FACTORS HINDERING TEACHING AND LEARNING ACTIVITIES FOR LEARNERS WITH EMOTIONAL AND BEHAVIORAL DISORDERS; A CASE STUDY OF KABETE REHABILITATION SCHOOL, WESTLANDS SUB COUNTY KENYA

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE 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

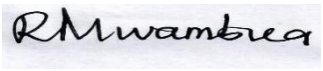
I declare that this thesis is my original work and that it has not been presented in any other university for academic work.

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This research thesis was conducted under our supervision and is submitted with our approval as university supervisors.

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DEDICATION

I dedicate this thesis to my late mother, Rose Ohalo and my dear guardian Betty Anyango for starting this education journey and their encouragement and inspiration since my growing up. They thought it wise to take me to good schools.

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First I give thanks to Almighty God for His mercy and Grace that have enabled me to come this far. I wish to express my sincere gratitude also to my supervisor Dr. Rebecca Wambua and Mr. Charles Nyaranga for their immesurable guidance, support, encouragement and time that enabled me to write this thesis. My sincere appreciation also goes to my lecturers classmates and the staff of African Nazarene University for all the assistance extended to me in one way or another.

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ABSTRACT

The achievement of learners with emotional and behavioral disorders increase outside school before they are placed in the rehabilitation school. After placement for rehabilitation services, control of undesirable behaviors was given the highest priority. This study aimed to investigate the factors hindering teaching and learning activities for learners with emotional and behavioral disorders at Kabete Rehabilitation School in Westlands Sub-county. The objectives of the study were: to examine the effectiveness of teachers teaching learners with EBD'S, to investigate how EBD's affect teaching and learning activities, to establish methods used to control the inappropriate behaviors during teaching and learning activities and to determine strategies that can improve teaching and learning activities in the school. The study was grounded in the tenets of constructivist theory and employed a descriptive case study research design approach. The target population consisted of 98 respondents, with a sample size of 42 respondents. Data for the study was sought using Questionnaires, interview schedules, and physical resource observation. A pilot exercise was undertaken at Kakamega Rehabilitation School in order to find checks that ensured validity and reliability of the study. Data analysis was done using descriptive and inferential statistics. The study findings revealed that teachers qualification had a positive and significant effect on teaching and learning activities of ($B= -1.584$, $P<0.05$). It was further established that the emotional and behavioral disorders had a negative and significant effect on teaching and learning activities ($B= -0.658$), $P= 0.05$). The methods used to control inappropriate behaviors were staying outside until the lesson is over and through guidance and counseling. The study also found that good infrastructure and adequate learning equipment specifically thosed suitable for EBD learners, were effective strategies for improving teaching and learning activities. The study concluded that teacher's qualifications and the effects of EBD contributed significantly poor performance. The study recommended that all teachers should be trained in the management and teaching of EBD learners, and that the sources used inside and outside the classroom should be appropriate for learners with emotional and behavioural disorders.

ABBREVIATION AND ACRONYMS

ANU: African Nazarene University

CLAN: Child Legal Action Network.

CPU: Child Protection Unit.

CRH: Children Remand Homes.

CRADLE: Child Rights Advisory documentation and Legal Centre.

EBD: Emotional and Behavioral Disorders.

E.D: Emotional Disorders.

GOK: Government of Kenya.

J.D: Juvenile delinquency.

JJS: Juvenile Justice System.

K.I.S.E: Kenya Institute of Special Needs Education.

KRS: Kabete Rehabilitation School

MOE: Ministry of Education

NGOs: Non-Governmental Organizations.

SNE: Special Needs Education.

OPERATIONAL DEFINITION OF TERMS

For the purpose of this research, the following words are operationally defined as:-

Behavior: this is the sum total of all the actions of an individual learner in the school.

Behavior disorder: These are the persistent behaviors in the rehabilitation school that adversely interfere with the performance of learners during teaching and learning activities.

Behavior modification: this is the application of the principles of behavioral theory to changing behaviors of EBD learners in the school.

Delinquency: this is any actions that are in conflict with the law or offences committed by a person who is under 18 years of age that were prohibited by law or that were considered.

Delinquent learners: these are learners with behaviors that breach the written law and put them in conflict with the authority. According to Kenyan law these are minors who are less than 18 years and committed crimes.

Disorder: An extreme condition which always call for professional intervention in the school to restore the affected learners functioning in appropriate manner.

Emotions: these are strong mental feelings of sadness that learners have in the learning environment.

Juvenile: it refers to the children who were between the ages of 10 to below 18.

Juvenile justice system: it refers to the comprehensive process of dealing with children who are in conflict with the law.

Juvenile delinquency: This means behaviors of EBD learners, which breaches the written law and put him in conflict with the authority.

Learning activities: these are the activities performed by learners inside and outside the classroom after they have been taught by the teachers in school.

Programs: these are methods used or strategies put in place in the process of behavior modification.

Rehabilitation: it is used to refer to those practices that are adopted by the rehabilitation schools as a way of intervention in behavior modification and in reducing the re-offending rates of juveniles.

Rehabilitation school: it is correctional facility maintained by the government and that provides rehabilitation programs and interventions to the juvenile delinquents who are accommodated therein for a specific period of time.

Staff competence: this is the ability of the working in the juvenile delinquency rehabilitation school to successfully and effectively dispense the rehabilitation programs in a manner that is beneficial to juveniles

Strategy: this is the set of actions and decisions that result in the formulation and implementation of the rules to control EBD learners and do achieve the objectives of the rehabilitation school.

Teaching: this is the way in which teachers in the school present acts, ideas, skills and technique to learners with EBD.

Teaching activities: these are activities done by the teacher as EBD learners listen and observe the actions.

CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

1.0 Introduction

This chapter addresses the background to the study, the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, scope of the study, limitations and delimitations of the study, assumptions underlying the study and the theoretical framework, conceptual framework and description of the conceptual framework.

1.1Background to the study

Emotional and behavioral disorders have been a problem among the young generation all over the world. Research studies pay more attention to children who engage in antisocial or criminal behavior, with the aim of helping them in learning activities and developing social relationships. In the 21st Century, the main focus was on how to deal with some of the challenges facing learners with emotional and behavioural disorders. These challenges included prevention, placement and instruction, which cut across all Nations worldwide. Learners with EBDs get appropriate and available placement in habilitation schools (Cullinan, 2009). It provides learners with opportunities to continue with their basic education and changed academically.

Globally, special educators had placed great emphasis on the importance of effective instruction from teachers as a way to improve teaching and learning activities for learners with EBDs in rehabilitation schools (Trent and Hallahan, 2012; Kerr & Nelson, 2014). Children with EBDs increased in number due to being in conflict with the law frequently. Distributed delinquency had been on the rise and as delinquency rises causes of learners with EBDs that go to correctional facilities to serve time as they continue with their learning activities also rises (Darbouze, 2008).

Assessment of the rehabilitation progress to strengthen them could mean a substantial education to prevent or curb future criminality. The aim of rehabilitation should be to address the reasons behind delinquents offending Behavior and also to focus on supporting good performance in academic subjects after teaching and learning processes (OPPAGA Report, 2007). Educationalists emphassised the importance of compulsory academic activities and

behavior management in rehabilitation schools globally. Therefore, there was a serious need to deploy only teachers with special needs education knowledge and skills to teach EBD learners in the rehabilitation schools. These learners with EBD also another category of learners with special needs in education.

Low academic performance with extreme EBDs in rehabilitation schools globally was a indication that there were problems in these schools, which preveneted learners from excelling in their national academic assessments worldwide. According to Human Rights (2013), delinquents have a right to basic education and the provision of some basic needs and classroom requirements in schools. Lack of all the requirements could interfere with their concentration and learning activities and lead to low performance. Globally, some government have set up a special allocation for learners with extreme EBDs in rehabilitation or juvenile schools in their annual budgets. Education sector worldwide had been hit hard particularly by Covid-19 pandemic impact. The dropout rates across the globe rose as a result of massive disruptions the school calender and access to education. There was total shut down of learning institutions due to the pandemic and this affected learners with extreme emotional and behavioural disorders worldwide (Newspaper Report, 2021). The radio based learning in some continents which was introduced during the pandemic did not consider learners with extreme EBDs in the rehabilitation schools. The learners were strictly confined to the school, and the concerned governments did not distribute radios to the rehabilitation schools. This meant that learners with extreme EBDs in the rehabilitation schools did not learn at all, resulting in low performance. According to some reports, these delinquent learners in the rehabilitation worldwide did not had opportunities, tools or access needed to keep on learning during covid-19 pandemic.

The world entered the pandemic ill-prepared to deliver remote education to all learners equally, particularly learners with extreme EBDs (Human Rights, 2021). This was due to government's failure to remedy discrimination and inequalities in the education system or to ensure basic government. Services such as affordable and reliable electricity in rural homes and villages as well as the failure to facilitate internet access (Martinez, 2020). Across all continents in the world education systems failed to provide digital literacy training for teachers and learners in rehabilitation schools, as a result of this hindered the continuation of teaching and learning processes.

In Africa children commit various types of offences like stealing, sexual offences, drugs and substances abuse, drug trafficking, arson, murder, robbery with violence, terrorism and cyber bulling among others. Punishment was once used almost exclusively in African countries by authorities to deal with young people with extreme emotional and behavioural disorders or juvenile delinquents. It was later determined that this approach would cause a greater issue, and therefore, resorting to rehabilitation instead became the new catch phrase (Twycros and Johnson, 2019). Educators in most African countries have found that delinquent learners often engage in daydreaming behavior during teaching and learning activities. This kind of behaviour became a problem hindering good performance, therefore, there was a need for teachers to ensure that all learners with extrme EBDs were attentive during the teaching and learning processes (Odera Onyango, 2011).

Professionals in the field of special needs education use various approaches to investigate problems in rehabilitation schools due to poor academic performance in summative evaluations. Walters (2016), emphasized that knowledge about factors associated with extreme EBDs, including how to help improve on learning activities, could be of great help to all rehabilitation institutions, teachers, and paraprofessionals. Lack of relevant personnel in the schools with EBDs leaners made these young offenders not to receive full rehabilitation services.

Most teachers in African countries with rehabilitation services did not have special education skills on how to engage learners with extreme EBDs during teaching and learning activities. This also might contribute to poor performance among EBD learners. Some schools in African countries lack physical facilities and enough knowledgeable human resources with the correct skills to manage and enable learners with extreme emotional and behavioral disorders perform well in cumulative academic evaluations (Kikuvi, 2011). There were very few countries with teachers trained to deal specifically with such learners.

According to special needs education professionals in Africa, poor social skills could result in social rejection by both peers and teachers. This rejection in schools leads to further disinterest and even greater underachievement and failures (Mark, 2005). In some regions in Africa, behavior of juvenile delinquents was influenced by cultures and subcultures. Most educators and teachers ignored these issues of culture but they affect African children with extreme EBDs. They assume the facts and pretend to believe that there were no cultural differences among EBD learners in the rehabilitation schools. Teachers become concerned with poor

academic performance but often fail to determine wether learners with extreme EBDs are a result of cultural differences and whether other factors contribute to their poor academic performance (UNESCO, 2018).

In some rehabilitation schools in Namibia, Angola, Zimbabwe and Ghana, among others, the behavior of young offenders often reflect the cultural background of EBD learners, which differs from that of other learners, educators and the school system. A lack of expertise in harmonizing social differences among EBD leraners in schools and the provision of relevant intensive services also hinders effective teaching and learning activities in most African schools (Florence, 2015).

Curriculum review had been a great problem in most African countries with institutions providing rehabilitation services. The formal curriculum used in rehabilitation schools needs to be reviewed to address the special needs of the rehabilitated learners. Learners with extreme EBDs often fear difficult tasks; some of them develop poor concentration habits during teaching and learning activities. This made EBD learners partially involved during learning processes (Walkin, 2017). Special education experts discovered that most learners in rehabilitation schools avoid tasks if the believe rehabilitation schools avoid tasks if they believe they will fail. Therefore, it was important to note that EBD leraners' personal attitude that might contribute to very poor academic performance during summative evaluations in the rehabilitation schools.

Gearheart (2016), explained that fear of failure was particularly relevant to learners with extreme EBDs who frequently score low grades in continuous assessments. These learners with minimal academic achievements had already developed negative attitude towards any assessment and consistently performed poorly during summative evaluations in some African countries. Most African countries did not have special educational programs for emotionally and behaviourally disturbed learners. A survey conducted by UNESCO (1985). Indicate that only Kenya and Zimbabwe had very well established institutions for learners with EBDs in Eastern and Southern Africa.

In Kenya there were no special classes purely for learners with extreme emotional and behavioral disorders. Learners with acute problems behaviors or completely anti-social were legally placed in special transitional schools known as Approved schools and for this study they were called rehabilitation schools. These rehabilitation schools serve as juvenile systems which receive learners with extreme EBDs whom probation officers or courts referred. Hence,

it was a very limited number of learners who received help compared to the many children in school settings who went unreported and therefore remained untended.

Odero, (2021), in his findings showed that ineffectiveness of the existing rehabilitation in Kenya ranging from relevancy to implementation of the programs thus leading to poor rehabilitation process of learners with extreme EBDs as demonstrated by the affected learners who felt they had not been successfully rehabilitated even after being in the institutions for the maximum recommended period of three years. Kathungu (2010), noted that rehabilitation programs in Kenya did not undergo frequent evaluation to assess the efficacy of the programs they employed. This therefore calls for the frequent assessment of existing rehabilitation programs for young offenders to ensure that they are relevant in the modern day, effective in reducing the likelihood of reverting to delinquency, and that they promote behavior modification to prevent future career criminals, as well as ensuring that they become productive.

1.2 Statement of the problem

Globally, the classroom environment for EBD learners is of great significance as learning is of great significance as learning is the outcome of this environment. A conducive classroom environment, effective teachers and sufficient learning resources are important factors in strengthening learners with an EBDS level of education. These factors lead to considerable significance in the study of low performance among EBD learners in school. Therefore, the success or failure of EBD learners' academic performance greatly depends on the quality of teachers, sufficient learning materials, and the effective use of quality time.

Kenya is among many developing countries in Africa with majority of young delinquents going through education systems that sometime fail to provide teaching and learning instructions well (Bensans, 2018)

In Westland sub county, a lack of experience teachers, inadequate learning resiources, a negative attitude from EBD leraners, and a lack of knowledge and skills continue to hinder the proper achievement of quality education for all EBD learners. Juang (2016) noted that unreported delinquents within the sub county became robbers and thugs who trurn against Kenyan law and pose a problem to people living in the sub-county and beyond. Instructions to EBD learners can change their Lives fully. These instructions, used during teaching and learning activities, can enable students to understand the skills and concepts on which future

learning and operations are built. Instructions help EBD learners to make sense of their world by doing what is acceptable in the school and outside.This can also help them construct a solid foundation for later success in school work through improved academic performance.

1.3 Purpose of the study

The purpose of this study was to investigate factors hindering teaching and learning activities for learners with extreme emotional and behavioural disorders at Kabete Rehabilitation School in Westland Sub-County.

1.3.1 Objectives of the study

This study therefore sought to achieve the following objectives;

I. To examine training and competence level of staff teaching learners with EBD.
II. To investigate the effects of EBDs on teaching and learning activities in the school.
III. To determine methods used to control inappropriate behaviors during teaching and learning activities.
IV. To examine appropriate strategies that could help to improve teaching and learning activities.

1.4 Research questions

This study would answer these research questions based on the objectives above:

a. How does teachers qualifications affect teaching and learning activities at Kabete rehabilitation school?
b. How does emotional and behavioral disorder affect teaching and learning activities in the school?
c. What are the methods used in the school to control inappropriate behaviors during teaching and learning activities?
d. What are the strategies that can help to improve teaching and learning activities in the school?

1.5 Significance of the study

The significance of the study is demonstrated by how the researcher benefits or impact others, in part or whole (Simon and Geos, 2013). This study aimed to highlight the effectiveness of

teachers in the school under study and thereby bring to the fore the effectiveness of teachers in the school, with the expectation of being of great benefit to learners with EBDs. Policy makers, curriculum developers and other researchers in the field of Special Needs Education. This Information would also inform the future planning of suitable curriculum adoption for learners with EBDs, as well as teacher professional training and workload allocation by the institution manager and the Teachers Service Commission.

These findings were of great help to teachers in identifying, planning and controlling undesireable behaviours and strong negative emotions that were hindering learners with EBDs from learning. Teachers would also be able to use acceptable methods to control in appropriate behaviors and make use of the right strategies that would improve teaching and learning activities both inside and outside the classroom. This would assist in nurturing talents and improving learner's academic achievements. Above all teachers were informed of the extent to which their support contributes to the effectiveness of total behavior change.

Learners with EBD were able to adjust, build and maintain good interpersonal relationship with perss, teachers and workers in the rehabilitation school. They would develop a positive attitude towards education and aim for higher academic achievements. Learners were able to understand that they had a right to a positive school experience that nurtures the whole person regardless of their disabilities in education. School administrators might benefit from the study findings in that produced in appropriate behaviors provide time and opportunities to focus on other school while the curriculum programs and that improved appropriate behaviors in the school was directly proportional to improvement in academic performance

1.6 Scope of the study

The young generation had lacked proper mentorship due to the breakdown of the socialization process and the unpredictable changes in lifestyle. This had made these learners with behavioral disorders to look for alternative ways. This alternative voice forced them into conflict with the Kenyan law governing children under 18 years of age.

The effects of the rise of delinquents had greatly been felt by the juvenile justice system since the cases of behavioral disorders were legally placed in the rehabilitation schools for rehabilitation, academics and behavior modification. The goal of rehabilitation was to ensure that children with EBD were fully rehabilitated, academically improved, and had changed their

behaviours positively by the end of the rehabilitation process. Academically, these learners with EBD perform poorly during and after teaching activities in the Rehabilitation School.

Academically, these learners with EBDS performed poorly during and after school-based teaching activities. The study was carried out in of the rehabilitation school in Kenya. This was Kabete School located in Westland Sub County, Nairobi County, serving learners with EBD. The study assessed factors hindering participation in activities at EBD Kabete Rehabilitation School. The study was conducted over a period of two months at a single institution. Pilot study was carried at Kakamega Rehabilitation School.

The researcher used sample size representative of the entire population. These smaller groups filled out the questionnaires, and some were interviewed during the period for the actual study.

This study therefore, was instrumental in investigating factors hindering teaching and learning activities for learners with EBDs in the school. A lack of effective teaching and learning activities for EBD learners may therefore result in poor performance in summative evaluations. Education for learners with EBDs in Kenya need to be accessed frequently so as to find out whether teaching and learning activities were relevant special education needs for learners with emotional and behavioral disorders in Rehabilitation School

1.7 Delimitation of the study

Delimitation referred to the information boundaries of the study that might affect the generalizability of the study that were within the researcher`s control (Mutai, 2001). Many factors might influence the effectiveness of teaching and learning activities for learners with EBDs in public primary schools. However, the proposed study was delimited to teachers' qualifications, the effects of EBDs on teachers and learners, and the methods used to control inappropriate behaviour during teaching and learning activities in the rehabilitation school in Westland Sub-County.

1.8 Limitation of the study

Limitations refer to potential weaknesses in the study that were not within control of the researcher (Kombo & Goes, 2006). They limit the extent to which a study can go and may affect the study's end results (Simon & Goes, 2013). There might be hesitations by respondents to give factual information. As Sharma (2008) noted, respondents tend to overrate themselves

on desirable traits and underrate themselves on undesirable traits when using self-assessment instruments. Thus, some SNE teachers might tend to over-rate their teaching practices in terms of behaviour management and teaching by ticking what they term as ideal. However, the researcher would mitigate the situation by assuring the respondents of anonymity and that the gathered information was meant for academic purposes only. Additionally, information source triangulation was accomplished by interviewing learners, using an observation schedule and soliciting information from SNE teachers and class teachers.

1.9 Assumption of the study

Assumptions were underlying ideologies that the researcher trusts or admits that were difficult to attest in any actual way. In other words, it referred to realistic expectations believed to be true and beyond the control of the researcher; they were considered facts necessary for the relevance of the study, as they provided the basis for the development and implementation of the research (Simon, 2011).

In this study, the researcher makes the following assumptions; Respondents were honest in their answers to the questions on the questionnaires. In addition, it was expected that all respondents was available during the data collection period to facilitate the effectiveness of the research findings. They were also expected to be cooperative and willing to fill in questionnaires. The research assistant would present sampled learners for an interview, and they were expected to answer uestions honestly during the interview. Lastly, the researcher was permitted to observe physical facilities in the school and record the observation that would provide honest information. The study findings aim to create awareness among education stakeholsers and the TSC to focus on SNE teachers who hace been trained in teaching with EBDs, and to deploy them to rehabilitation schools.

1.10 Benefits of Rehabilitation

The rehabilitation schools offer programmes that are intended to assist in the behavior: modification of the juvenile delinquents Studies have shown that rehabilitation plays an important role: reducing cases of recidivism (Mincey et al, 2008). Child delinquents are expensive to taxpaee and society (Loeber, et al, 2003).

Furthermore, juvenile delinquents are rehabilitated through local, state, and federal funded programs and interventions; the money that supports these interventions are tax payers. Studies

have shown that juvenile delinquents' receiving proper rehabilitative methods is important because this lessens the likelihood of juvenile delinquents that will recidivate and have to reenter the JJS. Rehabilitative methods have to be realistic to implement and teach juvenile delinquents how to make it in society after being treated. Furthermore, rehabilitation is a major factor for juvenile delinquents Successful re-entry into mainstream society. The need for rehabilitative methods to be effective is essential so that more money does not have to be wasted on programs that do not properly rehabilitate juvenile delinquents.

Effective rehabilitation is important because it helps to eliminate the vicious cycle of recidivism and proper rehabilitation can lead to juvenile delinquent population not resorting to adult crime (Lipsey, et al, 2000). Rehabilitation therefore is a necessary resource that is provided to juvenile delinquents to help ease the re-entry process back into society. Effective intervention play essential role in any strategy designed to diminish the rates of juvenile delinquency (Lip an 2000).

Odera, (201 1), showed ineffectiveness of the existing rehabilitation programmes ranging from relevancy to implementation of the programmes thus leading to poor rehabilitation process of the juvenile delinquents as demonstrated by the juveniles who felt they had not been successfully rehabilitated even after being in the institutions for the recommended period of 3 years at 63.9%.

Wandovi, 2007 noted that the most effective organized responses to juvenile crimes are through interventions focusing on family functioning, behavioral treatment programs, interpersonal skills and community integration. Siegal, (2002) observed that, if successful rehabilitation were not the ultimate goal of juvenile corrections, the use of residential facilities would be an expensive exercise in futility. Every effort must therefore be put to make juvenile delinquents rehabilitation an effective process.

1.11 Theoretical framework

The relevant theory to this study is constructivism theory of learning by illeris (2018). A major theme in the theoretical framework of illeris is that learning is an active process in which learners construct new concepts based on their current or past knowledge.

Hanson (1996) explains that the external environment of a school comprises social, political and economic influences that may work either positively or negatively for learners with EBDS

in rehabilitation school operations. Also observed by Mao (2024), social interactions in school are important for EBD learners because they promote group work, and the values acquired by individuals within the school influence the learners' behavior and attitude. Therefore, each EBD Learner should as well be encouraged to work on the individual task assigned by the teacher and work hard towards improving academic performance in all learning areas.

However, there are few critism levelled against open system theory. Chick (2016) argues that a number of researchers study organizations find the OST not very much applicable. This limitation may be partly blamed on the researchers, who have been unable to fully exploit the OST's potential. On the otherhand, blame can be attributed to the complexity in understanding the relevance and application of this theory. Despite the limitations, the reseaechers still finds the theory relevant for use in the study due to its advantages. For instance, the OST has enabled an understanding of the fact that schools are organisations whose study deserves a theory relevant to their nature, and as such, the OST is considered suitabl for the study.

The theory was relevant to the study because teacher and EBD learners activities can influence the academic performance. This is because teachers in the rehabilitation schools are having a passive view of EBD learners that their brains have very little and should be filled with right and acceptable knowledge. Teachers used methods aimed at assisting EBD learners in assimilating new information into their existing knowledge and enabling them to make the appropriate modifications to their intellectual framework to accommodate the positive information.

1.10.1 Coercion Theory

According to coercion theory (Dishion & Patterson, 1997; Patterson, 1996, 1997; Patterson & Yoerger, 1993; Snyder & Patterson, 1987), coercion is defined by an aversive event that leads to reinforcement of negative behavior, and the coercion process is a series of feedback loops that escalates over time. For example, when a parent tries to discipline his or her child, the child responds in an aversive manner e.g.by whining, crying and throwing a temper tantrum, the parent returns with an escalated attempt at disciplining the child by scolding and threats. The scholars 1oted that; this process continues until the parent desists in trying to discipline the child, as time 80es On, the parent terminates discipline attempts at the first sign of the child engaging in aversive behaviors.

Eventually, the parent ignores aversive behaviors altogether allowing the child to get away with both the initial inappropriate and the aversive behaviors. According (Snyder & Patterson, 1987

an individual's engagement in deviant behaviors as a child or an adolescent depends bidirectional coercion process that occurs between the parent and child. Moreover, the child however returns in an escalated aversive manner.

Negative reinforcement occurs when the parents desist in the discipline attempting the face of child's aversive response (Dishion& Patterson, 1997). Because of ineffective parenting, a child learns that it is acceptable to engage in aversive behaviors to get what she or he wants. The coercive behaviors are further elicited, maintained and exacerbated through positive and negative reinforcement each time this sequence of behaviors occurs. Positive reinforcement occurs as the parent provides a cue to which the child responds aversively (Dishion & Patterson, 1997). It can therefore be assumed that the child develops delinquency behavior as a result of poor parenting especially when negative reinforcement is accepted.

Patterson & Yoerger, (2002) noted that when the child is young i.e. under 12 years of age. He or she engages in overt aversive behaviors s such as whining, crying and throwing temper tantrums, as the child becomes older i.e. after age 12 years, the behaviors change from overt to covert behaviors that are considered more serious e.g. theft, vandalism, drug and alcohol use (Patterson &Yoerger, 1993, 2002; Snyder et al. 2003). Coercion within the family appears to influence all rather than specific types of deviant behaviors (Capaldi & Patterson 1996).

Late onset offenders, however, start engaging in deviant behaviors during adolescence and desist in deviant behaviors near the end of adolescence when pro-social behaviors are more reinforcing than deviant behaviors (Patterson &Yoerger, 2002).

They are often identified as 'problem children' at a young age and continue to engage in chronic and serious forms of deviance i.e. criminal behaviors throughout adulthood (Kiesner et al. 2001; 1096: Patterson & Yoerger 1993). Depending on when the coercion process begins, the path to adolescent deviance can occur on two different trajectories i.e. early and late onset. The problem for late onset offenders occurs during adolescence when a breakdown of effective parental management skills takes place (Kiesner et al. 2001). According to Dishion & Patterson, (1997) and Patterson &Yoerger, (1997), early onset offenders begin to engage in deviant behaviors during early childhood.

Family behaviors, particularly parental monitoring and disciplining seem to influence association with deviant peers throughout the adolescent period (Cashwell & Vacc 1994). Family environment influences an adolescent's interpersonal style which in turn influences peer

group selection (Cashwell & Vacc 1996. The cohesiveness of the family successfully predicts the frequency of delinquent acts for non-traditional families (Matherne & Thomas, 2001). Understanding the nature of family relationships, to include family adaptability, cohesion and satisfaction provides more information for understanding youth (Cashwell & Vacc 1996). Among social circumstances which have a hand in determining the future of the individual, it is enough for our present purpose to recognize that family is central (Wright & Wright, 1994). Peers with more coercive interpersonal Style tend to become involved with each other and this relationship is assumed to increase the likelihood of being involved in delinquent behavior.

It is important t to note that a problematic child at a very young age does not necessarily end up into deviant behavior at the onset of adolescent: some may change their behaviors while others may graduate to juvenile delinquents depending on the environment they are brought up in and the socialization process that goes on as they grow. For encouragement of behavior change and to avoid coercion, the parents need to consider monitoring their children closely, practice effective disciplining processes and also device effective practices of solving problems. For effective disciplining practices to take place, the parents should ensure they teach their children what they are expected to do, what the ineffective behaviors are and also consider consistence in disciplining their children. Inconsistence disciplining practices could result to juvenile delinquency.

Children need to be informed of the rules and regulations that should guide them and be informed of the consequences of breaking those rules. As a way of monitoring the children's activities, the parents need to know the whereabouts of their children at any time and the peers they hang out with and possibly the behaviors of the peers mostly in the absence of an adult. Peer group affiliations play a very key role in the socialization of the juveniles and they can contribute to either positive or negative behavior change.

The parents should consider teaching the appropriate social problem-solving skills to their children: ineffective social problem-solving skills are observable during verbal and physical conflicts such as: lack of communication, poor compromising strategies, rejection of responsibilities, p0or problem solving and increased anger, blaming and defensiveness (Snyder Patterson 1987). If children are equipped with the right problem solving skills, they may be able to solve their own personal problems comfortably without struggles Positive parenting practices involve communication that is; positive and which might cause coercion and support of the child and an emotional attachment between parent and d child as well as allowing

indicates interest, caring age-appropriate autonomy (Patterson 1996; Snyder & Patterson 1987). To consistently acknowledge pro-social behaviors with positive reinforcement (Patterson, 1996), it is important for parents on & Yoerger, (1993) suggest that families that do not reinforce positive behaviors do not effectively punish deviant behaviors and reinforce deviant behaviors are more likely to engage in coercion within the family.

This theory is relevant in explaining how parenting influences the behavior of a child either positively or negatively. Poor parenting especially when negative reinforcement is accepted influences the child negatively resulting to delinquency. This therefore calls for parents to try positive reinforcement which maybe appropriate in shaping the behaviors of the juveniles and also in ensuring the home environment is conducive for the juveniles. Involvement of the families in the rehabilitation process of the juvenile delinquents is therefore important since the family is the first socialization agent of the child and can easily influence the juvenile delinquents either positively or negatively. This theory is also relevant in explaining the role of peer group affiliations in the socialization process of the juvenile's delinquents. Delinquency maybe influenced by negative peer affiliations that the juveniles associates with both at home and in the rehabilitation school. The rehabilitation schools also provide an environment that may cause delinquency to thrive as a result of negative peer group affiliations and vice versa. The theory observes that if the Juveniles are equipped with the right problem solving skills through effective rehabilitation programmes, they can be able to solve their own problems effectively.

1.10.2 Differential Association Theory

Sutherland, (1947) uses the phrase differential association to discuss how people learn deviance. According to his theory, environment plays a major role in deciding which norms people learn to violate i.e. further states that, people within a particular reference group provide norms of y and deviance and thus influence the way other people look at the world including how they react. Furthermore, people learn their norms from various socializing agents like parents, teachers, ministers, family, friends, co-workers and the media. This means that people learn criminal behaviors just like any other behaviors from their interactions with others especially the intimate group’s e.g. juvenile gangs provide an environment which adolescents learn to become criminals. These gangs define themselves as countercultural and glorify violence, retaliation: and crime as means to achieving social status. Gang members therefore, learn to be deviant ae d embrace and conform to their gangs' norms (Sunderland, 1939).

This theory helps us understand that deviance is learned from those people with whom they associate with closely and the same way behavior is learnt, it can be unlearnt. In the rehabilitation schools, juvenile delinquents are taught to unlearn the unpleasant behaviors they had already learnt and that's why there are programmes in place to assist in changing and modifying the delinquents unpleasant behaviors' to acceptable pleasant behaviors'. However, individuals might respond to the same situation differently depending on how their experience predisposes them to define their current surroundings (Sunderland & Donald 1978).

This also depends on the environment the juvenile delinquents are exposed to at the rehabilitati0u schools, if they are exposed to an environment that promotes crime as a way of life. Then it may not be easy to rehabilitate them but if they are exposed to an environment that totally discourages crime. Their rehabilitation may be possible depending on the prevailing circumstances and the way the rehabilitation is done considering their personal differences and traits. Environment in this case encompasses the living conditions in the rehabilitation school. The peers at the rehabilitation school, the housing, the playgrounds and compound, the staff and every other aspect observable at the juvenile delinquency rehabilitation schools. They react. Furthermore, people learn their norms from various socializing agents like parents,
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circumstances and the way the rehabilitation is done considering their personal differences and traits. Environment in this case encompasses the living conditions in the rehabilitation school, the peers at the rehabilitation school, the housing, the playgrounds and compound, the staff a and every other aspect observable at the juvenile delinquency rehabilitation schools.

Differential association predicts that an individual will I choose the criminal path when the balances definition for law-breaking exceeds those for law-abiding (Sunderland & Donald 1978). This tendency will be reinforced if social association provides active people in the person's life. He further noted that earlier in life the individual comes under the influence of those of high status within that group, the more likely the individual to follow in their footsteps. This does not deny the Et that there may be practical motives for crime i.e., if a person is hungry but has no money, there is a temptation to steal. But, the use of '"needs" and "values" is equivocal (Sunderland, 1939). To a greater or lesser extent, both non-criminal and criminal individuals are motivated by the need for money and social gain.

An important quality of differential association theory is the frequency and intensity of interaction. The amount of time that a person is exposed to a particular definition and at what point the interaction began are both crucial for explaining criminal activity (Sunderland, et al, 1992). The process of learning criminal behavior is really not any different from the process involved in learning any other type of behavior. Sutherland, (1947) maintains that there is no unique learning process associated with acquiring non-normative ways of behaving. While criminal behavior is an expression of general needs and values, it is not explained by those needs and values, since non-criminal behavior is an expression of the same needs and values.

This theory therefore clearly states that criminal behavior among juveniles is learnt just like any other behavior and the same way it is learnt, it can be unlearnt through rehabilitation. The staff training and competence levels and the rehabilitation programmes in place are very important in helping the juvenile delinquents in unlearning the unpleasant behavior that they have already learnt through socialization. It is also relevant in this study since it States the role environment plays in the socialization juvenile delinquents including the peers they associate with and the staff involved rehabilitation process and consequently their role in the rehabilitation process.

1.10.3 Control Theory

Gottfredson & Hirschi, (1990) hypothesized that whether an individual engages in deviance: be explained by low levels of self-control. They further stated that an individual’s level of self-

control influences the level of deviance in which he or she engages in, a lack of effective parenting influences whether an individual will engage in deviant behaviors due to low self-control and low self-control mediates the relation between parenting and deviance. They suggested that these associations exist regardless of sex and cultural background. Furthermore, individuals with low self-control are likely to engage in a variety of deviant behaviors from crime=analogous behaviors e.g. alcohol or drug use, smoking, aggression to more serious forms of deviance like theft, property or violent offenses. Parenting therefore is associated with the development of self-control and this suggests that those children who have been parented effectively tend to develop high levels of self-control while those who receive ineffective parenting on the other hand tend to develop low levels of self-control.

Gottfredson & Hirschi, (1990) suggested that self-control is an individual difference characteristic that ranges from low to high. Further, an individual with low self-control engages in behavior that provides immediate and simple ways to receive gratification are exciting, risky, or thrilling require little thought processing, result in the victim(s) feeling pain or discomfort and lack long term goals. Individuals with low levels of self-control lack patience, which is a virtue and develop |depending on the willingness of the individual to learn how to control his behavior and that provides a short term and immediate solution to the problem, Adolescents with low self-control tend to look for -the simplest way to get a solution to their problems. On the other hand, adolescents with high levels of s self-control will not engage in activities which they feel is inappropriate and they tend to avoid the shortest route to solve a problem. They have developed mechanisms for controlling the urge to do wrong because of the upbringing as this theory stipulates.

Gottfredson & Hirschi, (1990) hypothesized that four parenting practices influence the development of self-control and they include: the attachment between parent and child, parental supervision, recognition of deviant behaviors and punishment of deviant acts. According to them, if all four elements of effective parenting occur, an adequate level of self-control is likely to develop, resulting in a decreased probability of the child engaging in deviant behaviors. However, if one of the four elements is missing, the child is less likely to form an adequate level of self-control and in turn is more likely to engage in deviant behaviors.

Attachment between the parents and the child is viewed as a parental concern for the child's wellbeing, the level of warmth parents feel towards their child and time spent with their child i.e. parental investment shapes the direction of life the child chooses when he is able to make

decisions Independently and more so at the adolescent stage. The assumption therefore is that a child who is very close to the parents and more so to the mother is less likely to become deviant at any stage of development as compared to a child who does not have much attachment to the parents. Additionally, the higher the levels of communication and affectional identification between the parents and child i.e. love and respect. The stronger the parent-child attachment (Hirschi, 1969).

Notably parental supervision not only keeps a child from engaging in deviant behaviors, but also teaches the child how to avoid engaging in deviant behaviors when she or he is not under direct supervision (Gottfiredson & Hirschi, 1990). Therefore a close parental attachment helps a child develop some levels of self-control such that the child may not necessarily require supervision by the parent so as to avoid engaging in deviant behaviors.

Parents who are very close and keen on their children should be able to note the slightest chance of behavior in their children and take an appropriate disciplinary action before the behavior out of hand. It's also important for parents to recognize deviant behaviors when they occur and at all ages e.g. talking back, yelling, pushing, vandalism and theft. To correct the deviant behaviors there is need for an effective punishment which includes but not limited to setting limits, having age appropriate consequences and enforcing the consequences when a rule is broken (Hirschi, 1969). In addition, the most effective form of punishment is disapproval by individuals close to the child. Thus, when parents feel indifferent or hostility towards the child, have lax, inadequate or poor supervision skills, fail to recognize early forms of deviant behaviors or are too lenient, inconsistent or harsh with discipline they are more likely to have children with low self-control who in turn, engage in deviant behaviors (Gottfredson & Hirschi, 1990).

Research has found that low self-control is predictive of deviant behaviors in young children, adolescents, adults and cross-nationally (Burtonet al, 1999 & Vazsonyi & Crosswhite 2004). Low self-control is also predictive of a number of different types of deviant behaviors, such as; vandalism, theft, alcohol and drug abuse, assault, school misconduct and rape in adolescents, larceny, shoplifting and gambling in college students and criminal behaviors in adults (Burton et al, 1999; Vazsonyi & Crosswhite 2004; Vazsonyi et al, 2001). Brody et al,.(2002); Brody & (Ge (2001) and Brody et al, (1999) adds that (in)effective parenting does influence the development of self-control and that self-control fully mediates the link between (in)effective parenting and deviance. Parental involvements, support, monitoring, family cohesion, close

family relationships and appropriate discipline positively influence the development of self-control whereas inter-parental conflict and harsh parent-child conflict negatively influence the development of self-control.

This theory therefore suggests that involved supportive parenting, family cohesion and family support can be identified as parents who are involved and therefore attached to their children and those cases tend to develop high levels of self-control hence avoids deviance. Additionally, monitoring, supervision, appropriate punishment and discipline provide support in teaching self-control (Gottfredson & Hirschi, 1990). It is however important to note that parents influence the development of self-control and that low self-control is not the only possible link between ineffective parenting and deviance. Behavioral responses are chosen based on the individual's goals and self-efficacy regarding the behavior and in most cases this is an automatic and ongoing process. If, however, the individual is involved in a new social situation, the process can be very rational and conscious (Gottfredson & Hirschi, 1990).

This theory is relevant in this study as it notes that self-control is learnt through effective parenting and supervision by a responsible adult. The juveniles require some close attachment with the adults who teach them what is right and wrong and how to avoid doing the wrong things. They need to be taught to make the right decisions independently through effective rehabilitation programmes. Rehabilitations therefore help the juveniles to learn self-control, respect for others, to do the right things even when no one is closely monitoring them. Effective rehabilitation programmes also should help the families learn to practice effective parenting skills through family counseling and therapies.

1.11 Conceptual framework

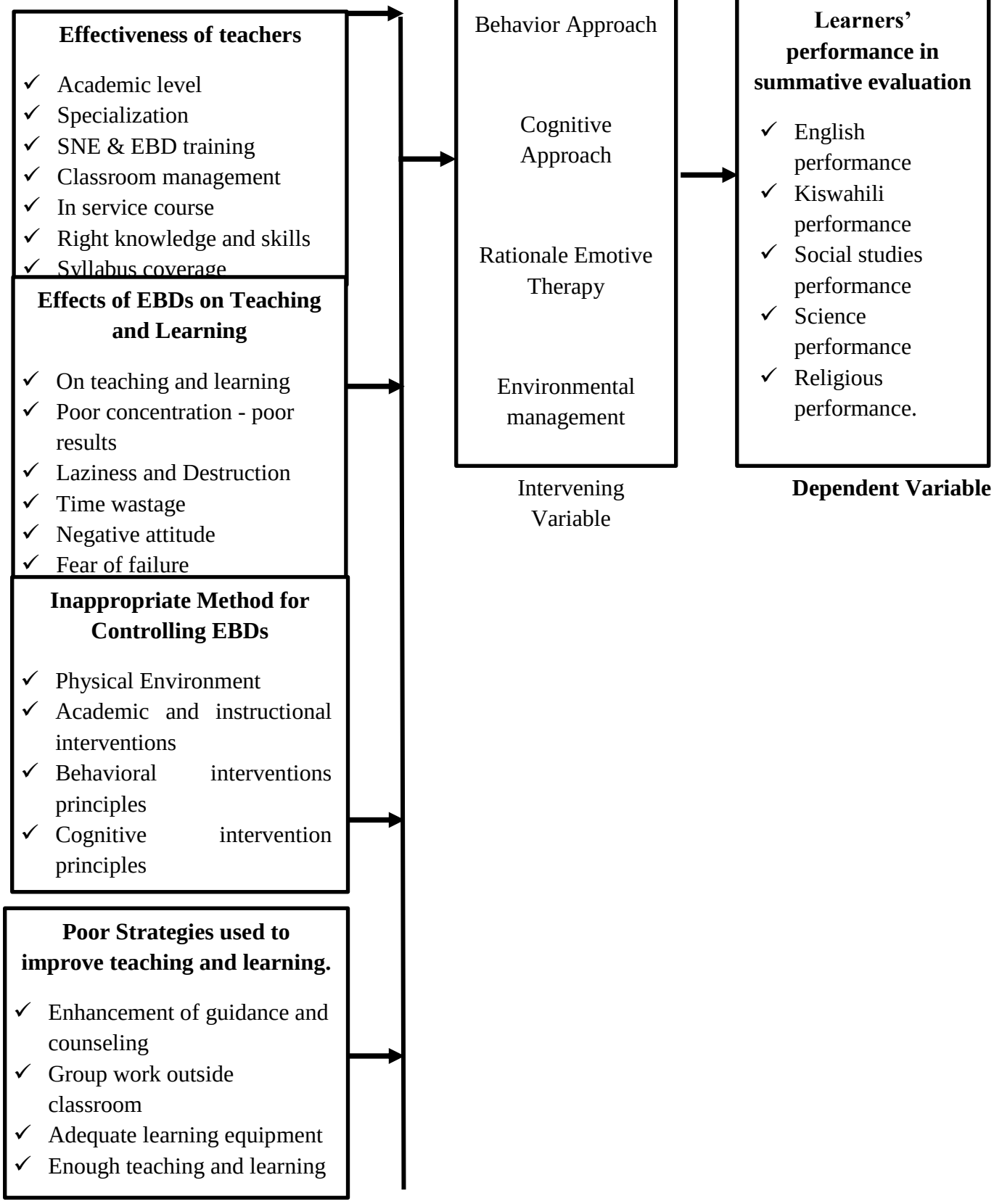
Sampled learners were suspected of having behavior disorders based on their academic performance and classroom behavior. The researcher examined the behavioural disorders that the learner manifests while in class and outside. These behaviours include interrelationship with peers, following directions, completing school assignment, participating in co-curricular activities, and organizational skills. These statements imply that the study had already taken place.

The intervention strategies used to manage EBDs were independent variables. They include; behavioural approaches such as environmental management, personalization of relationships, cognitive principles like rational emotive education, social skills training, and others. The

positive behavior outcome was the study dependent variables. Your conceptual framework should be guided by your research questions.

Training in special needs education was the indicator of quality education for learners. The independent variables could be effective only if teachers were qualified in teaching EBD learners. Performance might be fruitful when teachers trained in teaching learners with EBDS were deployed, transferred, and posted to the Rehabilitation School. These qualified teachers could help learners improve their performance in the Summative evaluation. They become effective; minimize negative effects from learners during teaching and learning activities, to improve learners' academic performance. Therefore in this study, good academic performance depends on qualified and effective teachers for these EBD learners

Figure 1.1: Conceptual framework



1.12 Description of the conceptual framework for this study

The conceptual framework of the study was anchored in Albert Ellis' theory of rational-emotive theraphy, which stipulates that a human being has a biological predisposition towards rational thinking and that, by design, their nervous system is prone to errors. Therefore, learners with emotional and behavioral disorders were labelled disordered when their behaviors fall outside a range of socially acceptable behaviors. However, this happens when deviant behaviors occur with excessive frequency with greater consistency and in unusual abundance.

In this study, the conceptual framework illustrates the association among the study's variables and is presented diagrammatically. (Kamau and Njau, 2015). Figure 1.1 illustrates the teachers's qualifications, EBD effects, behavioural control methods and teaching and learning strategies as the four independent variables influencing EBD learners' performances. They were considered to have a positive impact on results following teaching and learning activities. The performance of learners in summative evaluation was the dependent variable. The intervening variables in this study were considered to included behavior approach cognitive approach rational emotive therapy and environmental management. They contribute to effective teaching and learning activities leading to better results for learners with EBDs.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of relevant literature in view of the research problem. The chapter was organized according to the study objectives. The review was undertaken to eliminate duplication of existing work and provide a clear understanding of the knowledge base in the problem area. The literature review was based on authoritative, recent, and original sources such as journals, books theses, and dissertations. Specifically the chapter reviews the literature on the effectiveness of teachers teaching EBD learners, how EBD affects teaching and learning, acceptable methods used to control inappropriate, strategies to improve teaching activities, and strategies to improve learning activities. However, the literature review commences with an examination of the concept of EBD learners in the rehabilitation school. The chapter closes with a summary of the reviewed literature and research gaps.

2.2 Concept of Emotional and Behavioral Disorder

Emotional problems feature extreme and prolonged emotional instability. Regarding children, this condition carries or reveals more than one characteristic over a long period of time and to a reasonable degree. This condition could adversely affect educational performance and behavior due to an inability to learn, which cannot be explained by intellectual, sensory or health factors. For this study the condition adversely affects learners' educational attainment in the rehabilitation school. The behavioral disorders were realized when there was persistent behavior that adversely interferes with the performance of an individual and limits his or her relationship with other people. The word disorder meant that the condition was extreme, which always calls for professional intervention to restore the affected individuals's functioning. Therefore, learners with extreme EBDs require professionals to intervene in their educational program so that they can improve their academic performance.

Learners with EBDs exhibit different characteristics in terms of their self-perception and how they express their mood. Some of the emotional characteristics of learners with EBD's were low self-esteem, loss of concentration during teaching activities, extreme fear of school, self-isolation and easily irritated among others. Many had serious problems associating with others in group activities. In school learners with extreme emotional and behavioral disorders

experience problems and exhibit different academic characteristics such as inability to cope with school demands, pleasure in defying school authority, poor school performance, inability to engage in learning activities for long and destroying school property among others. Therefore, learners with EBDs in the rehabilitation school display the above characteristics more frequently and persistently as compared with peers in regular schools.

2.3 Effectiveness of teachers' qualification on teaching learners with EBDs

Learners spend most of their time in school. The life that EBD learners experience in school influences their behaviours. These learners already had EBD when they were legally placed in the rehabilitation school. Ongera (2007) explained that the behavior could become better or worse depending on how it was managed in the classroom. Teachers were the managers of their classes and should be able to nurture positive behaviors during teaching activities. Ineffective classroom managemen characterised by narrow, imbalanced, and irrelevant activities that are unsuitable for learners's needs, affects their learning and standard behavior.

When teachers base their teaching materials on concepts that are not within the mental level of their learners, coupled with inflexible teaching styles, these factors adversely affect learners' behavior. Sydney (2006) stated that sometimes the curriculum place high demand on learners with EBD, such that they are unable to cope with these demands. This could cause them to rebel during teaching activities.

Teachers, who are deviant or provocative create a poor relationship with their learners, causing delinquent learners to behave negatively. According to Kerr (2006), teachers who use sarcastic approaches and loaded language that learners perceive as criticism, as well as unrealistic expecatitons that are too high ot too low, could lead to angry responses and the buildup of furious resentment on the part of the learners. Too high expectation for the learner's achievement by the teacher during teaching activities might communicate to the learner who was unable to achieve them that they were inadequate or less important. Teachers who are not sensitive to learners's individual differences and require mindless conformity to rules and routines might also affect learners' behavior. The teacher might concentrate more on academic achievement at the expense of their development. Some learners behave inappropriately when they were not given enough time for play and physical activities (Ong`era, 2007).

Teachers influence learners' behavior negatively, leading to EBD during teaching activities. This occurs when teachers recognise learners' wrong behavior and punish it. This could

sometime reinforce the undesirable behavior unintentionally. A behavior that was inconsistently managed was difficult to extinguish. A teacher who uses threats that are not credible makes learners less likely to take them seriously (Nelson, 2006). This confuses learners as to which behavior is acceptable. However, when teachers teach effectively, this can minimise learners' misbehavior. Restrictive classroom behavior, characterised by strict rules and routines, can negatively affect learners' behavior. When teaching materials used by teachers are not age-appropriate and relevant to the subject matter, it can result in undesirable behaviours from learners.

Ineffective communication between the teaching staff and EBD learners leads to a communication breakdown, which can further confuse the learners. Teachers sometime use sophisticated language that was above the learner's level during teaching activities. Some compare EBD learners with others and occasionally use disapproving comments, which might lead learners to develop negative attitudes towards them. According to Sydney (2006), learners in the rehabilitation school might be affected by negative attitudes and perception of their teachers towards them.

2.4 Effects of EBDs on teaching and learning activities

Learners behavior is influenced by the behavior of those around them, especially peers, as suggested by sociological theory. When a learner with an already EBD enters school lacking the skills for academic and social success, he or she was likely to get negative responses from peers and this lead to low self-esteem, withdrawal or even acting out behaviors and aggression.

2.4.1 Effects of EBDs on teaching and activities

Learners with disruptive behaviors and conduct disorders make the classroom difficult to manage. Polloway, Patton and Serna (2008) argue that when learners engage in these behaviours during an ongoing lesson, they fail to concentrate on the teaching activities and also interfere with other learners. The teacher finds it a challenge to teach while at the same time controlling those who were engaging in behavior disorders. Delinquent learners had been found to have more disciplinary prolems, their teacher contact time could be reduced as they still face some sanctions (Kerr, 2006). These learners had been noted to have had more contact with law enforcers. They were frequently developing truancy and eventually drop out of school before placement.

According to Mastropieri (2002), half of the time allocated for instruction during the school day was lost to learners off-task behavior, interruptuions, disruptive behavior and lack of teacher preparation. Teachers can minimise these undesirable behaviours during trnasitions by giving learners specific directions on how to move from one activity to another and by rewarding learners for making orderly and smooth transitions.

Transitions are those times during the day when learners were moving from one activity to another. Additionaly, the classroom arrangement and physical layout of the classroom can minimise disruptive nehaviours. (Salend, 2000). Positive behavioral support included providing effective academic content and instructions to learners with EBD. This requires a curriculum adaptation to incorporate learner's interests into the curriculum.

Teachers should endeavor to design a curriculum that was relevant and motivating for learners with EBD (Scheumann & Hall, 2008). Teachers could become aggravated not only by the behavioural disruptions and manifestations, but also by the fact that, as educators, they did not have the skills to address disturbances that might impact instructions.

2.4.2 Effects of EBDs on learning activities

Learners with emotional and behavioral disorders experience problem in a social environment such classroom, they might not be able to participate fully as per the expectation of the teacher. Some of the Problems that EBD learners experience that affect their learning include; a short attention span, and inability to engage in learning activities for long, and poor interpersonal relationships that impact group learning. According to Herward. (2006), EBD affect the learners feelings and attitudes towards themselves in many different ways. They had tendency to hate themselves and felt that other peers were always better than they were. These learners were highly limited in establishing and maintaining social relationship. Due to their inability to build and maintain good interpersonal relationships with peers and teachers, learners with EBD did not benefit adequately from teachers and group activities. Emotional and behavioral disorders drive learners to experience academic difficulties which results from difficulty in concentration and hyperactivity. (Sydney, 2006), they also score lower marks and had difficulties in group work and cooperative learning.

These learners with constant aggressive behaviours had fewer opportunities to learn how to make social adjustments. Positive interruptions with teachers, workers and peers become less and less likely. They experience moderate to severe academic deficits, leading to less success

in school. According to Ong`era and Kinywa. (2007), learners with EBD suffer from low self-esteem and low self-worth due to unsuccessful attempt to accepted, appreciated and loved. They experience negative criticism related to school outcomes and negative post-secondary outcome as well. When EBD learners engage in disruptive behaviors during learning process, they fail to concentrate on the lesson.

Anxious withdrawn and emotionally disturbed learners' problems in school because they were fearful, tense, shy, withdrawn, extremely self-conscious and lacking self-confidence these negative characteristics interfere with learning in that the learners potential was not utilized to the fullest. Some of these delinquents' fear making mistakes or reading aloud. Some of these learners develop school and examination phobia. This could lead to poor performance and failure in school activities (Mc Closkey2010). In other cases, EBD learners with attention deficits and those who were hyperactive possible miss out important details in class and subsequently perform poorly in examination. These in turn, affects his or her ability to learn and maintain a normal level of activity.

Learners in conflict situation usually find it difficult to make a choise between attractive and unattractive options, which leads to intersession, restlessness and confusion in the learning process. These EBD learners chronically display inability to learn at a rate commensurate with his or her intellectual and physical development. They also develop an inability to respond appropriately in their daily school routine (Hallahan & Kaufmann, 2006). Although thy still lack self-motivation and self-drive to engage in learning activities in school. Some EBD learners who had personality and mood disorders might experience excessive feelings of sadness and could manifests sign of depression. They could become highly and unreasonably irritable besides these, EBD learners experience sleep disturbances during the learning process. Loss of interest and concentration leading to poor performance in classwork and main examination.

2.5 Methods used to control inappropriate behaviors

Learners with EBD present unique challenges to schools and classrooms. Regular education teachers need more training on meeting the needs of these students (Allday Et Al 2012). It was still unclear what additional training had been provided or was needed, especially for those who were posted in the rehabilitation school but not certified in special needs education.

EBD learners had a right to a positive school experience that nurtures their whole person regardless of their disability. A positive and effective school experience for learners who were previously delinquent could significantly influence the entire outcome of their lives. Teachers should provide emotional experiences so that students can learn how to interpet and express different emotions and offer encouragement that enables them to do so. Alberto (2010) emphasised the need ti reinforce appriopriate behavior by teachers and pair learners with aggressive behaviours with thosw who did not exhibit aggressive behaviours. When these inappropriate behavior urs were under control, learners could improve their concentration in learning and achieve good results in academic achievement.

2.5.1 Physical Environment

The physical environment included the school itself, its facilities such as classroom and recreational areas, as well as the physical movement of learners from one activity to another. The research study conducted by Mastopieri (2002) showed that as much as half of the time allocated for instruction during the school day was lost to learners, off-task behaviours, interruptions, disruptive behaviours, and a lack of teachers' preparations. Transitions were those times during the day when learners were moving from one activity to another and by rewarding learners for making orderly and smooth transitions. Also, good classroom arrangement which was physical layout of the classroom could minimize disruptive behaviors (Salend, 2000).

2.5.2 Academic and instructional interventions

According to Scheumann and Hall (2008), positive behavioural support includes providing effective academic content and instructions to learners with EBD. It requires curriculum adaptations to incorporate learners' interests into the curriculum. Teachers should endeavor to design a curriculum that was relevant and motivating for learners with EBD. For instance, instructional delivery involved teachers engaging more often and substantially when providing

instructions to delinquent learners. This view was supported in a research study conducted by Kniter et al. (1990) on instructional programs and policies for learners with EBDs and Felistus (2012) on the influences of IEP on learners with learning difficulties.

2.5.3 Behavioral Intervention Principles

Behavioral approach to EBDs management was grounded on principles of reinforcement such as operant conditioning and respondent learning to increase appropriate behaviors and reduce inappropriate behaviors, these were the following ways in which the study them; application of principles of strengthening or increasing existing behaviors, the principle of developing new behavior and the principle of decreasing or extinguishing undesired behaviors.

Applied behavioral principle of increasing desired behavior: they were principles, which refer to systematic, performance based, self-evaluative method of changing behavior by applying interventions based on behavioral principles (Alberto, 2010). They included positive reinforcement, which focused on providing rewards immediately after desired behavior occurs: Premark principle, which allows the child to engage in a favored activity immediately following the occurrence of desired behavior: Contingency contracting which specifies in writing the desired behavior and the positive consequences that would follow of the child engage in desired behavior.

In addition, applied behavioural principles for developing new behavior have gained popularity among teachers. They include successive approximation, where rewards are awarded at every successive step toward the desired behavior. Modelling principles allow learners with EBDs to observe a prestigious person engaging in the desired behaviour. For instance, problematic handwriting, behavior, a teacher a peer with good handwriting demonstrates the correct letter formation and had the delinquent model the formation (Alberto, 2010). Lastly, behavioural principles were applied to decrease undesired behaviour, including extinction, which involves arranging conditions so that the EBD learner receives no reinforcement following undesired behaviour.

2.5.4 Cognitive intervention principle

The cognitive approach involved converting behaviours that were the products of thought processes. The main emphasis was to teach learners how to respond appropriately to negative stimulus. This study presents cognitive approaches for controlling inappropriate behaviours ,

including self-management, rational emotive therapy, social skills training, interpersonal problem-solving and conflict resolution, systematic desensitization anxiety training management, and self-control management.

Self-management, assertiveness, and self-control refer to a wider range of activities, both overt and convert, in which learners might engage to increase or decrease the probability of approptiate behaviours occurring. Internal activities might involve cognitive prompts, such as repeating instructions to oneself. External strategies might involve manipulating the environment to establish stimulus control (Albertos, 2010).

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

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

2.6 Strategies to improve teaching activities in the school

According to the Monistry of Education, MOEST (2004), the government aimed to ensure education for all children with special needs, including those with emotional and behavioural disorders. The negative perspective towards learners in the rehabilitation school was a major factor in the provision of appropriate teaching and learning activities (Muchiri) and Robertson(2000).The studies carried out by Oriedo (2013), showed that the Kenyan School System remains highly examination-oriented. .As a consequence, the benefits of EBD learners who were likely to perform well in summative evaluation were unclear .Therefore, there was need to find out reasons behind poor performance of leaners with EBDs.

It was worth noting that most of the studies already done in Kenya had focused mainly on the management of learners' problem behaviour, ignoring their performance during teaching and learning activities in general basic education. Some previous studies focused more on factors contributing to emotional and behavioral disorders lipsey (2019).

There was a need to ensure that the curriculum used in the rehabilitation school had content to support and promote the acquisition of some development tasks required for relevant skills during teaching and learning activities. Pace of learning might not be the same .Some learners need individualized education program .Teachers should develop an Individualised Educational Program for each slow learner to address weaknesses during the learning peocess (Sydney, S.Z, 2012). Organized remedial instructions on assist learners with EBDs to acquire knowledge and skills that were not mastered during the ordinary class sessions .These instructions should address the out of seat behavior and the subject content not covered adequately (Otiato and Osony, 2011)

These learners with emotional and behavioral disorders in the rehabilitation school had specific disorder that requires special attention from teachers during teaching activities (Schuman and Hall 2008). Their behavior disorders sometimes lead them to again into criminal activities without their intention during teaching activities and thus distinct learning activities. Studies carried out by Githua (2015) and Kithaka (2018) showed that teachers in the rehabilitation school lack relevant training and skills to effectively rehabilitate learners with special needs. The teaching staff requires general training on how to teach learners with special needs, particularly those with EBDs, in the rehabilitation school. Wakanyua, (2016), noted that when EBD learners were mishandled, this result to low self-esteem in learning and training on the teaching areas. Therefore, teaching activities should be carried out in a manner that all EBD learners were involved during teaching and learning activities.

Teaching activities should be aimed at good performance after evaluation. Ngundo (2010), conducted a study on the challenges teachers face while teaching learners with EBDs in a rehabilitation school. Her objective was to examine strategies teachers use to teach EBD learners. The study findings showed that teachers use inappropriate methods during teaching activities. That is, teachers should use appropriate teaching methods for learners with special needs in their rehabilitation schools. When teachers use suitable instructional methods the performance of EBD learners could improve (Kerr, 2006).

Teachers should work in collaboration to ensure that learners with EBD benefit from the expertise and resources were used efficiently. They promote teamwork with the aim of improving performance of learners who EBDs in all learning areas. Bernard (2013), emphasised that when teachers work as a team, they became more competent, effective, and confident because they practice what they know best. This team teaching approach allows for a busy class schedule, which can yield good academic performance.

2.7 Strategies to improve learning activities in the school

Learning referred to a relatively permanent change in performance and behavior as a result of experience. The experiences were transformed into meaning or concepts (Thomas, 2002). Without the acquisition of prerequisite concepts, new concepts may not be grasped, and hence learning will not take place. Learning was therefore influenced by the environment and competencies in learning, which depends on positive interactions in school.

A teacher should organise the school environment to be conducive to learning. When EBD learners were referred and placed in the school, it was assumed that they had mastered the common concepts in previous grades or classes, and so the teachers in rehabilitation focused on teaching other concepts related to their adapted curriculum (Saylor, 1992). As consumers of the curriculum, learners provide feedback on existing curricula through their performance in examinations and other forms of assessment. Therefore, a teacher should ensure that there was a good relationship between the teachers and the learners. Praise and acknowledge learners efforts, ensure a good relationship between the learners themselves, and motivate and encourage learners to learn.

Within the social environment learning, take place formally and informally. According to Ongera (2007), learning was said to take place formally in a social environment when the environment was deliberately organised to ensure that learners acquired specific knowledge. A teacher could organize the classroom in such a way that the learners learn from each other in interactive way. These teacher could put EBD learners in a group and give them a topic to discuss, give learners a project to do in groupsa, and have a storytelling session in class. Learning can also occur informally in or outside the classroom (Kinywa, 2007). Learners could learn from each other as they interact during break time or lunch without any supervision. This kind of learning was known as accidental learning.

The teacher should help learners with EBD to acquire and accept new language introduced in school. They should be encouraged to listen and speak in only acceptable languages in school. When learners were able to listen, speak, and read, they could also express themselves through writing. That was, these delinquents were able to attain the set standard or grades in different academic areas. Therefore, academic achievement could be realized. According to Dikel (2012), teachers can assist learners with poor attention skills by using visual aids, keeping routines simple, and placing EBD learners with poor attention skills in the front seat during learning activities.

The learning process was more than individualistic learner centered activity to improve learning activities in the school. The social environment significantly influences learning an academic achievement (Manning, Bullock, & Gable, 2009). Therefore, social interactions between the teachers and learners were critical ingredients in the learning process and academic achievement. Learners should be encouraged to interact appropriately with teachers, peers, and other surrounding them, such as workers in the school. EBD learners should accept criticism from their teachers and peers and receive complimentsvby appreciating their ability to say no when appropriate and give feedback. The teacher could help learners who were aggressive by modelling and reinforcing appropriate behaviours, while ignoring aggressive behaviours. This could enable the EBD learner to concentrate in learning.

There should be a whole school behaviours policy that provides direction to EBD learners on positive behaviours in school. Teacher should ensure that school rules and regulations were flexible and stated in positive terms (Ker, 2006). That is, they should reflect "what delinquent learners were expected to do'' rather than "what they were not expected to do" during co-curricular activities. These EBD learners should be given freedom to did things that were within their interests to allow learning to take place

2.8 Summary of the reviewed literature and research gaps

The study reviewed the literature on factors hindering teaching and learning activities in the rehabilitation school. Although a considerable amount of research work has been conducted concerning learners with EBDs worldwide, there are still some research gaps. Most of the reviewed literature pointed to the fact that the major factors hindering teaching and learning activities or affecting EBD learners in developed countries, such as the USA and Japan, were different from those in developing countries, such as Kenya.

In well-developed economies, instructional resources and the adequacy of teachers were non-issues, while most schools were found to have well-elaborated whole school behaviour policies. The uniqueness of these factors was further traced to specific regions. The proposed study would focus on factors hindering teaching and learning activities for learners with extreme EBDs at Kabete Rehabilitation School in Westland Sub-County, Nairobi County. Taking into account that the school only provides rehabilitation services to boys from different sub-counties in Kenya.

However, training of teaching personnel in SNE, the learners' age bracket, social economic status, behaviour background, lack of some physical resources and other specific factors were singled out and formed the basis of the proposed study. The specific factors included behaviour policy, availability of instructional resources, methods used to control undesirable behaviours, teaching strategies and technical skills in the school.

The reviewed studies done on behaviour management of learners with EBDs in Kenya did not address acute problems hindering teaching and learning activities for learners who were placed legally in rehabilitation schools. The research studies included those done by Mukangu (2008), Kikuvi (2009) and Gathua (2015) among others. These studies were based on leaners with mild EBDs in public primary schools and secondary schools. Learners with extreme EBDs in rehabilitation schools were not considered. The researchers also did not use an observation schedule or checklist to ascertain the actual physical resources and their conditions in sampled schools.

Therefore, the impetus for the proposed study was spurred by the identified gap in the reviewed studies. The proposed study would utilise a physical resource observation schedule in addition to according to assessing factors that hinder teaching and learning activities for learners with extreme emotional and behavioural disorders.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter dealt with the research methodology. The methodology involved procedures of data collection, processing and reporting. The chapter focused on research design, study location, target population, sampling techniques and sample size, research instruments, piloting, validity and reliability, data collection techniques, and data analysis, as well as legal and ethical considerations.

3.2 Research Design

According to Creswell (2014), a research design was considered as a scheme for research. The study would employ case study design. This study would use descriptive research design. The descriptive design was a method of collecting information by interviewing or administering questionnaire to a sample of individuals (source?). Kothari (2008), explained that descriptive design aims at fact-finding about the state of affairs as they exist at present by collecting and analysing available evidence in order to make informed inferences. This study would adopt a descriptive research design to obtain information from the selected sample without attempting to manipulate, change the behaviour, or alter the conditions, but rather to describe what was in existence. This was done in order to find out factors hindering teaching and learning activities in the school. The information collected was helpful in making important judgments about the learning institution under study. It would also deepen understanding on reinforcing positive behaviour outcomes

3.3 Research Site

The research site was the actual geographical location of the study (Creswell, 2012). This study was conducted at Kabete Rehabilitation School in Westland Sub-County, Nairobi County, where the placement of learners with EBDs was very high. This was because of the cultural diversity which was accompanied by different beliefs. There were also delinquent learners who gets placement from other counties in Kenya. The location was chosen because performance from the principal's office indicated that some learners were underperforming academically and their interests were not fully nurtured in co-curricular activities. Behaviours inventory book

showed that there were serious cases such as destroying school properties, fighting, drug abuse, truancy, poor personal hygiene, kicking and hitting others, scaring peers and stealing among others. All these were reported mainly from school mates. The study area, being a cosmopolitan and with the highest incidence of minors exhibiting anti-social behaviours among Nairobi's 14 sub-counties (MOEST, 2017), created the impetus to select the site.

3.4 Target Population

In research, the target population refers to the universal group that contains the subjects to be investigated (Sekaran, 2010). It could also mean all members of a real set of people, events, or objects to which a researcher wishes to generalise the results of the study. Westland Sub-county had 17 public primary schools and one rehabilitation school known as Kabete. At Kabete Rehabilitation School, the study would target all SNE teachers, trained teachers, learners, and the school Principal. Special needs education teachers were targeted as they were expected to be in the forefront, since they were the ones who were trained in teaching learners with emotional and behavioural disorders in the school. They could also help in promoting positive behaviour change. Thus they were in the best position to provide information on school behaviour policy, appropriate teaching materials and the right strategies that could improve teaching and learning activities in the school. The information given by some class teachers would represent general practices in all classes and major problems affecting teachers and learners during teaching and learning processes. Learners would provide information on things affecting them as individuals and those that were hindering their learning during teaching activities. The school Principal was targeted because, as the school manager, he was instrumental in shaping the school's whole behaviour policy, providing teaching and learning materials, and influencing teachers to impart the right knowledge and skills to learners in order to improve appropriate behaviours in the school. The target population as for the year 2024 was shown in the table 3. 1 below;

Table 3.1 Target Population

Category	Male/Boy	Female
Teachers	6	4
Special teachers	2	3
Learners	82	
Principal	1	

Total	91	7

Source: Westlands Sub-County (2024)

Table 1 above shows a target population of 98 respondents, of which 82 were delinquent learners, 5 special needs education teachers (2 male and 3 demale), 10 teachers who were trained (6 male and 4 female), and one male Principal. According to Orodho (2012), when the target population was small, the researcher could sample the entire population.

3.5 Sample size and sampling technique

3.5.1 Sampling technique

Sampling was a process of selecting a number of individuals from the target population such that the selected group contains elements representative of the characteristics found in the entire group (Kombo & Tromp 2002). The researcher would choose sampling techniques from two main methods employed to select a sample from a population. These are: probability sampling and non-probability sampling. This study would use two sampling techniques from the stated main sampling methods. The researcher would use purposive sampling techniques to select SNE teachers and class teachers. Simple random sampling technique was used to select EBD learners who would participate in the study. The school Principal, who is a male, automatically becomes a respondent.

3.5.2 Sampling size

A sample size was a smaller group obtained from the target population. It was from this smaller group that the researcher would gather information about the problem being studied. According to Orodho (2012), when the target population was small, the researcher could sample the entire population. By observing the characteristics of the sample, the researcher would make certain inferences about characteristics of the whole population from which it was drawn. A table was used to get a sample size of special needs education teachers, class teachers, EBD learners and the school Principal from the target population of 98 individuals.

Table 3.2 showed the proposed study sample frame.

Table 3.2 Sample size

Category	Population	Sample	Percentage	Sampling Technique
Teachers	10	6	60%	Purposive random sampling
Special teachers	5	5	100%	Stratified sampling
Learners	82	30	37%	simple random sampling
Principal	1	1	100%	Purposive random sampling
Total	98	42	43%	7

Source: *School Records 2023*

As shown in the table 2, the samples would comprise of 5 special needs education teachers, who were selected using stratified sampling, 6 class teachers who were selected through purposive sampling, simple random sampling was used to select 30 learners with EBDs who would participate in the study and the school Principal would also be selected through simple random sampling to take part in the study.

3.6 Data collection instruments

The study employed three data collection instruments: questionnaire, interview schedule, and natural observation. The questionnaire was used to gather information from the school principal, SNE teachers, and class teachers. An interview schedule was conducted for sample learners, while an observation schedule would also be used, whereby the researcher would observe what was occurring in a real-life school situation.

The use of several research instruments or source triangulation was the most effective way of minimizing threats to both internal and external validity (Altrichter, Feldman, Posch, & Somekl, 2008; Crewell, 2012). Additionally, triangulation provides a more detailed and balanced picture of the situation.

3.6.1 Special needs education teacher's questionnaire

Kothari (2008) considers questionnaires as the heart of a case study operation. Use of questionnaires allows greater uniformity in the way questions were asked and hence ensuring greater comparability in the process. The SNE teacher's questionnaire was a semi-structured questionnaire, in which respondents expressed their views in their own words in the open-ended questions, while the closed-ended questions captured factual responses (Creswell, 2012).

This questionnaire had two sections; Section A was about the background information of each sampled SNE teacher, including their qualifications and experience, particularly in teaching learners with extreme EBDs in the rehabilitation school. Section B would deal with emotional and behavioural problems encountered, as well as the teaching methods used to control inappropriate behaviours. And also methods mostly used to impart right knowledge and skills.

3.6.2 Class teacher's questionnaire

This was a semi-structured questionnaire consisting of two sections. Section one was dealing with the background information on their qualifications and experiences in managing learners with extreme EBDs in the classroom. In Section Two, questions were based on disciplinary measures used to control undesirable behaviours during teaching and learning activities in the classroom and outside it.

3.6.3 Learners interview schedule

To gather in-depth information on the factors hindering teaching and learning activities in a rehabilitation school, sampled learners were interviewed. According to Best and Khan (2001), interview method of collecting data was often seen as superior than other instruments in that it creates rapport between the respondent and the researcher. In addition, it guards against confusing the questions as the interviewer can clarify them, thereby helping the respondents provide relevant responses.

3.6.4 Principal`s questionnaire

This main data collection instrument was used to gather information from the school principal. According to Kothari (2008), questionnaires were usually free from interview bias, as the answers were in the respondent's own words. Respondents also had adequate time to give well thought out answers. Questionnaires save time and information could be collected from a very

large sample. The principal's questionnaire was divided in three sections (refer to Appendix IV). The first section would seek to capture background information about the principal, including professional qualifications and experiences in managing rehabilitation with delinquent learners. The second section deal with background information about the school, EBD learners, and the teachers' population. The last section would focus on behavioural problems that arose during teaching and learning activities.

3.6.5 Resources Observation Schedule

To ascertain the reality on the ground regarding the availability and conditions of school physical resources, an observation was used for classroom and boarding facilities. Orodho (2012) asserts that the status of the phenomenon was determined not by interview but by observing what was currently there. Through the observation schedule, the researcher aimed to check the availability and conditions of resources essential for effective teaching and learning activities in the school. Some of these resources would include a good fence, a lockable gate, a security guard, permanent classrooms, a timetable, a counselling room, a dispensary, dormitories, latrines, offices, and workshops.

3.7 Pilot testing of research instruments

Creswell (2012) observes that it was vital for researcher to test instruments before using them to ensure their validity, reliability and practicability. Therefore, piloting was conducted at Kakamega Rehabilitation School to ascertain the credibility of the instruments by testing the clarity of language, time taken to respond, procedures for administering, length, and layout of the tools. Piloting would involve three special needs teachers, three EBD learners, and the school principal. All these had the same characteristics as the respondents who would participate in the actual study, according to Ondiek (2008). At least 10% of the sampled size should be used for the purpose of a pilot study. The participants were encouraged to comment and provide suggestions, which would later be used to improve various items. The primary aim of the pilot study was to enhance the validity and reliability of the data collection instruments.

3.8 Validity and Reliability of Research Instruments

3.8.1 Instruments Validity

Validity was described as the ability of the instruments being used to help the researcher draw meaningful and justifiable conclusions about a sample or population from the data collected (Bryman, 2004; Creswell, 2012; Gray Mills & Airasian, 2009). Specifically, this study aims to establish content validity, as its primary objectives is to describe the situation as it currently exists. The instruments were made available to two supervisors, along with a panel of experienced researchers from Africa Nazarene University, to review the instruments. Comments solicited from them were used to develop the research instruments before data collection commenced. Moreover, the instruments were piloted to improve questions and formats. The experts were able to review the items and comment on whether the items covered a representative sample of the behaviour domain. The result from the piloting, together with the comments from the experts, were incorporated into the final instrument revisions to improve its validity.

3.8.2 Instruments Reliability

Reliability was a measure of degree to which a research instrument yields consistent results or data after repeated trials (Kombo & Tromp, 2006). In other words it was the extent to which a measuring instrument produces consistent result when it was administered again under similar conditions. The reliability of quantitative items in the questionnaires was established by computing Cronbach's alpha coefficient, which is an estimate of internal consistency that determines how items on a questionnaire relate to all other items and to the total test (Simon, 2011). It was suitable for items that did not have right or wrong answers, such as those on a Likert Scale. According to Creswell, (2012), in the social sciences, a reliability coefficient of 0.6 and above is considered satisfactory for any research instrument. Bowling (2002) considers an alpha index of 0.5 or higher as a sign of acceptable internal consistency.

However, according to Creswell (2009) and Cohen, Manion, and Mattison (2007), the reliability of research instruments in qualitative data is focused on the researcher, as the researcher is the instrument itself. In qualitative research, both validity and reliability of research instruments were treated together. The trustworthiness of a researcher therefore involved credibility, transferability, dependability and confirmability. According to Lincoln

and Guba (2008), credibility (truth value) referred to confidemce in the find, provide them with ormants and the context in which the study was undertaken. In this study, the researcher would allow respondents to consent to participate, provide them with the right to withdraw, and encourage them to be frank.

Transferability (External validity) or applicability referred to whether the results of the study could be transferred to other contexts and settings. The transferability of research findings can be affected by several factors related to the procedures followed (Bryman, 2004; Creswell, 2009; Mertens, 2005). It was therefore important for the procedures followed to be described in details, in what Lincoln and Guba (1985) referred to as 'thick description' and which according to Miles and Huberman (1994) would offer an 'audit trail' for anybody wishing to trace how the study was carried out, transfer or generalize results. In particular, this study succinctly delineated the methodology approach and design, as well as the sampling procedures. Although it was conducted in an institution in one sub-county in Kenya, it could be considered to portray what might be happening in rehabilitation schools in other sub-counties in Kenya.

3. 9 Data Collection Procedures

Data collection is the process of gathering and evaluationg information from multiple sources to find answers to research problems (Kelvin, 2020). The procedure used to collect data in this study was influenced by the researchers' chosen instruments.

The researcher would have sought an approval letter from the university to facilitate the acquisition of a research permit. The researcher would have sought research permit form the national commission of science, technology and innovation (NACOSTI). The letter and permit obtained was used to get permission from the sub county education officer to carry out the study in specified school. The teachers, principal and learners who were involved in the research study were informed in advance. Different methods and instruments were used to gather data for use in this case study research.

The researcher would conduct a pre-visit to the Rehabilitation school in Westlands Sub-County prior to the data collection exercise. This would help the researcher to familiarize with the school environment. During the case study visit to the institution, the researcher booked an appointment with the principal, teachers, and learners who would participate in the study.

During the appointment day, the researcher was assisted by a research assistant teacher in distributing questionnaires and preparing learners for the interview. The questionnaires were collected in the afternoon same day. However, during the actual study period, the researcher was with school for any consultation or clarification.

3.9.1 Data Analysis

Data analysis was the process of inspecting, transforming and modelling data with the goal of discovering useful information. Upon completion of data collection, the data collected was checked for completeness and numbered as a form of identity during data entry. Responses in all the questions should be assigned numeric values to be used when entering the data. Data would then be entered in to the International Business Machines Statistical Package for the Social Science (IBM SPSS) version 22, cleaned or checked for any mistakes in entry before data analysis. Both descriptive and inferential statistics was used to analyze the data. Descriptive statistics including frequency, Percentages, Mean, Bar Graphs, and pie charts, were used to report the data.

It was necessary to analyse the data so that the researcher could obtain useful information after the data collection process was complete. The researcher then edited the data to identify incomplete or inaccurate responses in the tools, ensuring the collection of clean data. Editing was done to ensure that the data were accurate and consistent with other facts gathered, uniformly entered, and arranged to facilitate coding. The clean data were coded and fit in the computer for analysis using SPSS V22. The collected data from the respondents were analysed using descriptive staistics, including frequency, percentages, means, bar graphs, and pie charts.

3.10 Legal and Ethical consideration

The National Research Council of the National Academies (NRCNA) defines ethics and considerations in research as a series of good practices that include aspects of interlectual honesty in performing and reporting research. These ethical considerations help to determine the difference between acceptable and unacceptable behaviours. They were important for any research to be meaningful. Regarding this, the researcher would obtain a letter of introduction from African Nazarene University (ANU). The letter would assist the researcher in securing a research permit from the National Council of Science, Technology, and Innovation

(NACOSTI). A research permission letter would also be sought from Westlands sub-county director of education to visit the sampled rehabilitation school for data collection.

The respondents were informed of the need to volunteer, answer questionnaires, and also be interviewed. The researcher would explain the purpose of the study to respondents, whose consent was sought prior to their participation in the study. The participation of respondents was voluntary. This informed consent enables the researcher to learn the acceptable behaviour of the actual respondents. The researcher would assure respondents of feedback in case they need it. The researcher would ensure that questionnaire sets, interviews, and observations were carried out in an environment that allows for the privacy of the information and the respondent's confidentiality. The researcher would also ensure that the identity of the respondents remain unknown to all.

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter contains the findings of the factors hindering teaching and learning activities. A study at Kabete Rehabilitation School. It comprises research Instruments' return rate, demographic information of the respondents, Effectiveness of teaching staff, methods used to control inappropriate behaviours, how EBD affects teaching and learning activities, and strategies to improve teaching and learning activities in the school.

4.2 Research instrument return rate

The study was carried at Kabete Rehabilitation School for learners with emotional and behavior disorders. The institution had a population of 98 respondents. They were 82 EBD learners, 10 regular teachers, 5 special needs education teachers, and one principal. The study sample size was 6 teachers, 5 special teachers, 30 learners and 1 principal. The response rate was presented in Table 3.

3:Table 4.1 Response rate

Category	**Frequency**		**Response rate**
	Respondents	Non-respondents	
Teachers	5	1	11.9
Special Teachers	4	1	9.5
Learners	23	7	54.8
Principals	1	-	9.5
Total			**85.7**

This response rate was considered very good enabling the determination of phenomena that aligns with Mugenda and Megenda's (2008) assertion. They stated that a response rate of above 70% was recommended for the generalization of the study. It was also in line with Cooper and Schindler (2006), who argue that a research study with a response rate above 70% is adequate for a study.

4.3 Background information of the respondents

4.3.1 Learners

The study aimed to gather background information from learners, SNE teachers, principals, and class teachers. Background information of the learners was presented in Table 4.2.

4.2:Table 4.2 Background information of the Learners

		Frequency	Percent
What is your grade in the rehabilitation school	Grade 4	6	26.1
	Grade 5	10	43.5
	Grade 6	4	17.4
	Grade 7	3	13.0
Total		**23**	**100.0**
When were you admitted in the school	February 2024	9	39.1
	October 2022	4	17.4
	September 2023	10	43.5
Total		**23**	**100.0**
Why were you admitted to the rehabilitation school	Because of stealing other people's property	15	65.2
	Conflict with society laws	8	34.8
Total		**23**	**100.0**
What was your grade in your previous school before placement to this school	Grade 4	6	26.1
	Grade 5	10	43.5
	Grade 6	7	30.4
Total		23	100.0
Do you like learning during teaching activities	Yes	23	100.0
Total		**23**	**100.0**

The study aimed to determine the learners' grade level in the rehabilitation school. The results showed that 6 (26.1%) were in grade 4, 10 (43.5%) in grade 6, 4 (17.4%) in grade 7, and 3

(13.0%) in grade 8. The study aimed to determine when the respondents were admitted to the school, with the following results; 9 (39.1%) were admitted in February 2024, 4 (17.4%) in October 2022, and 10 (43.5%) in September 2023. This implied that most learners were admitted to the school in September 2023. Out of the total respondents, 15(65.2%) stated that they were admitted to the rehabilitation school because of stealing people's property while 8(34.8%) conflict with society laws. This implied that majority of the learners had been admitted to the school because of stealing other peoples' property. The study sought to determine learners' grade in their previous school before placement at the school, with 6 (26.1%) in grade 4, 10 (43.5%) in grade 5, and 7 (30.4%) in grade 6. The majority of the learners were in grade 5 at the previous school efore being placed in this school. Learners were asked to state whether they liked learning during teaching activities 23 (100%) of the respondents liked learning during these activities.

4.3.2 SNE Teachers

The study also sought to determine the academic level of special teachers in special needs. The results were presented in Table 4.3;

Table 4.3: Background information of special teachers (SNE)

		Frequency	**Percent**
What is your academic level in special needs education	Diploma	2	50.0
	Degree	2	50.0
Total		**4**	**100.0**
How long have you been teaching in the rehabilitation school	5 years and below	2	50.0
	5-10 years	2	50.0
Total		**4**	**100.0**
What is your area of specialization in special needs in education training	Hearing impairment	2	50.0

	Emotional and behavioural disorders	2	50.0
Total		**4**	**100.0**
Is your area of specialization relevant to teaching learners with EBDs	Yes	3	75.0
	No	1	25.0
Total		**4**	**100.0**

Out of the total respondents, 2 (50.0%) held a diploma, while 2 (50.0%) were degree holders. All the respondents were well educated, having a diploma or higher. The study also sought to determine how long SNE teachers had been teaching in the rehabilitation school. Two (50.0%) had been teaching in the school for 5 years or less, while two (50.0%) had been teaching, between 5 and 10 years. Another interest of the study was the area of specialisation of SNE teahcers in special needs education training. Two (50.0%) had specialised in hearing impairement, while two (50.0%) had specialised in emotional and behavioural disorders. Regarding whether the respondents' area of specialisation was relevant, while 1 (25.0%) stated that it was not. This implied that the majority of the respondents' area of specialisation was relevant to teaching learners with EBDs.

4.3.3 Principal

The study also sought to gather background information on the principal, and the results are presented in Table 4.4.

Table 4.4: Background information of Principal

		Frequency	**Percent**
Gender	Female	1	100.0
Total		**1**	**100.0**
Age bracket	41-50 years	1	100.0
Total		**1**	**100.0**
Highest professional qualification	Diploma in education	1	100.0

Total		**1**	**100.0**
Are you trained in the education of learners with emotional and behavioural disorders	Yes	1	100.0
Total		**1**	**100.0**

The principal was male and the age bracket was between 41 and 50 years. The highest professional qualification held by the principal was a diploma in education. The principal had trained in the education of learners with emotional and behavioural disorders. The study also sought to determine the background information of class teachers and the results were presented in Table 4.5;

Table 4.5: Background information of Class Teachers

		Frequency	**Percent**
Gender	Male	4	80
	Female	1	20
Total		5	100
Age bracket	Below 30 years	1	20.0
	31-40 years	2	40.0
	41-50 years	1	20.0
	Over 50 years	1	20.0
Total		5	100.0
Highest academic level attained	Post-graduate	1	20.0
	Graduate	2	40.0
	Diploma	1	20.0
	Certificate	1	20.0
Working experience	Below 5 years	1	20.0
	5-10 years	2	40.0
	11-20 years	1	20.0
	Over 20 years	1	20.0
Total		5	100.0

Out of the total respondents, 4(80.0%) were male while 1(20.0%) female. This implies that majority of the class teachers were male. In relation to the age bracket, 1(20%) were below 30 years, 2(40%) between 31 and 40 years, 1(20%) between 41 and 50 years while 1(20.0%) over 50 years. This implied that all the respondents belonged to different age groups, thereby enhancing the diversity of opinions and improving the quality of the study. The results indicated that the majority of the teaching staff have a substancial mature age, which means they were competent enough, as noted by Mutoro (2012), who noted that teachers' maturity determines their competence and efficiency.

The study also sought to determine the highest academic level attained by the class teachers. The results revealed that 2 (40.0%) were graduates, 1 (20.0%) was a postgraduate, 1 (20.%) held a diploma, and 1 (20.0%) held a certificate. All the respondents were well educated and therefore in a position to provide accurate information on the factors hindering teaching and learning activities for learners with emotional and behavioural disorders at Kabete Rehabilitation School. Regarding the work experience of class teachers, 2 (40.0%) had worked for a period of between 5 and 10 years, 1 (20.0%) for less than 5 years, 1 (20.0%) for between 11 and 20 years, and 1 (20.0%) for more than 20 years. All the respondents had worked long enough at Kabete Rehabilitation School and were therefore in a position to provide the information required on the factors hindering teaching and learning activities for learners with emotional and behavioural disorders at Kabete Rehabilitation School.

4.4 Training and competence level of staff teaching learners with EBD

The first objective of the study was to examine training and competence level of staff teaching learners with EBD. The study initially sought to determine the academic level of the respondents in special needs education, and the results are presented in Figure 4.1.

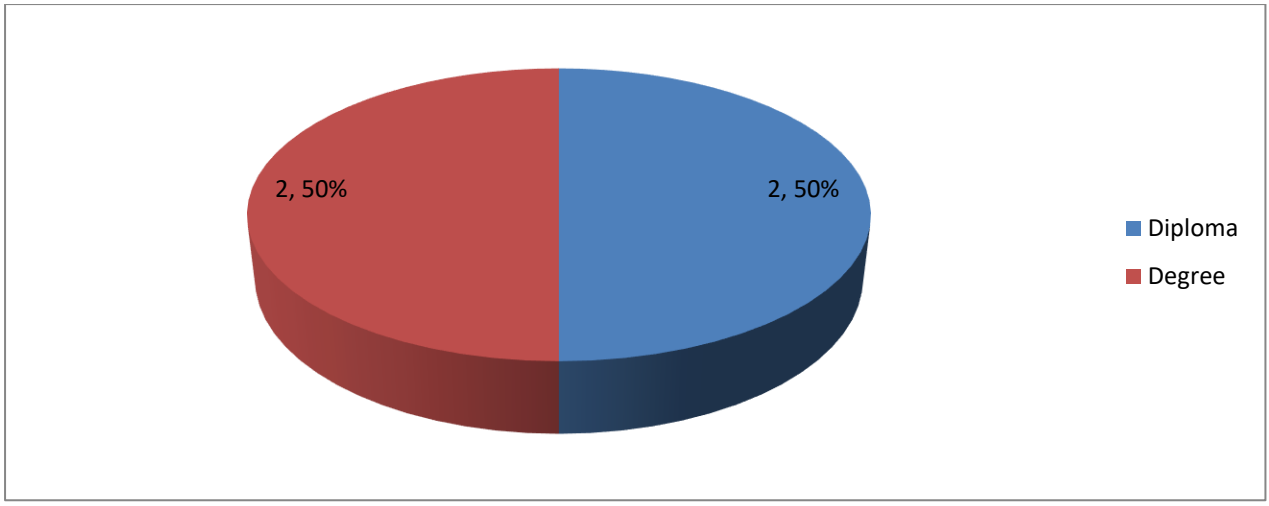


Figure 4.1: Teachers' academic level

Teachers' academic level results were presented in Figure 4.1, 2(50.0%) had diploma while 2(50.0%) were degree holders. Training and competence level was assessed on the basis of area of specialization in special needs in education training. The results were presented in Figure 4.2.

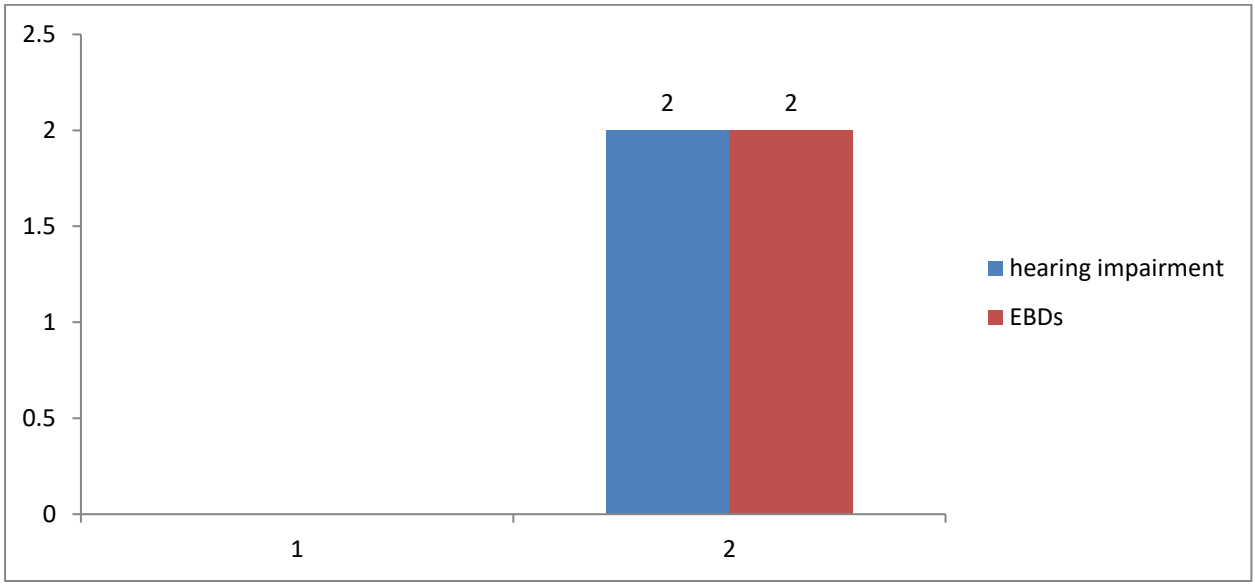


Figure 4.2: Area of specialization in special needs in education training

Figure 4.2 shows that 2 (50.0%) of the respondents had specialised in hearing impairement, and 2 (50.0%) in emotional and behavioural disorders. This implied that all the respondents were competent and had training in special needs. The study was interested in determining the

steps principals had taken to ensure that all members of the teaching fraternity acquire the knowledge of how to teach EBD learners. The results were presented in Table 4.7.

Table 4.6: Teachers acquisition of knowledge to teach EBD learners

	Frequency	Percent
Teachers are always taken for workshops and educated on how to deal with the learners with EBD	1	100.0
Total		**100.0**

The principal was asked to state the steps taken to ensure all teachers acquired the knowledge of how to teach EBD learners. The principal revealed that teachers were always taken for workshops and educated on how to deal with the learners with emotional and behavioural disorders. Findings resemble that of Kerr (2006) that teachers are usually taken for workshops and educated on how to deal with the learners with emotional and behavioural disorders. The class teachers were asked whether they had received training related to special needs education, and the results are presented in Figure 4.3.

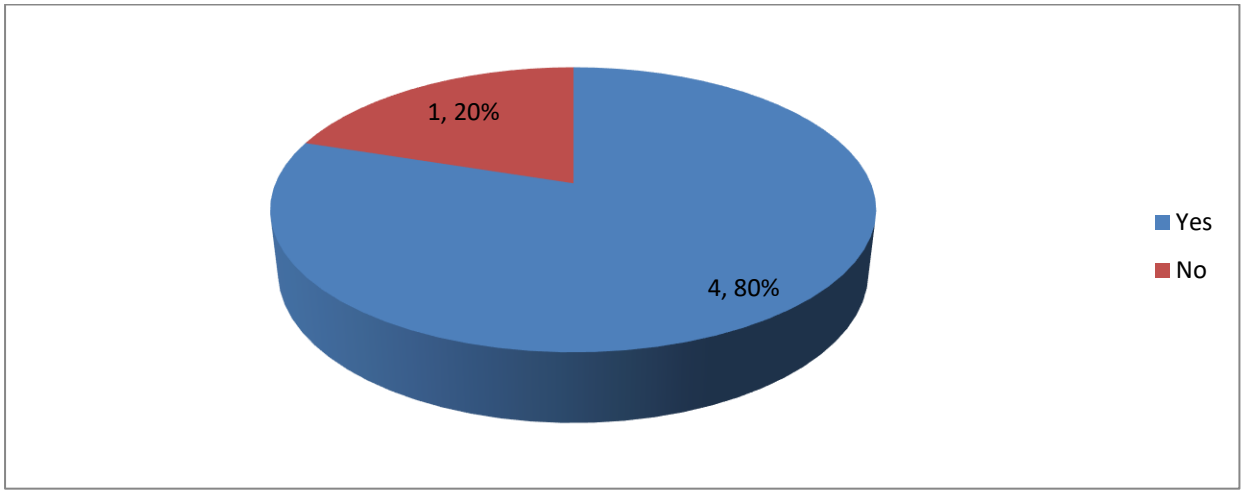


Figure 4.3: Training related to special needs education

The study sought to determine whether the respondents had any training related to special needs education. Out of the total respondents, 4 (80.0%) of the class teachers had training related to special needs education, while 1 (20.0%) reported no training. This implied that majority of

the respondents had training related to special needs education. The respondents were asked to state the level of training they had received, if indeed they had been trained.

The results were presented in Table 4.7.

Table 4.7: Level of training

	Frequency	**Percent**
Masters and above	1	20.0
Degree	1	20.0
Diploma	2	40.0
Certificate	1	20.0
Total	**5**	**100.0**

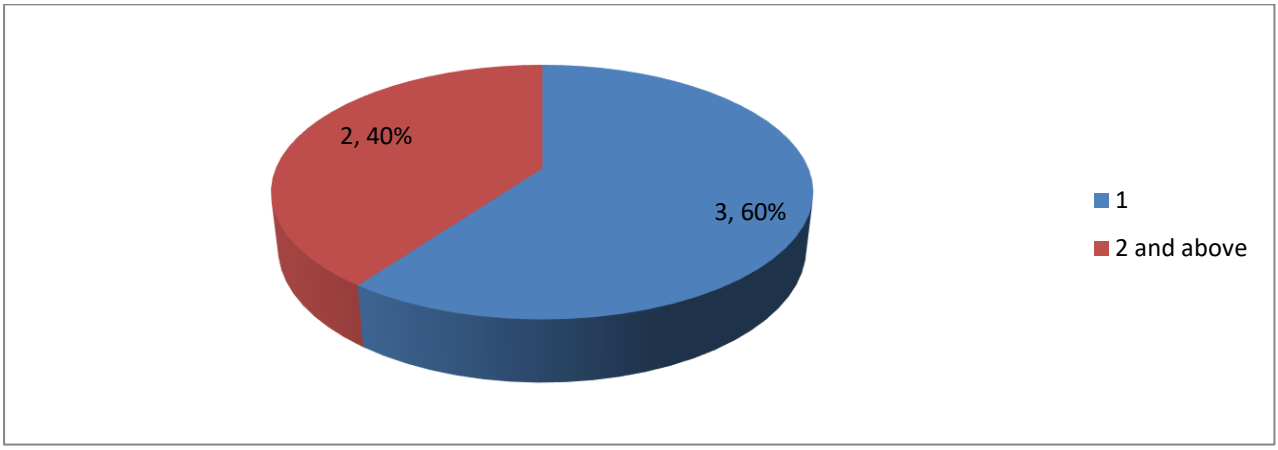
Out of the total respondents, 1(20.0%) had masters' and above, 1(20.0%) had a degree, 2(40.0%) diploma and 1(20.0%) were certificate holders. This implied that the respondents (class teachers) had received training on related to special needs education. The study further sought to determine in-service training (s) related to special needs education accessible to class teachers. The results were presented in Table 4.8.

Table 4.8: In-service courses

	Frequency	**Percent**
Workshop	4	80.0
Others (specify)	1	20.0
Total	**5**	**100.0**

Table 4.8 shows that 4(80.0%) attended workshops while 1(2.0%) stated others which included seminars. The study agrees with that of Scheumann and Hall (2008) that teachers attend in-

service trainings such as workshops and seminars. The study further sought to determine the number of in-service courses or seminars on the management of EBD learners that class teachers had attended in the past two years, and the results are presented in Figure 4.4.



2. Figure 4.4: In-service courses on management of EBD learners

The number of respondents who had attended 1 in-service course/seminar or workshop about management of EBD learners were 3(60.0%) while 2(40%) had attended more than 2 in-service courses/seminars or workshops. The study by Ong'era and Kinywa (2007) also established that teachers attend in-service courses, seminars, or workshops on the management of EBD learners. In regards to whether the school had an officially appointed teacher trained in handling EBD learners. The results were presented in Table 4.9.

Table 4.9: Teacher trained in handling EBD learners

	Frequency	**Percent**
Yes	5	100.0
Total	**5**	**100.0**

The study results revealed that the school had a teacher (s) trained in handling EBD learners.

4.5 EBDs on teaching and learning activities in the school

The second objective was to investigate the effects of EBDs on teaching and learning activities in the school. The results were presented in Table 4.10.

Table 4.10: EBDs on teaching and learning activities

		Frequency	Percent
Do you understand why learners behave in inappropriately during teaching activities	Yes	2	50.0
	No	2	50.0
If yes, give reasons	Emotional disturbances, trauma and other physical characteristics	2	50.0
	Peer pressure	2	50.0
Total		4	100.0
How to improve on these shortcomings	enhanced supervision	2	50.0
	guiding and counseling	2	50.0
Total		4	100.0
If the EBD learners understand instructions when being taught	Yes	3	75.0
	No	1	25.0

The study initially sought to determine whether the respondents (SNE teachers) understood why learners behave inappropriately during teaching activities. Out of the total respondents, 2 (50%) revealed that they understood why learners behaved inappropriately during teaching activities, while 2 (50%) did not. The study aligns with Wakanyua's (2016) findings, which suggest that learners sometimes behave inappropriately during teaching activities. The study sought to determine the reasons why learners behave inappropriately during teaching activities. Two respondents (50.0%) opined that learners behave inappropriately due to emotional disturbance, trauma, and other physical characteristics, while the other two (50.0%) attributed it to peer pressure. The respondents were asked to state how to improve learners behaving inappropriately during teaching activities. Two (50.0%) stated that this could be achieved through enhanced supervision, while two (50.0%) stated that it could be achieved through

guidance and counselling. The study by Ngundo (2010) also established that learners who behave inappropriately can be corrected through supervision, guidance and counselling.

Another area of interest was whether the EBD learners understood instructions when being taught; 3 (75.0%) stated yes, while 1 (25.0%) stated no. This implies that majority of the EBD learners understood instructions when being taught. SNE teachers were asked to state how EBD affects teaching and learning activities. The results were presented in Table 4.11.

Table 4.11: How EBD affect teaching and learning activities

		Frequency	**Percent**
How EBD affect teaching and learning activities	Poor cooperation and concentration	2	50.0
	Difficult class control	1	25.0
	Easily distracted	1	25.0
Total		**4**	**100.0**

Out of the total respondents, 2 (50.0%) stated that poor cooperation and concentration affected teaching and learning activities, 1 (25.0%) found it difficult to control classes, and 1 (25.0%) stated that being easily distratcted also affected teaching and learning activities. The study agrees with that of Kithaka (2018) that poor cooperation and concentration affects teaching and learning activities. The principal was asked to state the effects that EBD problems have on the performance in national examinations. The principal stated that the results are poor due to EBD and the short period (3 years).

Table 4.12: Effect of EBD on teaching and learning activities

	Frequency	**Percent**

EBD effect on teaching and learning activities	The results are poor due to EBD and the period is short (3 years) only.	1	100.0
Total		**1**	**100.0**

4.6 Methods used to control inappropriate behaviors during teaching and learning activities

The third objective of the study was to determine methods used to control inappropriate behaviors during teaching and learning activities. The learners were asked to state the methods used to control inappropriate behaviors during teaching and learning activities. The results were presented in Table 4.13;

Table 4.13: Learner's responses on the methods used to control inappropriate behaviors during teaching and learning activities

		Frequency	**Percent**
Methods of punishment given to those with undesirable behaviours when teaching is going on	To go outside or punished	3	13.0
	staying outside until the lesson is over	13	56.5
	through guiding and counseling	7	30.4
Total		**23**	**100.0**

Out of the total learners, 3(13.0%) stated that the methods of punishment given to those with undesirable behaviors' when teaching is going on is going outside or punished, 13(56.5%)

stated that they stayed outside until the lesson was over through guidance and counseling. The study is in agreement with that of Otiato and Osony (2011) that the methods of punishment given to those with undesirable behaviours when teaching students include being sent outside the classroom or being punished. The respondents interviewed stated that;

> *"Teachers asked learners to go outside until a lesson is over, offered guidance and counseling and/or send them home to come with their parents and/or guardians to control inappropriate behaviors during teaching and learning activities."*

Class teachers were asked to list down the disciplinary methods used to control learner's inappropriate behaviours during teaching and learning activities. The results were presented in Table 4.14;

Table 4.14: List of disciplinary methods used to control learner's inappropriate behaviours

		Frequency	**Percent**
List of disciplinary methods used to control learner's inappropriate behaviours	Not allowing the culprit to participate	1	20.0
	Guidance and counseling	3	60.0
	Clearing the workplace after activities	1	20.0
Total		**5**	**100.0**

The majority (60.0%) of the class teachers stated that guidance and counselling were used to control learners' inappropriate behaviours. One (20.0%) stated not allowing the culprit to participate, and one (20.0%) cleared the workplace after activities. The study agrees with that of Oriedo (2013) that guidance and counselling are used to control learners' inappropriate behaviour. The study further sought to determine the effectiveness of disciplinary measures in changing or modifying the learner's undesirable behaviour. The results were presented in Table 4.15;

Table 4.15: Effectiveness of disciplinary measures used in changing or modification of the learner's undesirable behavior

		Frequency	Percent
Effectiveness of disciplinary measures used in changing or modification of the learners' undesirable behavior	Very effective	1	20.0
	Effective	1	20.0
	Not sure	1	20.0
	Less effective	1	20.0
	Ineffective	1	20.0
Total		**5**	**100.0**

Out of the total respondents, 1(20.0%) opined that the disciplinary measures used in changing or modification of the learners' undesirable behavior were very effective, 1(20.0%) effective, 1(20.0%) not sure, 1(20.0%) less effective and 1(20.0%) ineffective. A respondent interviewed stated that;

> *"The disciplinary measures that are used in changing or modification of the learner's undesirable behaviors were slightly effective and they had contributed to positive change in learners' behavior."*

The respondents were asked to comment on the change they had noted in learners in their class as a result of disciplinary methods in academics. The results were presented in Table 4.16;

Table 4.16: Change noted in learners in class as a result of disciplinary methods

		Frequency	Percent
Academics	Meeting expectations	5	100.0
Total		**5**	**100.0**
Discipline	Good	4	80.0
	Bad	1	20.0

Total		**5**	**100.0**
Mannerism	Good	3	60.0
	Bad	2	40.0
Total		5	100.0
Interpersonal skills	Very good	3	60.0
	Good	1	20.0
	Bad	1	20.0
Total		**5**	**100.0**
Emotional disturbances	Very good	3	60.0
	Good	2	40.0
Total		5	100.0
Any other area not mentioned	None	5	100.0
Total		**5**	**100.0**

The respondents, 5 (100.0%), stated that they had noted a change in learners in their class as a result of disciplinary methods in academics meeting expectations. In discipline, 4(80.0%) stated good while 1(20.0%) bad. Regarding mannerism, 3 (60.0%) stated that the change noted in learners was good, while 2 (40.0%) stated that it was bad. On interpersonal skills, 3 (60.0%) very good, 1(20.0%) good while 1(20.0%) bad. On emotional disturbances, 3(60.0%) stated very good while 2(40.0%) good and 5(100%) stated that there was no any other area not mentioned.

4.7 Strategies that can help to improve teaching and learning activities

The fourth objective of was to examine appropriate strategies that can help to improve teaching and learning activities. SNE teachers were asked to provide recommendations for improving effective teaching and learning activities for EBD learners. The results were presented in Table 4.17.

Table 4.17: Recommendations to improve effective teaching and learning activities to the EBD learners

	Frequency	**Percent**

Recommendations to improve effective teaching and learning activities	Train more special education teachers	1	25.0
	enhance guiding and counseling services in schools	1	25.0
	proper/good parenting practices	1	25.0
	medication where the problem is beyond counseling	1	25.0
Total		**4**	**100.0**

Out of the total SNE teachers, 1(20.0%) recommended that training more special education teachers helps to improve effective teaching and learning activities, 1(25.0%) stated enhancement in guidance and counseling services in schools, 1(20.0%) proper/good parenting practices and 1(25.0%) medication where the problem is beyond counseling. The principal was asked to state the strategies that can improve teaching activities in the school. The results were presented in Table 4.18;

Table 4.18: The strategies that can improve teaching activities in the school

		Frequency	**Percent**
Strategies that can improve teaching activities in your school	group work and field study as long as not in class	1	100.0
Total		**1**	**100.0**

The principal stated that group work and field study as long as they are not in class, can improve teaching activities in the school, as presented in Table 4.18. The study further sought the principal's input to suggest some strategies that could improve learning activities in the school. Findings were presented in Table 4.19;

Table 4.19: Strategies that can improve learning activities in the school

		Frequency	Percent
Strategies that can improve teaching activities in your school	Discussion	1	100.0
Total		**1**	**100.0**

The respondent revealed that discussion can improve teaching activities in the school. The study further sought input from the class teachers on strategies that can improve the teaching of learners with extreme EBD. Findings were presented in table 4.20;

Table 4.20: Strategies that can improve teaching of learners with extreme EBD

		Frequency	Percent
Strategies that can improve teaching of learners with extreme EBD	Strict disciplinary staff	5	100.0
Total		**5**	**100.0**

The study further sought to determine the strategies that can improve learning inside and outside the classroom. Findings were presented in Table 4.21;

Table 4.21: Strategies that can improve learning inside and outside the classroom

		Frequency	Percent
Strategies that can improve learning inside and outside the classroom	Good infrastructures	2	40.0
	Adequate learning equipment appropriate for the learner	3	60.0
Total		**5**	**100.0**

Out of the total respondents, 2 (40.0%) stated that good infrastructures can improve learning inside and outside the classroom, while 3 (60.0%) stated that adequate learning equipment is appropriate for the learner. In an effort to understand teaching and learning activities at Kabete Rehabilitation School, an observation schedule was adopted. The study sought to assess physical resource in the school and the results were presented in Table 4.22;

Table 4.22: Physical resources

School resources	Available	Not available	Conditions	Comment
Classrooms, desks and tables	√		Not in good condition	More classes needed
Offices and comfortable furniture for administration and visitors	√		Not comfortable	More seats needed
Latrines and toilets	√		Good	
Kitchen	√		Good	
Dormitories beds and bedding, toilets and bathrooms	√		Fair	Sewer system needs repair
Sickbay or dispensary			Good	
Student information files	√		Good	
School rules handbook	√		Good	
Lockable lockers	√	Not available		
Career guide book	√	Not available		
Fields	√		Good	
Farms	√			
Workshops	√			Needs reinforcement
School fence	√		Not good	
School gate	√		Good	

School resources have a significant effect on teaching and learning activities. As per the above observation schedule, classrooms, desks and tables were available, offices and comfortable furniture for administration and visitors, latrines and toilets, kitchen, dormitories beds and bedding toilets and bathrooms, sickbay or dispensary, student information files, school rules handbook, fields, farms, workshops, school fence and school gate were available in the school. According to the observation schedule, lockable lockers and career guidebooks were not available. The classrooms, desks and tables were not in good condition, while the offices and comfortable furniture for administration and visitiors were not suitable. The dormitories' beds and bedding, toilets, and bathrooms were in fair condition. The sick bay or dispensary, student information files, and school rules handbook were also in good condition. The fields and school gate were in good condition, while the school fence was not in good condition and required reinforcement. Additionally, the sewer system required repair.

The study further sought to determine how conducive the classrooms were where main teaching and learning activities took place. The researcher observed that no sound proofing existed, the arrangement of furniture was not conducive, the space was inadequate, and few learning charts were available. The study sought to assess the conduciveness of dormitories and established that the boys' rooms, toilets, and urinals were conducive. There was also a need for the establishment of a library, which had a significant impact on teaching and learning activities at Kabete Rehabilitation School. A respondents interviewed stated that;

> *"Most of the classrooms were not conducive which compromised the quality of teaching and learning activities that takes place in the classrooms. Most of the classes lacked sound proof and the classrooms were not adequate and had few learning charts."*

4.8 Correlation analysis

Correlation analysis was conducted to determine the strength and nature of relationship between teacher's qualification and emotional and behavioural disorder and teaching and learning activities. The variables were correlated and their correlation coefficient (r) was established to indicate the strength of their relationship. The table below shows the scores of the variables.

Table 4.23: Correlation analysis matrix

		Teaching & learning activities	Teacher qualifications	EBDs
Teaching & learning activities	Pearson Correlation	1		
	Sig. (2-tailed)			
Teacher qualifications	Pearson Correlation	.921*	1	
	Sig. (2-tailed)	.000		
EBDs	Pearson Correlation	-.759*	-.484*	1
	Sig. (2-tailed)	.000	.000	

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

Teacher qualifications was found to have a significantly strong positive relationship with teaching and learning activities of ($r = 0.921$, p-value < 0.05). This implies that there is a linear relationship between teacher qualifications and teaching and learning activities. The study agrees with that of Ong`era and Kinywa (2007) that teacher qualifications enhances teaching and learning activities. Emotional and behavioural disorders had a significantly strong negative relationship with teaching and learning activities of ($r = -0.759$, p-value < 0.05). This implies that there is an inverse relationship between emotional and behavioral disorders and teaching and learning activities. This consistent with earlier research findings by Wegner and Davis (2006) and Hooper (2003), who opined that emotional and behavioural disorders affect teaching and learning activities.

4.9 Regression Analysis

Regression analysis was done to assess the effect of teacher's qualification and emotional and behavioural disorders on teaching and learning activities at Kabete rehabilitation schools. Results presented in this section include model summary, model fitness and regression co-efficient table. The results were as under;

Table 4.24: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.978[a]	.956	.955	1.53401

a. Predictors: (Constant), teacher qualifications, emotional & behavioral disorders

Results in Table 4.24 showed that the value of adjusted R-squared was 95.5%, which implies that the model was able to explain 95.5% of the change in teaching and learning activities from the predictor variables (i.e.,teacher qualifications and emotional and behavioural disorders). Model fitness was tested using F test (ANOVA) and the results were presented in Table 4.25.

Table 4.25: ANOVA

Model		Sum of Squares	DF	Mean Square	F	Sig.
1	Regression	1190.591	2	1795.296	762.918	.000[b]
	Residual	164.724	36	2.393		
	Total	1755.315	38			

a. Dependent Variable: Teaching and learning activities

b. Predictors: (Constant), Teacher qualifications, Emotional and behavioural disorders

F test value was F (2, 36) =762.918, $p<0.05$. This implies that the regression model was reliable and could be used to predict teaching and learning activities. Regression analysis was conducted to determine the beta values, which were used to asses the extent to which teacher qualifications and emotional and behavioural disorders impact teaching and learning activities. The findings were presented in Table 4.26.

Table 4.26: Regression co-efficients

Model		Unstandardized Coefficients			T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.496	.050	.506	13.171	.000
	EBDs	-.658	.047	-1.305	-33.941	.000
	Teacher qualifications	1.584	.056	2.313	6.787	.000

a. Dependent Variable: Teaching and learning activities

Table 4.26 shows that emotional and behaviuoral disorders had a negative significant effect on teaching and learning activities (β =-0.658, $p < 0.05$). This implies that a one-unit increase in emotional and behavioural disorders decreases the outcome of teaching and learning activities by 0.658 units. The study agrees with that of Mastropieri (2002) that emotional and behavioural disorder affect teaching and learning activities. Teacher qualifications had a positive and significant effect on teaching and learning activities (β = -1.584, $p < 0.05$). This implies that an improvement in teacher qualifications by one unit improves the outcome of teaching and learning activities by 1.584 units. The findings align with those of Ong'era (2007), who suggest that teacher qualifications impact teaching and learning activities.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion Sumamary, conclusion and recommendation. The sub-heading included are effectiveness of teacher's qualification effects of EBD's on teaching and learning activities, methods used to control inappropriate behaviours and strategies that can help to improve teaching and learning activities

5.2 Discussion

The first objective of the study was to examine training and competence level of teachers in the rehabilitation School, Training and competence level was assessed on the basis of the area of Specialization in Special needs in education, The respondents were competent and trainings in special needs. On dealing with learners with EBDS, teachers were always taken for workshops, and educated on how to deal with learners with EBDS in the school. The study revealed that majority of the teachers had training related to special needs educa tion. Some teachers attended in-service trainings such as workshops and Seminars. Ongera (2007) also established that teachers attend in service courses seminars, or workshops on the management of EBD learners

The second objective was to investigate the effects of EBDS on teaching and learning activities in the school. The results showed that teachers understood why learners behave inappropriately during teaching and learning activities. This is because of emotional disturbances, trauma, and other physical characteristics. The behaviours can be improved by enhanced supervision and through guidance and counselling. During instruction from teachers in the classroom, majority of EBD learners understood instructions when being taught. The results showed that poor cooperation and concentratin affected teaching and learning activities and also it was found that control become very difficult, and some EBD learners were easily distracted and thus, affect teaching and learning activities (Kithaka, 2018) The poor results were as a result of emotion al and behavioural disorders that made learners not to concentrate during teaching activities and also beccause of short period of time for EBD learners in the Rehabilitation school.

The third objective was to determine methods used to control inappropriate behaviours during teaching and learning activities. The methods used control inappropriate behaviours were togo outside or punished, staying outside until the lesson is over, and through guidance and Counselling. The study is in agreement with that of Otiato and sony (2011) that the methods of punishment given to those with undesirable behaviours when teaching and students include being sent outside the class room or being punished. According to the class teach ers, guidance and counseling were used to control learners inappropriate behaviours, others thethods mentioned were not allowing the culprit to participate in group work and the culprit to clear the workplace after activities, The study agrees with that of Oviedo. (2013) that guidance and Counselling are used to control learners inapprop riate behaviours. The disciplinany measures that are used in used in changing or modification of the learner's undesirable behaviours were slightly effective,and they had contributed positive change in learners behaviour.Teachers stated that there were some positive changes noted in learners in their classes as a result of disciplinary methods in academics meeting expectati ons. In discipline, the change noted in learners was good and on interpersonal skills was very good and the same noted on the emotional disturbances.

The fourth objective of the study of the study was to examine appropriate strategies that can help to improve teaching and learning activities. The results strowed that training more special education teachers can help to improve effective teaching and learning activities and enhancement in guidance and counselling in the school. Group work and field Study were also mentioned to improve teaching and learning activities as long as they are not in class. Some respondents revealed that discussion can improve teaching and learning activities Good infrastructures can improve learning activities in side and outside the classroom.

The results also showed that adequate learning equipment appropriate for learners also improving learning. According to observation schedule, the lockable lockers and career guide books were not available, desks, and table and comfortability for administration and visitors were not suitable. The latrines, toilets and kitchen were in good condition. The dormitories beds, bedding and bathrooms were in fair condition. The sick bay dispensary, student information files and school rules handbook were also in good condition. The fields and school gate were in good Condition while the school fence was not in good condition and required reinforcement. Additionally, the sewage system required repair. There was also need for the establishment of a library, which had Significant impact teaching and learning activities at kabete Rehabilitation school. Correlation analysis was conducted based on the relationship

between teachers qualification and emotional and behavioural disorders. The variables were correlated and their correlation coefficient (r) was established and found to have a significantly strong positive relationship with teaching and learning activitie of (r=0·921, P-value <0.05). The study agrees with that of Ong'era and Kinywa (2007) that teacher qualifications enhances teaching and learning activities. Emotional and behavioural disorders had a significantly strong negative relationship with teaching and learning activities of (r = -0.759, P- value<0.05).

Regression analysis results showed that the regression model was reliable and could be used to predict teaching and learning activities. The findings in the regression coefficient table shows that emotional and behavioural disorders had a negative and significant effect on teaching and learning activities (p=-0.658 P<0.05). This shows that one-unit increases in emotional and behavioural disorders descreases the outcome of teaching and learning activities by 0.658 units. The Study agrees with that of Mastropieri (2002) that emotional and behavioural disorder affect teaching and learning activities. Teachers qualifications had a positive and significant effect on teaching and learning activities (P= -1.584, P<0.05).

This implies that an improvement in teacher qualifications by one unit improves the outcome of teaching and learning activities by 1.584 units. The findings align with those of Ong'era (2007), who sugget that teacher qualifications impact teaching and learning activities.

5.2 Summary of the Research Findings

The Summary of the research findings focuses on the following sub-headings that formed the study objectives! effectiveness of teacher's qualification on teaching learnes with EBDs, effects of EBD's on

teaching and learning activities, methods used to control inappropriate behavious and Strategies that can help to improve teaching and learning activities in the School.

5.2.1 Effectiveness of teacher's qualification on teaching learners with EBD's

The first objective of the study was to examine the effectiveness of teachers teaching learners with EBD's. The findings showed that those who were not trained in teaching EBD learners attended workshops and seminars on how to handle EBD learners. Very few teachers had SNE certificates but did not specialize in teaching delinquent learners. Most of the class teachers had attended training on the management of EBD learners.

5.2.2 Effects of EBD's on teaching and learning activities

The second objective of this study was to investigate effects of EBD's on teaching and learning activities. The results indicated that poor co-operation and concentration affected teaching and learning activities, difficulty in class control and learners being destructed easily also affected teaching nd learning activities

5.2.3 Methods used to control inappropriate behaviors

The third objective of the study was to establish methods used to control inappropriate behaviors during teaching and learning activities. The findings showed guidance and counseling were used to control learner's inappropriate behaviors. Other methods that were also used were: Not allowing culprit to participate in classwork and clearing workplace after activities

5.2.4 Strategies to improve teaching and learning activities in the school

The fourth objective of the study was determine strategies that can improve teaching and learning activities in Kabete Rehabilitation School. The results showed that good infrastructure and adequate learning equipment appropriate for the learner could help to improve teaching and learning activities

5.3 Conclusion

The study concluded that most of the teachers had diploma and degree certificates but very few had SNE certificates. They had different areas of specialization not related to special needs in education. Teachers attended seminars, in-service courses and workshops on the management of learners with emotional and behavioral disorders.

Emotional and behavioral disorders made learners not to concentrate during teaching and learning activities. They also destruct teachers and develop negative attitude towards teachers. Learners with EBD's did not co-operate and become problematic to teachers during teaching activities.

The methods used by teachers such as staying outside until the lesson is over, not participating in activities, clearing workplace after activities and guidance and counseling

were not effective in improving performance academically. Teachers should adopt new methods and enhance only guidance and counseling because it was indicated as the best method among others.

Strategies that could improve teaching and learning activities were training more special needs education teachers and specifically specializing in teaching learners with emotional and behavioral disorders enhancing guidance and counseling services in school, proper or good parenting services and medication where the problem is beyond counseling. Good infrastructure and adequate learning equipment appropriate for EBD learners were considered for improving teachi9ng and learning activities in the school

5.4 Recommendation

The study recommends the following:

1. All teachers in the rehabilitation school should be qualified teachers with knowledge and skills on how to handle EBD Learners inside and outside the classroom
2. SNE Teachers in the rehabilitation school should choose emotional and behavioral disorders as their area of concentration so that they handle learners well.
3. The school should ensure that teachers use relevant materials during teaching and learning activities. There were no CBC materials for learners in the classrooms
4. Teachers need to be trained on how to handle CBC subjects particularly rationalized subjects that are currently being taught in all public primary and junior secondary institutions.

5.5 Suggestions for further Research

The current research was conducted in Westlands Sub-county and therefore the study suggests a study of similar research in other sub-counties.

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

Dear Respondent,

I am a postgraduate student in African Nazarene University, pursuing Master's degree in education. The purpose of this case study is to find out your opinion on the Factors Hindering Teaching and Learning Activities for Learners with Emotional and Behavioural Disorders at Kabete Rehabilitation School, In Westlands Sub-County, Nairobi County, Kenya. This is part of course requirement, this reason, therefore, your school has been sampled for the case study and you have been selected as a respondent. Your response will in improvement of performance and services for EBD learners in the rehabilitation schools in Kenya.

Kindly answer the questions as candidly as possible. There is no right or wrong answer. Do not write your name on the questionnaire. The results of this study will be used for academic purposes only and the information gathered will remain confidential. If you volunteer to participate, please sign this forms and retain a copy.

Yours faithfully,

Akello Ida Monica

I have read and am well informed about this study and my participation. I therefore willingly consent to respond to the case study.

Name…….

signature……

APPENDIX II: QUESTIONNAIRE FOR SNE TEACHERS

Preamble

The purpose of this questionnaire is to gather information about factors hindering teaching and learning activities in this Rehabilitation school. It is my humble request that your respond to

the questions as truthful as possible. All the information given will be accorded great confidentiality. Please do not write name anywhere in this questionnaire.

SECTION A: DEMOGRAPHIC DATA

What is your academic level in Special Needs Education?

……
……
…….

How long have you been teaching in the rehabilitation school?

……
……
……..

What is your area of specialization in Special Needs in Education Training?

Visual Impairment

Hearing impairment

Emotional and behavioral disorders

Physical Impairment

Is your area of specialization relevant to teaching learners with EBDs?

……
……
……
……
……
…….

SECTION B: TEACHING METHODS AND PROBLEMS/CHALLENGES

For effective teaching of EBD learners, what methods of teaching do you use?

……
……
……

Which group of minor's behaviors committed do you find difficult to deal with?

Theft and vandalism ( ) Robbery with Violence ( ) Sexual assault ( )

Drug trafficking ( )

Give your reasons

……
……
……

Having the knowledge of learners with EBD that they have different behavior disorders, what are your views on the disciplinary measures to correct unacceptable behaviors?

……
……
……

(a) Do you understand why learners behave inappropriately during teaching activities?

Yes ( ) No ( )

If yes give reasons

……
……
……

(b)How can you improve on these shortcomings?

……
……
……

Do the EBD learners understand instructions when you are teaching?

Yes ( ) No ( )

If No give reasons

……
……
……

How does EBD affect teaching and learning activities?

……
……
……

Is there any difference between emotional disorders and behavioral disorders?

Yes ( ) No ( )

If yes, give your views

……
……
……

(a) What emotional and behavioral problems do you encounter when teaching learners with EBD?

……
……
……

(b)What suggestion can you offer for overcoming these shortcomings?

……
……
……

Recommendation can you give to improve effective teaching and learning activities to the EBD learners?

……
……
……

APPENDIX III: CLASS TEACHER'S QUESTIONNAIRE

Preamble

The purpose of this questionnaire is to gather information about factors hindering teaching and learning activities in this Rehabilitation school. It is my humble request that your respond to the questions as truthful as possible. All the information given will be accorded great confidentiality. Please do not write name anywhere in this questionnaire.

SECTION A: DEMOGRAPHIC DATA

Please tick (√) where appropriate or fill in the required information on the spaces provided.

1. Gender: Male ( ) Female ( )

2. Age bracket:

Below 30 years ( ) 31 – 40 years ( ) 41-50 years ( )

Over 50 years ( )

3. Highest academic level attained.

Postgraduate Graduate ( ) Diploma ( ) Certificate ( )

4. Working experience as teacher?

Below 5 years ( ) 5 – 10 years ( ) 11-20 years ( )

Over 20 years ( )

SECTION B: TEACHER PREPAREDNESS

5. Number of years as a class teacher?

Below 2 years ( ) 3 – 5 years ( ) 6-10 years ( )

Over 20 years ( )

6. Do you have any training related to special needs education?

Yes ( ) No ( )

If YES, up to which level?

Masters and above ( ) Degree ( ) Diploma ( ) Certificate ( )

In service courses (workshop) ( )

Others –specify ( )

……
……
……

7. How many in service courses /seminars/ workshops about management of EBD learners have you attended for the past two years?

……
……
……

8. Do your school have an officially appointed teacher trained in handling EBD learners?

Yes ( ) No ( )

Comment if any:

……

……

……

9. According to you, to what extent is special needs knowledge needed in your school in the following areas? Tick (√) as appropriate

Table 29. Teachers Preparedness

	Very highly need	Highly need	Moderate need	Little need	No need
Personal/psychological issues					
Academic Issues					
Social Issues					
Vocation Issues					
Theft and vandalism					
Robbery with violence					
Sexual assault Issues					
Rape issues					
Drug Trafficking					
Truancy Issues					
Conflicts					
Disobedience issues					
Indiscipline issues					

10. As a class teacher in one of the upper classes, list down disciplinary methods used to control learners inappropriate behaviors during teaching and learning activities.

……
……
……

11. What are the things that are making teaching and learning activities difficult in your class?

……
……
……

12. How would rate the effectiveness of disciplinary measures used in changing or modifying the learners undesirable behavior?

Very effective Effective ( ) Not sure ( ) ( )

Less effective ( ) Ineffective ( )

13. Comment on the change you have noted in learners in your class as a result of disciplinary methods in the following areas:

Academic

……
……
……

Discipline

……
……
……

Mannerism

……
……
……

Interpersonal skills

……
……
……

Emotional disturbances

……

……
……

Any other area not mentioned.

……
……
……

14. Mention some of the strategies that can improve teaching of learners with extreme EBD?

……
……
……
……

15. What are the strategies that can improve learning inside and outside the classroom?

……
……
……
……

Thank you for your cooperation and participation in this study

APPENDIX IV: PRINCIPAL'S QUESTIONNAIRE

Preamble

The purpose of this questionnaire is to gather information about factors hindering teaching and learning activities in this Rehabilitation school. It is my humble request that your respond to the questions as truthful as possible. All the information given will be accorded great confidentiality. Please do not write name anywhere in this questionnaire.

SECTION A: BACKGROUND INFORMATION

Please use a tick [√] to fill in responses.

1. Gender: Male [ ] Female [ ]

2. Age bracket:

Below 30 years [ ] 30 – 40 years [ ]

41 – 50 years [ ] Over 50 years [ ]

3. Duration as a principal in this rehabilitation school.

Below 1 year [ ] 2 – 5 years [ ]

6 – 10 years [ ] Over 10 years [ ]

4. Highest professional qualifications.

Diploma in education [ ] Diploma in SNE [ ]

Post graduate [ ] Graduate Art/Sci. [ ]

Graduate SNE [ ]

5. Are you trained in the education of learners with emotional and behavioral disorders?

Yes [ ] No [ ]

SECTION B: REHABILITATION SCHOOL'S BACKGROUND

6. What is the learners' population?

50 – 100 [ ] 100 – 150 [ ]

150 – 200 [ ] Over 200 [ ]

7. How many teachers do you have in your staff?

……
……
……
……

8. (a). How many teachers are trained in special needs education?

……
……
……
……

(b). Are there teachers who specialized in teaching learners with EBD?

…….

If Yes, specify their numbers

Male _____ Female _____

Total _____

SECTION C: SCHOOL FACTORS

9. What are the factors within the school system that may negatively influence learners emotions

and behaviours?

……
……
……
……

10. How does the current curriculum affect learners' behavior in your school?

……
……
……
……

11. Are there problems experienced at school by EBD learners that hinder their learning activities?

……

If Yes, explain them briefly.

……
……
……
……

12. Do you have enough physical resources for all learners in your school?

……
……
……
……

13. What effects does EBD problems have in the performance of National Examination?

……
……
……
……

14. What steps are you taking to ensure that all members of the teaching fraternity acquire the knowledge of how to teach EBD learners?

……
……
……
……

15. Does your institution lack trained teachers for EBD learners?

Yes [ ] No [ ]

If Yes, have you reported this shortage to the employer?

……
……
……
……

16. Are the disciplinary measures used to control undesirable behaviors during teaching activities

effective?

Yes [ ] No [ ]

17. What are the strategies that can improve teaching activities in your school?

……
……
……
……

18. Suggest some strategies that can improve learning activities in your school?

……
……
……
……

19. How would you rate the effectiveness of teaching activities in your school in changing or

modifying the learners' undesirable behaviours?

Very effective [ ] Effective [ ]

Not sure [ ] Less effective [ ]

Ineffective [ ]

20. Comment on the change you have noted in learners' behavior in your school as a result of poor learning in the following areas

(a) Academic

……
……
……
……

(b) Discipline

……
……
……
……

(c) Mannerism

……
……
……
……

(d) Interpersonal skills

……
……
……
……

(e) Emotional disturbance and trauma

……
……
……
……

(f) Any other area not mentioned

……
……
……
……

21. What recommendations as concerns the improvement of teaching and learning strategies to the EBD learners, you would like to look into in future?

……
……
……
……

Thank you very much for your cooperation and participation in the study

APPENDIX V: INTERVIEW SCHEDULE FOR LEARNERS

The learners interview will be guided by the following questions:

Kindly note that interview questions should elicit qualitative answers. Therefore, your questions will not give you qualitative answers. Re-do almost all of them. Avoid questions that will give you numerical answers.

SECTION A: BACKGROUND INFORMATION

What is your grade in the rehabilitation school?

……
……
……

When were you admitted in the school?

……
……
……

Why were you admitted to the rehabilitation school?

……
……
……

What was your grade in your previous school before placement to this school?

……
……
……

Do you like learning during teaching activities?

……
……
……

If NO, what is making you not to learn always?

……
……
……

SECTION B: CLASSROOM INFORMATION

6. Which languages do you use during teaching and learning activities?

English [ ] Kiswahili [ ]

Both English and Kiswahili [ ]

7. Are there enough textbooks you use during teaching activities?

Yes [ ] No [ ]

If no, which subjects are you not given enough textbooks?

……
……

……
……

8. Do you have all stationaries required for learning?
_____

……
……
……
……

9. Who provides learners with appropriate stationary in school?

Government [ ] Teachers [ ] parents and Guardians [ ]

10. Among the rules in school, which one do you find difficult to adhere to?

……
……
……
……

11. What are the things that interfere with your concentration during learning activities?

……
……
……
……

12. Do you have problems following instructions given by your teacher?

Yes [ ] No [ ]

If yes, what is the problem?

……
……
……
……

13. Do your teachers have a problem in understanding what you say?

Yes [ ] No [ ]

If yes, what is the problem?

……
……
……
……

14. a) How good is your relationship with your classmates?

Very good [ ] Good [ ] Poor [ ] Satisfactory [ ]

b.) How good is your relationship with teachers?

Very good [ ] Good [ ] Satisfactory [ ] Poor [ ]

15. Which subjects do you perform poorly?

……
……
……
……

16. Do you understand written instructions very well?

Yes [ ] No [ ]

If No, what is your problem?

……
……
……
……

17. What can you recommend for better learning in school?

……
……
……
……

SECTION C: INFORMATION ABOUT TEACHING ACTIVITIES

18. Do all the teachers attend to their lessons every day?

Yes [ ] No [ ]

If No, how many lessons do miss a week ?

1- 3 lessons [ ] 4-7 lessons [ ] 8-10 lessons [ ]

19. How do you participate in class during teaching activities?

Answering questions [ ] Asking questions [ ]

Both [ ] group discussion [ ]

20. Are your teachers friendly or harsh during teaching activities?

……
……
……
……

21. What are the methods of punishment given to those with undesirable behaviors when teaching is going on?

……
……
……
……

22. Do you always understand teaching activities during each lessons?

Yes [ ] No [ ]

If No, which areas of learning do you have problems?

……
……
……
……

23. Are there sufficient teaching materials that teachers use during teaching activities?

Yes [ ] No [ ]

If No, what are some of the things that they do not come with in class?

……
……
……
……

24. What are the co-curricular activities that you are engaged in during games time.

……
……
……
……

25. Do you have skilled teachers during co-curricular activities?

Yes [ ] No [ ]

If No, what do you suggest?

……
……
……
……

26. How would you rate the effectiveness of teachers during teaching activities ?

……
……
……
……

27. Comment on the changes you have noted in teachers in changing or modifying the learners undesirable behaviors during teaching activities?

……
……
……
……

Thank you very much for your cooperation and participation in this study.

APPENDIX VI: PHYSICAL RESOURCES OBSERVATION SCHEDULE

1. Name of the school: _____

2. School Enrolment: _____

3. School Physical Resources_____

Table 30 Physical Resources

No.	School Resources	Available	Not Available	Conditions	Comment
i.	Classrooms, desks and tables				
ii.	Offices and comfortable furniture for adm. And visitors				
iii.	Latrines and toilets				
iv.	Kitchen				
v.	Dormitories beds and bedding toilets and bathrooms				
vi.	Sick bay or dispensary				
vii.	Student information files				
viii.	School rules handbook				
ix.	Lockable lockers				
x.	Career guide book				
xi.	Fields				
xii.	Farms				

xiii. Workshops

xiv. School fence

xv. School gate

4. How conducive are the classrooms where main teaching and learning activities take place?

(a) Sound proof

……
……
…….

(b) Arrangement of furniture

……
……
…….

(c) Space

……
……
……

(d) Learning charts

……
……
……

5. How conducive are the dormitories where learners do their personal activities?

(a) Girls' rooms and toilets

……
……
……

(b) Boys' rooms, toilets and urinals

……
……
…….

Any other important observation

……
……
……

APPENDIX VII: LIST OF REHABILITATION CENTRES IN NAIROBI COUNTY

Brightside Rehabilitation Centre

Joseph Kangethe Rehabilitation Centre

Kabete Rehabilitation School

Kabete Rehabilitation Centre

Shauri Moyo Boys Rehabilitation Centre

Mary Immaculate Rehabilitation Centre

Mustakim Rehabilitation Centre

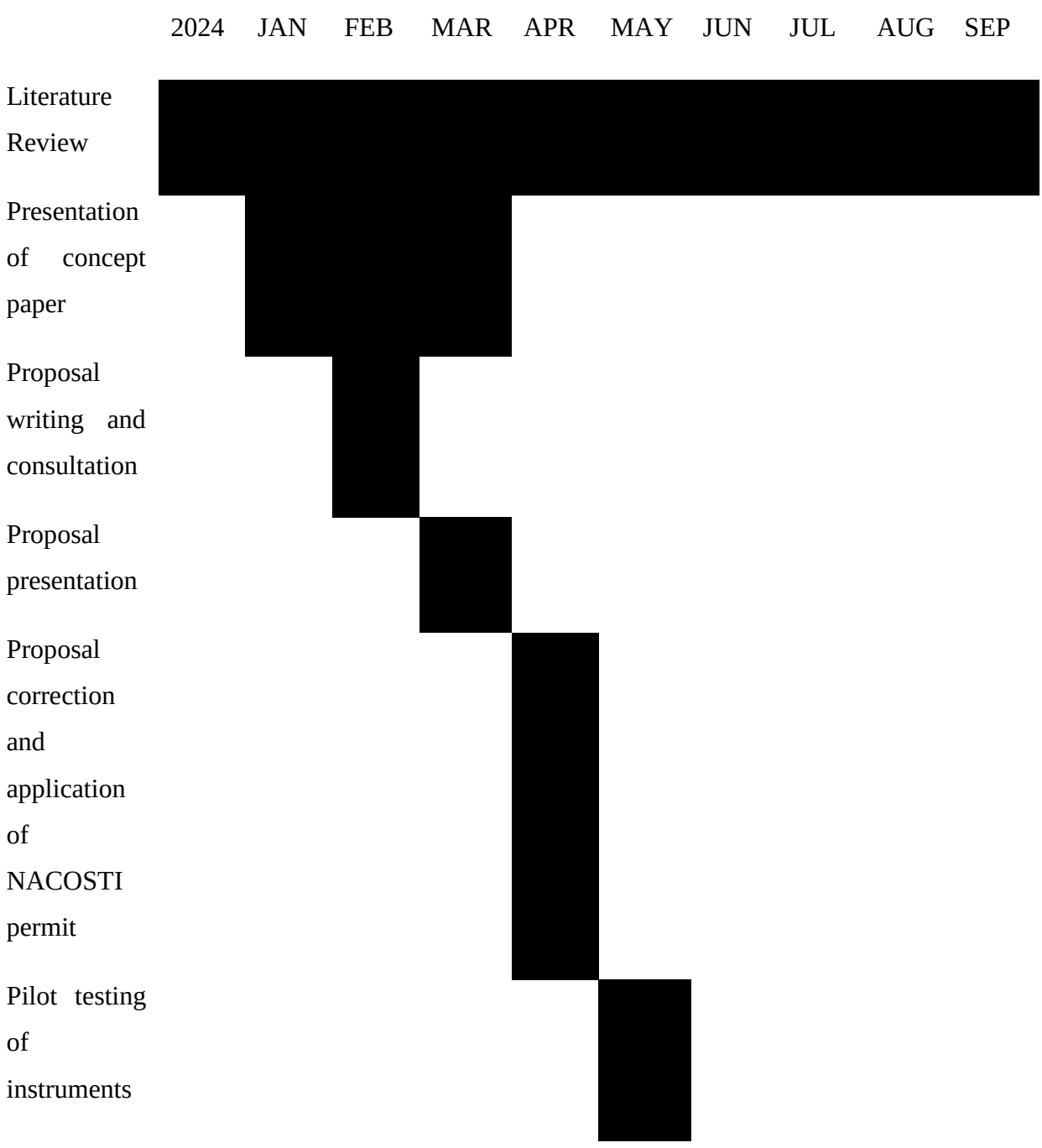
Kwetu Rehabilitation Centre

Newlife Rehabilitation,Thome

Mwangaza Rehabilitation Centre

APPENDIX VIII: WORK PLAN

Table 31 Work Plan



Data collection and analysis

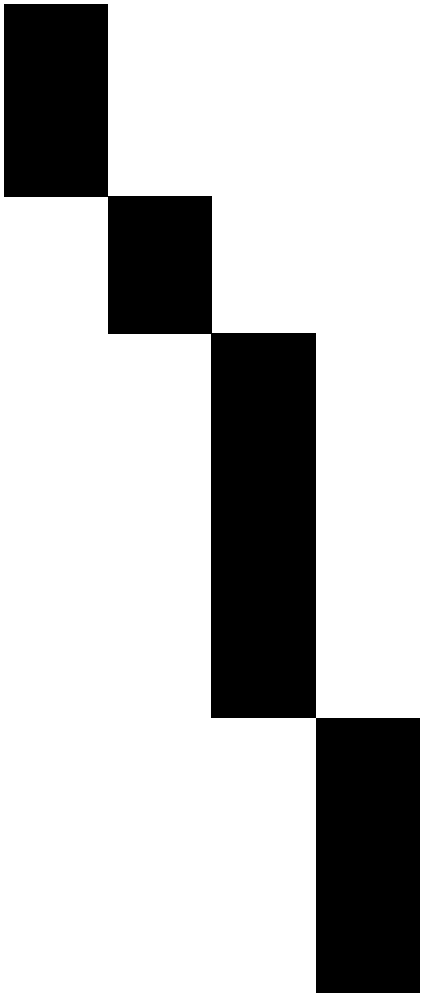
Thesis defense

Thesis corrections

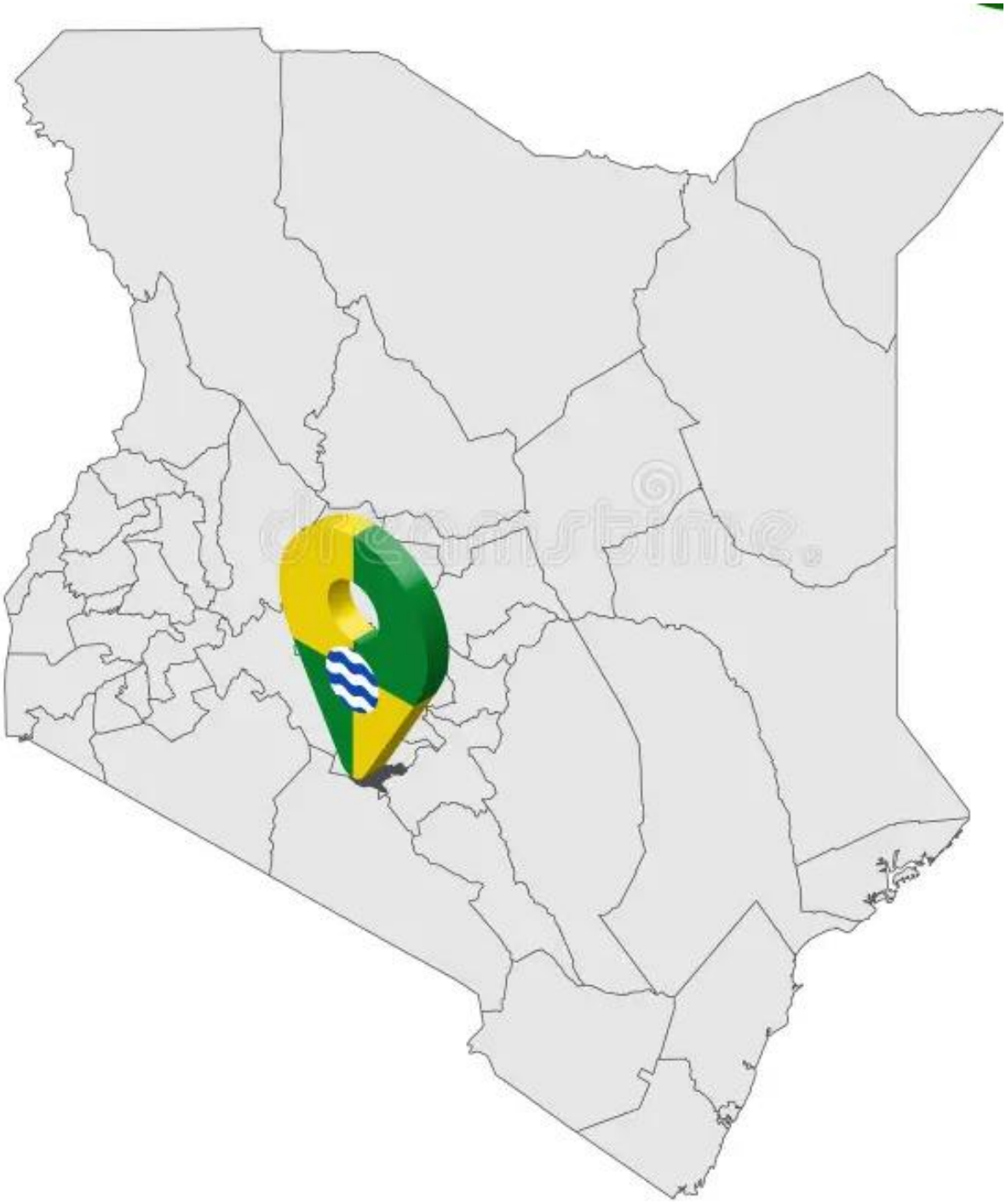
Handing in thesis for senate approval

Proof reading

Hard cover binding



APPENDIX X: MAP OF KENYA SHOWING NAIROBI COUNTY



APPENDIX XI: MAP OF NAIROBI COUNTY SHOWING WESTLAND SUB-COUNTY



APPENDIX XII: MAP OF WESTLAND SUB-COUNTY SHOWING KABETE REHABILITATION SCHOOL


Nyathuna
Ndenderu
Ruaka
Githurai
Kabete Rehabilitation School
Gitaru
Kikuyu
A104
WESTLANDS
UMOJA
Nairobi
KAREN
KIBERA
EMBAKASI
NAIROBI COUNTY
MACHAKOS COUNTY
Blixen Museum
Ngong
LANGATA
Nairobi National Park
A104
NAIROBI COUNTY
Pridelands
Ngelani City
Mlolongo
Ongata Rongai
KAJIADO COUNTY
g Hills
Reserve
Kiserian
C58
A109

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17th April 2024

RE: TO WHOM IT MAY CONCERN

Monica Ida Akello (17MOCMED007) is a bonafide student at Africa Nazarene University. She has finished her course work and has defended her thesis proposal entitled: -

"Factors hindering teaching and learning activities for learners with Emotional and Behavioral Disorders at Kabete Rehabilitation School, Westlands Sub County in Nairobi County, Kenya".

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

Rodney R. Reed

Prof. Rodney Reed
DVC, Academic & Student Affairs

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This is to Certify that Ms.. Monica Ida Akello of Africa Nazarene University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kakamega, Nairobi on the topic: FACTORS HINDERING TEACHING AND LEARNING ACTIVITIES FOR LEARNERS WITH EMOTIONAL AND BEHAVIORAL DISORDERS AT KABETE REHABILITATION SCHOOL, WESTLANDS SUB COUNTY IN NAIROBI COUNTY, KENYA. for the period ending : 25/April/2025.

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