Dev = 0.816)**

**** Up to 92% of students' behavioural characteristics are average or below average**

These findings show that a majority of the students exhibiting behavioural problems among learners with LD have low ratings on tactfulness in exhibiting socially appropriate behaviour at school. According to the respondents, most of the learners with behavioural problems and LD are regarded by their teachers as "always rude" and as people who have little regard towards the feelings of others. Just as there are learning disabilities that interfere with academic performance, there are learning disabilities that interfere with acquiring and utilizing social behaviour that enable us to get along well and fit in with others.

Students with learning disabilities affecting social skills have difficulty reading the social cues of others especially during the elementary stages of growth. They may not recognize emotional facial expressions or body language that gives clues to guide social behaviour. As such a learner with this learning disability may not appreciate when they have insulted, upset or frustrated a fellow student at school. If they cannot recognize the facial expression, then they are at a loss for modulating their own behaviour in response. Hence they may carry on with offensive or inappropriate behaviour, not recognizing their impact.

Further, not only does the learner have difficulty reacting to the social cues of others, but also the learner most likely has difficulty viewing his or her own behaviour that are considered rude, offensive or odd accurately. Hence just as they cannot read the reactions of others, they have difficulty gauging their own behaviour. When confronted on their behaviour, they are likely to blame the other person as the source of conflict or upset. This

is in agreement with Dunlap, Strain, Fox, Carta, Conroy, & Smith (2006) findings that when students with significant social and learning problems are neither identified in a timely way nor given appropriate education and treatment, their problems tend to be long lasting, requiring more intensive services and resources over time.

4.4.4. New Situations and Changes in Routine

Figure 4.5 shows the distribution of scores on attributes related to new situations (changes in routines) among learners with LD, as well as the related descriptive statistics and inferences by class teachers. The results show that all of the assessed students (100% cumulated), scored 3.0 or less; with the mean score for the sample being 1.56 (STD Deviation = 0.712). This implies that a majority of the students exhibiting behavioural problems among learners with LD have been rated low by their teachers on adaptations to new situations.

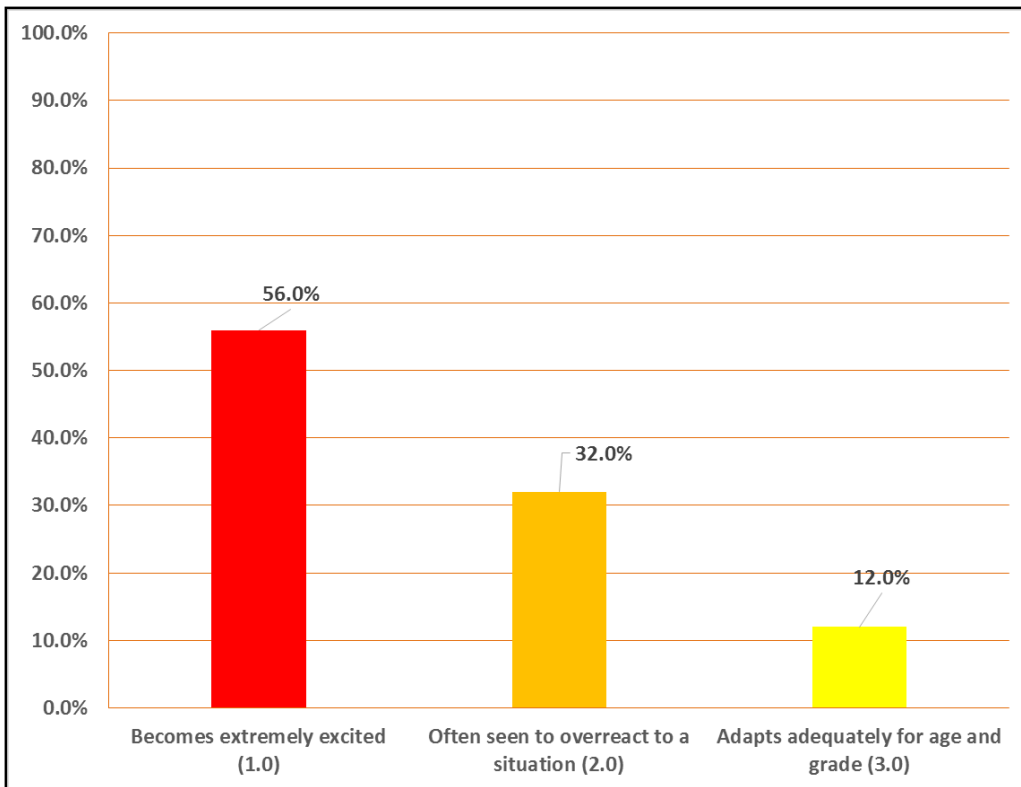


Figure 4.5: Behavioural Factors Related to New Situations

**** Mean aggregate = 1.56 (STD Dev = 0.712)**

**** All of the students' behavioural characteristics were average or below (i.e. scores above average = 0%)**

The above findings from class teachers' responses showed that a majority of the students exhibiting behavioural problems among learners with LD have poor adaptation capabilities to new situations or changes in routine at the school environment. Slightly over 80 percent of the respondents affirmed that when the learners with behavioural problems and LD get confronted by a new situation or an abrupt change in routine; they hardly ever manifest extreme excitement or overreaction. Some learners with LDs need more time to process information. They are smart and have good ideas but may take longer than most to make sense of what is being said or to organize their thoughts.

Sometimes, learners with slow processing speed are quick to think and need more time to write than most others. Problems with processing speed can make it hard to finish tests on time, to copy information from the board before it is erased, or to volunteer an answer in class, for example. Abrupt change of routine or exposure to new conditions affects the learners with LD in this way. This is in concurrence with findings by NCLD, (2014) that challenging behaviors in young learners most often are predictable responses to specific antecedent and consequent events occurring in their environment.

4.4.5. Personal Organization

Table 4.8 shows the distribution of scores on attributes related to personal organizational behaviour among learners with LD, as well as the related descriptive statistics and inferences. The results show that a majority of the assessed students (92% cumulated), scored 3.0 or less; with the mean score for the sample being 2.20 (STD Deviation = 1.00). This implies that their teachers have rated a majority of the students exhibiting behavioural problems among learners with LD a slow on personal organization.

Table 4.8

Behavioural Factors Related to Personal Organizational Behaviour

Organizational Attributes and Scores	Count	%	Mean Aggregate	Remarks
Highly disorganized; Negligent of neatness especially in dress and person (1.0)	4	16.0		
Often disorganized in manner of working; inexact, careless (2.0)	16	64.0		
Maintains average organization of work; careful (3.0)	3	12.0		Up to 92% of students' behavioural characteristics are average or below average
Above average organization; organizes and completes work (4.0)	2	8.0	2.20 (<i>STD Dev</i> = 1.00)	
Highly organized; completes assignments in meticulous manner (5.0)	0	0.0		
Total	25	100.0		

The findings above have showed that a majority of the students exhibiting behavioural problems among learners with LD have personal organization deficiencies manifesting. Specifically, this involves issues such as very slovenly, inexact and careless; simply put, being highly disorganized. A learner can lack organizational skills for a variety of reasons, including poor motivation, stress, and depression; including behavioural problems as hypothesized in this study. In addition, learners with a learning or attention disability will often exhibit this problem.

Disorganized behavior may also reflect disorganized thinking, which may manifest itself in the form of difficulty seeing patterns, organizing and classifying information, and

understanding sequence. As a result, the learner may have problems retrieving information, keeping track of materials, and planning things out. It is not hard to recognize a disorganized learner. His desk is usually a sure giveaway. A kind of black hole, it swallows up papers almost as quickly as teachers can distribute them. His backpack may be just as much of a jumbled hodgepodge of school materials. Displaying an almost magical ability, the disorganized student can make papers disappear in the blink of an eye.

While the disorganized learner may excel at making objects disappear, he does not juggle very well. He may be overwhelmed by having to keep various times, dates, and assignments in his mind and even have difficulty remembering his schedule. Forgetfulness is the hallmark of the disorganized student. Upon entering high school, he may struggle in finding his way around a larger school, recalling the names of all his teachers, and keeping his assignments straight.

The disorganized student may exhibit the following characteristics in the class or at the school environment in general: forgets to bring the proper materials; is not ready to work when the bell rings; is inattentive and distractible and is often confused about what to do; has trouble remembering information such as his school schedule. A student may have a messy desk and backpack; loses papers and school materials; home work in late and sometimes not done at all. The student uses time inefficiently and the quality of work produced especially written work is hard to follow. One may have a problem of getting started with a project or report and writes down assignments inaccurately. The student may also have difficulty expressing himself in an organized, sequential manner; and is at risk

for other learning disability traits. This was earlier echoed in empirical studies by Dyson (2003) and Lerner (2009).

4.4.6. Attention

Table 4.9 shows the distribution of scores on attributes related to personal attentiveness among learners with LD, as well as the related descriptive statistics and inferences. The results show that a majority of the assessed students (92% cumulated), scored 3.0 or less; with the mean score for the sample being 2.32 (STD Deviation = 0.988). This implies that a majority of the students exhibiting behavioural problems among learners with LD have been rated low by their teachers on personal attentiveness.

Table 4.9

Behavioural Factors Related to Attentiveness

Attention Attributes and Scores	Count	%	Mean Aggregate	Remarks
Never attentive; very distractible (1.0)	3	12.0		
Rarely listens; attention frequently wanders (2.0)	15	60.0		
Attention adequate for age and grade (3.0)	5	20.0	2.32 (<i>STD Dev = 0.988</i>)	Up to 92% of students' behavioural characteristics are average or below average
Always attends to important aspects (4.0)	2	8.0		
Always attends to important aspects; long attention span (5.0)	0	0.0		
Total	25	100.0		

On the sixth attribute, the findings showed that a majority of the students exhibiting behavioural problems among learners with LD have low ratings on personal attentiveness from their teachers at school. Inattentiveness is identified through aspects such as being very distractible (non-attention) and rarely listening (attention frequently wanders). Paying attention refers to the brain's ability to take all of the stimuli around us, immediately categorize and organize information as relevant or irrelevant, and focus the mind on one thing. For a learner in a classroom, paying attention to the teacher means filtering out as many as 30 other students and the dynamics between them, visual or outside distractions,

noises, and more. Attention deficit affects ones social skills, self-control, and organization, planning or learning traits.

Learners with attention deficit (and more so learning disabilities) often have a tough time making and keeping friends (due to behavioural problems). Being hyperactive or impulsive can make it hard for a learner with learning disabilities to follow social rules, control emotions and say the appropriate thing. Other kids may find it hard to interact with your child if he constantly interrupts or doesn't take turns. Also, many learners with attention deficit disorders also find themselves in need to move around a lot, and that isn't limited to moving from place to place which manifests by loss of self-control. The American Academy of Neurology reports that even when they're doing specific activities like tying their shoes, writing, playing a musical instrument or even driving a car, people with attention deficit often use extra body movements (Shaw, 2011).

4.4.7. Cooperation with others

Table 4.10 shows the distribution of scores on attributes related to cooperativeness among learners with LD, as well as the related descriptive statistics and inferences. The results show that a majority of the assessed students (84% cumulated), scored 3.0 or less; with the mean score for the sample being 2.16 (STD Deviation = 1.03). This implies that a majority of the students exhibiting behavioural problems among learners with LD have been rated low by their teachers on cooperation attribute.

Table 4.10

Behavioural Factors Related to Cooperation

Cooperation Attributes and Scores	Count	%	Mean Aggregat e	Remarks
Continually disrupts classroom; unable to inhibit responses (1.0)	7	28.0		
Frequently demands attention; often speaks out of turn (2.0)	11	44.0		
Waits his/her turn; average for age and grade (3.0)	3	12.0	2.16 (<i>STD Dev</i> = 1.03)	Up to 84% of students' behavioural characteristics are average or below average
Above average; cooperates well (4.0)	4	16.0		
Excellent ability; cooperates without adult encouragement (5.0)	0	0.0		
Total	25	100.0		

The findings based on class teachers' responses in Table 4.10 have showed that a majority of the students exhibiting behavioural problems among learners with LD have problems in cooperation with others at school. Specifically, the failure to cooperate involves issues to do with continually disrupting the classroom, inability to inhibit responses, frequently demanding attention and often speaking out of turn. The class experiences and teaching have a greater effect on learning results than the general policies and operations of the school, highlighting factors like the feeling of affinity for the class, reward structures, goal orientation and workable routines. When the classroom is examined as a workplace, factors like the functionality of the room and furniture, an appropriate interior design for teaching,

sufficient lighting, and a peaceful workplace ambience collectively rise to importance for the learning exchange to take place.

Students generally respond well when the teacher uses various sensory modalities during teaching. In lower grades, students enjoy the use of a combination of visual and tactile cues in addition to the use of intrinsic motivators. Also significant for learning is how much time students take to perform given tasks and how often they perform tasks in which they can succeed. In addition, attention must be paid to the way homework is inspected and to the feedback learners receive from the teacher and each other. These actions affect, for example, the meanings that learners assign to tasks and the work they perform, and help to guide children's attention towards matters essential for success.

From the viewpoint of classroom functionality, the teacher's skills in managing and guiding the class are vital for the learners to fully cooperate with the teachers. This includes efficient daily practices and the use of teaching materials, as well as controlling disturbing factors and problem behaviour within the class. Earlier findings above have shown that learners with behavioural problems and learning disabilities exhibit attention deficit traits.

As earlier echoed by O'Neill et al., (1997), the amount and quality of interaction in learning and teacher-student relations also affect the efficiency of learning. Interaction in learning includes, for example, feedback from the teacher, various questions asked by the teacher and instructions concerning knowledge enrichment, all of which affect the development of the child's information structures and their response to the teacher-learner interactions.

Furthermore, social interaction outside of teaching situations is particularly important for the development of the child's self-esteem and feelings of affinity, which are known to affect learning results as well. These findings resonate above with the earlier findings and discussions on cooperation among learners with LD.

4.4.8. Spatial Orientation

Table 4.11 shows the distribution of scores on attributes related to spatial orientation among learners with LD, as well as the related descriptive statistics and inferences. The results show that a majority of the assessed students (84% cumulated), scored 3.0 or less; with the mean score for the sample being 2.60 (STD Deviation = 1.26). This implies that a majority of the students exhibiting behavioural problems among learners with LD have been rated low by their teachers on spatial orientation attribute.

Table 4.11

Behavioural Factors Related to Spatial Orientation

Spatial Orientation Attributes and Scores	Count	%	Mean Aggregate	Remarks
Unable to navigate around school, playground or neighbourhood (1.0)	6	24.0	2.60 (<i>STD Dev</i> = 1.03)	Up to 84% of students' behavioural characteristics are average or below average
Frequently gets lost in relatively familiar surroundings (2.0)	5	20.0		
Can maneuver in familiar locations, average ability for age and grade (3.0)	10	40.0		
Above average; rarely lost or confused (4.0)	1	4.0		
Adapts to new situations and locations; never lost (5.0)	3	12.0		
Total	25	100.0		

On the spatial orientation attribute, the findings have showed that a majority of the students exhibiting behavioural problems among learners with LD have low ratings from teachers. Problems with spatial orientation manifests in behaviours such as being always confused; unable to navigate around school, playground or neighborhood; frequently getting lost in relatively familiar surroundings; and few being unable to maneuver in familiar locations, with average ability for age and grade. The findings are consistent with previous studies (Tonnessen et al., 1993; Peters, Reimers, & Manning, 2006) that found a correlation between spatial orientation, child behaviour and learning disability.

4.4.9. Judging Time

Table 4.12 shows the distribution of scores on attributes related to judging time among learners with LD, as well as the related descriptive statistics and inferences. The results show that a majority of the assessed students (88% cumulated), scored 3.0 or less; with the mean score for the sample being 2.16 (STD Deviation = 1.14). This implies that a majority of the students exhibiting behavioural problems among learners with LD have been rated low by their teachers on judging time attribute.

Table 4.12

Behavioural Factors Related to Judging Time

Judging Time Attributes and Scores	Count	%	Mean Aggregate	Remarks
Lacks grasp of meaning of time; always late or confused (<i>1.0</i>)	7	28.0	2.16 (<i>STD Dev</i> = <i>1.14</i>)	Up to 88% of students' behavioural characteristics are average or below average
Fair time concept; tends to daydream; often late (<i>2.0</i>)	12	48.0		
Time judgment; adequate for age and grade (<i>3.0</i>)	3	12.0		
Prompt; late only with good reason (<i>4.0</i>)	1	4.0		
Skillful in handling schedules; plans and organize well (<i>5.0</i>)	2	8.0		
Total	25	100.0		

The findings showed that a majority of the students exhibiting behavioural problems among learners with LD have low ratings from teachers regarding judging time. A problem with judging time is evidenced in lacking grasp of meaning of time (always late or confused); or with fair time concept (tendency to daydream and often late).

Time management is a challenge for everyone. Students with learning disabilities, attention deficit/hyperactivity disorder, dyslexia and other disabilities, find it even more challenging than other students. This was earlier noted by Newhall (2008). The concept of time can be particularly challenging. For example, being able to tell clock time is different from understanding the concept of time. Many students can read the clock perfectly well, but when asked to estimate how long an assignment will take, they can seldom provide an accurate answer. Some grossly underestimate the time required for certain activities and they find themselves experiencing disappointment and frustration, others greatly overestimate and feel overwhelmed before they even begin.

Developing a sense of their individual task pace is essential for students to learn time management. Students who have learning disabilities need high structure, explicit teaching and extended opportunities to practice strategies until they develop independent skills. All these things require time - a commodity in short supply for busy students and their parents and teachers. In this fast-paced culture, effective time management skills are essential. Fortunately, some basic strategies - if practiced regularly - can help students become effective self-managers. Time management is a very important skill, which can often make or break academic success. A good place to begin teaching time management is task analysis. It provides one illustration of a skill that many students do not develop intuitively, yet it is an essential element to developing effective time management.

4.4.10. Completion of Assignments

Table 4.13 shows the distribution of scores on attributes related to completion of assignments among learners with LD, as well as the related descriptive statistics and inferences. The results show that a majority of the assessed students (92% cumulated), scored 3.0 or less; with the mean score for the sample being 2.36 (STD Deviation = 0.995). This implies that a majority of the students exhibiting behavioural problems among learners with LD have been rated low by their teachers on completion of assignments.

Table 4.13

Behavioural Factors Related to Completion of Assignments

Assignments Attributes and Scores	Count	%	Mean Aggregate	Remarks
Never finishes even with guidance (1.0)	3	12.0		
Rarely finishes even with guidance (2.0)	14	56.0		
Average performance; follows through on assignments (3.0)	6	24.0	2.36 (<i>STD Dev</i> = <i>0.995</i>)	Up to 92% of students' behavioural characteristics are average or below average
Above-average performance; completes assignments without urging (4.0)	0	0.0		
Always completes assignments without supervision (5.0)	2	8.0		
Total	25	100.0		

The problem on completion of assignments involves issues to do with failure to complete assignments even with guidance; or rarely finishing even with guidance; or following

through on assignments for average performers. Homework is one aspect of the general education curriculum that has been widely recognized as important to academic success.

Teachers have long used homework to provide additional learning time, strengthen study and organizational skills, and in some respects, keep parents informed of their children's progress. Generally, when students with learning disabilities participate in the general education curriculum, they are expected to complete homework along with their peers. But, just as students with disabilities may need instructional accommodations in the classroom, they may also need homework accommodations. Many students with learning disabilities find homework challenging, and teachers are frequently called upon to make accommodations for these students.

4.4.11. Attribution of Dominant Factors Using Factor Analysis Approach

The second objective of the study was to establish the school factors that contribute to behavioural problems among learners with LD in Nyeri County. The findings showed that varied factors contributed to behavioural problems among learners with LD. The results of principal components extraction are shown in Table 4.14.

Table 4.14

Factors Scores to Attribute Dominant Behavioural Characteristics

Attribute	Factor loading coefficient score	Inference
Organization	0.851	Factor dominant; score > 0.50
Judging time	0.827	Factor dominant; score > 0.50
Completion of assignments	0.812	Factor dominant; score > 0.50
Attention	0.705	Factor dominant; score > 0.50
Responsibility	0.601	Factor dominant; score > 0.50
Cooperation	0.571	Factor dominant; score > 0.50
Spatial Orientation	0.559	Factor dominant; score > 0.50
New situations	0.497	Little effect; score <0.50
Tactfulness	0.479	Little effect; score <0.50
Social Acceptance	0.463	Little effect; score <0.50

* **Factor Extraction Method: Principal Component Analysis.**

** **Loading scores >0.50 indicate significant attributes**

From Table 4.14 it is clear that there were seven dominant components and three non-dominant items. Factor analysis showed that attributes related to organization, judging time, completion of assignments, attention, responsibility, cooperation and spatial orientation are the dominant attributes (characteristics) manifested by the assessed learners. This presents a multiplicity of factors within the school environment that affects learners with behavioural problems and learning disabilities. The elements include: service-delivery issues, student characteristics, school climate, support systems, teacher preparation, paperwork requirements, administrative support, role ambiguity, and student behavioral difficulties which could be as a result of their social development during their elementary years.

4.5. Effects of Behavioural problems among Learners with Learning Disabilities in High Schools

The third objective of the study was to establish the effects of behavioural problems among learners with learning disabilities in high schools in Nyeri County. This sub-section provides details the findings from the in-depth interviews conducted with the principals and the information obtained from deputy principals of the sampled schools through questionnaires. The effects were reported based on the reports generated from the social problems that the teachers observed on the target population of learners after observation for a period of three months. They had also remediated them using existing behavioural intervention measures without success. Oliver, Wehby, & Reschly, (2011) asserted that successful intervention involves sound processes of early identification of students who are at risk for learning problems. As such careful monitoring should be conducted on all students and especially when a student is struggling. Research based interventions are conducted and closely monitored with the student (O'Neill & Stephenson, 2014). When a student continues to struggle despite a variety of interventions, the teacher should investigate for learning disabilities that manifest itself in form of disorders of attention, reading difficulties, poor motor abilities written language difficulties, oral language difficulties, social skills deficits, psychological process deficits and information processing problems. The frustration in performing in academic work may lead to behavior problems among learners with LD (Wiener & Schneider, 2002).

4.5.1. Mode of Manifestation for Anti-social tendencies and Learning Disabilities

Based on the data collected from class teachers, the study established that the students with learning disabilities and behavioural problems manifest the anti-social tendencies in a number of ways. These included social withdrawal and deviance behavior. Deviant behaviors like drug taking and absconding from classes or hiding away when particular lessons are in progress were pointed out. Instances of indiscipline, chronic absenteeism from school with no proper reason such as feigning sickness and lack of interest in the learning process were also reported among learners with LD. Other characteristic manifested in form of general aggressiveness towards the peers, poor performance in class work / examinations, being easily influenced by their peers, always in disagreement with opinions and instructions from the teachers (or being openly aggressive towards the teachers) as well as always being in conflict with the peers or at times with school employees. It was reported that the students are in constant denial that they have such problems; they are notorious noise makers in class; some manifest excessive sleeping tendencies; they claim to be children from difficult family backgrounds (e.g. where family breakdown); and demonstrated conflicts with other students, teacher and their parents. . This is in line with the findings by Tolan and Guerra (2009) and Hughes (1989) that learners with anti-social tendencies are likely to manifest deviance and other unusual behaviours.

4.5.2. Behavioural problems Experienced Amongst Students with Learning Disabilities

The teachers established that the students with learning disabilities manifest unique behavioural problems. The principals and deputy principals pointed out some of the unique behavior problems manifested. They include behavior problems such as alcoholism, drug taking or abuse, dropping out of school, pursues early marriages, high rate of unexplained absenteeism (truancy) and faked sicknesses. Poor peer-to-peer relationships, failure to cooperate with teachers in all aspects whether curricular or co-curricular, withdrawal from most activities at school, aggression (or hyperactivity) were also reported. The deputy also included general indiscipline, outright destruction of school property, rudeness and use of vulgar language on teachers and difficulty in sharing resources with others. The students are said to have developed self-defense mechanism due to poor academic performance like laxity in class and rank bottom and dropping out of school to pursue petty livelihood enhancement activities (e.g. casual employment and petty businesses).The deputy principals added lack of confidence and poor personal expression to the list of behaviour problems manifested by learners with LD and behavior problems. The students were reported to be always in conflict with others including bullying other students of the same or lower class level (other students frequently complain about them); isolated by others due to these unique behaviours like withdrawal; (they are lone rangers); signs of depression; coming to school late; and poor concentration in class. The findings are tabulated in Table 4.15 below.

Table 4.15

Unique Behavioural problems Seen amongst Students with LD as reported by the Teachers

	Number of Schools Reporting**	% of the total (16 schools)
Drug abuse and alcoholism	16	100.0%
Aggression towards teachers and peers as well	16	100.0%
Open display of rudeness and insults	16	100.0%
Withdrawal from curricular and co-curricular activities	16	100.0%
Symptoms of depression	16	100.0%
Poor academic performance	16	100.0%
Isolation by others	15	93.8%
Poor relationship with peers	15	93.8%
High rate of absenteeism (truancy)	13	81.3%
Dropping out of school to pursue economic livelihood activities or early marriages	12	75.0%
General show of indiscipline at school (e.g lateness)	10	62.5%
Faked sicknesses	6	37.5%

**** Based on analysis of multiple responses the total per response is 100%**

Based on the findings from class teachers, a unique social problem that was outstanding from the sampled schools was manifestation of low self-esteem among the learners with LD and behavioural problems. According to their teachers, the self-esteem of many students with LD and behavioural problems is threatened when they start school and have to cope in an unfamiliar situation with many new children and new rules to learn. Problems such as having trouble with schoolwork, being bullied or not having any friends (social interaction difficulties) can adversely affect their self-esteem. As these students progress through school, self-esteem wanes. Students with learning disabilities may judge

themselves as "stupid", "slow" or "dumb", based on academic comparisons with other children. These self-judgments are often global in nature such that a student who is having difficulty at school may perceive themselves negatively in all areas of their development.

Other problems reported that immensely affected the learning process of learners with LD and behavior problems were among others their learning abilities, isolation by the society in general, pessimism, poor academic performance, non-participation in other school related activities, harassment from teachers, they rarely complete assigned homework, they are out of class doing punishment most of the times and were reported to have spent much time at guidance and counseling office trying to find a solution for one or more of the challenges they are facing. Other Absenteeism from school without a valid reason; lack of cooperation with other students; discrimination from peers; poor economic family backgrounds; broken families; unsupportive parents; some are brought up by grandparents who may be unaware of how to handle the learners; feelings of desperation; and inability to cope with several life challenges that they face.

4.5.3. Effect of Manifested Behavioural Problems to Students with Learning Disabilities

According to the sample of informants, some of the effects on of behavioral problems on learners with LD cited include poor academic performance; development of negative attitude towards studies; limited interaction especially on academic matters. This led to a decline in performance, which may then cause learners to school dropout of school, appear withdrawn, have very few friends (or are rejected by others) and experience poor relation

with fellow learners and teachers. The learners are affected and become generally lazy and undisciplined they lose learning time; they have low self-esteem and eventually perform poorly in academic work. Students with behavior problems were reported to experience challenges in sharing resources with others, openly rude to the teachers; not completing assigned classwork; lack of concentration during lessons; generally they are poorly motivated; they lack self-drive to learning; show of desperation; and unable to achieve both the school's or personally set targets. Diener & Seligman (2004) supports this through research when they identified confidence as one of the key contributors to well-being. Confidence brings many benefits compared to pessimism, including which include less depressed and anxious students, better performance at school, reduced risk of dropping out of school and better physical health outcomes, including fewer reported illnesses truancy, disruptive behavior among other which impact negatively on learning.

Clearly the social difficulties experienced by many people with learning disabilities can have serious ramifications on their social lives especially at school and after. For instance, difficulties making friends can lead to personal isolation. Without willing peers to do things with, the leisure and social learning activities from which one can choose are significantly reduced. Moreover, without being able to gain the necessary experience with peers to develop relationships, opportunities to improve their social competencies are, in all likelihood, greatly reduced as well. Thus, the vicious circle spins, continuing to spiral in a negative direction, because without the opportunity to learn social competencies, the difference between those with this kind of learning disability from those without widens.

Others (due to behavioural problems they are undergoing at school) would show little trouble initiating friendships, but may have difficulty maintaining them. For these type of learners, the personal acceptance that is felt with long-time friends does not exist. People pass through their lives as if in a revolving door (Cheney and Bullis, 2004). Difficulties stemming from their learning disability may include impulsive outbursts such as flaring tempers or speaking without thinking, and failing to assume the other's perspective. Consequently, friendships or more intimate personal relationships may have begun with intensity but end relatively quickly with equally intense confrontations. Exacerbated by their low self-esteem, persons with learning disabilities may find it less threatening to consistently blame others for leaving their lives, rather than assume any responsibility themselves. In addition Wiener& Schneider (2002) asserted that cordial relationships are fundamental to well-being. The school experiences should contribute to well-being of a learner. These are amplified in the student –learner and student-teacher relationships, for example, joy, finding meaning in life , laughter, a feeling of a sense of belonging, and delight in accomplishment. The positive connections with other learners when sharing resources and other school activities give life purpose and meaning. Supporting these positive connections may be the best antidotes to “the downs” of academic life. This can be achieved through creating positive environments for learners with LD and behaviour problems.

Indeed, for the majority of learners who are not even aware that they have a learning disability, not to mention the fact that it impacts their social relationships with peers, blaming others may be the only viable option at their disposal. The findings above indicate

that due to lack of properly formulated coping mechanisms, such learners result to unruly and aggressive behavior such as drug abuse, immorality, arrogance and bullying of peers in lower class levels.

Behavioural problems are not restricted to individual relationships with friends at school, but often also impact one's ability to function effectively in a group (e.g. classroom setup). Therefore, those with learning disabilities can also become evident in teams. A failure to accurately interpret social cues can result in inappropriate and seemingly obnoxious behaviour that is often soon indirectly shunned by teammates. Ostracized from the camaraderie shared by others, it requires sensitivity and insight on the part of instructors to effectively integrate such members with learning disabilities among their peers.

Manifestation of low self-esteem was one of the dominant effects reported in the findings. During preschool and the early primary years, children are typically confident as evidenced by their curiosity and eagerness to learn. As they move into higher grades in high school, they become increasingly aware of how their performance compares with that of their peers and more realistic about their capabilities (Kauffman, 1999). Once a student has low self-esteem, it can be very difficult to reverse their feeling of worthlessness and they enter a looped cycle that perpetuates and enhances their negative feelings.

Learning disabilities are historically characterized as having a strong impact on psychological processes, academic achievement, and social/emotional development. Learners with LD also have behavioural problems that affect their schooling. In

summary, the third objective of the study sought to establish the effects on schooling of behavioural problems among learners with learning disabilities in high schools in Nyeri County. The study established that the students with learning disabilities and behavioural problems manifest the same in a number of ways. These include social withdrawal, deviance, indiscipline, absenteeism from school, lack of interest in learning, poor performance, general aggressiveness, conflict with those around them, and excessive sleeping among others as highlighted in the preceding discussion

4.6. Behavior Intervention Plans used in Management of Behavioural problems and LDs

The fourth objective of the study had sought to investigate the behavior intervention plans used in management of behavioural problems among students with learning disabilities in the sampled high schools in Nyeri County. This sub-section details the findings from the in-depth interviews conducted with the principals and the information provided by the deputy principals of the sampled schools through a detailed questionnaire. For a start, the respondents were asked which of two definitions of the term discipline they thought was most appropriate. A majority 19(79.2%) were inclined towards definition of discipline as “both prevention and remediation of bad behavior.” Only 5 (20.8%) defined discipline as “punishment intended to correct or control, ordered behavior resulting from obedience of rules / self-control”. This result is summarized in Table 4.16

Table 4.16

Most Preferred Definition of the Term “Discipline” by Teachers

Definition of discipline	Number of Respondents	%
Prevention and remediation	19	79.2%
Punishment intended to correct or controlled behaviour	5	20.8%
Total	24	100.0%

In addition to defining discipline teachers’ perceptions on the need for a behavior management policy in school were sought. 100% of the respondents chose the second of the two possible responses given for this question, namely, “A behavior management policy would be necessary in order to create a conducive school environment for effective learning”. No one chose “A behavior management policy would be necessary in order to punish and therefore reduce the number of misbehaving students in a school” the finding is an indication that teachers would desire a school to have a behavior management policy for purposes of enhancing both the learning and the living environments for the students. Table 4.17 summarizes this finding.

Table 4.17

Perceived Purpose of Behaviour Management Policy in Schools

Purpose of behaviour management policy in schools	Number of Respondents	%
Create conducive school environment for effective learning	24	100.0%
To punish and therefore reduce the number of misbehaving students in a school	-	-
Total	24	100.0%

There are two types of behavior control and intervention measures: those that are preventive (encourages one to avoid); and those that are corrective (disciplinary action taken after infraction). When asked which of the types of measures they applied, 62.5% of the schools indicated they use a mix of both the preventive and corrective intervention measures; while those purely applying either corrective or preventive were at 16.7% and 20.8% respectively.

Table 4.18 shows the distribution of responses regarding the most commonly applied measure as reported by the teachers from the sampled schools.

Table 4.18

Types of Behaviour Intervention Measures Commonly Applied in Schools

Type of behaviour control and intervention measure commonly applied	Number of Respondents	%
Preventive (encouragement)	5	20.8%
Corrective (disciplinary action)	4	16.7%
Both the preventive and corrective measures	15	62.5%
Total	24	100.0%

4.6.1. Behaviour Interventions by the Schools' Administration and Teachers

The study established that the schools apply a number of measures to intervene in the unique behavioural problems that were experienced by students with learning disabilities in their respective schools. According to the sampled informants, some of the measures applied included: counseling; punishment both negative and positive; peer counseling as well as other guidance measures; discussing with parents; suspension; give individualized attention; and reinforced counseling. The responses are tabulated in Table 4.19 below.

Table 4.19***Behaviour Intervention Measures by the Schools and Teachers***

	Number of Schools Reporting**	% of the total (16 schools)
Guidance and Counseling	16	100.0%
Discussions with the parents / Involving the parents	16	100.0%
Corporal and non-corporal punishment options	12	75.0%
Peer-to-peer counseling	12	75.0%
Suspension for a number of days	8	50.0%

**** Based on analysis of multiple responses the total per response is 100%**

According to the principals and the teachers interviewed, the schools principals and deputy principals experience a number of challenges when implementing the intervention measures tabulated in Table 4.19 above. Some of the cited challenges that the principals and teachers faced in their endeavor to implement behavior intervention strategies included: resistance from the learners; opposition from the parents/guardians/society. The learners were reported to defiantly refuse to open up by becoming difficult and uncooperative whenever there was need to assist them. The learners are never ready to cooperate in the process of rectifying behavior as well as inadequate cooperation from teachers. Yet, some parents were reported of taking sides with undisciplined students; slow in learning and they become impatient; time consuming at the expense of teaching (competing priorities with the schools' timetables); negative attitude to teachers who follow them; and inadequate information especially on the background of the students back at home.

Regarding the extent to which the parents are supportive in dealing with students with behavioural problems; a majority of the sampled key informants were of the view that the parents are hardly ever supportive. According to the informants, some of the parents were seen to be “colluding” with the LDs or pretended to support the school. The informants reported that over 90% of the school-based support comes from the teachers with the remaining 10% coming from the individual affected students. Some parents were reportedly seen to display lack of understanding of the child behavior while some are constantly in denial that their children have behavioural problems or learning disabilities.

Table 4.20 presents five guiding principles usually applied by principals and deputy principals in management of behavioural problems in schools. The sampled principals and their deputies were asked to highlight the principle (or principles) that are commonly applied in their respective schools. The results show that a majority of the respondents (69.6%) apply the principle of “prior knowledge or rules and regulations” as a guide to management of behavioural problems in their schools; with 13% reporting that objectivity of disciplinary actions would also apply. When students are resistant to teacher guidance, several things should be attempted. One of the commonly aspect is the setting of rules to regulate conduct.

Table 4.20

Guidelines Used by Teachers to Manage Students' Behavioural problems

Guidelines to manage students behavioural problems	Number of Respondents	%
Prior knowledge of rules and regulations	16	69.6%
Disciplinary actions must be objective	3	13.0%
Disciplinary action should be applied immediately	2	8.7%
Avoid entrapment	1	4.3%
Allow right of appeal	1	4.3%
Total	23	100.0%

A systematic and effective behavior management action should follow a certain procedure.

The procedure must include the following:

- A) Demotion, suspension and discharge from school;
- B) Preliminary investigation;
- C) Temporary suspension/interdiction; and
- D) Oral warning and written warning.

The study sought to establish the correct order applied across the sampled schools when dealing with incidents of behavior disorders among students. The results are shown in Table 4.21 below. The findings based on the responses by principals and deputy principals indicate that about two thirds of the sampled schools (66.7%) apply the BDCA approach which starts with: “Preliminary investigations”; then “Oral warnings and written warnings”; then “Temporary suspension/ interdiction”; and finally “Demotion, suspension and discharge from school”. The other approaches were reported in either one or two of the sampled schools.

Table 4.21

Order of Actions in Management of Behaviour Disorders among Students

Order of action by codes	Number of Responses	% of the total
B → D → C → A	16	66.7%
No responses	2	8.3%
D → B → C → A	2	8.3%
B Only	1	4.2%
B then D	1	4.2%
C Only	1	4.2%
D → B → A → C	1	4.2%
Total	24	100.0

Key: A) Demotion, suspension and discharge from school; B) Preliminary investigation; C) Temporary suspension/ interdiction; and D) Oral warning and written warning.

Whereas the approaches documented in Table 4.21 above would apply to the general school population, there are alternative approaches that would apply in management of behavioural problems amongst the learners with learning disabilities. Table 4.22 below presents a multiple response analysis from a list of factors probed during the field study. The findings show that the most popularly applied alternative approaches include: positive approach to discipline (57.1%); teacher effectiveness training (33.3%); assertive discipline (28.6%); and reality therapy (19.0%).

Table 4.22

Alternative Approaches to Disorder Management for Students with LDs

Alternative approaches to disorder management for students with LDs	Count	Table % (Out of 21 schools)
Use of praise and encouragement (Positive Approach to Discipline -PAD)	12	57.1%
Teacher Effectiveness Training on behavior management (TET)	7	33.3%
Full control of class by teacher (Assertive Discipline -AD)	6	28.6%
Psychotherapy counseling on right and wrong (Reality Therapy -RT)	4	19.0%
Training learner to alter the ego positively (Transactional Analysis -TA)	1	4.8%
Other: Invite motivational speakers	1	4.8%
Investigating unconscious past experiences that influence behavior(Alderian discipline -AI)	0	0

**** Based on analysis of multiple responses the total per response is 100%**

In establishing the alternative approaches to behavior disorder management applied, the sampled teachers reported that in an effort to enhance student proper behavior, a number of challenges arise when managing behavior of learners with learning disabilities and behavioural problems. These were cited to include: arrogant students; some refused to change even after they are punished; others become hardened and manifest a don't care attitude; rebellion from learners; lack of adequate time to follow or give special attention to each individual case; poor attitude from parents and teachers; lack of openness from students and parents; failure to cooperate especially from the parents; impatience with the

students by the teachers due to lack of the necessary skills on the part of the teachers to handle them; lack of support from their parents who usually are in denial or students who come from dysfunctional homes; students think they are stigmatized by the society; policy guidelines are limiting; time is limited and not enough to manage follow ups; financial challenges e.g. lack of school fees and other needs; contempt from other students; teachers ignoring them because they are slow in learning; indiscipline e.g. they may tear books; absconding of lessons; untidiness and failure to do duty as assigned (Source: teachers' interviews).

Due to these challenges, the teachers were interviewed on alternative methods of behavior management. They indicated that they had now resolved to use of positive approach to discipline (PAD). Majority of teachers (57%) reported that they were now applying it. This involves using praising and encouraging the learner to change the undesired behavior to desirable one. Only a third (33.3%) of the interviewed population reported that they were effectively trained in behavior management. 28.6% of the teacher said they applied assertive discipline to manage behavior disorders owing to resistance by the learners. 4.8% of the teachers took time to do a psychoanalytic investigation on state of the ego in order to understand behavior. Another 4.8 % reported that they invited motivational speakers to assist learners acquire desirable behavior. None of the teachers reported use of investigation of past experiences that may have influenced current behavior. Nevertheless, the alternative methods used all have positive attributes. Some aspects of these, such as getting students involved in behavior management programs and treating students with respect, can and should be used by teachers. Any method that aids students in becoming

more self-sufficient should be strongly considered. For behavior management approaches to be successful, however, they must be well defined and able to be replicated. Also, teachers should be able to explain not only why a management method worked but also why it failed to determine what the next step should be in solving the management problem.

4.6.2. Behaviour Interventions by Other External Actors (Parents and Government)

According to the sampled teachers, the district education offices have been of much help in assisting the schools to overcome the challenges in dealing with student social problems. According to the respondents, sometimes the county education officers send the counselors based at the County Director of Education's office to counsel students, albeit rarely. Much of the role played by county education officials is inclined towards policy formulation and implementation with regard to disciplinary and correctional guidelines for schools. They also attend meetings arranged with parents, sensitize them on the various challenges, and recommend possible solutions. They come in during expulsion of a student and give advice on how to handle certain cases of indiscipline. In the recent times, some of the schools reported that the sub-county education officers have started organizing clustered schools meeting for the parents, teachers and students. They collaborate in formulating recommendations to the ministry on the learners with special needs. However, a majority of the teachers were of the opinion that most of the measures employed by the local ministry of education offices are largely "ineffective" as illustrated in the verbatim statements below:

“The guidelines on disciplinary processes are very ineffective. They don’t cater for behavioural problems. They cater for indiscipline only.” (A teacher respondent)

“They appear to be in the hands of teachers and management. I would not know what to say because I have not yet seen those guidelines per se. They are average. They have no respect to protocol e.g calling a school Board of Management meeting” (A teacher respondent)

“The Bill of rights in the constitution of Kenya appear to promote behavioural problems. The school heads are led by policies. They lead to delayed justice. Separate institution should be set up for learners with disabilities” (A teacher respondent)

4.6.3. Problems faced by Teachers in Enhancing Student Behaviour

According to the sampled teachers, a number of problems are encountered within the school environment while seeking to manage behavior for learners with learning disabilities. These problems or challenges include: resistance from the learners; opposition from the parents, guardians, or society; the learners refusal to open up to their teachers by becoming difficult and uncooperative; the learners' lack of readiness to cooperate in the process of rectifying behavior; lack of cooperation from parents and teachers alike; cases of parents siding with indiscipline of the students; slowness in learning among the learners to an extent that some of them become impatient with the learning process; wrangling between the teachers and school heads (principals) on the disciplinary or remedial actions to be taken; perceptions from the teachers that handling learners with learning disabilities is "very frustrating"; perceptions from the teachers that handling learners with learning disabilities is time consuming at the expense of teaching; and lack of adequate information or specific policy guidelines on how management of learners with learning disabilities and behavioural problems ought to be handled at the school level.

4.6.4. Behavior Intervention Plans for Managing Behavioural problems

As indicated earlier the fourth objective of the study had sought to investigate the behavior intervention plans used in management of behavioural problems among students with learning disabilities in the sampled high schools in Nyeri County. This was done by looking at a number of aspects related to management of behavioural problems. For a start, we sought to find out the most preferred definition of discipline. It was found that the teachers were inclined towards a definition of discipline as prevention and remediation of bad behavior. In addition, the teachers pointed out that a behavior management policy for purposes of enhancing both the learning and the living environments for the students was necessary in schools. We also found that a majority of the schools reported that they apply a mix of both the preventive and corrective intervention measures as compared to those applying purely preventive or purely corrective measures.

Further, the study established that the schools apply a number of measures to intervene in the unique behavioural problems that are experienced by students with learning disabilities in their respective schools. Some of the measures used include: counseling; punishment - both negative and positive; peer counseling as well as other guidance measures; discussing with parents; suspension; giving individualized attention; and reinforced counseling. The findings indicated that majority of these measures were not effective in management of behavior of learners with LD and behavior problems. The Perma well-being theory has crucial implications on the learner in the manner in which the institutions apply the behavior management strategies. For instance, Diener & Seligman, (2004), suggest that, the schools can educate students to flourish in academic performance as well as in behavior

management by training them in skills. The teachers on the other hand can cultivate their children's strengths, perseverance, and resilience in coping with new situations in school. They also add that this would improve performance as well as raise the learners' well-being.

However, a number of challenges are experienced by the schools when implementing the intervention measures. Some of the cited challenges include: resistance from the learners; opposition from the parents/guardians/society; lack of cooperation from the learners, ; lack of cooperation from teachers; parents siding with undisciplined students; impatience on the part of learners due to their slow pace in learning,; time consumption of the measures at the expense of teaching (competing priorities with the schools' timetables); negative attitude to teachers who follow them; and inadequate information especially on the background of the students back at home and from the former schools. It is important to note that assessment for early interventions is crucial for proper management of psychological needs of the learners with LD (Kinyua and Wambugu, 2015). However, due to lack of background information and other relevant information, assessments and early interventions had never been done for the students in our study.

Other challenges faced in the management of behaviour of learners with learning disabilities and behavioural problems include: some of the students are arrogant; some refuse to change even when punished; others become hardened and have don't care attitude; rebellion from learners; lack of adequate time to follow or give special attention to each individual case; poor attitude from parents and teachers; lack of openness from students and parents; failure to cooperate especially from the parents; impatience with the students

by the teachers due to lack of the necessary skills to handle them; lack of support from their parents who usually are in denial or students who come from dysfunctional homes; and lack of adequate information or specific policy guidelines on how management of learners with learning disabilities and behavioural problems ought to be handled at the school level among others.

Regarding the extent to which the parents are supportive in dealing with students with behavioural problems; a majority of the sampled key informants were of the view that the parents are hardly ever supportive. According to the informants, some of the parents are seen to be "colluding" with the LDs or pretended to support them. The informants reported that over 90% of the school-based support comes from the teachers with the remaining 10% coming from the individual affected students. Some parents were reportedly displayed lack of understanding of the child behavior while some are constantly in denial that their children have behavioural problems or learning disabilities.

In the teachers' views nonetheless, the district education offices have been of much help in assisting the schools to overcome the challenges in handling students' social problems. The education offices sometimes send the counselors based at the DEO's office to counsel students, albeit rarely. Education officers also attend meetings arranged with parents and sensitize them (parents) on the various challenges and recommend possible solutions. They come in during expulsion of a student and give advice on how to handle certain cases of indiscipline. It was also reported that the DEO's office have started organizing clustered schools meeting for the parents, teachers and students. They collaborate in formulating recommendations to the ministry on the learners with special needs. On the whole, much of the education officers' role is inclined towards policy formulation and implementation

with regard to disciplinary and correctional guidelines for schools. Despite these reported points of support from the Education officers, majority of the teachers were of the opinion that most of the measures employed by the local ministry of education offices are largely "ineffective". According to Daniel, et. al., (2016) successful behavior management strategies developed by researchers and policy makers and stake holders should target developing elaborate interventions for managing student behavior". "However, they may have failed to consult direct service providers in special education and general education teachers—about the actual use of these interventions."

The current study also sought to find out the guiding principles for the management of behavioural problems in the selected schools. It was found that the management of behavioral problems in schools was based on the principle of "prior knowledge or rules and regulations" with few schools reporting that objectivity of disciplinary actions would also apply. With regard to the procedure for the management of behavioural problems, the results showed that about two thirds of the sampled schools apply the BDCA approach which involves: Preliminary investigations, then Oral warnings and written warnings, then Temporary suspension/ interdiction; and finally Demotion, suspension and discharge from school. The other approaches were reported in either one or two of the sampled schools. A systematic and effective behavior management action should follow a certain procedure. The procedure must include the following: A) Demotion, suspension and discharge from school; B) Preliminary investigation; C) Temporary suspension/interdiction; and D) Oral warning and written warning.

Whereas these approaches found in the sampled schools would apply to the general school population, there are alternative approaches that would apply in management of behavioural problems amongst the learners with learning disabilities. It was found that the most popularly applied alternative approaches include: positive approach to discipline; teacher effectiveness training; assertive discipline; and reality therapy. These measures were both aimed at enhancing the learners' schooling and also engaging the learners in overcoming their behavioural problems. Other methods of behavior control reported by teachers were; accommodating individual instructional needs by individualizing tasks and instruction, praising or encouraging appropriate student behavior, using verbal cues and prompts, modeling appropriate behavior and communicating regularly with students through conversations, notes or school newsletters. The most effective behavior management strategies cited by special educators included establishing classroom rules and regulation. The rules are normally done by teachers and approved by parents and learners upon joining the school. However, the rules appeared to be ignored by learners. This implies that the teachers have to adopt a more acceptable method of establishing the rules and the regulations in schools. Teachers also noted some strategies that were least effective for behavior management included sending a student to the principal's office for bad behavior, detaining learners for academic failure, giving detention and having a class meeting to discuss problem behaviors or rewarding students with a point system for good behavior.

A behavioral intervention plan can be thought of as a plan to support the student in order to help learners to change behavior. Effective support plans consist of multiple interventions or support strategies and are not punishment. Positive behavioral intervention

plans increase the acquisition and use of new alternative skills, decrease the problem behavior and facilitate general improvements in the quality of life of the individual. Whereas the Kenyan education system has adopted negative intervention plans over the years, recent developments indicate that a mix of both positive and negative intervention plans would yield more.

Some examples of positive supports that might be included in a behavior intervention plan are: teaching the learner replacement behaviors; rewarding the learner for using socially acceptable behavior; teaching the learner to avoid the behavior "triggers"; teaching the learner to identify and control emotions; changing the responses and perceptions of the peers towards the learners with behavioural problems and learning disabilities at school; changing other negative stimuli in the school environment; identifying a caring staff member (or G&C teacher) to give positive time at school; and supporting the child at problematic times (their low moments).

CHAPTER FIVE:

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a summary of findings derived from chapter four. The chapter is organized as follows: Section 5.2 presents a summary of key findings. Conclusions are presented in section 5.3. Section 5.4 gives the recommendations for policy and for future research.

5.2. Summary of Findings

The study was set out to achieve the following objectives: analyze the behavioural problems manifested by learners with LD in form three in Nyeri County, discuss school factors that contribute to behavioral problems among learners with LD, examine and analyze the effects of behavioural problems on academic performance of learners in selected schools and investigate the behavior intervention strategies used in dealing with behavioural problems among students with learning disabilities. The findings of the study showed that the learners with behavioural problems and learning disabilities dominantly manifest the following characteristics: hyperactivity; short concentration span; difficulties in sitting quietly; perceptual disorders; truancy, reduced self-confidence, frequent complaints of feeling unwell, being withdrawn, academic problems related to comprehension, reading and arithmetic. The findings show that academic deficits for learners with learning disabilities normally fall into the following areas: reading, mathematics, and written expression. Some learners have problems in only one select academic area, while others may experience difficulties in all three.

There are a range of school factors that contribute to behavioural problems among learners with LD. These include: lack of social acceptance from their teachers and their peers; avoidance of responsibility and duties; reduced self-confidence; complaints of feeling tired; being regarded by their teachers as "always rude" and as people who have little regard towards the feelings of others; poor adaptation capabilities to new situations or changes in routine at the school environment; personal organization deficiencies; low ratings on personal attentiveness; being unreliable; increasingly irritable and problems in cooperation with others at school including the teachers.

Some of the behavioural problems were found to affect the learners at personal, relational and academic levels. At the personal level the learners: become generally lazy and undisciplined; lack self-esteem and eventually perform poorly; generally are poorly motivated; show desperation; are unable to achieve both the school's or personally set targets. At the relational level the learners: appear withdrawn and have very few friends (or are rejected by others); have poor relation with fellow learners and teachers; they are not able to share resources with others; exhibit open rudeness towards the teachers; have limited interaction especially on academic matters hence decline in performance which may then lead to school dropout. At the academic level the learners: develop negative attitude towards studies: lose learning time; do not complete assigned classwork; lack concentration during lessons; lack self-drive to learning and have poor academic performance. To mitigate the behavioural problems and their effects, it was found that some of the behaviour intervention measures applied by the schools include: counseling;

punishment- both negative and positive; peer counseling as well as other guidance measures; discussing with parents; suspension; giving individualized attention; and reinforced counseling.

5.3. Conclusions

On the first objective, the findings showed that the major characteristic of learners with behavioural problems and LD are: hyperactivity, short concentration span; difficulty in sitting still/quietly; perceptual disorders; comprehension issues; and reading problems. On the second objective of the study, a number of school-based factors were established to contribute to behavioural problems among learners with LD. These are: low social acceptance; low ratings in regard to social responsibilities (hence different treatment that may cause poor motivation, aggression or desire to retaliate); low ratings on tactfulness; low ratings on situations / change in routine; low rating on personal attentiveness from teachers; low ratings on co-operation with others; low ratings on spatial orientation; low ratings on judging others; and low ratings on completing assignments. Other school factors that contribute to behavioural problems among the learners with LD include: lack of skills among the teachers on ways to intervene for such students; absence or lack of school behavior intervention policies leading to disparities in the way the authorities and schools respond to similar issues; lack of clear cut guidelines by the Ministry of Education on how to handle learners with behavioural problems and LD; poor attitude amongst the teachers and the school administrators; poor attitude by the learners towards the few intervention options available; and lack of commitment by both the learner and the parents.

On the third objective, the findings of the study showed that there are a number of effects of behavioural problems on schooling among learners with learning disabilities in high schools. The dominant effect documented in the findings was social withdrawal. This is largely due to poor social intake: i.e. failure to understand other people's speech, vocal inflection, body languages, eye contacts, and cultural behavior; or failure to interpret what others communicate to them and recognizing ones emotions and reactions; or failure to understand how to communicate with and react to their speech, gestures and body language. Other effects noted included: defiance behavior; show of indiscipline; truancy; general aggression; conflict with peers; denial – they do not admit they have problems; noise making in class; drug abuse; poor academic skills; having fewer friends; disorganization in class; violation of territorial spaces; failure to follow conversations; lack of emotions/ facial expressions; difficulties in taking terms; impulsivity; and manifestation of low self-esteem.

During preschool and the early primary years, children are typically confident as evidenced by their curiosity and eagerness to learn. As they move into higher grades in school, they become increasingly aware of how their performance compares with that of their peers and more realistic about their capabilities. Once a child has low self-esteem, it can be very difficult to reverse their feeling of worthlessness and they enter a cycle that perpetuates and enhances their negative feelings. The esteem challenges are made worse if compounded by learning disabilities. All the above factors affect schooling in one way or the other. For instance, truancy would lead to conflicts with school authorities and eventually lead to more problems such as dropping out of school or poor performance in studies. General aggression or constant conflicts with peers would cause behavioural

problems such as isolation in discussion groups which in turn affects sharing of resources and leads to poor performance.

Finally, on the fourth objective, the study documented a number of measures applied as behavior intervention plans used in management of behavioural problems among students with learning disabilities. The results showed that the most popular approach involves preliminary investigations → Oral warnings and written warnings → Temporary suspension/ interdiction → and finally Demotion, suspension and discharge from school. This approach is inclined towards prevention and remediation. Other less utilized approaches involve counseling; minor punishments (positive and negative); peer-to-peer counseling; discussion with parents; suspension from school; and individualized attention. A number of challenges faced in implementation of some of these behaviour intervention plans include: uncooperative parents/guardians; failure by the students to open up on their issues; uncooperative learners (those without LD) have negative attitude towards learners with LD; perception that the best measures applicable are time wasting at the expense of academic syllabus coverage; inadequate information on the concept of learning disabilities and behavioural problems facing learners with learning disabilities; uncooperative teachers; inadequate information about the background of the learners; and cases where the parents take side with their children when subjected to punishment or a disciplinary process.

5.4. Recommendations

5.4.1. Recommendations for Policy and to Stakeholders

Characteristic of Learners with Behavioural problems and Learning Disabilities

Basing on the characteristics of LD with behavior problems identified, there is therefore need to help the learners to achieve greater sense of independence, personal responsibility, setting goals for oneself, making choices, and understanding their responsibilities which would enhance their self-determination. There is also need to train them on skills such as: effective communication skills; negotiation and conflict resolution; being assertive; and inter-personal problem solving. These finding agree with the PERMA model of wellbeing model outlines five pillars that contribute to positive wellbeing namely; positive emotions, engagement, relationships, accomplishments and resilience (Seligman, 2011). These pillars contribute to a greater output in students in terms of academic and social relations. Compared to students with low well-being, individuals with higher levels of well-being: They perform better in class, have more satisfying relationships, are more cooperative, have lower levels of burnout hence can concentrate on tasks, have greater self-control, are better self-regulatory and coping abilities and are more prosocial.

School Factors that Contribute to Behavioural problems

Parents play a significant role in shaping their child's opinion of themselves and they need to actively employ strategies to enhance it where possible. Some of the measures that the parents can put in place to help these learners include: creating an environment at home where they can talk openly and acceptingly about the student's difficulties; coach the

student in developing strategies for coping with his or her learning disability so that he/she can be more successful at school and work; participate in the planning of their child's academic program and wellness; follow progress at school and initiate discussions with teachers if things are not going well; set reasonable goals and realistic expectations (do not make things too easy); celebrate milestones and accomplishments in the child's life; When the child does not succeed, they should help put the circumstances into perspective and make plans to try again; and learn to be patient with their child.

Furthermore, the study established that learners with LD and behavior problems could perform better in academics if proper behavioral interventions strategies could be applied. The school policies may have to change from preventing behavior problems to determining whether the learner requires special educational services. The policies may help the teachers to scrutinize the classroom environment carefully to ascertain that the students' educational, social and emotional needs in a regular educational setting are met. The teacher could seek to isolate what behavior he/she needs to replace in the learner and ensure that the behavior is not as a result of unmet needs that may influence academic performance negatively; ensure that all psychological needs of the learners are met; and ensure that the academic and classroom environment are friendly for the sake of the learner.

Effects of Behavioural problems on Schooling among Learners with LD and Behavioural problems

The study clearly demonstrates that students with learning disabilities and behavioural problems tend to be less accepted by peers, interact awkwardly and inappropriately in

schools and are socially imperceptive. The boards of management of the schools need to be sensitized to formulate ways in which social interaction between the LD students and the non-LD students can be enhanced so that they can realize social competence. The study established that the students with learning disabilities and behavioural problems manifest unique behavioural problems. At the policy level, guidelines for handling some of the unique problems experienced by learners with LD are not explicitly or systematically documented. The study also showed that various actors across the sampled schools use different approaches to handle similar problems. There is therefore need for the policy makers at the national levels to formulate ways in which similar problems experienced by the learners with LD can be handled across various schools and regions. This will ensure uniformity and deliberately target behavior management among learners with LD which has not been addressed.

Behaviour Intervention Plans

The study showed that the approaches used were more preventive and offered remediation than offering solutions to the behavioural problems among the learners with LD. A more solution-focused approach would be ideal (Murphy, 2008). The solution-focused approach recognizes the self-evident truth based on the learner factors like strengths and weaknesses, resilience, experiences, acceptance as well as the intervention strategies used.

Maslow's hierarchy of needs framework demonstrates that if the learners with behavioural problems and LD achieve belongingness and love needs, (that is, acceptance by fellow learners, teachers and administrators), their esteem would be higher. This is also echoed

by Seligman (2011) when he asserts that cordial relationships are fundamental to well-being. The school experiences should contribute to well-being of a learner. These are amplified in the student –learner and student-teacher relationships, for example, joy, finding meaning in life , laughter, a feeling of a sense of belonging, and delight in accomplishment. The students need to be equipped with social skills that enable them to cultivate positive social relations in school. This means that these learners should be assisted to achieve their social skills and achieve self-efficacy. Their challenges with cognitive abilities to deal with complex social relations can be achieved through social skills training. This must be done alongside creating intervention measures on LD conditions like the hyperactivity conditions that cause the problems in social relations. The schools could have teachers trained in behavior management to assist in profound cases as suggested by Horowitz (2014). Such teachers would manage the cases by overseeing the IEP assessment and its development to include goals on managing behavior, and to communicate and collaborate with general staff including teachers, counselors, and administrators regarding the students’ needs. This would safeguard the student against labelling. The trained teachers would also be responsible for communicating with parents regarding the IEP and student’s progress and also to assist students in planning for their studies.

5.4.2. Recommendations for Addressing Behaviour for LD: A Solution-Based Model

As pointed out above the schools should focus on solution-focused approaches when formulating behavior intervention strategies. The solution-focused approach recognizes the self-evident truth that behavioural problems persist when the attempted solutions have not worked. Change then, is brought about by altering the way in which the behavior is

handled. To do this, there is need by the schools administrators, class teachers, and counselling masters to identify previous solution attempts, recognize which among them had worked (even partially), and repeat them, while ceasing to employ those strategies that had previously failed.

The proposed solution-based approach to formulation of behavior intervention plans may therefore adopt the following seven phases:

Phase 1: Definition of the problem: The intention here is to establish the facts or to work towards building a consensus opinion on what the underlying problem is and how it is perceived by the participants (in this case the learners with LD). This would help in recognizing their frame of reference to the problem. In their responses, the teacher would be able to listen to the need that is driving the behavior and subsequently guide the learners to come up with solutions that meet those same needs through less destructive acts.

Phase 2: Mapping the problem's influence: The intention of this phase would be to establish how long the problems have been in the students' lives so as to be able to appreciate the gravity of the problem. The teachers at this stage obtain the baseline information from the past records on the learner in the school and from parents. This would assist the teacher understand whether or not the problems have been getting worse or better and reflect on how they might develop into the future. This would also set a base for incorporating a multidisciplinary team in laying down the objectives of targeting the problem behavior.

Phase 3: Articulation of goals: With the help of a multidisciplinary team, a clear direction to change is set. The goals are reviewed to ensure that they are concrete, realistic and measurable: They should be discrete so that improvement can be recognized. In goal setting, the aim is for the students to enunciate positive goals that state what they want to happen in their lives. When they declare that they want a certain behavior in their lives to cease or for other people to change, these negative goals would have to be translated into something positive that they can do (e.g. If you weren't losing temper, what would you be doing instead ...? They could state the goal in positive terms implying that they will control their temper.).

Phase 4: Exploration of exceptions: There would be times when the problem is not occurring, is happening less often, or is less intense. These occasions are called exceptions. To uncover what needs to happen for the learners with LD to achieve their behavior change goals, there would be need to gain an understanding of what they have done in the past to bring out these exceptions. This can be done by generally asking which solutions they have tried, listening out for four types of these: those that have failed; those that have worked; those which they have considered and not implemented; and those that other people have advised.

Phase 5: Generation of tasks that contain solutions: Once young learners can describe their goal and the skills they have used on occasion to achieve at least part of what they want; there is need to “build a bridge” between their past successes and future solutions. This is a critical step towards development of an ability to

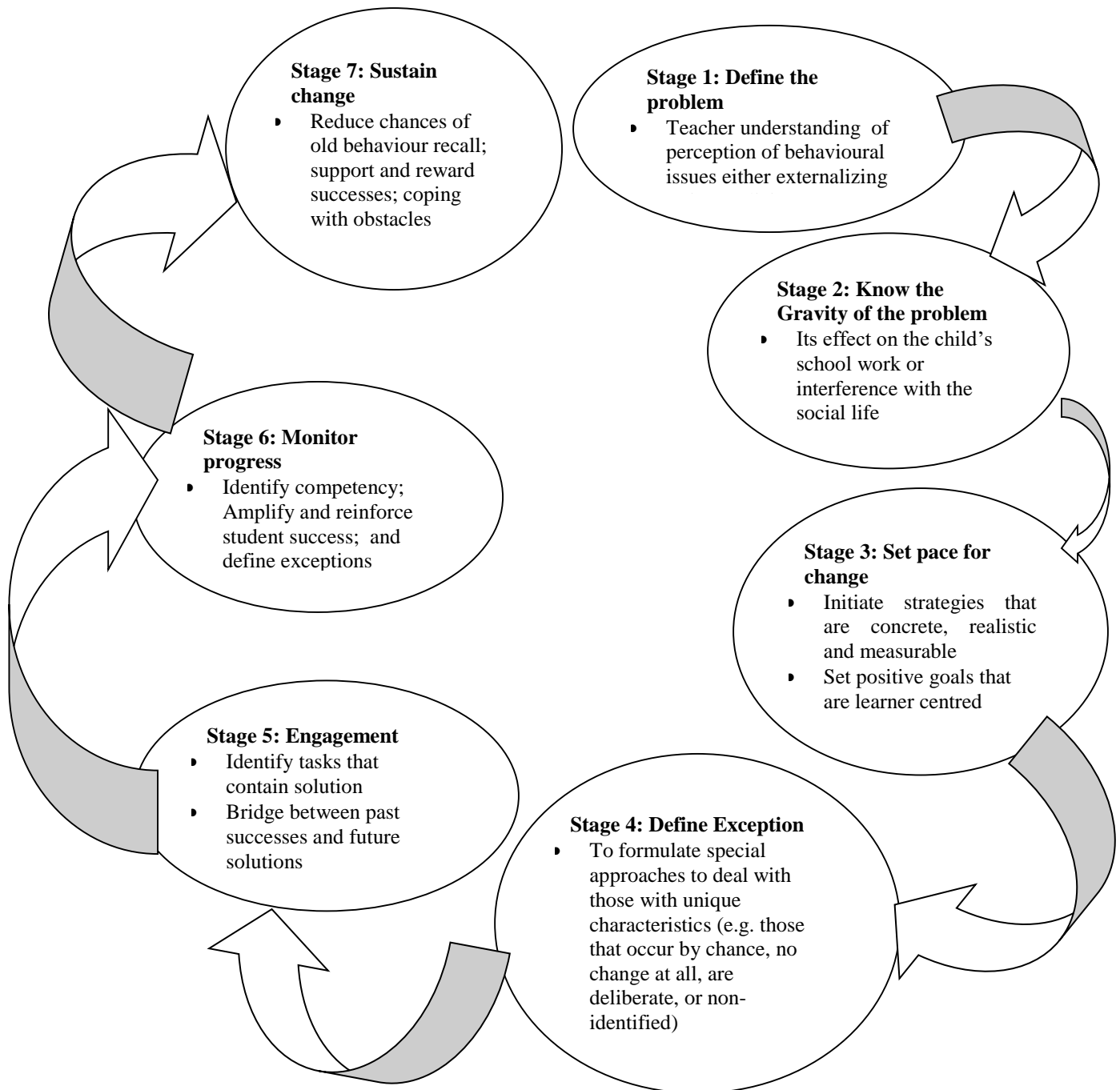
reflect on the outcome of a behavior. The first step for providing such links is to ask those involved what they think would work, as they have proven (through exceptions) that they can do it. The learners may also be engaged in formulation of innovative solutions to their problems as well as the problems of their peers. This process is guide by the teachers in charge of behavior Intervention plan.

Phase 6: Noticing of Progress being made: The aim of this phase is to assess and document the progress (if any) that is being realized from the activities being implemented. This is a phase that is continuous as it evaluates the success of the behavior intervention plan against the set objectives. As the learners recount changes, it is crucial to notice even those that do not appear to be related to the problem or its solution. Furthermore, each improvement needs to be appreciated for its own sake, not just as a step towards further advances.

Phase 7: Developing a plan to maintain progress: One specific way to reduce the chances of old habits taking hold again is to engage as wide an audience as possible in celebrating and supporting students' success at overcoming their problematic behavior. This is especially important within schools, where teachers' or other students' skepticism can make it difficult for students to overcome their negative reputation. A crucial means to maintain progress is to develop with the learners ahead of time a plan for coping with obstacles and any new or unfamiliar experiences that might flow from changing their behavior.

The seven phases are captured in figure 5.1

Figure 5.1: Solution-Based Behaviour Intervention Plan



Source: Researcher (2019)

In Figure 5.1 above, Stage 1 entails definition of the problem. This stage involves the learner factors which account for 40% success of change of behavior on the part of the learner. In Stage 2, seeks to assess the gravity of the problem both in terms of its effect on academic performance and length and strength of occurrence and therefore anticipate its manifestation in future. Stage 3 involves setting pace for change. To provide a clear direction to change, the goals set must be concrete, realistic and measurable; so that improvement can be recognized. In goal setting, the aim is for the students to enunciate positive goals that state what they want to happen in their lives. In Stage 4, the model provides option for exploring exceptions. There will be times when the problem is not occurring, is happening less often, or is less intense. These occasions are called exceptions. Stage 5 is the phase for actual engagement. The first step for providing such links is to ask those involved what they think will work, as they have proven (through exceptions) that they can do it. On the sixth stage, we monitor progress. The aim of this phase is to assess and document the progress (if any) that is being realized from the activities being implemented. As the learners recount changes, it is crucial to notice even those that do not appear to be related to the problem or its solution. In the final (7th) stage, the model recommends need to sustain change. One specific way to reduce the chances of old habits taking hold again is to engage as wide an audience as possible in celebrating and supporting students' success at overcoming their problematic behavior. At the end of the stages, the evaluation is done to ascertain if the programme supported the student to meet his/her IEP goals and academic achievement. Evidently, from figure 5.1 implementation of each of the stages leads to improved academic performance. It therefore, means putting the whole

process in action will cumulatively have a very positive impact on academic performance of the learners with LD

5.4.3. Recommendations for Further Research

The study was limited to extra county schools in Nyeri County. Therefore:

- Further research may also be done to assess the environmental factors that contribute to prevalence of various behavioural problems amongst students or students with learning disabilities in Kenyan schools.
- At the policy level, further studies may be done to assess the policy gaps and needs regarding the handling of behaviour related problems among the students with learning disabilities in Kenyan schools.

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APPENDICES

Appendix A: Checklist for Students with Learning Disabilities

Dear respondent

My name is **Joyce Kinyua**. I am a PhD student at the Kenyatta University, Department of Special Needs Education. In partial fulfillment of the course requirements, I am conducting a study on INFLUENCE OF BEHAVIOURAL INTERVENTION STRATEGIES ON ACADEMIC ACHIEVEMENT AMONG FORM THREE STUDENTS WITH LEARNING DISABILITY IN NYERI COUNTY, KENYA. I would appreciate assistance with data by answering the questions outlined below, to the best of your knowledge. The information in this data sheet will be strictly confidential and will not be used for any other purpose other than for this research. Your assistance in facilitating the same will be highly appreciated.

This checklist is designed for use by the class teacher to assist him /her identify students with learning disabilities. It consists of a range of characteristics associated with learning disabilities. Check the appropriate items in each category by putting a tick [✓] where you have observed the student deserves one.

No.	Item		
1	Does the student exhibit a condition known as hyper-activity say; e.g	Yes	No
	Rarely completes tasks in the allotted time	<input type="checkbox"/>	<input type="checkbox"/>
	Often acts out in the classroom and does not follow routines and rules	<input type="checkbox"/>	<input type="checkbox"/>
	Easily frustrated	<input type="checkbox"/>	<input type="checkbox"/>
	Decision-making skills are weak and are often late or absent	<input type="checkbox"/>	<input type="checkbox"/>
2	Does the student have a short concentration span?	Yes	No
	Rarely listens, attention frequently wanders	<input type="checkbox"/>	<input type="checkbox"/>
	Never attentive, very distractible	<input type="checkbox"/>	<input type="checkbox"/>
3	Does the student experience difficulties in sitting quietly?	Yes	No
	Continually disrupts classroom; unable to inhibit responses	<input type="checkbox"/>	<input type="checkbox"/>
	Frequently demands attention; often speaks out of turn	<input type="checkbox"/>	<input type="checkbox"/>
4	Does the student experience difficulty following through an instruction (perceptual disorder) and not due to oppositional behaviour or failure of comprehension?	Yes	No

	Unable to follow instructions, always confused	<input type="checkbox"/>	<input type="checkbox"/>
	Follows instructions that are familiar and not complex	<input type="checkbox"/>	<input type="checkbox"/>
5	Does the student experience specific academic problems in the following areas?		
	a) Comprehension	Yes	No
	Not interested in listening to stories, songs and a variety of listening activities	<input type="checkbox"/>	<input type="checkbox"/>
	Experiences difficulty distinguishing between similar sounds	<input type="checkbox"/>	<input type="checkbox"/>
	Experiences difficulty following directions, especially when it is more than one at a time	<input type="checkbox"/>	<input type="checkbox"/>
	Does not enjoy participating in class discussions and rarely raises his/her hand to respond	<input type="checkbox"/>	<input type="checkbox"/>
	Unable to follow oral discussions and take notes	<input type="checkbox"/>	<input type="checkbox"/>
	b) Reading	Yes	No
	Spelling is weak	<input type="checkbox"/>	<input type="checkbox"/>
	Written work is rarely legible	<input type="checkbox"/>	<input type="checkbox"/>
	Experiences difficulties when copying instructions	<input type="checkbox"/>	<input type="checkbox"/>
	Rarely enjoys writing and responds to written activities	<input type="checkbox"/>	<input type="checkbox"/>
	Punctuation and grammar are weak and often missing	<input type="checkbox"/>	<input type="checkbox"/>
	Letters and/or words are often reversed	<input type="checkbox"/>	<input type="checkbox"/>
	Written work is poorly organised and difficult to follow	<input type="checkbox"/>	<input type="checkbox"/>
	c) Arithmetic	Yes	No
	Difficulty in understanding mathematical concepts	<input type="checkbox"/>	<input type="checkbox"/>
	Does not remember the Maths facts	<input type="checkbox"/>	<input type="checkbox"/>
	Cannot do mathematical word problems	<input type="checkbox"/>	<input type="checkbox"/>
	d) Oral Language	Yes	No
	Weak articulation skills	<input type="checkbox"/>	<input type="checkbox"/>
	Weak verbal expression	<input type="checkbox"/>	<input type="checkbox"/>
	Grammar skills are quite weak	<input type="checkbox"/>	<input type="checkbox"/>
	Forgets a lot of words and cannot often remember what he/she was going to say	<input type="checkbox"/>	<input type="checkbox"/>
	Weak vocabulary	<input type="checkbox"/>	<input type="checkbox"/>
6	Does the student exhibit poor body co-ordination? E.g.	Yes	No
	Is often clumsy and accident-prone	<input type="checkbox"/>	<input type="checkbox"/>
	Has weak co-ordination	<input type="checkbox"/>	<input type="checkbox"/>
	Awkward gait	<input type="checkbox"/>	<input type="checkbox"/>

	Weak fine motor skills (evidenced in art, written work, copy etc.)	<input type="checkbox"/>	<input type="checkbox"/>
	Hold pencils, pens, crayons, and scissors inappropriately i.e. too hard or not too hard enough	<input type="checkbox"/>	<input type="checkbox"/>

Appendix B: Student Social and Behaviour Disorders Rating Scale

(Adapted from Gardon, 2009)

Dear respondent

My name is **Joyce Kinyua**. I am a PhD student at the Kenyatta University, Department of Special Needs Education. In partial fulfillment of the course requirements, I am conducting a study on INFLUENCE OF BEHAVIOURAL INTERVENTION STRATEGIES ON ACADEMIC ACHIEVEMENT AMONG FORM THREE STUDENTS WITH LEARNING DISABILITY IN NYERI COUNTY, KENYA. I would appreciate assistance with data by answering the questions outlined below, to the best of your knowledge. The information in this data sheet will be strictly confidential and will not be used for any other purpose other than for this research. Your assistance in facilitating the same will be highly appreciated.

Directions for use of the scale. The basic requirements are that the teacher should have ample opportunity to observe the students who are to be evaluated. The teacher should have four months of contact with the learner with LD. There are five (5) observational factors with twenty-four (24) items rated on a five (5)-point scale with 3 as the average score. Below average ratings receive scores of 1 or 2, and above average ratings receive scores of 4 or 5. The scores representing the ratings for each item should be circled and then added to make the total score.

Gender_____ Age_____

Rate the student on the following behavioural characteristics:

SOCIAL ACCEPTANCE (Please select one)

- Avoided by others
- Tolerated by others
- Liked by others; average for age and grade
- Well-liked by others

Sought by others

RESPONSIBILITY (Please select one)

Rejects responsibility; never initiates activities

Avoid responsibility; limited acceptance of role for age

Accepts responsibility; adequate for age and grade

Above average in responsibility; enjoys responsibility; initiates and volunteers

Seeks responsibility; almost always takes initiative with enthusiasm

Appropriate Social Behaviour (Please select one)

Always rude

Usually disregards feelings of others

Average tact; behaviour occasionally inappropriate socially

Above average in tactfulness; behaviour rarely inappropriate socially

Always tactful; behaviour never socially inappropriate

NEW SITUATIONS (PARTIES, TRIPS, CHANGES IN ROUTINE) (Please select one)

Becomes extremely excitable, totally lacking in self-control

Often overreacts; finds new situation disturbing

Adapts adequately for age and grade

ORGANIZATION (Please select one)

Highly disorganized; very slovenly

Often disorganized in manner of working; inexact, careless

Maintains average organization of work; careful

Above-average organization; organizes and completes work

Highly organized; completes assignments in meticulous manner

ATTENTION (Please select one)

Never attentive; very distractible

Rarely listens; attention frequently wanders

- Attention adequate for age and grade
- Above average in attention; almost always attends
- Always attends to important aspects; long attention span

COOPERATION (Please select one)

- Continually disrupts classroom; unable to inhibit responses
- Frequently demands attention; often speaks out of turn
- Waits his/her turn; average for age and grade
- Above average; cooperates well
- Excellent ability; cooperates without adult encouragement

SPATIAL ORIENTATION (Please select one)

- Always confused; unable to navigate around school, playground, or neighborhood
- Frequently gets lost in relatively familiar surroundings
- Can maneuver in familiar locations, average ability for age and grade
- Above average; rarely lost or confused
- Adapts to new situations and locations; never lost

JUDGING TIME (Please select one)

- Lacks grasp of meaning of time; always late or confused
- Fair time concept; tends to daydream; often late
- Time judgment; adequate for age and grade
- Prompt; late only with good reason
- Skilfulin handling schedules; plans and organize well

COMPLETION OF ASSIGNMENTS (Please select one)

- Never finishes even with guidance
- Rarely finishes even with guidance
- Average performance; follows through on assignments
- Above- average performance; completes assignments without urging
- Always completes assignments without supervision

Appendix C: Interview Schedule for Principals

Dear respondent

My name is **Joyce Kinyua**. I am a PhD student at the Kenyatta University, Department of Special Needs Education. In partial fulfillment of the course requirements, I am conducting a study on INFLUENCE OF BEHAVIOURAL INTERVENTION STRATEGIES ON ACADEMIC ACHIEVEMENT AMONG FORM THREE STUDENTS WITH LEARNING DISABILITY IN NYERI COUNTY, KENYA. I would appreciate assistance with data by answering the questions outlined below, to the best of your knowledge. The information in this data sheet will be strictly confidential and will not be used for any other purpose other than for this research. Your assistance in facilitating the same will be highly appreciated.

The interview schedule will be conducted by the researcher after collecting the filled questionnaire. The public secondary school principals/deputy principals will be interviewed in this study. The interview schedule will consist of seven items as outlined below:

1. How do students with learning disabilities and behavioural problems manifest this?

2. What are the unique behavioural problems you experience in your school especially with students with LD?

3. How do the behavioural problems manifested by the students with learning disabilities affect the learners?

4. What measures do you apply to intervene in the unique Behavioural problems that you experience in your school?

5. What problems do you encounter in enhancing student behaviour for learners with learning disabilities in your school?

6. How supportive are the parents in dealing with student behavioural problems?

7. To what extent does the district education office assist in overcoming the challenges in enhancing student behavioural problems?

8. How would you rate the effectiveness of the ministerial guidelines on disciplinary process?

9. What do you suggest the Ministry of Education and other stakeholders should do to enable the principals overcome the challenges they face in enhancing student behavior?

THANK YOU FOR YOUR PARTICIPATION

Appendix D: Questionnaire for Deputy Principals

Dear respondent

My name is **Joyce Kinyua**. I am a PhD student at the Kenyatta University, Department of Special Needs Education. In partial fulfillment of the course requirements, I am conducting a study on INFLUENCE OF BEHAVIOURAL INTERVENTION STRATEGIES ON ACADEMIC ACHIEVEMENT AMONG FORM THREE STUDENTS WITH LEARNING DISABILITY IN NYERI COUNTY, KENYA. I would appreciate assistance with data by answering the questions outlined below, to the best of your knowledge. The information in this data sheet will be strictly confidential and will not be used for any other purpose other than for this research. Your assistance in facilitating the same will be highly appreciated.

Please read each question carefully before providing a response. The information given will be strictly confidential and only for research purposes.

Statements related to behavior management in schools

1. Which of the following definitions of the term “discipline” do you consider most appropriate.

Discipline refers to both prevention and remediation of bad behavior. ()

Discipline is punishment intended to correct or controlled, ordered behavior resulting from obedience of rules/self-control. ()

3. What is the purpose of behavior management policy in schools?

To punish and therefore reduce the number of misbehaving students in a school. ()

To create conducive school environment for effective learning. ()

4. There are two types of behavior control and intervention measures. Which one do you most commonly apply in your school?

Preventive (encouragement) ()

Corrective (disciplinary action after infraction) ()

Both in preventive and corrective discipline in about equal proportions corrective ()

5. Indicate the most common cause(s) of student social behavior problems which are applicable in your school
- Peer influence ()
 - Inability to perform well in academic tasks ()
 - Laying blame on the teacher ()
 - Making Excuses ()
 - Exhibiting 'a give up attitude' ()
 - Parental influence ()
 - Drug abuse ()
 - Conflicting school and classrooms rules ineffective ()
 - Poor management by head teachers. ()
 - Mass media influence (television, Internet) ()
 - Any other? Specify _____
6. Which are the most common social behavior problems in your school?
- Disrespect to teachers and head teacher ()
 - Unruly behavior e.g. aggression, fighting, laziness, lateness ()
 - Vulgarity and sexual assault ()
 - Damage to school property/theft ()
 - Drug abuse ()
 - Untidiness, rudeness and insolence ()
 - Confrontation with the teacher or another student ()
 - Silly noises in class ()
 - Interruptions, particularly during a demonstration or explanation ()
 - Failure to settle to the task ()
 - Bullying or threatening behavior ()
 - Rudeness to the class teacher/teaching assistant/other students ()
 - Misuse of practical or other equipment ()
 - Truancy ()
 - Misinterpreting body language-kinesis ()
 - Misinterpreting the use of pitch in language-vocalic ()
 - Misinterpretation of appropriateness of personal space-proxemics ()
 - Any other? Specify _____

Measures used to manage student social behavior problems among learners with learning disabilities.

1. Below are the guidelines used by teachers to manage student behavioural problems in schools.

There should be prior knowledge of rules and regulations. ()

A disciplinary action should be applied immediately. ()

Disciplinary actions must be objective. ()

Avoid entrapment ()

Allow right of appeal ()

Which of these principles do you most commonly apply in your school?

2. A systematic effective behavior management action should follow a certain procedure.

The procedure must include the following

A) Demotion, suspension and discharge from school

B) Preliminary investigation

C) Temporary suspension/interdiction

D) Oral warning and written warning

Which is the correct order, when dealing with incidents of behavior disorders among students?

3. Which methods/measures do you most commonly apply in enhancing discipline issues associated with behavioural problems in your school?

Effective ()

Very effective ()

Not effective ()

1. Indicate the methods that you most commonly use to maintain classroom discipline?

Challenges teachers face in managing behavioural problems among learners with learning disabilities.

1. In an effort to enhance student proper behavior in your school, identify the major challenges that you may encounter when managing behavior of learners with learning disabilities and behavioural problems?

2. Which alternative approaches do you most commonly apply in your school to overcome the behavior disorders related to behavioural problems?

- Reality therapy (RT) ()
- Positive approach to discipline (PAD) ()
- Teacher Effectiveness Training (TET) ()
- Transactional Analysis (TA) ()
- Assertive discipline (AD) ()
- Alderman discipline (AI) ()
- Any others? Specify

3. How would you rate the effectiveness of the approaches you apply to enhance student behavior difficulties?

4. What further steps are you planning to take to overcome discipline challenges in your school?

THANK YOU FOR YOUR PARTICIPATION

Appendix E: Confidentiality Statement

Dear respondent

My name is **Joyce Kinyua**. I am a PhD student at the Kenyatta University, Department of Special Needs Education. In partial fulfillment of the course requirements, I am conducting a study on INFLUENCE OF BEHAVIOURAL INTERVENTION STRATEGIES ON ACADEMIC ACHIEVEMENT AMONG FORM THREE STUDENTS WITH LEARNING DISABILITY IN NYERI COUNTY, KENYA. I would appreciate assistance with data by answering the questions outlined below, to the best of your knowledge. The information in this data sheet will be strictly confidential and will not be used for any other purpose other than for this research. Your assistance in facilitating the same will be highly appreciated. My contacts are kijoyneri@gmail.com or jneri@karu.ac.ke and mobile telephone number 0712 902 070.

The identification will be conducted in a private setting within the school. Your name will not be indicated on the observation checklist or interview schedule. The identification tools and observation checklist will be safely kept. Everything will be kept private.

Contact information

If you have questions you may contact Joyce Kinyua 0722255238; Dr. Mary Runo 0721381513 or Dr. Nelly Otube 0727405421 or the Kenyatta ethical review secretariat on kuer@ku.ac.ke

Participant’s statement

The information provided to me regarding my voluntary participation in the study is clear to me. I have been given a chance to seek clarification which I did to my satisfaction. My participation in this study is entirely my choice. I understand that my records will be kept in confidence and that I can choose not to participate. I understand that I will still get the same treatment whether I decide to participate or not.

Name of participant.....

Signature of thumbprint

Date

Appendix F: Consent Form

Investigator's statement

Introduce yourself-see some well-done introductions. The rubrics are normally very friendly

I, the undersigned, have explained to the interviewee in a language they understand, the procedures to be followed in the study and the risks and benefits involved.


Name of interviewer.....

Sign here

Interviewer signature

Date

Appendix G: Authorization Letter


**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. Date:

30th March, 2015

NACOSTI/P/15/1731/4976


Joyce Njeri Kinyua
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Problems among form three students with learning disabilities and intervention mechanism in high schools in Nyeri County Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nyeri County** for a period ending **31st December, 2015.**

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


On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

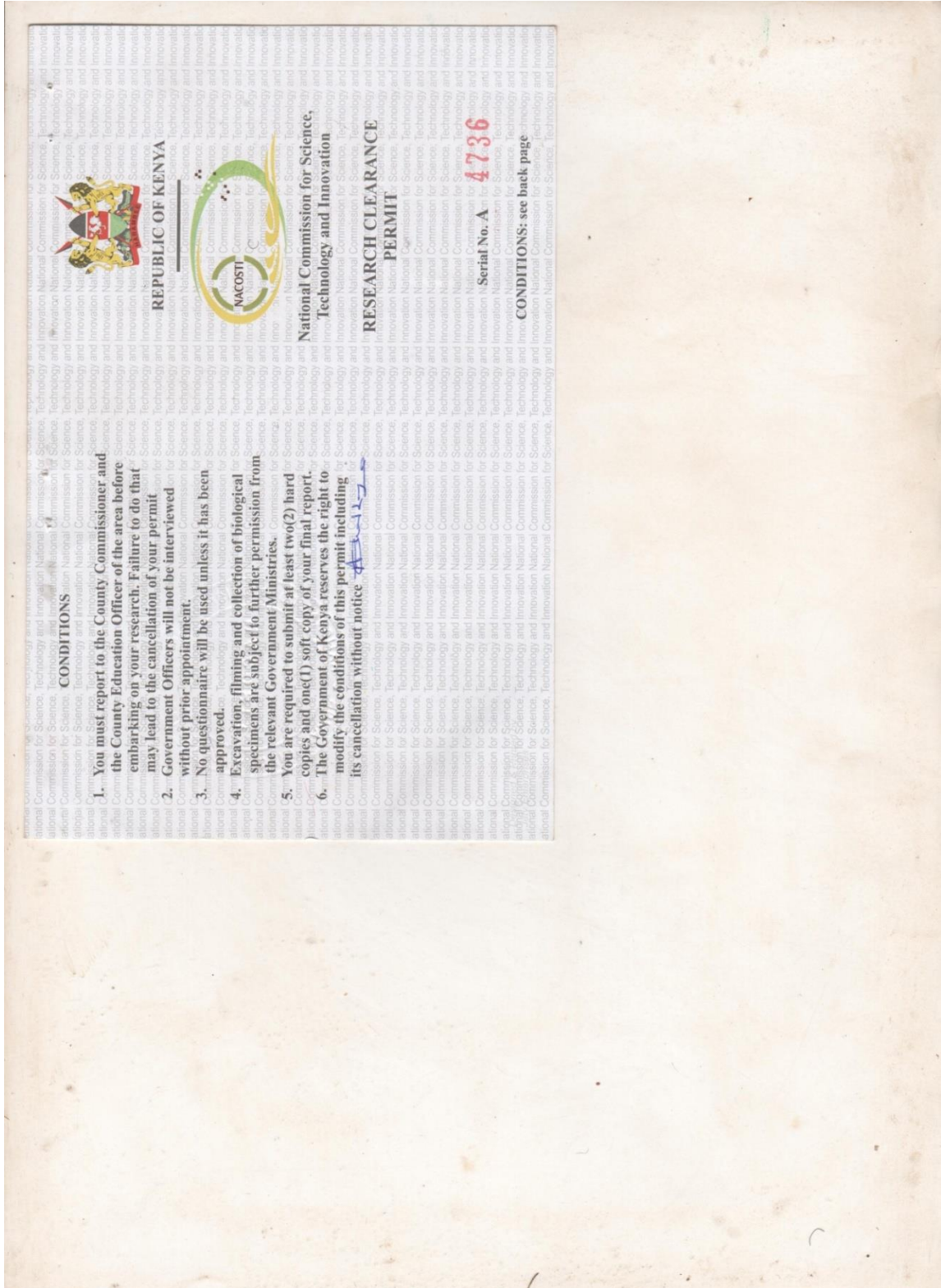
The County Commissioner
Nyeri County.

The County Director of Education
Nyeri County.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix H: Research Permit from NACOSTI



CONDITIONS

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

RESEARCH CLEARANCE PERMIT

Serial No. A 4736

NACOSTI
National Commission for Science, Technology and Innovation

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

PERMIT

CONDITIONS: see back page

Appendix I: The Study Area – Map of Nyeri County

