

**CORRELATES OF ACADEMIC PERFORMANCE OF GRADE THREE PUPILS  
WITH EMOTIONAL AND BEHAVIOURAL DISORDER IN PUBLIC PRIMARY  
SCHOOL IN TRANS-MARA WEST SUB-COUNTY, KENYA**

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Degree of Master of Education in the Department of Education, School of  
Humanities and Social Sciences of Africa Nazarene University**

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## DECLARATION

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: \_20/06/2022\_

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## **DEDICATION**

I humbly dedicate this work to Almighty God for His sustenance throughout this work. To my family, husband; Joel Chepkwony and children: Japhet, Miriam, Condooleza, Anndelephine and Bethwel for their continuous support and encouragement.

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## **ABSTRACT**

Apart from social interaction gains, pupils with Emotional Behavioural Disorder (EBD) in inclusive settings benefit from the academic aspect of the mainstream classroom as they interact with other students in the general curriculum. While EBD category of learners in some schools in Trans-Mara Sub County, Narok County have been performing relatively well compared to the 'normal' learners, there has been a persistent lower academic achievement in many others. The purpose of the study was to examine the correlates of academic performance of students with EBD in public primary schools in Trans-Mara West Sub County, Narok County, Kenya. The objectives of the study were to establish the relationship between teachers' preparedness towards inclusion of pupils with EBD and their academic performance, to determine the relationship between the use of behavioural support system and academic performance of pupils with EBD, and to examine the relationship between parental involvement in the learning of pupils with EBD and their academic performance. The study employed bioecological systems theory by Urie Bronfenbrenner. The correlational research design was adopted. The study target population comprised of 135 grade three class teachers, 123 head teachers and 520 learners with EBD. However, 37 teachers, 37 head teachers and 175 learners were sampled through simple and purposive sampling. Data was collected through teachers' questionnaire and head teachers' interview schedule. Pilot testing was conducted in the neighboring Trans-Mara East Sub County. Content and construct types of validity were ascertained through scrutiny by two supervisors assigned to the researcher. Reliability of the teachers' questionnaire was estimated by determining Cronbach alpha. Both descriptive and inferential statistics were used to analyze the data. The three formulated null hypotheses were tested by determining the Pearson product moment correlation coefficient. The study found that most of the teachers lacked adequate preparedness to handle learners with emotional behavioural disorder. Only 35.1 % of the schools, had a reward system to reinforce positive behaviour among learners. Majority of teachers (64.8%) and headteachers indicated that parents hardly attended the school parents meetings in person but rather sent representatives who could not sustain some meaningful deliberations. The Transmara Sub County education office should organize a bench marking programme in which schools whose behavioral support system is well developed could be the reference to the many schools which lack an effective system. Such a move could lead to improved academic performance for all the learners with EBD in the sub county. The study findings may guide the Ministry of Education to formulate a pragmatic policy that would require all teachers to have a basic training in special needs education.

## **LIST OF ABBREVIATIONS AND ACRONYMS**

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

## DEFINITION OF TERMS

**Behavior Management:** refers to all of the actions and conscious inactions to enhance the probability people, individually and in groups, choose behaviors which are personally fulfilling, productive, and socially acceptable (McCarty, 2016).

**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).

**Correlates:** Factors that have a mutual relationship or connection, in which one thing affects or depends on another (Nesbitt, 2014).

**Disruptive Behaviors:** Behaviors that are considered atypical to a classroom setting like constant movement, yelling, and being rude to peers and teachers (Matthews, Erkfritz-Gay, Knight, Lancaster, & Kupzyk, 2013).

**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 Assessment:** 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 education seeks 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).

**Parental Involvement in the Pupil's Learning:** Refers to the kinds of activities pursued to monitor the learner's progress in school such as visiting the school, attending formal consultative meetings, and frequent communication with the class teacher (Bernier, Carlson & Whipple, 2010).

**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**

#### **1.1 Introduction**

This chapter contains the background to the study and the statement of the problem. The chapter further contains the purpose, objectives, hypotheses, significance, scope, delimitation, limitation and assumptions of the study. The chapter culminates with the delineation of the study's theoretical framework and conceptual framework.

#### **1.2 Background of the Study**

Several international conventions and protocols have emphasized on the need to observe rights of all children to quality education, including those with special needs. Some of these policies include the United Nations Convention on the Rights of the Child of 1989, the Jomtien World Declaration on Education for All of 1990, the Salamanca Statement of 1994 and the Dakar Framework for Action of 2000 which adopted a world Declaration on Education for All (EFA) as a tool to establish Education for All children (UNESCO, 2018).

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 (UNESCO, 2017). Of all the international policies, the Salamanca statement and framework for action on special needs education (SNE) (UNESCO, 1994) was the most remarkable milestone towards realization of 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. The Salamanca Statement policy advocated that all the regular teachers in inclusive classrooms should adapt and modify their teaching practices and learning environments to suit individual needs of all students

in inclusive classrooms (Horton, 2011). Subsequently, many countries being signatories of international conventions have since implemented the inclusion policy to varying depths.

In compliance with the various international conventions on child rights, 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 as downs syndrome cannot be sufficiently be accommodated in regular schools (Cook et al., 2017).

Emotional Behavioural Disorder (EBD) is one of the disabilities affecting children and perceived by educators to be one of the most challenging since it can cause a decrease of learning in the classroom for all children (Westling, 2017). The condition of EBD is attributed to both biological and environmental causes such as brain disorder and traumatic experience. Students with EBD exhibit aggression, hyperactivity, failure to engage in appropriate relationships, learning disorders, and immaturity (Giangreco & Suter, 2015; Kauffman & Landrum, 2013). 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 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. 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).

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. 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.

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.

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).

According to Kenya National Bureau of Statistics (KNBS, 2018), most of the people in Trans-Mara West Sub County are involved in pastoralism, agriculture, and tourism related activities. It was also noted that due to rapid increasing population and diminishing grazing lands, the Maasai age old practice of keeping large herds of cattle is resulting to bloody skirmishes as herders compete for the dwindling resources. According to Narok County schools census report of 2018 (MOE, 2018), there has been a steady increase of children with EBD especially in Trans-Mara Sub County. The surge in EBD cases has been attributed to the possible trauma emanating from numerous human bloody skirmishes,

terror from marauding wild animals such as elephants as well as the natural phenomena such as lightning strikes that are becoming rampant in the region. Most of these children are currently learning in regular public primary schools in accordance to the new government policy of inclusive education.

### **1.3 Statement of the Problem**

Besides 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 these learners.

The Narok County schools census report (MOE, 2018) notes that while EBD category of learners in some schools in Trans-Mara Sub County have been performing relatively well compared to the 'normal' learners, there has been a persistent lower academic achievement in others. Additionally, most of the low performing learners have been reported to have engaged in delinquent gangs, get involved in stealing and mostly end up in rehabilitation centres. In concurrence, studies by Wambugu (2014); Mboya, Odongo, and Omoke (2016); and Ocholla, Odiango and Oloo (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. If this trend persists, Transmara Sub County and inextension the entire country will be bedeviled by rising cases of unemployment, substance abuse, and suicidal ideation

associated with untreated/unmanaged EBD. However, Ocholla et al. (2017) observe that some schools are managing the situation by upscaling the level of teachers' preparedness in handling EBD learners in an inclusive setting, intensive involvement and collaboration with parents; and instituting school wide behavioural support system to a considerable success. It is, however, noteworthy that, the extent to which these measures correlate with the learner's academic performance is yet to be empirically determined in Kenya (Muhoro, 2015). The current study aimed at examining the correlates of academic performance of learners with EBD in public primary schools in Transmara Sub County, Narok County.

#### **1.4 Purpose of the Study**

The purpose of the study was to examine the correlates of academic performance of grade three pupils with emotional and behavioral disorder in Trans-Mara West Sub County, Kenya.

#### **1.5 Objectives of the Study**

The objectives of the study were:

- i. To establish the relationship between teachers' preparedness towards inclusion of pupils with EBD and their academic performance in public primary schools in Trans-Mara West sub county;
- ii. To determine the relationship between the use of behavioural support system and academic performance of pupils with EBD in public primary school in Trans-Mara West sub county;
- iii. To examine the relationship between parental involvement in the learning of pupils with EBD and their academic performance in public primary schools in Trans-Mara West Sub County.

## **1.6 Hypotheses of the Study**

The following null hypotheses were tested at 95% confidence level

**Ho1:** Teachers preparedness towards inclusion of pupils' with EBD has no statistically significant relationship with their academic performance in public primary schools in Trans-Mara West Sub County

**Ho2:** Use of behavioral support system has no statistically significant relationship with pupils with EBD academic performance in public primary schools in Trans-Mara West Sub County

**Ho3:** Parental involvement has no statistically significant relationship with pupils with EBD academic performance in public primary schools in Trans-Mara West Sub County.

## **1.7 Significance of the Study**

This study is expected to be of benefit to various stake holders such as head teachers, school Board of Management (BOM), teachers, parents, Teachers Service Commission (TSC), MOEST, Quality Assurance and Standards Officers (QASOs), Curriculum Support Officers (CSOs) and others in various aspects.

The study findings are expected to provide insight into feasible management strategies geared to enhance learners with EBD prosocial behaviour and academic achievement. This would enable the, head teachers and teachers to solicit and channel funds to support the identified strategies. For instance, the BOM 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. The study findings may guide the Ministry of Education to formulate a pragmatic policy that would require all teachers to have a basic training in special needs education.

The study empirical evidence on the level to which different factors correlate to the academic performance of learners with EBD may guide the head teachers and BOM in the amount of resources to be allocated to each factor. The study will also add to the literature on EBD and thus, act as a reference point to the other researchers.

### **1.8 Scope of the Study**

The scope of the study is the geographical and methodological limits within which the study operates (Marylin & Goes, 2013). The study was conducted in Trans-Mara West Sub County, Narok County. It involved public primary schools grade three class teachers and head teachers in Trans-Mara West Sub County. The study employed correlational research design in which the relationship between independent and dependent variables was established. However, being a non- experimental design the causal- effect was not established.

### **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 correlates (factors) inclined to enhancement of learners with EBD academic performance and psychosocial welfare, this study was delimited to grade three class teachers' preparedness, behavioral support system and involvement of parents. The three factors have been envisaged to be the most crucial in learners with EBD pro social behaviours and academic performance.

### **1.10 Limitations of the Study**

Limitations are possible short comings or influences that can affect the study and are not under control of the researcher. They limit the extent to which a study can go and may

affect the end results of the study (Simon & Goes, 2013). 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 might have been 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. Additionally, they might have been tempted to conceal their level of preparedness in handling EBD learners. However, the researcher endeavored to mitigate the situation by assuring the respondents of their anonymity and that the gathered information was not be part of their termly appraisal. The other limitation emanated from the fact that attitudes are temporary and fleeting, implying that there are no guarantees that, what to be assessed would stand still long enough for a one-time measurement to be reliable.

### **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 researcher 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 were applying some intervention techniques with a view of ensuring learners with EBD and other special needs have benefitted in the inclusive class settings.

### **1.12 Theoretical Framework**

The study was anchored 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 an intended research tool that helps the researcher to develop awareness and understanding of the situation under scrutiny. A conceptual framework has potential usefulness as a tool to assist the researcher to make meaning of subsequent findings when clearly articulated (Johnson & Christiansen, 2012). Figure 1.1 shows the study's conceptual frame work.

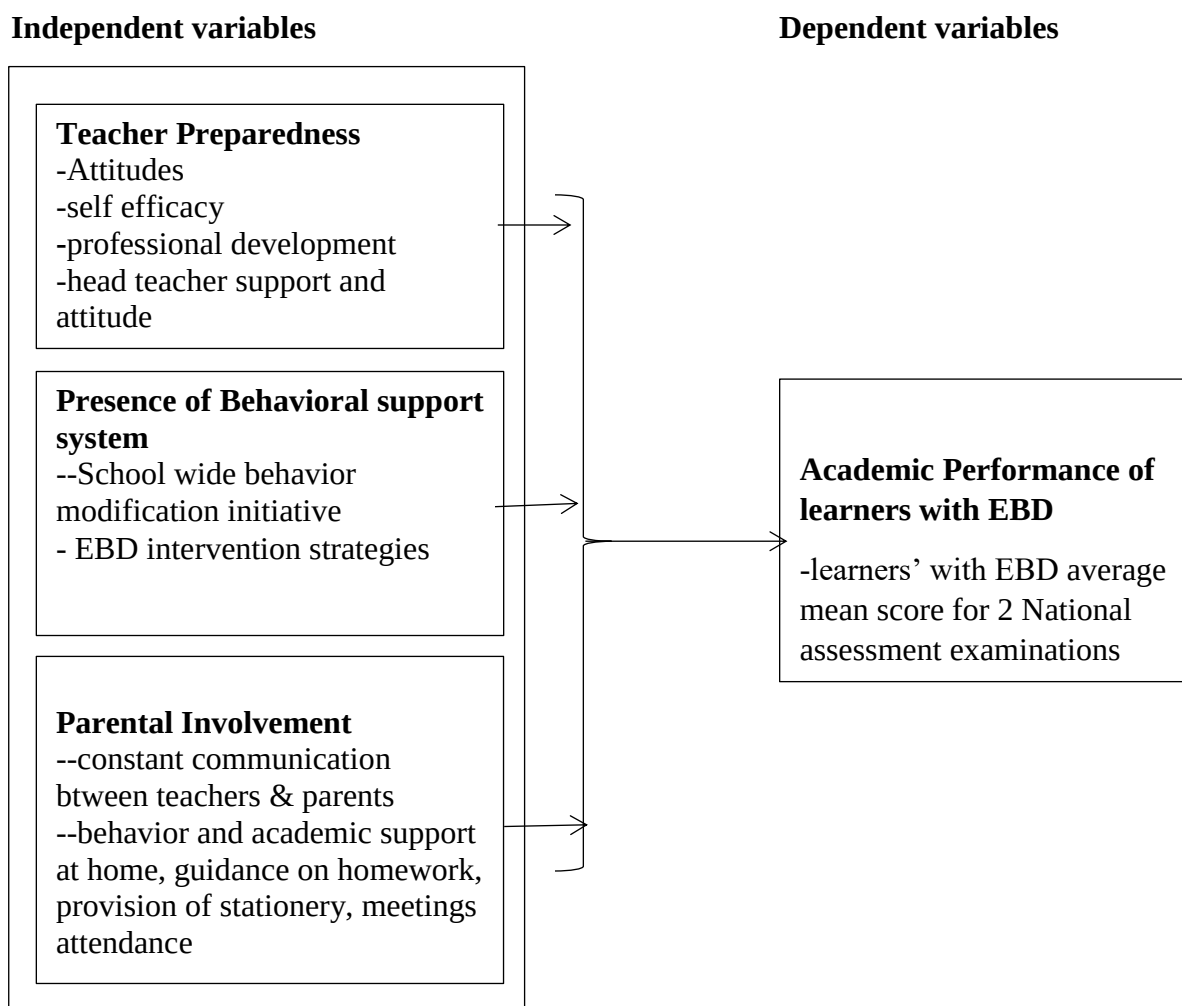


**Figure 1.1: Conceptual Framework Showing the Envisaged Correlates of Learners with EBD Academic Performance**

In reference to Figure 1.1, the academic performance of learners with EBD was envisaged to be a function of certain school and home based factors. 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 is 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)**

Researchers agree that child and adolescent emotional and behavioral disorders predict numerous problematic outcomes in adulthood that involve serious challenges across many important life domains including family functioning, mental health, education, and employment (Magai, 2018). 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 (Xurvein, 2015). 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, failure to individualize instruction to accommodate diverse learners, lack of recognition of learners who excel in different fields in school, and lack of empathy towards learners undergoing certain difficulties.

## **2.3 Empirical Studies Review**

### **2.3.1 Teachers' Preparedness in Handling Learners with EBD and Academic Performance**

Elam (2016) views the teachers' preparedness in handling learners with EBD in terms of teacher's training, attitude, self efficacy and administrative support. Elam observes that when educators lack adequate training, there are two main populations that are affected- first is the EBD student and the second, the regular education teacher. According to Elam (2016) an EBD learner whose needs are not catered for in a regular inclusion class, may experience increasing frustration and aggravation of the condition leading to dismal academic output. The untrained teacher on the other hand will face difficulties in dealing

with the unruly behavior of the EBD learners, get discouraged and become unproductive. At this juncture, the extent to which the other students are affected depends on the severity of the emotional or behavioral manifestations, as well as the teacher's response to those manifestations (Evans & Weiss, 2014). Finally, the parents of EBD students are also affected by the fact that a negative educational experience for their children may aggravate a child behavior at home.

The momentum for greater inclusion of children with disabilities into mainstream classrooms is on course worldwide. For instance, Strieker, Logan and 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. 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. A study by Mahony (2016) in Ireland aimed at assessing teachers' attitudes towards inclusive education and establish the barriers and constraints faced by teachers in creating inclusive learning environments. It also assessed the effect of inclusion on teachers' perceived self-efficacy. The study employed self-reported questionnaires and involved the mainstream teachers in the participating schools. It was found that teachers' positive attitude had a significant relationship with teachers' pre-service training and professional development. The results also indicated that teachers with longer experience with special educational needs children reported higher perceived self-efficacy. Mahony (2016) study however, did not specifically focus on learners with EBD.

Cassady (2011) study focused on teachers' attitudes towards the inclusion of students with EBD and Autism. The study found that teachers were more accepting of having a child with Autism in their class rather than a child with EBD. Thus, the presence of particular

characteristics influences teachers' attitudes towards inclusive education. Negative attitude towards learners with EBD results to dismal academic performance. Sharma (2012) regards teacher self-efficacy as individual teachers' beliefs in their own abilities to plan, organize, and carry out activities required to attain given educational goals. In this regard, teachers with high efficacy beliefs are more inclined to be more involved in informal learning activities, be more persistent, less stressed and more likely to lead their learners to better academic performance.

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.

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 committees are aware and ready implement such a strategy in Trans-Mara 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.

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.

### **2.3.2 Behavioral Support System and Academic Performance of Learners with EBD**

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 further posits 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.

Researchers have suggested or practiced a number of behavior support system for EBD learners with varied outcomes. Ross and Sliger (2015) delineate some effective strategies that can be used to help EBD kids work well in an inclusive classroom. They emphasize the need to keep class rules/activities simple and clear, reward positive behaviors, allow mini breaks during a lesson, fair treatment for all and use of motivational strategies. To enable EBD learners grasp and practice class rules, Ross and Sliger (2015) prefer 3 to 5

main rules. The rules should be known to the students the first day and be posted on the classroom notice board. Further, it is recommended that one should try to celebrate the successes of EBD learners as opposed to reprimanding or punishing their mistakes. On receiving positive feedback and rewards, their good behavior is reinforced. They will also start to see the teacher as more of an ally than an adversary, and this will in turn make them maintain the good behaviour (Stevens, 2020)

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.

Mearns (2008) carried out a comparative study to investigate the behavior management methods for students with EBD. The study involved teachers and students from two schools. One of the school was privately owned special school in which students with all types of learning disorders, behavior disorders, handicaps emotional disorders, are referred by their public schools. The other school was a public and offers inclusive education. Therefore, EBD students as well as regular education students learn together. The private special education school had a school wide behavior management system in which each

classroom was provided same ten rules which all students were expected to conform. Students were given one point for every rule they adhered to. In order to ensure that this behavior plan was implemented school-wide, the management required teachers to log in students scores in percentages daily and which was used for rewards each Friday. Contrary to this organized system, the public school had allowed each classroom to have autonomy and organize its own rules. Most of the teachers in the public school felt unprepared and anxious about dealing with their EBD students.

Mearns (2008) concluded that to help prevent negative behaviors associated with EBD, an organized school wide behavior management plan was essential. The plan enabled learner to become familiarity with expectations of classroom behaviors and which is extremely beneficial in terms of understanding punishments and rewards. Further, the behavior management plan/system benefits teachers by providing guidelines as to how to implement certain strategies, have a better idea of what to do and thus, gain confidence in their abilities to implement such plans. However, it is important to pose the questions: while the school wide behavior management plan was a success in a private special school, would it be a success when applied in public inclusive education schools in Transmara West Sub County? The current study aimed at establishing some of the behavioral management system applied by the various schools in Transmara West Sub County and which could have resulted to the noted academic performance differentials.

The use of the peer group is an another important concept and one of the strategies that the teachers can rely on to support and modify pupils behavior leading to improved academic performance (McCartney, 2021). Ross and Sliger (2015) designed and put into practice a behavior modification system that involved learners peer groups taking into consideration that majority of children with EBD have difficulties maintaining affiliation to a well

operating social group. To achieve their objective, they incorporated several strategies geared to decrease inappropriate behavior and enhance academic achievement such as 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 (Idris et al., 2019). After one year of practicing, Ross and Sliger (2015) behavior modification system was attributed to improved social skills and academic performance among all learners including the EBD category. However, the study noted that the strategy required close teacher supervision at the beginning as learners with EBD had difficulties in accommodating the unusual surveillance by their peers. Furthermore, the school under study had an average of 10 pupils per class. Would the same approach work for public primary schools in Transmara Sub County where classes are overcrowded with over 80 pupils and only a few teachers? The current study embarked on finding out whether teachers in public schools in Transmara West Sub County practice peer tutoring or a similar behavior support system in a bid to improve academic performance of learners with EBD.

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 behaviour 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 condition 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 inclusive 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.

### **2.3.3 Involvement of Parents in Learning of Pupils with EBD and their academic performance**

Parental involvement as a multidimensional construct and therefore can be operationalized in a myriad of ways (Bernier, Carlson & Whipple, 2010). In one of definition, and which the current study has adopted, parental involvement in the pupil's learning is regarded as the kinds of activities pursued to monitor the learner's progress in school such as visiting the school, attending formal consultative meetings, and frequent communication with the class teacher. Research indicates that parent participation in teaching and learning can have a positive impact on child school readiness, psychosocial development, and academic achievement (Xu et al., 2010).

Involvement and collaboration with parents, remains a viable school management strategy of enhancing pupils with EBD academic, socioemotional, and behavioral outcomes (McCormick et al., 2013). Bioecological theory perspectives views the interaction between school and home as crucial in enhancing positive outcomes for children with EBD (Bronfenbrenner & Morris, 1998). However, in many instances, education stakeholders do not regard parent involvement 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). 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 in terms of time or money (Altschul, 2011). Parents in collaboration with subject teachers can help with and checking homework, attending parent-teacher deliberations, child progress 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 and trajectories. This information would be of critical help to parents and teachers as they empathize with what the children are experiencing. However, to access, interact and benefit from such a module, parents need a lot of guidance and

assistance from teachers. The current study sought to find out whether parents of public primary schools in Transmara Sub County have access to similar information.

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 academic performance of learners with EBD 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 Trans-Mara West Sub County, Narok 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 parental involvement as well as the school wide strategy of enhancing behavior and academic performance outcomes for children with EBD.

## **2.4 Summary of Literature Review and Knowledge Gaps**

From the reviewed studies, it is clear that some of the predisposing factors that lead to emotional and behavioural disorders such as adverse early rearing environment, fetal alcoholic syndrome, 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 Babcock (2013); Mearns (2008); Ortega (2018); Ross and Sliger (2015), describe successive interventions where well prepared teachers implemented school wide plans to improve learners with EBD social and academic development. Unlike the conducive conditions found in developed economies, teachers in developing countries grapple with overcrowded classes, poor physical and ICT infrastructure and lack of specialized training to handle learners with special needs. The few studies done in Kenya such as 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. However, these studies, failed to comprehensively examine other factors such as behavioural management system, teacher preparedness and parental involvement, geared to enhance behavior, psychosocial and academic performance among pupils with EBD. The current study aimed at filling the gaps identified.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter explains the research methodology that was used in this study. The research methodology comprises of the research design, study locale, target population, sample size and sampling techniques. It also contains description of research instruments, pilot testing, validity and reliability of data collection instruments, data analysis procedures, and legal and ethical considerations.

#### **3.2 Research Design**

Research design as defined by Lavrakas (2008), is the arrangement, or the plan, of research that directs the procedure of the research from formulation of the research questions and hypotheses to reporting the research judgment. The study adopted a correlational research design as the researcher aimed at investigating associations between variables without manipulating any. The researcher investigate the possible relationship between each of the independent variables (teacher preparedness, behavioural support system, parental involvement) and the learners with EBD academic performance. Hence correlational research design was appropriate.

#### **3.3 Research Site**

The research site is the actual geographical location of the study (Creswell, 2012). The research was carried out in Trans-Mara West Sub County, Narok County. The area is occupied by mostly Maasai community. According to Kenya National Bureau of Statistics (KNBS, 2018), most of the people in Trans-Mara West Sub County are involved in pastoralism, agriculture, and tourism related activities. According to Narok County schools

census report of 2018 (MOE, 2018), there has been a steady increase of children with EBD especially in Trans-Mara Sub County and which the medics are attributing mainly early childhood traumatic experiences precipitated by marauding wild animals and sporadic bloody skirmishes among different Maasai clans . The academic performance of this category of pupils is normally lower than their ‘normal’ peers, however, a significant differentials in performance and psychosocial development among EBD pupils in different schools has been noted. This background created the impetus for this study.

### **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 Narok County schools census report 2018, there were 123 public primary schools in Trans-Mara Sub County (MOE, 2018).The study targeted all the head teachers and all grade three class teachers. Thus, the study targeted 123 head teachers, 135 grade three class teachers (some schools have several grade three classes), and 520 learners with EBD related issues in grade three. According to Xurvein (2015), teachers and other educators are more likely to identify with high degree of certainty learners with EBD at concrete operational stage of cognitive development than in other stages. At grade three, pupils are mostly of age eight to ten. At this age, they become less egocentric and begin to think about how other people might think and feel as well as understand that their thoughts are unique to them and that not everyone else necessarily shares their thoughts, feelings, and opinions. Therefore, manifestation of behaviours associated with EBD (both internalizing and externalizing) are easily isolated and identified. It is however, instructive to note that as the child gets older the manifestation of externalizing disorders tend to decrease over time, while internalizing disorders tend to

increase with age (Janzen, 2014). Internalizing disorders are less explicit and hence more difficult to identify a child with EBD condition.

The academic performance of pupils with EBD at grade three was considered as a reflection of the various school based and home based factors such as teachers' preparedness, behavior support system and parental involvement in their learning and behavior modification. The head teachers will be targeted since being the chief administrators, they are expected to ensure all learners benefitted from free basic education and that through certain administrative strategies, pupils with special conditions can be accorded educational support without being stigmatized.

### **3.5 Sample Size and Sampling Techniques**

Creswell (2014) define a sample as a subgroup of the target population that is used to generate the required data that will inform the study. The study aimed at gathering information concerning pupils with EBD through teachers' questionnaires and head teachers' interview schedules. Kothari (2014) posit that 10 % to 30% of population is sufficient to give reliable findings in a study. In line with this view, the researcher sampled 30.0 % of of schools from which grade three class teachers and head teachers were selected to take part in the study. Since the study targeted a special category of learners, purposive sampling was used to identify schools with relatively high EBD learners at grade three. Thus the study sampled 37 grade three class teachers and 37 head teachers from 37 primary schools. However, in schools with more than one grade three classes, the class with the highest number of EBD learners was selected. All the learners with EBD in the sampled 37 schools were involved in the study. Table 3.1 shows the study sample frame.

**Table 3.1: The Study Sample Frame**

| <b>Category of Respondents</b> | <b>Population</b> | <b>Sample</b> | <b>Sampling Technique</b>   | <b>Proportion</b> |
|--------------------------------|-------------------|---------------|-----------------------------|-------------------|
| Grade three class teachers     | 135               | 37            | Simple random and Purposive | 27.4 %            |
| Head teachers                  | 123               | 37            | Simple random and Purposive | 30.0 %            |
| Pupils with EBD                | 520               | 175           | Simple random and Purposive | 33.7 %            |
| <b>Total</b>                   | <b>766</b>        | <b>249</b>    |                             | <b>32.5 %</b>     |

### 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 therefore, time and cost effective. Further, since the responses are in the participant's own words, questionnaires are usually free from the biasness that occasionally arises from an interview. However, in order to triangulate the gathered information from teachers, the head teachers' interview schedule was used. The class teachers gave the data on the latest academic performance of the learners with EBD.

#### 3.6.1 Grade Three 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 gathered information on grade three teachers' preparedness in teaching and handling pupils with special issues especially EBD. Section C collected information on the school behavioural system support for learners with EBD while Section D solicited information on parental involvement.

Finally section E captured the mean academic performance for two terms of grade three pupils with EBD.

### **3.6.2 Head teacher' Interview Schedule**

Bhattacharjee (2012) aver that interview method of collecting data has several advantages over other methods because of the fact that the interviewer and interviewee can create rapport and clarify unclear issues. In addition, one can revisit an issue and get to know guarded personal issues as the trust between the two parties deepens. The head teachers' interview guide was structured and sought to gather information in accordance to the three objectives of the study (see Appendix III).

### **3.7 Piloting of Research Instruments**

Creswell (2012) observes that it is essential for a researcher to test tools before using them to ensure their validity, reliability and practicability. It is through piloting that the clarity of language used is ascertained, time taken to respond is assessed, and any inappropriate structuring of the items is detected for correction. Sahu (2013) recommends that a 10% of the study's sample size is sufficient when conducting a pilot test. Thus, the study involved four head teachers and four grade three teachers from four public primary schools from the neighbouring Trans-Mara East Sub County.

### **3.8 Validity and Reliability of Data Collection Instruments**

#### **3.8.1 Validity**

Validity refers to the correctness, meaningfulness of inferences and soundness of outcomes of conclusion, which are based on the research findings (Kothari, 2014; Saunders, Lewis & Thornhill, 2012). The researcher sought the expert opinion on content and construct validity. The questionnaire and the interview schedule were availed before and after

piloting to the two supervisors assigned to the researcher in order to review the instruments. Comments solicited from the experts were used to enhance the research instruments before commencing data collection. Moreover, the instruments were piloted to improve questions, formats and scales. The results from the piloting together with the comments from the supervisors were incorporated in the final instrument revisions to ensure its validity.

### **3.8.2 Reliability**

Reliability is the degree to which a research tool gives consistent data or results after repeated trials (Babbie, 2014). The Cronbach alpha coefficient was calculated to determine the reliability of the teachers questionnaire. According to Cohen, Manion and Morrison (2012) reliability coefficient of 0.7 and above is considered sufficient for a research instrument in social sciences. Concerning the reliability of qualitative data gathered in the study (data from head teachers interview and grade three class teachers' questionnaire open ended sections), Cohen, Manion and Morrison (2007) postulates that the reliability of research instruments in qualitative data focuses on the researcher for being the instrument itself. They further assert that for qualitative data, both validity and reliability of research instruments are treated together by considering the credibility of the data collection instruments. Therefore, the researcher ensured credibility of the data collection instruments by giving precise description of methodology used as well as allowing respondents consent to participate in the study, the right to withdraw and encouraging them to be frank.

### **3.9 Data Collection Procedures**

The researcher obtained a letter of introduction from Africa Nazarene University. The introduction letter enabled the researcher to secure research permit from from the National Council for Science and Technology and Innovation (NACOSTI). The acquired permit was presented to Transmara west Sub County Education Officer who then issued a clearance

letter for data collection from the sampled schools. The researcher then visited the sampled schools and self administered the questionnaires to teachers. After establishing rapport with each of the targeted headteacher, an interview was done for 30 to 40 minutes. Interviews were audio recorded using a smart phone and later transcribed by the researcher.

### **3.10 Data Processing and Analysis**

The raw data was edited to detect errors and omissions. The completed questionnaires were then scrutinized to ensure that the data was accurate and consistent with other facts gathered and organized well to facilitate coding and tabulation. To facilitate the analysis, the Statistical Package for Social Sciences (SPSS) version 22 data analysis software was used. 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 two consecutive National Assessment Examinations. The three formulated hypotheses of the study were tested by considering the Pearson product moment correlation coefficient ( $r$ ).

The qualitative data from the haed teachers' audio recorded interviews were transcribed and put into broad themes in accordance to the three study objectives. Additionally, the gathered information in form of narratives and verbatim quotes were used to augment information from the teachers' questionnaires.

### **3.11 Legal and Ethical Considerations**

According to Obwatho (2013), research process is a collaborative work, as researchers have to work closely with different individuals and institutions. Ethical standards are therefore absolutely inevitable. The researcher got the research permit from National Council of Science, Technology and Innovation (NACOSTI). In addition, permits from the Narok County Commissioner and County Director of education were also secured. The

study participants were assured of confidentiality and anonymity. Further, they had the option of pulling out of the research at any time without reprisals. The researcher also observed the copy right issues by acknowledging all the sources of information used.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND FINDINGS**

#### **4.1 Introduction**

This chapter presents the analysis and findings of the study. The purpose of the study was to examine the correlates of academic performance of grade three pupils with emotional and behavioral disorder in public primary schools in Trans-Mara West Sub County, Narok County, Kenya. The objectives of the study were to establish the relationship between teachers' preparedness towards inclusion of pupils with EBD and their academic performance, to determine the relationship between the use of behavioural support system and academic performance of pupils with EBD, and to examine the relationship between parental involvement in the learning of pupils with EBD and their academic performance in public primary schools in Trans-Mara West Sub County, Narok County. The study collected data from the class teachers, and the head teachers. The study also utilized the national examination mean performance for Grade three learners with EBD as the dependent variable. Both qualitative and quantitative data were collected. Data were analyzed as per the research objectives. The three formulated null hypotheses were tested using Pearson Product Moment correlation analysis. Qualitative data from the head teachers' interviews were analysed and reported concurrently with the quantitative data.

#### **4.2 Demographic Characteristics of Respondents**

The researcher gathered the background information of the respondents, which formed the basis under which some of the interpretations of the study findings were made.

##### **4.2.1 Response Rate**

The study involved 37 grade three class teachers and 37 head teachers. All the teachers filled and returned the questionnaires while 26 head teachers were interviewed posting a

return rate of 100% and 70.3 % respectively. Babbie (2014) postulates that a response rate of more than 70 per cent is considered sufficient for a study.

#### 4.2.2 Gender of Respondents

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

**Table 4.1: Gender Distribution of Respondents**

| Category of respondents       | Gender       | Frequency  | Percentage   |
|-------------------------------|--------------|------------|--------------|
| <b>Grade 3 Class teachers</b> | Male         | 12         | 32.4         |
|                               | Female       | 25         | 67.6         |
|                               | <b>Total</b> | <b>37</b>  | <b>100.0</b> |
| <b>Head teachers</b>          | Male         | 18         | 69.2         |
|                               | Female       | 8          | 30.8         |
|                               | <b>Total</b> | <b>26</b>  | <b>100.0</b> |
| <b>Pupils with EBD</b>        | Male         | <b>95</b>  | <b>54.3</b>  |
|                               | Female       | <b>80</b>  | <b>45.7</b>  |
|                               | <b>Total</b> | <b>175</b> | <b>100.0</b> |

As evident from Table 4.1, female teachers were more than twice the number of male teachers. This showed that teaching at grade three level was dominated by female teachers. Conversely, the schools headship was dominated by male teachers constituting 69.2 %. Thus, by involving both teachers and head teachers, a gender representative data was gathered. Further, the study found that EBD manifested in slightly more male (54.3 %) than female learners.

#### 4.2.3 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              | 8.1          | 0             | 0            |
| 30-40        | 8              | 21.6         | 4             | 15.4         |
| 41-50        | 14             | 37.8         | 8             | 30.8         |
| >50          | 12             | 32.4         | 14            | 53.8         |
| <b>Total</b> | <b>37</b>      | <b>100.0</b> | <b>26</b>     | <b>100.0</b> |

Table 4.2, shows that most of the class teachers and head teachers were of 41 years and above. However, 29.7 % of teachers and 15.4 % were in the age bracket of 40 years and below. The combination of relatively young and old teachers in the teaching profession was viewed as a camaraderie that had potential to give in depth rich information relevant to this study.

#### **4.2.4 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.

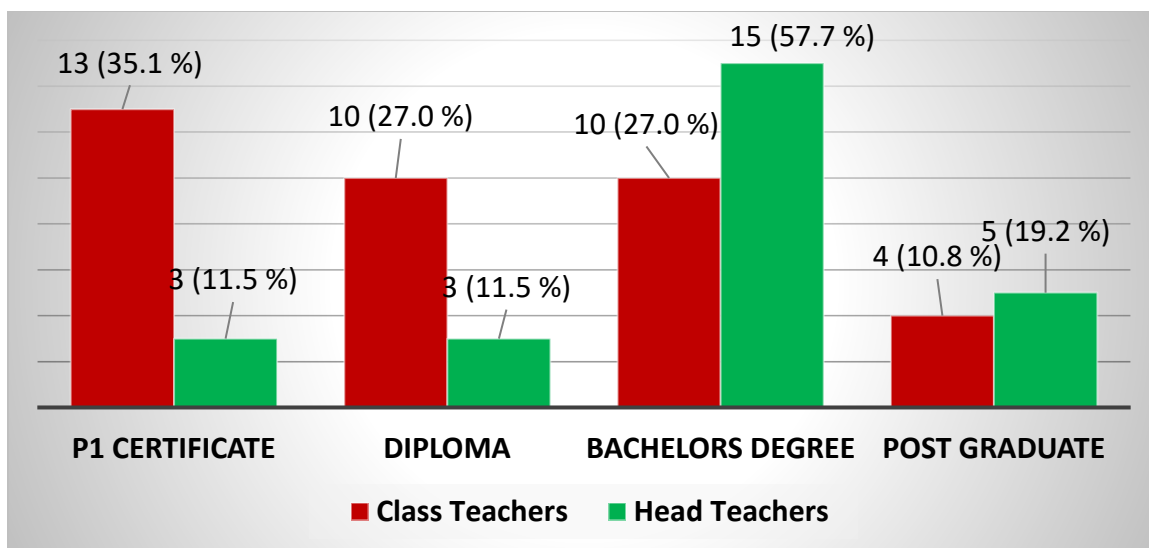


**Figure 4.1: Class Teachers and Head Teachers' Highest Professional Education**

In reference to Figure 4.1, most of the sampled class teachers (35.1 %) had P1 certificates while 11.5 % had diploma in education. Similarly 11.5 % of class teachers had attained a degree in education while four teachers constituting 10.8 % had advanced to post graduate level. Most of the head teachers (57.7 %) had bachelor of education degree while five (19.2 %) had advanced to post graduate level. Thus, all the teachers and head teachers were professionally trained and even without training in special education they could identify learners who needed extra attention and put in place individual educational plans.

#### **4.2.5 Respondents Teaching Experience**

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

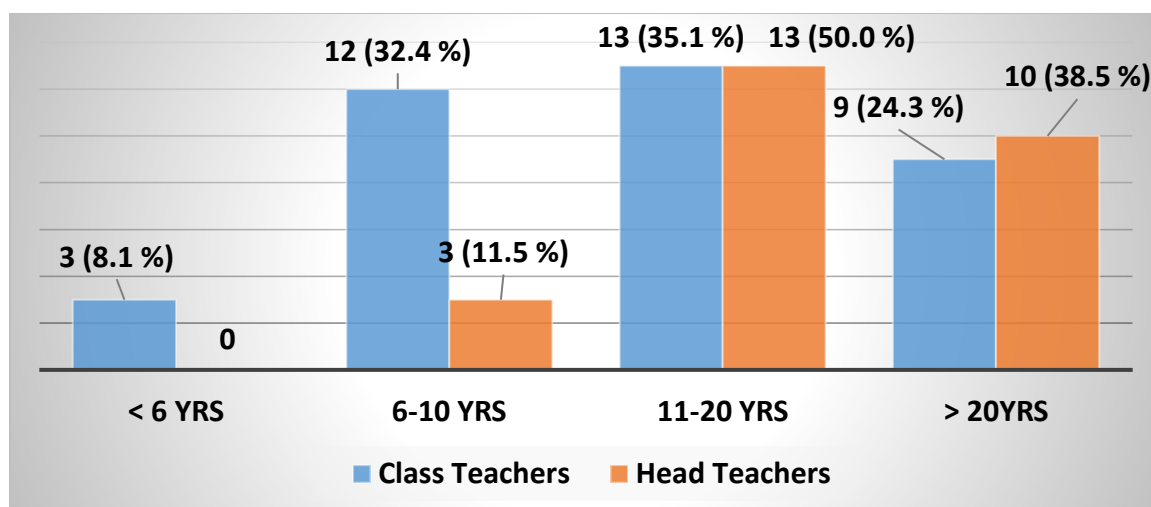


**Figure 4.2: Respondents Teaching Experience**

As evident from Figure 4.2, only three (8.1 %) class teachers had an experience of less than six years. There was no headteacher with an experience of less than 6 years. About 60.0% of teachers and 88.5 % of head teachers had 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.

#### **4.2.6 Training in Special Needs Education**

The study sought to establish whether the sampled class teachers and head teachers were trained in special needs education. Acquisition of how to handle learners with specials would give the class teachers and head teachers a leverage in actualizing inclusion education. In addition, the teachers may offer parents expertize on how to get meaningful involvement in their children school work as well as the social life. Figure 4.3 shows the percentage of class teachers who had especial needs training.

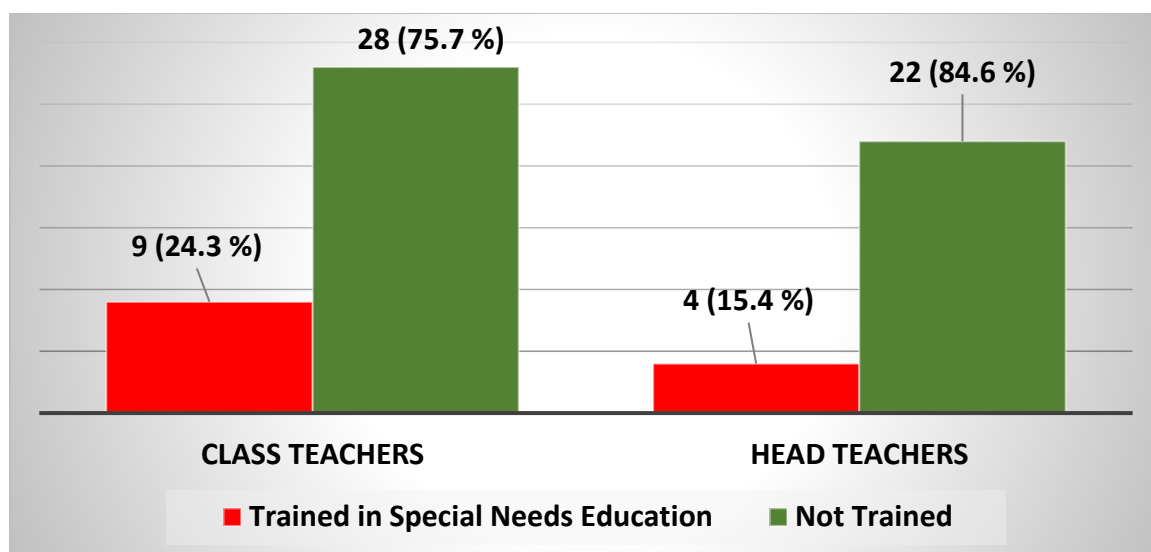


**Figure 4.3: Training in Special Needs Education**

Figure 4.3 shows that only a small percentage of teachers (24.3 %) and head teachers (15.4 %) had formally been trained in special needs education. Nonetheless, teachers and head teachers acquire some knowledge and skills on special education through occasional seminars and workshops. Teachers preparedness both in skills, knowledge and attitude towards inclusive education is very crucial in enhancing academic performance of learners with special needs and in particular learners with EBD.

#### **4.2.7 Attendance of Seminars/Workshops on Special Needs Education**

The study endeavoured to find out the frequency of inservice training on special needs education as attended by class teachers in the last two years. The summary of the class teachers response is as shown in Figure 4.4.

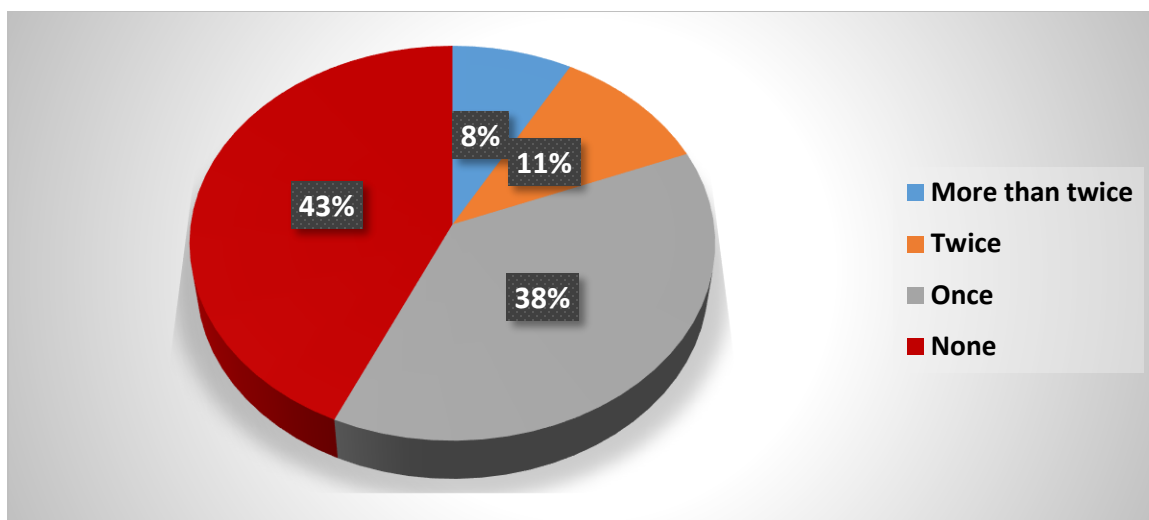


**Figure 4.4: Teachers' Frequency of Inservice Attendance on Special Needs Education in the Last 2 Years**

As evident from Figure 4.4, a large percentage of class teachers (43.0 %) had not attended any inservice training on special education for the last two years while 38.0% of class teachers had been trained only once. Only three teachers had been trained for more than twice implying that despite the upsurge of learners with special needs in general education schools, there has been a slack in appropriate manpower response.

### **4.3 Presentation of Research Analysis and Interpretation according to the Study Objectives**

This section presents the analysis and interpretation of the collected data according to the study variables.

#### **4.3.1 Teacher's Preparedness towards Inclusion of Pupils with EBD and their Academic Performance**

The first objective of the study was to establish the relationship between teachers' preparedness towards inclusion of pupils with EBD and their academic performance in public primary schools in Trans-Mara West Sub County, Narok County, Kenya.

Preparedness in this case was contextualized as the competency in handling the EBD learners as well as the attitude towards EBD learners education. To achieve the objective, data was gathered from class teachers through a semi-structured questionnaire and headteachers teachers interviews. A set of statements in form of a Likert scale were posed to the class teachers in which the level of their preparedness was rated. The questionnaire responses were coded such that strongly disagree (SD) was rated number 1 while strongly agree (SA) was rated number 5. The analyzed data was summarized in frequencies, percentages, means and standard deviations (S.D) as depicted in Table 4.3

**Table 4.3: Teachers’ Preparedness towards Inclusion of learners with EBD**

| <b>Statement</b>                                                                                                                      |   | <b>SD</b>   | <b>D</b>    | <b>N</b>    | <b>A</b>    | <b>SA</b>   | <b>Mean</b> | <b>S.D</b> |
|---------------------------------------------------------------------------------------------------------------------------------------|---|-------------|-------------|-------------|-------------|-------------|-------------|------------|
| <b>Attitude</b>                                                                                                                       |   |             |             |             |             |             |             |            |
| Only teachers with extensive special education experience can be expected to deal with students with disabilities in a school setting | f | 6           | 5           | 2           | 13          | 11          | 3.5         | 1.2        |
|                                                                                                                                       | % | <b>16.2</b> | <b>13.5</b> | <b>5.4</b>  | <b>35.1</b> | <b>29.7</b> |             |            |
| Classrooms with both learners with and without EBD enhance learning experiences of learners with EBD                                  | f | 8           | 9           | 3           | 8           | 9           | 3.0         | 1.5        |
|                                                                                                                                       | % | <b>21.6</b> | <b>24.3</b> | <b>8.1</b>  | <b>21.6</b> | <b>24.3</b> |             |            |
| An effective general educator can help a student with EBD to succeed                                                                  | f | 8           | 12          | 5           | 7           | 5           | 2.7         | 1.3        |
|                                                                                                                                       | % | <b>21.6</b> | <b>32.4</b> | <b>13.5</b> | <b>18.9</b> | <b>13.5</b> |             |            |
| In general, students with EBD should be placed in special classes/schools specifically designed for them                              | f | 4           | 6           | 4           | 13          | 10          | 3.5         | 1.1        |
|                                                                                                                                       | % | <b>10.8</b> | <b>16.2</b> | <b>10.8</b> | <b>35.1</b> | <b>27.0</b> |             |            |
| Students without disabilities can profit from contact with students with EBD                                                          | f | 8           | 9           | 5           | 9           | 6           | 2.9         | 1.2        |
|                                                                                                                                       | % | <b>21.6</b> | <b>24.3</b> | <b>13.5</b> | <b>24.3</b> | <b>16.2</b> |             |            |
| General education should be modified to meet the needs of all students including students with disabilities                           | f | 6           | 6           | 2           | 12          | 11          | 3.4         | 0.9        |
|                                                                                                                                       | % | <b>16.2</b> | <b>16.2</b> | <b>5.4</b>  | <b>32.4</b> | <b>29.7</b> |             |            |
| <b>Skills and Knowledge</b>                                                                                                           |   |             |             |             |             |             |             |            |
| I know several strategies for teaching pupils with emotional and behavioural disorder                                                 | f | 11          | 12          | 4           | 6           | 4           | 2.5         | <b>1.3</b> |
|                                                                                                                                       | % | <b>29.7</b> | <b>32.4</b> | <b>10.8</b> | <b>16.2</b> | <b>10.8</b> |             |            |

|                                                                                                                             |   |      |      |      |      |      |     |     |
|-----------------------------------------------------------------------------------------------------------------------------|---|------|------|------|------|------|-----|-----|
| I can screen learners for EBD successfully                                                                                  | f | 11   | 13   | 2    | 6    | 5    | 2.5 | 1.4 |
|                                                                                                                             | % | 29.7 | 35.1 | 5.4  | 16.2 | 13.5 |     |     |
| The school management has been keen in facilitating all the teachers in acquiring knowledge and skills in special education | f | 10   | 11   | 5    | 5    | 6    | 2.6 | 1.4 |
|                                                                                                                             | % | 27.0 | 29.7 | 13.5 | 13.5 | 16.2 |     |     |
| The school management has enabled me to acquire skills on how to enhance prosocial behavior of learners with EBD            | f | 11   | 10   | 2    | 8    | 6    | 2.7 | 1.3 |
|                                                                                                                             | % | 29.7 | 27.0 | 5.4  | 21.6 | 16.2 |     |     |
| The school management invites resource persons on inclusive education to facilitate the teachers                            | f | 8    | 13   | 3    | 6    | 7    | 2.8 | 1.3 |
|                                                                                                                             | % | 21.6 | 35.1 | 8.1  | 16.2 | 18.9 |     |     |
| <b>Overall Mean</b>                                                                                                         |   |      |      |      |      |      | 2.7 | 1.4 |
| <b>N = 37</b>                                                                                                               |   |      |      |      |      |      |     |     |

Table 4.3 shows that majority of teachers (64.8 %) felt that only teachers with extensive special education experience can be expected to deal with students with disabilities in a school setting ( $M = 3.5$ ,  $SD = 1.2$ ). This implied that a large section of teachers did not have self-efficacy in handling learners with special needs in an inclusive setting. Lack of confidence and negative attitude among teachers could leave many learners with special needs without meaningful support. The statement that ‘classrooms with both learners with and without EBD enhance learning experiences of learners with EBD’ attracted varied response from teachers as 45.9 % agreed while the same percentage disagreed. This was a testimony that almost half of the teachers were yet to embrace inclusion education and felt that learners with special needs were best educated in special schools. In a related item 54.0 % of teachers opined that an effective general educator cannot help a student with EBD to succeed. Further, 62.1 % of teachers agreed that students with EBD should be placed in special classes/schools specifically designed for them.

The statement that ‘students without disabilities can profit from contact with students with EBD’ was refuted by 45.9 % of teachers while 40.5 % agreed. The following narratives from the teachers and head teachers demonstrate the varied opinions among them:

I agree that the idea of inclusive education is good as conceived by the western world countries. In these countries, schools have adequate teaching resources. Professionals such as psychologists, audiologists, therapists, and other professionals are attached to schools and paid by the government. Now, in Kenya we have nothing of the sort. Some schools happen under the trees, the guidance and counselling teachers are just handpicked and have absolutely no professional training. It is not just practical to handle learners with special conditions in our deprived classrooms. (Teacher 22).

Our classes are overcrowded with 80 plus learners and dealing with a pupil with emotional behavioural disorder is no mean task. We have the good will to enhance academic performance of all the learners including the ones with special needs but more investment is needed in forms of teachers’ capacity building and appropriate resources to cater for those with special needs. (Teacher 3).

Inclusive education is the way to go globally. This because we do not have two separate societies, one for people with body challenges and the other without. We shall forever have people with special needs in our midst and therefore, it is important for our able bodied children to learn with their less abled counterparts. I believe both parties will benefit from such an existence as we raise all inclusive society bestowed with virtues such as empathy, tolerance, and altruism. As the head teacher, I have used the meager resources to cater to the few learners with special needs. We have wash rooms for the physically challenged, and ramps for the learners in wheel chairs. In cognizance of the rising cases of psychosocial issues in our society, I also sometimes engage a professional clinical psychologists to guide and council our pupils. Further referrals are done for those identified with deep seated issues (Head teacher 24).

These narratives show that in the midst of the various challenges in implementation of inclusive, some of the teachers are still hopeful that students with EBD and other maladies can be assisted to excel in education. For instance, over 60.0 % of teachers affirmed that general education should be modified to meet the needs of all students including students with disabilities. However, the overall mean score for the attitude items was found to be 2.8 showing showing that most of the teachers had a negative attitude towards inclusive education citing lack of proper facilitation.

Teachers preparedness also depended on the skills and knowledge that they possess in order to handle learners with EBD. As evident from Table 4.3, 62.1 % of the teachers disagreed that they know several strategies for teaching pupils with emotional and behavioural disorder ( $M = 2.5$ ,  $SD = 1.3$ ). This implied that a large number of teachers were handicapped on how to deal with the disruptive behaviours as well as internalizing problems such as anxiety, depression, social withdrawal and somatic complaints. Similarly, 64.8 % of teachers disagreed that they can screen learners for EBD successfully.

The teachers' inability to successfully identify a learner with EBD possess a great challenge in enhancing academic performance among such learners. Further, 56.7 % of teachers disagreed that the school management has been keen in facilitating all the teachers in acquiring knowledge and skills in special education. Furthermore, an equal percentage (56.7 %) of teachers disagreed that the school management had enabled them to acquire skills on how to enhance prosocial behavior of learners with EBD. However, about 40.0 % of teachers agreed the school management effort in exposing to workshops and seminars on how to teach and handle learners with special needs. Finally, only 35.1 % of teachers disclosed that the school management invites resource persons on inclusive education to facilitate the teachers. Overall, teachers' preparedness had a mean rating of 2.7 with a standard deviation of 1.4, showing that teachers were not well prepared to cater for learners with special needs. This finding prompts the question, 'Does the level of the teachers preparedness have a significant relationship with the learners' academic performance'?

#### **4.3.2 Use of Behavioural Support System and Academic Performance of Pupils with EBD**

The second objective of the study was to determine the relationship between the use of behavioural support system and academic performance of pupils with EBD in public primary school in Trans-Mara West sub county, Narok County. To achieve the objective, a set of statements in form of a Likert scale were posed to the teachers 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. The analyzed data was summarized in frequencies, percentages, means and standard deviations (S.D) as depicted in Table 4.4.

**Table 4.4: Teachers' Response on Behavioural Support System for Pupils with EBD**

| <b>Statement</b>                                                                                                 |   | <b>SD</b>   | <b>D</b>    | <b>N</b>    | <b>A</b>    | <b>SA</b>   | <b>Mean</b> | <b>S.D</b> |
|------------------------------------------------------------------------------------------------------------------|---|-------------|-------------|-------------|-------------|-------------|-------------|------------|
| The expected behavior for all students is clearly stated in my school                                            | f | 7           | 8           | 2           | 10          | 10          | 3.2         | 1.3        |
|                                                                                                                  | % | <b>18.9</b> | <b>21.6</b> | <b>5.4</b>  | <b>27.0</b> | <b>27.0</b> |             |            |
| The expected behavior is well displayed for pupils and teachers to see                                           | f | 12          | 10          | 2           | 9           | 4           | 2.5         | 1.3        |
|                                                                                                                  | % | <b>32.4</b> | <b>27.0</b> | <b>5.4</b>  | <b>24.3</b> | <b>10.8</b> |             |            |
| A hierarchal reprimand and consequences is made clear to all members in our schools                              | f | 14          | 15          | 2           | 4           | 2           | 2.5         | 1.4        |
|                                                                                                                  | % | <b>37.8</b> | <b>40.5</b> | <b>5.4</b>  | <b>10.4</b> | <b>5.4</b>  |             |            |
| There are clearly set procedures to manage class during transition periods such as lunch, P.E. and after classes | f | 14          | 13          | 0           | 5           | 5           | 2.3         | 1.1        |
|                                                                                                                  | % | <b>37.8</b> | <b>35.1</b> | <b>0.0</b>  | <b>13.5</b> | <b>13.5</b> |             |            |
| Learners with severe EBD are singled for more assistance                                                         | f | 15          | 14          | 0           | 5           | 3           | 2.1         | 0.9        |
|                                                                                                                  | % | <b>40.5</b> | <b>37.8</b> | <b>0.0</b>  | <b>13.5</b> | <b>8.1</b>  |             |            |
| There is a system of peer support in behavior in our school                                                      | f | 8           | 10          | 2           | 9           | 8           | 3.0         | 1.5        |
|                                                                                                                  | % | <b>21.6</b> | <b>27.0</b> | <b>5.4</b>  | <b>24.3</b> | <b>21.6</b> |             |            |
| Positive bahaviour is normally reinforced through rewards                                                        | f | 8           | 10          | 6           | 8           | 5           | 2.8         | 1.4        |
|                                                                                                                  | % | <b>21.6</b> | <b>27.0</b> | <b>16.2</b> | <b>21.6</b> | <b>13.5</b> |             |            |
| We modify the normal curriculum to cater for learners with EBD such allowing more time to finish a task          | f | 11          | 12          | 5           | 6           | 3           | 2.4         | 1.2        |
|                                                                                                                  | % | <b>19.7</b> | <b>32.4</b> | <b>13.5</b> | <b>16.2</b> | <b>8.1</b>  |             |            |
| As the class teacher, I update teachers on the vital information in regard to special learners in the class      | f | 3           | 10          | 6           | 11          | 7           | 3.2         | 1.4        |
|                                                                                                                  | % | <b>8.1</b>  | <b>27.0</b> | <b>16.2</b> | <b>19.7</b> | <b>18.9</b> |             |            |
| <b>Overall Mean</b>                                                                                              |   |             |             |             |             |             | <b>2.6</b>  | <b>1.2</b> |

N = 37

Table 4.4 shows that 54.0 % of teachers agreed that the expected behavior for all students is clearly stated in my school while 40.5 % of teachers disagreed ( $M = 3.2$ ,  $SD = 1.0$ ). This shows that over 40.0 % of the schools considered, learners were not sure of the behaviour to follow. One way of managing discipline and specifically minimize the disruptive behaviour associated with learners with EBD is to have clearly stated code of conduct. In

a related statement, 59.4 % of teachers disagreed to the statement that ‘the expected behavior is written and well displayed for pupils and teachers to see’. This meant that although some schools had well stated behavior pattern, they were not well displayed. When the learners expected behaviour is not only clearly written and displayed, the school new comers get easily assimilated to the school community as well as serving as a constant reminder to all school members of the expected behaviour.

The statement that ‘A hierarchical reprimand and consequences is made clear to all members in our schools’ was refuted by 78.3% of the teachers. 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 stakeholders as the due process is subjected to their children. Majority of teachers also disagreed that there are clearly set procedures to manage class during transition periods such as lunch, physical education (P.E.) and after classes. This implied that most of the schools in Transmara Sub County were not utilizing the research based approaches to manage pupils’ disruptive behaviours. The application of such strategies/approaches lead to better time management and hence improved academic performance.

Majority of teachers constituting 78.3 % disagreed that learners with severe EBD are singled out for remedial work in academics ( $M = 2.1$ ,  $SD = 0.9$ ). This came as no surprise since as earlier found 75.7 % of teachers had no training in special education. However, it was encouraging that 45.9 % of the schools had put in place a system of peer support in behavior and academic work in their schools. Thus, it was clear that there were some schools in Transmara 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. Further, only 35.1 %

of teachers affirmed that positive behaviour was normally reinforced through rewards in their schools showing that most of the schools were not applying contemporary methods of managing learners with EBD.

Over half of the teachers (52.1 %) disagreed that they modify the normal curriculum to cater for learners with EBD such allowing more time to finish a task. This meant 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. The inability to have some curriculum modification to fit learners with EBD was attributed to high pupil/teacher ratio, poor infrastructure and inadequate teaching and learning materials. In this regard, one of the teacher wrote:

I know that we are not doing justice to the many students who require extra assistance owing to their special conditions...but the large classes and poor infrastructure cannot allow. I sometimes try going round the class, giving individualized attention to certain category of pupils...only to find that I have disorganized my lesson plan. (Teacher 30).

Similarly, several head teachers observed that there was a need to have remedial classes for the students with EBD as exemplified in the following comments:

I have found that some of these students that we consider as disruptive, aggressive, oppositional, and possessing delinquent behavior, can be tamed and eventually perform well in examinations. They are in the category of special needs children and so punishments and other harsh treatment may not be the solution. We need to listen to them and advice them on how to gradually overcome their hyperactivity by showing love and understanding. (Head teacher 13).

We have a number of pupils identified with Attention Deficit Hyperactive Disorder (ADHD), Autism Spectrum Disorder, and Emotional Behavioural Disorder (EBD). I have to keep on reminding my teachers of the problem afflicting this category of learners because quite often they are considered as deliberately defiant and nuisance in the classroom. Teachers chase them out of their lessons and thus, aggravating their low academic achievement. They finally drop out of the school as an escape from physical and mental torture. With a few remedial classes and well structured Individual Educational Programme, these learners can excel in academic work and other co-curricular activities. I believe Mike Tyson, the successive USA heavy weight boxer has had a similar problem. (Head teacher 17)

My teachers and I try our best in catering for our special learners. After identifying the learners with behavioural disorder we invite the parent and kind of agree on a specific IEP. The parent is expected to take an active role at home while the teacher organizes some extra sessions for the child. In so doing we have saved many students who could have dropped out due to pressure to perform in academics and conform to the expected behaviour. However, unless we get additional teachers, teachers are getting overwhelmed by the high number of learners presenting with different issues. (Head teacher 1).

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 endeavour 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 38.6% of class teachers. This implied that a large number of teachers (35.1 %) did not alert the other teachers about the learners in the special category. For meaningful learning, class management, and the school management, all the teachers need to be aware of the pupils likely to present with externalizing behavior disorders such as disruption, aggression and defiance or internalizing behavior disorders such as a general pervasive mood of unhappiness or depression. However, some of the interviewed head teachers observed that some teachers acted unprofessionally by labelling pupils in line with their special need. This often lead to stigmatization, aggravating their condition leading to dismal academic performance.

Overall, teachers response on statements about school behavioral support system for learners with EBD had a mean of 2.6 with a standard deviation of 1.2 implying that most of the schools in Transmara Sub County were yet to fully embrace the research evidence based behavior support system. This impacted negatively on the learners’ academic

performance. To this end, the study begs the question, ‘does the extent to which a school applies the behavioural support system in the management of EBD learners in an inclusive setting in public primary schools have a relationship with the learners academic performance, and if so, what is the direction and the strength of the relationship’?

#### **4.3.3 Involvement of Parents in Learning of Pupils with EBD and Academic Performance**

The third objective of the study was to examine the relationship between parental involvement in the learning of pupils with EBD and their academic performance in public primary schools in Trans-Mara West Sub County. To achieve the objective, a set of statements in form of a Likert scale were posed to the teachers 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. The analyzed data was summarized in frequencies, percentages, means and standard deviations (S.D) as shown in Table 4.5.

**Table 4.5: Teachers Response on Parents' Involvement in Learning of Pupils with EBD**

| <b>Statement</b>                                                                                          |   | <b>SD</b>   | <b>D</b>    | <b>N</b>    | <b>A</b>    | <b>SA</b>   | <b>Mean</b> | <b>S.D</b> |
|-----------------------------------------------------------------------------------------------------------|---|-------------|-------------|-------------|-------------|-------------|-------------|------------|
| Most of the parents provide their children with writing materials such as pencils, rubber and sharpeners  | f | 8           | 10          | 0           | 11          | 7           | 2.9         | 1.4        |
|                                                                                                           | % | <b>21.6</b> | <b>27.0</b> | <b>0.0</b>  | <b>19.7</b> | <b>18.9</b> |             |            |
| Parents turn up in person always when called for a school meeting                                         | f | 12          | 12          | 0           | 8           | 5           | 2.5         | 1.1        |
|                                                                                                           | % | <b>32.4</b> | <b>32.4</b> | <b>0.0</b>  | <b>21.6</b> | <b>13.5</b> |             |            |
| Parents assist in assessment and monitoring of learners progress                                          | f | 8           | 9           | 0           | 13          | 7           | 3.1         | 1.3        |
|                                                                                                           | % | <b>21.6</b> | <b>24.3</b> | <b>0.0</b>  | <b>35.1</b> | <b>18.9</b> |             |            |
| Parents call/write messages to follow up on their child progress                                          | f | 7           | 11          | 5           | 8           | 6           | 2.9         | 1.3        |
|                                                                                                           | % | <b>18.9</b> | <b>19.7</b> | <b>13.5</b> | <b>21.6</b> | <b>16.2</b> |             |            |
| Parents/guardians visit school frequently in order to share information on their pupils milestone         | f | 13          | 13          | 0           | 6           | 5           | 2.4         | 1.2        |
|                                                                                                           | % | <b>35.1</b> | <b>35.1</b> | <b>0.0</b>  | <b>16.2</b> | <b>13.5</b> |             |            |
| Parents always ensure learners have done their homework                                                   | f | 10          | 14          | 0           | 9           | 4           | 2.5         | 1.1        |
|                                                                                                           | % | <b>27.0</b> | <b>37.8</b> | <b>0.0</b>  | <b>24.3</b> | <b>10.8</b> |             |            |
| In collaboration with parents, I keep comprehensive records of the learners with EBD behavior progression | f | 13          | 10          | 0           | 8           | 6           | 2.6         | 1.2        |
|                                                                                                           | % | <b>35.1</b> | <b>27.0</b> | <b>0.0</b>  | <b>21.6</b> | <b>16.2</b> |             |            |
| Most parents ensure their children's uniform is in good form                                              | f | 6           | 7           | 0           | 14          | 10          | 3.4         | 1.3        |
|                                                                                                           | % | <b>16.2</b> | <b>18.9</b> | <b>0.0</b>  | <b>37.8</b> | <b>27.0</b> |             |            |
| Most parents are keen on their children's health such as immunization                                     | f | 7           | 6           | 4           | 12          | 8           | 3.2         | 1.4        |
|                                                                                                           | % | <b>18.9</b> | <b>16.2</b> | <b>10.8</b> | <b>32.4</b> | <b>21.6</b> |             |            |
| <b>Overall Mean</b>                                                                                       |   |             |             |             |             |             | <b>2.8</b>  | <b>1.3</b> |

N = 37

Table 4.5 shows that there was a varied response from teachers regarding the statement that 'Most of the parents provide their children with writing materials such as pencils, rubber and sharpeners'. While 48.6 % of the teachers disagreed, 38.6 % agreed ( $M = 2.9$ ,  $SD = 1.4$ ). This implied that a higher percentage of parents were not keen to ensure that their children have the essentials. For learners with EBD deprivation of essential items

could exacerbate both internalizing and externalizing behaviours leading to low academic performance.

Majority of teachers (64.8%) disagreed to the statement that ‘parents turn up in person always when called for a school meeting’ while 35.1 % agreed ( $M = 2.5$ ,  $SD = 1.1$ ). Both the teachers and head teachers expressed concern of the parents laxity in attending the school meetings. One of the head teacher commented:

My greatest challenge concerning learners with EBD and other special conditions is that the parents hardly attend our meetings and when I insist, some of them send their house helps or the older siblings. This results to poor discussions on how to enhance these learners academic performance as well as their general welfare. Some of parents appear to have been stigmatized and avoid being the proud champions of their children with special needs. (Head teacher 20).

The head teacher’s revelation cast an ominous trajectory in the government effort towards provision of inclusion education in Transmara Sub County. The success of inclusion education is dependent on the extent to which the key stakeholders (parent, teacher, Ministry of Education and others) combine synergy towards the common goal. Nevertheless, more than half of the teachers (54.0 %) indicated that they assist in assessment and monitoring of learners’ progress. This implied that these category of parents were adhering to the requirements of the Competence Based Curriculum which advocates active parental involvement in pupils learning.

The statement that ‘parents call/write messages to follow up on their child progress’ generated mixed reactions as 38.6 % of teachers disagreed, 37.8 % agreed while 13.5% were undecided. This implied that despite the availability of various communication media such as cell phone call, messages, video call, WhatsApp and others, a great proportion of parents were not engaging teachers about their children. Majority of the interviewed

principals were also concerned of the tendency of some parents' apathy on their children academic and social progress at school. One of the principal observed:

In my school, some of the parents of children with emotional behavioural disorder appear to be the most uncocerned with what their children experience in school. One of the parent whose child went home with serious swellings and bruises, got comfortable with the daughter's reason that she fell on the ground while getting home in the evening. The truth was that her daughter externalizing behaviours were escalating and she got involved in constant serious fights with fellow pupils and who were gradually ganging up against her. With modern communication technology parents and teachers should remain in constant communication for the benefit of the learners. (Head teacher 18).

In a related issue, 70.2 % of teachers disagreed that parents/guardians visit the school frequently in order to share information on their pupils milestone ( $M = 2.4$ ,  $SD = 1.2$ ). This implied that some parents were neither using the media technology nor were they making voluntary physical consultative school visits. Both the teachers and the head teachers noted with consternation that some parents appeared to be ashamed of their special needs children and tried as much as possible to distance themselves from the ownership of these children. A head teacher whose school had a boarding section for the children with special needs lamented:

We started the boarding section section so as to provide specialized support to learners with various difficulties and thus enhance their academic performance. For learners with EBD, we had more time to monitor and guide them to practice prosocial behaviour without lapse. However, the introduction of the boarding arrangement inadvertently made some parents disengage from their children completely. These category of parents seem to have stuck in the initial shock and denial of the condition afflicting their children. Some of them also suffer from the stigmatization from the society and unsupportive spouses. My guidance and counselling deparment is restructuring in order to target such parents (Head teacher 3).

However, some of the head teachers expressed their appreciation of a few parents who made constant school visits in support of their children with special needs. They admired at the great progress in terms of self esteem, development of working memory, inhibitory

control and cognitive flexibility associated with EBD learners. Such progress usually led to improved academic performance.

A majority of teachers (64.8 %) disagreed that parents always ensure learners have done their homework. Lack of parent/guardian support in their homework could lead to conflict with teachers. Consequently, this would escalate the general pervasive mood of unhappiness or depression, and physical symptoms or fears associated with learners with EBD. In an expression of discontent of how some parents of learners with EBD handled the homework, a teacher wrote:

I normally give concise instructions that the learner requires assistance from the parent/caregiver in accomplishing the numerous CBC project type assignments. However, some of the learners never submit their work citing lack of assistance and financial facilitation from the care givers. Most of such learners end up scoring 'below expectation' and which escalates their disability. (Teacher 10).

In a similar response, 62.1 % of teachers disagreed that they keep comprehensive records of the learners with EBD behavior progression in collaboration with parents. This finding affirms that there was a large section of parents who were not quite involved in their children learning. Thus, the parents' failure to avail this important information jeopardizes the chances of several intervention programs being channeled to uplift the education standards of learners with EBD as well as learners with other difficulties. Nonetheless, 64.8 % of teachers agreed that most of the parents ensured their children's uniform was in good form ( $M = 3.4$ ,  $SD = 1.3$ ). Additionally, slightly over half of the teachers (54.0 %) affirmed that most of the parents were keen on their children's health such as immunization ( $M = 3.2$ ,  $SD = 1.4$ ). However, the 35.1 % of the teachers who indicated that parents were not keen on their children's health was worth consideration for intervention. This is because learners with EBD, tend to be very sensitive when they feel disadvantaged and also when sick.

Overall, parental involvement was found to be devoid of meeting expectations ( $M = 2.8$ ,  $SD = 1.3$ ) that would enable learners with EBD to excel in academics. The current study sought to establish the strength and the direction of the possible relationship between the extent to which parents got involved in the children learning and their academic performance.

#### 4.7 Grade Three Pupils with EBD Academic Performance

The study dependent variable was the academic performance of grade three pupils with emotional behavioural disorder (EBD). The mean performance of each grade three pupil in the last two termly national examinations was computed. The class mean mark and the mean mark of all pupils with EBD in grade three in each of the 37 primary schools considered in this study was then computed. Table 4.6 depicts the summarized findings

**Table 4.6: Grade Three Mean Academic Performance in the Sampled 37 Schools**

| S/No      | School   | Number of Pupils with EBD | EBD Mean Score % | Pupils % | Class Mean Score % |
|-----------|----------|---------------------------|------------------|----------|--------------------|
| 1         | A        | 3                         | 40               |          | 62                 |
| 2         | B        | 4                         | 45               |          | 66                 |
| 3         | C        | 4                         | 63               |          | 78                 |
| <b>4</b>  | <b>D</b> | <b>3</b>                  | <b>72</b>        |          | <b>70</b>          |
| 5         | E        | 2                         | 44               |          | 54                 |
| 6         | F        | 2                         | 45               |          | 69                 |
| 7         | G        | 3                         | 61               |          | 76                 |
| 8         | H        | 4                         | 44               |          | 61                 |
| 9         | I        | 5                         | 53               |          | 68                 |
| 10        | J        | 2                         | 59               |          | 74                 |
| <b>11</b> | <b>K</b> | <b>3</b>                  | <b>66</b>        |          | <b>64</b>          |
| 12        | L        | 2                         | 55               |          | 63                 |
| 13        | M        | 4                         | 50               |          | 67                 |
| 14        | N        | 2                         | 56               |          | 60                 |
| 15        | O        | 2                         | 66               |          | 76                 |
| 16        | P        | 3                         | 45               |          | 63                 |
| 17        | Q        | 3                         | 65               |          | 82                 |
| 18        | R        | 4                         | 53               |          | 76                 |
| <b>19</b> | <b>S</b> | <b>5</b>                  | <b>64</b>        |          | <b>61</b>          |
| 20        | T        | 3                         | 54               |          | 69                 |

|           |           |          |           |           |
|-----------|-----------|----------|-----------|-----------|
| <b>21</b> | <b>U</b>  | <b>4</b> | <b>74</b> | <b>68</b> |
| 22        | V         | 3        | 64        | 74        |
| 23        | W         | 2        | 53        | 69        |
| 24        | X         | 4        | 40        | 64        |
| 25        | Y         | 5        | 65        | 57        |
| 26        | Z         | 4        | 61        | 85        |
| 27        | AA        | 2        | 42        | 76        |
| 28        | BB        | 3        | 55        | 68        |
| <b>29</b> | <b>CC</b> | <b>4</b> | <b>78</b> | <b>72</b> |
| 30        | DD        | 3        | 50        | 52        |
| 31        | EE        | 2        | 45        | 68        |
| 32        | FF        | 2        | 54        | 81        |
| 33        | GG        | 1        | 70        | 88        |
| 34        | HH        | 4        | 63        | 73        |
| <b>35</b> | <b>II</b> | <b>2</b> | <b>65</b> | <b>59</b> |
| 36        | JJ        | 3        | 48        | 69        |
| 37        | KK        | 4        | 60        | 76        |

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Table 4.6 shows that in 31 schools constituting 83.8 %, the mean mark for learners with EBD was below the class mean. This demonstrates the fact that learners with EBD were encountering various challenges that impacted negatively in their academic performance. However, it was notable that in several schools, the mean mark for learners with EBD was more or almost the same as that of the entire class. The differential in the mean scores could be attributed to the different levels of teachers' preparedness, school behavioral support system, and parental involvement among other factors.

#### **4.8 Hypotheses Testing**

The three formulated null hypotheses of the study were tested using Pearson product moment correlation coefficient analysis. The mean response values generated from the three independent variables were correlated with the corresponding mean response values generated from the dependent variable (pupils with EBD academic performance). Table 4.7 shows the Pearson correlation analysis output.

**Table 4.7: Pearson Correlation Analysis**

|                                                                            |                     | 1            | 2            | 3            | 4  |
|----------------------------------------------------------------------------|---------------------|--------------|--------------|--------------|----|
| 1. Grade three teachers' preparedness towards inclusion of pupils with EBD | Pearson Correlation | 1            |              |              |    |
|                                                                            | Sig. (2-tailed)     |              |              |              |    |
|                                                                            | N                   | 37           |              |              |    |
| 2. School Behavioural support system                                       | Pearson Correlation | .428         | 1            |              |    |
|                                                                            | Sig. (2-tailed)     | .074         |              |              |    |
|                                                                            | N                   | 37           | 37           |              |    |
| 3. Parental involvement in pupils learning                                 | Pearson Correlation | .341         | .274         | 1            |    |
|                                                                            | Sig. (2-tailed)     | .221         | .181         |              |    |
|                                                                            | N                   | 37           | 37           | 37           |    |
| <b>4. Pupils with EBD academic performance</b>                             | Pearson Correlation | <b>.774*</b> | <b>.691*</b> | <b>.488*</b> | 1  |
|                                                                            | Sig. (2-tailed)     | <b>.008</b>  | <b>.002</b>  | <b>.037</b>  |    |
|                                                                            | N                   | 37           | 37           | 37           | 37 |

\* Correlation is significant at the 0.05 level (2-tailed)

The result in the Table 4.7 was used to test the null hypotheses as follows:

**Ho1:** Teachers preparedness towards inclusion of pupils' with EBD has no statistically significant relationship with their academic performance in public primary schools in Trans-Mara West Sub County

As evident from Table 4.7, there was a statistically significant and very strong positive linear relationship ( $r = .774$ ,  $p < .05$ ) between the teachers level of preparedness and the learners with EBD academic performance. Thus, the first null hypothesis was rejected. This meant that EBD learners who are handled by well prepared teachers in terms of positive attitude and knowledge have better academic performance than their counterparts.

**Ho2:** Use of behavioral support system has no statistically significant relationship with pupils with EBD academic performance in public primary schools in Trans-Mara West Sub County

Table 4.7 shows that there was a statistically significant and strong positive linear relationship between the level of the school behavioural support system and the EBD learners academic performance ( $r = .691, p < .05$ ). Thus, the second null hypothesis was also rejected. This implied that schools with well established and explicit behavioural support system provided a conducive environment for learners with EBD and others to excel academically.

**H<sub>03</sub>:** Parental involvement has no statistically significant relationship with pupils with EBD academic performance in public primary schools in Trans-Mara West Sub County.

In reference to Table 4.5, there was a statistically significant and moderately strong positive relationship between the level of parental involvement in the learning of pupils with EBD and their academic performance ( $r = .488, p < .05$ ). This implied that learners whose parents worked closely with teachers had better academic performance.

## **CHAPTER FIVE**

### **DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the discussion of the findings as per the 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 examine the correlates of academic performance of grade three pupils with emotional and behavioral disorder in public primary schools in Trans-Mara West Sub County, Narok County, Kenya. The objectives of the study were to establish the relationship between teachers' preparedness towards inclusion of pupils with EBD and their academic performance, to determine the relationship between the use of behavioural support system and academic performance of pupils with EBD, and to examine the relationship between parental involvement in the learning of pupils with EBD and their academic performance in public primary schools in Trans-Mara West Sub County, Narok 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 Relationship between Teachers' Preparedness towards Inclusion of Pupils with EBD and their Academic Performance**

The first objective was to establish the relationship between teachers' preparedness towards inclusion of pupils with EBD and their academic performance. In reference to section 4.3.1, the find found that majority of teachers constituting 64.8 % opined that only teachers with extensive special education experience can be expected to deal with students with

disabilities in a school setting. This was an indication that most of the teachers lacked the self-efficacy in handling learners with special needs in an inclusive setting. Further, 54.0 % of teachers opined that an effective general educator cannot help a student with EBD to succeed. Similarly, 62.1 % of teachers posited that students with EBD should be placed in special classes/schools specifically designed for them while 45.9 % of teachers felt that students without disabilities cannot profit from the contact with students with EBD. This finding was incongruent with the Salamanca Statement policy that advocated that all the regular teachers in inclusive classrooms should adapt and modify their teaching practices and learning environments to suit individual needs of all students in inclusive classrooms (Horton, 2011).

Sheeya (2018) argues that the world trend is moving away from restricting children with disability to their own schools and away from their actual environment they encounter after school. In support, Brand et al. (2018) emphasize that learners with disabilities should study alongside with their peers in an inclusive setting by using same curriculum of accountability, as well as living together with their families. Such an arrangement enables learners with disability to integrate well in society and gives the society an opportunity to appreciate their abilities, diversity and respect for them.

The negative attitude and low self-efficacy among teachers towards inclusion education seemed to have been aggravated by the fact that 75.7% of teachers and 84.6 % of head teachers had no training in special education. The study finding concurs with Elam (2016) who found that the an untrained teacher is bound to face difficulties in handling EBD learners in an inclusive settings, get discouraged and finally become unproductive. Elam (2016) also found that an EBD learner whose needs have been neglected becomes increasing frustrated resulting to aggravation and dismal academic output.

Teachers' feeling of inadequacy is also observed by Mahoney (2016) who found that teachers' positive attitude had a significant relationship with teachers' pre service training and professional development. In support of this view, 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. The finding that a high percentage of both teachers and head teachers had no training was similar to Wanyama (2019) whose study found that 90.0 % of teachers and 88.9 % of head teachers in Matayos Sub County, Busia County, Kenya had no training in special education.

The study also found that most of the schools management were not keen in facilitating all the teachers in acquiring knowledge and skills in special education. Cognate to the study, Omamo (2017) 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. However, in about 40.0 % of the schools, the school management exposed teachers to workshops and seminars on how to teach and handle learners with special needs. Furthermore, 35.1 % of the schools benefited from the services of resource persons on EBD. Thus, the study shows that although most of teachers were not well prepared to handle learners with EBD, about 30.0 % of schools made an effort of equipping teachers with the necessary skills and knowledge to deal with learners with EBD and others special conditions. Further, the study found that there was a statistically significant and very strong positive linear relationship ( $r = .774, p < .05$ ) between the teachers level of preparedness and the learners with EBD academic performance. The finding corroborates Wanyama (2019) study finding that the teachers' capacity building in management of pupils with EBD had a significant influence on pupils with EBD academic performance in public primary schools.

### **5.2.2 Relationship between the use of Behavioural Support System and Academic Performance of Pupils with EBD**

The second objective of the study was to determine the relationship between the use of behavioural support system and academic performance of pupils with EBD. In reference to section 4.3.2, 54.0 % of teachers affirmed that the expected behavior for all students was clearly stated in their schools while 40.5 % of teachers disagreed. This meant a considerable percentage of schools had no elaborate code of conduct. The finding was contrary to McCurdy et al., (2016) and Soelberg (2013) observation that the schools where the expected behavior is made explicit to all students by printing, reminding them verbally and modelling, problem behavior is minimized. Thus, as Weeker (2015) noted, clearly stated code of conduct at each situation in a school is a sure way of managing managing discipline and minimizing disruptive behaviours in school. Further, 59.4 % of teachers indicated that the expected pupils' behavior is not well displayed for pupils and teachers to see. This meant that although some schools had well stated behavior patterns, they were not well displayed. In a similar study, McCartney (2021) notes that EBD learners will most likely struggle when a long list of complicated rules and demands is imposed and recommends no more than 3 to 5 main rules. Additionally, learners should know the rules on the first day of class and the rules should be well displayed on the classroom walls or noticeboard.

The study findings also showed that a hierarchal reprimand and consequences was not clear to the pupils and teachers in 78.3% of the schools. Steven (2020) contends that 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. In support of this view,

McCartney (2021), explicates that students with Emotional and Behavioral Disorders tend to have poor response to situations that appear unfair to them. McCartney therefore, cautions that the learner perceived unfair situations could trigger a cascade of negative emotions and acting-out behavior. Thus, a clear and precise reprimand system could bring stability in class and enhance academic performance. According to Bond (2018) and Ortega (2018), a school should have a hierarchal reprimand/consequence system such as nonverbal warning, verbal warning, loss of recess/center time, referral, callhome, and parent conference. Nonetheless, Gobel et al. (2016) emphasizes that to ensure that you are treating all of your learners in a consistently fair manner, avoid bending of the established rules for any student but rather enforce the expected consequences every time, with every student.

Majority of teachers constituting 78.3 % indicated that learners with severe EBD are never singled out for remedial work in academics ( $M = 2.1$ ,  $SD = 0.9$ ). The finding was contrary to Walker (2016) who showed that learners are more likely to succeed academically when they feel the teacher is supportive, cares about student success and honestly assesses their weaknesses and strengths. Additionally, the fact that 75.7 % of teachers had no training in special education, might have made them less proactive in engaging more with learners with EBD. However, it was encouraging that 45.9 % of the schools had put in place a system of peer support in behavior and academic work in their schools. Further, only 35.1 % of teachers affirmed that positive behaviour was normally reinforced through rewards in their schools. The finding was consistent with Magai et al. (2018) who found that offer of rewards is one of motivational strategies that can help students maintain better behavior. In concurrence, Stevens (2020) observes that by implementing a classroom management rewards system, teachers better control problem learner behavior. Stevens, however,

hastens to add that although classroom management rewards system is an effective tool to motivate learner, it might not work for every situation.

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 38.6% of class teachers while 35.1 % declined and 16.2 % were non-committal. This implied that a large percentage of teachers did not enable the other teachers to keep abreast of the special needs of specific learners in their classrooms. For meaningful learning, class management, and the school management, all the teachers need to be aware of the pupils likely to present with externalizing behavior disorders such as aggression and defiance or internalizing behavior disorders such as depressive mood attacks. The act of sharing the class crucial information was consistent with McCurdy et al. (2016) who regarded the sharing of information as indicative of a positive move towards team work, a hall mark to the success of most of intervention programs such as Check In Check Out. However, some of the interviewed head teachers in the current study, indicted some teachers were perpetuating stigmatization and alienation of the affected pupils after getting the details of their disability.

In reference to Table 4.4, the overall mean response of class teachers in regard to behavior support system in their schools, was found to be 2.6 with a standard deviation of 1.2. This implied that the use of behavioural support system as a management tool for learners with special needs and in particular those with EBD in most of public primary schools in Transmara Sub County was weak. However, the study found that there was a statistically significant and strong positive linear relationship between the level of the school behavioural support system and the EBD learners academic performance ( $r = .691, p < .05$ ). This implied that schools with well established and explicit behavioural support system provided a conducive environment for learners with EBD and others to excel

academically. The finding corroborated Wanyama (2019) who established that the school behavior support system had a significant influence on pupils with EBD academic performance.

### **5.2.3 Relationship between Parental Involvement in the Learning of Pupils with EBD and their Academic Performance**

The third objective of the study was to examine the relationship between parental involvement in the learning of pupils with EBD and their academic performance in public primary schools in Trans-Mara West Sub County, Narok County. In reference to section 4.3.3, 48.6 % of teachers disagreed that most of the parents provide their children with writing materials such as pencils, rubber and sharpeners while 38.6 % agreed ( $M = 2.9$ ,  $SD = 1.4$ ). Thus, in almost half of the schools considered parents were not very supportive in ensuring their children had essential stationery. In concurrence, Harder et al. (2014) established that lack of essentials such as stationery was a major factor in aggravation of emotional and behavioral problems among the impoverished Kenyan youths. Harder et al. (2014) recommended that in order to enhance academic performance of this category of learners the school administrators should reach to the parents and ensure that they have the both material and emotional support.

Majority of teachers (64.8%) disagreed to the statement that ‘parents turn up in person always when called for a school meeting’ while 35.1 % agreed ( $M = 2.5$ ,  $SD = 1.1$ ). Both the teachers and head teachers expressed concern of the parents laxity in attending the school meetings. The finding was similar to Samwel (2021) and Gesora (2021) who found that some parents had a habit of sending house helps and the older siblings to represent them in the school meetings. This habit was highly castigated by both head teachers and teachers citing the inability of such persons to participate in meaningful deliberations

during the school meetings. Janzen (2014) explicates 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 findings showed that a section of parents were not making use of modern technology to keep track of their child progress. This finding was inconsistent with Stevens (2020) 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 a related issue, 70.2 % of teachers disagreed that parents/guardians visit the school frequently in order to share information on their pupils milestone ( $M = 2.4, SD = 1.2$ ). This implied that some parents were neither using the media technology nor were they making voluntary physical consultative school visits. Both the teachers and the head teachers noted with consternation that some parents appeared to be ashamed of their special needs children and tried as much as possible to distance themselves from the ownership of these children.

A majority of teachers (64.8 %) disagreed that parents always ensure learners have done their homework. Lack of parent/guardian support in their homework could lead to conflict with teachers. Consequently, this would escalate the general pervasive mood of unhappiness or depression, and physical symptoms or fears associated with learners with EBD. The finding was contrary to numerous evidence based practices. McCormick et al., (2013) and Magai (2018) found that parent involvement activities like assisting in

homework and in particular project work predicted lower levels of future behavior problems for elementary school children as compared to parents who did not bother in assisting such activities. Similarly, McCartney (2021) 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.

Additionally, slightly over half of the teachers (54.0 %) affirmed that most of the parents were keen on their children's health such as immunization ( $M = 3.2$ ,  $SD = 1.4$ ). However, the 35.1 % of the teachers who indicated that parents were not keen on their children's health, needed intervention. Parents' failure to collaborate with teachers in monitoring the health of learners with EBD would definitely jeopardise the intervention measures. Ogundele (2018) contend that lack of close communication and progress tracking is even more tricky when the learner has internalizing and comorbid disorders. 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.

Overall, the level of parental involvement was on the lower side ( $M = 2.8$ ,  $SD = 1.3$ ). that would enable learners with EBD to excel in academics. However, the study found that there was a statistically significant and moderately strong positive relationship between the level of parental involvement in the learning of pupils with EBD and their academic performance ( $r = .488$ ,  $p < .05$ ). This implied that learners whose parents were involved in various aspects that were instrument in the learner education, posted better academic performance. The finding was however inconsistent with El Nokali et al., (2010) longitudinal study that found that while parental involvement predicted decline in problem behaviour among learners with EBD, it did not predict increases in academic achievement.

### 5.3 Summary

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

Over half of the teachers (54.0 %) opined that a teacher without training in special needs education cannot handle pupils with EBD effectively. Similarly, 62.1 % of teachers posited that students with EBD should be placed in special classes/schools specifically designed for them while 45.9 % of teachers felt that students without disabilities cannot profit from the contact with students with EBD. This showed that on average teachers had a negative attitude towards inclusion of learners with EBD in public primary schools in Transmara Sub County. However, most of the head teachers were confident that with more support from the government and parents, EBD learners could excel academically and socially in an inclusive setting. The study established that 75.7% of teachers and 84.6 % of head teachers had no training in special education. Further, only 35.1 % of the schools engaged resource persons on EBD. Thus, in general, grade three teachers in public primary schools in Transmara Sub County lacked adequate preparedness to handle learners with emotional behavioural disorder. Nonetheless, there was a statistical significant very strong positive relationship between the teachers' preparedness and the academic performance of learners with EBD.

Slightly more than half of the (54.0 %) of teachers affirmed that the expected behavior for all students was clearly stated in their schools implying that a considerable percentage of schools (46.0 %) had no elaborate code of conduct. Further, in 59.4 % of schools the expected pupils' behavior was not well displayed for pupils and teachers to see. The hierarchal reprimand and consequences was also not clear to the pupils and teachers in 78.3% of the schools. However, 45.9 % of the schools had put in place a system of peer

support in behavior and academic work. In 35.1 % of the schools, a reward system was used to reinforce positive behaviour among learners. The study found that there was a statistical significant strong positive relationship between the level of behavioral support system and the academic performance of learners with EBD in public primary schools in Transmara Sub County, Narok County.

Concerning parental involvement, 48.6 % of teachers indicated that parents hardly provided their children with writing materials such as pencils, rubber and sharpeners. Majority of teachers (64.8%) and headteachers indicated that parents hardly attended the school parents meetings in person but rather sent representatives who could not sustain some meaningful deliberations. Further, 70.2 % of teachers and most of the head teachers decried of the low interest shown by parents in contacting teachers to enquire of their children's academic progress. Similarly, 64.8 % of teachers indicated that parents were not keen on their children's home work. However, over half of the teachers (54.0 %) affirmed that most of the parents were keen on their children's health such as immunization. The level of parental involvement was found to have statistically significant moderately strong relationship with the learners' academic performance.

## **5.4 Conclusion**

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

Most of grade three teachers in public primary schools in Transmara Sub County were found to have negative attitude towards inclusion of learners with EBD. Most of them lack formal training in special needs education translating to low self-efficacy in handling learners with EBD effectively. This has resulted to low academic performance among learners with EBD.

Lack of an elaborate behaviour support system in most of the public primary schools in Transmara Sub County, has left many of the learners with EBD vulnerable to constant conflict with teachers and the other students as well as self. This has impacted negatively to their academic performance.

Despite the fact that parental involvement in pupils learning is a potentially effective intervention in enhancing prosocial behaviour and academic achievement for learners with EBD most of the parents were not active in monitoring their children progress.

### **5.5 Recommendations of the Study**

Based on the findings and conclusions thus far, the following recommendations were made: The government through the Ministry of Education, Non-governmental organizations, BOM, PTA and other education stakeholders should combine effort and facilitate workshops and seminars to equip all the teachers with skills and knowledge regarding the special needs education. In so doing, teach will acquire self-efficacy in handling learners with special needs as well as acquiring positive attitude towards inclusive education.

The Transmara Sub County education office should organize a bench marking programme in which schools whose behavioral support system is well developed could be the reference to the many schools which lack an effective system. Such a move could lead to improved academic performance for all the learners with EBD in the sub county.

Parental involvement in pupils with EBD learning promotes the pupil's microsystem and mesosystem in accordance with Brofronbrenner Bioecological systems theory. Therefore, the study recommends the school BOM and PTA to spearheaded a campaign to scale up parents involvement in their children learning and more so the ones with any form of disability. The Transmara Sub County office should explore on possibilities of developing

an online module to educate teachers and parents on management of learners with special needs.

### **5.6 Suggestions for Further Research**

The following areas have been suggested for further research:

- i. A study could be conducted to establish an appropriate online platform to disseminate information and skills on how to handle EBD and other special education learners. The platform could be the teachers, parents and resource persons meeting point.
- ii. 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.
- 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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## APPENDICES

### 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: **CORRELATES OF GRADE THREE PUPILS WITH EMOTIONAL AND BEHAVIOURAL DISORDER ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOL IN TRANS-MARA WEST SUB-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,

**Susan Kirui**

**Email:** [susankirui@gmail.com](mailto:susankirui@gmail.com)

## **APPENDIX II: GRADE THREE TEACHERS' QUESTIONNAIRE**

Please fill the questionnaire by ticking (✓) 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 two years?  
None [    ]    Once [    ]    Twice [    ]    More than twice [    ]

### **SECTION B: Teacher's Preparedness for Inclusion of Students with Emotional-Behavioral Disorders**

7. The following are statements regarding the Teacher's Preparedness for Inclusion of Students with Emotional Behavioural Disorder. Please tick appropriately the level of agreement depending on what is happening in your school.

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

| Statement                                                                                                                             | SA | A | U | D | SD |
|---------------------------------------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| Only teachers with extensive special education experience can be expected to deal with students with disabilities in a school setting |    |   |   |   |    |
| Classrooms with both learners with and without EBD enhance learning experiences of learners with EBD                                  |    |   |   |   |    |
| An effective general educator can help a student with EBD to succeed                                                                  |    |   |   |   |    |
| In general, students with EBD should be placed in special classes/schools specifically designed for them                              |    |   |   |   |    |
| Students without disabilities can profit from contact with students with EBD                                                          |    |   |   |   |    |
| General education should be modified to meet the needs of all students including students with disabilities                           |    |   |   |   |    |
| I am able to change my teaching processes to accommodate children with EBD in my classroom.                                           |    |   |   |   |    |
| I know several strategies for teaching pupils with emotional and behavioural disorder                                                 |    |   |   |   |    |
| I can screen learners for EBD successfully                                                                                            |    |   |   |   |    |
| As a class teacher I know all the learners with EBD in my class                                                                       |    |   |   |   |    |
| The school management collaborates with teachers in identification of learners with EBD                                               |    |   |   |   |    |
| The school management has been keen in facilitating all the teachers in acquiring knowledge and skills in special education           |    |   |   |   |    |
| The school management has enabled me to acquire skills on how to enhance prosocial behavior of learners with EBD                      |    |   |   |   |    |
| The school management invites resource persons on inclusive education to facilitate the teachers                                      |    |   |   |   |    |

**8.** 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.

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### **SECTION C: Behavioral Support System for Learners with EBD**

**9.** The following 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 Agree (5) A= Agree (4) N = Not sure (3) D= Disagree (2) SD = Strongly Disagree (1)

| 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 finish 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                           |    |   |   |   |    |

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

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#### **SECTION D: Involvement of Parents/Guardians in Learning of Pupils with EBD**

**11.** The following 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 Agree (5) A= Agree (4) N = Not sure (3) D= Disagree (2) SD = Strongly Disagree (1)

| Statement                                                                                                 | SA | A | N | D | SD |
|-----------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| Most parents provide their children with writing materials such as pencils, rubber and sharpeners         |    |   |   |   |    |
| Parents turn up in person when called for a school meeting                                                |    |   |   |   |    |
| Parents assist in assessment and monitoring of learners progress                                          |    |   |   |   |    |
| Parents call/write messages to follow up on their child progress                                          |    |   |   |   |    |
| Parents/guardians visit school frequently in order to share information on their pupils milestone         |    |   |   |   |    |
| Parents ensure learners have done their homework                                                          |    |   |   |   |    |
| 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         |    |   |   |   |    |
| Most parents ensure their children's uniform is in good form                                              |    |   |   |   |    |
| Most parents are keen on their children's health such as immunization                                     |    |   |   |   |    |

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

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### SECTION E: Learners with EBD Academic Performance

13. Please fill the following Table

|                                                       |                                                                                        |                                                                      |      |
|-------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------|------|
| Number of Learners with EBD in Grade 3 in your school | Grade 3 learners with EBD average mean score for in 2 National assessment examinations | Grade 3 average Mean score for in 2 National assessment examinations |      |
| n =                                                   | Mean =                                                                                 | Mean =                                                               | SD = |

**Thank you for your cooperation**

### **APPENDIX III: HEAD TEACHERS' INTERVIEW SCHEDULE**

- 1.** 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?
- 2.** 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 learners in an inclusive setting?
- 3.** 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.** 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?
- 6.** Generally, how have your teachers embraced inclusive learning?

# APPENDI IV: TRANS-MARA WEST SUB COUNTY PUBLIC PRIMARY

## SCHOOLS

| S/N | School             | S/N | School        | S/N | School        |
|-----|--------------------|-----|---------------|-----|---------------|
| 1   | Ilkarian           | 44  | Muntenukar    | 87  | Isambin       |
| 2   | Tororet            | 45  | Esaei         | 88  | siteti        |
| 3   | Olpikidongoe       | 46  | Nendeke       | 89  | Olepoipoi     |
| 4   | Mashangwa          | 47  | Nyasita       | 90  | Olaitong      |
| 5   | Ongata barrikoi    | 48  | nkoirienito   | 91  | Oloibor soito |
| 6   | Nailare            | 49  | Enoretet      | 92  | Osunguroi     |
| 7   | Emurtoto           | 50  | Olemalit      | 93  | Tagitech      |
| 8   | Kilgoris deb       | 51  | kiigat        | 94  | Kimelok       |
| 9   | Olengoloto         | 52  | Enkiwancha    | 95  | Ilmeshuki     |
| 10  | Empurkel           | 53  | Nkararo       | 96  | Mabashi       |
| 11  | Endonyo onkopit    | 54  | Ereko         | 97  | Entejia       |
| 12  | Oloosinon          | 55  | Olalui        | 98  | Oliashire     |
| 13  | St.josephs girls   | 56  | Marantha      | 99  | Olesoilal     |
| 14  | Esoitt naibo       | 57  | Ilokwaya      | 100 | Kiletien gaa  |
| 15  | Pusangi            | 58  | Oldonyo orok  | 101 | Saparingo     |
| 16  | Oronkai            | 59  | Olesayiet     | 102 | Enkereri      |
| 17  | Oldanyati          | 60  | Ildolisho     | 103 | Kilae         |
| 18  | Enkipai            | 61  | Kipupu        | 104 | Partakilat    |
| 19  | Oloosentu          | 62  | Oltanki       | 105 | Oloolmongi    |
| 20  | Sitoka             | 63  | Osupuko       | 106 | Sankale       |
| 21  | Oloonkoolin        | 64  | Olasenwa      | 107 | Ilopiliguny   |
| 22  | Ntuka              | 65  | Enkoiperia    | 108 | Ololltingual  |
| 23  | Oloontare          | 66  | Masurura      | 109 | Kabusa        |
| 24  | Meguarra           | 67  | Mosiro        | 110 | Olkireruki    |
| 25  | Enengeshui         | 68  | Muneita       | 111 | Kpatembwo     |
| 26  | Olkiloriti         | 69  | Naronyo       | 112 | Kapsinende    |
| 27  | Ilpashire          | 70  | Nasira nkujit | 113 | Chelchel      |
| 28  | Kiminteet          | 71  | Nganayioi     | 114 | Nyamesankura  |
| 29  | Moita              | 72  | Ndoluo        | 115 | Enairukurukoi |
| 30  | Enoosaaen          | 73  | Olaserwa      | 116 | Enchurai      |
| 31  | Snr chief nkoidila | 74  | Emagutian     | 117 | Oloshur       |
| 32  | Emarti             | 75  | Olmakau       | 118 | Enemasi       |
| 33  | Njipiship          | 76  | Olmeoshi      | 119 | Enkakenya     |
| 34  | Romosha            | 77  | Olpisia       | 120 | Enoloshaki    |
| 35  | Kilgoris township  | 78  | Osero         | 121 | indoinyo      |
| 36  | Porroko            | 79  | Tumbelian     | 122 | intimigom     |
| 37  | Osinoni            | 80  | Sosio         | 123 | kilena        |
| 38  | Osinoni            | 81  | Osupukia      |     |               |
| 39  | Olmotony           | 82  | Shartuka      |     |               |
| 40  | Ngendalel          | 83  | Enonkipilia   |     |               |
| 41  | Kinyibol           | 84  | Kapune        |     |               |
| 42  | Sikawa             | 85  | Olereko       |     |               |
| 43  | Isokon             | 86  | Ololnchani    |     |               |

Source: Narok County Education Office

**APPENDIX V: INTRODUCTION LETTER FROM AFRICA NAZARENE  
UNIVERSITY**



10<sup>th</sup> March 2021

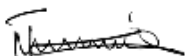
**RE: TO WHOM IT MAY CONCERN**

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Kirui Susan (15M04CMED061) is a bonafide student at Africa Nazarene University. She has finished her course work and has defended her thesis proposal entitled: - *“Correlates of academic performance of grade three pupils with emotional and behavioural disorder in public primary school in Trans-Mara West Sub-County, Kenya.”*

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

Regards,

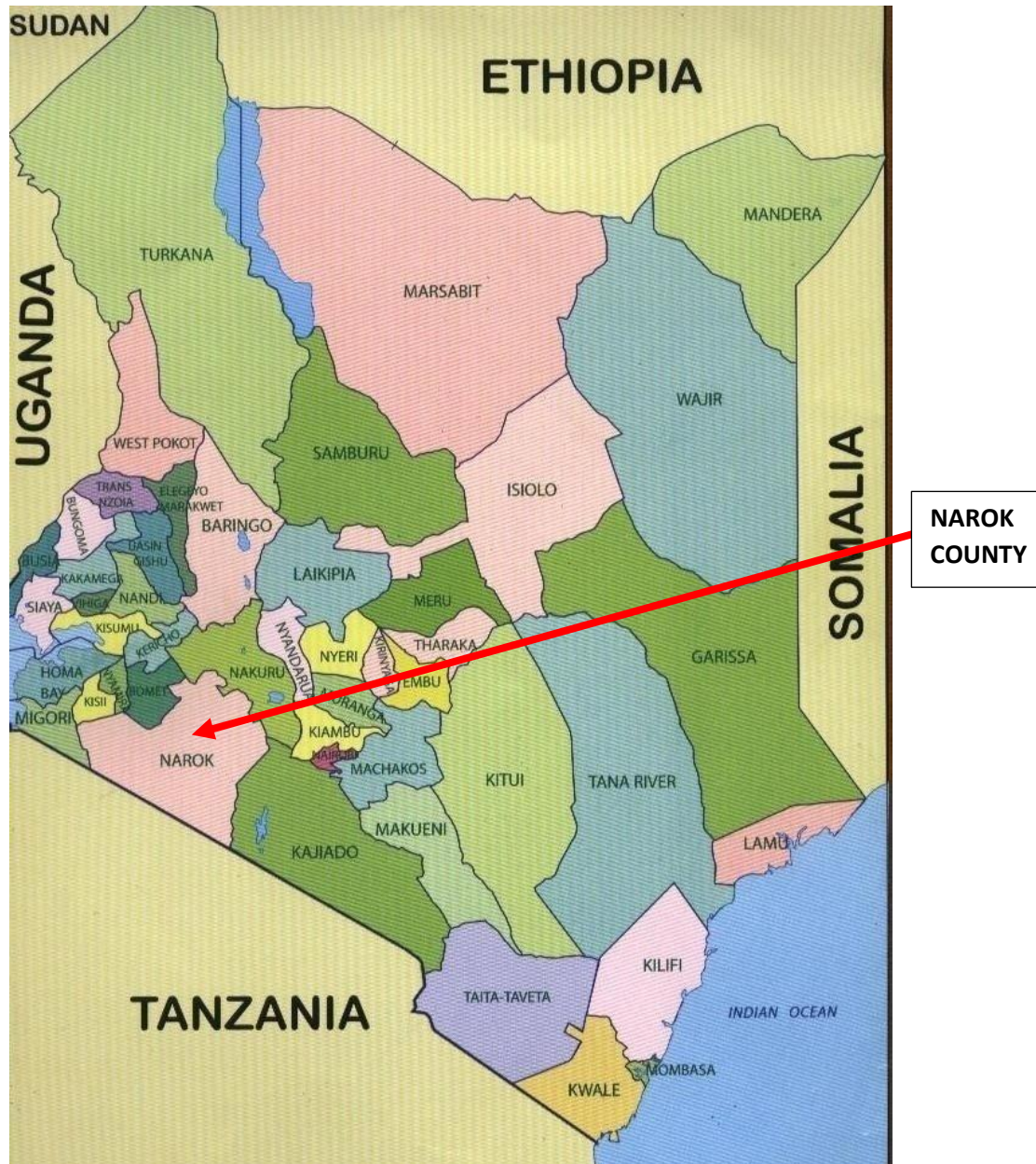


**Dr. Titus Mwanthi**

**Ag. Deputy Vice Chancellor, Academics.**

## APPENDIX VI: RESEARCH LICENSE FROM NACOSTI

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">National Commission for Science, Technology and Innovation</p> <p style="text-align: center;">  </p> <p style="text-align: center;"> <b>RESEARCH LICENSE</b> </p> <p style="text-align: center;"> <b>Ref No: 172407</b> </p> <p style="text-align: center;"> <b>Date of Issue: 19/March/2021</b> </p> <p style="text-align: center;"> <b>This is to Certify that Miss. Yvonne Kiriri of Africa Nazarene University, has been licensed to conduct research in Narok on the topic: correlates of academic performance of grade three pupils with emotional and behavioural disorder in public primary school in transmara-west sub-county Kenya for the period ending : 19/March/2021.</b> </p> <p style="text-align: center;"> <b>License No: NACOSTI/P21/9591</b> </p> <p style="text-align: center;"> <b>Applicant Identification Number</b> </p> <p style="text-align: center;"> <b>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</b> </p> | <p style="text-align: center;">National Commission for Science, Technology and Innovation</p> <p style="text-align: center;">  </p> <p style="text-align: center;"> <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b> </p> <p style="text-align: center;"> <b>Date of Issue: 19/March/2021</b> </p> <p style="text-align: center;"> <b>Director General</b> </p> <p style="text-align: center;"> <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b> </p> <p style="text-align: center;"> <b>Verification QR Code</b> </p> <p style="text-align: center;">  </p> |
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**APPENDIX VII: MAP OF KENYA SHOWING NAROK COUNTY**

# APPENDIX VIII: TRANSMARA WEST SUB COUNTY

