FACTORS AFFECTING MANAGEMENT OF MALADJUSTED BEHAVIOURS IN BEHAVIOUR ADJUSTMENT FOR LEARNERS WITH INTELLECTUAL CHALLENGE IN SPECIAL UNITS, KIAMBU COUNTY, KENYA

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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 source duly acknowledged. Where text, data (including spoken words) graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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Supervisors' declaration

This thesis has been submitted for appraisal with our approval as University Supervisors.

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DEDICATION

I dedicate this study to my loving daughter Esther Wanjiku and my sons, Jackson Nyaga and Bernard Wainaina.

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I wish to acknowledge the support of all those who in one way or the other made my course at the university a success.I would also like to thank my supervisors Professor Geofrey Karugu and Dr. Chomba Wa Munyi for their continuous support and guidance. My gratitude also goes to my children; Nyaga, Wainaina and Wanjiku for their financial and moral support.

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ABBREVIATIONS AND ACRONYMS

ADL : Activities of Daily Living

EARC : Education and Assessment Resource Centre

ED : Externalizing Disorders

FBA : Functional Behavior Analysis

GED : Graduated Electronic Decelerator.

IC : Intellectual Challenge

ID : Internalizing Disorders

IEP : Individualized Education Program

IQ : Intelligence Quotient

JREC : Judge Rotenburg Education Centre

KIE : Kenya Institute of Education

KISE : Kenya Institute of Special Education

KSMH : Kenya Society for the Mentally Handicapped

MB : Maladjusted behavior

MC : Mental Challenge

NACOSTI : National Commission for science, Technology and Innovation

NAEYC : National Association for the Education of Young Children

NGO : Non-Governmental Organization

NRC : National Research Council

SNE : Special Needs Education

ABSTRACT

The purpose of the study was to find out factors affecting management of maladjusted behaviours (MB) for behaviour adjustment in learners with Intellectual challenge (IC) in special units in Kiambu County, Kenya. The study was guided by the theory of Operant Conditioning of B.F Skinner (1938). The objectives of the study were to: identify learner factors affecting the management of MB in learners with IC, Inquire parental factors affecting the management of MB in learners with IC, Investigate teacher factors limiting the management of MB in learners with IC, Determine school internal factors hindering management of MB in learners with IC and to Establish intervention measures for behaviour adjustment in learners with IC in special units. The study used systematic random sampling to select 7 schools with special units and 8 teachers from the 7 special units. Stratified random sampling was used to select learners from the units. Headteachers of the 7 schools with special units were purposively selected. The target population comprised 235 individuals; composed of school heads, teachers in charge of the units and learners in the units. The sample population for the study was 8 teachers of the 7 units, 7 head teachers of the schools with the units and 62 learners of the sampled units, a total of 77 respondents. This formed 32.8% of the target population. Four Research instruments were used: A questionnaire for sampled teachers in the units, Interview guide for head teachers, behaviour observation checklist for the teachers in the unit and observations schedule for the researcher. Validity and reliability of the instrument were checked through piloting. Collected data was analyzed qualitatively and quantitatively. The open-ended items were analyzed qualitatively while closed-ended items were analyzed quantitatively and tabulated by application of statistics package for social sciences (SPSS). From the observation checklist which was thematically analyzed, tearing of books was common in most special units with a higher frequency of 7 (87.5%) followed by throwing objects to others in class and banging head on the wall which had equal frequencies of 6 (75%). The study observed that the main contributing factors of MB in learners with IC were delayed developmental milestone in learners, parental negligence, lack of proper training among teachers and inadequate facilities. All teachers (100%) had done inclusive special education hence did not have special skills to manage MB among learners with IC. The intervention strategies employed by teachers towards managing MB among learners with IC include time out 6 (75%), extinction 5 (62.5%), contingency contracting 4 (50%), token economy 3 (37.5%) and response cost 2 (25%). The study concludes that strategies ought to be established upon early intervention which would effectively enable both teachers and parents identify learners possessing MB and positively change their behaviours. The study recommends that teachers should seek assistance from the special education assessment centers to ascertain the behaviour. It also recommended that the causes of MB should be investigated closely and be addressed, observed closely so that the learners can have the opportunity to learn without any triggers of the behavior. Teachers should go for in-service courses to acquire knowledge on how to identify the behaviour and causes of the behaviour and how to manage MB among learners with IC.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, scope and limitations of the study, assumptions of the study, theoretical framework and finally operational definition of terms.

1.1 Background to the Study

Behaviour problems have long been recognized as the most serious problems that schools face. Managing learners' behaviour not only regulates learners' reaction to various situations but also their relationship with others (Rose & Gaqllup, 2009). Studies show that all school going children, display some forms of maladjusted behaviour (MB). However, the prevalence of the behaviour is much higher among learners with any form of disability and more so those with Intellectual Challenge (IC) (Scarlett, Ponte & Singh, 2009). Maladjusted behaviour is any behaviour that is not accepted by many because it deviates from the norms of a certain society, in this case the school.

According to World Health Organization, disabilities affect 10% of every population. An estimated 650 million people worldwide, of who 200 million are children, experience some form of disability (McKenzi, 2008). In Kenya, a preliminary report by Kenya National Survey for persons with disabilities (KNSPDs), shows that the ministry of health and the national council for persons with disability (NCPWDs) have registered close to 350,000 Persons With Disabilities (PWDs) in the country

(KNSPDs, March, 2017). The report shows that about 4.6% of Kenyans experience some form of disability of which 16% of these have IC. These learners are mostly in schools or units for learners with IC.

As noted by Gargiulo (2009), individuals with IC have behaviours that are not understood by educators and the society. They display some forms of behaviours that hinder the acquisition of knowledge and skills. Intellectual Challenge refers to a variety of disorders that affect the acquisition, retention, understanding organization or use of verbal and/or non-verbal information. This can manifest itself through delays in cognitive, physical, communication, social, emotional and adaptive development. Although Dowing (2010) agrees that they are aggressive and destructive; they do so due to delayed development of common sense and general maturation. Behaviour management in the entire learning process is therefore very crucial.

The term Intellectual Challenge is being used interchanging with Mental Retardation (MR) in Kenya. Intellectual Challenge can be classified into: Mild IC with an intelligence quotient (IQ) of 55-69, Moderate IC with an IQ of 40-54, Severe IC with an IQ of 25 (Friends, 2008). Most learners in special units in Kiambu County are those with mild to moderate IC (Friends, 2008). Behaviour management has been a nightmare to many schools and especially for learners with IC. Keeping in mind that there are many factors affecting the management of behaviour, many countries have come a long way in trying to control MB exhibited by learners with IC (McKenzi, 2008).

In America, before the advent of public schooling, to become educated meant acquiring knowledge and skills learned on the farms, in apprenticeships and religious communities. There was no great need to give much thought to classroom management because children were educated outside school (Everton & Weinstean, 2006). Today the opposite is the case. The burden of the school is not only to teach academic skills and subjects but also to promote desirable behaviours among learners.

As noted by Clifford (2008), corporal punishment was the primary mode of classroom control in the United States before 1930. However, at the end of the second half of the twentieth century, it was coming to an end. Managing learners' behaviour was couched in terms of rewards and punishment or guiding children to manage their feelings. The emphasis was on what we do to children, not what children do to themselves. Serious efforts were made to replace punishment with more human discipline practices. A lot of change took place when two separate emphases emerged. One employed the work of BF. Skinner and the second one was primarily championed by Carl Rogers. Where Skinner advocated tight control and manipulation of students' behaviour, Rogers supported a teacher role of encouragement, trust and facilitation (Rogers, 1969; Skinner, 1953).

Skinner believed that classroom disruptiveness was certain if students' behaviour was not regulated and controlled. Rogers thought that children could best be actualized and responsible through teacher encouragement and guidance and therefore advocated for the use of carefully administered contingencies of reinforcement to manage behaviour, (Rogers, 1969; Skinner, 1953). Skinners behavior management theories

assumes that children's growth and development are consequences of external condition which they may have little control.

Children according to this point of view are born as "blank slate" and are "written upon" by the environment. This theories hold that human development can be explained essentially in terms of observable human behaviours and environmental stimuli that promote or reinforce these behaviours. Teachers who use management theories believe that the behaviour of children must be controlled because they assume the children are unable to adequately monitor and control themselves and because without their supervision their behavior will be erratic and potentially disruptive. Therefore teachers must control the learner's environment to elicit only desirable behaviours (Rogers, 1969; Skinner, 1953).

Maintaining desirable behaviour among learners with IC has been largely left to teachers (Magaw, 2004). As noted by Redy, Santhakumari, Kusuma and Shyamala (2005), teachers may also contribute to MB among learners through the use of cruel and barbaric behavior management strategies. An example of a case in America, noted by Yukostrachan (2012), of staff at Judge Rotenberg Education Centre (JRECs) for learners with IC using a powerful, painful electric shock device to control aggressive and destructive behaviour in a learner with IC is quite shocking. The video unsealed by a judge showing an 18 year old, Andrane McCollins, strapped face dawn, limbs tied to a table, screaming with pain and the staff at the center laughing, has exposed the torture some of these learners with IC undergo in the name of changing their behaviour. The devise was used on the boy for seven hours. The school lawyer admitted their use and said the shocks were administered as "aversive" therapy for

aggressive students. The center (JREC) use the electric shock for minor behaviors' like: pulling apart a loose piece of thread, tearing an empty used paper cup, or standing up and raising a hand to ask to go to the bathroom (Yukostrachan 2012). This shows that more study on behaviour management strategies in classrooms for learners with IC was required.

In the United Kingdom (UK), Hinman and Brown (2010) noted that staff in schools for learners with IC sometimes used Graduated Electronic Decelerators (GED), a skin shock device to decelerate inappropriate behaviours. Students wear backpacks around the clock with GED inside them, and are zapped using remote control devices controlled by the staff. The GED is used to target antecedent behavours in learners with IC. Students as young as 9 years old are subjected to sudden painful, repeated electric shock for refusing to: follow staff directions, stopping work for more than 10 seconds, getting out of seat, interrupting others, nagging, swearing, whispering and moving conversation away from the teacher (Hinman & Brown 2010). Such strategies are very painful. One wonders, if this can happen in developed countries, how much about a developing country like Kenya? Therefore a study on factors affecting the management of MB among learners with IC to adjust their behaviour was therefore necessary.

In Japan, according to Scarlett and colleagues (2009), behaviour in classrooms for learners with IC is managed in groups. Each child's behaviour is a responsibility of a group. Rewards are given to the group that is well behaved. This is also very common in China where behaviour is managed in groups. Teachers in China are authoritative and overreact to situations. They use mass discipline to correct behaviour and do not

recognize students' ability levels. Decision to intervene is based on information about whether the behaviour is serious and distractive. If a child from a certain group misbehaves, all others avoid interacting with him\her until the child changes his\her behaviour (Chao, 2001). Time out procedure is commonly used by teachers in the groups. They serve as punishment by denying a learner, for a fixed period of time, the opportunity to receive reinforcement (Chao, 2001).

In the African context, children are socialized through positive and negative reinforcement as they grow. They are taught how to behave well through direct rules or through proverbs, riddles and songs (Gichinga, 2007). This is quite challenging to learners with IC because they take time to respond to instructions. In some communities, IC is seen to be a symbol of curse befalling the whole family. Thus their behaviour cannot be well managed. It is imperative that teachers develop and implement good approach to behaviour and classroom management.

In South Africa, MB continues to be the most consistently discussed problem in schools. Teachers in South Africa are becoming increasingly distressed about MB in schools as corporal punishment has been outlawed. They maintain that abolition of corporal punishment in schools has left a gap which cannot be filled and has led to all kinds of behaviour problems in schools. However the government has launched a national policy to help teachers deal with behaviour problems among learners. The learning experiences were distributed to all schools in 2001 by the National Department of Education (Booyens, 2003). Some of the alternatives strategies for behaviour management suggested in the booklet advises teachers to; use good words to describe children, give praise to good behaviour, avoid threatening or shouting to

children when they do wrong, be respectful to the needs of every child and be good role models, to mention a few. It is noted that even with this effort, learners with IC continue exhibiting MB (Booyens, 2003). This study was therefore necessary because it investigated the factors affecting behaviour management for behaviour adjustment in learners.

In Kenya, one of the National goals of Education is to promote sound moral and religious values. Children with desirable behaviours are able to acquire knowledge and skills that will enhance acquisition of sound moral values and grow up into self-disciplined, self-reliant and integrated citizens (KIE, 2009). Therefore, teachers are charged with the responsibility of molding and shaping learners to fit into schools they attend and into the society. However learners with IC are not well integrated in the society due to their behaviour (Odero, 2010). The Education Act in Kenya, 2003, emphasizes that special schools and institutions for the deaf, blind and intellectually challenged, among others, should cater for formal education, skill development and self-reliance (Republic of Kenya, 2003). Also, the establishment of the Kenya Institute of Special Education (KISE), in 1987, to offer diploma courses in different areas of special needs, was a major step by the government towards equipping teachers with knowledge and skills to handle learners with special needs (Kenya Institute of Education, 1987).

A study by Kenya National Survey for Persons with Disabilities (2008), conducted by the Kenya National Bureau of Statistics, cited a case where an intellectually challenged girl who used to be overdosed by the family to make her sleep for a whole day because her behaviour was a nuisance. Also a study by Nyakondo (2009), relating

to problems teachers face in classrooms for learners with IC in Kenya, shows that there is need to look at factors that hinder the management of behaviour in learners with IC. Intervention measures for behaviour adjustment need to be put in place to help learners fit in the classroom, school and the society. The above studies show that there are various factors that limit behaviour management. These factors need be addressed to help learners adjust their behaviours. This study therefore focused on establishing factors that affect the management of MB for behaviour adjustment in learners with IC in special units in Kiambu County, Kenya.

1.2 Statement of the Problem

In spite of much effort by the government in establishing special units and equipping teachers through training, learners with IC continue exhibiting maladjusted behaviour that prevents them from acquiring knowledge and skills for independent living. Good behaviour is an integral part of the teaching and learning process in any learning institution, without which no effective teaching or learning occurs.

According to Rose and Gaqllup (2009), Factors that promote behaviour problems are not unalterable constraints but rather that can successfully be dealt with by the teachers, parents and the administration in a school. The school besides helping learners acquire knowledge and skills is supposed to help learners to be moral and ethical. Lack of proper training for the teachers handling these learners has contributed to the increase of MB among learners with IC. Ruteere (2013), contends that, 90% of the teachers entrusted with molding their behaviours are not aware of specialized intervention strategies for managing behaviour. Also, a study by Mugambi (2013), shows that most teacher shout and name call learners when they engage in

undesirable behaviours. This might not be effective in the adjustment of behaviour and learners continue behaviour inappropriately. There is therefore need to investigate if teacher factors limit the management of maladjusted behaviours.

A report by the Kenya Society for the Mentally Handicapped (2003), says that 48% of children with IC experience ten or more abusive incidents each year, yet more of these cases go unnoticed. Most of these cases happen in schools for learners with IC. Also the report of the National Committee on Educational policies (Gachathi Report, Dec.1976) stated one of the broad objectives of education as; to assist the youth grow into self disciplined, respecting, law abiding and creative people (Makumi,2012). This has not yet been achieved. Therefore, there was need to investigate on factors that affect behaviour management among learners with IC to adjust their behaviour.

A study by Odero (2010) on instructional resources for learners in school and units for learners with IC shows that 80% of these learners who finish school are not any better. They have various behaviour problems that limit and hinder their integration into the society. One wonders why their behaviour does not change, yet they have attended school. This purposed a study on factors affecting the management of MB and intervention measure that can assist in the adjustment of behaviour.

Although schools and units for learners with IC have been established and seem to be doing well in assisting these learners, there is a feeling that improvement is required. A study in Kenya by Ruteere (2013), shows that these learners have not developed individual talents and personality. This indicates that these learners have various potentials that have not been fully tapped, and instead of them being an asset, they are a liability to their families and the society.

Adjusted behaviour, being a pre-requisite for proper learning to, teachers are able to deliver the curriculum content in schools where learners behave well. Learners are able to acquire knowledge and skills for independent living. Therefore a study on factors affecting the management of MB and intervention for behaviour change was quite necessary. If all these are put in place, leaners with IC will no longer be a liability to their families and the society, but assets. The study was therefore necessary.

1.3 Purpose of the Study

The purpose of the study was to investigate on factors affecting the management of MB in behaviour adjustment for learners with IC in special units in Kiambu County, Kenya.

1.4 Study Objectives

The study was guided by the following objectives:

i) To identify learner factors preventing the management of MB in behaviour adjustment among learners with IC in special units in Kiambu County, Kenya;

ii) To inquire parental factors affecting the management of MB to adjust behaviour in learners with IC in special units in Kiambu County, Kenya;

iii) To investigate teacher factors limiting management of MB for behaviour adjustment in learners with IC in special units in Kiambu County, Kenya;

iv) To determine school internal factors that hinder management of MB among learners with IC in Kiambu County, Kenya;

v) To establish intervention measures for behaviour adjustment in learners with IC in special units in Kiambu County, Kenya.

1.5 Research Questions

i) What are the learner factors that prevent the management of MB in learners with IC in special units in Kiambu County, Kenya?

ii) What are the parental factors that affect the management of MB in learners with IC in special units in Kiambu County, Kenya?

iii) What are the teacher factors that limit the management of MB in learners with IC in special units in Kiambu County, Kenya?

iv) Which are the school internal factors that hinder management of MB in learners with IC in Kiambu County, Kenya?

v) What intervention measures do teachers employ to adjust behaviour in learners with IC in special units in Kiambu County, Kenya?

1.6 Significance of the Study

The study may reveal intervention measures for behaviour adjustments in learners with IC. This information may be of great help in making charges to various areas of the curriculum for learners with special needs, hence planning for appropriate intervention measures. The study may be useful to the government in making policies that may emphasize on the use of effective strategies for managing maladjusted behaviour in schools. Teachers in special units and schools may also benefit from the study in applying various specialized strategies to manage MB among learners. It is hoped that the study may lead to improved involvement of teachers towards management of behaviour among learners with IC.

1.7 Limitation and Delimitation of the Study

1.7.1 Limitation of the Study

The schools were sparsely distributed, therefore hindering coverage of all the units in the given time limit. The study was faced with data inaccessibility constraints since learners with IC were not able to express themselves. Also there was regular absenteeism among learners with IC. Teachers in some units were absent making the researcher visit some units many days. Some of the head teachers were too busy to concentrate during the interview. However, efforts were made to get all the necessary information required.

1.7.2 Delimitation of the Study

The study was carried out in Limuru Sub-county, Kiambu County. Limuru Sub-County is among the twelve sub-counties of Kiambu County. The study covered all special units for learners with IC. The study mainly dealt with headteachers of the primary schools with special units, teachers of the units and learners with IC in the units leaving out parents and teachers in the mainstream. Private schools were excluded in the study for they did not have units for learners with IC but for various disabilities. The respondents were positive on giving the responses which gave the researcher easy time in gathering the required information needed for the study.

1.8 Assumption of the Study

The study was based on the following assumptions:

i) That, learners with IC exhibit maladjusted behaviours.

ii) That, there are various factors affecting the management of maladjusted behavior among learners with IC.

iii) That those teachers are qualified in managing MB among learners with IC.

iv) That the head teachers and teachers employ various intervention measures to adjust learners' behaviour.

v) That the head teachers and teachers will respond to question items honestly.

1.9 Theoretical Framework

This study was guided by B.F. Skinners (1938) theory of operant conditioning. In operant conditioning theory, behavior is strengthened or weakened by a consequence or action that follows it. The key feature of operant conditioning is that subject behaves in some way, which is followed by some reward. This subject may associate its behaviour with the reward and so learn to repeat it. The behaviour that the subject learns is called an operant. Skinner used the term reinforcement to apply to anything which would make the animal or human repeat response. The main purpose of reinforcement is to shape and then maintain a particular behaviour. He identified positive and negative reinforcement.

The approach to learning set forth a behavioural perspective, which is most extensively applied to children's disorder. Operant conditioning emphasizes the consequences of behaviour. Behaviour is acquired or reduced and it is emitted in some circumstances but not in others through reinforcement, extinction, punishment and other learning processes.

The principles of operant conditioning have increasingly been applied to a broad range of difficult and complex problems. In the study, managing learners' behaviour is affected by many factors. The problem behaviour can change through a learning process where the focus of the treatment should be on the factors that prevent or

hinder behavior change. Learner's maladjusted behaviour can be strengthened or maintained by reinforcement.

The reinforcer can be in the form of rewards or verbal approvals from parents, teachers and the school administration. A good behaviour may be followed by a reward, making it possible for the behavior to be repeated. An undesirable behavior may be followed by withdrawal of a reward making it possible for the behaviour to stop. Skinner applied this at first to animals and latter to human (B F Skinner, 1953). According to Skinner, an organism is in the process of operating on the environment. During this operation, the organism encounters a special kind of stimulus, called a reinforcing stimulus, or a reinforcer. This special stimulus has the effect of increasing the operant (the behaviour just before the reinforcer). That is, the behaviour is followed by a consequence, and the nature of the consequence modifies the organism's tendency to repeat the behaviour in future. If the behaviour is followed by a rewarding or positive consequence, the behaviour tends to be strengthened. In teaching learners with IC, teachers can apply this theory in classroom situation. Learners can eagerly learn or change their behaviour simply because they expect to be rewarded. In the classroom, teachers can use tangibles or verbal statements to reward children who behave well. For example, children can be given more time in activities they enjoy most. They can also be added more time for outdoor activities of their choice as a reinforcer.

Withdrawal of a reinforcer is also very helpful. A child who is aggressive might be taken to a time out area where he/she remains isolated for a time. A disruptive learner who does not finish class activities may be asked to remain in class doing his work

while others go for recess. In operant conditioning, desirable behaviour is maintained through reinforcement, while maladjusted behaviour is eliminated by withdrawing the reinforcer. This is usually referred to as behaviour modification.

1.10 Conceptual Framework

The conceptual framework shows there are factors affecting the management of MB among learners with IC. They include; parental factors, teacher factors, learner factors and school internal factors. These factors may cause learners become aggressive, disruptive and destructive. Learners may also engage in self-injurious and self-stimulatory activities. To manage learners' behaviour, intervention for behaviour change has to be put in place by teachers, parents and the school administration. It requires trained and qualified teachers, co-operative parents and a modified school environment that suits learners' needs. Once various strategies and measures are put in place, learners' will adjust their behaviour, making it possible for them to relate well with peers, hence, a warm learning environment. With this, they can easily acquire skills, knowledge and attitude which will make them self-reliant and live independent lives. Learners will then not be a liability to the school, the family and the community, but assets.

1.11 Conceptual Framework

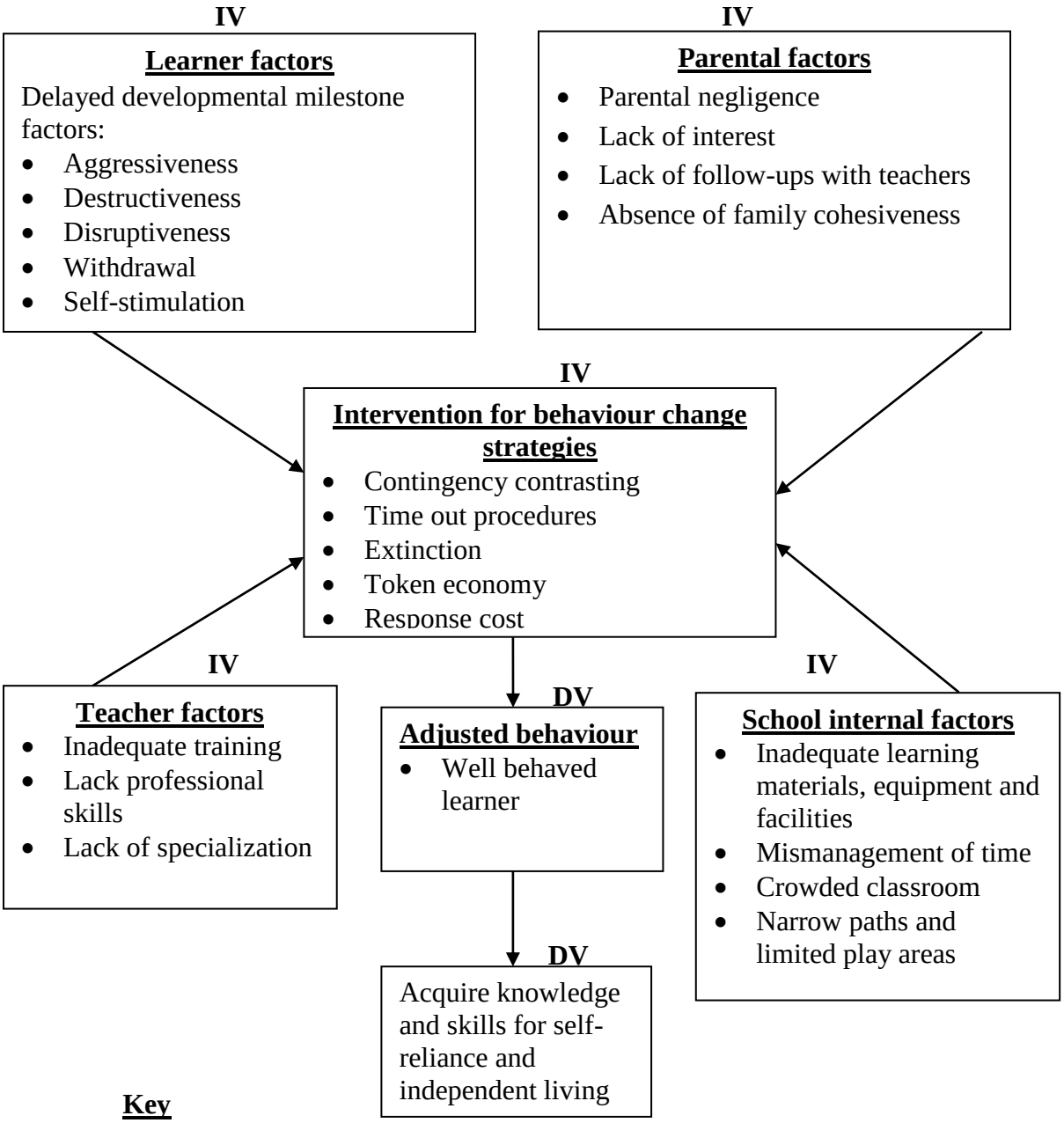

Figure 1.1: Showing factors affecting management MB

Source: Researchers own guided by B.F Skinner theory of operant conditioning

1.12 Operational Definition of Terms

Behaviour management: The use of various strategies to control maladjust behaviour.

Desirable behaviour: This are accepted behaviour.

Destructive behaviour: A behaviour that cause damage.

Disruptive behaviour: A behaviour that hinder other activities to take place.

Intellectual challenge: This learner's exhibit significant sub-average general intellectual functioning, existing concurrently with deficits in adaptive behaviour, and is manifested during developmental period. It affects a Childs education performance.

Liabilities: This is where a child becomes a problem to others.

Maladjusted behaviour: A behaviour that is not acceptable by many.

Reinforcement: This is strengthening a good behaviour.

Self-injurious behaviour: Engaging in a behaviour which causes injury to oneself.

Self-reliant: To be able to earn a living and not to rely on others for personal upkeep.

Self-stimulatory behaviour: To engage in a behaviour that is interesting and exciting.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The literature in this section was reviewed under the following topics: Behaviour in context literature; this literature was reviewed to give an understanding of what is regarded as normal and disordered human behaviours. Learner factors literature; this literature was reviewed to identify learner factors that prevent the management of MB for behaviour adjustment in learners with IC in special unit. In this topic, literature on some forms of MB exhibited by learners with IC was also reviewed. Parental factors literature; this literature was reviewed to inquire parental factors affecting the management of MB for behaviour adjustment in learners with IC in special unit. Teacher factors literature; this literature was reviewed to investigate on teacher factors that limit the management of MB for behaviour adjustment in learners with IC in special unit. School internal factors literature; this literature was reviewed to determine school internal factors that hinder the management of MB for behaviour adjustment in learners with IC in special unit. The literature on intervention for behaviour adjustment in learners with IC in special units was also reviewed in this section.

2.1 Behaviour in Context

Man is a social animal and his effective survival depends on how well he behaves in different social situations. Of all living organisms in the world, humans have complex and diverse behaviour. Behaviour is simply what an organism does (Bernie, 2009).

Human behaviour is called ‘normal’ if it falls within the range of expected norms and ‘abnormal’ or ‘disordered’, when it deviates to assess ones personality. As a result, the study in behavioural disorders from childhood to adulthood has gained momentum globally (Redy et al., 2005). Behaviour can be verbal or non-verbal. The use of language is an important aspect of verbal behaviour, which involves asking or answering a question. Non-verbal behaviours are physical actions. Some non-verbal behaviour serve a communicative functions such as smiling, nodding one’s head or raising ones eye brows in response to another person’s gesture or comment.

Behavioural disorders have been defined as a failure of function adequately towards achieving some sense of personal well-being and making some contribution to a larger social group. Experiencing personal distress/discomfort, causing distress to others and behaving maladaptive unexpectedly or bizarrely, are some of the practical or clinical criteria that assist to decide upon behaviour disorders (Davison & Neal, 1994). Generally, it is assumed that any deviation of behaviour from expected standard or norms is harmful in some way to the individual and results in disorder. The American Psychiatric Association (2000), defined a ‘disorder’ as an individual impairment of dysfunction that causes distress to a person or increased risks of depth, pain, disability or loss of freedom.

Behaviour disorders are examined, evaluated and treated from several perspectives. Problematic behavioural disorders affect the smooth learning of a school or classroom. To have an effective school or classroom control, learner’s behaviour must be controlled. This can be done through the use of strategies that focus on behaviour and behaviour change. Managing learners’ behaviour involves identifying the

functional relationship between environmental events and particular behaviour to understand the reasons for behaviour or to determine why a person behaved as he/she did. This also involves altering environmental events so as to influence behaviour (Miltonberger, 2008).It is therefore important to study the factors affecting the management of MB in learners with IC and the intervention for behaviour adjustment. These factors includes; Learner factors; Parental factors; Teacher factors; School internal factors. Interventions for behaviour adjustment vary from one learner to another (Meece, 2001).

2.2 Learner Factors

Learners with IC pose a unique problem to educators, one not presented by any other exceptionality. While the visually impaired, hearing impaired and the learning disabled require modification in the way they are taught, the IC requires educators to decide what they should be taught and how. IC is not a unilateral concept. Persons with IC exhibit quite different kinds of behaviour and adaptively (Meece, 2001).

Over the years, much time and attention has been dedicated to assisting persons with IC to develop a repertoire of productive and socially adaptive behaviour. The ability to demonstrate desirable behaviour, while inhibiting challenging behaviour, impacts many areas of a person's life (Reichle & Light, 1992). As noted by Essa (2003), behaviour problems are sometimes an integral part of a child's disability. Children with IC behave undesirably due to their delayed developmental milestone. In addition, behaviour problem increase as the challenge becomes more severe. This may lead to their immature activities (Essa, 2003).

Maladjusted behaviours affect a child's performance in class and the safety on oneself and others. Researchers have come up with patterns of MB that are common among children and youth with IC. Two global dimensions that have been consistently identified are, externalizing disorders (ED) and internalizing disorders (ID) (Achenback & Adelbrock, 1978, 1983). ED, sometimes referred to as under controlled disorders, are characterized by aggressiveness, temper tantrums, acting out and noncompliant behaviours. ED is disturbing to others and generally results in considerable disruption in the classroom. In contrast, ID sometimes referred to as 'over controlled' disorders are characterized by social withdrawal, depression and anxiety. Children with ID are far likely to be identified by their teachers and families because they do not create the chaos that often characterizes children with ED. However, these ID are equally serious. If left unattended, they can lead to a variety of negative long-term outcomes (US Department of Education, 2000).

A study by Hawkins, Eklud, James and Foose (2003), shows that learners with IC have substantial limitation in age appropriate intellectual and adaptive behaviour. Sea and Rista (2006) noted that each stage of development of children has unique characteristics, needs and behaviours. Children may act out because too much or too little is expected of them. As a result, they are either frustrated or bored; hence, become disruptive or destructive.

The National Association for the Education of Young Children (2007) reminds educators that the four domains of children's development; that is, the physical, social, emotional, cognitive, must be present in order for a child to behave appropriately. Delayed development in one domain affects a child in many ways. For

children with IC, who are delayed in all the domains, Mah (2008), advises teachers to give learners activities according to their developmental levels. Kerry (2009) notes that if children are pressured beyond their capability, they feel incompetent, hence engage in MB. A study by Makumi (2012) shows that in Kenya, learners with IC can learn basic daily living skills with time if their behaviours are well managed. This is yet to happen because the study shows that learners go back to the society with no skills that would make them self-reliant (Makumi, 2012).

A perusal of the behaviour records of most schools and units for learners with IC provides clear examples of different types of challenging behaviours exhibited by learners with IC. Some of the most common MB they exhibit as noted by Kerry (2009), include; aggressive behaviours, disruptive behaviours, destructive behaviours, self-injurious and self-stimulatory behaviours.

2.2.1 Aggressive Behaviour

Aggressive behaviour is quite common in learners with IC. It is a behaviour that can cause physical or emotional harm to oneself and others. It may range from verbal abuse to physical abuse. The most aggressive behaviour among learners with IC as noted by Mah (2008) is throwing temper tantrums. Throwing tantrums is a collection of behaviours, including the child throwing himself/ herself on the floor, kicking others, crying, screaming and other dramatic actions carried out in reaction to an upsetting event. A tantrum could be throwing a fit, throwing a toy or throwing down anything that is on reach. Aggressive behaviours are frequent in learners with IC, regardless of the underlying etiology. The behaviours create problems in everyday life. Aggression goes sometimes with antisocial behaviours. They may include

noncompliance behaviours, where a child fails to conform to reasonable requests. When a learner is noncompliant, the following may be observed; he/she is involved in an activity by him/her self, is not involved in activity, is upset and switch to another activities but not the one the teacher asked. In this case aggressiveness occurs when the learner is made to do what the teacher demands. Sometimes aggressive behaviour may stem from a sense of frustrations, from lack of inability to communicate or from general immaturity. As a result, aggressive children have trouble developing close personal friends and are often rejected by their peers. This frequency of rejection is associated with the degree of inappropriateness of behaviour they display (Essa, 2003).

2.2.2 Disruptive Behaviour

Disruptive behaviour is a day to day occurrence in a classroom for learners with IC. Mah (2008) noted that this may be witnessed by a child leaving the classroom at will. The child occasionally goes out of class without any legitimate reason. Such behaviours occur on repeated and frequent bases. Making noise deliberately is also a disruptive behaviour that causes interruption in classroom activities. This may upset group activities. Running aimlessly around the classroom according to (Essa, 2003) is very common among learners with IC. This includes any incident in which a child runs about the room with no evident purpose instead of taking part in a game or activity. Shouting in the classroom includes all instances where the child raises his/her voice well above what is acceptable in the classroom. In addition to shouting, this may include yelling, shrieking, whopping and other annoying loud noises. Dropping objects to create noise disrupts the smooth learning in a class. This includes any incident in which a child deliberately drops an object on the floor or other surfaces for

the purpose of making noise. Objects may be dropped or thrust downwards from any height on to the floor or other surfaces. Disruptive behaviour as noted by Bijov and Ribes (1972) may be as a result of inability to pay attention. A child may not understand the safety rules of the classroom. Some educators have observed that the lower the intellectual level, the more pronounced the behavioural deviations (Lovell & Reiss, 1993).

According to Scarlett and colleagues (2009), disruptive behaviours are among the easiest to identify because they involves behaviours that are readily seen. These are behaviours such as temper tantrums, physical aggression which includes; attacking other children, excessive argumentativeness, taking other children's items forcefully and other forms of defiance or resistance to the authority. These behaviours often attract notice when they interfere with the running of the school and relationship with peers and family members. About one third of all children with IC exhibit disruptive behaviours. Due to this, they have difficulty lives because their defiant behaviours leads to so many conflicts with teachers, peers, family members and others with whom they interact.

2.2.3 Destructive Behaviour

The most common destructive behaviour among learners with IC includes tearing of books and destruction of items around them. The deliberate ripping of pages of books happens regularly (Driffe, 2008). A child with IC may not have the maturity to understand respectful use of a book. A wide range of behaviours, as noted by Driffe (2008) and Mah (2008) may be evidenced in such individuals, including destruction of items in the classroom and around the school compound. Destruction commonly

occurs when the child is asked to change an activity he/she is engaged with. As a result, the play items or whatever items the child is working with may be thrown apart or destroyed. Some other destructive behaviour may occur when children are feeding. Messy eating is commonly noted where the child spills foods all over and throws the feeding utensils to others, causing breakages and injuries. Sometimes a child may cling to the teacher or other learners by holding onto clothes, and when asked to stop, tears the clothes with hands or teeth, hence destroying the clothes and keeps following the teacher or other learners to do the same (Essa, 2005).

2.2.4 Self-Injurious and Self-Stimulatory Behaviours

These behaviours often occur when learners' needs are not met. Self- injurious activities as noted by Mah (2008) include, banging heads on hard objects or against the wall. This causes body injuries. A self-stimulatory activity as noted by Essa (2003) involves the child's using his/her hands to play with or rub, fondle the genital area. This often occurs in public areas. Some engage themselves with thumb-sucking.

The child keeps a thumb or other fingers in the mouth and often refuses to participate in activities while he/she is doing so. Children with IC are often faced with obstacles that limit their ability to accomplish personal goals. If extreme behaviours such as aggression, self-injury and tantrums occur in response to their frustration, a vicious cycle may begin in which relationships with significant others are stressed and more difficulties attaining personal goals are experienced (Beirne-smith., 2002, Driffe, 2008).

A study by Makumi (2012) shows that in Kenya, learners with IC are not able to access available resources. They have various limitations in the usage of available resources in the school and the Community. This may be as a result of parents not availing them to school or learners lack of interest. It can also be as a result of school internal problems of teachers' unpreparedness. A study that would identify learner factors that prevent the management MB in behaviour adjustment among learners with IC was therefore necessary.

2.3 Parental Factors

Parents play an important role in modifying learners MB. Development of a learner entails character formation and good behaviour. A well behaved learner will have character formation and values such as tolerance, cooperation, humility, respectability and being compliant to instructions. This can mostly be instilled to children by parents as they grow (Dena, 2004).

According to Abraham Maslow's theory of hierarchy of needs, social needs which include love, affection, belonging, acceptance, friendship and membership should be provided by all parents (Paul and Gordon, 1982). This seems not to happen to learners with IC. There are parental factors that affect the management of MB. They include; lack of cohesiveness in the family, negligence of parental duties and lack of interest.

2.3.1 Lack of Family Cohesiveness

Families that lack cohesiveness give room for children to search for identity and recognition from other sources. They seek for attention from teachers by being disruptive (Mah, 2008). They live in a state of confusion, always ending up with behaviour problems. Lack of cohesiveness in the family may also cause learners to

have various personal problems and conflicts originating from family background. There are several reported cases of fighting's among parents. Learners with IC mostly react to what they see at home, like fighting and hurling insults done by parents. They have observed their parents sorting out their differences through fighting and destruction of house hold properties. They may conclude that disputes are settled through aggressiveness and destructiveness, which are manifest in learners with IC (Dena, 2004). Some parents are defensive and possessive to their children. They pamper and overprotect them. Such parents challenge, disrespect, criticize and condemn or talk ill of teachers in presence of their children. Their disrespect to teachers is imitated by learners against teachers, which is common among learners with IC (Dena, 2004).

2.3.2 Parental Negligence and Lack of Interest

Research has found that some parents have ignored their role of molding the behaviour of their children. This is quite common among parents of learners with IC. They have abandoned their duties to teachers. They believe that teachers are paid to do so (Mckenzi 2008). Some parents believe that learners with IC are not productive and so have no value. They punish them harshly and negatively, which instills fear and leaves psychological scars in learners for the rest of their lives (Bernie, 2009).

A study by Orek (2014), shows that some parents are not available when needed by their children. The absence of a critical role model at home creates emptiness in any child. With the absence, good parent-child relationship is not established, moral values are not put in place and there is poor coordination of activities (Sushila, 2010).

2.4 Teacher Factors

The quality of education, training, and the development of knowledge and skills for independent living, largely depends on the quality of teachers; that is, the academic qualifications, professional training, commitment and dedication (Noll, 2010). Teachers are central to any successful behaviour change among learners. To manage MB among learners with IC, teachers need to be professionally trained and be continuously in-serviced to improve their knowledge, pedagogical skills and competency. In this way teachers will be responsive and adaptable to behaviour management strategies (Kamunge, 1988) The most common teacher factors that limit the management of MB includes; lack of proper and adequate training and poor time management among teachers.

2.4.1 Lack of Proper and Adequate Training

One of the major constrains to progress in behaviour management among learners with IC in Kenya is shortage of specially trained teachers. Economic constrains have hindered many teachers from going for on job training (Odero, 2010). Teacher education programs are planned to produce qualified teachers in order to achieve the objectives and policies of education (Kamunge, 1988). Intervention for behavior adjustment is effective if applied by trained and experienced teachers. Trained teachers are able to follow functional behaviour assessment (FBA) procedures and make individualized educational programs (IEP) for each learner's behaviour (Kerry, 2009).

In America, Noll (2010) noted that in order for one to become a teacher, one must complete a state-approved program of teacher education that leads to a bachelor's

degree. In some American states, the teachers degree must be in education, while other states requires an academic major but specify that within that degree, there must be a considerable number of education courses. In all the courses, teachers are trained on behaviour management strategies.

In pre-colonial India, the country had few special schools and few trained teachers for learners with IC. The few schools or institutions were run by non-governmental organizations (NGOs). Parents who took their children to those schools felt relived from the burden of taking care of them and stigmatization from a society that was not accommodative. Parents felt that these learners were safe while in those schools or institution. However effective behaviour management strategies were rarely used. Children continued to be isolated from the society due to their MB. India has come a long way in the training of teachers handling learners with special needs and more so, those with IC (Essa, 2003).

Today the preparation of regular school teachers at primary or secondary levels is more or less streamlined in India, while the preparation of special teachers still faces problems related to the role of teachers in different services, programs for learners with disabilities and the competency levels of teachers in terms of the ability to teach children with a single disability and those with multiple disabilities are being looked at closely. These issues are further linked to teaching in integrated schools and special schools. In India, a majority of the teacher training program are one year diploma courses after high school education, run by NGOs. There are more than six university level programmers' in the country leading to Bachelor of Education Degree after graduation. People with disabilities are provided with education and training in

different settings such as regular schools, special classes in regular schools, vocational training centers and community based rehabilitation projects. The staff involved is required to have knowledge depending on their learners' needs, to provide individual based training (Essa, 2003).

It is questionable whether the pre-service programs to train special educators prepare them to function effectively in all the above programmers. However, plans to have short in-service programmers' are on the way to help teachers gain expertise in the areas that have not being covered in the pre-service training programmers'. These courses help teachers develop skills necessary to work with different categories of special needs. They will acquire skills and have confidence in handling learners with special needs (Pantanjali, 2005).

In Kenya, special education teachers are currently trained for diploma at The Kenya Institute of Special Education (KISE). Before joining KISE, one must have a certificate in education. Degree courses are being offered in many public and private universities like Kenyatta, Moi, and Methodist, among others. However, Teachers Service Commission, the sector that deploys teachers in Kenya, does not recognize Special Needs Education (S.N.E) as a teaching subject (Republic of Kenya, 2003). Due to this, there is insufficient number of trained S.N.E teachers. A study by Mugambi (2012) shows that in Kenya, learners in special units have various special needs. Most of the teachers are trained to handle one category of special needs. If learners with different special needs are mixed up in a unit, the teacher may not be competent in managing MB (Republic of Kenya, 2003). Most of the learners in the special units have various categories of special needs. Therefore behaviour problem is

high because teachers in the units are trained to handle only one category of special needs.

Study shows that teachers sometimes needlessly create behaviour problems in the way they manage behaviour. They maintain an authoritarian climate and being overly negative (Shrigly, 1985). In Kenya, study shows that the use of corporal punishment is on the increase. A study in Kenya by Mugambi (2013), on the extent of the use of corporal punishment in Tharaka Nithi, shows that sampled learners claimed that teachers caned them when they misbehaved. Another study by Wasike (2002) in Bungoma, identified the following punitive strategies commonly used by teachers in schools and units for learners with IC; slapping, yelling, shouting, pinching, hitting, pulling ear or hair, being shaken and even caning. Ekombe (2013) says that most schools do not have schedules for managing learners' behaviour .However teachers prefer using punitive methods to reduce MB. This has continued even after the banning of corporal punishment in many regions.

In Kenya corporal punishment ban took place in 2001 through the Kenya Gazette notice (Government of Kenya, 2001). Among various reasons, the ban came after Kenya had been cited as having institutionalized violence and promoting child abuse by permitting corporal punishment in a 2000 Education Conference in Dakar. Article 29 of the Kenya constitution (2010) states that every person has the right to freedom and security which includes the right not to be subjected to any form of violence from either public or private sources. Article 53(1) reaffirms that every child "has right to be protected from abuse, negligence, harmful cultural practices, all forms of violence, in human treatments and punishment." According to Miltenberger (2008), the work of

the teacher is to deliver the curriculum as creatively as possible. To do this, the school and its teachers must aim for a calm and controlled working environment. Learners, who behave appropriately, make the work of the teacher in the school and class easy. Moreover, desirable behaviours in learners make them have high self-esteem. This leads to them being confident, motivated, gentle, patient, and cooperative and also having sense of sharing, accept corrections and become welcoming (Miltenberger, 2008).

As noted by McGonigle and colleagues (1982), the use of punitive strategies to manage behaviour may result to physical pain or discomfort to a learner. More so, they cause annoyance and irritation, which can result to self-injurious behaviours like head banging and tearing of flesh from lips and forearms. The learner may also react to the teacher by striking back, either by yelling at the teacher and other learners', or becoming physically aggressive (Fisher, Piazza, Bowman, Hanely & Adelins, 1997). There is evidence that, majority of teachers in the special units are trained to handle one form of disability. Most of the special units cater for learners with many types of disabilities (Mugambi, 2012).

2.4.2 Poor Time Management

Teachers may also aggravate MB if they do not manage time effectively. Mismanagement of time can lead to behaviour problems in learners with IC. In any learning situation, the development of adaptive and challenging behaviour is influenced by the time schedule allocated to various activities. Study shows that if learner's time is not effectively managed, disruptive behaviour is likely to occur (Mastropieri & Scruggs, 2002). The KI.E Activities of Daily Living skills syllabus for

learners with IC (KIE, 2009) allocates thirty minutes for different activities. Teachers should have time management plan where learners are able to follow every activity drawn in the schedule. According to Essa (2003), activities in the classroom should be accommodated in a day's schedule. Functional activities and outdoor play time should well be stated. There should be a balance of a child-initiated activity and teacher-initiated activities throughout the day. A study by Kihoro (2010), shows that teachers in Kenya engage learners in too many activities in a very short time. According to Scarlett and colleagues (2009), managing learners' time effectively reduces incidents of disruptive behaviours. This study was therefore necessary because it investigated teacher factors that limit the management of MB among learners with IC.

2.5 School Internal Factors

A study by Ekombe (2013), on methods of enhancing discipline in schools in Kenya, shows that most schools do not have schedules for managing learners' behaviour. Even though special units for learners with IC are attached to primary schools, managing their behaviour is left to the teachers in the unit. Other teachers in the school feel that it is not their duty. School internal factors that may hinder management of MB are the physical environment of the school, which includes; crowded classrooms and narrow paths, and also inadequate facilities (Mah, 2008).

2.5.1 Crowded Classrooms and Narrow Paths

The physical arrangement of a class also has a significant effect on a learner's behaviour. Essa (2003) says that a classroom for learners with IC should have a variety of materials designed to help children develop physically, cognitively, socially

and emotionally. Materials and equipment should therefore be well selected. Positive peer interaction is promoted when children are not crowded.

As noted by Salend (2008), classroom arrangement includes the physical layout of the classroom; students seating and grouping arrangements, location of materials, equipment and personal items. To control the problem behaviour from spreading, changing the classroom seating arrangement is very effective. The teacher can separate a pupil from a group by assigning him/her other activities or rescheduling the learner when the group dynamics are less volatile (Scarlett et al., 2009). Narrow paths interfere with learners mobility. The scramble for available paths to access areas that are visited most, like latrines, playgrounds and classrooms, causes aggressiveness and destruction of the environment (Essa, 2003). All schools should have wide paths to avoid learners falling over and destroying the environment. Salend (2008), says that paths in a school for learners with disabilities should be clearly marked. Different areas and rooms should be labeled and equal opportunities should be given to all.

2.5.2 Inadequate Facilities

It is noted that most school administrations do not provide teachers with adequate facilities to help them deliver the curriculum content positively. A study by Makumi, (2012) shows that funds allocated by the government to special units and special schools are not properly utilized. Classrooms are not built to the standard and toilets and latrines are pathetic (Makumi, 2012).There is therefore need for appropriate and consistence backups, appropriate and relevant in-service training in behaviour management, clear and consistent communication with parents regarding MB, an immediate and consistent response to incidents and general reconstruction of the

whole school environment (Mugambi, 2013). In most schools there is lack of agreed clearly understood responsibilities for the management of behaviour. Fair and consistence method of reporting incidents of MB should be in place, with standard forms centrally managed, analyzed and correlated. Equipment and learning devices for learners with IC Should be put in place to keep them occupied. This minimizes MB (Essa, 2003).

2.6 Intervention for Behaviour Adjustment

Teachers have always been innovative in nature. They create their own ways of managing behaviour in their classes. One way is the use of verbal and non-verbal responses. Verbal responses may include calling learners name and singing a song to bring the learner back on task. Non-verbal responses may include deliberate ignoring, signal interference and touch control. Disruptive behaviour is best controlled by ignoring the learner. This is because most learners with IC seek attention from teachers and other learners (Maag, 2004). Calling a learner by name help get him/her back on task. A study in Kenya by Orek (2014), on strategies used by teachers in managing discipline in schools shows that teachers have their own way of managing behaviour. The study recommends various strategies like; good communication between teachers' and pupils, giving learners adequate play facilities, involving learners in decision making and the use of specialized intervention strategies.

There is no single strategy that can be used for all children. This is because each child is unique and will react to different strategies in his/her own way. However, there are plenty of tried and true strategies that work well for learners with intellectual challenge (Driffe, 2008). To replace corporal punishment, Maag (2004) noted that a

number of behaviour management models have emerged since the 1950s. One of the models that may be used and has proven effective in dealing with learners with IC is behavior modification. In the classroom, teachers identify MB that interfere with the learning and assist students in developing more adaptive ones. In behaviour modification, study show that some effective strategies for managing MB among learners with IC are reinforcement strategies.

According to Alberto and Troutman (2009), Reinforcement functions in two ways, the positive and negative reinforcement. They both increase or strengthen behaviour. In positive reinforcement, the occurrence of behaviour is followed by the addition of a stimulus (reinforcer) or an increase in the intensity of a stimulus, which results in the strengthening of the behaviour. In negative reinforcement, the occurrence of behaviour is followed by the removal of a stimulus (an aversive stimulus) or a decrease in the intensity of stimulus which resulted in the strengthening of behaviour. In schools for learners with IC, reinforcers are very effective in managing learners' behaviour. They include primary reinforcers, secondary reinforcers or activity reinforcers.

Gargiulo (2009), suggest that the major type of primary reinforcers include food, liquids, sleep and shelter. For primary reinforcers to be effective, the child whose behaviour is to be reinforced must be in a state of deprivation in relation to the reinforcer. For example, using food as a reinforcer for a child who has just eaten will not be effective because the child is not hungry. A child should be starved so that food will be an effective reinforcer. Albelto and Troutman (2009) affirm that, secondary reinforcers should replace primary reinforcers gradually. Secondary reinforcers

include social stimuli, such as words of praise or the opportunity to engage in preferred activities. A teacher may praise a learner who stops moving around the classroom shouting and screaming by just a simple word like “Good boy,” you have behaved well today. Activity reinforcers as described by Premack (1959) are frequently used in learners with IC. The Premack principle states that activities a student voluntarily performs frequently may be used as a reinforcer for any activity he/she seldom performs voluntarily. For example, a teacher tells a student to work on his/her blocks to make a model house when he/she has finished the math’s assignment. Working on blocks is an activity the child likes while doing mathematics is not preferred. Other reinforcement strategies include; contingency contrasting, time out procedures, extinction, token economy and response cost.

2.6.1 Contingency Contracting

Contingency contracting is a systematic use of reinforcement by placing the contingency for reinforcement into a written document. In the contract itself the teacher creates a permanent product that can be referred to if questions arise. Lassman and Colleagues (1999) noted that the contract should be the product of reasonable negotiation between the parties involved-namely, the teacher and the student. The exert wording of a written contract should depend on the sophistication of the student for whom it is designed. The contract should specify the consequences that will follow when the contract goals are met.

Contracts are usually written in terms of ‘if’ and ‘then’ statement and signed by both participants. A written contract should always contain those elements minimally necessary for any reinforcement contingency: the behaviour, the conditions, the

criterion, and the reinforcer. To avoid later disagreement about what was really meant, Albento and Troutman (2009), says that the contract should contain precisely written statements describing the behaviour required. That is to say that there should be parameters within which the behaviour is to be performed and the criterion level for meeting the contract terms. There should be a discussion of the criterion so as to make the student understand the method or instruments that will be used to evaluate performance. The contract should also include the type, amount and method of delivery of the reinforcement. In addition to these basic items, dates for an interim and final review should appear in the contract. The interim date reminds the teacher of the need to monitor progress and allows renegotiation, if the behaviour required is unrealistic or if there is an instructional component to be added.

Contingency contrasting increases cooperative behaviour. Students increase supportive prompts such as sharing amongst themselves. Teachers' use these techniques where learners exhibit co-occurrence behaviors. For example, a teacher may tell a learner, "If you remain in your seat for 10 minutes, then you can get 5 more minutes for play during break" (Kohler,1995). Based on the type of contingency and manner of administering consequences, Kazdin (2001), says that there are two options for administering consequences. First, reinforcement can be administered individually and second, in a group. A teacher may establish three options for the type of contingency for receipt of reinforcement.

The first one is individualized contingences. This is where the behaviour requested and the criterions of performance required are specific to the behaviour or instructional needs of a particular student. The second option, standardized

contingencies, involves the teacher setting a requirement that is applied equally to all learners in the class or to several class members. Using the third alternative, group contingencies, some behaviour is required of a group of students and reinforcement is based on performance of the group as a whole.

Following a review of studies in which contingencies were applied to more than one individual at a time, Litow and Pumroy (1975) in Alberto & Troutman (2009) delineated three administrative systems, which they categorized as dependent, independent and interdependent group-oriented contingency systems. In dependent group-oriented contingency system, the same response contingencies are simultaneously in effect for all group members but are applied only to the performance of one or more selected group members. It is the performance of the selected group members that results in consequences for the whole group. The teacher makes reinforcement for the entire class contingent on the performance of one or more particular learners. The remaining class members are dependent on the targeted learner's performance for the reinforcement. In the independent group-oriented contingency systems, the same response contingencies are simultaneously in effect for all group members but are applied to performances on an individual basis. In this type of contingency system, each member's outcomes are not affected by the performance of the other group members. The teacher makes reinforcement for each class member contingent on that class member's being able to meet the contingency criterion level of performance.

Those who fail to achieve the performance criterion will not receive the reinforcer. In interdependent group-oriented contingency system, the same response contingencies

are simultaneously in effect for all group members but are applied to a level of group performance. Consequently, in this type of contingency system, each member's outcome depends upon a level of group performance, Kazdin (2000).

By using these variations of the reinforcer delivery system, the teacher can tailor a reinforcement system to a particular classroom. Every classroom is different: some groups, even in general education classroom, need a formal token system; other groups may have members who need contracting or individual systems; many general education classrooms can be managed using relatively informal arrangements of social and activity reinforcers. It is therefore important for teachers to use the simplest and the most natural system that will be effective.

2.6.2 Time Out

Time-out is a shortened form of the term time-out from positive reinforcement. In most schools and classrooms for learners with IC, timeout procedures are commonly used by teachers**.** They serve as punishment by denying a learner, for a fixed period of time, the opportunity to receive reinforcement. Before the teacher embark on the use of time-out procedures, it is advisable for the teacher to ensure that the reinforcing consequences for appropriate behaviour are available in the classroom. Identification of available reinforcement may be relatively simple when the students in a classroom are working for a specific item, such as tokens.

Time-out procedures may be categorized according to the method of denying access to reinforcers. These procedures are; non-seclusionary, exclusionary and seclusionary time-out procedures. In non-seclutionary time out procedures, the teacher may make an environmental arrangement while the learner is still within the classroom. The

teacher denies the learner access to reinforce through a temporary manipulation of the environment. Teachers use this procedure in its most common form when faced with a generalized minor disturbance. Learners may be told to put their heads on their desks, or, the room lights may be turned off to eliminate the mutual reinforcers of talking and laughing with one another. A frequent form of non-exclusionary time-out procedure is the use of time-out ribbon model. This procedure according to Alberto, Heflin and Adrews (2002) has been used with individual students and with groups of students. Student wear ribbon ties while behaving in a group. The ribbon is removed from the student for any inappropriate behaviour. Various time-out ribbons have been used including actual ribbons.

Exclusionary and seclusionary time-out procedures are used for more disruptive behaviours. They have been successfully used with stereotypic behaviours such as disruptive meal time behaviour, compulsive hair pulling and inappropriate vocalizations. This procedure according to Mcgonigale, Duncan, Cordisco and Barret (1982), involves occluding the learner's eyes with a terry-cloth bib or the teachers hand usually for a period of three seconds. Once the bib or hand is removed, the ongoing lesson is immediately resumed. Mcgonigale and others (1982) used visual screening with four learners engaged in stereotypic and self-injurious behaviours. Their procedure had the teacher placing one hand over the child's eye so as to preclude any source of visual input, while holding the back of the learners head with the other hand. Criterion for release from visual screening was contingent upon nondestructive behaviour, following expiration of the minimum time requirement.

In exclusionary time-out procedures, the learner may be removed from an activity as a means of denying access to reinforcement. Exclusion may be accomplished by removing the learner from the immediate activity area or classroom to another part of the room. The learner may also be removed to a chair facing away from the group, facing a corner, or in a screened-off area of the room. This procedure yield good results with young children who display aggressive and disruptive behaviour, tantrums and non-compliance. When a learner misbehaves during an activity for which he/she is earning tokens, the learner may be placed in the middle of the room out of reach of the work activity, and there by denied access to earning tokens. In another variation, a learner may be moved to a chair outside the play area when the learner displays aggressive behaviour. The teacher may stand next to the learner until the learner sits quietly for about five seconds. While in the time-out area, the learner is required to perform a task he/she dose not prefer before being allowed to return to the play area. The addition of this task is intended to decrease the potential reinforcing value of teacher attention during time-out (Higgins & others, 2001).

For seclusionary time-out procedures, the learner is removed from the classroom itself to a room identified for total social isolation. Contingent on misbehave in the room access is denied to all potential reinforcers from the teacher, classmates, or the classroom. Such a procedure is usually reserved for behaviours such as physical aggression, verbal aggression and destruction of properties. For teachers' to avoid mismanagement of time-out, it must be used in a reasonable manner and be proportionate to the inappropriate behaviour and the age and physical condition of the learner. Teachers therefore should monitor the effects of time-out and substantiate

proper and ethical use of the procedure by keeping proper records of each time-out occasion. Records should include time the learner was placed in time-out, time released and total time in time-out. Also, the type of time-out, contingent observation, exclusion, or seclusion should be included. It is also important for the teacher to have more positive procedures before selecting a time-out procedure. There should be both non seclusionary, exclusionary and seclusionary time-out procedures Albertbeto and Troutman (2009) say that time-out procedures have proofed to be very effective especially to disruptive and aggressive behavior, common among learners with IC. Time out rooms may be used where learners spend time alone. Foxx and Shapiro (1978) also belief that the use of time out procedures is effective in maintaining discipline in classrooms for the learners with IC. Students are moved to the edge of an activity so that they can still observe other students appropriate behaviour in that activity.

2.6.3 Extinction

Extinction is a strategy for reducing behaviour by withholding or terminating the positive reinforcer that maintains inappropriate target behaviour. This abrupt withdrawal results in the cessation or extinction of behaviour. When the behavior being maintained is an appropriate one, preventing extinction is the goal. Also in extinction, a positive reinforcer that is believed to maintain particular problem behaviour is withheld in order to reduce that behaviour.

According to Arndorter and colleagues (1994), extinction is most often used in the classroom to decrease behaviours that are maintained by teacher attention. Once the teacher ignores or withholds the attention, the inappropriate behaviour dies out. A

behaviour that is no longer achieving reinforcement is likely to decrease in frequency over time, thus going under extinction. Extinction procedures have been used to decrease the occurrence of a variety of problem behaviors, including disruptive behavior; obscene language; tantrums; sleep disturbances; non-study behaviours and aggressive, self-injurious behaviour and noncompliance (Alberto & Tantroum, 2009). Teachers may use extinction to increase the variety of type's responses within a class of behaviours such as increasing the variability in communicative gestures of individuals with severe IC.

In order for extinction to be more effective, it may be used in conjunction with reinforcing of the more appropriate behaviours. This combination speeds up extinction. Once extinction has been implemented, the teacher absolutely should continue ignoring whatever escalation of the behaviour occurs. Teachers may also expect the possible, temporary reappearance of an extinguished behaviour. This phenomenon, known as spontaneous recovery, may occur after the behaviour has been extinguished for some time. The learner may try once again to see if the extinction rule is still in effect or if it is in effect with all the teachers with whom he/she comes in contact. Ignoring this reemergence of the behaviour can quickly terminate it. Failure to it however may result in rapid relearning on the part of the student (Skinner, 1953). Sometimes the behaviour the teacher is ignoring may spread to other class members. This is if they see a particular learner getting away with misbehavior and not being punished for it. They may imitate the behaviour.

Learners may perform the misbehavior instead of just one making the behaviour that much harder to ignore. The teacher therefore May use an extinction, which relies on

the teachers ability to terminate the reinforcing stimulus for the inappropriate behaviour. To determine the reinforcing stimulus, the teacher may have to set several suspicions systematically, attempting to eliminate one potential reinforce at a time.

Although extinction is effective, it appears to have limited generalizability. That is, the behaviour may occur just as frequently in setting where extinction is not in effect. Therefore programming extinction may be required in all necessary environmental settings A sensory consequence, such as teacher attention, is not always the maintaining consequence of a behaviour. Some learners do things not for attention or praise, but simply because it feels good or is fun to do. In such instances, sensory consequences rather than the teacher consequences may be maintaining the behaviour. This is very true of certain stereo type or self-injurious behaviours. A learner stereotypic hand flapping may be maintained by the visual input resulting from the behaviour. Self-injurious, self-scratching may be maintained by the tactile input resulting from the behaviour. When sensory consequences are identified as the reinforcer of behaviour, the form of extinction known as sensory extinction may be employed. Sensory extinction attempts to remove the naturally occurring sensory consequence of the behaviour. The procedure may take time to produce reduction in behaviour. Pinkson, Reese, LeBlanc & Baer (1973) found that it took 8 days to reduce the rate of behaviour from 28% of total peer interactions to 6% of interaction. Lwata (1990) found that extinction reduce self -injurious escape behavior by the fifth 15 minute session.

2.6.4 Token Economy

Token economy, (TE) involves the use of token reinforcers, which are symbolic representations exchangeable for some reinforce of value to students. Token reinforcers are used by teachers in teaching learners to manage their own behaviour and even paraprofessionals when teaching academic skills, conversational skills and play skills (Connell & Witt, 2004). TE is also effective in coordinating behaviour-change programs between school and home. It involves an exchange of non-social conditioned reinfocer such as points, stars, smiling faces and check-marks earned for exhibiting appropriate behaviour, for later exchange with back-ups reinforcers of pre-determined value. The use of tokens is analogous to the use of money in general society; token reinfocers are exchangeable for a wide variety of primary and secondary reinforcers, just as money is. They are used as a transition between primary reinforcers and the natural community of secondary reinforcers. A token system may be adapted for use with a single learner and a single behaviour, one learner and several behaviours, groups of learners and a single behaviour and groups of learners and several of the same or different behaviours (Lannie & Martens, 2004).

In order for token reinforcers to be effective, according to Bary and Burlew (2004), it requires two components: the tokens themselves and backup reinforcers. The tokens themselves should have no innate value; the backup items should have the value to the learner. The teacher explains or demonstrates that tokens are needed to acquire the backup reinforcers. The goal is to earn enough tokens to access the backup reinforcers. The tokens are a means to the end. Tokens are delivered following the learners responses. Access to the backup reinforcers is allowed at a later time. Accurate records of the number of tokens earned should be kept. Tokens in and of

themselves are unlikely to have reinforcing power. They attain their reinforcing value by being exchangeable for items that are reinforcing. Therefore the learner should be made to clearly understand that they are working for these tokens to exchange them, at some point, for the second component of the token system, the backup reinforcer. It is important for the teacher to select a wide enough variety of backup reinforcers to provide a motivating item for each member of the class. Teachers should therefore try to include an assortment, such as edibles, activities, objects and privileges. The use of token economy system as a strategy for managing MB permits efficient and effective use of classroom time and effort as it can be administered quickly and it is easy to record and show progress (Albelto & Troutman, 2009).

2.6.5 Response Cost

Response cost is a punishing strategy where by a learner loses reinforcers after showing maladjusted behaviour. Response cost occurs when reinforcers are removed in an attempt to reduce behaviour. This is the withdrawal of specific amount of reimforcer contingent on inappropriate behaviour. Some levels of positive reinforcement must be available in order to provide the opportunity for withdrawing that reinforcement. If the use of a response-cost procedure empirically results in the desired behaviour reduction, withdrawal of the reinforcement functions as a punisher. Therefore when response cost is in use, withdrawal of favored activities and tangibles should be commonly used (Drift, 2008).

Sometimes, response cost may be seen as a system of leveling fines, a familiar event. A token system can incorporate response cost procedures. If a teacher informs students they will earn one token for reduction of an inappropriate behaviour, then the

teacher is employing a token reinforcement system. If the teacher hands out ten tokens to learners and informs them that, for each misbehave, one token will be repossessed, the teacher is employing a response cost procedure. In practice, according to Falcomata, Roane, Hovanetz, Kettering and Keeney (2004), a response cost is most often and effectively used in combination with a token reinforcement system. In such a combined format, the learner concurrently earn the pool of reinforcers and lose the reinforcers as fines for misbehave. The learner has ongoing access to future reinforcers.

In classroom, response-cost procedures have been shown to have great versatility, without the undesirable side effects usually associated with punishment (Kazdin, 2001). They have been used in modifying social behaviours, such as rule violation, aggressive and disruptive behaviours, off-task classroom behaviours, obscene vocalizations food scavenging behaviours and perseverative utterances during conversation (Ross, 2002).

According to Salend (2008), there are a number of practical cautions in the use of response-cost procedure. The teacher must have the ability to withdraw the reinforcer once given. It is unwise to attempt to use response-cost procedures with edible primary reinforcers. The learner may eat them immediately as his/her first inappropriate behaviour. It is best in such an instance, to use points, which can be withdrawn without being physically repossessed. Careful consideration must be given of the magnitude of the penalties, that is, the number of tokens or points being withdrawn.

Exacting large fines may make tokens worthless. If learners learn that an entire day's work can be wiped by a fine, they are unlikely to work very hard. Also, if all the reinforcers have been withdrawn, the learners' energy involved in being good far outweighs the remaining amount of the reinforcer (Ross, 2002).

When using response-cost, as with all behaviour management strategies, learners must clearly understand the rules of behaviour and penalties for infractions. Clear understanding will avoid lengthy conversations at the time of misbehavior, when the teacher should just describe the infraction and exact the fine.

2.7 Summary of Literature Review

From the Literature Review, it is evident that children with IC exhibit maladjusted behaviour. Their behaviour cannot allow them acquire relevant knowledge and skills for daily living. Various studies showed that there are factors that affect the management of MB in behaviour adjustment. Very little has been done on these factors. In Kenya, a study by Makumi (2012), shows that learners with IC are not able to exhaust available resources because they have various behaviour problems that limit the usage of available resources in the school and the community. However the study did not identify factors affecting the management of these behaviours. The above study recommends a further research on these factors and intervention for behaviour change among learners with IC. The study identified these factors and the various limitations they have on learners with IC.

In Kenya, many studies done have dwelt on managing behaviour of the non-disabled learners and very little on disabled children. Information on factors that may lead to maladjusted behaviour was essential for this study because it will act as a guide for

teachers in organizing their activities when dealing with learners. Mckenzi (2008) says that there are factors affecting management of MB in classrooms and schools for learners with IC. This study identified these factors and intervention for behaviour change.

The above studies did not specify on factors that may lead to MB among learners with IC and the strategies teachers use to manage behavior. A study that identified parental factors, teacher factors, learner factors school internal factors as affecting the management of MB and intervention for behaviour change in learners with IC was therefore necessary. From the literature reviewed, there is a feeling that improvement in behaviour management strategies is required. That is to say, management of behaviour is not done to the standard anticipated. Information on MB and factors affecting management of MB and intervention on behaviour change was essential. It was against this back drop that this study was necessary.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the research design, location of the study and target population. It also describes the sample size and sampling techniques, research instruments, piloting procedures, data collection and data analysis techniques and logistical and ethical considerations.

3.2 Research Design

Research design can be thought of as the structure of the research. It is the glue or like glue that holds all of the elements in a research project together (Donald Kisilu, 2002). A design is used to structure the research, to show how all of the major parts of the research project work together, that is, how they interrelate. To try to address the central research questions, Orodho (2003) defines it as the scheme, outline or plan that is used to generate answers to research problems. This position is also supported by Gay (2002) who states that a survey study can be used to assess personality variables such as attitudes and opinions about events, individuals or procedures. A research design can be regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with a research purpose. It is a conceptual structure within which research is conducted. It constitutes the blue print for the collection, measurements and analysis of data (Kothari, 2003).

The study employed descriptive survey design to establish the strategies for managing MB in learners with IC in special units. Descriptive study is a method of collecting information by interviewing or administering a questionnaire to a sample of

individuals. The main purpose of descriptive research design is the description of a state of affair as it exists. The design enables the researcher to use a variety of data collection techniques to gather information that describes existing phenomena. It can be used when collecting information about people's attitude, opinion, habits or any other variety of educational issues (Orodho & Kombo, 2004).

This design was appropriate in this study because it gathered facts and produced statistical information that may help policy makers and educators. The study used both qualitative and quantitative approach. Qualitative research includes designs, techniques and measures that do not produce descript numerical data. More often the data is in form of words rather than numbers and these words are grouped in categories. The qualitative approach helped the researcher to interpret data in form of words using direct observation, participant observation and interview method. The quantitative approach includes designs, techniques and measures that produce descript numerical or quantifiable data, and statistical information. This approach interpreted data in form of numbers. Both methods were used in the study because some objectives of the study were better assessed using qualitative method while others were assessed using quantitative method. The two methods supplemented each other in that qualitative method provided the in depth explanation while quantitative method provided the hard data needed to meet required objectives. They also helped to avoid bias in each approach because each was used to check the other, that is to say that the subjectivity associated with qualitative research was minimized by the objectivity of quantitative research. The findings derived from one approach validated the other.

3.3 Study Variables

A variable according to Mugenda and Mugenda (2003) is a measurable characteristic that assumes different values among the subjects. Obtaining these different values for each subject on a particular variable is referred to as operational definition of the variable. Measurement of variables or the operational definition of variables is a very critical step in any research process. Variables are also referred to as attributes or quality of cases that are measured or recorded. Two similar studies using exactly the same variables may have completely different results, depending on the way each case operationalized the variables. Variables may be classified as independent or dependent. An independent variable, which is also called predictor variable, is a variable that a researcher manipulates in order to determine its effect on another variable (dependent). That is, the intervention being used to change behaviour.

A dependent variable, sometimes called the criterion variable, attempts to indicate the total influence arising from the effects of the independent variable. A dependent variable therefore varies as a function of the independent variable. It refers to the behaviour targeted for change.

Independent variable

In this study, the independent variable included the factors affecting the management of maladjusted. These factors and the intervention for behaviour change determined the effect on the dependent variable; adjusted behaviour in a learner.

Dependent variable

In this study, the dependent variable was the adjusted behaviour acquired, that is, a well behaved learner who has a good relationship with others and is able to acquire knowledge and skills for self-reliance and independent living.

Measurement of these variables depends on how the independent variable affects the dependent variable. Responses from the subjects formed the dependent variables from which themes were developed.

3.4 Location of the Study

The study was conducted in Kiambu County. The county has twelve sub-counties, namely; Limuru, Lari, Kikuyu, Kiambaa, Kabete, Githunguri, Kiambu, Ruiru, Juja, Thika Town, Gatundu South and Gatundu North. The study selected Limuru Sub-County out of the twelve sub-counties as the location of the study. The Sub-County was purposively sampled for two reasons. One, according to the Assessors in the Education and Assessment Resource Centre (EARC), in the Sub-County Education office, by January 2016, Limuru Sub-County had no special school or special unit for other categories of special needs, only the fourteen units for learners with IC. There is a likelihood of these units having learners with different categories of special needs, hence MB is high. Second, there was no evidence that any study on factors affecting management of maladjusted behaviours for behaviour change in learners with IC in special units had been conducted in the Sub-County. Therefore the area required a study that investigated on factors affecting behaviour management and intervention for behaviour change. Limuru Sub-County is located on the North Western side of

Kiambu County. It borders Kikuyu Sub-County on the South and South West, Lari Sub-County on the North and Kiambaa Sub-County on the East.

Limuru Sub-County has three educational zones, namely; Tigoni zone, Ndeiya zone and Limuru zone. The Sub-County has fourteen special units for learners with IC attached to fourteen regular primary schools.

3.5 Target Population

The study was carried out in Limuru Sub-County, Kiambu County. The study targeted schools with special units, teachers in the special units, the head teachers of the regular schools with the units and learners with IC in special units in Limuru Sub-County. According to information from the Education office in Limuru Sub-County, the Sub-County has a total of 14 regular primary schools with special units, 17 teachers and 204 learners with IC. The target population comprised of 17 teachers, 14 head teachers and 204 learners, 112 boys 92 girls, totaling to a target population of 235. The study involved all the 14 regular primary schools with special units. It was from the target population that a sample was drawn.

3.6 Sample Size and Sampling Procedures

3.6.1 Sample Size

The sample size comprised of 7 units out of the 14 units. The sample size involved 8 teachers out of the target population of 17 teachers. It also involved 7 headteachers out of the target population of 14 head teachers. A sample size of 62 learners, 34 boys and 28 girls' was used. Total sample was 77 respondents. This was 33.8% of the target population of 235 respondents.

Table 3.1: Sample size

	Target population	Sample size
Headteachers	14	7
Teachers	17	8
Learners	204	62
Total	235	77

3.6.2 Sampling Procedures

The study used systematic random sampling to select 7 units out of 14 units in the Sub-County. The units were listed randomly. The list was given numbers. All the odd numbers were selected. Headteachers of the 7 units were purposively selected. Systematic random sampling was used to select 8 teachers. The teachers were randomly listed numerically and all even numbers were selected. Stratified random sampling was used to select learners from the sampled units. Learners were grouped in gender, boys and girls. Then the Yes/No option was used to select 34 boys and 28 girls, a total of 62 learners was sampled.

3.7 Research Instruments

According to Mugenda and Mugenda (2003), in social sciences research, the most commonly used instruments are questionnaires, interview schedules, observational forms and standardized tests. In this study, therefore, data was collected using four instruments to achieve the study objectives. They included; questionnaires for teachers, interview guide for the headteachers, behaviour observation checklist used by the teachers and observation schedule for the researcher. The four instruments

were used to supplement each another in order to bridge any gap that could be left if one instrument was used.

3.7.1 Questionnaires

Questionnaires are commonly used to obtain important information about the population. Each item in the questionnaire is developed to address a specific objective, research question or hypothesis of the study. The researcher chose to use questionnaires for the study because they are advantageous in that they permit a greater depth of response. When a respondent is allowed to give a personal response, usually, reasons for the response given may be directly or indirectly included. Also open-ended questions, which are easy to formulate, can stimulate a person to think about his/her feelings or motives and to express what he/she considers to be most important. Therefore the questionnaires used gave information from a large sample. They also saved time and confidentiality was upheld. Questionnaires were used for teachers in the special units. It contained 2 sections. Part 1 contained questions on the unit and demographic data of the respondents. This data included name of the unit, gender, age, academic qualification, professional experience and area of specialization. Part 2 contained 5 sections seeking to gather information on different themes according to the objectives of the study.

3.7.2 Interview Schedule

An interview is an oral administration of a questionnaire or an interview schedule; Interviews are therefore face-to-face encounters. An interview schedule makes it possible to obtain data required to meet specific objectives. They were advantageous in that they provided an in-depth data which was not possible to establish using a

questionnaire and observation. The interviewer also got more information by using probing questions. The choice to use interview schedule was because they would give a more reliable answer for interviews are conducted on a one on one base.

They are also flexible and give room for more relevant information to the study. They yield higher response rates because it is difficult for a subject to completely refuse to answer questions or to ignore the interviewer. Interview schedules are also used to standardize the interview situations so that the interviewer can ask the same question in the same manner. In most cases the questions are usually asked exactly as they appear on the guide.

The purpose of the interview in this study was to clarify some issues that may not have been clearly established through the questionnaire and observation schedules. Interviews were used for the head teachers from the sampled schools with special units. The schedule contained two sections. Section one has items on the unit and demographic data of the respondents. This include name of the unit, academic qualification, professional training, years of experience as a head teacher, staffing of the unit and the number of students in the unit. Section two had five parts seeking to gather information on different themes according to the objectives of the study. The researcher conducted the interview.

3.7.3 Behaviour Observation Checklist

A checklist focusing on MB exhibited by learners with IC was used. A detailed list of behaviours was developed. The researcher discussed with the teachers thoroughly so that they were aware of the behaviour to be observed. The researcher gave the class teacher the checklist to fill in and then collected it after two weeks. The teacher

observed learners in the classroom and then filled in the checklist according to observation made. The teacher checked off, each behaviour as it occurred during that period of two weeks.

This permitted the teacher, as the observer, to spend time thinking about what was occurring rather than on how to record it and this enhanced the accuracy of the study. The behaviour observation checklist was crucial because it gave information about the actual behaviour of the learner.

3.7.4 Observation Schedule

An observation schedule was used by the researcher. It helped the researcher to become a participant and thus was able to give a descriptive account of the behaviour observed. The researcher observed the school environment, teachers' competence and the skills acquired by the learners. By observing the school environment, the researcher was able to determine school internal factors affecting the management of MB in learners with IC. The researcher was also able to investigate teacher factors that limit behaviour management among learners with IC. During the various classroom activities the researcher observed the skills learners learnt.

3.8 Pilot Study

The purpose of Piloting was to ascertain the reliability and validity of the research instruments by making the necessary adjustments. This was done following the results of the pilot study before proceeding for the main study. The researcher conducted a pilot study at Tiekunu special unit. During piloting, the study instruments were pre-tested before the main study was carried out. In the pre-testing, the researcher, accompanied by the headteacher, went on a familiarization tour of the unit on the

material day and in the process, developed a rapport with the special unit teacher and the learners. The head teacher of the primary school with the special unit and 1 special teacher of the special unit were involved in the pilot study.

Three learners from the unit were also involved. The researcher interviewed the headteacher and gave out a questionnaire to the teacher to complete. The researcher also issued a behaviour observation checklist to the special unit teacher and used an observation schedule to observe the school environment, teachers' competence and the skills learners acquired.

Data was analyzed manually. The same process was repeated after two weeks. It is the repeat of the process that helps eliminate ambiguities and makes the tools reliable (Orodho, 2004). With the guidance of the researcher's supervisors, the tools were found to be varied. Validity seeks to establish whether the tools content is measuring what it is supposed to measure (Orodho, 2004). Piloting of the study instruments enabled the researcher to establish the validity and reliability of the research instruments and therefore Corrections based on what was observed were made. The pilot school did not participate in the main study.

3.8.1 Validity

Validity is the degree to which the sample of the test represents the content that the test is designed to measure (Orodho, 2005). To check on how well the test measures what it is supposed to measure. Gatara, (2010) noted that an instrument is varied if it helps a researcher in establishing the falsity or truth or a statement or even causes. Mugenda and Mugenda (2003) say that, validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under

study. Since the items in the interview guide and observation schedule were measuring what questionnaires purported to gather, their responses were compared to validate them accordingly.

The questionnaire concentrated on the objectives of the study. Each item in the questionnaire, interview guide, and behavior observation checklist and observation schedule tried to answer what it was intended to answer. The opinion of the researcher's supervisors was also sought regarding whether or not the items in the instruments represented elements of the study and whether they were valid in content and also whether they could provide data required. The questionnaire was scrutinized and the content validated by the researcher and an expert from the department of special needs education at Kenyatta University. The pilot study also assisted in ensuring validity.

3.8.2 Reliability

Gatara, (2010), states that if an instrument has been developed and is said to be reliable, it means that if applied repeatedly to measure phenomenon it would produce the same results. Mugenda and Mugenda (2003) describe reliability of a research instrument as the measure of the degree to which research instruments yield results after repeated trials. Reliability of the instruments is important as other researchers using the same instrument for data collection would find useful and reliable data. Analysis of the reliability was done on the results obtained during the pilot study. The instruments were subjected to a reliability test during the piloting stage. The instruments were administered to the subjects involved in the pilot study twice but at different times. The test-retest technique was employed in the pilot sample where the

researcher administered the questionnaire to the teachers twice, at an interval of two weeks. Then scores were correlated from both testing periods. The coefficients were obtained as 0.74 for the questionnaires and 0.71 for interview schedule. This was high enough to indicate an acceptable degree of reliability. Hence the instruments were accepted.

3.9 Data Collection Procedure

The researcher first obtained a research permit from the ministry of education to enable her carry out the research. The researcher visited the schools participating in the study and held discussions with the headteacher of each school, explaining the purpose and objectives of the study. The researcher also requested for permission from the headteachers on when and how to carry out data collection, through questionnaires, interviews guides, behaviour observation checklist and observation schedule. Upon getting permission, the researcher visited the units and collected data through questionnaires, interviews guides, behaviour observation checklist and observation schedule.

The researcher also explained to the teachers of the special units how the sample of those taking part in the study was drawn. The researcher visited the units and collected data through questionnaires, interviews guides, behaviour observation checklist and observation schedule. She personally carried out interviews; issued questionnaires and checklists and also filled in observation schedules to the selected respondents. This was done by the researcher in order to improve on the return rate and control for group work. Teachers were requested to complete the questionnaires, having been assured of confidentiality of the information they gave. They were

further requested to complete the questionnaires independently. With the help of the teachers, the researcher got verbal consent from parents/guardians of the learners involved and created a rapport with the respondents through interaction and prior preparation. The respondents were assured of confidentiality of their responses.

3.10 Data Analysis

The researcher compiled and coded the data. The data was then arranged and grouped according to particular research questions. The open-ended items in the questionnaires were analyzed qualitatively. This involves analyzing data thematically. Major issues or topics covered were classified. Materials, relevant topics were placed together and a summary report was developed. Graphs and direct quotations were used to interpret the findings. Closed-ended items were tabulated and analyzed quantitatively. The findings were presented in tables, graphs and percentages after being coded and entered in the computer for analysis using statistical package for social sciences (SPSS) (Orodho, 2005).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.0 Introduction

This chapter presents the data collected from the field and the data analysis procedures done to achieve the purpose of the study. The study aimed at investigating the factors affecting the management of MB for behaviour adjustment in learners with IC in special units in Kiambu County, Kenya. Both qualitative and quantitative methods were used. The results of this study are presented according to the following research objectives:

i) To identify learner factors that prevents the management of MB in learners with IC in special units in Kiambu County, Kenya;
ii) To inquire on parental factors that affects the management of MB in learners with IC in special units in Kiambu County, Kenya;
iii) To investigate teacher factors that limits the management of MB in learners with IC in special units in Kiambu County, Kenya;
iv) To determine school internal factors that hinder management of MB in learners with IC in special units in Kiambu County, Kenya.
v) To establish intervention measures for behaviour adjustment in learners with IC in special units.

Discussion is done in two sections, whereby the first section is a presentation of general and the demographic information of the participants involved in the study while the second section answers the research questions.

4.1 General and Demographic Information

4.1.1 General Information

The general information shows the return rate of the sampled respondents.

Table 4.1: Return rate of the respondents

Respondents	Freq	%
Teachers	8	100
Headteachers	7	100
Learners	62	100

Table 4.1 shows the return rate of all the respondents who took part in the study. The response is evidence that the researcher visited all the sampled schools. All the questionnaires given to the sampled teachers were completed and given back to the researcher. The researcher was also able to interview all the sampled headteachers. Also, the observation checklists for the classroom teachers and the researchers observation schedules were all filled up. This was a clear indication that all the relevant information required for this study was got. But, this does not mean that the sailing was easy for the researcher. In fact, the researcher took quite a long time to get the required information. Some schools were visited more than six times. However, all the required information was finally received.

4.1.2 Demographic Information

The demographic information of respondents is discussed under the following sub-headings: gender; age; professional qualification; and teaching experience.

4.1.3 Distribution of the Respondents by Gender

Table 4.2: Gender of the teachers

Gender	Freq	%
Male	1	12.5
Female	7	87.5
Total	**8**	**100**

Table 4.2 shows the gender, frequencies and percentages of teachers who took part in the research. The frequency for female teachers was 7(87.5%) while that of the male teachers was 1(12.5%). In most special units in Kiambu County, there are a few of male teachers with the majority of teachers being female. This could explain the prevalence of behavior problems among learners in some schools with more enrolled boys in view of the fact that boys lack mentors who would take on the responsibility of shaping their behaviour.

4.1.4 Distribution of the Respondents by Age

Table 4.3: Age of the teachers

Age	Freq	%
31-40	1	12.5
41-50	2	25
Over 50	5	62.5
Total	**8**	**100**

According to Table 4.3, the majority of teachers had matured enough to understand their learners' behaviours. Those who were in the age bracket of over fifty years had a frequency of 5(62.5%) while the teachers between the ages of forty one to fifty years had a frequency of 2(25%). Only 1(12.5%) was in the age between thirty one and forty years, while none was below thirty one years of age. This was a clear indication that teachers had a clear knowledge and understanding of their learners in the special units. Teachers are required to know the weak areas of their learners as well as their positive sides in order for learners with IC to perform well. In this case, experience is a significant variable.

4.1.5 Qualification of Head Teachers and Teachers

Head teacher and teacher qualification has a great impact on the management of MB in learners with IC. Table 4.3 presents data related to qualification with respect to education levels of head teachers and teachers.

Table 4.4: Headteacher and teacher Qualification

Educational level	**Teachers**		**Head teachers**	
	Freq	**%**	**Freq**	**%**
Diploma	6	75	0	0
ATS III	0	0	2	28.6
Graduate	2	25	4	57.1
MED	0	0	1	14.3
Total	**8**	**100**	**7**	**100**

The study findings in Table 4.4 indicate that majority 6(75%) of the teachers in the units had a diploma and 2 (16.7%) had a degree in special education. The study findings further revealed that at least 4(57.1%) of the head teachers were graduates in special education. Headteachers and teachers were further asked to give their specialization with regards to the management of MB among the learners with IC.

4.1.6 Distribution of the Respondents by Experience

Head teacher and teacher experience has a great impact on the management of MB among learners with IC. Table 4.5 gives a tabulation of both head teachers and teachers' experience.

Table 4.5: Headteacher and teacher experience

Experience	**Teachers**		**Head teachers**	
	Freq%		**Freq**	**%**
1-5 years	0	0	0	0
6-10 years	0	0	1	14.3
11-20 years	1	12.5	1	14.3
Over 21 years	7	87.5	5	71.4
Total	**8**	**100**	**7**	**100**

The study findings in Table 4.5 indicate that majority 7 (87.5%) of the teachers in the units had an experience of over twenty one years in the field of special needs education. Similarly, the study revealed that majority 7 (71.4%) of the headteachers had an experience of more than twenty one years. This was a clear indication that head teachers and teachers had skills and understanding of their learners in the special

units. This would assist in the way they address the challenges related to behaviours of the learners with IC. However this does not imply that they are able to handle behaviour problems in learners. A study by Ekombe, (2013) shows that most teachers are not specialized in the area of behaviour management, even if they have many years in the teaching profession.

4.2 Learner Factors Preventing the Management of MB in Learners with IC in Special Unit

Findings for objective one of the study, which sought to identify Learner Factors preventing the management of MB, were discussed under two sub- headings. Head teachers and teachers in special units were asked to give learner factors that prevent the management of MB. They all agreed that learners with IC exhibited MB due to delayed developmental milestone.

4.2.1 Characteristics of MB in Learners with IC due to Delayed Developmental Milestone as Reported by Headteachers and Teachers

The results were presented in Figure 4.1.

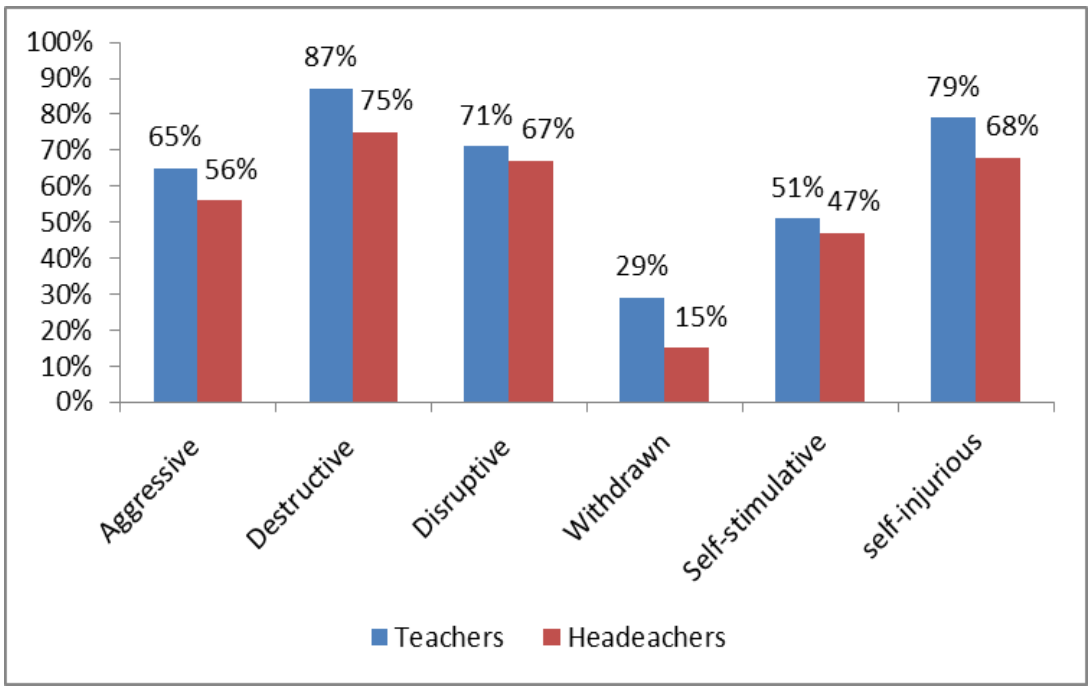

Figure 4.1: Characteristics of learners with MB

Figure 4.1 illustrates the MB traits of all the learners presented by findings from the questionnaires by teachers. The findings indicated that 7(87%) of teachers reported that learners with IC were destructive; 6(79%) said they were self –injurious and 5(71%) reported that learners with IC were disruptive.

In spite of this high frequency of teachers reporting these maladjusted behaviours, the numbers do not mean that all the learners in the special units where the researcher visited had MB but it rather showed that at least all the special units visited by the researcher had at least a few learners who had the behaviour. Teachers also reported

that learners with IC were self-simulative, aggressive and withdrawn since they were isolated from others.

Based on the level of intellectual challenge verses the number of learners, it was revealed that the highest percentage of children with IC were moderate. Even though the lowest portion of learners with IC belonged to severe category, one of the special units under study had 6 learners who were severely mentally challenged. All teachers agreed that developmental levels contributed to maladjusted behavior since behavior is more pronounced with the level of the challenge and the more the severity, the more behavior problem.

On the other hand, head teachers were interviewed on the same and 5(75%) said that learners with IC were destructive. They further expounded this by reporting that most learners with IC destroyed trees, flowers and sometimes broke windows of the classrooms. One headteacher respondent explained that they no longer planted flowers around the special unit block. The respondent also explained:

> *"As you can see, all other blocks have flowers around them, but if you look at the special unit block, there is none, they have destroyed them. One would think that we have neglected the block. These children are extremely destructive".*

During the interview, head teachers added that truancy was also rampant. This was addressed by sending home those learners who were defiant and fond of breaking rules and regulations. Another headteacher respondent stated that, extreme cases should be referred to specialized institutions where teachers have knowledge of

managing various behaviour probrems. This was because the teacher in the unit got exhausted when these learners become defiant. The respondent also lamented that:

> *"Hardly a week goes without the teacher reporting to me about a broken window. Other teachers in the school keep complaining because these learners break windows from other classes. To such cases, I normally send the learners home. The parents then pay for the damage, not forgetting that some of these parents are needy".*

For those who were extremely aggressive, they were referred to the assessment centers to be assessed on the severity and be placed in the right units. For those who were withdrawn due to isolation, they were guided and counseled to change and improve in behaviours.

These findings are similar to that of Essa (2003) who asserts that learners who were socially maladjusted express inappropriate behavior to seek attention or avoid responsibilities assigned to them. Essa (2003) further mentions that various traits possessed by learners in classrooms and outside the classroom are as follows: truancy, rebelling requests, destroying learning materials and facilities, disrupting other learners in classrooms by throwing objects which can be dangerous to fellow learners as well as failure to understand and comply the safety rules of the classroom.

In support to these findings, Kerry (2009) noted that the most common maladjusted behaviours that learners with disabilities, especially those who are intellectually challenged, exhibit include; aggressive behaviours, disruptive behaviours, destructive behaviours, self-injurious and self-stimulatory behaviours.

4.2.2 Observation Checklist for Learners with MB

The researcher gave the class teachers the checklist to fill in and then collected after two weeks. The teachers observed MB exhibited by learners in the classroom and then filled in the checklist. According to observation made, Table 4.5 presents the results based on the observations made by 8 teachers in the special units.

Table 4.6: Observation checklist of learners MB in special units

Maladjusted Behaviour	Yes		Sometimes		No	
	Freq	%	Freq	%	Freq	%
Aggressive Behaviours						
Throw objects to others in class	6	75	2	25	0	0
Beat other children	4	50	3	27.5	1	12.5
Hitting others with objects	1	12.5	5	62.5	2	25
Pushing others	0	0	8	100	0	0
Disruptive Behaviours						
Moving around the classroom	3	27.5	0	0	5	62.5
Making noise	3	27.5	4	50	1	12.5
Crying uncontrollably	1	12.5	5	62.5	2	25
Non-compliance to commands	0	0	8	100	0	0
Destructive Behaviours						
Tearing books	7	87.5	1	12.5	0	0
Plucking papers from books	4	50	3	27.5	1	12.5
Eating inedible e.g. pens, rubbers	1	12.5	5	62.5	2	25
Tearing own cloths.	0	0	8	100	0	0
Self-injurious Behaviours						
Banging head on the wall	5	62.5	2	25	1	12.5
Biting self	4	50	3	27.5	1	12.5
Pocking eyes	1	12.5	5	62.5	2	25
Pulling hair	0	0	8	100	0	0
Self-stimulatory Behaviours						
Touching private parts	1	12.5	7	87.5	0	0
Sucking fingers	4	50	3	27.5	1	12.5
Cutting nails with teeth	1	12.5	5	62.5	2	25
Rubbing hands	0	0	8	100	0	0

N=8

Source: Field Data

According to Table 4.6, most of the learners exhibited destructive behaviours, both in class and outside classroom as observed by majority 7(87.5%) of the teachers who reported that these learners with IC tear books and clothes. Aggressive behaviours were also observed among learners with IC as 6(75%) of the teachers reported that they threw objects to others in classrooms. It can be deemed that several maladjustment behaviours were observed among learners with IC ranging from aggressiveness, disruptiveness, destructiveness, self-injurious and self-stimulatory behaviours though at different severity.

Mah (2008) noted that aggressive behavior among learners with IC involves throwing a fit, toys or anything that is on reach. Mah (2008) further added that disruptive behavior involves deliberately making noise, running aimlessly around the classroom and dropping objects to disrupt attention of other learners. The findings of the study are further supported by Mah (2008) who notes that banging heads on hard objects as self-injurious behaviours. According to Essa (2003), self-stimulatory behaviours among learners include child using his/her hands to play with the genital, which occurs in public areas. If extreme of these behaviours occur in response to their frustration, a vicious cycle may begin in which relationships with significant others are stressed and more difficulties attaining personal goals are experienced (Driffe, 2008). The findings of the study revealed that majority of learners did not accomplish given activities in time because some learners had multiple disabilities such as cerebral paralysis and autism (Driffe, 2008).

4.3 Parental Factors Affecting the Management of Maladjusted Behaviour in Learners with IC

Findings for objective two of the study, which sought to find out parental factors affecting the management of MB in learners with IC in special units, came up with the contributing factors, as shown in table 4.7 Head teachers and teachers in special units were required to give parental factors affecting the management of MB in learners with IC in special units. The table below shows the teachers' response.

Table 4.7: Major parental factors affecting management of maladjusted behaviour in learners as reported by teachers

Teachers response on parental factors	Freq	%
Parental negligence on learners behaviour	2	25
Lack of interest among parents on the children's behaviour	2	25
Lack of follow up with teachers on learners behaviour	2	25
Lack of family cohesiveness	2	25
Total	**8**	**100**

Table 4.7 shows the frequency and percentage of the respondents who agreed with the parental factors that affects the management of MB as being lack of family cohesiveness with a frequency of 2(25%), lack of follow up with teachers on learners behaviour reported by 2(25%), lack of interest among parents on their children by 2(25%), and parental negligence by 2(25%). Teachers also reported that despite that

they called parents to discuss issues related to the respective children's behaviours; parents did not pay visits to the units to check the wellbeing of the learners.

During the interview with headteachers, one headteacher reported that Parents seemed to neglect their children who were mentally challenged since they felt that such children were of no use to them.

The respondent also lamented that:

> *"Parents are not cooperative, feeling that their children are not of any use and therefore leave everything in the hands of teachers"*

These findings are in line with Mckenzi (2008) who found that some parents have ignored their role of molding the behaviour of their children and have abandoned their duties to teachers. In support to this, Dena (2004) concludes that when disputes among parents are settled through aggressiveness and destructiveness, they are manifested in learners with IC.

Another head teacher respondent reported:

> *"….Our school lacks equipment that can sufficiently be used to engage these learners in various activities which can assist manage maladjusted behaviours"*

According to Essa (2003), learners with IC require a lot of equipments and play items to keep them occupied. Lack of these items gives room for occurrence of MB. They therefore require play items that will broaden their level of understanding and provoke their thinking (Essa, 2003).

4.4 Teacher Related Factors that Limit the Management of MB in Learners with IC

Some of the findings for objective three, which sought to investigate teacher factors that limit the management of MB in learners with IC in special units, were analyzed earlier and presented in Table 4.4. According to the table, it was revealed that majority 6 (75%) of the teachers in the units had a diploma and only 2(16.7%) had a degree in special education.

When asked about the area of specialization, all teachers 8(100%) said that they had done inclusive, which is a general field in special education. This means that all the teachers in the units for learners with IC were without special skills to manage MB in learners with IC. This implies that there were no specialist in the area of IC and therefore not accustomed with the methods of managing MB in learners with IC and also intervention measures that could improve and shape the learners' behaviours. High specialization level among teachers could improve the management of MB of learners with IC. However, inadequate training or no training could not translate into extreme and harmful behaviours by learners with IC. According to the findings, it was a clear indication that the teachers had an understanding of their learners in the special units as indicated in Table 4.5 which indicated that majority 7(87.5%) of the teachers in the units had an experience of over twenty one years in the field of special needs education. This would assist in the way they address the challenges related to behaviours of the learners with IC.

On the contrary, all teachers disagreed that the professional skills acquired were adequate enough to assist in managing maladjusted behavior since they were never trained in the area of managing MB in learners with IC.

Further, teachers were asked whether they have been attending seminars, workshops or in-house training in regard to managing MB. Of all the teachers, none had attended any. This was clear indication that a lot is needed in equipping teachers with new knowledge in behaviour management. Lack of skills by teachers, may render them to inadequately attend to children with special needs, particularly children with IC.

During the interview with the head teachers, one of the respondent explained that learners in the special unit exhibit MB because the teachers were not able to control the children. The headteacher respondent commented:

> *"Some of the behaviours exhibited by these learners are too complex to be handled by a teacher who lacks relevant knowledge and skills to manage behaviour. In fact, these learners sometimes becomes a nuisance to the whole school"*

Further findings from the interview with the head teachers showed that none of the special unit had teachers specialized in the management of MB in learners with IC. One of the headteacher respondents said:

> *"Sometimes the teacher gets exhausted and pinch, spank and even shout to learners when they do wrong"*

Another headteacher respondent said that special unit teachers reported cases that were too complex for them to handle:

> *"….Every day, cases of maladjusted behaviours are reported. Most of them injure each other, tear books, moves around the classroom disrupting others and even fights others. It has become so laborious and tedious for us all in the school"*

Another headteacher reported that the unit had very many learners with various disabilities and required more teachers:

> *"The higher number of enrolment of learners with IC in this special unit does not match the teaching staff".*

Mugambi (2012) in his study found that teaching children with special needs is inadequately attended to and frequently dismissed in teacher preparations; and if learners with different special needs are mixed up in one unit, the teacher may not be competent in managing MB (Mugambi (2012)).

The study findings implied that most teachers were likely to lack the interest and Preparation in handling of children with exceptional needs like those with IC. This situation is common among the teachers who had not undergone any training in behaviour management. This shows that teachers needed more specialization for them to adequately utilize learning materials and equipment available. This is in line with Noll (2010), who says that the quality of education, training, and the development of knowledge and skills for independent living, largely depends on the quality of teachers; that is, the academic qualifications, professional training, commitment and dedication. Teachers are central to any successful behaviour change among learners.

Noll (2010) demonstrates that specialized teachers have major appreciation of children with special needs hence possess effective handling of children with special needs. To manage MB in learners with IC, teachers need to be professionally trained and be continuously in-serviced to improve their knowledge, pedagogical skills and competency Noll (2010).

4.5 School Internal Factors Hindering Management of Behaviour

Findings for objective four sought to determine school internal factors hindering management of behaviour. Study findings from the researchers observation schedule indicated that, based on school environment, learning aids and attractive classrooms, were available but inadequate. Classrooms were also crowded and not attractive to motivate the learning process. Time was not planned and managed accordingly. It was also observed that the special units lacked learning materials and equipment. The few that were available were not adequately utilized. This shows that teachers needed more specialization for them to adequately utilize learning materials and equipment available.

Teachers responded by saying that the major school internal factors hindering behaviour management included; lack of time management, inadequate learning materials and equipment, narrow paths and lack of enough play areas and also lack of spacious classrooms. The table below shows teachers response.

4.5.1 Major School Internal Factors Hindering Management of Maladjusted Behaviour in Learners As Reported by Teachers

Table 4.8: Teachers response on school internal factors

Teachers response on school internal factors	Freq	%
Lack of time management plan	1	12.5
Inadequate learning materials and equipment	2	25
Narrow paths and limited play areas	2	25
Lack of spacious classrooms for easy movement	3	37.5
Total	**8**	**100**

Table 4.7 shows the frequency and percentage of the respondents who agreed with the school internal factors that hinder the management of MB as being lack of spacious classroom for easy movement with a frequency of 3(37.5%), Narrow paths and limited play areas reported by 2(25%), Inadequate learning materials and equipment by 2(25%), and lack of time management plan reported by 1(1%). Teachers also reported that despite that they had a time management plan; they were not able to follow it since learners in the units had different types of special needs and they lacked the required skills to handle them.

Majority of the teachers who participated in the study disagreed that classrooms in the special units were spacious enough to allow easy movement hence more difficult to manage the big number of learners, especially with severe IC. They agreed that poor classroom structure contributed to maladjusted behavior since they were not modified to suit learners with IC.

Findings from the interview with the headteachers showed that there was need for more learning materials and equipment.

One head teacher respondent reported:

> *"….Our school lacks equipment that can sufficiently be used to engage these learners in various activities which can assist in the adjustment of behaviours"*

These findings are in line with Mah (2008) who mentioned that the physical environment of the school, which includes crowded classrooms and narrow paths, contributes to MB and that the physical arrangement of a class may also have a significant effect on a learner's behaviour. Schools were also observed by the researcher and study findings indicated that, based on the school environment, the physical environment was not modified for easy mobility. Paths leading to various facilities in the schools were not properly designed to suit the needs of learners in the units. Learning aids and attractive classrooms were available but inadequate. Classrooms were also crowded and time was not planned and managed accordingly. As observed, teachers require more training in the area of behaviour management.

Interviews with the headteachers showed that there was need for more specialized teachers and adequate facilities.

One headteacher respondent commented:

> *"For the regular visits I make to the unit, I have observed that the teacher is always exhausted. Moving in all corners of the classroom and helping*

learners in the various classroom activities requires more specialized training and additional man-power"

The study findings are in line with Makumi (2012) who say that learners' behaviour can be controlled by engaging learners with enough and appropriate learning materials to interact with. Inadequate materials or lack of it increase MB.

4.6 Analysis of Intervention Measures for behaviour Adjustment in Learners with IC

Findings for objective five, which sought to establish intervention for behaviour adjustment employed by teachers in the management of MB in learners with IC was discussed. It is evident from the entire discussions in this chapter that management of MB is significant towards enhancement of not only accepted behaviours but also learners' skills and performance in life. All teachers agreed that the presence of deliberate strategies could control the learners' behavior based on time factor, reinforcement and punishment prescribed to the defiant. The findings of the study revealed that majority of learners did not accomplish given activities in time because some learners had multiple disabilities such as cerebral paralysis and autism. Unless proper strategies were adopted towards managing the MB, learners with IC cannot be able to acquire skills and suitable knowledge that would enable them adapt to the environment for self-reliance.

Most teachers were not able to maintain proper classroom control because they were not able to use various behaviour management strategies. Findings from the researcher's observation showed that most learners with IC were not able to acquire skills for independent living due to their behaviours. They could not effectively use

handkerchiefs and wash hands after use of toilets. A good number of learners observed were isolated and hence could not engage in group activities, share classroom facilities and play together. Maag(2004) says that skill acquisition among learners with intellectual challenge is enhanced by managing MB effectively.

The study sought to establish intervention for behaviour adjustment employed by teachers in the management of MB in learners with IC. The findings revealed that most teachers used outlawed strategies to manage behaviour. Aggressiveness was addressed through canning and hard labor, destruction behavior through pinching and canning, disruptive bahaviours were addressed by making the learner stay outside the classroom for more than two hours and fighting behaviours were managed through caning and proper punishment like washing the classroom for a week. Teachers further suggested that there was need to: train teachers on behaviour management in special units, educate parents on effective ways of managing behaviours, modify the environment to suit learners' needs and ensure every teacher handles learners with one type of disability.

The findings showed that management of MB is significant towards enhancement of not only accepted behaviours but also learners' skills and performance in both units and life. These skills entail sharing, co-operation, working together, playing together, daily living skills including use of handkerchief, washing hands, use of toilets, mathematic skills and basic reading skills among the children with IC (Orek, 2012).

When asked about the use of various intervention measures which includes; Contingency contracting, Time out procedures, Extinction, Token economy and

Response cost, most of the teachers agreed to making use of them. However they agreed that they lacked knowledge of their proper use.

A summary of the findings of the use of the above suggested intervention measures as given by teachers are shown in the tables below.

4.6.1 Contingency Contracting Intervention Responses

Table 4.9: Teachers' response on contingency contrasting

Responses	**Freq**	**%**
Strongly Agree (SA)	2	25
Agree (A)	4	50
Disagree (D)	2	25
Strongly Disagree(SD)	0	0
Total	**8**	**100**

From the frequency table 4.8, contingency contrasting was commonly used as an intervention measure. The findings revealed that 4(50%) of the teachers agreed that they used contingency contrasting while 2(25%) strongly agreed to have used the same. However, 2(25%) of the teachers disagreed that they utilized it. Kazdin (2001) says that contingency contrasting increases cooperative behaviour among learners. It is therefore effective where learners exhibit co-occurrence behaviours.

4.6.2 Time Out Procedures Intervention Responses

Table 4.10: Teachers' response on time out procedures

Responses	Freq	%
Strongly Agree (SA)	0	0
Agree (A)	6	75
Disagree (D)	2	25
Strongly Disagree(SD)	0	0
Total	**8**	**100**

Table 4.9 shows the study findings on the use of time out procedures. The findings revealed that 6(75%) of the teachers in the special units agreed that they used time out as the available intervention measures. Alberto and Troutman (2009) say that disruptive and aggressive behavior, common among learners with IC, are managed well by time out procedures. Although 2(25%) disagreed to have used it, none of the teacher strongly disagreed to its use.

4.6.3 Extinction Intervention Responses

Table 4.11: Teachers' response on extinction

Responses	Freq	%
Strongly Agree (SA)	0	0
Agree (A)	5	62.5
Disagree (D)	3	37.5
Strongly Disagree(SD)	0	0
Total	**8**	**100**

Table 4.10 shows the study findings on the use of extinction. From the findings, the 5(62.5%) of the teachers who participated in the study, confirmed extinction as their major strategy in managing these maladjusted behaviours among learners with IC. Teachers use extinction as a strategy for reducing a recurring behaviour. In extinction, a positive reinforcer that is believed to maintain particular problem behaviour is withheld in order to reduce that behaviour Alberto and Troutman (2009). None of the teacher strongly disagreed to its use, although 3(37.5%) disagreed to have used it. Extinction is very effective if applied by patient teachers because its effect takes time Lwata (1990).

4.6.4 Token Economy Intervention Responses

Table 4.12: Teachers' response on token economy

Responses	**Freq**	**%**
Strongly Agree (SA)	2	25
Agree (A)	3	37.5
Disagree (D)	2	25
Strongly Disagree(SD)	1	12.5
Total	**8**	**100**

From the frequency table 4.11, Token Economy was commonly used as an intervention measure. The findings revealed that 2(25%) of the teachers strongly agreed that they used token economy while 3(37.5%) agreed to its use. although 2(37.5%) disagreed to have used it, only 1(12.5%) teacher strongly disagreed to its use. The use of tokens permits efficient and effective use of classroom time and effort

as it can be administered quickly and it is easy to record and show progress (Albelto & Troutman, 2009). Token Economy is an effective behaviour management strategy because it can be used with a single learner and a single behaviour, single learner with several behaviours, groups of learners with single behaviour and groups of learners with several behaviours (Lannie and Martens, 2004).

4.6.5 Response Cost Intervention Responses

Table 4.13: Teachers' response on response cost

Responses	Freq	%
Strongly Agree (SA)	0	0
Agree (A)	2	25
Disagree (D)	6	75
Strongly Disagree(SD)	0	0
Total	**8**	**100**

Table 4.12 shows the study findings on the use of response cost. From the study findings, although 2(25%) of the teachers agreed to have used response cost, 6(75%) of the teachers disagreed that they utilized it while none of the teachers strongly agreed and strongly disagreed to have used the strategy measure of response cost. Response cost is a punishing strategy where by a learner loses reinforcers after showing maladjusted behaviour. Mostly a response cost is effectively used in combination with a token reinforcement system (Ross, 2002).

From the study findings of the above intervention measures, even though teachers seemed to use the suggested intervention measures, the measures had no effect on the

learners. The measures were not adequately used because teachers lacked knowledge of their application to the learners. Learners therefore continued behaving inappropriately.

When interviewed, most of the headteachers lamented on the need for more specific training to all teachers, and mostly those handling learners with IC. Most of them said that there are no specific strategies that teachers use and the few that are used are not effective.

One headteacher respondent commented:

> *"For the regular visits I make to the unit, I have observed that the teacher is always exhausted. Moving in all corners of the classroom and helping learners in the various classroom activities requires more specialized training and additional man-power"*

Another headteacher respondent commented:

> *"The strategies these teachers use are not effective. Aggressive learners are canned and pinched by teachers .Some are given heavy punishments. When they are brought to my office, I send them home for few days".*

Interview from the headteachers also showed that very little had been done by teachers. They are not well equipped in handling some of their learner's behaviour. Most of the learners are not able to acquire skills for independent living by the time they leave school.

One respondent headteacher reported:

> *"Teachers in the special unit are not serious with their work because learners are not tested in any way. There should be a national examination to keep teachers on their toes"*

All the headteachers reported that behaviour management strategies used by teachers were not effective. Some have been outlawed by the government. They commented that hardly a day goes without teachers referring learners to their offices for behaviour adjustment. Some of the cases referred to them included; breaking of windows, fighting, use of inappropriate language and words and running away from school.

A study by Orek (2014) recommends various strategies like; good communication between teachers' and pupils, giving learners adequate play facilities, involving learners in decision making and the use of specialized intervention strategies.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter is a summary of the study findings, conclusions and recommendations. This study aimed at investigating the factors affecting the management of maladjusted behaviour in learners with intellectual challenge in special units in Kiambu County, Kenya.

5.1 Summary of the Research Findings

The study findings were summarized on the basis of objectives of the study. Findings for objective one of the study, which sought to identify Learner Factors preventing the management of MB, in learners with IC in special units, showed that head teachers and teachers agreed that the major learners' factor preventing the management of MB in learners with IC in special units is due to delayed developmental milestone. The delay causes learners to exhibit MB like destructiveness, aggressiveness, disruptiveness, self-injurious and self-stimulatory behaviours. The findings indicated that 7(87%) of teachers reported that learners with IC were destructive, 6(79%) of the teachers said they were self –injurious and 5(71%) of the teachers reported that learners with IC were disruptive. Aggressive behaviours exhibited included: throwing objects to others in class, beating other children and hitting others with objects. Destructive Behaviours observed included: tearing books, plucking papers from books, eating inedible like pens, rubbers and tearing own cloths and other learner's cloths. Headteachers, 5(75%), agreed that they were very destructive. They destroyed trees, flowers and broke window panes. This gave a clear indication that every

special unit visited had a percentage of learners who were maladjusted due to delayed developmental milestone.

Objective two of the study sought to inquire parental factors affecting the management of MB in learners with IC in special units. Teachers came up with the contributing factors as; parental negligence on learners behaviours 2(25%), lack of interest among parents on childrens' behaviour 2(25%), lack of follow ups with teachers on learners behaviour 2(25%) and lack of family cohesiveness 2(25%). Head teachers interview showed that parents neglected their children because they felt that they were of no use to them. Instead these learners were a bother because they were not self-reliant and independent.

Objective three sought to investigate teacher factors that limit the management of MB in learners with IC in special units. It was revealed that majority 6 (75%) of the teachers in the units had a diploma and only 2(16.7%) had a degree in special education. However, concerning the area of specialization, all teachers 8(100%) said that they had done inclusive, which is a general field in special education. This means that all the teachers in the units for learners with IC were without special skills to manage MB in learners with IC. This implies that there were no specialist in the area of IC and therefore not accustomed with the methods of managing MB in learners with IC and also intervention measures that could improve and shape the learners' behaviours. Findings indicated that all teachers disagreed that the professional skills acquired were adequate enough to assist in managing maladjusted behavior since they were never trained in the area of managing MB in learners with IC. Further findings showed that all teachers had not attended any seminars, workshops or in-house

training in regard to managing MB. Teachers also reported that despite that they called parents to discuss issues related to the respective children's behaviours; parents did not pay visits to the units to check the wellbeing of the learners. This was clear indication that a lot is needed in equipping teachers with new knowledge in behaviour management. Findings from the headteachers showed that learners in the special unit exhibited MB because the teachers were not able to control them. Lack of skills and knowledge among teachers were the major contributing factors limiting management of the MB among learners with IC. The study findings implied that most teachers were likely to lack the interest and preparation in handling of children with exceptional needs like those with IC.

Findings for objective four sought to determine school internal factors hindering management of behaviour. Study findings from the researchers observation schedule indicated that, based on school environment, learning aids and attractive classrooms, were available but inadequate. Classrooms were also crowded and not attractive to motivate the learning process. Time was not planned and managed accordingly. It was also observed that the special units lacked learning materials and equipment. The few that were available were not adequately utilized. This shows that teachers needed more specialization for them to adequately utilize learning materials and equipment available.

Findings from the researcher's observation schedule showed that lack of time management, inadequate learning materials and equipment, narrow paths and lack of enough play areas and also lack of spacious classrooms hindered management of MB. The researcher also observed that classrooms were not attractive to motivate the

learning process. Findings from the interview with the headteachers showed that learning materials and equipment were not enough. Also lack of specialized teachers and inadequate facilities were among school internal factors hindering management of MB among learners with IC.

Findings for objective five sought to establish intervention for behaviour adjustment in learners with IC. From the study findings, it was evident from the entire discussions in this chapter that management of MB is significant towards enhancement of not only accepted behaviours but also learners' skills and performance in life. All teachers agreed that the presence of deliberate strategies could control the learners' behavior based on time factor, reinforcement and punishment prescribed to the defiant. The findings of the study revealed that majority of learners did not accomplish given activities in time because some learners had multiple disabilities such as cerebral paralysis and autism. Unless proper strategies were adopted towards managing the MB, learners with IC cannot be able to acquire skills and suitable knowledge that would enable them adapt to the environment for self-reliance.

Most teachers were not able to maintain proper classroom control because they were not able to use various behaviour management strategies. Findings from the researcher's observation schedule showed that most learners with IC were not able to acquire skills for independent living due to their behaviours. They could not effectively use handkerchiefs and wash hands after use of toilets. A good number of learners observed were isolated and hence could not engage in group activities, share classroom facilities and play together.

The study sought to establish intervention for behaviour adjustment employed by teachers in the management of MB in learners with IC. The findings revealed that most teachers used outlawed strategies to manage behaviour. Aggressiveness was addressed through canning and hard labor, destruction behavior through pinching and canning, disruptive bahaviours were addressed by making the learner stay outside the classroom for more than two hours and fighting behaviours were managed through caning and proper punishment like washing the classroom for a week. Teachers further suggested that there was need to: train teachers on behaviour management in special units, educate parents on effective ways of managing behaviours, modify the environment to suit learners' needs and ensure every teacher handles learners with one type of disability.

The findings showed that management of MB is significant towards enhancement of not only accepted behaviours but also learners' skills and performance in both units and life. These skills entail sharing, co-operation, working together, playing together, daily living skills including use of handkerchief, washing hands, use of toilets, mathematic skills and basic reading skills among the children with IC. Most of the teachers agreed to making use of intervention measures which included; Contingency contracting, Time out procedures, Extinction, Token economy and Response cost. However they agreed that they lacked knowledge of their proper use.

5.2 Conclusions

This study has resulted in five main conclusions as follows:

Firstly, based on the findings of the study, there are learner factors preventing management of MB. The researcher concluded that delayed developmental milestone

among learners with IC made learners exhibit MB. Majority of the learners in the special units visited by the researcher were destructive, disruptive and aggressive while others portrayed self-injurious, self-simulative and withdrawn behaviours. For better shaping of behaviour and academic performance, MB had to be managed.

Secondly, based on the findings of the study, that there are parental factors affecting the management of MB among learners, it is logical to conclude there was very low parental involvement in the management of MB among learners. Parents had abandoned the responsibility of shaping their children to teachers. They had neglected these learners and did not co-operate with teachers in managing learners' behaviour. Lack of family cohesiveness, which was a major parental factor affecting management of behaviour was in the increase.

Thirdly, based on the findings that all teachers in the special units had trained in inclusive education, which is a general field in special education, the researcher concluded that they lacked special skills to manage MB among learners with IC since they were not trained to handle learners exhibiting MB. Based on the findings, that majority of the teachers use various strategies to manage MB, it is logical to conclude that they are not effective because they lack skills to make them effective.

Fourthly, based on the findings of the study, that there were school internal factors that hindered the management of MB among learners, it can be concluded that, crowded classrooms, narrow paths, mismanagement of time, inadequate materials and equipment and also inadequate facilities were some of school internal factors hindering behaviour management.

Fifthly, study findings show that many universal programs and reinforcement measures, which include; contingency contracting, extinction, response cost, time out and token economy statistically provide significant success to decreasing the rates of behaviour indicative of MB among learners with IC. Therefore teachers required training in the use of the above strategies so that they could positively manage learners' behaviour. The pilot study concurred with the research apart from the intervention strategies where the time out strategy was strongly agreed on by the pilot school while some schools the researcher visited opposed it claiming it could create autonomy of being punished and also trigger pretense to be reinforced.

5.3 Recommendations

The following recommendations were made based on study findings and conclusions.

i) Learner's behaviour should be closely monitored for easy modification. Teachers should seek assistance from the special education assessment centers to ascertain the behaviour. This would assist them to identify the specifics of the problem behaviour and the conditions that prompt it and reward it in order to place the learners with IC in the right unit or even be taken to the hospital for medication or treatment. The causes of MB should be investigated closely and be addressed and observed closely so that the learners can have the opportunity to learn without any triggers of the behaviour.

ii) Parents should be involved in behaviour management. They should be called regularly to school meetings. Parental involvement in intervention measures generates good results. Parental awareness concerning learner's behaviours should be created even outside schools. The best platform to address the issue could be in the chiefs Barazas.

iii) (a) It is evident that teacher qualification plays a significant role with regards to handling of learners with IC and more so, managing their behaviours in the school environment. There is need for training teachers in managing MB among learners with IC. Training is paramount in handling learners with special needs and therefore special units should be staffed with teachers who are specialized in a given area of disability. This would enable both the head teachers and teachers employ the right methods while handling children with specific disability, ranging from intellectual challenged, physical challenge among other disabilities.

(b) Teachers should go for in-service courses to acquire knowledge on how to manage MB among learners with IC.

(c) Teachers should actively teach learners socially and behaviourally appropriate skills to replace behaviour problem using strategies focused on both individual learners and the whole classroom. Classroom teachers, in coordination with other school personnel, can benefit from adopting a school-wide approach to preventing behaviour problems and increasing positive social interaction among learners and with the school staff. High specialization level among teachers could improve the management of MB of learners with IC.

iv) The school environment and the classroom structure which also contribute to MB need to be restructured to minimize MB. Schools administration should modify the environment for mobility purposes. The government should equip

special units with relevant materials and equipment. Also the government should deploy specialized teachers for learners with intellectual challenge.

v) Strategies for behaviour management ought to be established upon early intervention to effectively enable both teachers and parents identify learners exhibiting MB and positively change their behaviours. Those with most severe aggressive, disruptive and destructive behaviours require the most intense and highly structured programs. Hence, it only seems logical that the emphasis be placed on universal prevention and early intervention strategies. Preventive interventions, during the early years of life for at risk families reduce the prevalence and the seriousness of such behaviour problems.

5.4 Suggestions for Further Research

With regards to the findings of the current study, the following suggestions were made for further studies:

i) The current study was confined into intellectually challenged learners in special units. It is recommended that the same can be done to cover learners with other forms of disabilities.

ii) The same study should be done in other Counties of Kenya in order to establish a comparison and create a comprehensive understanding of the entire topic.

iii) The government, through the ministry of education should develop education policies that would give useful information related to mitigating the problem of MB, by addressing the management of learners' behaviours in special units.

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APPENDICES

APPENDIX A

TEACHERS QUESTIONNAIRE

The purpose of this study is to investigate on factors affecting the management of maladjusted behaviours for behaviour adjustment in learners with intellectual challenge in special units. The information you give will remain confidential and used only for this study. The questionnaire is divided into two parts. Part one requires general information about yourself and your school. Part two is divided into 5 sections. Section A requires information on learner factors preventing the management of behaviour among learners with intellectual challenge, Section B requires information on parental factors affecting management of maladjusted behavior among these learners, Section C requires information on teacher factors that limit the management of maladjusted behaviour, Section D requires information on the school internal factors that hinder management of maladjusted behaviours and section E requires information on intervention measures for behaviour adjustment in learners with intellectual challenge. Please indicate a tick (√) on the correct option or fill in appropriately the blanks provided as applicable to you.

PART I: General information.

Name of your school……

Please indicate your gender.

Male [ ]

Female [ ]

Indicate your age in years put a tick (√)

30 or below [ ]

31-40 [ ]

41-50 [ ]

Over 50 [ ]

Indicate your highest academic qualification.

(i) E.A.C.E [ ] (ii) KCE [ ] (iii) KCSE [ ] (iv) Diploma [ ]

(v) Undergraduate [ ] (IV) Graduate [ ] (vii) BED [ ]

(viii) B.A with P.G.DE [ ] (ix) M.A [ ] (x) M.ED [ ]

Any other, specify ……

Please indicate your teaching experience.

(a) 1-5 years [ ]

(b) 6-10 years [ ]

(c) 11-20 years [ ]

(d) Over 21 years [ ]

PART 2

SECTION A: Learner factors preventing management of maladjusted behaviours.

1. (i). Do you experience behaviour problems in your unit?

Yes [ ] No [ ]

(ii) If yes in (i), indicate the types of maladjusted behaviour you experience in the unit……

2. (i)) Do you think the developmental levels of learners contribute to maladjusted behaviour?

Yes [ ] No [ ]

(ii)If yes in (i),

explain……..

3. Indicate the level of intellectual challenge in learners and the number of learners in your unit.

Mild IC…….

Moderate IC……

Severe IC……

Profound IC…….

4. Among the following maladjusted behaviours, tick the ones you have experienced in learners in this unit.

Aggressiveness [ ]

Withdrawal [ ]

Destructiveness [ ]

Disruptiveness [ ]

Self-injurious [ ]

Self-stimulatory [ ]

Any other learner factor, specify……

SECTION B: Parental factors affecting management of maladjusted behavior.

1) (i) Do you think parents affect management of maladjusted behaviour among learners in your unit? Yes [ ] No [ ].Tick (√)

(ii) If yes in (i), How…….

2) Do parents visit the unit to check on the wellbeing of their learners? Yes [ ] No [ ]

3) Do you call them to discuss about the behaviour of the learners? Yes [ ] No [ ]

4) Do they respond when you call them? Yes [ ] No [ ]

Any other parental factor, specify……

SECTION C: Teacher factors that limit the management of maladjusted behaviour

1. How long have you taught in this special unit?

2. (i) Are you trained in special needs education?

Yes [ ] NO [ ]

(ii) If yes in (i), what is your professional qualification in relation to special needs education training?

a) Certificate [ ] b) Diploma [ ] c) Degree [ ]

Any other, specify…….……..

3. (i). Which area of special needs training are you specialized in…….

(ii) Do you think the professional skills you acquired are adequate enough to manage maladjusted behaviour? Yes [ ] No [ ]

(iii) If yes in (ii), have you been applying the skills to manage learners' behaviour?

Yes [ ] No [ ]

(iv) If no in (ii), explain some of the challenges you experience …….

4. Please explain whether you attend in-house training, seminars or workshops in regard to managing maladjusted behaviour……

Any other teacher factor, specify……

SECTION D. School Internal Factors hindering management of maladjusted behaviours:

1**)** Does the school have enough and relevant facilities, materials and equipment for learners with intellectual challenge? Yes [ ] No [ ]

2) (i) In your class, what materials and equipment do you use to make the class attractive?

(ii) List them……

3 (i) In your class, do you have a time management plan? Yes [ ] No [ ]

(ii) If yes in (i), do learners accomplish given activities in time?

(iii)If no, give reasons why you think they are not able……

4) (i) Is the classroom spacious to allow easy movement of learners? Yes [ ] No [ ]

(ii) Do you think the classroom structure may contribute to maladjusted behaviours?

Yes [ ] No [ ]

(iii) If yes in (ii), explain how……..

SECTION E: intervention for behaviour adjustment in learners with intellectual challenge

1 (i) Are there deliberate strategies that you use to control learners behavior in the classroom? Yes [ ] No [ ]

(ii) If yes in (i), list them……..

2 Kindly state the strategy you use against the behaviour learner's exhibit.

Maladjusted behavior	Strategy used
……..…..	……..
……..…..	……..
……..…..	…….

3 (i) Below is a list of strategies used to manage behaviour among learners with intellectual challenge, Tick honestly all the ones commonly used in your unit.

a) Contingency contracting [ ] d) Time-out [ ]

b) Extinction [ ] e) Token economy [ ]

c) Response cost [ ]

(ii) Any other, specify…….

4 (i) In your own opinion, do learners acquire relevant skills if maladjusted behaviour is managed? Yes [ ] No [ ]

(ii) If yes in (i), what are some of the skills acquired? List them.

…….

5 (i) Are there problems that may hinder acquisition of knowledge and skills among learners? Yes [ ] No [ ]

(ii) If yes in (i), list some of the challenges……..….

Please state the advice you would give towards effective strategies for managing maladjusted behaviour in schools and units for learners with intellectual challenge.

……

……..……..…

APPENDIX B

HEADTEACHERS INTERVIEW GUIDE

This interview is part of an educational study. It is hoped that the findings will help in the management of maladjusted behaviours in units for learners with intellectual challenge and help in adjusting behaviour.

Section A. General Information

Name of your school…….

Academic qualification…….

Professional experience in years……

Number of teachers trained in the area of mental challenge……

Number of teachers in the special unit……..

Number of learners in the special unit……..

Is the unit adequately staffed?.....

SECTION B:

1. Learner factors preventing management of maladjusted behaviours.

i. Do learners in the unit exhibit maladjusted behaviours? (Yes) (No).

ii. If yes in (i), name types of maladjusted behaviours they exhibit?

iii. Do other teachers in the school complain about the behaviour of learners in the unit?

iv. If yes in (iii), which are some of these behaviours they complain about?

v. In your own opinion, explain why you think learners in the special unit exhibit maladjusted behaviour?.....

vi. Give suggestions on what can be done to adjust learners' behaviours……

v. Any other learner factors preventing management of maladjusted behaviour, specify……

2. Parental factors affecting management of maladjusted behavior.

1 (i) Do you think parents affect the management of maladjusted behaviour in learners? Yes [ ] No [ ]

(ii) If yes in (i), explain parental factors that you think affect management of maladjusted behaviour in the unit……..

2 (i) Do you hold parents meetings to discuss behaviour management in the unit? Yes [ ] No [ ]

(ii) If yes in (i), do they attend school meetings?

3 Are parents co-operative when called upon in matters pertaining behaviour problems? Yes [ ] No [ ]

4 Any other parental factors preventing management of maladjusted behaviour, specify……

3. Teacher factors that limit the management of maladjusted behaviour

1 Are teachers in the unit trained in the area of intellectual challenge? Yes [ ] No [ ]

2 (i) Do you think the teachers in your unit are competent in managing learner's behaviour? Yes [ ] No [ ]

(ii) If no in (i), give suggestions of what can be done…….

3 (i) Do you make regular visits to the special unit? Yes [ ] No [ ].

(ii) If yes, what are some of the observations you make that you think may contribute to behaviour problems?.....

4 Any other teacher factors preventing management of maladjusted behaviour, specify…….

4. School Internal Factors hindering management of maladjusted behaviours:

1 (i) Does the school have learning materials and equipment for learners with intellectual challenge? Yes [ ] No [ ].

(ii) If yes in (i), are they enough for all learners in the unit?

2 (i) Are teachers able to adequately utilize available learning materials and equipment? Yes [ ] No [ ].

(ii) If no in (i), explain why you think teachers are not able to utilize them.

3 Is the classroom well-structured to handle learners with intellectual challenge?

Yes [ ] No [ ].

4 (i) Are all the facilities in the school accessible to learners with intellectual challenge? Yes [ ] No [ ].

(ii) If no in (i), explain challenges experienced by learners in accessing facilities in the school……

5 Any other teacher factors preventing management of maladjusted behaviour, specify……

4. Intervention for behaviour adjustment in learners with intellectual challenge.

1. What strategies do teachers in the unit use to manage behaviour?

2. (i) Are there behaviour problem cases that teachers refer to you? Yes [ ] No [ ]

(ii) If yes in (i), what are some of the cases?

3. What strategies do you use to such cases?

4 (i) In your opinion, are the strategies used to manage behaviours effective?

Yes [ ] No [ ]

(ii) If yes, what are some of the skills acquired by the learners? ……

……

(iii) If no, why do you think they are not effective and what do you think should be done?.....……

APPENDIX C

OBSERVATION CHECKLIST FOR CLASSROOM TEACHER

Maladjusted Behaviour			
	Yes	Sometimes	No
Aggressive Behaviours Throw objects to others in class Beat other children Hitting others with objects Pushing others			
Disruptive Behaviours Moving around the classroom Making noise Crying uncontrollably Non-compliance to commands			
Destructive Behaviours Tearing books Plucking papers from books Eating inedible e.g. pens, rubbers Tearing own cloths.			
Self-injurious Behaviours Banging head on the wall Biting self Pocking eyes			

Pulling hair			
Self-stimulatory Behaviours Touching private parts Sucking fingers Cutting nails with teeth Rubbing hands			

APPENDIX D

OBSERVATION SCHEDULE FOR THE RESEARCHER

SECTION A: School environment

i) Availability of learning aids……..…….…….

ii) Attractive classroom……..…..……

iii) Crowded classroom…….…….……..

iv) Availability of time management plan……..…….

v) Time management plan followed accordingly…….…….……..

Others observed……

SECTION B: Teachers competence

i) Able to maintain proper classroom control…….…….……..

ii) Able to use various behaviour management strategies…….…….……

iii) Classroom activities available for all learners……..…….

iv) Give learners activities according to level of need……...…….

Others observed…….…….…….……..

SECTION C: Skills acquired

i) Using handkerchief……..…...……..……..

ii) Washing hands……..……...…….

iii) Proper use of toilet/latrine……...……....……

iv) Engage in group activities…….…….…….

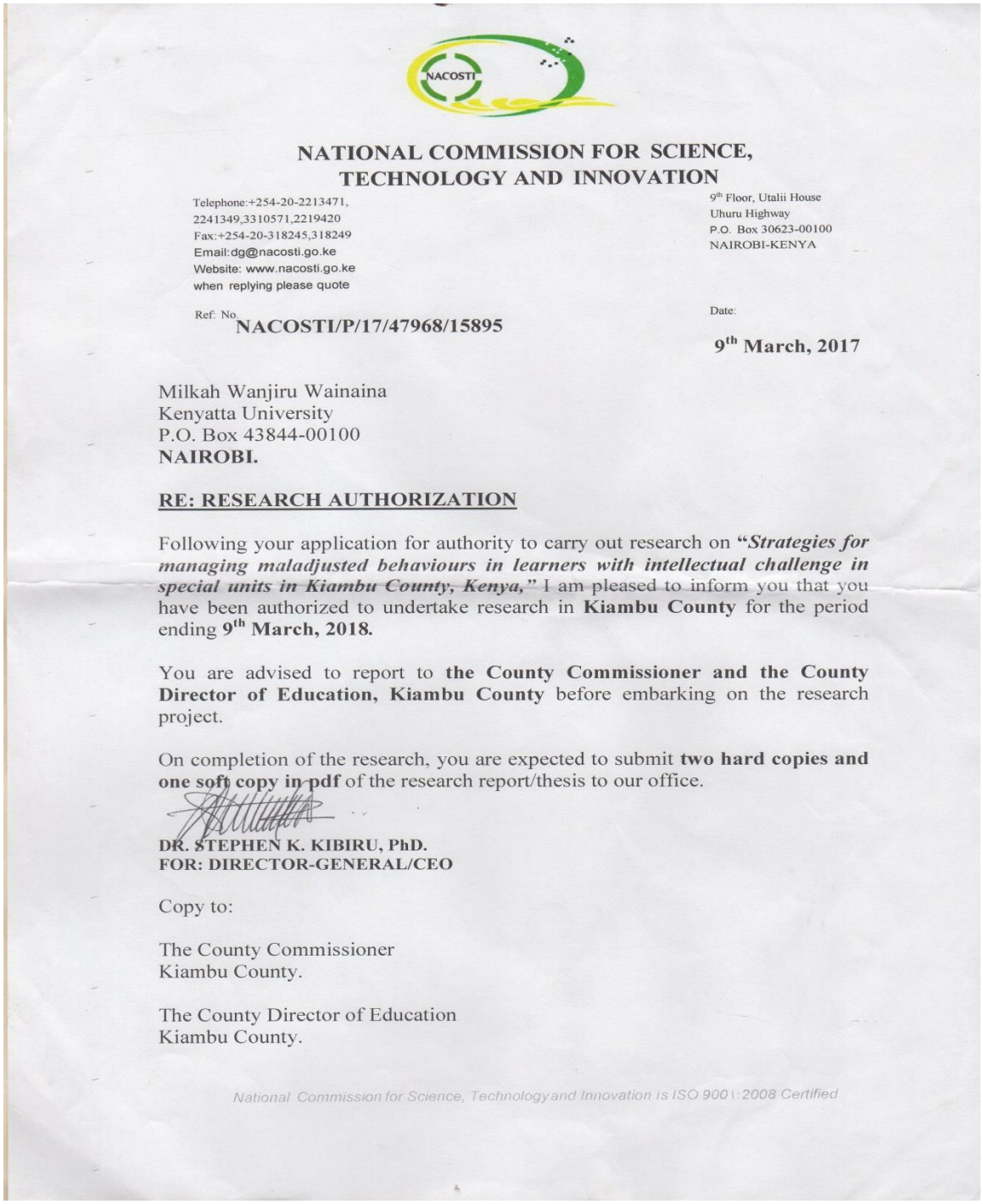
v) Share classroom facilities……...…….…….

vi) Playing together…….……..

Others observed ……...……

APPENDIX E

RESEARCH AUTHORIZATION LETTER



NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Email:dg@nacosti.go.ke
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9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/17/47968/15895**

Date: **9th March, 2017**

Milkah Wanjiru Wainaina
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Strategies for managing maladjusted behaviours in learners with intellectual challenge in special units in Kiambu County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **9th March, 2018.**

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

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

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

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

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT
COUNTY COMMISSIONER, KIAMBU

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When replying please quote

County Commissioner
Kiambu County
P.O. Box 32-00900
KIAMBU

Ref.No: **ED.12/1/VOL.V/28**

7th April, 2017

Milkah Wanjiru Wainaina
Kenyatta University
P. O. Box 43844 – 00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to National Commission for Science, Technology and Innovation letter Ref No. **NACOSTI/P/17/47968/15895** of **9th March, 2017**.

You have been authorized to conduct research on ***"Strategies for managing maladjusted behaviours in learners with intellectual challenge in special units in Kiambu County, Kenya".*** The data collection will be carried out in ***Kiambu County*** *for a period ending* ***9th March, 2018.***

You are requested to share your findings with the County Education Office upon completion of your research.

J. A. RATEMO
FOR: COUNTY COMMISSIONER
KIAMBU COUNTY

Cc County Director of Education
KIAMBU COUNTY

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

All Deputy County Commissioner's (***For information and record purposes***)
KIAMBU COUNTY

MINISTRY OF EDUCATION
State Department of Education

Telephone:Kiambu (office) 020-2044686
FAX NO. 020-2090948
Email:directoreducationkiambu@yahoo.com

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300
KIAMBU

When replying please quote

KBU/CDE/HR/4/VOL.II/ (235)

7th March 2017

Milkah Wanjiru Wainaina
Kenyatta University
P.O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to the National Commission for Science Technology and Innovation letter Ref. No NACOSTI/P/17/47968/15895 dated 9th March 2017.

The above named has been authorized to carry out research on ***"Strategies for managing maladjusted behaviors in learners with intellectual challenge in special units in Kiambu County"*** for a period ending 9th March 2018.

Please accord her the necessary assistance.

COUNTY DIRECTOR OF EDUCATION
P.O. BOX 2300-00900
KIAMBU

ABDIKADIR HUSSEIN
COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY

APPENDIX F

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. MILKAH WANJIRU WAINAINA
of KENYATTA UNIVERSITY, 43844-100
NAIROBI,has been permitted to conduct
research in *Kiambu County*

on the topic: *STRATEGIES FOR MANAGING MALADJUSTED BEHAVIOURS IN LEARNERS WITH INTELLECTUAL CHALLENGE IN SPECIAL UNITS IN KIAMBU COUNTY, KENYA*

for the period ending:
9th March,2018

Permit No : NACOSTI/P/17/47968/15895
Date Of Issue : 9th March,2017
Fee Recieved :Ksh 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

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.
2. Government Officer 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

HARAMBEE

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEACH CLEARANCE PERMIT

Serial No.A 13114

CONDITIONS: see back page