

**ANALYSIS OF INTERVENTIONS TEACHERS USE TO MANAGE
LEARNERS WITH SELECTED BEHAVIOUR DISORDERS IN PRIMARY
SCHOOLS IN THIKA SUB-COUNTY, KIAMBU COUNTY, KENYA**

GATHUA JOSEPH MAINA

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DECLARATION

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

Signature:  Date: 21-10-2015

Gathua Joseph Maina (E55/20348 / 2012)

Department of Special Needs Education

SUPERVISORS

We confirm that the work reported in this thesis was carried out by the candidate under our supervision

Signature:  Date: 22/10/15

Dr. Jessica Muthee

Department of Special Needs Education

Signature:  Date: 21/10/2015

Dr. Margaret Murugami

Department of Special Needs Education

DEDICATION

This work is dedicated to God, my source of knowledge, understanding, insight and encouragement. In addition, this thesis is dedicated to all parents of children with emotional and behaviour disorders and to all teachers who deal with such learners in their daily endeavours to ensure that they learn just like their peers without disorders in inclusive settings.

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ABBREVIATIONS AND ACRONYMS

ABA	Applied Behavioral Analysis
APA	American Psychiatric Association
ADD	Anxiety/Depressive Disorders
CBT	Cognitive Behavior Therapy
CD	Conduct Disorder
DSM-IV-TR	Diagnostic and Statistical Manual of Mental Disorders, (4 th eds), Text Revision
EBD	Emotional Behavior Disorder
G&C	Guidance and Counselling
IDEA	Individuals With Disability Education Act.
I.E.P	Individualized Educational Programme
IQ	Intelligent Quotient
K.C.P.E	Kenya Certificate of Primary Education.
M.D	Medical Doctor
ODD	Oppositional Defiant Disorder
REE	Rational Emotive education
RET	Rational Emotive Therapy.
UNESCO	United Nations Educational, Scientific and Cultural Organization
V.A.S	Vanderbilt Assessment Scale

ABSTRACT

The purpose of this study was to analyze the intervention strategies teachers used in managing learners with selected behaviour disorders in primary schools in Madaraka zone, Thika sub-county, Kiambu County, Kenya. The following objectives guided our study: to establish effectiveness of assessment methods teachers used in identifying learners with selected behaviour disorders, explore intervention strategies teachers used in managing learners with selected behaviour disorders, to investigate challenges teachers faced in managing learners with selected behaviour disorders, confirm the presence of learners with conduct disorder, opposition defiant disorder and anxiety depression disorder in schools under study and lastly to determine the performance of learners with selected disorders academically and in class behaviours. The study used descriptive research design which was appropriate since it enabled the researcher to describe the situation as it existed. A questionnaire was used to collect data and it was piloted at Jamhuri primary school. The targeted population was 149 teachers teaching in Madaraka zone. Simple random sampling was done to select four schools which participated in the study. Further, purposive sampling was conducted to select class seven pupils and their teachers as representative of other classes. 30 out of 33 targeted teachers teaching class seven participated in the study. Data from the research instruments was analyzed and presented descriptively. The study found that the assessment methods teachers used to identify learners with EBDs were not effective, that teachers in selected schools did not use effective intervention strategies to manage behaviour for learners with EBDs. Moreover, it was established that the most serious challenges the teachers faced in managing learners with EBDs was high enrolment/ overcrowded classrooms and lack of specialized training. The study recommends that in-service training for teachers be done with a view of building capacity in the area of identification processes, that Kenya Institute of Curriculum Development to give guidelines on behaviour disorder management. Future research suggestions made includes: to establishing the teacher's competencies in data collection, recording and analysis and to find out if other disorders other than the selected disorders may be affecting learners in public primary schools. It is hoped that these findings will help stakeholders to come up with effective intervention strategies in managing learners with behaviour disorders as well as add to the existing literature on learner disorders.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, research objectives and questions, significance of the study, limitations and delimitations of the study, assumptions of the study, theoretical and conceptual framework as well as operational definition of key terms.

1.1 Background to the Study

To begin with, people suffering from mental disorders have been reported across all the societies globally. Over centuries different terms have been used to describe them. Many of them, such as mental illness and psychopathology were originally coined to describe adult conditions. These terms have been regarded as too stigmatizing to apply to children with scholars preferring to use emotional disturbance seen as more appropriate and it appeared in the late 1900s (Reinert, 1972). During the same period, the label behaviorally disordered became popular, particularly with professionals in the field of special education. It was seen as the least stigmatizing label by some (Smith, Wood, & Grimes, 1988), but as misleading by others because it ignored children's emotional conditions. In an effort to bring uniform standards to the field, in 1988, the National Mental Health and Special Education Coalition adopted the term emotional and behavioural disorders (EBDs). This term has been accepted by a wide variety of professional organizations. However, the field still lacks consensus on definition and terminology.

In the 16th and 17th century, people with emotional and behaviour disorders were perceived through the lenses of spiritualism. Among the earliest explanations was the notion that individuals whose behaviour seemed strange, odd, or vastly different from that of other people were possessed by either evil or divine spirits. In fact, clinical observations and scientific enquiries into abnormal behaviour were thought to be as a result of the influence of the devil on people's spirits and soul. So, for intervention purposes, monks and priests kept records of the characteristics of various evils that possessed the weak and caused strange or irrational behaviour. They managed the people by casting out the demons through prayers or magic (Cullinan, 2007).

In the 18th and 19th century a medical perspective was introduced to the people with EBDs. The idea that they were sick and afflicted became firmly entrenched. The humanist Dorothea Dix (1802-1887) campaigned for the provision of appropriate educational services. Dix is credited with establishing the mental hygiene movement in America by garnering public support and funding for the establishment of mental hospitals throughout the country. Simultaneously, physicians began to pay increased attention to conscientious observation of their patient's behaviour. In Germany for instance, Emil Kraepelin (1856-1926) solidified the mental illnesses concept by developing a classification system of mental diseases according to distinct clusters of symptoms. During this time, scientific methods were applied to study the behaviour.

In 20th century, more studies were conducted to establish how social norms affect behaviours. Emergence of the studies of emotionally and behaviourally disturbed

persons revolutionized the impact of diverse theoretical perspectives (disability, deviance and alienation perspectives). Researchers paid more attention to children who engaged in anti-social or criminal behaviour with the aim of helping them. Alfred Strauss and Laura Lehtinen (1947), published “Psychopathology and Education of the Brain Injured Child”, a seminal work that delineated the characteristics that interfere with children’s ability to learn (inattentiveness, hyperactivity, distractibility and violability) and provided the basis for the structured classroom model.

In the 21st century, the focus has metamorphosed from source of the problem to how to deal with some of the challenges that face learners with EBDs which include prevention, placement and instruction which cut across all nations worldwide. Cullinan (2007) recommends an approach to resolve the challenges. He presents three forms of prevention: universal, selective, and indicated. Universal prevention is applied to everyone in a large group (e.g., every student in the school). Selective prevention is conducted with a defined group at risk to develop EBDs because they have certain biological or psychosocial characteristics while indicated prevention is directed at individuals who show early signs of the condition and is designed to reduce the severity of the problem. Examples of universal prevention in schools are programmes that teach good classroom and school management skills, pro-social competencies, conflict resolution and substance abuse prevention. Placement is the availability of appropriate placements for children and youth with EBDs (Cullinan (2007). Placements for children with disabilities would be served in the least restrictive environment that is; the placement closest to the general education classroom that best meet each child’s needs.

Special educators have placed great emphasis on the importance of effective instruction as a prerequisite for sound behaviour management (Kauffman, Mostert, Trent, & Hallahan, 2002; Kerr & Nelson, 2002).

In United State of America (U.S.A), the years between 1970 and 2005 were most notable for the federal legislation designed to protect the rights of the disabled and disadvantaged. In 2004, one of the laws; the Individuals with Disabilities Education Act (IDEA) was passed. This law was important for persons with emotional and behavioural disorders because it specified conditions for removing them from public schools for disciplinary reasons without denying them access to alternate educational opportunities. It also mandated functional behavioural assessment (FBA) and behaviour intervention plans (BIPs) for them. This enactment of the law spurred studies to be done on various aspects of learners with EBDs. Some of the areas include: social life (Nelson, Benner, Lane & Smith, 2004); language and communication (Trout, Nordness, Pierce, & Epstein, 2003); learning capabilities (Rodger-Adkinson, 2003). USA department of Education's (2000) study findings show that EBDs learners experience the lowest level of academic performance and that fifty one percent (51%) drop out of school.

In Africa, most countries do not have special educational programmes for emotionally and behaviourally disturbed learners. A survey conducted by UNESCO (1985) indicated that only Kenya and Zimbabwe had programmes for EBDs in Eastern and Southern Africa. In Kenya, there are no special classes purely for learners with EBDs. Learners with acute problem behaviours or are completely anti- social are placed in

special transitional schools known as Approved schools. These rehabilitation centers serve as juvenile systems which receive learners who are referred by probation officers or courts. Hence it is a very limited number of learners who get help compared to the many children in school settings who go unreported and therefore remain unattended. Therefore it is essential that special classes for EBDs be established (Ndurumo,1993).

Other important contributions towards the promotion of awareness in the development of EBD in Kenya include; the recommendations of enquiries of Education commission reports of Kamuge (1988) and Koech (1998). They recommended the need to identify learners with special needs, promote awareness on who they are and what their needs entails. Others include; the Impact of Poverty on Education (Ndiku, 2007), the MOEST school management guide (2002) which gave guidelines on effective management of problem behaviours in schools. They recommend the effective use of guidance and counselling in place of punitive methods such as caning. The legal notice number 56/2001(Republic of Kenya, 2001) outlawed the use of corporal punishment as a means of behaviour management. In addition, only few research studies have been done on management of learners with EBDs in Kenya. They include those done by Ngundo(2007), Mukangu, (2008), Kikuvi, (2009) among others.

In Madaraka zone, this research study focused on selected schools namely: Kianjau, Garrisa, Kisiwa and Karibaribi. They are all found within the extensive Kiandutu and Athena slums and they neighbour flowers/coffee plantation farms. Most of residents

and by extension parents of these schools were casual laborers in nearby coffee and horticultural farms. These schools were chosen based on data gathered from each school's behaviour inventory book commonly known as 'black book' where serious cases are recorded. Compared to other schools in the Sub- County, learners in schools under study had a very high rate of problematic behaviour which occurred with increased frequency, consistency, intensity and duration far beyond expected level. For example, Kianjau primary had most entries with an average of thirty (30) cases per month, followed by Garissa primary (25), Kisiwa primary (17) and Karibaribi primary (13). The analysis of behaviours from school records entries revealed that truancy and delinquency accounted for fifty percent of all cases, followed by defiance to authority fifteen percent, failure to complete school assignments ten percent, fighting and vandalism five percent, drug abuse six percent, lying and withdrawals five percent and others four percent.

The above information therefore was puzzling to the researcher and this necessitated a study to establish if there could be learners with EBDs in selected schools. To achieve this, the researcher provided a behaviour assessment scale (see appendix ii). In addition, zonal educational office records revealed that the selected schools were rated as the worst performers. For example, in year 2013, class seven district end of the year examination showed that the zonal mean score was below the required 250 mark. The schools under study mean scores were as follow: Kianjau-151, Kisiwa-185, Karibaribi-208 and Garrisa- 211.

If this trend continued the subsequent performance in class eight will be no better than the previous class of the year 2013 which was below pass mark. The KCPE results indicated that none of the schools within the Madaraka zone attained a mean of 250 marks and that the four schools under study were ranked the bottom four schools in the entire Thika sub-county. These gloomy statistics no doubt indicated need to intervene in terms of behaviour and in academic work.

1.2 Statement of the Problem

It is worth noting that most of the studies already done in Kenya have focused mainly on management of learners with problematic behaviours in secondary schools using guidance and counselling skills. For instance, Irungu (2008) does an analysis of guidance and counselling programmes at Thika High school. As for Kamau (2004) and Ndegwa (2003), both study the roles of guidance and counselling in selected secondary schools in Kenya. Kinara (2004) did perceptions on the importance of G&C in curbing indiscipline in selected secondary schools while Njoka (2007) looks at perceptions and experiences among H/teachers and teacher counsellors in primary schools among others studies. To this extent, this study focused on management of learners with EBDs using alternative intervention methods as opposed to guidance and counselling in primary schools in inclusive setting. The research's main area of concern was behaviour management rather than academic performance in primary schools' general education.

Therefore, the study only complements other works that have already been done on learners with EBDs in Kenya. They include; Ngundo,(2007) who did a study on

Pedagogical constraints teachers face in teaching learners with EBDs in rehabilitation centers (Approved schools). Her main objective was to examine strategies teachers used to teach learners with EBDs. The study was conducted in Wamumu, Kirigiti and Kirinyaga approved schools. The study findings showed that instructional methods used were inappropriate. Mukangu (2008) is yet another similar study on pedagogical constraints in teaching social studies in a special school in Kerugoya. Findings from Mukangu's study showed that teachers did not use appropriate academic interventions in teaching social studies to learners with EBDS.

Kikuvi (2009) and Mogendi (2000) studied Juvenile delinquency and academic performance in Machakos and Kisii respectively. Their study findings were; teachers used inappropriate strategies in managing learner's behaviour problems and that problem behaviours affected their academic performance. To this extent, there was no study which focused on interventions teachers used in behaviour disorder management in general classroom in primary schools; hence the need for this study.

1.2.1 Purpose of the Study

This study sought to explore intervention strategies teachers used in managing learners with selected behaviour disorders in primary schools in Madaraka zone, Thika sub - county, Kiambu County, Kenya.

1.3 Objectives

The study objectives sought to:

- i) Establish effectiveness of assessment methods teachers used in identifying learners with selected behaviour disorders
- ii) Explore intervention strategies teachers used in managing learners with selected behaviour disorders.
- iii) Investigate challenges teachers faced in managing learners with selected behaviour disorders.
- iv) Confirm the presence of learners with conduct disorder, opposition defiant disorder and anxiety depression disorder in schools under study.
- v) Determine the performance of learners with selected disorders academically and in class behaviours.

1.4 Research Questions

The research sought to answer the following questions:

- i) How effective were assessment methods teachers used to identify learners with selected behaviour disorders?
- ii) Do we have learners with conduct disorder, opposition defiant disorder or anxiety- depression disorder in schools under study?
- iii) Which were the interventions strategies teachers used in managing learners with selected behaviour disorders?
- iv) What-challenges teachers faced in managing learners with selected disorders in schools under study?

- v) How do learners with selected behaviour disorders behave in class and perform academically?

1.5 Significance of the Study

The research study findings were significant to the stakeholders in that: The research confirmed the presence of conduct disorder, opposition defiant disorder and anxiety depression disorder in schools under study. Teachers were to adopt interventions which are proven effective in behaviour management. These findings could be of great help to teachers in planning for instructional materials and selection of specialized teaching methods effective for behaviour disorder management. This will assist in improving learners academic achievements. School administrators may benefit from the findings of this study in that reduced inappropriate behaviours provide time and opportunities to focus on other school wide curriculum programmes and that improved behaviour is directly proportional to improved academic performance.

1.6 Limitation and Delimitation of the Study

1.6.1 Limitations of the Study

The time needed to prepare, conduct, record, code and analyze the study findings was indeed not adequate but due diligence was done to overcome the challenge by allocating more days for data collection than earlier anticipated. The sampled population was at first reluctant to fill in the questionnaire for it was quite cumbersome. Others were not willing to disclose their personal data such as age and levels of education but they obliged only after the researcher assured them that the information could not be used for

any other purpose other than research study. Equally they were assured of confidentiality.

1.6.2 Delimitation of the Study

This research study confined itself within the four selected schools in Madaraka zone, Thika- sub county, Kiambu County. The study also focused on only three disorders namely conduct disorder, oppositional disorder and anxiety –depression disorder. This may have compromised the generalization of the study to other areas as most schools in the district were not included in the study. The researcher purposively focused on selected disorders and class seven in four schools because most serious reported cases that were indicated in ‘the black book’ or the behaviour inventory book were mainly from class seven pupils and also the behaviour characteristics inclined more to the four disorders. Besides, class seven is not an examinable in national examination. Furthermore, private schools were excluded from the study on the assumption that they may be unwilling to disclose the information about their schools as well as the learners’ personal details for fear of victimization. The research study strictly dealt with teachers in public primary school and therefore secondary schools found in the zone were not part of the study.

1.7 Assumptions

The researcher made the following assumptions:

Respondents would be honest in their answering questions on questionnaires. In addition, it was expected that all respondents would be available during the data collection period to facilitate the effectiveness of the research findings. They were also

expected to be cooperative and willing to fill in questionnaire and positively identify learners with EBDs. There would be learners with conduct disorders, oppositional defiant disorder and anxiety depression disorders in schools under study.

1.8 Theoretical and Conceptual Framework

The theoretical and conceptual frameworks presented in this section were used to enhance understanding of the phenomenon of this study and to guide the aim of the study.

1.8.1 Theoretical Framework

The research study was grounded on Albert Ellis theory (1962, 1971, 1977) known as rational- emotive therapy (RET) which stresses the importance of the interaction of cognitive, emotive and behavioural factors in human functioning or non-functioning. Rational emotive therapy is largely based on two assumptions. First, a human being has a biological predisposition toward irrational thinking such as overgeneralization, arbitrary inferences, personalization and that the human nervous system, by design appears prone to errors in thinking (Bernard & Joyce 1980).

Secondly, the major tasks of socialization are to establish a system of beliefs which helps us interpret our experiences and observations. It also helps us organize our thoughts and actions. In addition, irrational thinking causes anxiety and fear which affect learner's responses to stimulus. It is vital for a learner to have self disputing skill which is necessary to dispel negative thoughts for one to enjoy life (happiness) in its fullness. Ellis suggests that any theory of human behavior change must take into

consideration values which we acquire through socialization. The human behaviours must be judged in terms of its appropriateness for achieving our goals. The major human goals are survival, happiness (satisfaction with life), acceptance and relationship.

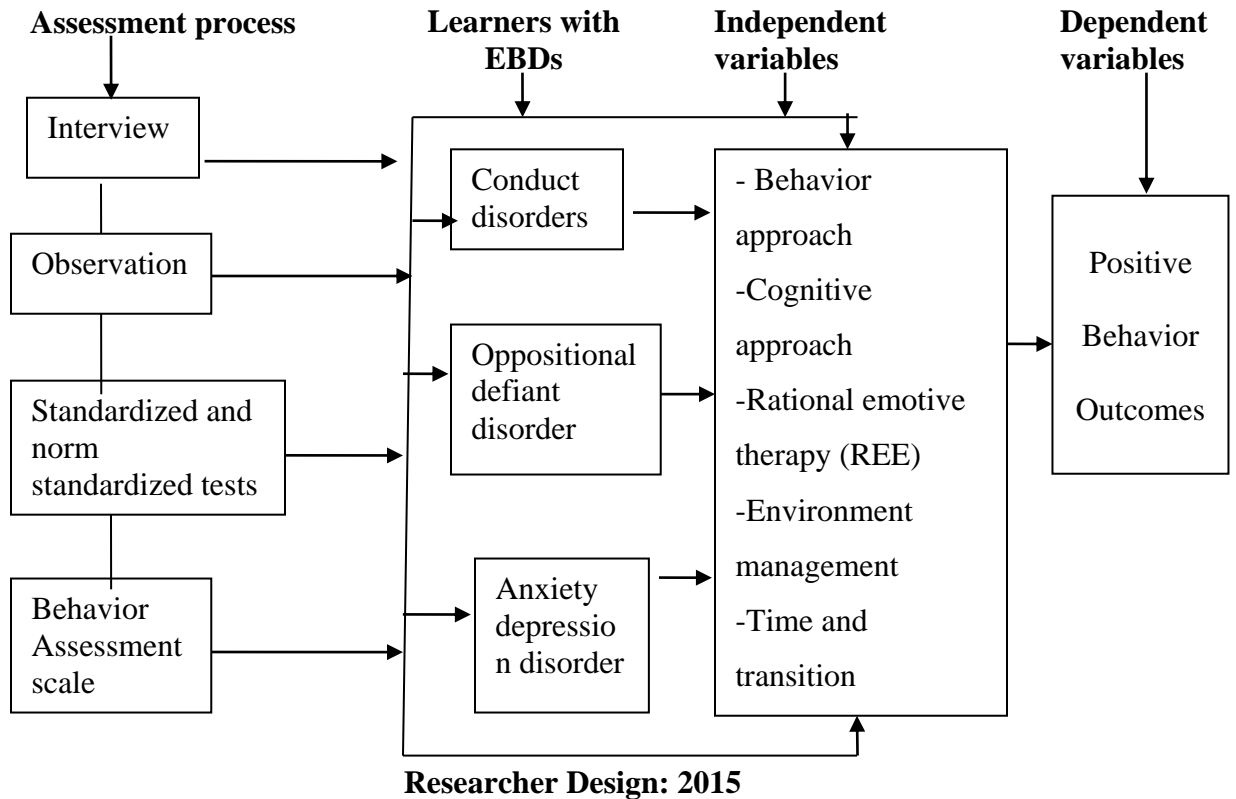
Thus, RET judges the rationality or irrationality of our behaviour by its appropriateness for achieving these basic goals though people differ enormously in terms of what will bring them happiness. To this extent, it is clear that rational- emotive teacher have the following responsibility: One, to help learners to see that their emotional and behavioural problems have cognitive antecedents; Two, to train learners to identify and change their distorted inferences and irrational beliefs; Three, to teach learners that such changes are best effected by the persistent application of cognitive, imagery, emotive and behavioural methods. Consequently, the major tasks or responsibilities of the learners are: to observe their emotional and behavioural disturbances, to relate these to their cognitive determinants and to work continually at changing their distorted inferences and irrational beliefs by employing cognitive, imagery, emotive and behavioural methods.

1.8.2 Conceptual Framework

The essence of assessment process is to screen learners suspected of having emotional and behavioural disorders. This process helps in designing intervention programmes for those found with disorders for effective management. Different strategies used by teachers in controlling identified disorders are varied and are meant for specific

disorders. Therefore, greater caution should be exercised in their application for effective positive behaviour outcome.

Figure 1. 1: Conceptual Framework of Managing Learners with EBD



Description of the Conceptual Framework for this Study

The schools under study conduct general classroom education where all learners with or without emotional and behaviour disorders learn together in spite of their special needs in education. The learners in these schools manifested certain behaviour patterns that pointed to the presence of conduct disorder, oppositional defiant disorder and anxiety-depression disorder. Practically, the identification process involved testing and

selection. Firstly, teachers nominated learners whom they suspected as having behaviour disorders on bases of their academic performance and their classroom behaviour. Teachers rated them according to the scale the researcher provided that was a standardized assessment scale. It provided specific behaviours the learner manifest while in class and outside. These behaviours include: learners relationship with peers, following directions, completion of school assignments and organizational skills. Academically, teachers rated nominated learners in basic academic skills which are necessary for effective learning. These were reading, comprehension, mathematics and written expression.

The intervention strategies teachers used to manage disorders were independent variables. They included: behavioural approaches such as environmental management, personalization of relationship, academic and career guidance, and cognitive principles like rational emotive education, problem solving skill, social skill training and others. REE and RET on which the study is grounded, both use a variety of instructional techniques such as modeled demonstrations, role play and simulation, guided discussions, reading assignment as well as guidance and counselling, The positive behaviour outcome was the study dependent variables.

1.9 Operational definition of terms

Alternative intervention strategy: In this study, the term could be any measure teachers undertake other than guidance and counselling to control or manage an emotional or behaviour disorder.

Behaviour: In this study, term was any learning and/or social activity a learner may engage in, inside and outside classroom but within school setting and which may be perceived by the observer as either positive or negative.

Conduct disorder: It was a condition whereby some signs manifest themselves into a repetitive and persistent pattern of behaviours in which the basic rights of others or major appropriate societal norms or rules are violated (DSM-IV-TR, 2000).

Emotional and behaviour disorder (EBD): is a condition whereby inappropriate behaviours become chronic, persistent, affect learning and is socially unacceptable and/or unsatisfying but which can be changed by teaching and challenging them into more socially acceptable and personally gratifying behaviours (Kauffman,2005)

Intervention strategy: In this study, the term meant any helping process the teacher may engage in or initiate with a view of helping, reducing, controlling or modifying inappropriate behaviour.

Oppositional Defiant disorder (ODD): It is a condition whereby some signs manifest themselves by displaying a pattern of negativistic, hostile and defiant behaviours (DSM-IV-2000).

Rationality: In this study, it means positive reasoning which helps learners to achieve their basic goals and purposes, whereas **irrationality** is a state of reasoning or thoughts which act as barrier or prevent one from achieving their goals and purposes (Albert Ellis Theory, 1977)

Research nominee: In this study, the term meant learners identified as having EBDs through behaviour rating checklist whereas **teacher's nominee** are those appointed by teachers.

1.10 Chapter Summary

This chapter has explained explicitly what prompted this research work. The gap the study intended to fill by analyzing the intervention strategies teachers used in the management of selected behaviour disorders which included conduct disorder, oppositional defiant disorder and anxiety-depression disorder in primary schools. The objectives of the study were clearly spelt out as well as the research questions, significance of the study, limitation and delimitation of this study. Theoretical framework in which this study is grounded on is brought to the fore by first articulating how its basic assumption relates with the study. Finally, this chapter highlighted the operational definition of terms used in the entire document.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

The previous chapter introduced the topic of the study and clearly stated the objectives and the purpose of the study. This chapter presents literature relevant to the studies done worldwide on learners with EBDs. The literature is organized in the following themes (i) Assessment methods used to identify learners with selected disorders (ii) Interventions used by teachers in managing learners with selected disorders (iii) Challenges teachers face in behaviour disorder management (v) Selected disorders and academic performance (vi) Selected behaviour disorders: types, signs and symptoms (v) Summary of reviewed literature.

2.1 Assessment Methods Teachers use in Identifying of Learners with EBDs

This section deals with research question number one of the study. What assessment methods teachers used in identifying learners with selected disorders? Most research study findings show that Western countries rely mostly on intelligent quotient (IQ) test as a major screening instrument. But IQ screening tools has its own limitations. According to Alvino, McDonnell and Richert (1981), IQ test allows for only one answer for every item thus it kills creativity and divergent thinking. It also does not take into consideration the learners' different social- economic background or sub-cultures. These Western oriented intelligence tests are constructed based on societal values, convictions and traditions different from ours. Thus, there was need to conduct further study to find out if there is need to adapt western based test to make them more friendly to our social-cultural background of learners.

Kamau (2005) did a study on measures used in identification of gifted and talented in three sub counties in Kenya. The researcher used survey research design with a sample of 429 pupils. Kamau's study sought answers to these questions: Are there significant difference between cognitive and non – cognitive in identification of learners who are gifted and talented? Is there significant difference between teachers nominated and research nominated learners of gifted and talented? The study findings showed that there was significant difference between teachers' and research selected learners hence the need to use a measuring tool to supplement teachers' nomination in identification process. There was also significant difference between cognitive and non-cognitive approaches to identification process. This study emphasized the importance of identification process in order to modify education programmes meant for learners with disabilities.

This research study tried to analyze multi-faceted approach in identification process to determine their effectiveness based on different criteria anchored on deviant theoretical perspective. The conceptual model this study is anchored stipulate that a learner with EBD is identified when behaviour falls outside a range of socially acceptable behaviour. Generally, this happens when deviant behaviours occur: with excessive frequency, with great consistency and in unusual abundance. The study presented different identification methods as follow: (i) observation (ii) interviewing (iii) testing (iv) creative and critical thinking as well as (v) medical evaluation

2.1.1 Observation in Natural Settings

The study first objective was to analyze the effectiveness of assessment methods teachers used in identifying disorders. Observation is one of the most commonly used assessment method but its accuracy is dependent more on how accurate direct observation and recording is done (Alberto, 2010). Learners with emotional and behaviour disturbance can be observed in a natural settings such as in classroom. In recent years, direct and continuous measurement has become more popular as a method of assessing children with behaviour disorders. With this method, the actual behaviours that cause a child to be considered disturbed in the first place are clearly specified and observed in the setting where they normally occur; in classroom every day. Recording is done to determine frequency, consistency and intensity.

2.1.2 Interviewing

Teachers use interview as an assessment method to obtain information from parents about their children in order to make an informed decision. Mugenda and Mugenda (1999) noted that an interview is an oral administration of a questionnaire or an interview. Research studies show that interview is advantageous in that they provide schedule in-depth data which is not possible to get using a questionnaire. Guided interviews with teachers, parents and pupils guides the assessment process and address concerns of all those involved with the learner. It provides a picture of learners presenting problems as perceived by the informant. It also provides information about the environmental context in which the problem behaviour is occurring.

2.1.3 Testing

Standardized tests have consistency and uniform procedure for ministering, scoring and interpreting the behaviour of the subject whereas norm referenced tests compare a subject performance to that of others who have taken the same test (Mugenda & Mugenda, 1999). This study relied heavily on tests to answer question number five of our research objectives. Teachers used district examinations in assessing learners with selected behaviour disorders. These assessment of intelligence, academics (reading, writing, math) and other areas of concern provided objectives and normative comparisons of learners' ability and performance levels (Epstein, 2000). It rules in or out other areas of suspected disability.

2.1.4 Behavior Assessment Scale

This study sought to find out if teachers used behaviour assessment scale to identify learners with selected behaviour disorders and its effectiveness. Research studies show that assessment scales are strength based approaches as opposed to rating scales that are biased and subjective and adopt a deficit based approach to behaviour assessment (Kamau, 2005). This study used Vanderbilt assessment scale designed to collect data from teachers about the subject (learner). The scale can be formal or informal depending on the purposes of their use. Formal is used to determine eligibility as they provide normative comparisons regarding learners' behaviours. This study used formal assessment scale.

2.1.5 Examination of Learner's Records

This method is effective in that teachers and parents can monitor the learner progressive records and take remedial actions based on information from such records. Inspection of cumulative records, disciplinary history and other records of school achievement or performance provide information on whether other factors such as excessive absenteeism, frequent school changes may explain the behaviour. It also documents the behaviour over time and its impact on learning.

2.1.6 Creative and Critical Thinking

The researcher was interested to find out how effective critical thinking as a testing tool was from teachers' experiences. Kamau (2005) recommended that learners should be imparted with critical thinking skills as a way of unlocking their under lying potentials and talent. For instance, learners can be asked to make as many different patterns as possible using a specific number of dots, suggest ways of solving a given problem or a learner can create as many words as possible using letters from a given word like '*Agriculture*'.

2.2 Intervention Strategies Teachers Used to Manage EBDs

This section of the study tried to answer question two of the study. Which intervention strategies teachers used to manage learners with selected behaviour disorders? This section focused on alternative interventions strategies as opposed to guidance and counselling as tools for behaviour management. The selected schools had guidance and counselling programmes in place yet the behaviour problems increased unabated. The study highlighted some of intervention strategies available to teachers, to be adapted so

as to suit learners in the schools under study. However, the effectiveness of strategies applied in managing emotional or behavioural problems depend upon proper identification process (Alberto, 2010). Teachers were to design curriculum programmes for learners with EBDs. The programme ought to have specific element for effective behaviour outcomes namely environment, behavioural, affective education, personalization of relationship,-academic and career guidance.

Ngundo (2007) did a study on pedagogical constrains in the learning of upper primary learners with EBDs in various rehabilitation centers in Kenya. The study objectives were: one, to examine strategies used to teach learners with EBDs. Two, examine the adequacy and appropriateness of the teaching resources for EBDs. Three, to establish intervention strategies teachers used in managing learners with EBDs. The study was conducted in Wamumu, Kirigiti and Kirinyaga approved schools. The researcher used a descriptive design with a sample population of 90 pupils and 16 teachers. The findings showed that instructional strategies used were inappropriate indicating pedagogical constrains. It also indicated lack of learning resources. It is most likely that teachers in regular schools could be facing similar challenges hence the need to conduct this study.

To this extent, the study present intervention strategies which had been proven effective through research and which teachers can adapt to suit learners in schools under study. They are: physical environment interventions, academic and instructional interventions, behavioral intervention principles and cognitive principles.

2.2.1 Physical Environment Interventions

Physical environment includes school, its facilities such as classrooms and recreational areas, physical movement of learners within the school as they move from one activity to the other. The research study conducted by Mastropieri (2002) shows that as much as half the time allocated for instruction during school day is lost to learners' off-task behaviours, interruptions, disruptive behaviour and lack of teachers' preparation. Transitions are those times during the day when learners are moving from one activity to another. According to Polloway, Patton and Serna (2008), teachers can minimize disruptive behaviour during transition times by giving learners specific directions on how to move from one activity to another and by rewarding students for making orderly and smooth transition. Also classroom arrangement which is physical layout of the classroom can minimize disruptive behaviour (Salend, 2000).

2.2.2 Academic and Instructional Interventions

According to Scheurmann and Hall (2008) positive behavioural support include providing effective academic content and instructions to learners with EBDs. It requires curriculum adaptations to incorporate learner's interest into the curriculum. Teachers should endeavour to design a curriculum that is relevant and motivating for learners with EBDs. For instance, instructional delivery involve teachers engaging often and substantially when providing instruction to EBDs learners. This view is supported in research study done by Knitzer et al. (1990) on instruction programmes and policies for children with EBDs and Felistus (2012) on influence of IEP on learners with learning difficulties.

2.2.3 Behavioral Intervention Principles

Behavioural approach to EBDs management is grounded on principles of reinforcement such as operant conditioning and respondent learning to increase appropriate behaviours and reduce inappropriate behaviour. The study explored them in the following order; (i) application of principle of strengthening or increasing existing behaviour (ii) principle of developing new behaviour (iii) and principle of decreasing or extinguishing undesired behaviour.

Applied behavioural principles for increasing desired behaviour: They are principles which refer to a systematic, performance based, self evaluative method of changing behaviour by applying interventions based on behavioural principles (Alberto, 2010). They include; positive reinforcement which focuses on providing rewards immediately after desired behaviour occurs: Premark principle which allows the child to engage in a favored activity immediately following the occurrence of desired behaviour: Contingency contracting which specifies in writing the desired behaviour and the positive consequences that will follow if the child engages in desired behaviour.

In addition, applied behavioural principles for developing new behaviours have gained popularity among teachers. They include successive approximation where rewards are awarded at every successive step to desired behavior. Modeling principles allow the child to observe a prestigious person engaging in desired behaviour. For instance, for problematic handwriting behaviour, one can have a peer demonstrate the correct letter formation and have the learner model the formation. These principles are popular

among learners having other disabilities other than EBDs such as physical, hearing and health. Lastly, there are applied behavioural principles for decreasing or extinguishing undesired behaviour; it includes extinction which involves arranging conditions so that the child receives no reinforcement following undesired behaviour (DRO), reinforcement of incompatible behaviours (DRI), where the teacher reinforces an alternative desired behaviour that is inconsistent with the undesired behavior (Ringdahl et al, 2002).

2.2.4 Cognitive Intervention Principles

As opposed to behavioural approach, cognitive approach involves covert behaviours which are the products of thought processes. The main emphasis is to teach learners how to respond appropriately to negative stimulus. This study presents cognitive approaches in the following order: - (i) self- management (ii) rational emotive therapy (iii) social skills training (iv) interpersonal problem solving and conflict resolution (v) systematic desensitization (vi) anxiety training management and self –control management.

Self – management, assertiveness and self control: these refer to a wide range of activities, both overt and covert, in which learners may engage in the increase or decrease of the probability of appropriate behaviours occurring. Internal activities may involve cognitive prompts such as repeating instructions to one self. External strategies may involve manipulating the environment to establish stimulus control (Alberto, 2010).

Rational emotive therapy is Albert Ellis' theory upon which this study is grounded. It is also known as the rational-emotive model of therapy. It emphasizes an active, didactic and re-educative approach which is different from other models. Teachers who use the model should be prepared to be directive and challenging in order to promote learners self- awareness and to help them achieve intellectual as well as emotional insight. REE curriculum is a preventive and self help programme. Self- analysis component teaches learners how to do self- analysis using A-B-C model.

Interpersonal problem solving and conflict resolution assist learners whose thought processes rapidly become disorganized under stress conditions. It is necessary to provide special training in the cognitive skills which are required to deal with problematic situations. It also focuses on teaching learners the "thinking" skills necessary to avoid and resolve interpersonal conflict, resist peer pressure and cope with their emotions and stresses. Learners are taught to identify their problems, consider and select from a range of alternative solutions and evaluate the result of their selection (Vaughn & Lancelotta, 1990).

Systematic desensitization and anxiety management works by enabling the phobic learner to rank clearly defined situations which cause him/her distress. The learner then is trained in relaxation exercises. The learner is encouraged to face up the feared situations in real life or by imagination. This technique is effective with those phobic learners who engage in extreme avoidance and escape behaviour at the prospect of confronting their fear directly (Cullinan, 2007).

2.2.5 Teachers' Skills and Competencies

The teachers' ability to manage learners with EBDs is a very important element in intervention process. The study conducted by Wambugu, (2006) on factors that hinder the educational performance of orphans in selected primary school in Kenya shows that teachers lack adequate skills in handling emotional and social problems. The primary task for a teacher who teaches emotionally and behaviour disordered learners is to teach them social skills, helping the students replace their maladaptive behaviours with more socially appropriate responses, managing the classroom environment such as desk arrangement and setting class rules and regulations (Kauffman,2001).

2.3 Challenges Teacher's Face in Managing Learners with EBDs

This section answered research question number three. What are the challenges that teachers face in managing learners with selected behaviour disorders? The study explored challenges encountered by teachers when managing learners with EBDs in inclusive classrooms. UNESCO (2005) did a research on challenges of implementation of free primary education in Kenya. The study findings showed that some of the challenges teachers faced include: lack of specialized training in handling learners with special needs education, lack of teaching learning resources, no recreational facilities, understaffed schools and over enrolment and congested classrooms in public primary schools. Similar to UNESCO is Gateru (2010) who did a study on teacher's awareness and interventions for primary school pupils with learning disabilities in inclusive education in Makadara Division, Nairobi. His main study objective was to establish teachers' awareness on interventions available and challenges they faced. The study

used descriptive design with a sample population of 30 teachers. The findings showed that teachers' awareness was adequate; however, due to lack of support from the school administration, they were unable to adapt teaching methods to cater for learners with special needs.

Furthermore, Mukangu's (2008) study on resources and pedagogical constraints to teaching social studies at Kerugoya School for hearing impaired also concurs with the mentioned studies. Her findings indicated that apart from pedagogical constraints, teachers experienced challenges such as lack of: specialized equipment, teaching learning resources, recreational facilities and understaffing. It is important to note that all categories of disabilities have learners with EBDs. This truth therefore requires the teachers to be well equipped with skills and knowledge necessary for handling all learners regardless of their disability in general education classroom. Many teachers were not trained in special needs education and as such they lacked the capacity and competencies to teach and manage the learners (Njoroge, 2012 & Wambugu, 2006). Notably, the school curriculum is meant for general education and therefore not suitable for learners with EBDs, therefore, teachers who are responsible for curriculum implementation should adapt curriculum and instructional methods to accommodate learners with EBDs (Scheurmann & Hall, 2008).

2.4 Selected Disorders and Academic Performance

This section of the study reviewed the study findings of research work done on learners with selected behaviour disorders with a view of answering research question four and

five. How do learners with selected disorders perform academically and behaviourally in class? Do we have learners with conduct disorder, oppositional defiant disorder and anxiety-depression disorder in schools under study? Teachers were asked to rate class behaviours such as learner's relationship with peers, following direction, completion of school assignments, class disruptions and organizational skills. They were also to rate learners in specific academic areas like reading, mathematics and written expression which are prerequisite skills for effective learning. Relationship between academic performance and class behavior was determined by calculating the correlation coefficient of the two variables.

Gitonga (2002) did a study on effect of absenteeism on urban children academic performance. The study major objective was to investigate if absenteeism affects learners' academic performance. The study was conducted in Nairobi and it used Ex post facto research design. The sample population was 250 pupils and 70 teachers. The research findings showed that there was a strong correlation between absenteeism and academic performance. A similar study on learners with EBDs by Suran and Rizzo (1979) indicated that anxiety-withdrawn and emotionally disturbed learners experience problems in schools. The findings further concluded that learners experienced, tense, they were timid, shy, withdrawn, self conscious and were lacking in self confidence which affected their academic performance. Some children fear making mistakes, fear speaking in class or reading aloud. Some learners have phobias- fear of school, examinations and of failure. These negative attributes affect or interfere with learning in that the child's potentials are not fully utilized.

A research by Scheuermann and Hall, (2008) on academic achievement of learners with EBDs found that there is a correlation between poor academic achievement and behavioural disorders.

Another relevant reference was a study done by the US Department of Education (2000) on learners with EBDs. It shows that learners with emotional and behavioural disorders experience the lowest level of academic performance and that fifty one percent drop out of school. It also indicated that there is a correlation between low intelligence and low achievement. Intelligence determines academic performance for learners with EBDs. For instance, the learning process is a cognitive activity that involves brain processes which can be affected by neurological or brain injuries. Other research studies also show that although learners with EBDs may include those who are gifted/ talented and mentally retarded, majority of EBDs typically score in the low – range average on measure of intelligence (Vaughn, levy, Coleman and Bos, 2002). The research findings by Wagner and Davis (2006) found that learners with EBDs fared much worse than average in terms of grades, grades retention, dropout rate and absenteeism.

Social and emotional characteristics are also key elements that affect learners with EBDs as they interact with others in making and maintaining relationships. These skills are imparted to learners during their formative stages of life. Some of the social-emotional problems are attributed to parenting styles, pressures of life, cultural differences and hereditary factors (Kauffman, 2005). Every child has needs, they are: to belong, to understand right and wrong and need for independence. Emotional needs

include: love and security, success and a feeling of importance. It is therefore, imperative to be cautious when labeling learners as either introverts or extroverts before assessment is done (Cullinan, 2007).

Every academic assignment is dependent on the learner's ability to read and to understand the concepts. There is correlation between language, speech development and academic performance (Roger-Adkinson, 2003). The mind of every child requires stimulation to develop. Teachers should plan active class work suitable for different abilities and interests of children. Language is vital for intellectual development therefore, children should be encouraged and stimulated to learn the language of instruction both at home and school. In addition, a research study by Rodger-Adkinson and Hooper (2003) found that learners with EBDs have deficit in pragmatism (the ability to use language in different context) and also in morphology (they use fewer words to form sentences).

2. 5 Selected Behavior Disorders: Type, Sign and Symptoms

This section of the study reviewed selected disorders (conduct disorder, oppositional disorder and anxiety-depression disorder) the researcher sought to confirm their presence in learners of the schools under study. The selection of these disorders was based on number of behaviour entries made in the schools' behaviour inventory book. From deviation perspectives, aberrant behaviours are judged on the degree to which an individual behaviour deviates from the social norms and standards as set by the society as opposed to medical perspective that perceive EBD learners as sick and afflicted. The

researcher triangulated information received from research literature reviewed on question one, two, three and four to elicit the answer to question five. Do we have learners with conduct disorder, oppositional disorder and anxiety-depression in the schools under study? Also reviewed is related literature on disorders namely conduct disorder, oppositional defiant disorder and anxiety depression disorder and their characteristics. Standardized assessment scales were used to rate behaviours of learners who were nominated by their teachers to confirm the presence of the disorder. The behaviour assessment scale known as Vanderbilt Assessment Scale was provided. This section discussed selected disorders in the following order; (i) conduct disorder (CD), (ii) oppositional defiant disorder (ODD) (iii) and anxiety/ depression disorder (ADD).

Mogendi (2002) conducted a case study on child delinquency in selected schools in Kisii Central district. The research objectives were; one, to find out delinquent behaviour prevalent in selected schools. Two, to find out causes of juvenile delinquent behaviours in selected schools and lastly, to investigate how teachers deal with delinquent behaviours. The research was done in Kisii Central district and a survey design was used to collect data. The sample population was 30 teachers and 100 pupils. The study findings revealed that there were child delinquents in selected schools and that the cause of delinquent behaviours was poor school administration and family related matters. It also revealed that teachers dealt with delinquent learners by applying measures like canning, time out, suspension from school, rebuking and scolding and lastly telling learners to kneel down in class.

2.5.1 Conduct Disorder (CD)

This study objective five was to confirm the presence of conduct disorder among the learners in the schools under study. Teachers were to nominate learners whom they suspected had emotional or behavior disorder. Later the research assessment was conducted and concluded using a standardized assessment scale. Conduct disorder condition displays a chronic, repetitive and persistent pattern of behaviours in which the basic rights of others or major appropriate societal norms or rules are violated, as manifested by the presence of three (or more) of the following signs in the past twelve months, with at least one criteria being present in the last six months. These signs include: often bullies, threatens or intimidates others and often initiates physical fights, has used blunt object that can cause serious physical harm, has deliberately destroyed other pupils' properties, often seek attention, likes showing off and is disruptive, often stay out at night despite parental prohibition and is often truant from school (Adapted from DSM-IV-TR, 2000).

2.5.2 Oppositional Defiant Disorder (ODD)

This study objective five was to confirm the presence of oppositional defiant disorder among the learners in the schools under study. Teachers were to nominate learners whom they suspected as having emotional or behaviour disorder. Later the research assessment was conducted and concluded using a standardized assessment scale. The condition display a pattern of negativistic, hostile and defiant behaviours lasting at least six months, during which four or more of the following signs are present: Often loses temper and argues with adults, often defies or refuses to comply with adults' requests /

rules, is easily annoyed by others and deliberately annoys others, often blames others for his/her mistakes or behaviour and is often angry, spiteful and vindictive (Adapted from DSM-IV-TR, 2000).

2.5.3 Anxiety / Depression Disorder (ADD)

This study objective five was to confirm the presence of anxiety- depression disorder among the learners in the schools under study. Teachers were to nominate learners whom they suspect based on their behavior as having emotional or behaviour disorder. Later the research assessment was conducted and concluded using a standardized assessment scale. Anxiety- depression disorder is a condition whereby learners with EBDs manifest signs lasting at least six months, during which four or more of the following are present include: Are easily embarrassed or is often self-conscious, often hypersensitive, their feelings are easily hurt or feel worthless and inferior, often fearful, anxious or worried, often depressed, has excessive worries, has poor concentration, often avoidance and postpone given task (Adapted from DSM-IV-TR, 2000)

2.6 Summary of Reviewed Literature

This section of the study narrated a general overview of what had been discussed in literature review and have pointed out gaps the research study intended to fill. The study reviewed different identification methods available to teachers. Multi- dimensional approaches and Western oriented intelligence tests were discussed in the context of their applicability. There was need to conduct a further study to find out if there is need to adapt western based test to make them more friendly to our social-cultural background of learners. The study analyzed multi-faceted approaches in identification process to

determine their effectiveness based on different criteria anchored on theoretical deviant perspective. The researcher sought to find out the most preferred identification method in selected schools. Furthermore, the study review pointed out the characteristics to look for when identifying learners with EBDs. It provided teachers with content to deepen their understanding on learners with EBDs in areas of achievement, social and language developments.

In addition, a variety of alternative intervention strategies were reviewed in the study as opposed to guidance and counselling. This study focused more on alternative intervention strategies such as behavioural and cognitive approaches which have been proven effective in management of behaviour disorders. The study further highlighted a wide range of methods available to teachers for identifying learners with EBDs. The study explored challenges teachers encountered in an inclusive setting as they managed learners with EBDs with a view of determining if they are similar to those of other schools as stipulated in other research studies. It also sought to find out how teachers overcame such challenges. This study provided literature on various strategies available to teachers in behaviour management other than guidance and counselling. This helps the teachers to think outside the box as they make decisions as to which strategy they need to apply in any given situation.

The study also highlighted research studies done on learners with EBDs and their academic performances. The studies' major findings showed that learners with EBDs have low intelligence and low achievement in school work. They also have problems in

social interactions, language and speech problems. The study sought to validate the truthfulness of the findings by analyzing the performance of the learners with EBDs in schools under study in their standardized district examinations. It was found out those learners in schools under study experienced similar problems. Moreover, the study did the assessment using statistically derived classification systems in identification process. This system provided signs and symptoms learners with EBDs displayed for selected disorders which are discussed briefly in the literature review. Further on, the study sought to find out if similar signs and symptoms were manifested in learners in selected schools. Indeed, this study-confirmed the presence of learners with behaviour disorders. The study findings have educational implication in that it has put demand on teachers to have necessary knowledge and skills in behaviour analysis for effective behaviour management. This study has discussed in details all the skills needed to manage learners with emotional and behaviour disorders.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research design, independent and dependent variables, location of the study, target population, sampling techniques and sample sizes, construction of research instruments, pilot study, data collection techniques, data analysis and logistical and ethical considerations of the study.

3.1 Research Design

This study used descriptive research design. The descriptive design is a method of collecting information by interviewing or administering questionnaire to a sample of individuals (Orodho, 2003). The major purpose for using descriptive research was to describe the state of affairs as it existed within the schools under study. The research study used a descriptive design as a process of collecting data in order to find out intervention strategies teachers used in managing learners with selected behaviour disorders. The information collected was not only helpful in making important judgments about the state of affairs in learning institution under study but also deepened understanding on evaluating behaviour outcomes of learners with selected behaviour disorders

3.1.1 Variables

A variable, according to Kombo and Tromp (2006) is referred to as a characteristic that we wish to observe. Independent variable is a phenomenon that the researcher chooses to study or manipulate. In this research study, independent variables were alternative

intervention strategies teachers used in managing learners with selected behaviour disorders whereas dependent variable was the expected positive behaviour outcomes.

3.2 Location of the Study

This study was conducted in four schools namely; Kianjau, Kisiwa, Karibaribi and Garissa in Madaraka zone, Thika West sub-county, Kiambu County, Kenya. The location was chosen because examination records from District education office indicated that Madaraka zone is among the worst performing academically in Thika sub-district. Secondly, behaviour inventory books in selected schools showed that there were serious cases such as fighting, drug abuse, truancy, delinquency, vandalizing of school properties, stealing which were reported mainly from class seven pupils. Thirdly, the location environmental factors such as poverty, sanitation and housing were in deplorable state.

3.3 Target population

The target populations were teachers teaching in eight primary schools from class 1-8 in Madaraka zone. There were 149 teachers teaching in eight public primary schools within the zone as shown in table 3.1

3.4 Sampling Techniques and Sample Size

3.4.1. Sampling Techniques:

Sampling is a process of selecting a number of individuals from the population such that the selected group contains elements representative of the characteristics found in the entire group (Kombo and Tromp, 2002). This study used two techniques. Purposive

sampling technique was used to select class seven as the representative of all classes in each school and simple random sampling technique was used to select four (4) schools which participated in the study. Class seven was an ideal choice because it was not an examinable in national examination. The choice was based on facts derived from behaviour inventory records got from each school. Majority of recorded cases involved learners in class seven. The behaviour characteristics displayed by learners leaned more onto selected behaviour disorder this study was anchored on. The researcher made an opinion based on such glaringly facts to anchor the research on class seven.

3.4.2 Sample Size

A sample can be defined as a set of respondents selected from a larger population for the purpose of a survey. In this research study thirty (30) teachers from four selected public primary schools participated in the study. This represented 20.13 % of target population. Three (3) teachers were absent during data collection period and therefore did not participate in the research study.

Table 3. 1: Sampling grid

Schools	Target no. of teachers	No. of class seven teachers	Class 7 teachers in %	Sample	Sample percentage (%)
Kisiwa	18	10	56	10	06.71
Madaraka	17	10	58	-	-
Karibaribi	09	05	56	05	03.36
Gatumaini	26	13	50	-	-
Kianjau	18	08	44	08	05.37
Athena	19	10	53	-	-
Garissa	20	10	50	07	04.71
Mugumoini	22	12	54	-	-
TOTAL	149	78	54%	30	20.13%

3.5 Research Instruments

The research study used multi-faceted approach to collect data in order to obtain credible results. The data collected was then analyzed in order to help in making sound judgment about the phenomenon. The researcher constructed a questionnaire that was used to collect data on intervention strategies teachers' used in managing EBDs learners in selected schools. It had section A and B. The second questionnaire was adapted to the Standardized Vanderbilt Assessment Scale (VAS) by Wolraich, (2003). It had two components, Symptom assessment and impairment of performance (academic and class behavior). For the purposes of this study, some adaptation was done to suit the scope of the study. For instance, the study purposely dealt with selected disorders namely; conduct disorder, oppositional defiant disorder and anxiety depression disorder. The

three disorders were purposively chosen based on behaviour characteristic of learners in schools under study they displayed and recorded in behaviour inventory books.

3.6 Pilot Study

The pilot study was done at Jamhuri primary school. The school had 16 teachers out of which 10 teachers participated in the study. The school is found in the neighboring zone but with similar characteristics as the selected schools. However, data collected from the pilot study was not part of the research study. The purpose of the pilot study was to ascertain the reliability and validity of the constructed questionnaire. Some omissions and deficiencies were identified during the piloting of the questionnaire but corrections were promptly done.

3.6.1 Validity

According to Mugenda and Mugenda (1999), validity is referred to as the degree to which results obtained from the analysis of the data actually represents the phenomena under study. The truthfulness of the data obtained from measuring instrument was validated by wide and intense consultations with experts who in this study were my supervisors. This ensured that items in measuring instrument had sufficient content coverage of the subject matter. The pilot study also helped in identifying and correcting mistakes in questionnaire items such as ambiguous questions, missing information and others.

3.6.2 Reliability

Reliability is referred to as a measure of the degree to which a research instrument yields consistent results after repeated trial. In other words it is the extent to which a

measuring instrument produces consistent results when it is administered again under similar conditions (Mugenda & Mugenda, 2003). The researcher ensured the reliability of constructed questionnaire by pre-testing the instrument first before administration. Firstly, pilot study was conducted prior-data collection. This ensured proper refining of some items in the measuring tool. Moreover, to ensure reliability was established, the researcher used test retest method. This was done by administering to teachers the same instrument twice in a span of two weeks- in this case- the constructed questionnaires for intervention strategies. The correlation coefficient relationship between the scores of the two tests was determined. It was established that the measuring instrument had ($r = 0.78$). Vanderbilt Assessment Scale is a standardized test with an already established coefficient reliability of ($r = 0.8$).

3.7 Data Collection Techniques

The researcher got research permit from National Commission for Science, Technology and Innovation. A clearance from the area Education Office was sought and permission given to visit the schools under study for data collection. The researcher used questionnaires to collect data from teachers teaching class seven. The researcher at first briefed teachers on who and what it meant to be a learner with EBDs and further explanation of what was expected of them. Then, the researcher personally gave-out questionnaires to teachers. Clear instructions were given on how to fill in data. Respondents were advised not to use their real names to guarantee confidentiality. The researcher waited to answer any question(s) that arose from data collection process.

3.8 Data Analysis

Descriptive research normally follows certain strategies in data analysis; our study fully followed these strategies during entire period of data collection and analysis. They included: coding data collected from questionnaires by assigning number to words, sorting through the data to identify similarities and differences which helps in final description of data analyzed and finally, data collected by the two questionnaires being summarized and presented in table's percentages, mean and frequencies.

3.8.1 Scoring Instructions for Vanderbilt Assessment Scale

The Vanderbilt Assessment Scale had two components: Symptom assessment and impairment of performance.

For anxiety depression screen there was a score of items scored 2 or 3 on 3 of 7 items(1-7) and a score of 4 or 5 on any of the performance items 30- 37).

For oppositional defiant disorder screen there was a score of 2 or 3 on 4 of 8 items (8 - 15) on the subscale and a score of 4 or 5 on any of the performance items (30 – 37).

For conduct disorder screen there was a score of 2 or 3 on 3 out of 14 items(16 -29) on this subscale and a score of 4 or 5 on any of the performance items (30-37).

3.8.2 Scoring Instructions for Intervention Strategies in the Questionnaire

Effective intervention programme for learners with EBDs had five indicators which worked independently but interactively as a whole. These indicators were roadmap to designing curriculum programme for learners with EBDs. They included; environmental management, behavioral management, affective education, personalization of relationship and guidance and counselling. The questionnaire was a

kind of prototype IEP model for learners with EBDs. Each component was analyzed separately for easy interpretation. For example, Environmental management contained (items 1-5); Behavioral management (items 6-10); Affective education (items 11-15); personalization of relationship (items 16-20); guidance and counselling (items 21-25). The respondents rated each component on a three level scale namely; Effective, Not effective and Not sure. For set score criteria: teachers to rated 3 out of 5 items effective for the purposes rating with other components. This score is equivalent to 60% of total items per component.

3.9 Logistical and Ethical Considerations

The research study was guided by the following ethical considerations: the researcher sought permission from the permanent secretary in the Ministry of Higher Education Science and Technology through Kenyatta University graduate school which was a mandatory requirement when carrying out research in Kenya. The researcher also sought informed consent of the respondents who participated in the study. Confidentiality was assured and guaranteed for information given by the respondents. No real names were used while collecting data to conceal the identity of the respondents and in addition the respondents were assured that the information gathered was only used for the purposes of the study.

3.10 Chapter Summary

This chapter has shown the research methodology used in this study. It has explained why descriptive design was used, the sample population and data collection method used. The location of the study was stated and the rationale behind choosing the

location. The research instrument used in data collection was explained. The validity and reliability of the research instrument was determined by first doing pre-testing during piloting and subsequently having test-retest of the questionnaires to establish correlation coefficient of reliability. Finally, how data collected was analyzed was explained and ethical issues that relate to collection of data procedures are clearly articulated under logistical and ethical sub- heading in the chapter.

CHAPTER FOUR: PRESENTATION, CONCLUSIONS AND DISCUSSION OF THE FINDINGS

4.0 Introduction

The preceding chapter describes the methodology applied for this study. This chapter presents the findings of this study. The study was set to analyze the intervention strategies teachers used in managing learners with emotional and behaviour disorders in selected schools. The study findings are organized as per the research objectives. The reporting is done in form of narrative discussion where the findings are first described and then followed by the discussions.

4.1 Demographic Profile of the Teachers

The bio data of teachers comprised of gender, teaching experience, professional qualification and level of training in special needs education.

4.1.1 Gender and Teaching Experiences

The teacher's gender and teaching experiences were studied and their findings are presented in the Table 4.2.1 as indicated:-

Table 4. 1: Teacher’s gender and experiences

Teachers experiences (yrs)	Male	Female	%
Above 30	3	2	5 (17%)
20 – 29	7	10	17 (56%)
10 – 19	2	6	8 (27%)
Totals	12(40%)	18(60%)	30 (100%)

Table 4.1 above shows that most of the teachers (73%), had teaching experience of more than 20 years. It would be logical to assume that teachers in selected schools had competencies and skills required to handle learners with EBDs having interacted with learners of different exceptionalities in such long period of time. It was also evident that the majority of the teachers were female. Three of the expected respondents were absent during data collection and therefore were dropped out and did not participate in the study.

4.1.2 Distribution According to Professional Qualification

The study sought to establish the professional qualifications of the teachers and also to find out if they had training in special needs education.

Table 4. 2: Distribution of teachers by professional qualification

Professional qualification	N	%
Certificates	12	40%
Diploma	10	33%
Graduate	8	27%
Totals	30	100%

From table 4.2, it was evident that majority of the teachers were holders of certificate in education training. However, it is important to note that although most of the teachers had diplomas and degrees in education, only 36% of the teachers were trained in special needs education. It would be logical therefore to conclude that most of the teachers had no specialized skills in handling learners with special educational needs. Furthermore, more than three quarters of the teachers also indicated that there were functional guidance and counselling programmes in their respective schools.

4.1.3 Demographic Profile of Learners with Selected Behaviour Disorders

In this section, the study sought to establish the bio data of learners who were nominated by their teachers to participate in the study. Teachers nominated 20 learners during screening process as most likely suspect for emotional and behaviour disorders. The table below shows bio data of teacher's nominees (learners).

Table 4. 3: Learners Age and Gender

Gender	Age group	N	%
Female	13 – 14	6	30%
Male	13 – 16	14	70%
Totals		20	100%

From the table 4.3, it was evident that the age of learners who were screened by teachers ranged from 13 – 14 years for female and 13 – 16 year for male learners. Majority of learners who were nominated by their teachers for screening were male.

4.2 Assessment Methods Teachers Used to Identify Learners with EBDs

The first objective of this study was to establish effectiveness of assessment methods teachers used in identifying learners with emotional and behaviour disorders. Considering this, the researcher prepared a list of methods used in identifying learners suspected to have behavior disorder. Teachers were asked to rate each method on a three level scale namely; Effective, Not effective and Not Sure. The results were analyzed accordingly to as follow;

Table 4. 4: Teachers ratings on effectiveness of Assessment methods

Identification methods	Effective		Not effective		Not sure		Total responses	
	N	%	N	%	N	%	N	%
1 Observation	27	90%	2	7%	1	3%	30	100
2 Interviewing	20	67%	3	10%	7	23%	30	100
3 Testing	18	60%	6	20%	6	20%	30	100
4 Critical thinking	5	17%	18	60%	7	23%	30	100
5 Medical evaluation	2	7%	10	33%	18	60%	30	100
Totals %	72	48%	39	26%	39	26%	150	100

According to table 4.4 above, the study findings indicate that more than three quarters of the teachers felt observation was an effective method of identifying learners with EBDs and only few teachers (7%) felt it was not effective. When asked to rate interview, more than half of teachers indicated that it can be effective while a tenth thought it was not effective. Critical thinking was indicated as effective by only a few teachers (17%) while two-third of the teachers felt it was not effective. Interestingly, very few teachers (7%) felt medical evaluation was effective identification method while two thirds of the teachers indicated that they were not sure. These findings show that majority of the teachers from selected schools perceived learners with EBDs from deviation perspective where learners are seen as the breakers of social norms as perceived through obedience or disobedience of values and moral standards set by the society. In addition, most teachers' responses show that they were doubtful if medical

evaluation can be used to as an educational assessment method. The study findings agrees with earlier research study by Moynihan (1993), who stated that when an individual's overt behaviours falls outside the limits deemed appropriate by the society, he or she may be labeled as mentally disturbed or in the case of children or youth, emotionally or behaviourally disordered. In another study, Epstein (2000), found that assessment of intelligence, academics (reading, writing, math's) and other areas of concerns provided objectives and normative comparisons of learner's ability and performance levels. It rules out other areas of suspected disability.

4.3 Intervention Strategies Teachers Used in Managing Learners with EBDs

The second objective of this study was to explore intervention strategies teachers used to manage learners with selected behaviour disorders. Accordingly, the researcher designed a prototype curriculum program for learners with EBDs in a form of a questionnaire which teachers were expected to fill in based on their past experiences. It comprised items representing five indicators that gave guidelines on various intervention strategies necessary for effective behaviour disorders management. Each indicator namely physical environmental, behavioral, affective education, personalization of relationship and guidance and counselling were represented by five items. The teachers were expected to validate the items according to how they perceived them as effective in behaviour management. The rating was done on a three level scale namely; Effective; Not Effective; and Not sure on each component as analyzed below:-

Table 4. 5: Teachers ratings on physical environmental in behavior management

Strategies in physical environment	Effective		Not effective		Not sure		Sample Total(n) %	
	N	%	N	%	N	%	N	%
1 Classroom organization	25	83%	5	17%	-	-	30	100
2 Adequacy of teaching/learning resources	20	67%	10	33%	-	-	30	100
3 Time management	21	70%	6	20%	3	13%	30	100
4 School rules & Standards	25	83%	4	13%	1	3%	30	100
5 Rewards systems	17	57%	10	33%	3	13%	30	100
Totals no. of responses	108	72%	35	23%	7	5%	150	100

Table 4.5 above clearly shows that almost three quarters of the teachers in selected schools rated physical environment management as an effective strategy for behaviour management while almost a quarter of the teachers (25%) felt it was not effective and only very few teachers (5%) were not sure. From the teachers' responses, the following physical environment strategies were rated in the following descending order: Class organization (83%); Time management (70%), Adequacy of teaching learning resources (67%) and finally rewards systems. This study finding concur with earlier research studies by Mastropieri and Scruggs, (2000) whose findings indicated that as much as half the time allocated for instruction during the school day is lost to learners off- task behaviour, interruptions, disruptive behaviour and lack of teachers' preparation. In fact, Salend (2008) found that disruptive behaviours can be minimized a great deal if the

teachers desk's should have a barrier free view of all learners and be positioned to allow the teacher to move quickly if a situation necessitates.

Table 4. 6: Teachers ratings on behavioral strategy in behavior management

Strategies in behavioral strategy	Effective %	Not effective %	Not sure %	Total %
1 Teaching social skills	10 (33%)	11 (37%)	9 (33%)	30
2 Locus of control	5 (17%)	15 (50%)	10 (33%)	30
3 Managing aggressiveness skills	16 (53%)	10 (33%)	4 (13%)	30
4 Developing positive self image	15 (50%)	14 (47%)	1 (3%)	30
5 Anger and stress management	12 (40%)	5 (17%)	13 (43%)	30
Total responses %	58 (39%)	55 (37%)	37 (25%)	150

Table 4.6 above indicates that almost two-fifth of the teachers in selected schools felt that behaviour strategy was effective while almost the same numbers of teachers thought it was not effective while a quarters of the teachers were not sure. Managing aggressiveness was ranked first (53%) while developing positive self image got (50%) as an effective strategy in behaviour management. From the teacher responses, it was evident that a half of the teachers indicated that developing positive self image was critical in behaviour management while the same number of the teacher felt locus of control was not critical. It is worth noting that a significant number of teachers were not sure if teaching social skills, developing locus of control and anger/stress management were important to effective behavior management. Prior study's findings by lane et al., (2003) indicated that social skills training can occur at any level of

prevention be it at primary, secondary and tertiary even infusion of social skills instruction into the curriculum.

Table 4. 7: Teacher’s ratings on affective education in behavior management

Strategies in affective education	Effective %	Not effective %	Not sure %	Sample totals (n) %
1 Train on problems solving and conflict resolution	20 (67%)	10 (33%)	-	30 (100%)
2 Train on study and self management skills	25 (83%)	3 (33%)	2 (7%)	30 (100%)
3 Teach on effective ways of expressing self	22 (73%)	5 (17%)	3 (13%)	30 (100%)
4 Teaching life skills	25 (83%)	5 (17%)	-	30 (100%)
5 Giving unconditional positive regards	23 (77%)	1 (3%)	6 (20%)	30 (100%)
Total responses (N) %	115 (76%)	24 (16%)	11 (7%)	150 (100%)

According to the table 4.7 above, it was clear that more than three quarters of the teachers in selected schools were of opinion that affective education was an effective intervention strategy in behavior disorders management. Almost two fifth of the teachers felt it was not effective while 7% were not sure. More than three quarters of the teachers rated training of study skills and teaching of life skill equally at (83%) as an

effective strategies in behaviour management. Showing unconditional positive regards was ranked second (77%), teaching learners with EBDs positive ways of expressing self (73%) and finally problem solving skills (67%). This study concurs with earlier study findings by Copper et al., (2007) who did a study on management of learners with EBDs using cognitive behaviour modification and found that learners with EBDs experienced significant behavioural change after therapy.

Table 4. 8: Teachers ratings on personalization of relationship

Strategies	Effective %	Not effective %	Not Sure %	Sample total (n) %
1 Assess use of social skills	19 (63%)	1 (3%)	10 (33%)	30
2 Check on indecisiveness and procrastination	22 (73%)	-	8 (27%)	30
3 Assess use of problems solving skill	18 (60%)	6 (20%)	6 (20%)	30
4 Monitoring interpersonal relationship	17 (57%)	4 (18%)	9 (30%)	30
5 Validate learners feelings, fears and concerns	20 (67%)	-	10 (33%)	30
Total responses (N)	96 (64%)	11 (7%)	43 (28%)	150

Table 4.8 above shows that almost all teachers' responses were in agreement that personalization of relationship was an effective strategy in behavior disorders management. Only a few of the teachers felt it was not effective while 43% of the

teachers were not sure. More than two thirds of the teachers indicated that there was need to intervene on learner's indecisiveness, validate their fears and concerns and assess their use of learnt social skills. More than half of the teachers felt that all listed strategies were effective in disorders management. This study finding agrees with earlier study by Vaughn and Lancelotta (1990) which indicated that learners should be taught to identify their problems, consider and select from a wide range of alternative solutions and evaluate the results of their selection (decision).

Table 4. 9: Teachers ratings on guidance and counseling in behavior management

Strategies	Effective %	Not effective %	Not sure %	Sample total (n) %
1 Teaching pre-vocational subjects	9 (30%)	9 (30%)	12 (40%)	30 (100%)
2 Preparing individualized Educational Program (I.E.P)	5 (17%)	15 (50%)	10 (33%)	30 (100%)
3 Provide adequate academic content	10 (33%)	11 (37%)	9 (30%)	30 (100%)
4 Training in critical thinking	7 (23%)	8 (27%)	15 (50%)	30 (100%)
5 Guiding in making career choices	1 (3%)	17(56%)	12 (40%)	30 (100%)
Total responses (N) %	32 (21%)	60 (40%)	58 (39%)	150 (100%)

Table 4.9 above clearly indicates that less than a quarter of the teachers (21%) in schools under study felt that guidance and counselling was effective strategy in

behaviour disorders management while 40% felt it was not effective and almost two fifth of the teachers were not sure. When asked to rate training in critical thinking, half of the teachers were not sure if it was effective or not while 27% of the teachers felt that it was not effective and almost a quarter felt it was effective. Guiding in making wise career choices was rated effective by 3% of the teachers while 56% indicated it was not effective. Half of the teachers also indicated that individualizing educational programmes for EBDs learners was not effective in behaviour management and only 17% of the teachers felt it was effective. An equal numbers of teachers (30%) felt teaching vocational and technical subjects were both effective and not effective strategies for behaviour management while 40% of the teachers were not sure.

This study finding contradict prior research studies by Irungu (2008) who did an analysis of G&C programmes at Thika High school; Kamau (2004) and Ndegwa (2003) both studied on the roles of G&C in selected secondary schools in Kenya. These studies findings indicated that guidance and counselling was an effective strategy in behaviour management. Other studies which contradict this study results include; Scheuermann and Hall (2008) study whose findings indicated positive behavioural outcomes where effective academic content and instruction to learners with EBDs are provided. In addition, the IDEA, (2004) asserts that individualized education programme must be written according to the needs of each learner who may not learn effectively in an inclusive setting due to disability. However, the study finding concurs with Etscheidt(2002) findings that although counselling services are essential for learners

with EBD they seldom receive services and when they are provided, they may be of poor quality.

4.4 Challenges Teachers Faced in Managing Learners with EBDs

The third objective of this study was to investigate the challenges teacher's faced in managing learners with selected behaviour disorders accordingly, the researcher provided a list of challenges from which teachers were requested to rate according to how they perceived the seriousness of each challenge. The lists of challenges were based on researches done by Otieno, (2002) and Felistus, (2012). The rating was done on a three level scale namely: Serious, Not sure, and Not serious. The responses were analyzed according to the various categories as shown below:

Table 4. 10: Teachers ratings on challenges faced in managing learners with selected behavior disorders

Challenges	Serious %		Not Serious		Not sure %		Sample total (n)%	
	N	%	N	%	N	%	N	%
1 lack of specialized training	20	67%	7	23%	3	10%	30	100%
2 Problem in identifying EBDs learners	22	73%	3	10%	5	17%	30	100%
3 Adaptation of curriculum & instructional methods	13	43%	5	17%	12	40%	30	100%
4 School & class environment management	9	30%	20	67%	1	3%	30	100%
5 Lack of teaching and learning resources	10	33%	19	63%	1	3%	30	100%
6 High enrolment and overcrowding	24	80%	4	13%	2	7%	30	100%
Total responses (N) %	98	54%	58	32%	24	14%	180	100%

According to table 4.10 and from the findings of the study, More than three quarters of the teachers in selected schools indicated that high enrolment/ overcrowding in classes was a serious challenge teachers faced while 13% of the teachers felt it was not serious. Almost three quarters of the teachers felt that problems in identifying learners with EBDs were serious and only 10% of the teachers felt it was not serious challenge. Lack of specialized training was rated serious by more than half of the teachers while 23%

felt it was not a serious challenge in behaviour management. Other challenges such as environment management and lack of teaching/ learning materials were rated as least challenging by more than two thirds of the teachers. Adaptations of curriculum and teaching methods had the highest number of responses (40%) who were not sure if they were serious or not serious.

This study finding concurs with the prior research studies by UNESCO (2005), Otieno, (2002) and Felistus, (2012) on challenges that faced the implementation of free primary education in Kenya. These studies finding indicated that some of the challenges teachers faced included; lacking of specialized training; lacking of learning and recreational facilities, understaffed schools and over enrolment in public primary schools. However, contrary to this study finding was that teaching and learning resources was not a challenge. Other studies finding by Ngundo, (2007) and Loki (2012) largely agreed with this study finding that teachers lacked skills in handling learners with EBDs. The researcher also sought to find out how teachers overcome the challenges they faced in behaviour management in their respective schools. Teachers were supposed to list down some of the methods they used to overcome the challenges and their responses are as shown in table 4.11:-

Table 4. 11: Teachers ways of overcoming challenges (N=80)

Overcoming mechanism	Total responses (N)	%
1 Guidance and counseling	20	25 %
2 Collaboration with parents	10	12.5%
3 Refer to school administrator	10	12.5%
4 Ignoring the learners	6	7.5%
5 Give remedial work	9	11.25%
6 Behavior analysis	3	3.75%
7 Seeking help from other teachers	7	8.75%
8 Referral for assessment	2	2.5%
9 Use of ability groupings	3	3.75%
10 Being empathetic, loving and caring	5	6.25%
11 Use of positive reinforcement	5	6.75%
Total responses (N)	80	100%

According to table 4.11 above, teachers listed down eleven (11) ways of overcoming challenges they encountered in managing learners with EBDs in their respective schools. More than a quarter of the teachers indicated that they used guidance and counselling to overcome challenges posed by behaviour problems in their schools. Collaborating with parents and referring learners to school administrator were ranked second by a 12.5% of the teachers while 11.25% of the teachers felt that remedial work could help in overcoming challenges that faced teachers in disorders management.

However, the study findings showed that teachers rated the following ways as least ways in overcoming challenges as arranged in descending order; seeking help from other teachers(8.75%), ignoring learners(7.5%), use of positive reinforcement(6.25%), being empathetic and loving, grouping learners into ability groups, behaviour analysis(3.75%) and referring learners for assessment (2.5%). The low ratings on behaviour analysis and referral for assessment could be indicators that teachers in selected school maybe lacking adequate skills in applying behaviour analysis as method of behaviour management though research has shown that it as an effective strategy (Alberto, 2010).

In addition, the study also revealed that teachers' rated low referrals for assessment could be attributed to lack of specialized training in managing learners with special educational needs. Kamau (2005) indicated that most teachers do not refer learners they suspect to have EBDs for assessment though it is an important requirement for effective intervention program. The research results collaborated with earlier findings that most teachers in selected schools were not trained in special needs education. This finding however contradicts earlier teachers' assertion that guidance and counselling is not effective intervention strategy for behavior management

4.5 Learners with Selected Behavior Disorders and their Performance

The fourth objective of this study was to determine the academic and classroom behaviour of learners with emotional or behaviour disorders. Accordingly, the researcher asked the teachers to rate learners identified as having EBDs on how they perceived their performances in academic (selected subjects) and classroom behaviours.

Firstly, teachers nominated learners they had assessed as having behaviour problems through observation, testing and interview. The table below shows learners who were nominated by their teachers.

Table 4. 12: Nomination of learners with selected EBDs by their teachers

Criteria	Male %	Female %	Total %
Academic	7 (70%)	3 (30%)	10 (100%)
Class behaviour	2 (67%)	1 (33%)	3 (100%)
Social relationship	3 (43%)	4 (57%)	7 (100%)
Total (N) %	12 (60%)	8 (40%)	20 (100%)

From the table 4.12, it was evident that after assessment, majority of the learners identified as having EBDs were boys (60%) as compared to girls (40%). The academic performance criterion was used to select half of the learners for further assessment. Slightly more than a quarter were selected based on social relationship criteria and the rest were selected based on class behavior. Subsequently, teachers were asked to rate their academic performance based on a three level scale namely: Above average, Average, and Problematic. The results were analyzed according to the various categories namely: reading, mathematics, written expression and comprehension.

4.5.1 Teachers Ratings on Academic Performance of Learners with Selected Disorders

Teachers were to rate learners with selected behavior disorders on their performance in basic academic skills such as reading, writing comprehension and written expression. The table below shows there responses based on three scale rating levels namely: Above average, Average and Problematic.

Table 4. 13: Teachers ratings on academic performance of learners with EBDs

Subjects	Above average %		Average %		Problematic %		Sample total %	
	N	%	N	%	N	%		%
Reading	1	3%	2	7%	27	90%	30	100%
Mathematics	--	--	5	16%	25	83%	30	100%
Written expression	--	--	3	10%	27	90%	30	100%
Comprehension	--	--	6	20%	24	80%	30	100%
Totals response (N)	1	1%	16	13%	103	86%	120	100%

Table 4.13 above indicates that only 1% of the teachers felt that learners with EBDs could score above average in all listed subjects while 90% of the teachers indicated that they had problems in reading. When asked to rate mathematics, written expression and comprehension more than three quarters of the teachers indicated that learners with EBDs were problematic while none of the teachers indicated were above average. This

study finding concur with earlier studies by Gitonga (2002); Suran and Rizzo (1979); Wagner and Davis (2006) and Rodger- Adkinson and Hopper (2003) whose findings indicated that learners with EBDs fair much worse than average in terms of grades and grade retention.

4.5.2 Teachers Ratings on Class Behavior of Learners with EBDs

Teachers were to rated learners with selected behavior disorders on their performance in class behaviours such as relationship with others, following direction, class disruption behavior. The table below shows their responses based on three scale rating levels namely: Above average, Average and Problematic.

Table 4. 14: Teachers ratings on class behavior of learners with EBDs

Performance in class behavior	Above average %		Average %		Problematic %		Sample total (n) %	
	N	%	N	%	N	%		%
Relationship with peers	3	10%	5	17%	22	73%	30	100
Following direction	2	7%	9	30%	19	63%	30	100
Disrupting class	4	13%	10	33%	16	53%	30	100
Assignment completion	1	3%	7	23%	22	73%	30	100
Organization skills	--	--	4	13%	26	87%	30	100
Total responses (N)	10	7%	35	23%	105	70%	150	100

From table 4.14 and from the findings of the study, it was evident that only few teachers (7%) who felt that learners with EBDs could score above average in all listed class behaviour performances while almost three quarters of the teachers felt they had difficulties in accomplishing indicated tasks. Among the listed class behavior, more than three quarters of the teachers (87%) indicated learners with EBDs had problems in organizational skills while 73% of the teachers felt that learners with EBDs had problems in relationship with peers and assignment completion. More than half of the teachers indicated that learners with EBDs had problems following direction and they displayed class disruption behavior. The study finding corresponds with other research studies on social behaviors of learners with EBDs. For instance, the study conducted by Nelson et al., (2003) indicated that learners with EBDs had problems building and maintaining relationships. Another by Dunlop et al., (2006) found that learners who are aggressive experienced rejection by both peers and adults and that they are prone to future delinquency behaviours. The study findings also concur with Mastropieri and Scruggs (2002) whose findings indicated that as much as half of the time allocated for instructions during the school day is lost due to learners off task behaviours, disruptive behaviors, interruptions and lack of teachers' preparations. In nutshell, most of the positive behaviours among learners with EBDs were rated poorly.

4.5.3 Relationship between Class Behavior and Academic Performance

To determine the relationship between class behavior and academic performance the scores of the two variables tests were correlated and their correlation coefficient (r) of their relationship established. The table below shows the scores of the two variables.

Table 4. 15: Correlation coefficient of behavior and academic performance

Academic performance (X)	90	88	90	80
Class behavior performance (Y)	87	73	73	63

Correlation

		Performance	behavior
Performance	Pearson Correlation	1	.938**
	Sig. (2-tailed)		.000
	N	348	293
Behavior	Pearson Correlation	.938**	1
	Sig. (2-tailed)	.000	
	N	293	293

** Correlation is significant at the 0.01 level (2-tailed).

The results in Table 4.15 obtained through computation of Pearson's Product Moment Correlation Coefficient confirmed that there is significant correlation between student's behaviour and academic performance. The computed correlation coefficient ($r = .938$, $p = .000$) at $\alpha = 0.01$ level of statistical confidence indicates a marked and significant correlation between academic performance and class behaviour. This is consistent with earlier research finding by Gitonga (2002); Suran and Rizzo (1979); Wagner and Davis (2006) and Rodger- Adkinson and Hopper (2003).

4.6 Presence of Selected Disorders in Schools under Study

The fifth objective of this study was to confirm the presence of learners with selected behaviour disorders in schools under study. Twenty learners were nominated as having behavior disorders and were referred to the researcher by class seven teachers. A further assessment was done using a standardized assessment scale. The assessment results showed that twelve (12) out of twenty (20) learners were experiencing emotional or behaviour disorders. In this study, the twelve (12) learners are referred to as research nominees. The eight (8) learners representing 40% did not meet the required set criteria and were therefore dropped out. It is worth to note that earlier research study by Kamau (2005) showed similar findings of discrepancy between nomination by teachers and research.

Table 4. 16: Distribution of disorders by gender

Gender	Learners with conduct disorder	Learners with oppositional defiant disorder	Learners with anxiety depression disorder %	Total %
Male	5 (56%)	2 (22%)	2 (22%)	9 (100%)
Female	0	0	3 (100%)	3 (100%)
Totals	5 (42%)	2 (16%)	5 (42%)	12 (100%)

From table 4.16, it was evident that the selected disorders namely conduct disorder; oppositional defiant and anxiety depression disorders were confirmed among learners in schools under study. The study findings also indicated that conduct disorder and oppositional defiant disorder affected male learners only while anxiety depression

disorder affected both gender. These findings validate earlier researcher assumption that there could be learners with emotional or behaviour disorders in schools under study. The results also concur with prior study by Webber and Plotts (2008) whose findings indicated that male learners with EBDs tend to be at more risks of developing externalizing disorders than female learners who appears to be at greater risks for developing internalizing disorders. This study finding should guide teachers in the manner they handle female learners in terms of designing interventions programmes geared towards preventing the occurrence of such disorders.

4.7 Summary of the Chapter

This chapter has detailed the analysis and the discussions of the study findings. The study has found that there were learners with conduct disorder, oppositional defiant disorder and anxiety depression disorder in primary schools under study. The assessment methods teachers used to identify learners with EBDs were not effective. From the findings it was indicated that teachers used inappropriate intervention strategies to manage learners with emotional and behavior disorders. In addition, teachers faced challenges in their endeavour to manage learners with emotional and behavior disorders in primary schools under study. The study also found that male learners were more prone to risk of externalizing disorders than their female counterparts. This finding was critical in that teachers were required to be more proactive in preventing the occurrence of such disorders.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The general purpose of this study was to analyze the intervention strategies teachers used in behaviour disorder management in selected schools in Thika sub-county, Kiambu County. The previous chapter has reported, analyzed and discussed the research questions according to the objectives of the study. The present chapter presents the summary, conclusion and recommendations of this study based on the findings discussed in chapter four.

5.1 Summary of Research Findings

The main findings of this study are summarized below on the basis of themes developed from the five objectives of the study. The main focus of this study was to analyze the intervention strategies teachers used in managing selected behaviour disorders in primary schools under study.

5.1.1 Demographic Information

Learner's demographic findings showed that some learners were suspected and selected as having selected disorders under study by their teachers; however, they did not participate in the study after actual assessment process was completed. This difference in figure between teachers' nomination and assessment was not uncommon as the same was reported in research study findings by Kamau (2005) on identification of gifted and talented learners in Kenya. In addition, the findings showed that the ratio between male and female learners of those identified as having selected EBDs was skewed towards male learners (3:1). Out of twelve learners identified as

having selected EBDs, only three were female. Interestingly, none of the female learners had conduct and oppositional defiant disorders.

5.1.2 Assessment Methods Teachers Used to Identify Learners with Selected EBDs

The study sought to find out the effectiveness of assessment methods teachers used to identify learners with EBDs. Interview and testing were used but not as often as observation method. Nevertheless, critical thinking and medical evaluation were the least used to identify learners with EBDs. These findings met the first objective which sought to explore the effectiveness of assessment methods used by the teachers to identify learners with EBD. In addition the study findings indicate that the assessment methods teachers used to manage learners with EBDs were not adequate. This was demonstrated by the numbers of learners teachers nominated as having behaviour disorders who were drastically reduced upon assessment by the research.

5.1.3 Intervention Strategies Teachers Used to Manage Learners with Selected EBDs

The study found out that most of the teachers in the selected schools were familiar with environmental management such as time and transition management, school/class routines and standards. Teachers were also aware of affective education as behaviour management strategies. In addition, teachers seemed to be knowledgeable on personalizing of relationship as strategy in disorders management. However, behavioural strategy and guidance and counselling strategy (career and academic) were rated as ineffective strategy in behavior management. It is logical then to conclude that teachers in selected schools did not prepare individualized educational programmes for

learners with EBDs. This study met the second objective which sought to explore intervention strategies teachers used in managing learners with behavior disorders. The study findings indicate that teachers did not use appropriate intervention strategies to manage learners with emotional and behavioural problems.

5.1.4 Challenges Teachers Faced in Managing Learners with Selected EBDs

This study sought to found out the most serious challenges teachers faced in managing learners with EBDs. The results indicate that high enrolment/ overcrowding in classes and problem in identifying learners with EBDs were serious challenges teachers faced in behaviour management. Teachers were also unanimous that school environment strategies, adaptation of curriculum and instructional methods and lack of teaching - learning materials were not serious challenges. The third objective of establishing the challenges teachers faced in behaviour disorders management was achieved by this study finding.

5.1.5 Academic and Behavioral Performance of Learners with Selected EBDs

The study findings revealed that learners with EBDs had problems in mathematics, reading and written expression. Behaviourally, the study found out that learners with EBDs were problematic in relationship with their peers, following directions, completing schools assignment and in organizational skills. In a nutshell, the study findings show that there is a relationship between academic performance and class behaviour. This study met the fourth objective which sought to determine the relationship between the academic and class behaviour performance of learners with emotional and behavior disorders. A correlation coefficient (r) of 0.76 was established

to show that there was a strong relation between class behavior and academic performance thus concurring with earlier result findings.

5.2 Conclusion of the Study

The researcher concludes that there were learners with emotional and behaviour disorders in the primary schools under study. The identified learners were categorized as having conduct disorder, oppositional defiant disorder and anxiety depression disorder. The assessment methods teachers used to identify learners with EBDs were not effective. In addition, teachers used inappropriate intervention strategies to manage learners with emotional and behaviour disorders. The study also concluded that male learners were more affected by externalizing disorders than their female counterparts.

5.3 Recommendations

- The Ministry of education in collaboration with Teachers service commission ought to conduct in-service training for teachers with a view of building capacity in data collection, recordings and statistical data analysis using various designs. This is crucial in that the results of such process would be credible and devoid of generalities. It would be logical to recommend that teachers be sensitized on other strategies on managing behavior disorders.
- The ministry of education also needs to formulate a legal policy framework that encourages primary schools to take responsibility of imparting critical thinking and problem solving skills to learners; creative skills and cross disciplinary thinking skills where learners apply knowledge, attitudes, behaviour skills, across disciplines in appropriate and effective ways.

- Kenya Institute of Curriculum Development should come up with guidelines on effective ways of managing learners with behaviour disorders. The study finding shows that there were learners with conduct disorder, oppositional defiant disorders and anxiety depression disorder in primary schools under study. The confirmation demands a paradigm shift in the manner the management of problematic learners should be handled.

5.4 Suggestions for Further Research

This study was confined to few selected schools and in effect, had limitations in terms of generalization to other similar situations except by replication. The study suggests the following for further research:

- Research can be done to establish the teachers' competencies in data collection, recording and analysis in observation and interviewing as identification methods
- Research could be conducted to establish how home environment factors affect learners with emotional and behaviour disorders in inclusive setting.
- Research can also be conducted to find out if there are other disorders other than conduct disorder, oppositional defiant disorder and anxiety depression disorder in primary schools.
- Similar research can be replicated to other areas to find out if problems affecting schools under study can be generalized to other district schools in other counties.

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APPENDIX I: QUESTIONNAIRE FOR CLASS SEVEN TEACHERS

Dear respondent, I am GATHUA JOSEPH M. a student of Kenyatta University conducting a research on analysis of intervention strategies teachers use to manage learners with selected behavior disorders in primary schools in Thika. The purpose of this study is to fulfill the requirement for the award of a master degree in education.

Thanks.

Section: A Personal Data

Instructions: Tick where necessary

1. AGE

Above 50 40-49 30-39 20-29

2. Gender

Male Female

3. Teaching experience

10-19 20-29 30 and above

4. Teacher's current professional qualifications _____

5. Are you trained in Special Needs Education? Yes No

6 Does the school have guidance and counselling programme?

Yes No

7. In your opinion, do you think if there are pupils in your class who experience persistence, chronic problem behaviours which are harmful to self or others and which affect their academic performance? If yes, please write down their names:

8. The following are methods used to identify learners with EBDs. Please rate each item such that the 1= **Effective**; 2= **Not effective**; and 3= **Not. Sure**

- | | |
|--------------------------------------|----------------------|
| i. Observations | <input type="text"/> |
| ii. Interviewing | <input type="text"/> |
| iii. Testing | <input type="text"/> |
| iv. Creativity and critical thinking | <input type="text"/> |
| v. Medical evaluation records | <input type="text"/> |
| vi Specify any other----- | |

9 The following are challenges teachers face in managing behaviour disorders. Please rate each item accordingly such that **1= Serious**; **2= Not Serious**; **3 =Not Sure**

- | | |
|---|----------------------|
| i. Lack of specialized training | <input type="text"/> |
| ii. Problem identifying learners with EBDs | <input type="text"/> |
| iii. Adaptation of curriculum and instructional methods | <input type="text"/> |
| iv. School /class environmental management | <input type="text"/> |
| v. Lack of teaching and learning resources | <input type="text"/> |
| vi. High enrolment and overcrowded classes | <input type="text"/> |
| Viii. Specify any other_____ | |

10 How do you cope with challenges that you face in managing learners with EBDs in your school? _____

SECTION: B INTERVENTION STRATEGIES INVENTORY

The table below shows the intervention strategies teachers often use in the management of learners with EBDs in their institutions of learning. Rate your opinion of the statement provided by ticking the option in the box which is appropriate to you.

Tick item 4= if very effective; 3= if Effective; 2= if Not sure; 1= if Not effective.

INTERVENTION STRATEGIES	1	2	3	4
1 Classroom organization e.g. spacing and layout				
2 Adequacy of resources e.g. learning materials and teachers				
3 Proper time management e.g. in teaching and transition				
4 Setting clear class/ school rules, routines and standards				
5 Having well set systems of rewards and consequences				
6 Imparting social skills				
7 Locus of control				
8 Managing aggression				
9 Instilling self-esteem and self concept				
10 Stress and anger management				
11 Teaching problem solving and conflict resolution skills				
12 Teaching study skills and self management skills				
13 Teaching ways of expressing one's their feelings				
14 Teaching life and social skills				
15 Showing unconditional positive regards				
16 Assessing use of social skills				

17 Check on indecisiveness				
18 Assess use of problem solving skills				
19 Monitoring interpersonal relationships of EBD learners				
20 Validating learners feelings and concerns				
21 Adapting curriculum, evaluation and instructional methods.				
22 Teaching vocational education and fine arts e.g. music				
23 Preparing individual education program (IEP)				
24 Providing effective academic content and instructions				
25 Training in creative and critical thinking skills				

- THANK YOU-

APPENDIX II: VANDERBILT ASSESSMENT SCALE

Vanderbilt assessment scale is Adapted from the Vanderbilt Rating Scale by Mark L. Wolraich, M.D- 2003. It is a standardized assessment scale for confirming the presence of EBDs. Each rating should be considered in the context of what is appropriate for the age of your child. Please think of the child behaviour in the past 6months. The researcher has adapted the instrument to suit the study. The instrument will be filled in by class teachers.

Learner Bio-data Information

Name: _____ Gender: _____

Age: _____ Class: _____ Date: _____

Completed by: _____

Instructions: Please put a tick, for item below that describe your learner, now or within the past 6 months. Please tick the 0 if the item is Never, tick the 1 if the item is occasionally, tick the 2 if the item is often and the 3 if the item is Very Often.

Symptoms	0	1	2	3
1. Is fearful, anxious or afraid				
2. Is afraid to try new things for fear of making mistakes				
3. Feel worthless or inferior				
4. Blame self for problems, feels guilty				
5. Feels lonely, unwanted, or unloved; complains that no one loves him or her				
6. Is sad, unhappy or depressed				
7. Is self-conscious or easily embarrassed				
8. Argues with adults				

9. Loses temper.				
10. Actively defy or refuse to go along with adult request or rules.				
11. Deliberately annoys people.				
12. Blames others for his or her mistakes or misbehaviours.				
13. Is touchy or easily annoyed by others.				
14. Is angry or resentful.				
15. Is spiteful and wants to get even.				
16. Bullies, threatens or intimidates others.				
17. Starts physical fights.				
18. Lies to get out of trouble or to avoid obligations.				
19. Is truant from school without permission				
20. Is physically cruel to people.				
21. Has stole things that have value.				
22. Deliberately destroys others property.				
23. Has used a weapon that can cause serious harm e.g. knife, butt				
24. Is physically cruel to animals.				
25. Has deliberately set fires to cause damage.				
26. Has broken into someone else home, business or car.				
27. Has stayed out at night without permission.				
28. Has run away from home overnight.				
29. Has forced someone into sexual activity.				

PERFORMANCE:

Academic Performance: Check items 30 - 37 by a tick as indicated below

4) Excellent 3) Above Average 2) Average 1) somewhat of a problem 0) Problematic.

Performance	4	3	2	1	0
Academic performance					
30. Reading					
31. Mathematics					
32. Written expression					
33. Comprehension					
Performance : Classroom Behaviour	4	3	2	1	0
34. Relationship with peers					
35. Following directions					
36. Disrupting class					
37. Assignment completion					
38. Organizational skills					

-THANK YOU -

APPENDIX III: ESTIMATED BUDGET

ACTIVITY	AMOUNT (KSHS)
Typing	20,000
Meals	2,100
Transport & logistics	10,000
Communication	5,000
Photocopying	5,000
Data collection and research assignments	25,000
Data analysis	5,000
Compilation of report	10,000
Data analysis	15,000
Thesis, report writing and binding	5,000
Contingencies	10,000
TOTAL	112,100

APPENDIX V: DOCUMENTARY ANALYSIS

- i) KCPE 2013 results showing mean score for each school in Madaraka zone

- ii) Madaraka zone class seven second and third end of term examination.

- iii) Behaviour inventory book (black book) for each school.