INFLUENCE OF MANAGEMENT STRATEGIES ON ACADEMIC PERFORMANCE OF PUPILS WITH EMOTIONAL AND BEHAVIORAL DISORDER IN PUBLIC PRIMARY SCHOOLS IN MATAYOS SUB COUNTY, BUSIA COUNTY, KENYA

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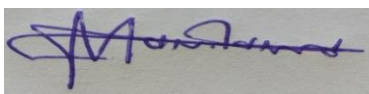
APRIL 2019

DECLARATION

Declaration by the Candidate

I declare that this document and the research it describes are my original work and that they have not been presented in any other university for academic work

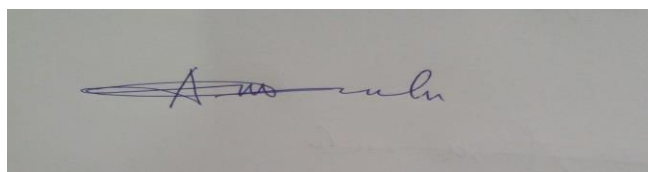**Signed:**   **Date: 30/4/2019**

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Declaration by the Supervisors

This research was conducted under our supervision and is submitted with our approval as University supervisors

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DEDICATION

This work is dedicated to my husband Mr. Fred Ekesa and children Whitney, Patience and Derrick Ekesa for being tolerant during my absence.

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My gratitude goes to God Almighty who has given me the grace, physical and mental strength to undertake and accomplish this work. I owe special indebtedness to my supervisors Dr. Kitainge Kisilu and Dr. Boniface Mwangi for their intellectual guidance and continuous support, during my research. Their professional suggestions and comments culminated to the final refined document.

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ABSTRACT

With an increasing number of students with Emotional Behavioral Disorder (EBD) being included in the general education classroom with their non-disabled peers, ensuring that these students are not placed into this educational setting without adequate support is more imperative than ever. This calls for certain management strategies to ensure that, the task of tackling issues of learners with EBD is not a preserve of the special education teacher but rather all educators need to get on board and learn the underlying concepts of behavioral assessment and implementation of appropriate evidence-based practices and interventions. The purpose of the study was to establish the influence of management strategies on pupils with emotional and behavioral disorder (EBD) academic performance in Matayos Sub County, Busia County, Kenya. The study was premised on bioecological systems theory by Urie Bronfenbrenner. The study adopted descriptive survey design. The study targeted 30 head teachers and 49 class five class teachers. Thirty class teachers and nine head teachers were sampled. The study data was collected through class teachers questionnaire and head teachers interview schedule. Content and construct types of validity were ascertained through scrutiny by a panel of university lecturers. Using test retest technique, teachers; questionnaire was found to have a reliability coefficient of 0.82. Both descriptive and inferential statistics were used to analyze the data. The study's three formulated null hypotheses were analyzed using multiple regression analysis. The school management initiative of capacity building of teachers in special needs education had the most significant relative influence to the pupils' with EBD academic performance ($\beta = 0.498$) followed by the school behavior support system ($\beta = 0.417$) while the parents involvement in pupils with EBD learning had the least influence ($\beta = 0.215$). The study recommended that, capacity building of teachers in special needs education should not be left entirely on the government initiated seminars and workshops. The head teacher, school management committee and teachers should collaborate and device an inhouse inservice programme to equip all teachers with essential knowledge and skills to actualize inclusive education. Additionally, the school management committee should spearhead a campaign to scale up parents involvement in their children learning and more so the ones with a form of disability. Further, Apart from making the school rules and regulations explicit and clear to all the school members, class teachers should be proactive and employ the various evidence based behavior intervention methods in order to enhance learners with EBD positive behavior and academic outcomes.

LIST OF ABBREVIATIONS AND ACRONYMS

ADD	Anxiety Depression Disorder
ADHD	Attention Deficit Hyperactivity Disorder
BSP	Behaviour Support Plan
CWPT	Class Wide Peer Tutoring
EBD	Emotional and Behavioral Disorders
FBA	Functional Behavioural Assessment
FPE	Free Primary Education
IDEA	Individual with Disability Education Act
KISE	Kenya Institute of Special Education
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
IEP	Individualized Education Programme
ODD	Oppositional Defiant Disorder
ODEL	Open Distance Electronic Learning
SDQ	Strengths and Difficulties Questionnaire
SNE	Special Needs Education
SRSS	Student Risk Screening Scale
SSBD	Systematic Screening for Behaviour Disorders
SWPBIS	School-Wide Positive Behavioral Interventions and Supports
USA	United States of America
UNESCO	United Nations Educational, Scientific and Cultural Organization

DEFINITION OF TERMS

Class Wide Peer Tutoring (CWPT): is a universal evidence based instructional process often implemented for students with and without disabilities. involves assigning students to pairs to "peer tutor each other by reading, asking questions, and providing prompts and feedback on correct and incorrect responses in a highly structured format (Burnett, 2010).

Emotional and Behavioral Disorders (EBD): refers to a learner with one or more of these characteristics: an inability to learn which cannot be explained by intellectual, sensory, or health factors, an inability to build or sustain satisfactory relationships with peers and teachers, inappropriate types of behavior under normal circumstances, a general pervasive mood of unhappiness or depression, and a tendency to develop physical symptoms or fears associated with personal/school problems (IDEA, 2004).

Evidence-Based Interventions: Practices or programs that have peer-reviewed, documented empirical evidence of effectiveness. Evidence-based interventions use a continuum of integrated policies, strategies, activities, and services whose effectiveness has been proven or informed by research and evaluation (Voigt-Zabinski, 2017).

Functional Behavioral Asessment: FBA is a systematic process of gathering information to help IEP teams understand why a student may be engaging in a challenging behavior (Heward, 2013).

General education class: A class designed to teach the general curriculum without modifications. Teachers in the general education class may make accommodations for students with disabilities (Heward, 2013).

Inclusive setting: In an inclusive setting, children with disabilities attend same school and general education classes as their age-appropriate peers, as if they did not have a disability.

Inclusive educationseeks to create a unified education system that is able to accommodate the needs of all children (Fettig & Ostrosky, 2011).

Intervention strategy: It refers to any helping process the teacher may engage in or initiate with a view of helping, reducing,   controlling or modifying inappropriate behavior (Chafouleas, 2011).

Management Strategies: A method or plan chosen to bring about a desired outcome, such as achievement of a goal or solution to a problem (Babcock, 2013).

Self-Monitoring: An effective tool for behavior change in which the student measures and records his or her own behavior (measurement), and then compares that recorded behavior to a predetermined goal (evaluation) (Voigt-Zabinski, 2017).

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter provides the background to the study, statement of the problem, purpose of the study, objectives of the study, hypotheses, significance of the study, scope of the study, delimitation and limitation of the study, assumptions, theoretical framework and conceptual framework.

1.2 Background and of the Study

Provision of education to children with special educational needs differ from country to country. Stoutjesdijk (2014) observes that, in most countries, special educational placement and services are on a continuum of increasing restrictiveness, ranging from regular schools, separate classes in regular schools, to restrictive special schools. Irrespective of the form of special education, a key component of special educational policy in many countries is the movement towards inclusive education (Ainscow & César, 2006). The impetus in the direction of inclusive education was created by the concern that the rights of children with disabilities are contravened by segregating them from the curriculum and practices of regular education (Lindsay, 2007). The Salamanca statement and framework for action on special needs education (SNE) (UNESCO, 1994) was a milestone towards inclusive education. The Salamanca Statement declares that all children, including children with disabilities, have the right to express their wishes with respect to education, and must have the opportunity to be educated in regular schools.

In cognizance of the crucial benefits pupils with disabilities get in unrestricted mainstream education, the USA government enacted the Individuals with Disabilities Education Act (IDEA) in 2004. IDEA Act (2004) advocates the need to educate students with disabilities

in mainstream schools as much as possible (Hicks-Monroe, 2011). The Act further stipulates that, separate schooling, special classes, or any other form of seclusion of learners with disabilities should occur only when the severity of the disability such downs syndrome cannot be sufficiently be accommodated in regular schools (Cook, Rao & Collins, 2017).

IDEA (2004), defines EBD in learners as inability to learn without an indication of intellectual, sensory or health factors; a failure to build appropriate relationships in the school environment; inappropriate behavior; unhappiness; depression; and physical symptoms associated with school-related problems. Similarly, Ocholla, Odiango and Oloo (2017) regard EBD as a condition in which behavior or emotional responses of an individual is so different from generally accepted norms that they adversely affect the child's performance. Globally, studies have shown that over six to 10 percent of children and youth have emotional or behavioral problems that seriously impede their development and learning (Ortega, 2018). Kauffman and Landrum (2013) observe that learners with EBD often demonstrate difficulties relating appropriately to others, abiding by basic rules of conduct, and successfully following and mastering an unmodified school curriculum. Thus, due to lack of emotional maturity, difficulties in peer and teacher interactions, poor working habits and coping skills, learners with EBD find it difficult to function in the general education classroom. Johnson-Harris and Mundschenk (2014) reiterate that inability to participate in a general education setting will definitely have a negative impact on student learning. Further, students with EBD are most likely to interrupt lessons or stay silently disengaged from the lesson and thus not learning in either case. Incidentally, such learners are sent out of class, given punishments and suspensions, losing more learning opportunities. Similarly, Kauffman and Landrum (2013) observe that students with EBD

fail more classes, have higher incidences of suspension and expulsion, and have higher dropout rates than any other category of students with disabilities.

Trout, Nordness, Pierce and Epstein (2003) as cited in Cook et al., (2017) observe that historically, students with EBD have been placed in more restrictive special education settings due to their disruptive nature. However, that trend is changing, for instance, the USA Department of Education, National Center for Education Statistics (2015) notes that 43% of students with EBD are educated in the general education classroom for 80% or more of their school day. This indicates that there is a crucial need for the general education teachers to be prepared to support both the academic and behavioral needs of learners with EBD.

Research based evidence reveals that, there are many more benefits of putting learners with EBD in an inclusive education setting than in a restrictive environment. Hicks-Monroe (2011) notes that an inclusive environment benefits learners with EBD in social interaction, appropriate behavior, self-esteem and language development. With mainstream inclusion, students with disabilities are able to develop relationships with general education peers. Furthermore, the inclusion education setting benefit the 'normal students' to understand that people with any form of disabilities are a part of the community and can have remarkable contribution to the society (McCarty, 2016). Apart from social gains, pupils with EBD in inclusive settings benefit from the academic aspect of the mainstream classroom as they interact other students in general curriculum.

For almost half a century, special education in Netherlands aimed at providing special facilities and support for pupils with a wide range of disabilities in a variety of segregated settings (Stoutjesdijk, 2014). Eventually, this resulted in 15 different types of special

schools for children with mild to severe special educational needs (Meijer, 1994). However, owing to the international influence of embracing inclusive education, the segregation of students with disabilities from regular education has diminished. Stoutjesdijk (2011) explicates that the Centers of Expertise Act which has been adopted in the present Netherlands, promotes the inclusion of children with severe disabilities in regular schools with a requirement that parents and teachers have assessed the modalities where the learners have high possibility of benefitting.

In Kenya, a task force commissioned by the Ministry of Education (MOE) in 2003, was mandated to investigate the challenges facing individuals with special needs and to make recommendations (Republic of Kenya, 2003). Among other findings, the task force report also referred as Kochung report, established that, learners with EBD and especially the ones identified with juvenile delinquency were usually confined and educated in rehabilitation centres. These centres were found to be ill structured to maximize their potential and lacked any prescribed curriculum. Wambugu (2014) argues that the practice of restricting EBD learners in exclusive juvenile rehabilitation as done in Kenya, contravenes the Salamanca statement (UNESCO, 1994), which requires that children regardless of their SNE attend the school nearest to them which they would normally have attended if they had no special needs. Nevertheless, Wambugu (2014) observes that there are many primary schools which embraced inclusive education where learners with disabilities are learning side by side with other children in compliance with the Kenya Basic Education Act, 2013 and Kenya Constitution, 2010 (Republic of Kenya, 2010, 2013).

In Kenya, children with disabilities have basically three placement opportunities. Starting with the most restrictive, these placements include: special schools with and without residential/boarding facilities where only children with disabilities are being educated,

special classrooms in regular school (integrated units) where children with disabilities are being educated separately but have opportunities to interact with nondisabled children, and inclusive classrooms where children with and without disabilities are being educated in the same classrooms. The special needs education falls under the Ministry of Education, Science and Technology and is guided by the National Special Needs Education Policy Framework, developed in 2009 (Republic of Kenya, 2009). This policy addresses some of the critical issues determining the delivery of quality and relevant education to learners with special needs. The document provides guidelines on personnel preparation for children with special needs (Chitiyo & Odongo., 2015).

Despite increased attention to the academic needs of students with EBD, their academic achievement, like their behavioral and social skills, in most countries, has been registering marginal improvement (Kauffman & Landrum, 2013). Unfortunately, the unsatisfactory academic and social outcomes hardly improves when they leave the school setting. Bullis and Yovanoff (2006) aver that most of these students go on to have negative employment outcomes, difficulties with substance abuse, and a high need for mental health services. Kauffman and Landrum (2013) attribute the poor academic and social dimension outcomes to the teachers' unpreparedness in supporting students with diverse academic and behavioral needs, low involvement of guardian/parents in the student learning and school environment and presence of weak behavioral support system at school among other factors.

Gable, Tonelson, Sheth, Wilson and Park (2012), observes that most of unskilled teachers in special education perceive learners with EBD as the most challenging to teach, form negative attitude and most often feel unprepared to handle them. Thus, in order for the inclusive education to achieve the envisaged objectives for all learners, it is imperative for

all the general education teachers to be equipped with vital skills and knowledge on how to serve all but also cater for diversity. Harn, Parisi, & Stoolmiller (2013) aver that, to implement effective strategies for students with EBD in general education settings, teachers must identify appropriate research based teaching strategies and implement the strategy with fidelity. Therefore, to secure success for learners with EBD in general education schools, it necessitates a managerial strategy of ensuring that all the teachers regardless of their previous training are constantly updated with appropriate skills and knowledge. Additionally, a school wide behavioral support system that involves all students, teaching and subordinate staff should be embraced. Cook et al., (2017) maintains that individual students should have behavioral (and social) goals specified in their individual educational plans (IEPs), but classroom teachers should have a class-wide system in place as well. Effective behavior management principles are linked to academic and behavioral gains.

Kauffman and Landrum (2013) postulate that low parental participation in learning of pupils with EBD can bring about unsatisfactory academic and social outcomes. To develop a successful home-school relationship for children with EBD, collaboration between the parent and the teacher is paramount (Janzen, 2014). Parental involvement promotes the child cognitive development, influences academic performance, improves child-parent relationships, and influences child behavior in positively (Siddiqui, 2011). In addition, higher homework completion and a lower amount of problems with homework are due to happen with parental involvement (Patall, Cooper & Robinson, 2008).

For effective collaboration between teachers and parents, the school management should take an active role. For example, parents and teachers can meet severally to discuss goals and strategies. Teachers can pass the professional expertise on how to handle children with

EBD while Parents can provide crucial information about problems encountered by the child at home (Janzen, 2014).

It is now clear that the world is moving towards inclusion education in general/regular school settings. However, as Mboya, Odongo and Omoke (2016) note, the future of learners with disability such as EBD, especially in developing countries where the number of special education teachers is low and home environment is unsupportive, remains uncertain.

1.3 Statement of the Problem

Students with EBD are bound to have more benefits in an inclusive environments than in secluded special schools. Some of these benefits include: improved social interaction, better preparation for community living, language development, model for correct behavior from nondisabled peers, and self-esteem. Aside from social gains, learners with EBD in inclusive settings have increased achievement of IEP goals due to greater access to general education curriculum and enhanced skill acquisition and generalization (McCarty, 2016). In cognition of such gains, the Kenya government through the Basic Education Act, 2013 and Kenya Constitution, 2010, provided provision for inclusive education where all children (except for the most severely disabled) receive instructions together (Republic of Kenya, 2010, 13). However, placing learners with EBD into the general education setting without proper support and intervention has proved disastrous to the wellbeing and future of most learners with special needs and more so for those with EBD.

Studies by Wambugu (2014), Mboya et al., (2016), and Ocholla et al., (2017) show that EBD in most schools in Kenya have lower academic achievement, experience more disciplinary action such as suspension and expulsion and drop out of school more than any

other category of students with disabilities. In Busia County, Matayos Sub County has the highest number of the identified learners with EBD (MOEST, 2017). Most these learners are reported to form delinquent gangs, get involved in stealing and mostly end up in rehabilitation centres such as Borstal institution in Kakamega town. However, Ocholla et al., has established that due to the alarming increase of unruly learners with EBD, some schools have intervened by initiating some management strategies to a considerable success. These management strategies include: capacity building of all teachers through in service training, use of resource persons, use of acquired media and print materials and others; intensive involvement and collaboration with parents; and instituting school wide behavior support system. It is, however, noteworthy that, the extent to which these measures have influenced the learners' behavior and academic performance is yet to be empirically determined in Kenya (Muhoro, 2015). To this end, this study embarked on establishing the influence of management strategies on pupils with EBD academic performance in Matayos Sub County, Busia County, Kenya, with a view of suggesting improvements and recommending country wide application.

1.4 Purpose of the Study

The purpose of the study was to establish the influence of management strategies on pupils with emotional and behavioral disorder (EBD) academic performance in Matayos Sub County, Busia County, Kenya.

1.5 Objectives of the Study

The objectives of the study were:

i. To examine the influence of capacity building of teachers in management of learners' with EBD on their academic performance in public primary schools in Matayos Sub County

ii.   To assess the influence of involvement of parents in learning of pupils with EBD on their academic performance in public primary schools in Matayos Sub County

iii.   To establish the influence of behavioral support system on academic performance of learners with EBD in public primary schools in Matayos Sub County

1.6 Hypotheses of the Study

The following null hypotheses were formulated at 95% confidence level

HO₁: Teachers' capacity building in management of pupils with EBD has no statistically significant influence on pupils' academic performance in public primary schools in Matayos Sub County

HO₂: Involvement of parents in learning of pupils with EBD has no statistically significant influence on their academic performance in public primary schools in Matayos Sub County

HO₃: Behavioral support system has no statistically significant influence on academic performance of pupils with EBD in public primary schools in Matayos Sub County.

1.7 Significance of the study

Significance of a study refers to the relevance of the study in terms of academic contributions and practical use that might be made of the findings. It is a rationale of the study that highlights the contributions of the research to other researchers, practitioners and policy makers (Oso & Onen, 2009). This study is expected to be of benefit to various stake holders such as head teachers, School Management Committee (SMC), teachers, parents, Teachers Service Commission (TSC), MOEST, Quality Assurance and Standards Officers (QASOs), Curriculum Support Officers (CSOs) and others.

The study findings are expected to provide insight into feasible management strategies geared to enhance learners with EBD pro social behaviour and academic achievement. This would enable the SMC to solicit and channel funds to support the identified strategies. For

instance, the SMC in collaboration with other stake holders such as pro education NGOs, can sponsor a termly in service programme to ensure all the teachers can handle most of the issues on special education. In addition, the findings will act as a reference point to mobilize teachers and parents to collaborate and support the management strategies. Further, the study findings in regard to teacher capacity building, parental involvement and school wide behavioural support system will provoke the policy makers in education sector to formulate policies which can formally guide and support teachers capacity building, parents involvement and behavioural support system.

The study empirical evidence on the level of significance to which different management strategies contribute to learners with EBD academic performance may be of much use to other researchers and above all to the school managers. Subsequently, the school managers will be aware of the proportion of energy to be expended in each strategy. The study will also add to literature on EBD and act as reference to other researchers.

1.8 Scope of the Study

The scope of the study refers to the geographical area within which the study was to be conducted (Marylin & Goes, 2013). The study focused on management strategies and academic performance of learners with EBD in Matayos Sub County in Busia County.

1.9 Delimitations of the Study

The delimitations of the study are the boundaries set by the researcher by conscious exclusionary and inclusionary decisions in regard to the subject of interest (Simon & Goes, 2014). Delimitations are within the researcher's control. Though there might be other management strategies inclined to promotion of learners with EBD welfare, this study was delimited to teachers' capacity building, involvement of parents in pupils learning and

behavioral support system. The three factors were envisaged to be the most crucial in learners with EBD pro social behaviours and academic performance.

1.10 Limitations of the Study

Limitations are challenges beyond the researcher's control and which may affect the study findings and the interpretation of the results (Kombo & Tromp, 2006). As Sharma (2008) noted respondents' tend to over-rate themselves on desirable traits and under-rate themselves on undesirable traits with self-assessment survey instrument. Thus, some teachers of were inclined to over rate the extent to which they interact and collaborate with parents, and the extent to which they have initiated intervening pedagogical strategies geared to enhance learners with EBD academic performance. However, the researcher mitigated the situation by assuring the respondents of anonymity and that the gathered information was meant for academic purposes only. Additionally, information source triangulation was accomplished by interviewing the head teachers who provided more insight on the same information. The study had another limitation in that no information was gathered directly from learners with EBD in spite of being the main subject of the study. Some of the head teachers contacted in regard to this study indicated that most of EBD were overly sensitive and resented being regarded as one with special needs. Therefore, the researcher rescinded the initial plan of involving the learners.

1.11 Assumptions of the Study

Simon (2011) explicates that assumptions are underlying ideologies that the researcher trusts or admits but are difficult to attest in any actual way. In other words, assumptions are realistic expectations believed to be true facts necessary for the relevance of the study as they provide the basis of the development and implementation of the research. The study assumed that the class teachers in collaboration with the school management had identified

all the learners with EBD in their classes and that the same information had been shared with parents and other teachers teaching the same class. Subsequently, it was assumed that teachers did apply some intervention techniques with a view of ensuring learners with EBD and other special needs have benefitted in the inclusive class settings. It was also assumed that the school management made their management strategies explicit and solicited ownership from all the school members before implementation. In doing so, all members are expected to forge a head with a shared mission and vision. Hence, the study respondents would be in a position to relevant information as was sought in this study.

1.12 Theoretical Framework

Kombo and Tromp (2006), explicate that a theoretical framework is a collection of interrelated ideas based on theories. They further observe that the set of ideas or prepositions in a theoretical framework are derived and supported by data or evidence. The study was premised on Bioecological Systems Theory by Urie Bronfenbrenner. Bioecological systems theory departs from the original Bronfenbrenner ecological systems theory in that it adds more emphasis to the person in the context of development (Bronfenbrenner, 1979, 89, 2005). Additionally, bioecological systems theory leaves out the key features of the ecological systems theory such as ecological validity and ecological experiments.

Bioecological systems theory focuses on the child's transactional interaction with their environment within the context of time (Bronfenbrenner & Morris, 1998). The child and its personal characteristics affect their environment. The child on the other hand is affected by the environment (mutual interaction). Bronfenbrenner explicates that as the bidirectional interaction occurs over an extended period of time and thereby becomes more complex, the child development occurs.

Bioecological systems theory discusses four systems which make up an individual's environment: the microsystem, mesosystem, exosystem, and macrosystem (Bronfenbrenner, 1989). The microsystem constitutes the immediate environment. It is the context in which the child experiences face-to-face interactions and activities with other people at school and home settings. It then follows that, as the teachers, parents and other people get involved in the child's daily life, the child also responds in different ways and which contributes to its development. The relationship between microsystems brings about mesosystem such as a partnership between home and school which involves teachers and parents. The exosystem is a context that has a less direct effect on the child, yet importantly impacts the child's environment. This could include the politics of the school in which they belong or the child's parent work schedules. Though indirectly, these factors have an influence on child's daily life. The macrosystem includes the child's social context and culture. This could include belief systems and patterns of behavior and takes into account the effects of family values, ethnicity or income levels.

Regarding learners with EBD, the development of internalizing and externalizing problem behaviors can occur as a result of trouble at school or problems at home environment (Milan & Pinderhughes, 2006). This occurs at microsystem level and involves child interaction with teachers, peers and parents in their immediate environment. It follows that both teachers and parents may seek to intervene to alleviate the problem behavior, though separately. At some level, combined synergies will be necessary as they confront the child's difficulties. Thus, interactions at both the microsystem and mesosystem level need to be considered. Relationships between children and their parents and teachers as well as relationships between parents and teachers can be utilized to create positive impacts in a child's environment. Through the school management appropriate strategies, the

relationship between teachers and learners with EBD can be enhanced by equipping teachers with specific skills and knowledge on how to facilitate learners' positive growth and development. Further, through proactive strategies, the school management can collaborate with parents to improve the home environment and information sharing efficiency as an intervention to alleviate the problem behavior.

1.13 Conceptual Framework

Conceptual framework is a graphical or diagrammatic representation of the researcher's conceptualization of the relationship between variables in the study (Kombo & Tromp, 2006). It is therefore a linked set of variables backing up in the critical analysis. It is made up of dependent and independent variables.

Independent variables   **Dependent variables**

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Management Strategies

  ┌─────────────────────────────┐
  │ Capacity building of Teachers'│
  │ in special education         │
  │ -In service training         │
  │ -Use of resource persons     │
  └─────────────────────────────┘

  ┌─────────────────────────────┐          ┌──────────────────────────────┐
  │ Collaboration and            │          │ Academic Performance of      │
  │ Involvement of parents       │          │ learners with EBD            │
  │ -constant communication with │          │                              │
  │ teachers                     │          │ -learners' with EBD average  │
  │ -behavior and academic support│         │ mean score for 2 consecutive │
  │ at home, identification of the│         │ end term results             │
  │ particular disorder, online  │          │                              │
  │ module for parents           │          └──────────────────────────────┘
  └─────────────────────────────┘

  ┌─────────────────────────────┐
  │ Behavioral support system    │
  │ -School wide behavior        │
  │ modification initiative      │
  │ -EBD intervention strategies │
  └─────────────────────────────┘
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Figure 1.1: Conceptual Framework Showing the Envisaged Relationship between

Management strategies and Learners with EBD Academic Performance

In reference to Figure 1.1, the academic performance of learners with EBD was envisaged

to be a function of certain management strategies. The conceptualized relationship between

the dependent and independent variables was informed by Bronfenbrenner's bioecological

systems theory in that the home and school environments are at the centre stage in

deterioration or improvement of condition of learners with EBD. Thus, when teachers have

the skills to deal with the learners' disruptive behaviours, anxiety depression disorders, and

apply research based intervention teaching strategies, learners with EBD are likely to have

higher chances of attaining academic excellence. Likewise, when the school management

embarks on sensitizing and empowering parents to take more part in their children learning at home and in school, children are destined to perform well academically.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of the relevant literature in view of the research problem. The chapter starts with an overview of Emotional Behavioral Disorder (EBD) among learners followed by the literature review organized in accordance to the study objectives. The literature review was based on recent journal articles, text books, internal and national policy documents on people with disability, theses and dissertations from different scholars across the world. The chapter closes with the summary of the reviewed literature and research gaps.

2.2 Overview of Emotional Behavioral Disorder (EBD)

World Bank's research findings show that, while persons with special needs constitute 10% of the world's population, they make up 20% of the world poor, with higher illiteracy rates (Groce & Trani, 2009). These statistics implies that education for this section of population cannot be ignored. There are several definitions of EBD, but all these definitions converge on covert and overt reaction of the child to the environment. Janzen (2014) defines EBD as emotional or behavioral reactions that create problems affecting the areas of learning, social relationships, or behavior (Janzen, 2014). Ocholla et al., (2017) regard EBD as a condition in which behavior or emotional responses of an individual is so different from generally accepted norms that they adversely affect the child's performance.

In order to capture all aspects associated with EBD, the USA IDEA Act gave a more comprehensive definition. According to the Individuals with Disabilities Education Act (IDEA) of 2007 as cited in Soelberg (2013), students classified under Emotional Disturbance in the education system (ED) exhibit one or more of the following

characteristics over a long period of time and affect a student's performance. These characteristics could include inappropriate behaviors and feelings, or a propensity to develop somatic complaints or fears over school or personal factors, depression and difficulty maintaining relationships.

Emotional and behavioral disorders are typically classified into two categories: externalizing and internalizing disorders. Externalizing disorders (behavioral excesses) are those behaviors that occur externally and are characterized by multiple instances of defiant, aggressive, disruptive, and noncompliant responses (Baker, Grant & Morlock, 2008). It is a negative outward reaction of a child towards environment. The reaction tends to be more physical and verbal and lie on the behavioral side of EBD. Most of the teachers tend to focus more on these behaviors and view them as intolerable as pupils become defiant, interfere with instruction, and disrupt classroom routines affecting the peers as well.

Internalizing disorders (also behavioral deficits or overcontrolled behaviors) are characterized by inner-directed and covert actions. A child with an internalizing behavior disorder may be withdrawn, anxious, depressed, shy and moody (Morgan et al., 2009). Internalizing disorders fall more on the emotional side of EBD. Soelberg (2013) notes that internalizing behaviors often occur concomitant to impaired cognitive functioning which is characterized by language deficits, limited problem-solving strategies, lack of social competence and acceptance, often resulting school dropout. Internalizing disorders tend to be overlooked by teachers and parents due to their covert nature. Lack of attention to these disorders can lead to fatal consequences such the victim committing suicide. It is however, noteworthy that a learner can experience both internalizing and externalizing disorders (Howell & Watson, 2009). This is termed as comorbidity, or the disorders are comorbid, because the children have two or more co-occurring disorders.

Many types of disorders are associated with and included in EBD. Some are fairly mild in their symptoms and effects while others can be quite extreme and debilitating (Morgan, Farkas & Wu, 2009). Specific disorders that tend to be diagnosed as EBD are attention deficit hyperactivity disorder (ADHD), anxiety depression disorder (ADD), bipolar disorder, conduct disorder (CD), oppositional defiant disorder (ODD), substance abuse disorders, mood disorders, and psychosis (Wagner et al., 2005). It is however, instructive to note that generally, manifestation of externalizing disorders tend to decrease over time, while internalizing disorders tend to increase with age (Janzen, 2014).

In an attempt to explain the causes of EBD in children, a number of theories and conceptual models have been established. This is due to the fact that research has not indicated a single cause of EBD. The possible causes are categorized as either environmental or biological. The biological category includes brain disorders, genetics, temperament, prenatal factors, such as fetal alcoholic syndrome which reflect in facial deformities and mental retardation (Heward, 2003). Environmental factors believed to influence the likelihood of developing EBD include: an adverse early rearing environment, social rejection by peers and an aggressive pattern of behavior displayed when entering school (Heward, 2003; Mihalas, Morse, Allsopp & Alvarez, 2009).

There are three environmental settings where undesirable events occur and which influence the likelihood of learners developing EBD are the home, the community, and the school. Much research has shown that children with EBD most often come from homes in which parents do not spend much prosocial time with their children, do not show much affection, are harsh and inconsistent disciplinarians, do not monitor children's whereabouts or activities and manage behavior with excessive punishment (Soelberg, 2013). It has also

been established that children in communities with high incidences of violence, deviant sexual behavior and drug and alcohol abuse are at high risk of developing EBD.

The school environment has also a significant influence on learners' behavior and emotional stability. Children spend a lot of time in school interacting with teachers, peers and the physical environment. Howell and Watson (2009) explicates that there are certain schooling practices that have been linked to EBD among learners. These practices include: lack of clear rules and expectations for appropriate behavior, ineffective instruction, inconsistent and punitive discipline practices, lack of empathy towards learners undergoing certain difficulties, failure to individualize instruction to accommodate diverse learners, and lack of recognition of learners who excel in different fields in school.

2.3 Capacity Building of Teachers in Management of Learners' with EBD and Academic Performance

The momentum for greater inclusion of children with disabilities into mainstream classrooms is on course worldwide. For instance, Strieker, Logan & Kuhel (2012) found that "in the USA, nearly 10% of the school-aged population needs special education services and of that group, 96% are educated in general education classrooms 80% of the time" (p. 104). Thus, as these rates continue to rise, the schools management will need to ensure that all teachers have the capacity to effectively handle the diverse population in their classrooms. Teachers should assure the child's success in behavioral, social and academic, and to prepare the child to participate as a full and contributing member of society. However, the shortage of special education teachers, has forced teachers without appropriate skills, struggle to instruct and manage this section of children with varied outcomes in behavior, psychosocial and academic achievement (Hadidi & Al Khateeb, 2015; USA Department of Education, 2015; Vorapanya & Dunlap, 2014).

In response to this situation, some schools have embarked on providing more professional development to teachers in special needs instruction and inclusive education as a means of increasing institutional capacity (Chao, Forlin & Ho, 2016; Forlin, Kawai & Higuchi, 2015). Teacher professional development is regarded as the process of helping teachers to improve their basic teaching skills and in expanding their knowledge of subject matter and the teacher's mastery of teaching techniques (Quattlebaum, 2013). Through periodical training teachers keep abreast of emerging challenges and together brainstorm the appropriate techniques' and instructional materials to use in order to enhance learners understanding. Additionally, Voss, Kunter, & Baumert, (2011), opine that professional development improves teacher skills, knowledge, and pedagogy translating into enhanced performance in examinations. It is therefore, important for to ensure professional development is content focused, intensive, well defined, coherent, and strongly implemented.

Best practices for inclusion consist of school managers and administrators clearly communicating that facilitating inclusion is not just an add-on to the general education classrooms, but entails research based educational practices that positively impact learning of all students. However, feelings and attitudes of the teachers and other members in school play a great role in the effectiveness of inclusion (Kohanek & Buka, 1999).

Integration of learners with EBD in general education classrooms is particularly affected by teacher's attitude and perceptions toward inclusive education. Tirado (2016) explicates that, feeling unprepared with a lack of training, personal safety, and behavior challenges from learners with EBD, precipitates a feeling of inadequacy in teaching students with EBD.

Apart from formal professional development, teachers can generate knowledge by engaging in projects such as conducting classroom action research. Classroom action research can demonstrate a specific need for a teacher by taking data and keeping track of data, implementing new strategies, and reflecting on teaching practices. In doing so, teachers are able to know what works best for the student's learning (Clark & Rust, 2003). Meaningful professional development is key to general educators capacity to effectively assist learners identified with EBD. Thus professional development alone can help a teacher increase their awareness and willingness in working with this population. On the hand, O'Gorman and Drudy (2011) posit that lack of knowledge and training about legislation and practices in special education greatly affects perspectives and views about special education students. Tirado (2016) posit that an effective professional development programme should include how to diagnose and assess learners with EBD, a description and explanation of the EBD programs and equip teachers with different strategies teachers can implement for students with EBD.

The training of special education teachers in Kenya is mainly done at Kemya Institute of Special Education (KISE), a middle level college that offers certificate and diploma courses in special needs education. The courses are offered through three modes of delivery; full-time, part-time (evening and during school holidays), and Open/Distance and Electronic Learning (ODEL). The ODEL program is designed for teachers and other personnel working or living with people with special needs who can be trained through distance learning. The program offers three main course options: (a) education of learners with special needs (inclusive education), (b) education of learners with learning disabilities, and (c) education of learners with emotional and behavioral disorders (Chitiyo et al., 2015).

Literature is replete with empirical studies on special education in general across the world but there is a paucity of studies focusing on children with EBD. O'Gorman and Drudy (2011) conducted a study to identify the professional development requirements of learning support/resource teachers working with children with disabilities and/or special educational needs in mainstream schools in Ireland. The study findings showed that education and support of children with special needs demands highly educated, skilled, and professionally autonomous and committed teachers who can adapt teaching and curricula to the needs and resources of pupils with learning and other difficulties. Additionally, the study found that for a school wide effective support of children with special needs, the school leaders took a leading role as change agents. Finally the study concluded that teacher education and continuing professional development are at the core of the development of more inclusive educational systems.

Parrott (2013) worked on a project aimed at providing a model for professional development training for teachers that educate students with EBD in the general education, inclusion setting. The project came up with evidence-based practices three-tiered model approach. Under the project, the implementation of the three-tiered model approach for students that exhibited poor social, behavioral and academic performance, resulted in positive improvements. However, one of the question that begs an answer is: how many school management committes are aware and ready implement such a strategy in Matayos Sub County public primary schools?

In Kenya, Njuki (2017) conducted a study to find out the teachers' knowledge on the implementation of inclusive education in early childhood centers in Mwea East Sub-County, Kirinyaga County. Among other findings, Njuki found that most of the teachers lacked sufficient skills and knowledge to handle learners in an inclusive setting. The

finding implied that learners with disability were not given the necessary support socially, psychologically and in academics. Unlike the current study, Njuki (2017) study did not focus on any specific disability, but rather dealt with preschool teachers capacity to handle preschool learners in an inclusive setting. Furthermore, Njuki study did not explore on how the school management can spearhead intervention measures.

Omamo (2017) investigated school based factors influencing implementation of inclusive education in public secondary schools in Makadara Sub County, Nairobi County, Kenya. The study found that though there were some teachers who had negative attitude towards inclusion education, however, majority of teachers were positive. Further, the study found that most of the teachers were not trained in special education and hence were unable to handle learners with special needs in an inclusive setting. Subsequently, the implementation of inclusive education was not effective. The study recommended that the government should train and recruit more special teachers. Just like Njuki (2017) and other studies, Omamo (2017) did not consider the management strategies intervention on issues pertaining to inclusive education. In addition, the study also dealt generally on special education. The current study focused on EBD as one of disability afflicting many youth and children in schools. In addition, the current study focused on intervention strategies as done or would be done by the school management instead of relying on solutions from the government.

Muhoro (2015) conducted a study on analysis of instructional strategies enhancing academic performance among learners with EBD in primary schools, Kandara Sub-county, Murang'a County. The study established that there were many pupils with EBD, and that most of the teachers did not apply any special teaching techniques to cater for the affected pupils. Muhoro study, however, did not explore on possible ways to remedy the situation.

Emotional and behavioural disorder identification process is crucial phase in behavior disorder management in schools. Effective identification enables the school management and teachers to design the appropriate intervention programmes. Gathua, Muthee, Murugami and Tekle (2015) conducted a study to establish the effectiveness of assessment methods teachers used in identifying learners with selected behavior disorders and to explore intervention strategies teachers used in managing learners with selected behavior disorders in primary schools in Thika Sub County, Kiambu County. Using 30 class seven teachers from the sampled four schools as the respondents, the study came up with several pertinent findings. It was found that most teachers regarded observation, interviewing and testing as the most effective methods of identifying learners with emotional and behavior disorders. Other methods such critical thinking, medical history and evaluation were rarely used. It also emerged that only a few teachers went beyond observation as a method of screening learners with EBD. The study therefore, concluded that the methods used to identify pupils with EBD were ineffective, and many learners with EBD went unidentified.

Gathua et al., (2015) also established that some of the intervening strategies employed included: manipulation of physical environmental (such as class organization and reward system), behavioral (such as teaching social skills and locus of control), affective education (such as self time management skills and problem solving skills), personalization of relationship (such as monitoring interpersonal relationship) and guidance and counseling (such as preparation of IEP and guidance in career choices). It was however, noted that only a few teachers had the appropriate skills to apply most of the mentioned intervention strategies and the study concluded that the intervention measures were ineffective. Although the study recommended an in service training for teachers by the government, it did not explore on how the school management can strategize and initiate a school based

programme where all the teachers can be equipped with appropriate research based basic knowledge and skills in screening pupils with EBD and intervention strategies. For instance, the school management can invite a resource person and together with the school special needs educated teachers can facilitate an in house workshop for the teachers. The current study was more inclined to management initiated strategy to ensure all teachers have the capacity to support learners with EBD in an inclusive setting.

2.4 Involvement of Parents in Learning of Pupils with EBD and academic performance

Involvement and collaboration with parents, remains a viable school management strategy of enhancing pupils with EBD academic, socioemotional, and behavioral outcomes (McCormick, Cappella, O'Connor & McClowry, 2013). Bioecological theory perspectives views the interaction between school and home as crucial in enhancing positive outcomes for children with EBD (Bronfenbrenner & Morris, 1998; Nzinga-Johnson, Baker, & Aupperlee, 2009). Further, the theory postulates that the child is influenced by each setting independently, and then an interactive influence of school and home settings that operates in a unique way to further affect the child's development (El Nokali, Bachman, & Votruba-Drzal, 2010).

However, in many instances, education stakeholders do not regard parent involvemt in the context of teacher interaction and practices with students in their classrooms. This is a notable oversight, given that it is likely that teachers in collaboration with the school management play a significant role in determining the nature, quality and intensity of parent involvement in pupils learning (Hoover-Dempsey, Walker, & Sandler, 2005). Thus, the school management and class teachers should insist and encourage parents to actively get involved in their children behavior modification and learning. McCormick et al., (2013)

posit that the school management can actualize parents involvement by frequent invitation of parents to school and use such meetings to inform and educate them on the research based intervention measures to support and enhance their children behavior and academic outcomes. Class teachers on their part, are expected to cultivate an efficient two way communication, through the use of cell phones, email, whats up, and the homework sign sheet which compels the parent to certify that the learner has done the assignments.

Parental involvement can affect behavior, development, self-identity and regulation of children along with the growth in child resiliency, competence and self-esteem (Armstrong, Birnie-Lefcovitch & Ungar, 2005). Thus, the amount of time and quality of involvement is crucial and can either lead to escalation EBD or decrease in EBD symptoms (Connell, Bullock, Dishion, Shaw, Wilson & Gardner, 2008). It is however, noteworthy that the child response will depend on the type of involvement by the parent. For instance, if the parent rebukes their child for a bad day at school, the child may respond with anger and aggression leading to an ugly scenario as the parent further rebukes. On the other hand, when a parent cordially encourages the child to relate the day up and downs, a chance for the parent to encourage the child to adhere to the expected positive behavior will be created.

Children with EBD require parental attachment and involvement both at home and in relation to their children's school environment. Parent involvement at home includes rule setting, supervision, structure, communication, and discipline (Altschul, 2011; Armstrong et al., 2005). By being involved in these areas, parents communicate to their children that they care about them. Parent-child attachment is characterized by show of warmth, acceptance, and encouragement toward autonomy on one hand and criticism, rejection, and control or overprotection on the other hand (Altschul et al., 2006). When negative attachments occur, Internalizing and externalizing problems emerge in the event of

negative parent-child attachment (Janzen, 2014). However, positive attachments and monitoring convey love, security and assurance which guards the children from developing problem behaviours and dismal academic performance (McCormick et al., 2013).

Parents can invest in school environment interms of time or money (Altschul, 2011). Parents in collaboration with subject teachers can help with and checking homework, attending parent-teacher deliberations, child progess open days, and extracurricular activities, becoming involved in school committees or organizations, donating or buying educational resources, and accompanying learners in out of school activities (Altschul, 2011; Banerjee, Harrell & Johnson, 2011). Parents have also the obligation of sharing information about their child's diagnoses, medications and progress to enable the school plan for the necessary support (Janzen, 2014).

Some of the most disruptive children behaviours reported by teachers are also encountered by parents or caregivers at home settings. It then follows that involving parents in designing interventions to treat young children's challenging behaviors is a logical strategy (Fettig and Ostrosky, 2011). Further, parents are experts on their children and about their family's culture and ecology. In addition, parents have the details about the family resources, social supports, goals and values, and daily routines. Fettig and Ostrosky (2011) aimed at establishing the relationship between a functional assessment-based parent intervention and preschoolers' challenging behaviors. The study found that when parents implemented function assessment-indicated strategies, children's challenging behaviors decreased and remained low throughout the intervention phase. Thus, it was evident that there is a causal relationship between parent-implemented strategies and a reduction in children's challenging behaviors. However, Fettig and Ostrosky (2011) study studied the behavior of

three year old children while the current study focused on mostly 10 and above year old children.

Another way in which school management can encourage parents involvement in management of their children problem behavior and enhance their academic performance is through a self study online module. Janzen (2014) developed an online module relevant to teachers and parents who want to learn more about EBD, who want information about how to help these children be more successful, or who want ideas about how to be positively involved in these children's lives. The module gives information on characteristics of learners with emotional and behavioral disorders. In addition it describes the types of disorders andtrajectories. This information would be of critical help to parents and teachers as they empathize with what the children are experiencing.

There are several empirical studies on parental involvement in children learning and challenges facing learners with EBD done in Kenya. Mboya et al., (2016) examined the challenges/difficulties faced by the learners with emotional and behavioural difficulties in accessing the regular curriculum in inclusive primary schools in Siaya county. The study collected data from 102 teachers and 15 head teachers through teachers' questionnaire and head teachers' interview schedule. Among other findings, it was found that large classes, truancy and lack of training were among challenges faced by teachers in management of learners with EBD. Most of the teachers were found to have mixed attitude towards the EBD learners. The study recommended a continuous teachers' in service training on special needs education and that the TSC should ensure each primary school has at least one special needs trained teacher.

It was obvious that Mboya et al., (2016) study did not investigate the part played by parents in enhancing benefits for learners with EBD from regular curriculum in inclusive setting. As deduced from other aforementioned studies, parental involvement is a critical component in a well focussed EBD intervention initiative. Therefore, Mboya et al., study findings were not comprehensive without this component. The current study took into account the parents involvement as one of the critical management strategies of enhancing academic and behavior outcomes among learners with EBD in public primary schools in Matayos Sub County, Busia County.

A study by Ocholla et al., (2017) aimed at reviewing the status, causes and critical areas for intervention for learners with EBD among primary school children in Kakamega County. Using a desk top research methodology, Ocholla et al., (2017) delineated the status, causes and how teachers and peers could intervene in a school setting. Thus the the study failed to capture neither parental contribution nor the school wide strategy of enhancing behavior and academic performance outcomes for children with EBD.

2.5 Behavioral Support System and Academic Performance of Learners with EBD

When addressing the needs of learners with EBD and other disabilities, the management strategies for intervention need to go beyond capacity bulding of teachers and parental involvement. However, Soelberg (2013) maintains that for effective intervention to take place, screening for emotional and behavioural problems should be paramount. Identifying students at risk for EBD before behaviors become maladaptive and entrenched would provide opportunity for responsive interventions to be implemented (Lane, Menzies, Oakes & Kalberg, 2012). Literature review has established that there are several universal screening of EBD methods usually used for learners from preschool to secondary level. Some of these methods include:

Systematic Screening for Behaviour Disorders (SSBD): The SSBD is a universal screening tool developed by Walker and Severson (1992). It considers all students in a classroom for identification by the teacher. SSBD uses a multi-gated approach in that students are screened through more than one stage as guided by teacher judgments. In the first gate, the teacher nominates10 students with externalizing behaviors and 10 students with internalizing behaviors, and then ranking those listed students in the respective category. In the second gate, the top three students from the generated rank-ordered lists of students with externalizing behaviors and internalizing behaviors, are further assessed. The assessment at this level, involves a critical events checklist that determines whether or not a student has displayed the internalizing and externalizing characteristics during the last six months, and the frequency of the student exhibition of adaptive and maladaptive behaviors. The third gate involves academic and playground observations. The Academic observation concerns the amount of time spent in participating and attending to academic materials while the playground observation concerns the amount of social engagement, time spent alone, and participation in structured games and activities (Soelberg, 2013; Walker & Severson, 1992).

Student Risk Screening Scale (SRSS): The Student Risk Screening Scale developed by Drummond, 1993), requires only about five minutes for each student. Though it is relatively time efficient as a screening scale, the SRSS looks primarily at externalizing symptoms such as lying, stealing, cheating, aggressive behaviors, peer rejection, and negative attitude (Lane et al., 2012).

Strengths and Difficulties Questionnaire (SDQ). The Strengths and Difficulties Questionnaire is designed for students, ages 3-17, and it examines their weakness and strengths and through the teacher, parent, and student self-report forms (Soelberg, 2013).

The student self-report forms are used to rate peer problems, emotional symptons, hyperactivity, pro-social behavior, and conduct problems using a 3-point Likert scale (0 = not true, 1= somewhat true, 2 = certainly true). After scoring each students' response, the teacher classifies the students as normal, borderline, or abnormal. However, its major limitation is that it takes time for the student to complete the 25 items contained in the SDQ (Lane, et al., 2012).

Functional Behaviour Assessment (FBA): FBA is a systematic process of gathering information to enable IEP have an insight and understand why a student may be engaging in a problem behavior (Heward, 2013). Through FBA, the teacher responsible for the pupil IEP does assess and link the environmental conditions to behaviors that students display in order to predict and thereby control the problem behavior. Both direct and indirect methods of assessments can be used. Scrutiny of school records, ratings of behavior, interviews with school staff and parents constitute indirect assessment. Direct assessment methods take place in natural settings such as theplayground, home, and the classroom.

Other methods (though not universal) as identified by Gathua (2015) include observation, testing, interview, document analysis, creative and critical thinking, and medical evaluation. The interview method involves the parent who provides the details of the child behavior from birth. Document analysis may require the teacher to refer to all the infractions committed by the pupil, measures taken, and the progress after punitive action.

Simonsen and Sugai (2013) posit that for effective behavior, social and academic positive outcomes of pupils with EBD in a general education school setting, all school members should play a part in modifying the behavior of this risky group of learners. In the same vein, Weeker (2015) notes that teacher education geared toward emotional and behavioral

disorders has historically been characterized by a focus on topics such as social skills instruction, classroom management, anger management and conflict resolution. Weeker posit that such an approach, which focus more on behavior and relegates academics to the periphery, was perpetuated by the misconceptions that behavior and instruction are separate entities and that students must learn to behave appropriately before instruction can occur. Hadjstylianos (2014) reiterates that effective interventions should be directed to both behavior and academic needs of learners with or at risk for EBD. Some of these interventions include:

2.5.1 School-Wide Positive Behavioral Interventions and Supports (SWPBIS)

Simonsen and Sugai (2013) identifies the School-Wide Positive Behavioral Interventions and Supports (SWPBIS) as one the popular effective school management behavioral support strategy. McCurdy, Truckenmiller, Rich, Hillis-Clark and Lopez (2016) explicate that SWPBIS is an evidence based practice that incorporates systems-level problem solving to improve behavior across the school. SWPBIS intervention practice advocates for a three-tiered approach. In Tier 1, all the students are targeted for support, Tier 2 involves group-based intervention to reduce risk and stop further escalation for students who continue to engage in problem behavior. Finally, Tier 3, involves a more intense and individualized support for learners unresponsive in the first two tiers (Hunter, Barton-Arwood, Jasper, Murley, & Clements, 2017). It is however, noteworthy that within each tier, there are a range of interventions to improve the pupils' behavior.

First Tier: Setting behavioral expectations and recognizing appropriate behavior

Support within the first tier seek to prevent problem behaviors before they occur and is normally implemented for all students in a school. The focus of the first tier is a set of routines, rules and school staff guided physical arrangements geared to alleviate specific

negative behaviors. McCurdy et al., (2016), reiterate that a team comprising schools management, special needs education teachers and general education teachers should develop three to five behavioral expectations that can be easily remembered. Each expectation targets a negative behavior but restates it in a positive manner such as be responsible for your actions, respect yourself, respect Others, and respect Property. The rules need to be stated in terms of observable behavior, and should be posted where all class members can see them. Simonsen and Sugai (2013) opine that accompanying the rules, there should be a hierarchal reprimand/consequence system. Further, the school's SWPBIS team should reinforce positive behavior through various ways such as verbal praise during assemblies and awarding outstanding pupils in appropriate behavior.

At classroom level, class teachers in collaboration with pupils should develop the guiding produres that can manage the class events. For instance, it is often hard to manage learners during transitional periods or times that require students to be out of their seats (Hunter et al., 2017). Students with EBD find it difficult to focus at these times and may respond in a disruptive or inappropriate manner. Thus, the class teacher should avail a copy of these procedures to all other teachers interacting with that class. In a classroom where teachers avail clear procedures, modeled the procedures, and answered questions the students had concerning the procedures, learners are more likely to be involved in lessons and academic work and eventually perform better (weeker, 2015).

Second Tier: Small group intervention strategy

In the second tier, more targeted intervention is done for students who do not respond to first tier supports. This involves small groups of students who need further interventions to achieve desired behavioral outcomes (Simonsen & Sugai, 2013). Strategies used at this level include small group instruction in self-management and social skill, and Check

In/Check Out (CICO) intervention system. The CICO system requires the students check in with an adult in the morning, obtain a point sheet that they carry throughout the school day and use to gather performance feedback from teachers (in the form of points and positive comments), and check out with an adult at the end of the day (McCurdy et al., (2016). In abid to encourage the pupils to cooperate a token economy is normally used in conjunction with the CICO system. In this case, a pupil will earn tokens or points for meeting their individualized, predetermined point percentage goal for that day. Accumulated tokens can eventually be exchanged for preferred backup reinforcers such as an educational excursion and tours, tangible items amd others.

Third Tier: Individual support for the more severe problem behavior

The third tier of support focuses on students who exhibit more severe and/or chronic behavioral problems. Intervention at this level comprises of two elements: (1) a functional behavioral assessment (FBA) designed to better understand the behavior and (2) the development behavior support plan (BSP) which is an individualized plan of intervention strategies (Myers, Diane, Donald & Brandi, 2010). At this stage, the learner does not respond to the standard school or classroom management strategies, the problem behavior is more intense, the possibility of suspension, exclusion or expulsion is very high or a restrictive placement such as a juvenile jail is being considered.

Gable (2005) explicates that an FBA is a process by which the school seeks to understand why a student is behaving in a certain manner. More specifically, It is a systematic way of gathering information in order to determine a relationship between a child's problem behavior and aspects of the environment. A plan of interventions that best meet the pupil's needs is derived from the gathered information. It is however, instructive to note that if the

school decides that third-level supports are necessary, a support team of family, teachers, and other direct service providers should be convened.

2.5.2 Peer Support

The use of the peer group is an important concept and one of the strategy the school management can rely on to support and modify pupils behavior leading learners with EBD academic performance (Barber, 2003). A specific strategy for using the peer group should be carefully be designed taking into consideration that majority of children with EBD have difficulties maintaining affiliation to a well operating social group. Some strategies for utilizing the peer group to decrease inappropriate behavior and enhance academic achievement include peer tutoring, peer monitoring, peer confrontation and positive peer reporting.

Peer tutoring involves pupils practicing tutoring amongst themselves in both academic and social skill. The intent is to improve both academic and social skills and teachers should provide students with specific tasks for each tutoring session and should allow the students to exchange teacher and learner roles (Shapiro, Miller, Sawka, Gardill, & Handler, 1999). In peer monitoring, pupils are taught to observe and record the behavior of a specific peer and provide feedback to that student. Muhoro (2013) notes that Class-wide peer tutoring (CWPT) which is a universal evidence based instruction process documented as effective for students with and without disabilities can lead to improved academic performance and social adjustment of learners with EBD. CWPT entails pupils being taught by peers who are trained and supervised by classroom teachers (Maheady, Harper & Marrette, 2003). In peer reporting, a culture of having positive comments about other pupils is cuitivated. In this case pupils are encouraged and reinforced for reporting each others' positive behaviors. In peer confrontation, a pupil is guided on how to confront the peer who is has does or si

about to show an inappropriate behavior has occurred or may occur. The confrontation entails identification of the behavior, explanation of why it is a problem, and suggestions or modeling of appropriate alternative behavior (Heward, 2003).

2.5.3 Social Skills Instruction

Social skills instructions play a significant part in a school behavior support system and more so for learners with EBD. Learners with EBD should be trained on how to control antisocial behavior. However, Myers et al., (2010) cautions that EBD social skill interventions should not outweigh academic instructions as in such a situation, learners with EBD may fall even further behind peers and thus exacerbating the problem behavior. Quinn, Kavale, Mathur, Rutherford and Forness (1999) recommend training of social skill to be part of the IEP so as to avoid overcompensating for social skill deficits at the cost of academic gains. A class teacher can also plan to instruct the whole class in social skills for a few minutes during roll call session in the morning.

Some of the crucial classroom survival skills for learners with EBD include skills that that provide problem-solving strategies and skills that promote positive peer interactions. The general classroom survival skills include task completion, following directions, accepting consequences and making choices. Problem-solving strategies include ignoring inappropriate behaviors of peers, negotiation, and anger management. Peer positive interaction skills include joining a group, appropriate play and giving compliments (Hoyle, Marshall & Yell, 2011).

2.5.4 Modifications / Strengths-Based Instruction

Teachers should be able to make some modifications in the normal curriculum after perfonning functional behavioral assessments to pupils with EBD. Farley, Torres, Wailehua & Cook (2012) identify nine types of adaptations that can be effective in

improving academic performance of EBD students. These modifications or adaptations include: time, size, level of support, input, output, difficulty, participation, substitute curriculum and alternative curricular goals. Size adaptations may take the form of dividing worksheets into smaller, more manageable strips of problems or could be reduction in the number of questions a pupil is required to answer in a given duration. Time adaptations involves allowing more time for learners with EBD to complete a certain task. However, the teacher should be careful since too slow pace in completion of a certain tasks, may be more harmful to a student's academic and behavioral performance (Hoyle, 2011).

Levels of support modifications include social and personal assistance techniques such as co-operative learning activities, peer tutoring, graphic organizers or guided notes, assigned seating placements, posted rules and transition procedures (Farley et al., 2012). An important aspect of input (and output) modification is providing the student with choices. For instance, a teacher can modify how instructions are conveyed and use computer-assisted instruction. Further, the teacher may decide to incooperate video games and other hobbies of interest into the content matter. Output modifications may take the form of substituting oral for written responses (or vice versa), or using response cards without altering the original objectives.

Gable, Tonelson, Sheth, Wilson and Park (2012) aver that difficulty of a task, alternative curricular goals, and substitute curriculum should not be altered unless addressed by the IEP since altering can unnecessarily hold students behind academically. Further, the concept of strengths-based practice focuses on strengths to shift attention to child proficiencies and assets.

2.5.5 Self-Management / Self-Evaluation

The school management can encourage the use of pupils'self-management and self-evaluation as a strategy to lessen the disruptive behavours characteristic of pupils with EBD. This strategy provides them with the opportunity to learn responsibility and help them to realize the importance of attitude and determination (Voigt-Zabinski, 2017). It is through self-monitoring that learners can accomplish self-management. Self-monitoring is a simple process of observing and recording the occurrence or nonoccurrence of one's own behavior. Self-evaluation consists of comparing one's own behavior against a standard or a goal (Gable et al., 2012).

In one of selfmanagement technique described by Skerbetz & Kostewicz (2015), the teacher begins by rating the students for classroom behavior and academic work on a scale from 5 to 0. At some appropriate time, the teacher requests the pupils to evaluate their own behavior using the same scale. Pupils then compare their ratings to that of the teacher. A pupil retains the self awarded if the rating was within one point of the teacher's. If the ratings are the same, the pupil gets the points plus a bonus point. The teacher gradually stops rating the pupils, but encourages the pupils to continue. At a pre-set time, pupils do exchange points for a reward. According to Shapiro et al., (1999) the token/reward system is effective based on feedback and attention given to pupils by people who are genuinely concerned with the children's success. However, the technique was only found to work when pupils accept responsibility for their behavior and perceive reinforcers to be motivating.

Another type of pupil self management technique is video self-modeling (VSM). Babcock (2013) aver that VSM has a great potential of increasing on-task behavior for students with EBD. Dowrick (2012) refers VSM is an evidence-based procedure that has a well-

established record of promoting positive behavior change for a variety of schoolaged students. It involves using video images of an individual engaged in an adaptive behavior that has been targeted for improvement (Dowrick, 1999). Quite often, the video is taken of the student engaged in a certain target behavior such as accomplishing mathemetics tasks. In most cases, the student is first involved in the creation of a video showing him or herself engaged in a target behavior. Thereafter, the video is edited to remove the disruption parts and leave the video showing the child performing the desired behavior fluently. This video is then shown to the student, which serves as a model of the desired behavior. VSM has been described as a strengthbased intervention because it focuses on desired and attainable behaviors, rather than on individual weaknesses (Bellini & McConnell, 2010).

An empirical study by Ortega (2018) examined the effect the fusion of the Check In Check Out system (CICO) and the class wide Point Rewards System (PRS) on reduction of negative behavious among learners with EBD in a general education setting. The study took place in a middle school composed of grades seven and eight in central California USA. The class was composed of six (EBD) students, one teacher, and two paraprofessionals. The classroom setting was a Therapeutic Intervention Program (TIP), a partially self-contained special education program designed for students with emotional and behavioral needs that provides behavioral support, academic instruction and therapeutic techniques to ensure academic and developmental success.

Through the CICO system, the participants' daily academic performance and behavior was tracked. The daily points of the CICO scores were transferred and recorded into the class wide PRS. In the PRS students have the ability to earn rewards based of the number points they have accumulated over time as an incentive for doing well. The research consisted of two phases-the baseline for two weeks and the intervention phase lasting two weeks.

Within an observation period of 15 minutes, the percentage of total time the student exhibited disruptive behaviors was determined and the results for the two phases compared. The study result was that there was a consistency of the decrease in percentage following intervention for all the six students. When students were being less disruptive they were in turn being more productive and engaged in classroom activities. However, Ortega (2018) study had a major limitation of using a very small sample size and thus increasing the probability of threat to both internal and external validity.

Babcock (2013) evaluated the effectiveness of a video self-modeling (VSM) intervention to improve the on-task behavior of two school-age students with EBD. The study demonstrated the feasibility of using emerging technology to carry out an evidence-based intervention. An Apple iPad was used to capture, edit, and display self-modeling videos promoting on-task behavior during independent math work. In order to evaluate the effects of the intervention, a multiple baseline across subjects design was employed. For one participant, direct observation data revealed increases in on-task behavior from 13% of intervals during baseline to 79% during the VSM intervention phase. For the second participant, a reinforcement codition was added to VSM in a bid to buy-in the pupil. The result also showed a greater increase in on-task behavior. Just like Ortega (2018) study, Babcock (2013) had only two participants and hence increase of threats to internal validity.

While there are many studies on behavioral support and interventions in developed countries such as USA, countries in western Europe, there is a dearth of such studies in Africa and more so in Kenya. A study by Ocholla et al., (2017) examined critical areas and intervention strategies on emotional and behavioral disabilities amongst primary school going children in Kakamega County. Using a desktop research methodology, the study gathered information on characteristics, causes and impact of emotional and

behavioral disability (EBD) on learning abilities of the children. Further, the study highlighted the intervention strategies which could be used in an iclusive setting in the study area. Ocholla et al., (2017) study, therefore, neither did it gather information on the particular intervention strategies used by teachers and school managers in regard to rehabilitation of learners with EBD nor did it attempt to link the intervention strategies to academic performance. The identified lacuna spurred the undertaking of the current study.

2.6 Summary of Literature Review and Knowledge Gaps

From the reviewed studies, it was noted that some of the predisposing factors that lead to emotional and behavioural disorders such as poverty, single headed families, surroundings dominated by violence, moral decadence and unsupportive community structures, are prevalent in developing countries, Kenya included. However, while there is a replete of studies on learners with EBD in USA and Europe, the field is scarcely researched in Africa and Kenya in particular. Studies by Mboya et al., (2016) and Ocholla, et al., (2017), examined the challenges faced by learners with EBD in an inclusive setting and recommended some interventions. Studies by Gathua (2015) and Muhoro (2015) narrowed their studies on instructional intervention strategies used to enhance learners with EBD behavior and academic performance. These studies, therefore failed to comprehensively examine the management strategies that involves all teachers, sudents and parents geared to enhance behavior, psychosocial and academic performance among pupils with EBD. The current study examined various management strategies that were considered critical in providing effective change and improvement in performance among learners with EBD.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter contains research design, location of the study, target population, sampling techniques, sample size, description of research instruments, pilot testing, validity and reliability of data collection instruments, data processing and analysis procedures, legal and ethical considerations.

3.2 Research Design

Creswell (2012) defines a research design as the scheme, outline or plan that is used to generate answers to research problem. It constitutes the blue print for the collection of measurement and analysis of data (Kothari, 2014). This study adopted descriptive survey research design. Descriptive survey research design aims at establishing conditions or relationships that exist, practices that prevail, processes that are ongoing, attitudes that are held or trends that are developing (Babbie, 2014). This design was found appropriate for this study since the study aimed at gathering information from teachers and head teachers on influence of pertinent administrative strategies on academic performance of pupils with emotional behavioral disorders (EBD). Further, Kothari (2014) explicates that descriptive surveys in social sciences aim at fact-finding of the state of affairs as they exist at present by collecting, collating and analyzing available evidence in order to make informed inferences. In the current study data was collected without any manipulation of the variables.

3.3 Research Site

The research site is the actual geographical location of the study (Creswell, 2012). The research was carried out in Matayos Sub County, Busia County located in the western

region of Kenya. The area is occupied by Bahayo, a sub tribe of the larger luhya community. Matayos Sub-County has a relatively the largest population of learners with EBD in Busia County (MOEST, 2017). Further, most of these learners are in regular public primary schools in accordance to the new government policy of inclusive education. To this end, Matayos Sub County was found to be the appropriate site to investigate the influence of crucial management strategies on academic performance of learners with EBD.

3.4 Target Population

Babbie (2014) defines target population as a complete set of individuals, cases or objects with some common observable characteristics. According to Busia County schools census report 2017, there were 30 public primary schools in Matayos Sub County (MOEST, 2017).The study targeted all head teachers and all grade/class five class teachers. Thus, the study targeted 30 head teachers and 49 grade five class teachers (some schools had several grade five classes) from 30 primary schools. Pupils with EBD at grade five considered to have been examined severally and to have formed a certain pattern of performance and which is a function of educational support accorded from different quarters. Grade five class teachers were targeted in order to give information regarding the influence of various strategies used by the administrators to enhance pupils with EBD behavior and academic work on their academic performance. The study considered the academic performance of pupils with EBD at class five to be a reflection of the various administrative strategies such as equipping teachers' with skills of handling pupils with EBD issues, embracing parental involvement and promoting school based behavioral support measures. The head teachers were targeted since being the chief administrators, were expected to ensure all learners benefitted from free basic education and that through certain administrative strategies,

pupils with special conditions were accorded educational support without being stigmatized.

3.5 Sample Size and Sampling Techniques

A sample is a representative part of a population that is studied to give information about the entire group (Kothari, 2014). The study aimed at gathering information about pupils with EBD from class teachers through questionnaires. Orodho (2012) aver that when the target population is small, the researcher can sample the entire population. Scheaffer, Mendenhall, Ott and Gerow (2011) postulate that census survey is the approach where the population is equal to the sample. Thus, the study purposively sampled 30 class teachers for class five from the 30 public primary schools. However, simple random sampling was used to select only one class teacher in schools with more than one stream in class five.

The study also aimed at gathering information in regard to pupils with EBD by interviewing head teachers. Kothari (2009) argues that a sample of 30% of the study population is sufficient to give reliable findings leading to valid and informed generalization and conclusion. In line with that view, the study sampled 30% of head teachers for the interview. Thus, nine head teachers were selected through simple random sampling. Thus the study sample consisted of 30 grade five class teachers and 9 head teachers. Table 3.1 shows the study sample frame.

Table 3.1: The Study Sample Frame

Category of Respondents	Population	Sample	Sampling Technique	Proportion
Class Teachers (Grade five)	30	30	Purposive/census	100 %
Head teachers	30	9	Simple random	30 %
Total	**60**	**39**		**65%**

3.6 Data Collection Measures

The study employed teachers' questionnaire and head teachers interview schedule to collect the data. Babbie (2014) opine that questionnaires are preferred because they are easy to administer and cost and time effective. Further, Kothari (2014) observes that questionnaires are usually free from the interview bias as the answers are in respondent own words. Respondents also have adequate time to give well thought out answers. Questionnaires also save time and information can be collected from a very large sample. However, in order to get an in depth information on the influence of certain administrative strategies on academic performance of pupils with EBD, the head teachers' interview schedule was used.

3.6.1 Class Teachers' Questionnaire

The teachers' questionnaire was semi-structured in that it contained closed ended Likert type items and open ended questions. It consisted of sections A, B, C and D (see Appendix II). Section A sought demographic information while section B sought information on capacity building of teachers to handle pupils with special issues such as EBD. Section C gathered information on pupils with EBD parents' involvement in their learning. Section D sought information on the school initiative in behavioral support system for pupils with EBD while section E captured the mean academic performance for two terms of pupils with EBD in class five.

3.6.2 Head teacher' Interview Schedule

Bhattacherjee (2012) aver that interview method of collecting data is superior to other instruments in that it creates rapport between the respondent and the researcher. In addition, it guards against confusing the questions since the interviewer can clarify the questions thereby helping the respondent give relevant responses. The head teachers' interview guide

was semi structured and sought to gather demographic information and information on influence of certain administrative strategies on academic performance of pupils with EBD in accordance to the study's three objectives (see Appendix III).

3.7 Piloting

Creswell (2012) observes that it is vital for a researcher to test tools before using them to ensure their validity, reliability and practicability. Piloting was done in order to ascertain the credibility of the tools by testing clarity of language, time taken to respond, procedure of administering, length and layout of tools. Gay, Mills and Airasian (2010) maintain that participants in the pilot test should have similar characteristics to the intended participants. Thus, the pilot testing for this study involved 2 head teachers and 10 teachers from two schools in the neighbouring Teso North Sub County. The participants were encouraged to make comments and suggestions, which were used to improve the items such as rewording in the questionnaire and interview guides.

3.8 Validity and Reliability of Data Collection Instruments

3.8.1 Validity

Orodho (2012) explicates that validity is the extent to which an instrument measures what is intended to measure. The researcher sought the expert opinion on content and construct validity. The data collection instruments were availed to the University supervisors assigned to the researcher for review. The results from the piloting together with the comments from the supervisors were incorporated in the final instrument revisions to ensure its validity. Further, the instruments were reviewed by the lecturers in Africa Nazarene education department. Comments solicited from them were used to enhance the data collection instruments before commencing data collection.

3.8.2 Reliability

Reliability refers to the extent to which a research instrument gives measures that are consistent each time it is used to the same individuals (Creswell, 2014). Test and re-test method was used to gauge the consistency of the study questionnaires. During the pilot study, questionnaires were administered twice to the same group of teachers with a duration gap of two weeks. Test-retest reliability of the teachers' questionnaire was measured by correlating the two sets of data and a Pearson coefficient of 0.82 was obtained. According to Creswell (2012), in social sciences, a reliability coefficient of 0.6 and above is satisfactory for any research instrument. Thus, the class teachers' questionnaire was found to be appropriate for this study.

3.9 Data Processing and Analysis

Data analysis is the process of bringing order and the meaning of information collected (Kombo & Tromp, 2006). The researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses to remove outliers. Data was coded and analyzed using statistical package for social sciences (SPSS) to generate descriptive statistics in terms of means and percentage and graphs. The findings were presented in tables, charts and bar graphs for clarity. The dependent variable was derived from the average of mean scores of pupils with EBD for three consecutive terms for each sampled school. Since the learners sat for different examinations, the variation was taken care by calculating the Zscores. Further, to get rid of decimals and negatives, T scores were calculated. Hence the dependent variable was in form of T scores. The study three formulated hypothesis were tested by use of multiple regression analysis. The regression equation was in the form: $Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \varepsilon$ and where y = class five pupils with EBD mean academic performance, x_1 = level of class teachers' in service training, x_2 = level

of parents' involvement in pupils with EBD learning, x_3 = level of behavioral support system for pupils with EBD while ε is the error term.

Analysis of the interview data started as soon as each session ended. Notes taken during the interviews were checked for gaps immediately in order to record all that could be remembered and had not been written down. Identification labels were given according to the respondent such as (HI) for the first head teacher interviewee, H2 for the second head teacher and so on. Qualitative data generated from questionnaires and interview schedule was put into themes for easier interpretation. However, verbatim quotations were also used in order to maintain the message as given.

3.10 Legal and Ethical Considerations

Legal and ethical considerations form a key part in research since it helps to ensure that no one suffers harm or undesirable consequences as a result of the research activities. Due to the normally sensitive relationships between the researcher and the respondents, reasonable safeguards were built during the field work study that is based on appropriate ethical requirements and measures. The researcher got a letter of introduction from African Nazarene University. The letter assisted the researcher secure a research permit from National Commission for Science, Technology and Innovation (NACOSTI). A preliminary visit was made to schools to inform the head teachers of the intended research. A date to administer the tools was arranged during these visits. This helped the researcher to establish a work plan. In order to avoid suspicion and scepticism the researcher assured the respondents of utmost confidentiality and that the information provided would be used for academic purposes only. Furthermore, while collecting data the researcher acknowledged all the sources of information collected from textbooks and other research materials.

CHAPTER FOUR

RESULTS AND ANALYSIS

4.1 Introduction

This chapter presents the results and analysis of the data collected in this study. The purpose of the study was to establish the influence of management strategies on pupils with emotional and behavioral disorder (EBD) academic performance in Matayos Sub County, Busia County, Kenya. The study objectives were: to examine the influence of capacity building of teachers in management of learners' with EBD on their academic performance, to assess the influence of involvement of parents in learning of pupils with EBD on their academic performance and to establish the influence of behavioral support system on academic performance of learners with EBD in public primary schools in Matayos Sub County. Data was collected through the class teachers' questionnaire and head teachers' interview schedule. Both quantitative and qualitative data was collected. Data were analyzed as per the research objectives. The three formulated null hypotheses were tested using multiple regression analysis at a significance level of 0.05. Qualitative data from the head teachers' interviews were analysed concurrently with the quantitative data.

4.2 Response Rate

The study sampled 30 grade five class teachers and 9 head teachers. All teachers filled and returned the questionnaires while all the head teachers were interviewed posting a return rate of 100% for both categories of respondents. Babbie (2014) postulates that a response rate of more than 70 per cent is considered sufficient for a study.

4.3 Demographic Information

The study found it necessary to analyze the demographic information of respondents, which formed the basis under which some of the interpretations were made. The

demographic information sought included: gender, age bracket, highest level of professional training, teaching experience and frequency of in service training on special education.

4.3.1 Gender of Respondents

The researcher sought to establish the gender distribution of the respondents. Table 4.1 depicts the finding.

Table 4.1: Gender Distribution of Respondents

Gender		Frequency	Percentage
Class Teachers	Male	18	**60%**
	Female	12	**40%**
	Total	**30**	**100%**
Head teachers	Male	6	**66.7%**
	Female	3	**33.3%**
	Total	**9**	**100**

Table 4.1 shows that 18 teachers constituting 60% were male while 12 teachers constituting 40% were female. This implied that there was a likelihood that there more male teachers in upper classes in public primary schools in Matayos Sub County. Likewise, there were more male head teachers (66.7%) in the study sample.

4.3.2 Age Bracket of Respondents

The researcher sought to establish the respondents' age bracket distribution. Table 4.2 depicts the finding.

Table 4.2: Respondents' Age Bracket Distribution

Age in years	Category			
	Class Teachers		Head Teachers	
	f	%	f	%
< 30	3	10.0	0	0
30-40	5	16.7	1	11.1
41-50	14	46.7	6	66.7
>50	8	26.6	2	22.2
Total	**30**	**100.0**	**9**	**100.0**

As shown in Table 4.2, eight class teachers constituting 26.7% were 40 years and below, 46.7% were in the bracket of 41 to 50 while eight were above 50 years of age. Thus, all ages were fairly represented. Majority of head teachers (88.9%) over 40 years of age. Considering their ages, most of the teachers and head teachers were likely to be married with some grown up children and their responses in regard to teacher/parent collaboration in enhancing learners behaviour and academic performance was out of real life experience.

4.3.3 Teachers' Highest Level of Professional Education

The study also sought to establish teachers and head teachers' highest level of professional education. Figure 4.1 shows the findings.
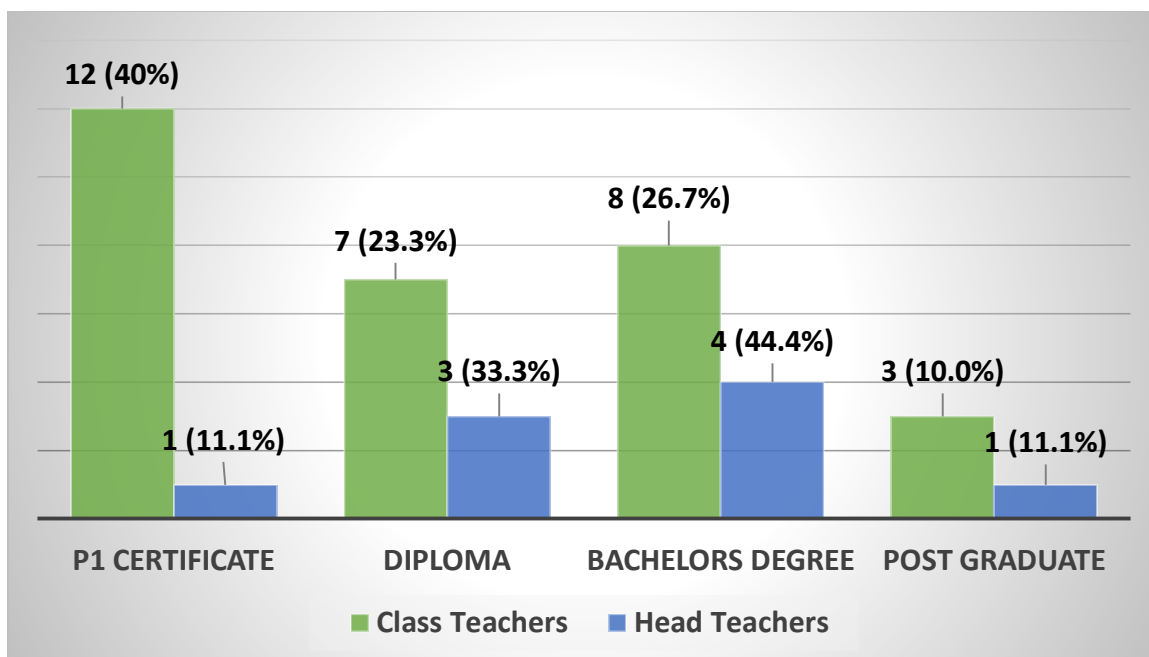
Figure 4.1: Class Teachers and Head Teachers' Highest Professional Education

In reference to Figure 4.1, most of the sampled class teachers (40.0 %) had P1 certificates while 23.3 % had diplomas in education. Eight (26.7%) class teachers had attained a degree in education while three teachers constituting 10.0 % were holders of a master degree. Of the nine sampled head teachers, only one had post graduate qualification, one had a P1 certificate, three were diploma holders and four were graduates in education. Thus, all the teachers and head teachers were professionally trained. This implied that they had undertaken units such as sociology, psychology and philosophy in education, human growth and basic guidance and counselling. Thus, even without training in special needs in education, they could identify learners who need extra attention and put in place individual educational plan.

4.3.4 Respondents Teaching Experience

The study also sought to establish teachers and head teachers teaching experience. Figure 4.2 shows the distribution of teaching experience.
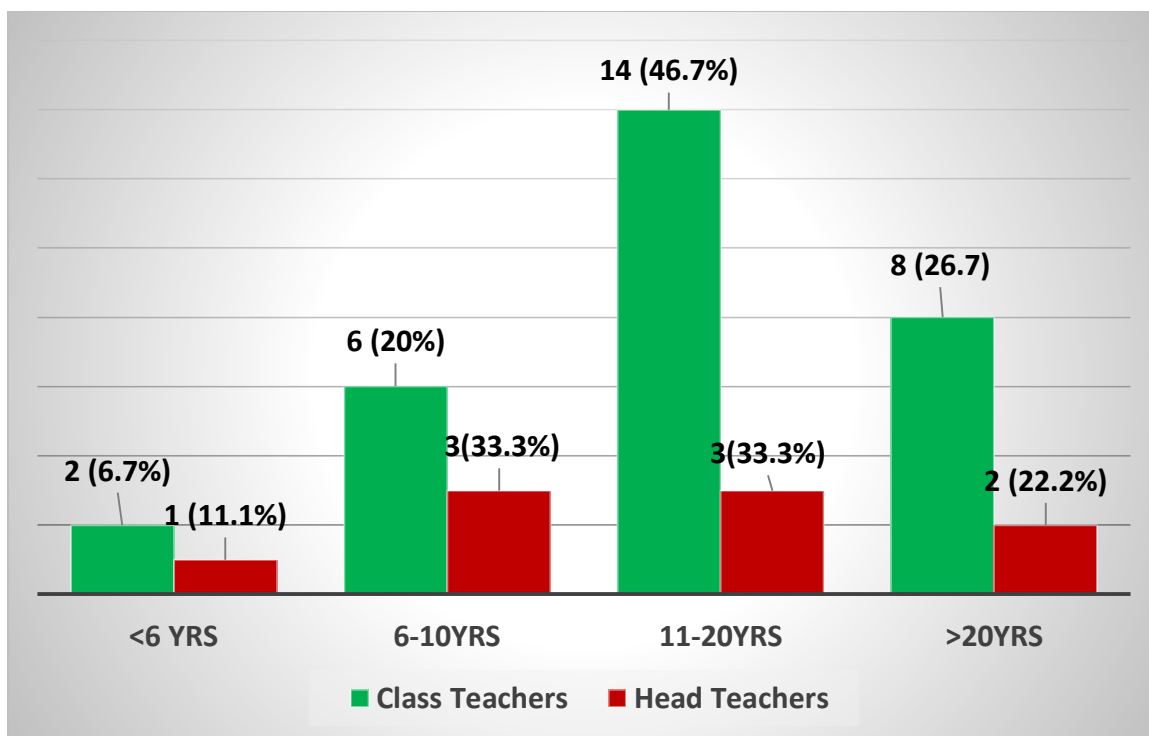
Figure 4.2: Respondents Teaching Experience

As evident from Figure 4.2, only two class teachers and one head teacher had an experience of less than six years, constituting 6.7% and 11.1% respectively. As high as 73.4% of teachers and 55.5% were found to have an experience of 11 years and above. This implied that most of the teachers and head teachers were highly experienced and thus could give in depth information in regard to learners with EBD and other special conditions. Teachers' long experience in teaching also meant that they could either resist new management strategies to support inclusive education or be receptive to the new innovative ways of enhancing educational outcomes for disruptive emotionally disordered pupils.

4.3.5 Training in Special Needs Education

The study sought to establish whether the sampled class teachers and head teachers were trained in special needs education. A class teacher who is trained in special needs education, could easily adopt inclusive education and initiate a class wide behavior support

system such as peer tutoring, monitoring and peer positive report. In addition, the teacher may take a leading role in adapting curriculum to suit the special needs pupils. Figure 4.4 shows the percentage of class teachers who had especial needs training.
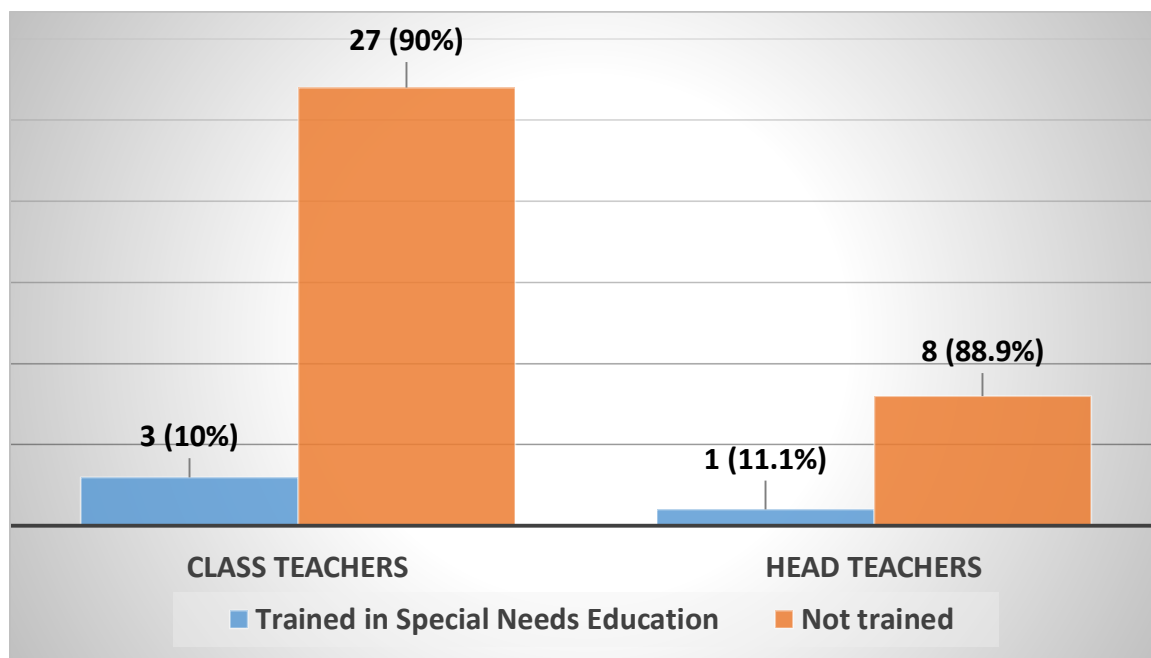
Figure 4.3: Training in Special Needs Education

Figure 4.3 shows that only a small percentage of teachers and head teachers were trained in special needs education. Out of the 30 class teachers, only three had undergone special needs education training while one out of nine head teachers had specialized in special education. This implies that for inclusion education to be effective, schools cannot rely solely on the few teachers trained in special education but rather embark on capacity building of all teachers. This could be achieved through management strategy of ensuring all teachers are receiving regular and planned inservice training and organizing in house capacity building workshops.

4.3.6 Attendance of Seminars/Workshops on Special Needs Education

The study endevoured to find out the frequency of inservice training on special needs education as attended by class teachers in the last three years. The summary of the class teachers response is as shown in Figure 4.4.
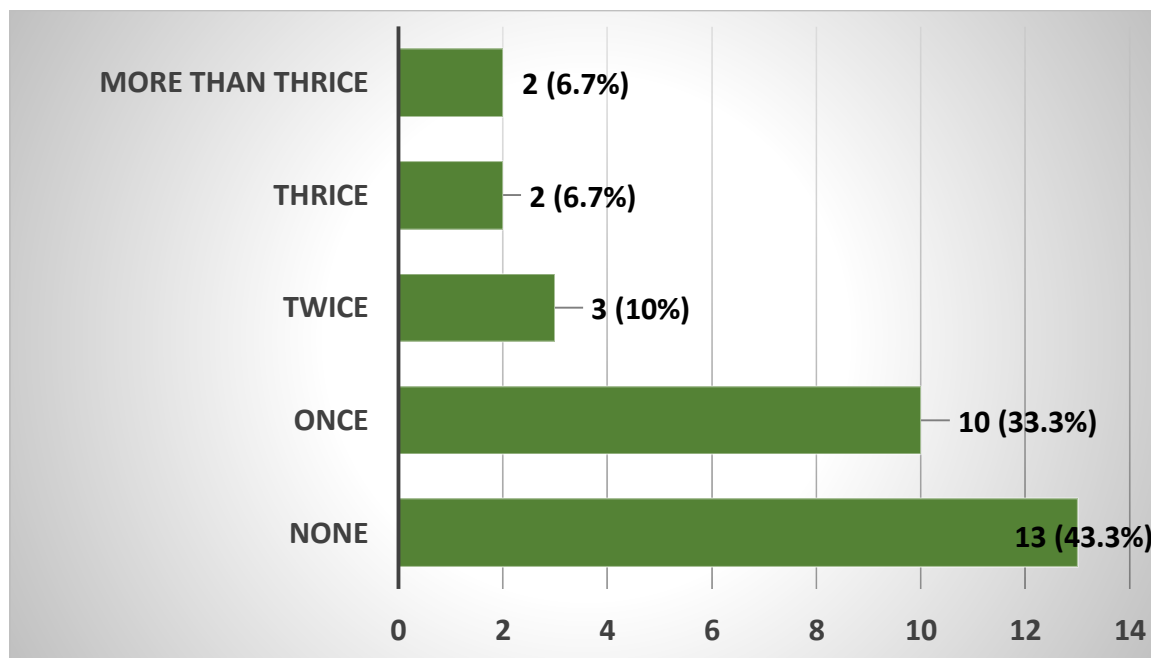
Figure 4.4: Teachers' Frequency of Inservice Attendance on Special Needs Education in the Last 3 Years

It was evident from Figure 4.4 that a large percentage of class teachers (43.3%), had not attended any inservice training on special education for the last three years while 33.3% of class teachers had been trained only once. Only two teachers had been trained for more than three times implying that despite the upsurge of learners with special needs in general education schools, there has been a slack in appropriate manpower response. Since the onset of free primary education in Kenya in 2003 accompanied with deteriorating levels of living stanadrds, the number of learners with EBD has been on the rise. Therefore, the need

for school wide capacity building of all the teachers in handling this category of pupils cannot be gainsaid.

4.4 Capacity Building of Teachers in Management of Learners' with EBD and academic performance

The study's first objective was to examine the influence of capacity building of teachers in management of learners' with EBD on their academic performance. To achieve the objective, a set of statements in form of five points Likert scale were posed to the class teachers (grade five) to indicate the extent to which they agreed or disagreed with them. The questionnaire responses were coded such that strongly disagree (SD) was rated number 1 while strongly agree (SA) was rated number 5. However, for easier interpretation, the responses were collapsed into three columns of Agree (A), Undecided (U) and Disagree (D) as shown in Table 4.3. Further the mean responses were computed such that: a mean response of above 3.0 was considered as agree while a mean of below 3.0 was considered as disagree. Table 4.3 shows the proportion of teacher respondents in various levels of agreement, the mean and standard deviation.

Table 4.3: Capacity Building of Teachers in Management of Learners' with EBD

Statement	A %	U %	D %	Mean	SD
The school management is keen in facilitating all the teachers in acquiring knowledge and skills in special education	33.3	16.7	50.0	2.8	1.0
The school management has enabled most of the teachers acquire skills on how to enhance prosocial behavior of learners with EBD	40.0	3.3	56.7	2.8	1.2
The school management has enabled most of the teachers acquire teaching techniques suitable for learners with EBD	46.7	6.7	46.7	3.0	1.1
The school management invites resource persons on inclusive education to facilitate the teachers	26.7	3.3	70.0	2.6	0.8
The school management has invested in reading material on inclusive education	20.0	6.7	73.3	2.5	0.7
The school management collaborates with teachers in identification of learners with EBD	66.7	6.7	26.6	3.4	1.0
As a class teacher I know all the learners with EBD in my class	63.3	10.0	26.7	3.4	0.9
I have the necessary skills to do deal with academic difficulties encountered by learners with EBD	36.6	26.7	36.7	3.0	1.3
Aggregate Score				**2.9**	**1.0**

N = 30

In reference to Table 4.3, half (50%) of the class teachers refuted the statement that 'the school management is keen in facilitating all the teachers in acquiring knowledge and skills in special education'. However, 33.3% of teachers affirmed while 16.7% were undecided. This implied that despite the rising need of teachers who can effectively handle children with special needs in inclusive settings, most school management are yet to prioritize this critical gap. In the long run, learners with various difficulties are bound to lag behind their peers interms of behavior and academic performance. Similarly, the statement that 'the school management has enabled most of the teachers acquire skills on how to enhance prosocial behavior of learners with EBD was refuted by 56.7% of teachers while 40%

agreed. This showed that, as much as most school management were not supportive, some were assisting teachers to acquire the necessary skills in managing pupils behavior.

Most of the interviewed head teachers confirmed the scarcity of special needs education trained teachers. Furthermore, the few special needs trained teachers in general schools were reported to be in an effort to join their collegues in special schools who get special allowance. Most head teachers expressed their frustrations due to special education teachers turnover as exemplified by the following remark:

> For the last two years, three special needs education teachers have been posted to my school, but we have none currently…they use all means possible to move to a special school due to the hefty allowances awarded there…At this rate, we shall never be able to get specialized services from these teachers (head teacher 4).

The statement that the school management has enabled most of the teachers acquire teaching techniques suitable for learners with EBD elicited mixed reaction from the respondents. While 46.7% of teachers affirmed, the same percentage of teachers refuted to the statement. Lack of the necessary skills among teachers to result to brutal handling of disruptive EBD learners and thus aggravating their risky condition. Most of the class teachers (70%) disagreed that the school management invites resource persons on inclusive education to facilitate the teachers. This implied that most of the schools loose the opportunity of utilizing the experts in special needs education at relatively low cost. When teachers are trained within the school, costs of transport, hiring premises and subsistence can be drastically be reduced.

One of the head teacher confirmed that training of teachers on handling of learners with various disabilities is feasible at school level. The head teacher remarked, thus:

> The problem with learners with EBD is enormous in this region and waiting for the government to post special education teachers will not offer any solution soon….the school management should embark on capacity building of all teachers…for my case, I enlisted the expertise of two teachers from a neighbouring special education school…a 3 days workshop, equipped most teachers with adequate skills to manage most of special learners…(headteacher 2).

Similarly, another head teacher narrated how the only special needs education teacher in the school has been granted two hours in a week to brief teachers on the basics in screening, and intervention in behavior and learning for learners with EBD. Thus:

> …I noted there were so many conflicts between teachers, parents and pupils…arising defiant behavoiur and many learners with learning disability…most of the teachers were not able to handle this defiant learners and who in the past would have been handled in a restrictive special school…this when we actively involved our special education teacher who instructed a group of teachers to spearhead the intervention programme…..(headteacher 9)

There were also head teachers who indicated that despite their eagerness to equip all teachers with knowledge and skills in regard to learners with EBD, the nonchalance attitude among most of teachers often thwarted their initiatives. One of these head teachers lamented:

> To say the least…I have made an effort to ensure my teachers are competent in handling inclusive classes by sponsoring them for seminars,workshops, benchmarking in some private schools and even inviting lecturers from special education institutions. However, most of the teachers especially those above 40

years of age, show least interest. Most of them leave the workshop/seminar sessions after only 10 minutes, and leave for unknown errands. (head teacher 7).

The statement that the school management has invested in reading material on inclusive education was refuted by 73.3% of teachers. This implied that in most schools in Matayos Sub County, the level of investment in materials that may improve teachers knowledge in inclusive education is very low. However, 66.7% of teachers affirmed that the school management collaborates with teachers in identification of learners with EBD. Identification or screening of affected pupils is a major step in the planned interventions to to enhance behavior and academic achievement of the EBD learners. Thus, it would be prudent for schools management to embark on empowering teachers to give the necessary support to the identified learners with EBD. Most of the class teachers (63.3%) affirmed that they knew all the learners with EBD in their classrooms. However, it was ironical that only 36.6% of teachers felt that they had the necessary skills to do deal with academic difficulties encountered by learners with EBD. Teachers' lack of skills and self efficacy in dealing EBD learners could be a major drawback in the welfare of learners with EBD. Overall, teachers response had a mean of 2.9 and a standard deviation of 1.0, showing that capacity building of teachers in regard to learners with EBD and special education in general was not satisfactory.

4.5 Involvement of Parents in Learning of Pupils with EBD and Academic Performance

The second objective of the study was to assess the influence of involvement of parents in learning of pupils with EBD on their academic performance. To achieve the objective, a set of statements in form of five points Likert scale were posed to the class teachers (grade five) to indicate the extent to which they agreed or disagreed with them. The questionnaire

responses were coded such that strongly disagree (SD) was rated number 1 while strongly

agree (SA) was rated number 5. However, for easier interpretation, the responses were

collapsed into three columns of Agree (A), Undecided (U) and Disagree (D) as shown in

Table 4.4. Further the mean responses were computed such that: a mean response of above

3.0 was considered as agree while a mean of below 3.0 was considered as disagree. Table

4.4 shows the proportion of teacher respondents in various levels of agreement, the mean

and standard deviation.

Table 4.4: Involvement of Parents/Guardians in Learning of Pupils with EBD

Statement	A	U	D		
	%	%	%	Mean	SD
Our head teacher emphasizes on working closely with parents in order to enhance behavior and academic performance of learners with EBD	76.7	3.3	20.0	3.8	0.8
I personally know all the parents of learners with EBD in my class	60.0	6.7	33.3	3.3	1.2
I have the contacts of all the parents of learners with EBD in my class	43.3	13.3	43.3	3.0	1.3
We encourage parents/guardians to visit school frequently in order to share information on their pupils milestone	60.0	6.7	33.3	3.3	1.2
The school requires parents to ensure EBD learners have done their homework and make comments in the student's diary	26.7	6.6	66.7	2.6	0.9
In collaboration with parents, I keep comprehensive records of the learners with EBD behavior progression	33.3	10.0	56.7	2.8	0.9
Most parents are receptive towards the school effort to involve them in their children's learning	56.7	6.6	36.7	3.2	1.1
The school educates parents of learners with EBD on how to manage the challenges they encounter	30.0	3.3	66.7	2.6	0.7
Aggregate Score				**3.1**	**1.0**

N = 30

Table 4.4 shows that 76.7% of teachers agreed that their head teachers emphasize on

working closely with parents in order to enhance behavior and academic performance of

learners with EBD. This was a positive move taking into account that the the defiance,

disruptive, lack of concentration, depressive and other risky behaviors are not confined to school but also happen in home settings. Further, 60% of teachers affirmed that they personally know all the parents of learners with EBD in their classes. This implied that about 40% of teachers did not have personal acquaintance with all their learners' parents. It also implied that, though some head teachers emphasized on parents involvement, some teachers did little to actualize the directive. Further, less than half of class teachers indicated that they did not have the contacts of all the parents of learners with EBD in their classes. For efficient communication, it is imperative for teachers to be able to reach parents through their mobile phones and if possible email addresses.

The interviewed head teachers brought to the fore some of the challenges they encountered as they championed collaboration with parents as an intervention strategy of enhancing positive behavior and academic performance among the learners with EBD in Matayos Sub County. One of the head teacher commented, thus:

> Although some parents have been very receptive to our invitation to work closely in monitoring and supporting their children with EBD, some act as if they do not want to associated with their needy children. They fail to respond to message notes from teachers, they give the wrong contacts and send their representative for meetings….when such a parent child happen to be in a class with indifferent class teacher, the problem behavior is likely to exacerbate to dangerous level. (head teacher 8).

Nevertheless, 60% of teachers encourage parents/guardians to visit school frequently in order to share information on their pupils milestone. However, only 26.7% of teachers agreed that parents of learners with EBD are required to confirm homework attendance by commenting and signing the student's diary. Lack of involvement of parents in learners

homework and other types of school work is a major omission in learners with EBD intervention strategy. Apathy amon parents in regard to being keen in their children's school work prompted one head teacher to comment:

> Most of the parents seem to be always too busy to be our second eye especially for learners with EBD…some of these learners will hardly settle down to do an assignment and without parental intervention, the homework is never done or done haphazardly…escalating the conflicts with teachers…finally the pupil escapes from the hostile environment…(head teacher 1).

Further, 56.7% of teachers indicated that they do not collaborate with parents to keep comprehensive records of the learners with EBD behavior progression. Some of the interviewed head teachers indicated that health and conduct reports are not well done in upper primary (grade 4 to 8) as in lower primary (grade 1 to preschool). A head teacher lamented:

> …if class teachers in upper primary were more keen in learners' behavior progression and administer intervention remedy at each stage, some of the learners with severe EBD condition could have been rehabilitated by now…(head teacher 4).

However, 56.7% of teachers affirmed that most parents are receptive towards the school effort to involve them in their children's learning. Teachers should thus, utilize the parents' positive inclination to their childrens school work and get them more involved.

Most of the class teachers (66.7%) refuted that parents of learners with EBD do receive some enlightment inform of information in regard to their childrens condition. Teachers are more likely to research and get updated information on EBD and which can be passed to the parents. Collaboration between parents and teachers in dissemination of vital

information about EBD, is one of the effective strategy to ensure behavior modification and academic excellence. Overall the teachers' mean response on parents involvement in pupils learning was 3.1 showing that there is still more to be done in order to involve parents for effective intervention on learners with EBD.

4.6 School Behavioral Support System for Learners with EBD and Academic Performance of Learners

The third objective of the study was to establish the influence of behavioral support system on academic performance of learners with EBD in public primary schools in Matayos Sub County. To achieve the objective, a set of statements in form of five points Likert scale were posed to the class teachers (grade five) to indicate the extent to which they agreed or disagreed with them. The questionnaire responses were coded such that strongly disagree (SD) was rated number 1 while strongly agree (SA) was rated number 5. However, for easier interpretation, the responses were collapsed into three columns of Agree (A), Undecided (U) and Disagree (D) as shown in Table 4.5. Further the mean responses were computed such that: a mean response of above 3.0 was considered as agree while a mean of below 3.0 was considered as disagree. Table 4.5 shows the proportion of teacher respondents in various levels of agreement, the mean and standard deviation.

Table 4.5: School Behavioral Support System for Learners with EBD

Statement	A %	U %	D %	Mean	SD
The expected behavior for all students is clearly stated in my school	56.7	3.3	40.0	3.1	1.2
The expected behavior is witten and well displayed for pupils and teachers to see	40.0	6.7	53.3	2.9	1.1
A hierarchal reprimand and consequences is clear to all members in my school	16.7	3.3	80.0	2.4	0.6
There are clearly set procedures to manage class during transition periods such as lunch, P.E. and after classes	30.0	6.7	63.3	2.7	0.9
Learners with severe EBD are singled out for remedial work in academics	40.0	6.7	56.7	2.8	1.1
There is a system of peer support in behavior in our school	40.0	6.7	56.7	2.8	1.1
Positive bahaviour is normally reinforced through rewards	46.7	10.0	43.3	3.0	1.2
I modify the normal curriculum to cater for learners with EBD such as allowing more time to finsh a task	30.0	6.7	63.3	2.7	0.9
As the class teacher, I update teachers on the vital information in regard to special learners in my class	66.7	3.3	30.0	3.4	0.8
Special needs learners in my class are instructed on self management and social skills	43.3	3.3	53.3	2.6	1.1
Aggregate Score				**2.8**	**1.0**

N = 30

In reference to Table 4.5, over half of class teachers affirmed that the expected behavior for all students is clearly stated in their schools. The response was however varied in that 40% of respondents disagreed with a mean of 3.1 and a relatively high standard deviation of 1.2. Making clear the expected behavior for all pupils is one way of managing discipline and minimizing disruptive behaviours in school. In a related statement, 53.3% of teachers disagreed to the statement that 'the expected behavior is witten and well displayed for pupils and teachers to see'. This implied that though some schools had well stated behavior pattern, they were not well displayed.Well written and displayed expected behavior,

enables not only the new comers to get easily assimilated to the school community but also serves as a constant reminder to all school members of the expected code of conduct.

Majority of class teachers (80%) disagreed that a hierarchal reprimand and consequences is clear to all members in their schools. A clearly stated consequence of a certain infraction can sometimes act as a potent deterrent to errant pupils. Furthermore, a clear reprimand system reduces conflicts with parents and other stake holders as the due process is subjected to their children. Most class teachers (63.3%) also indicated that there are no clearly stated procedures to manage class during transition periods such as lunch, P.E. and after classes. This implied that in most schools in Matayos sub county, teachers are not practicing the evidence based strategies in a bid to manage and improve academic performance in an inclusive setting.

The statement that 'learners with severe EBD are singled out for remedial work in academics' elicited varied reaction from class teachers. While 40 % agreed, 56.7% disagreed with a mean of 2.8 and a relatively high standard deviation of 1.1. This implied that though some teachers identified learners with EBD, they had not taken the initiative of assisting them as a needy group as recommended in a three tire intervention strategy. Similarly, 40% of class teachers affirmed while 56.7% refuted that there was a system of peer support in behavior and academic work in their schools. Thus, it was clear that there were some schools in Matayos Sub County in which the school management had taken the initiative of employing the evidence based strategies to ensure that learners with special needs and especially the EBD category have been assisted to the benefit of all. Nevertheless, 46.7% of class teachers affirmed that positive bahaviour is normally reinforced through rewards in their schools while 43.3% disagreed.

In regard to curriculum modification to cater for learners with EBD, only 30% of teachers indicated that they practice. This implied that most of the teachers implemented the curriculum as if all pupils had the same abilities and thus alienating pupils who may in need of more time for a certain task, encouragement through extra attention such putting a tick in red and many others. Lack of curriculum modification to fit learners with EBD was also noted by the interviewed head teachers and who attributed it to high pupil/teacher ratio, poor infrastructure and inadequate teaching and learning materials. One of the heateacher commented, thus:

> …I understand my teachers well…some are willing to remedial classes and counselling to learners with emotional disorders but after dealing with the high number of learners with different issues, they are usually exhausted and can hardly manage more tasks. The government to consider employing more teachers or engage a support teacher. (head teacher 7)

Further, 53.3% of class teachers refuted that special needs learners are instructed on self management and social skills. Nonetheless, 43.3% of class teachers representing over 40% of the schools did equip the special needs learners with self management and social skills. Such an endevour demonstrates the care and empathy towards the affected pupils and which can prove to be a successive intervention with a large section of EBD learners.

The statement that 'as the class teacher, I update teachers on the vital information in regard to special learners in my class' was affirmed by 66.7% of class teachers. This implied that in most schools, teachers embraced the spirit of common responsibility. By furnishing teachers with vital information in regard to pupils who are likely to present externalizing behavior disorders such as disruption, aggression and defiance or internalizing behavior

disorders such as a general pervasive mood of unhappiness or depression, and a tendency to develop physical symptoms or fears associated with personal/school problems, effective class management for meaningful learning is possible. However, some of the interviewed head teachers observed that some teachers act unprofessionally by using unkind words towards the needy pupils after getting information about their condition. This often lead to stigmatization of the affected learners resulting to worsening of their condition, low academic performance and dissertion. A headteacher commented:

> Sometimes I prefer keeping the detailed information of some pupils confidential…some teachers will twist any well intentioned report and come up with weired stories as they give causes of the pupil condition…some parents get to know such stories and the ensuing confrontation is usually ugly… (head teacher 2)

Overall, teachers response on statements about school behavioral support system for learners with EBD had a mean of 2.8 with a standard deviation of 1.0 implying that most of the schools in Matayos Sub County were yet to fully embrace the research evidence based behavior support system.

4.6.1 Methods for Screening Learners for EBD

Identifying students at risk for EBD before behaviors become maladaptive and entrenched to the extent of being recommended juvenile seclusion is very important. Identification will also inform the type of intervention undertaken by teachers. As such, the study sought to establish the various methods used for screening learners for EBD in public primary schools in Matayos Sub County. Figure 4.5 depicts the finding.
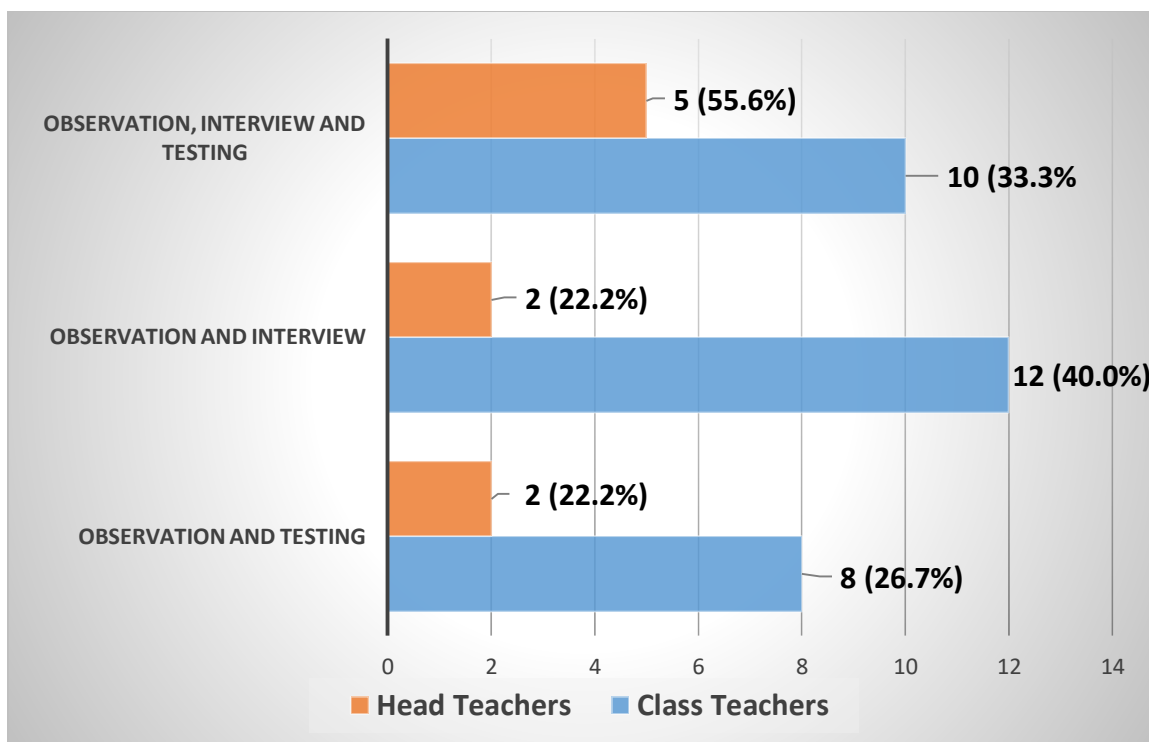
Figure 4.5: Methods used for Screening Learners for EBD

It is evident from Figure 4.5 that the methods used in identification of learners with EBD were confined to observation, interviewing and testing. Most of the head teachers (55.6%), indicated that identification was achieved through observation, testing and interview while the highest number of teachers (40.0%) indicated observation and interview only. The interviewed head teachers inicated that through observation, learners who presented persistent externalizing, internalizing or cormobid behaviours were noted. Further scrutiny was normally done in regard to their performance and for some, the parents were invited to give more information on their behavior since the infancy stages. It was however, instructive to note that both teachers and head teachers in public primary schools in Matayos Sub County never used some of the universal screening methods for leaners with EBD such as the aforementioned Systematic Screening for Behavior Disorders (SSBD), Student Risk Screening Scale (SRSS) and Strengths and Difficulties Questionnaire (SDQ).

When the universally tested methods are used with fidelity, they have a higher probability of identifying all the learners with EBD than other methods.

4.6.2 Behaviour Intervention Systems used by Teachers

The study also sought to establish the the various behavior intervention systems used by teachers in a bid to enhance prosocial behavior and academic performance among learners withEBD. Figure 4.6 depicts the findings.
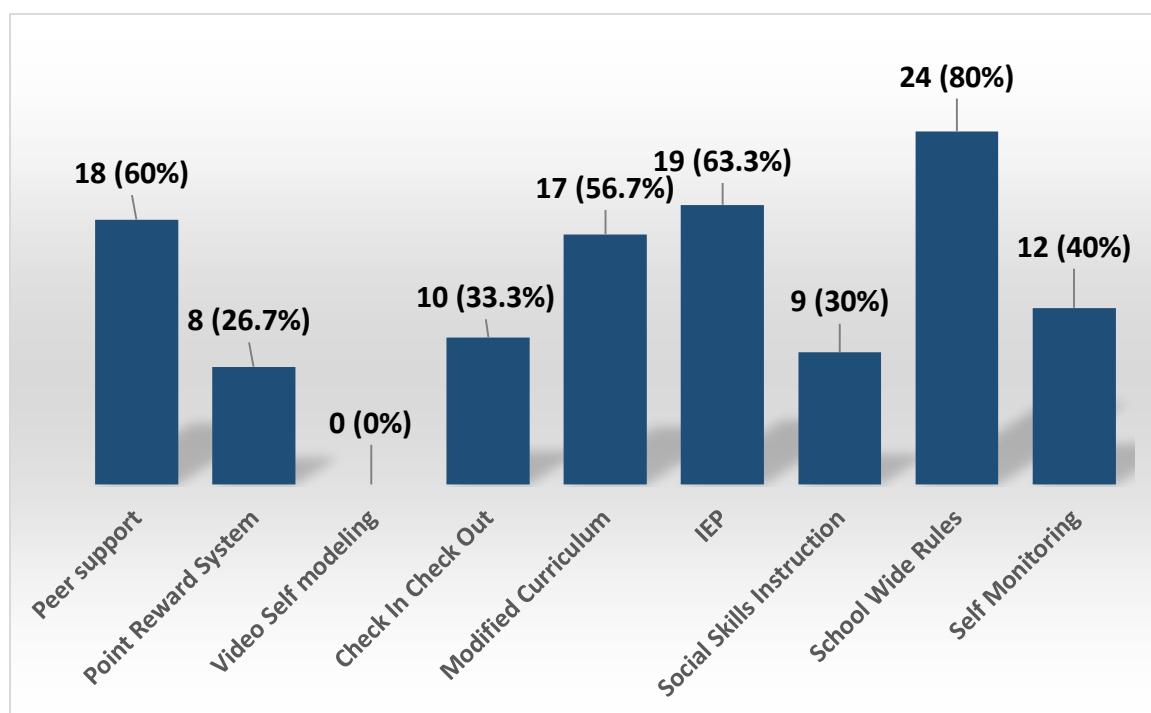
Figure 4.6: Behaviour Support Systems used by Teachers

Figure 4.6 shows that peer support (60%), modified curriculum (56,7%), IEP (63.3%) and school wide rules (80%) were the most applied interventions. On the other hand, less than 50% of class teachers indicated they had used each of the other methods-the point reward system, check in check out, social skills instruction and self monitoring. Further, it was noted that there was no school that used video self modeling. However, some head teachers noted with concern that, though some teachers initiated the use of some of these

intervention methods, fidelity and consistency lacked and the interventions finally failed to accomplish the set objectives.

4.7 Learners with EBD Academic Performance

The study dependent variable (learners with EBD academic performance) was captured by considering the mean performance of each pupil in the last three termly examinations. The class mean mark and the mean mark of all pupils with EBD in standard five in each of 30 primary schools was then computed. Since the examinations considered were not common in all schools, the mean scores for learners with EBD were converted to Z scores. The resulting Zee scores were further converted to T scores ($T = 10Z + 50$) in order to get rid of negatives and decimals. Thus, the dependent variable was in form of T scores. Table 4.6 depicts the summarized findings.

Table 4 1: Class Five 2017 Mean Academic Performance in the Sampled Schools

S/No	School	Class 5 Mean Mark	Number of Pupils with EBD	PH Pupils Mean Mark	Z Score	T Score
1	A	264.7	5	245.4	-0.8	42
2	B	247.7	7	256.3	1.6	66
3	C	260.5	8	264.8	2.8	78
4	D	210.2	3	200.3	-1.5	35
5	E	280.6	5	230.7	-0.5	45
6	F	250.4	7	220.4	-2.1	29
7	G	273.6	5	280.1	2.6	76
8	H	282.9	8	260.5	-0.8	42
9	I	267.8	6	250.8	-0.2	48
10	J	236.5	5	279.0	2.4	74
11	K	220.6	4	256.4	1.4	64
12	L	261.6	2	210.2	-1.7	33
13	M	244.6	5	230.6	-0.3	47
14	N	288.4	6	246.4	-1.0	40
15	O	243.8	3	272.8	2.6	76
16	P	262.4	4	200.5	-1.7	33
17	Q	330.8	6	340.1	2.2	72
18	R	360.2	5	354.8	-0.4	46
19	S	288.1	7	220.7	-0.9	41
20	T	244.4	3	214.8	-1.1	39
21	U	332.0	6	296.3	-0.2	48
22	V	270.9	8	216.5	-2.6	24
23	W	358.0	5	360.6	1.9	69
24	X	285.5	4	252.8	-0.6	44
25	Y	393.7	7	388.7	-0.3	47
26	Z	378.3	4	361.3	-0.5	45
27	AA	258.2	8	201.4	-2.4	26
28	BB	249.6	7	252.5	1.8	68
29	CC	300.0	4	218.9	-2.8	22
30	DD	368.5	6	370.2	0.2	52

Table 4.6 shows that in 20 schools constituting 66.7%, the mean mark for learners with EBD was below the class mean. This implied that learners with EBD were encountering various challenges that impacted negatively in their academic performance. However, it was noteworthy that despite the challenges encountered in an inclusive settings, some learners with EBD mean mark in some schools was quite higher than the class mean. That

portrayed a differential in approach to learners with EBD issues in Matayos Sub County. Therefore, this study embarked on establishing the influence of the strategies undertaken by various school management geared to enhance pupils with EBD academic performance.

4.8 Hypotheses Testing

The study applied multiple regression analysis to ascertain both the composite and relative influence of the three independent variables in this study on the dependent variable (the learners with EBD academic performance). The mean values associated with the study's three variables (capacity building of teachers, parents' involvement and school behavior system) were regressed against learners with EBD academic performance. Tables 4.7, 4.8 and 4.9 depict the summary of multiple regression analysis.

Table 4.7: Multiple Regression Model Summary

Model	R	R^2	Adjusted R^2	Standard error of the estimate
1	0.814	0.661	0.598	0.3956

Predictors: (constant), Teachers' capacity building, Parents' involvement, school behavior support system
Dependent variable: Pupils with EBD Academic Performance

Table 4.7, shows that the multiple correlation coefficient R and which is the correlation between the observed values of dependent variable and the values predicted by the multiple regression model, had a value of 0.814. This meant that there was a very strong positive correlation between the predicted and observed values of the OVC academic performance.

The coefficient of determination R^2 which is the proportion of variance in the dependent variable that can be explained by the independent variables was found to be 0.661 implying that 66.1 % of variance in the pupils with EBD academic performance was explained by

the extent of teachers' capacity building, level of parents involvement and the school behavior support system.

Table 4.8: Multiple Regression Model Significance (ANOVA)

	Model	Sum of Squares	df*	Mean Square	F	Sig.
1	Regression	19.037	3	6.346	17.128	0.008
	Residual	9.632	26	0.3705		
	Total	**28.669**	**29**			

df*- degrees of freedom.

Table 4.8 shows the analysis of variance (ANOVA) output. The F-ratio in the ANOVA table tests whether the overall regression model is a good fit for the data. That is, the ANOVA shows whether the model, overall, results in a significantly good degree of prediction of the outcome variable. The table shows that the joint independent variables statistically significantly predict the dependent variable, $F(3, 26) = 17.128$, $p < 0.05$ and that other variables not included in this model may have accounted for the remaining variance. Thus, the regression model was a good fit for the data.

Table 4.9: Summary of Multiple Regression Model Coefficients

		Unstandardized Coefficients		Standardized Coefficients		
Model		Beta	Std. Error	Beta	t	Sig. value
1	(Constant)	.234	0.102		2.24	0.054
	Teachers' capacity building	.522	0.146	0.498	4.507	0.002
	Parents involvement	.324	0.128	0.215	2.401	0.014
	School behavior support system	.485	0.147	0.417	4.026	0.007

Dependent variable: Pupils with EBD Academic Performance

Table 4.9 reveals the relative contribution of the three independent variables to the dependent variable, expressed as beta weights. The positive value of the effects of class teacher's capacity building, parents' involvement and the school behavior support system implies that the pupils' academic performance is actually determined by positive reinforcement of these three variables. The regression model capturing the hypothesized relationship was given as: $Y = \beta_0 + \beta_{1x1} + \beta_{2x2} + \beta_{3x3} + \varepsilon$ and where y = pupils' with EBD academic performance, x_1 = level of class teacher's capacity building, x_2 = parents' involvement in pupils with EBD learning, x_3 = school behavior support system while ε is the error term. Assuming the error term ε to be zero and substituting the unstandardized coefficients β values, the estimated multiple regression equation becomes: $y = 0.234 + 0.522\, x_1 + 0.324\, x_2 + 0.485 x_3$.

The β values indicate the individual contribution of each predictor to the model if the effects of all other predictors are held constant. Thus, when class teachers' level of capacity building increases positively by one unit, pupils' with EBD academic performance increases by 0.522 units ($\beta = 0.522$) while holding the other factors constant. Similarly, when the parents' involvement in pupils learning improves by one unit the learners with EBD academic performance increases by 0.324 units ($\beta = 0.324$) while holding the other factors constant and so on.

In order to have direct comparison and better insight into the importance of predictors, the standardized β values that do not depend on the units of measurement of variables were used. The standardized beta values give the number of standard deviation that learners with EBD academic performance will change as a result of one standard deviation change in the predictor. Accordingly, Table 4.9 shows that capacity building of teachers in special needs

education had the most significant relative contribution to the prediction of pupils' with EBD academic performance ($\beta = 0.498$) followed by the school behavior support system ($\beta = 0.417$) while the parents involvement in pupils with EBD learning had the least influence ($\beta = 0.215$).

In order to test the study's three formulated hypotheses, the *t* statistic that tests whether a *B* value is significantly different from zero ($H_0: \beta = o$) was considered (refer to Table 4.9).

HO$_1$: Teachers' capacity building in management of pupils with EBD has no statistically significant influence on pupils' academic performance in public primary schools in Matayos Sub County.

As shown in Table 4.9, the unstandardized beta value for the level of teachers involvement was significantly greater than zero ($\beta = 0.522$, t = 4.507, $p < 0.05$). Subsequently, the null hypothesis was rejected, hence, the class teachers' capacity building in management of pupils with EBD had a significant influence on pupils with EBD academic performance in public primary schools in Matayos Sub County. This implied that pupils with EBD in schools where the school management was proactive in capacity building of techers had better academic performance.

HO$_2$: Involvement of parents in learning of pupils with EBD has no statistically significant influence on their academic performance in public primary schools in Matayos Sub County.

In reference to Table 4.9, the unstandardized beta value for the involvement of parents in learning of pupils with EBD learning was found to be significantly greater than zero ($\beta = 0.324$, t = 2.401, $p < 0.05$). Subsequently, the null hypothesis was rejected, hence, the involvement of parent had a significant influence on learners with EBD academic performance in public primary schools in Matayos Sub County. This implied that learners

with EBD in schools where parents worked closely with teachers were better placed to perform well in academics.

HO₃: Behavioral support system has no statistically significant influence on academic performance of pupils with EBD in public primary schools in Matayos Sub County. As evident from Table 4.9, the unstandardized beta value for the school behavior support system was significantly greater than zero ($\beta = 0.485$, t = 4.026, $p < 0.05$). Subsequently, the null hypothesis was rejected, hence, the school behavior support system had a significant influence on pupils with EBD academic performance in public primary schools in Matayos Sub County, Busia County. This implied that learners with EBD in schools where the school behavior support system is effective, performed better in their academic work.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the findings as per research objectives, summary of

the findings, and conclusions derived from the findings and discussion. The chapter closes

with the recommendations as per the objectives and suggestions of areas of further study.

The purpose of the study was to establish the influence of management strategies on pupils

with emotional and behavioral disorder (EBD) academic performance in Matayos Sub

County, Busia County.

5.2 Discussion

This section discusses the results and analysis done in chapter four as per the study's three

objectives.

5.2.1 Influence of Teachers Capacity Building on Pupils with EBD Academic

Performance

In reference to Table 4.3, half (50%) of the class teachers indicated that the school

management was not keen in facilitating all the teachers in acquiring knowledge and skills

in special education. In a similar study, Ocholla et al., (2017) noted that since the onset of

free primary education in Kenya in 2003, there has been an upsurge of pupils with EBD in

general schools. Thus, it is unfortunate that despite the increase in learners with problem

behavior, most head teachers have remained nonchalance in Matayos Sub County. The

study finding was also similar to Mboya et al., (2016) whose study established that most

head teachers in public primary schools in Siaya County complained of acute shortage of

trained personnel and large classes but took no initiative to remedy the situation. Mboya et

al., (2016) recommended that the TSC should in service teachers on ways of modifying the

curriculum to suit the learners with EBD. Further, it was recommended that the government should employ at least one professional counsellor in every school to guide and counsel the EBD learners. However, it is instructive to note due to the large number of special needs education teachers needed coutry wide, the solution from TSC may not be feasible and thus, the school management alternative strategy becomes a better consideration.

Results from Table 4.3 also showed that most teachers (56.7%) indicated that the school management had not enabled them to enhance prosocial behavior and acquire modified teaching techniques appropriate for the learning of learners with EBD. Both headteachers and teachers indicated that they mostly concentrate on uplifting the school mean performance due to pressure from the school community and thus moulding of learners with EBD behavior becomes secondary. Their approach is contrary to lugt (2007) and Gage et al., (2017) finding that problem behavior has a negative influence on academic achievement and that underachievement produces consequences that foster inappropriate behavior. In other words, they demonstrated that academic underachievement and problem behavior engage in a reciprocal relationship that has a short-term and longterm impact on students' future outcomes. Therefore, enhancement of academic performance and promotion of prosocial behavior among learners with EBD should happen concomitant in order to realize sustainable positive outcome.

The statements that the school management invites resource persons to facilitate teachers on inclusive education and that it invests in reading material on inclusive education was refuted by 70.0% and 73.3% of teachers respectively. This meant that most of the teachers in Matayos Sub County had inadequate exposure to teaching approaches and techniques that were appropriate in an inclusive classroom setting. This finding was contrary to Tirado (2016) who submitted that professional development that is meaningful to teachers is a key

component in general educators being able to positively work with students who are identified as EBD. Similarly, in support of prioritizing professional development, Vorapanya and Dunlap (2014) emphasizes that for teachers, engagement in professional development is a function of the school environment, which includes leadership, the institutional structure, school climate, and accountability practices. Additionally, teachers are likely to be more involved in professional development if the value and expectation of improvement is a school management driven strategy. Further, use of knowledgeable peers from within or outside the school as a resource person is highly recommended. When collaboration is high within teacher communities, and teachers are eager to exchange ideas, professional development may be more common and viewed as an extension of professional learning (Vorapanya & Dunlap, 2014; Voigt-Zabinski, 2017).

Most of the teachers (66.7%) affirmed that the school management collaborates with teachers in identification of learners with EBD. Identification or screening of affected pupils is a major step as teachers and school management plan for appropriate intervention strategies to enhance behavior and academic achievement of the EBD learners. Cognate to the finding, Gathua (2015) found that the school management spearheaded the process of identifying learners with EBD using one or a combination of several methods. These methods include, observation, interviewing, testing, critical thinking and medical evaluation. However, Gathua (2015) concluded that the observation method which was mostly used by teachers to identify learners with EBDs was not effective since it majory anchored on externalizing behavior and thus having a possibility of skipping some learners with internalizing behavior disorders. Most of the class teachers (63.3%) affirmed that they knew all the learners with EBD in their classrooms. However, it was ironical that only 36.6% of teachers felt that they had the necessary skills to do deal with academic

difficulties encountered by learners with EBD. Consistent with the finding, Burnett (2010) and Soelberg (2013) caution that professional development also depends on individual perceptions of self-efficacy, capacity, individual growth and self-improvement. Thus, professional development with standing, teachers who lack self-efficacy may always feel inadequate to deal with EBD learners.

Reffering to Table 4.9, the class teachers' capacity building in management of pupils with EBD as on of school management strategy, was found to have a significant influence on pupils with EBD academic performance in public primary schools in Matayos Sub County ($\beta = 0.522$, t = 4.507, $p < 0.05$). Cognate to the finding, Stoutjesdijk (2013) and Adix (2014) found a strong relationship between teachers professional development in regard to learners with EBD and their academic performance. Also in cognizance of this fact, Mboya et al., (2016) recommended modifying the curriculum to suit the learners with EBD, and a continuous capacity building to general education teachers on the ways of identifying and managing the learners who EBD. In order to effect such changes, the school management should take a leading role and not rely on TSC as most past studies in Kenya have suggested.

5.2.2 Influence of Involving Parents of Pupils with EBD Learning on Academic Performance

As noted in Table 4.4, most of the class teachers constituting 76.7% indicated that their head teachers emphasize on working closely with parents in order to enhance positive behavior and academic performance of learners with EBD. The head teachers action augers well with the notion that the reciprocal interaction between children and their environment can affect their development (Bronfenbrenner,1989, 2005; Bronfenbrenner & Morris, 1998). Janzen (2014) posit that certain environmental interactions such as peer rejection

and problematic parent-child relationships can result to the development of emotional and behavioral disorders. These emotional and behavioral disorders can regress or progress depending on relationships occurring within the child's environment. Thus, Janzen (2014) concludes that when parents and teachers become involved, especially when they work together to set mutual goals to help with success, children with emotional and behavioral disorders may see improvements in their problem behaviors, experience more successful achievement in academics, and develop in a direction that is more normative rather than problematic.

The study also found that 60% of teachers personally knew all the parents of learners with EBD in their classes. This implied that about 40% of class teachers had no acquaintance with a certain group of parents in their classes. The finding was contrary to Fettig and Ostrosky (2011) who asserted that since families play a key role in shaping and maintaining problem behavior, it is imperative for the behavior problems to be be evaluated in the context of parent-child interactions. Thus, getting acquinted to parents and involving them in designing interventions to treat pupils' challenging behaviors becomes logical. Fettig and Ostrosky (2011) further emphasizes that parents being experts on their children and about their family's culture and ecology, their involvement in teacher-pupil recovery itinerary is inevitable.

In regard to contacting parents, 43.3 % of class teachers affirmed that they had contacts of all the parents of learners with EBD in their classes while equal percentage of class teachers indicated to the contrary. This implied that a large section of teachers could not communicate promptly as the need arose-a major set back in parents of learners with EBD involvement in their learning and academic excellence. This finding was inconsistent with Mihalas et al., (2009) and Wagner et al., (2005) finding that constant communication

between teachers and parents of pupils with EBD is crucial due to the fact that this category of learners have a reduced desire to be in school and are more prone to truancy and drop out than children with more normative behaviors. The reduced desire is precipitated by lower academic functioning such as cognition, attention, and participation. In addition, children with EBD experience social difficulties in school that center primarily around peer relationships (Mihalas et al., 2009). Nevertheless, 60% of teachers encourage parents/guardians to visit school frequently in order to share information on their pupils milestone.

Communication between parents and teachers can however, be thwarted by parents who feel stigmatized by the child condition. Some of the interviewed head teachers expressed misgivings of parents who resisted teachers endearment of close involvement, and thus jeopardizing the positive progression of the child. The study findings also revealed that most of the schools (66.7%) did not require parents to ensure EBD learners have done their homework and make comments in the student's diary. The finding was incongruent with most of evidence based practices. For instance, using time-lagged growth models, Domina (2005) cited in McCormick et al., (2013) found that parent involvement activities like homework help and school volunteering predicted lower levels of future behavior problems for elementary school children, relative to parents who did not engage in these activities. Similarly, Altschul (2011) and Banerjee et al., (2011) aver that parents can be involved with their child's schooling by helping with and checking homework, buying educational resources, and volunteering in and out of the classroom for class related activities. Thus, it was evident that schools managements in Matayos sub county were doing a disservice to learners with EBD by not requiring parents to get involved in their home work.

More than half of class teachers (56.7%) disagreed that they collaborate with parents to keep comprehensive records of the learners with EBD behavior progression. Teachers' failure to collaborate with teachers in tracking the learner with EBD health, behavior and academic trajectory will definitely jeopardise the intervention measures. Connell et al., (2008) posit that lack of close communication and progress tracking is even more tricky when the learner has internalizing and comorbid disorders. For instance, both the teacher and parents may assume a pupil who retreats to covert behaviours is on the way to maturity and improvement, when in actual sense the pupil is in depression. Gage et al., (2017) submit that for an EBD learner, teacher-parent collaboration and exchange of notes should be deep and recommends a check in check out intervention strategy for most of the learners in that category. It was however, established that some head teachers in Matayos Sub County ocassionally organized meetings between parents of learners with special needs and class teachers and which they regard to have enhanced prosocial behavior and academic performance.

Most of class teachers (66.7%) refuted that the school educates parents of learners with EBD on how to manage the challenges they encounter. While all the interviewed head teachers indicated they had no online platform for dissemination of vital information to parents, Janzen (2014) noted that there was a self-study program designed as an online resource accessible through Kansas State Research and Extension in USA. Through the programme, parents are able to get information about EBD and about what children with EBD may be experiencing. In addition, it guides parents on various ways to get involved in their children's school work and lives. This acquisition of knowledge is necessary to prevent the development or progression of problem behaviors associated with EBD in order to increase success and produce behavior improvement by creating and maintaining

positive parent involvement. The current global explosion of information communication technology has necessited almost all people to own a smart phone. It thus, possible for school management to use an online resource and educate parents in regard to emotional behavioral disorders.

Overall the study findings showed that the teachers' mean response on parents involvement in pupils learning was 3.1 with a standard deviation of 1.0. This meant involvement of parents in learners with EBD learning was just moderate and in order to realize the full potential of parents involvement, the schools management in Matayos Sub County had to put more effort. However, from Table 4.9, involvement of parent was found to have a significant influence on learners with EBD academic performance in public primary schools in Matayos Sub County (($\beta = 0.324$, t = 2.401, $p < 0.05$). This implied that learners with EBD in schools where parents worked closely with teachers were better placed to perform well in academics. The finding corroborates some past studies that found that there exists a positive association between parents' involvement in their children education and academic outcome (Brown et al., 2011, Hill & Tyson, 2009). However, a longitudinal examination of parent involvement across a nationally representative sample of first, third, and fifth graders in USA by El Nokali et al., (2010) found that while involvement did not predict increases in academic achievement, it did predict declines in problem behaviors.

5.2.3 Influence of the School Behaviour Support System on Pupils with EBD Academic Performance

As evident in Table 4.5, 56.7% of class teachers affirmed that the expected behavior for all students is clearly stated in their schools while 40% of them disagreed with a mean of 3.1 and a relatively high standard deviation of 1.2. This implied that there was a significant number of schools in which the pupils expected behavior was not clearly stated. Studies by

Barber (2003) found that one of the most important intervention strategies for students with EBD is a behavior management system. Barber (2003) postulated that effective behavior management principles are linked to academic and behavioral gains. McCurdy et al., (2016) and Soelberg (2013) observe that schools where the expected behavior is made explicit to all students by printing, reminding them verbally and modelling, problem behavior is minimized. Thus making clear the expected behavior for all pupils is one way of managing discipline and minimizing disruptive behaviours in school. In a related statement, 53.3% of teachers disagreed to the statement that 'the expected behavior is witten and well displayed for pupils and teachers to see'. This implied that though some schools had well stated behavior pattern, they were not well displayed. This was confirmed by some of the interviewed head teachers who indicated that all new students are given two copies of the shool rules and regulations in which one is signed and retained in the office and the other is kept by the student.

As noted by Bond (2017), learners with EBD are more likely to adapt the correct behavior when it is made more explicit and modelled and as such class teachers can endevour to practice a behavior support system at class level, subject level and finally at indivualized level. Thus, individual students should have behavioral (and social) goals specified in their IEPs, but classroom teachers should have a class-wide system in place as well. In support of class-wide system, Gunter et al., (2002) observes that the class behavior is affected by the set classroom procedure routine, effective instructional delivery and structures for a variety of instructional activities. Therefore, there was a need for the head teachers and class teachers in public schools in Matayos Sub County, to post copies of printed expected behaviours to strategic places in the school compound. In doing so it could enhance peer behavior modification interventions amd self monitoring for all the pupils.

In reference to Table 4.3, the statement that 'hierarchal reprimand and consequences is clear to all members in my school' was overwhelmingly rejected by 80.0% of class teachers. This finding was in contradiction to Barber (2003), Bond (2017) and Ortega (2018) who all found that to provide consistency, a behavioral support system should first have a list of four or five positively stated rules. Further, the rules need to be stated in terms of observable behavior, and be posted where all class members can see them. Secondly, there should be a hierarchal reprimand/consequence system such as nonverbal warning, verbal warning, loss of recess/center time, referral, callhome, and parent conference. Thus, in order to enhance prosocial behavior and academic excellence among EBD and learners in general, school managements should be proactive evidence based strategies.

Over 60% of class teachers indicated that there are no clearly set procedures to manage class during transition periods such as break lunch, and physical education time. It is during transition that learners with EBD tend to be more disruptive and display of aggression that may hurt other children and themselves. The finding was inconsistent with Ortega (2018) finding that consistency of set procedures helps the EBD child know what to do and what is acceptable to do in various situations or times of need.

Class teachers had a varied reaction in regard to the statement that 'learners with severe EBD are singled out for remedial work in academics'. While 40 % of teachers agreed, 56.7% disagreed with a mean of 2.8 and a relatively high standard deviation of 1.1. This implied that though some teachers identified learners with EBD, they had not taken the initiative of assisting them as a needy group. The practice was a departure from the evidence based school wide positive behavioral intervention and support (SWPBIS) that incorporates systems-level problem solving to improve behavior across the school. McCurdy et al., (2016) and Simomsen and Sugai (2013) explicates that the SWPBIS

second tier should target the learners with EBD since the intervention is done for students who do not respond to first tier supports. Strategies used at this level include small group instruction in self-management and social skill, and Check In/Check Out (CICO) intervention system. Thus, inorder for the inclusive education to realize the intended objectives of providing quality education to all learners in the unrestrictive settings, intervention for EBD learners coupled with IEP should be adapted.

Similarly, 40% of class teachers affirmed while 56.7% refuted that there was a system of peer support in behavior and academic work in their schools. Thus, it was clear that there were some schools in Matayos Sub County in which the school management had taken the initiative of employing the peer support approach to ensure that learners with special needs and especially the EBD category have been assisted through their peers. Use of peer support was consistent with Barber (2003), Heward (2013), and Muhoro (2013) who found it to be an effective means of productive positive academic and behaviour outcomes in learners with EBD. In particular Muhoro (2013) found that class-wide peer tutoring (CWPT) enhanced academic performance of learners with EBD as well as social adjustment in Kandara Sub County, Murang'a County. Peer support intervention is a relatively simple method which does not need neither a lot of expertise nor expense for both pupils and teachers, and as such, the schools management in Matayos Sub County should embrace it as a feasible intervention.

Referring to Table 4.3, there was a mixed reaction on the statement that positive bahaviour is normally reinforced through rewards. While 46.7% of teachers agreed, 43.3 refuted to the existence of behavior reinforcement in their schools. Campbell and Anderson (2011) and Chafouleas (2011) recommends behavior reinforcement through rewards in form of praise or tangible items in order to increase its probability of recurring. The statement that

'i modify the normal curriculum to cater for learners with EBD such as allowing more time to finsh a task' was refuted by 63.3% of respondents. The finding was contrary to Gathua (2015) who found that out that most of the teachers public primary schools in Thika Sub County were familiar with environmental management such as time and transition management, school/class routines and standards. The interviewed head teachers, however, vindicated the teachers action citing the heavy workload, poor class room structures and high pupil teacher ratio.

Most of the class teachers (66.7%) affirmed that they do update teachers on the vital information in regard to special learners in their classes. This was indicative of a positive move towards team work, a hall mark to the success of most of intervention programs such as CICO (McCurdy et al., 2016; Simomsen & Sugai (2013). However, some of the interviewed head teachers in the current study, indicted some teachers of perpetuating stigmatization and alienation of the affected pupils after getting the details of their disability. Anderson and Spaulding (2007) as cited in Burnett (2010) provided universal strategies that may benefit the classroom management of students. According to Anderson and Spaulding, there are universal strategies which can be applied in a classroom to achieve a consistent, proactive approach for all students regardless of their weaknesses. Successful teaching of universal strategies requires educators to define and teach the expected behavior, acknowledge students for exhibiting pro-social behavior, and respond to discipline problems in a fair and consistent manner. Thus, it was found imperative for the management to hold periodical briefs and remind and build consensus with all the teachers to spport any intervention program in the school.

Over half of the class teachers (53.3%), refuted that special needs learners in their classes are instructed on self management and social skills while 43.3% agreed. These percentages

implied that in some schools, learners were never prepared for the various challenges encountered in school environment, home as well as in the larger community. This can be even tougher for learners with EBD (Chafouleas, 2011). The school management should also purpose and invest in evidence bsed self management or self modeling intervention programmes. Head teachers and teachers should take advantage of the fast advancing technology and put into practice the varios research based technology oriented intervention measures in order to secure academic success for all learners regardless of their level of abilities.

Referring to Table 4.3, the overall mean response of class teachers in regard to behavior support system in their schools, was found to be 2.8 with a standard deviation of 1.0. This implied that in most public primary schools in Matayos Sub County, the school management use of behavior support system as an intervention strategy to enhance positive behavior and academic outcomes among not only the learners with EBD but also the entire boby of pupils was still weak.

In addition to descriptive statistics the current study determined the magnitude of influence of use of some of the behavior support systems on learners with EBD in Matayos Sub County. In reference to Table 4.9, for a unit increase in behavior support system, the academic performance of learners with EBD was predicted to significantly increase in 0.485 units holding other factors constant. In other words, the school behavior support system had a significant influence on pupils with EBD academic performance in public primary schools in Matayos Sub County, Busia County ($\beta = 0.485$, t = 4.026, $p < 0.05$). This implied that schools where behavior support system was effective, learners with EBD performed better in their academic work. The result corroborated studies by Babcock (2013), Bond (2017), Cook et al., (2017), Farley et al., (2012), Gage et al., (2017), Garwood

et al., (2014), Gunter et al., (2002), Muhoro (2015), Ortega (2017) and weeker (2015). However, most of the studies used qualitative approach and the results coul not be generalized to other settings with certainity. The current study used robustic regression analysis and therefore, the findings could be considered as the true reflection of what was happening in public primary schools in Matayos Sub County.

5.3 Summary of the Findings

This section presents the summary of the study findings in accordance to the objectives of the study.

In regard to teachers' capacity building, the study found that despite the upsurge of pupils population since the onset of FPE and the corresponding increase of pupils with EBD, 50% of the schools management in Matayos Sub County have not been keen in equipping teachers with the requisite skills and knowledge. Similarly, in 56.7% of the schools, school management had done little to enabled teachers to enhance learners with EBD prosocial and academic outcomes. Most of the head teachers were found to prioritize and support efforts towards improvement of KCPE performance. They thus overlooked the fact that the unattended learners with EBD issues undermined the overall school KCPE mean score and that underachievement also produces consequences that foster inappropriate behavior. It was further established that over 70% of schools' management hardly made use of resource persons in special education and had not invested in reading material on inclusive education. Nevertheless, some proactive headteachers confirmed that they have taken the initiative of capacity building all teachers to be able to handle all learners in an inclusive setting and more so the learners with EBD. Some of the head teachers in these schools have put into practice some of the evidence based intervention measures with considerable success. The study findings indicated that capacity building of teachers in regard to learners

with special needs statistically significantly influenced learners with EBD academic performance.

The study found that most of the head teachers (76.7%) advocated working closely with parents whose children were diagnosed with EBD. However, the follow up on teachers and parents to ensure constant communication and exchange of notes on the pupils behavior and academic progression was weak. For instance, 40% of class teachers indicated that, they were not acquinted to all parents of learners with EBD in their classes despite the fact that families play a key role in shaping and maintaining problem behavior. Similarly, 43.3% of the class teachers had no contacts of some parents of learners with EBD implying that they could not convey important information within the shortest time as the need dictated. All these were tell tales of disconnect between parents and teachers. The study findings also showed that though 60% of teachers encouraged parents/guardians to visit school frequently in order to share information on their pupils milestone some parents failed to cooperate. Some parents preffered not to be bothered about their children showing that they had stigma in regard to their childrens behavior and academic difficulties.

Only 26.7% of public primary schools in Matayos Sub County had established a provision for parents to monitor completion of the child home work and exchange of notes between the teacher and the parent. This was a major omission in an intervention meant to support learners with EBD. Further, only 33.3% of teachers affirmed that they collaborate with parents in ensuring pupils' records such as health and behavior are accurately captured and preserved. This was a clear indication that there was a laxity in enforcing good practices among teachers. Finally, most of the teachers (66.7%) indicated that there were no provisions of educating parents in regard to their children's disability. This limited the

essential role that could be played by the parent in regard to learners with EBD improvement in academic performance. However, some headteachers organized several meetings between teachers and parents to deliberate on the remedial teaching at a fee. In addition, the IEP short and long term objectives necessary to bolster the academic performance this group to at par with their peers are set. Involvement of parents in learners with EBD was found to have a statistically significant influence on learners academic performance.

The study established that in almost all (80%) public primary schools in Matayos Sub County, pupils were guided by certain stated rules and regulations. However in some schools the rules were not well displayed or known by all the members and their enforcement became a problem. Some class teachers were practicing behavior support system at classroom level by ensuring among other things that individual students have behavioral (and social) goals specified in their IEPs, set classroom procedure routine, effective instructional delivery and structures for a variety of instructional activities.

 The study also established that different schools applied various methods of behavior support to learners with EBD such as peer tutoring, curriculum modification, point reward system and self management. However, due to challenges of workload, pupil teacher ratio and lack of physical facilities, the application of some these evidence based interventions lacked consistency and fidelity. Hence, the anticipated benefits from such interventions are hardly realized. Nonetheless, application of school behavior support system was found to have a significance influence on the learners with EBD academic performance. This implied that schools where such interventions were consistently applied, learners with EBD had better academic performance.

5.4 Conclusion

From the study findings and discussions the following conclusions were made:

Most of the teachers and head teachers in general education public primary schools in Matayos Sub County lacked special needs training and were bound to encounter challenges in an inclusive setting. In addition, the opportunities to acquire knowledge and skills in special needs education and in particular emotional behavioural disorders were very rare. The scarcity of inservice training was occasioned by the fact that head teachers relied on the trainings organised by the ministry of education. However, some proactive school management committees were found to have been organizing school based workshops in which resource persons were invited to equip teachers with pertinent knowledge and skills.

Most of the schools management in Matayos Sub County have recognised involvement of parents in pupils learning as a potentially effective intervention in enhancing prosocial behaviour and academic achievement for learners with EBD. However, the study found that most of the teachers were keen to collaborate with parents. Schools managements lacked structures to ensure parents and teachers are involved in learners home work and behaviour progress. Further, despite the effort made by some teachers to collaborate with parents of learners with EBD, some parents failed to cooperate in fear of stigmatization.

In a bid to support learners with EBD, different schools have been employing various screening and intervention measures in Matayos Sub County. In almost all schools, the identification methods were confined to observation, interviewing and testing. These methods lacked indepth analysis and were bound to lack precsion and thus leaving out pupils who disserve assistance. On the other hand, A student could be labeled with EBD for simply having a bad series of events occur due to the perceived severity of the behavior,

a student may not get the appropriate services and instead quickly receive the overarching EBD label. Only a few schools were found to have been applying the various evidence based sceening and intervention methods. Furthermore, the application of these methods lacked consistency and fidelity. Information communication technology based intervention methods such as video self modeling are yet to be applied in public primary schools in Matayos Sub County.

5.5 Recommendations of the Study

Based on the findings and conclusions thus far, the following recommendations were made:

Teachers capacity building as one of school management strategies to enhance learners with EBD prosocial behaviour and academic performance, should not be left entirely on the government initiated seminars and workshops. The head teacher, school management committee and teachers should collaborate and device an inhouse inservice programme to equip all teachers with essential knowledge and skills to actualize inclusive education. Once the plans for such a programme are in place, the schools can solicit funds from different stake holders for support. Teachers should be taught to embrace the evidence/research based methods in identification of learners with EBD and intervention measures.

Involvement of parents in pupils with EBD learning promotes the pupil's microsystem and mesosystem in accordance with Brofronbrenner Bioecological systems theory. Therefore, the study recommends a school management committee spearheaded campaign to scale up parents involvement in their children learning and more so the ones with any form of disability. The school management, teachers and head teachers should take advantage of fast spread of media technology to disseminate pertinent information on EBD to parents

and other stake holders. The school should develop and use an online module to educate teachers and parents on management of learners with special needs.

Apart from making the school rules and regulations explicit and clear to all the school members, class teachers should be proactive and employ the various evidence based behavior intervention methods in order to enhance learners with EBD positive behavior and academic outcomes.

5.6 Suggestions for Further Research

The following areas have been suggested for further research:

i.   A similar study can be carried out in private primary schools in order to shed more light on the management of learners with EBD and the most suitable intervention methods applicable in Kenyan schools.

ii.   A study could be conducted geared to establish an appropriate online module that could offer education on EBD and other disabilities

iii. A national wide study to assess the magnitude of learners with EBD, the identification processes and intervention methods could be carried out to inform the government strategic plans on inclusive education

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APPENDIX I: LETTER OF TRANSMITTAL

Dear Respondent,

I am a post graduate student in Africa Nazarene University, pursuing a master's degree in education. I am currently carrying out a research titled: **INFLUENCE OF MANAGEMENT STRATEGIES ON LEARNING ACHIEVEMENT FOR PUPILS WITH EMOTIONAL AND BEHAVIORAL DISORDER (EBD) IN MATAYOS SUB COUNTY, BUSIA COUNTY, KENYA** as part of the course requirement. For this reason therefore, your school has been sampled for the study and you have been selected as a respondent.

Kindly respond to the questionnaire various items as candidly as possible. There is no right or wrong answer. Do not write your name anywhere in the questionnaire. The results of this study will be used for academic purposes only.

Yours Faithfully,

Everlyn Nasimiyu Wanyama
Cell Phone: +254722552432
Email: ekesaeverlyne14@gmail.com

APPENDIX II: CLASS TEACHERS' QUESTIONNAIRE

Please fill the questionnaire by ticking ($\checkmark$) your appropriate response or by giving short answers to the open ended questions

SECTION A: Demographic information

1. Indicate your Gender   Female [   ]   Male [   ]

2. What is your age bracket?

    Below 30yrs [   ]   30-40 yrs [   ]   41-50 yrs [   ]   Over 50yrs [   ]

3. Indicate your highest level of professional education:

    P1 certificate [   ]   Diploma [   ]   Bachelor's degree [   ]   Post graduate [   ]

4. Teaching Experience

    Below 6 years [   ]   6-10 years [   ]   11-20 years [   ]   Over 20 years [   ]

5. Are you an officially trained special education teacher?

    Yes [   ]   No [   ]

6. How many times have you attended an in service programme or seminar/workshop on learners with special needs for the last three years?

    None [   ]   Once [   ]   Twice [   ]   Thrice [   ]   More than thrice [   ]

SECTION B: Capacity building of teachers on management of learners' with EBD

7. Below are statements regarding the capacity building of teachers in management of learners' with Emotional Behavioural Disorder. Please tick appropriately the level of agreement depending on what is happening in your school.

SA=Strongly Disagree (1)   D= Disagree (2)   U = Undecided (3)   A= Agree (4)   SA = Strongly Agree (5)

Statement	SA	A	U	D	SD
The school management is keen in facilitating all the teachers in acquiring knowledge and skills in special education					
The school management has enabled most of the teachers acquire skills on how to enhance prosocial behavior of learners with EBD					
The school management has enabled most of the teachers acquire teaching techniques suitable for learners with EBD					
The school management invites resource persons on inclusive education to facilitate the teachers					
The school management has invested in reading material on inclusive education					
The school management collaborates with teachers in identification of learners with EBD					
As a class teacher I know all the learners with EBD in my class					
I have skills to do deal with academic difficulties encountered by learners with EBD					

8. List down the methods used to identify learners with EBD in your school?

_____
_____
_____
_____
_____
_____

9. Write any other information in regard to the school management effort to equip teachers with the necessary knowledge and skills to enhance the behavior and academic performance of learners with EBD.

_____
_____
_____
_____
_____
_____

SECTION C: Involvement of Parents/Guardians in Learning of Pupils with EBD

10. Below are statements regarding the extent the school involves parents in Learning of

pupils with EBD. Please tick the level of agreement that best describes what is happening

in your school.

SA=Strongly Disagree (1)   D= Disagree (2)   N = Not sure (3)   A= Agree (4)   SA =

Strongly Agree (5)

Statement	SA	A	N	D	SD
Our head teacher emphasizes on working closely with parents in order to enhance behavior and academic performance of learners with EBD					
I personally know all the parents of learners with EBD in my class					
I have the contacts of all the parents of learners with EBD in my class					
We encourage parents/guardians to visit school frequently in order to share information on their pupils milestone					
The school requires parents to ensure learners have done their homework and make comments in the student's diary					
In collaboration with parents, I keep comprehensive records of the learners with EBD behavior progression					
Most parents are receptive towards the school effort to involve them in their children's learning					
The school educates parents of learners with EBD on how to manage the challenges they encounter					

11. Write any other information on parents' involvement in learning of pupils with EBD

_____
_____
_____
_____
_____

SECTION D: School Behavioral Support System for Learners with EBD

12. Below are statements regarding the various ways the school environment supports pupils with EBD to acquire prosocial behaviour and improve their academic performance. Please tick appropriately the level of agreement depending on the conditions in your school.

SA=Strongly Disagree (1)   D= Disagree (2)   N = Not sure (3)   A= Agree (4)   SA = Strongly Agree (5)

Statement	SA	A	N	D	SD
The expected behavior for all students is clearly stated in my school					
The expected behavior is well displayed for pupils and teachers to see					
A hierarchal reprimand and consequences is made clear to all members in our schools					
There are clearly set procedures to manage class during transition periods such as lunch, P.E. and after classes					
Learners with severe EBD are singled for more assistance					
There is a system of peer support in behavior in our school					
Positive bahaviour is normally reinforced through rewards					
We modify the normal curriculum to cater for learners with EBD such allowing more time to finsh a task					
As the class teacher, I update teachers on the vital information in regard to special learners in the class					
Special needs learners in my class are instructed on self management and social skills					

13. Write any other information in regard to the way school environment enhances the prosocial and academic performance of learners with EBD.

_____

_____

_____

_____

SECTION E: Learners with EBD Academic Performance

14. Please fill the following Table

Number of Learners with EBD in class five in your school	Class five learners with EBD average mean score for term one and two (2017)	Class five average Mean score for term one and two (2017) and standard deviation	
n =	Mean =	Mean =	SD =

Thank you for your cooperation

APPENDIX III: HEAD TEACHERS' INTERVIEW SCHEDULE

1. Which screening methods do you apply to identify learners with EBD in your school?

2. In the wake of the new dispensation of inclusive education and free primary education, general education schools have witnessed upsurge of learners with EBD. How do your teachers cope with these particular category of learners?

3. What strategies has the school management taken to ensure that all teachers are equipped with appropriate knowledge and skills to tackle academic, social and psychological needs of all leraners in an inclusive setting?

4. How do you enlist the support of parents of children with EBD in a bid to modify the behavior and enhance their academic performance?

5. How do you ensure that parents are informed of how the condition manifests, the progression and the evidence based appropriate intervention strategies.

6. As a collective responsibility how have you mobilized all members in the school to support these category of students on self management and life skills as opposed to being stigmatized and ostracised?

7. Do you have successive intervention cases of learners with EBD?

8. Generally, how have your teachers embraced inclusive learning?

APPENDI IV: MATAYOS SUB COUNTY PUBLIC PRIMARY SCHOOLS

S/NO.	School	S/NO.	School
1	Bugeng'i	16	Buriang'i
2	Esirisia	17	Buringala
3	Esikulu	18	Busende
4	Mundika Girls	19	St. Eugene's
5	Mundika Boys	20	Mundulusia
6	St. Joseph's Busia Girls	21	Mayenje
7	St. Teresa Girls	22	Murende
8	Lwanya Primary	23	Budokomi
9	Buringala	24	Munongo
10	Bulanda	25	Mujuru
11	Mabale	26	Khuduru
12	Bwamani	27	Buderie
13	Lukonyi Boys	28	Buyende
14	Bukalama	29	Burumba
15	Siteko	30	Lung'a

Source: Busia County Education Office

APPENDIX V: LETTER OF INTRODUCTION FROM ANU

AFRICA NAZARENE
U N I V E R S I T Y

13th July, 2017

RE: TO WHOM IT MAY CONCERN

Everlyn Nasimiyu Wanyama (15J06CMED005) is a bonafide student at Africa Nazarene University. He/She has finished his/her course work and has defended his/her thesis proposal *entitled "Management Strategies for Children with Emotional and Behavioral Disorders in Matayos Sub County, Busia County, Kenya."*

Any assistance accorded to his/her to facilitate data collection and finish his/her thesis is highly welcomed.

Prof. Zablon Nthamburi
REGISTRAR

APPENDIX V: RESEARCH AUTHORIZATION LETTER FROM NACOSTI

NATIONAL COMMISSION FORSCIENCE, TECHNOLOGY ANDINNOVATION

Telephone: 254-20-2213471, 2241349,3310571,2219420
Fax:-254-20-318245,318249
Email: dg@nacosti.go.ke
Website:www.nacosti.go.ke
Whenreplying pleasequote

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

Ref No. **NACOSTI/P/17/49488/18433**

Date: **18ᵗʰ July, 2017**

Everlyne Nasimiyu Wanyama
Africa Nazarene University
P.O. Box 53067-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Management strategies for children with emotional and behavioral disorders in Matayos Sub County, Busia County Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Busia County** for the period ending **18ᵗʰ July, 2018**.

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

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

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Busia County.

The County Director of Education
Busia County.

APPENDIX VI: RESEARCH PERMIT FROM NACOSTI

APPENDIV VII: RESEARCH AUTHORIZATION FROM MINISTRY OF

EDUCATION

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

Telephone: 055-22152
Fax:055-22152
When replying please quote
Email:cdebusia@gmail.com

COUNTY DIRECTOR OF EDUCATION
BUSIA COUNTY
P.O. BOX 15 - 50400
BUSIA (K)

25th July, 2017

Ref No. BSA/CDE/ED/9/6/(147)

Sub-County Director of Education
BUSIA

RE: **RESEARCH AUTHORIZATION FOR EVERLYNE NASIMIYU**
WANYAMA

The above named has been authorized to conduct research on
"*Management strategies for children with emotional and*
behavioral disorders in Matayos Sub-County, Busia County
Kenya".

Please accord her necessary assistance.

ELIZABETH MARANGACH
FOR: COUNTY DIRECTOR OF EDUCATION
BUSIA (K)

APPENDIX VIII: MAP OF KENYA SHOWING BUSIA COUNTY
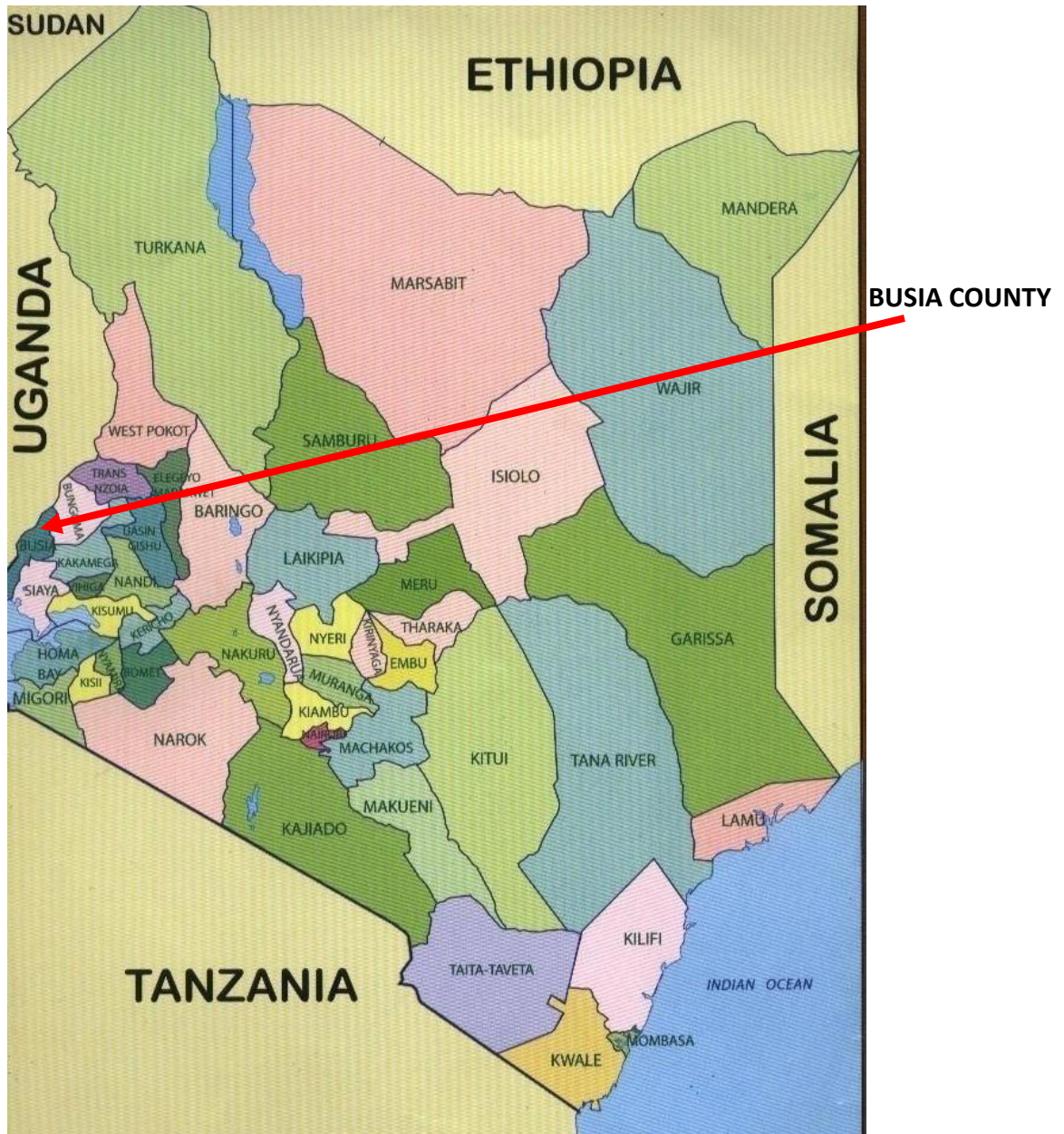
APPENDIX IX: MAP OF BUSIA COUNTY SHOWING MATAYOS SUB

COUNTY