MANAGING INAPPROPRIATE BEHAVIOURS OF PUPILS WITH COGNITIVE DISABILITIES IN SELECTED INCLUSIVE PRIMARY SCHOOLS, CHANGAMWE SUB-COUNTY, MOMBASA COUNTY, KENYA

BY

VINCENT OTIENO MACMBINJI

A THESIS IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTERS OF EDUCATION (SPECIAL NEEDS), PWANI UNIVERSITY

SEPTEMBER, 2016
DECLARATION

This thesis is my original work and has not been submitted for the award of a degree or any other award in any other university.

Date: 03.03.17

Name: Vincent Otieno Maimbinji
E55/PU/3090/2014

We confirm that this thesis has been submitted for examination with our approval as University supervisors.

Date: 03.03.17

Prof. Richard Zigler
Department of Educational Psychology and Special Needs
Pwani University
KILIFI - KENYA

Date: 03/03/2017

Dr. Robert J. Maneno
Department of Educational Psychology and Special Needs
Pwani University
KILIFI - KENYA
DEDICATION

I dedicate this piece of work to my wife Hellen Awuor and daughter Angel Monicah for their understanding and bearing my long absence from home.
ACKNOWLEDGMENTS

My sincere appreciation goes to my supervisors Prof. Richard Zigler and Dr. Robert Maneno for their insightful guidance, patience and encouragement throughout the writing of this thesis. I am also indebted to Dr. Jacinta Kwena and Prof. Hellen Mondo for the time they took to have an overhaul of my thesis. I cannot forget all my lecturers in the School of Education who impacted my life with scholarly knowledge. Many thanks go to the Director, Ministry of Education Science and Technology, Mombasa County, and the Sub-County Director of Education; Changamwe Sub-county, for granting me permission to conduct my study. I also acknowledge Educational Assessment and Research Center Officer, Changamwe. I wish to express my sincere thanks to all those who participated in this work and most especially the schools deputy head teachers and teachers for their candid opinion which helped to generate the findings presented in this work.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AADM</td>
<td>American Association on Mental Deficiency</td>
</tr>
<tr>
<td>BBC</td>
<td>British Broadcasting Corporation</td>
</tr>
<tr>
<td>CWD</td>
<td>Children Living with Disabilities</td>
</tr>
<tr>
<td>BOPA</td>
<td>Botswana Press Agency</td>
</tr>
<tr>
<td>DEB</td>
<td>District Education Board</td>
</tr>
<tr>
<td>DHT</td>
<td>Deputy Head Teacher</td>
</tr>
<tr>
<td>DSMMD</td>
<td>Diagnostic and Statistical Manual of Mental Disorders</td>
</tr>
<tr>
<td>EARC</td>
<td>Educational Assessment and Research Centre</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>IDEA</td>
<td>Individualized Disability Education Act</td>
</tr>
<tr>
<td>IQ</td>
<td>Intelligent Quotient</td>
</tr>
<tr>
<td>KEPSHA</td>
<td>Kenya Primary School Heads Association</td>
</tr>
<tr>
<td>MDGs</td>
<td>Millennium Development Goal</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>SNE</td>
<td>Special Needs Education</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Economic, Scientific and Cultural Organization</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

TITLE PAGE........................................................................................................................................Error!

DECLARATION.........................................................................................................................................ii

DEDICATION...........................................................................................................................................iii

ABBREVIATIONS AND ACRONYMS........................................................................................................v

TABLE OF CONTENTS.............................................................................................................................vi

LIST OF TABLES.........................................................................................................................................ix

LIST OF FIGURES........................................................................................................................................x

ABSTRACT..................................................................................................................................................xi

CHAPTER ONE: INTRODUCTION..............................................................................................................1

1.0 Introduction........................................................................................................................................1

1.1 Background of the Study......................................................................................................................1

1.2 Statement of the Problem...................................................................................................................7

1.3 Purpose of the Study............................................................................................................................9

1.4 Research Objectives...........................................................................................................................9

1.5 Research Questions.............................................................................................................................10

1.6 Significance of the Study...................................................................................................................10

1.7 Scope and Limitation..........................................................................................................................11

1.7.1 Scope of the Study.........................................................................................................................11

1.7.2 Limitation of the Study................................................................................................................11

1.8 Assumptions of the Study..................................................................................................................11

1.9.1 Theoretical Framework of the Study............................................................................................12

1.9.2 Conceptual Framework................................................................................................................14

1.10 Operational Definition of Terms....................................................................................................17

CHAPTER TWO: LITERATURE REVIEW.................................................................................................18

2.1 Introduction........................................................................................................................................18

2.2 Overview of Cognitive Disability.....................................................................................................18
2.3 Inclusive Education...........................................................................................................22
2.4 Behaviours Exhibited by Pupils with Cognitive Disability............................................26
2.5 Factors Leading to Inappropriate Behaviour among Learners with Cognitive Disability.................................................................................................................................29
2.6 Teacher Challenges in Managing Inappropriate Behaviour of Pupils with Cognitive Disability........................................................................................................................................32
2.7 Teacher Behaviour Management Strategies..................................................................36
2.8 Summary of Review of Related Literature.....................................................................40
CHAPTER THREE: RESEARCH DESIGN METHODOLOGY..................................................41
3.1 Introduction.......................................................................................................................41
3.2 Research Design..............................................................................................................41
3.3 Locale of the Study.........................................................................................................41
3.4 Variables..........................................................................................................................42
3.5 Target Population...........................................................................................................43
3.6 Sampling Technique and Sample size..........................................................................43
3.6.1 Sampling Techniques..................................................................................................43
3.6.2 Sample Size................................................................................................................44
3.7 Instrumentation...............................................................................................................45
3.7.1 Questionnaire..............................................................................................................45
3.7.2 Interview Schedule.....................................................................................................46
3.7.3 Observation Checklist................................................................................................46
3.8 Pilot Study.......................................................................................................................47
3.8.1 Validity of Research Instruments................................................................................47
3.8.2 Reliability of the Research Instruments......................................................................48
3.9 Data Collection Procedures...........................................................................................49
3.10 Data Analysis................................................................................................................49
3.11 Logistical and Ethical Considerations..........................................................................50
LIST OF TABLES

Table 3.1 Sample Matrix of Population..............................................................46
Table 4.1 Deputy Head teacher’ Demographic Characteristics...............................57
Table 4.2 Prevalence of Inappropriate Behaviours................................................59
Table 4.3 Means, Standard Deviations and Skewness of Inappropriate Behaviours.......60
Table 4.4 Frequency of Inappropriate Behaviours..................................................61
Table 4.5 Teachers’ Responses Concerning Factors Leading to Inappropriate Behaviours.64
Table 4.6 Challenges in Management of Inappropriate Behaviours.........................67
LIST OF FIGURES

Figure 1.1 Conceptual Framework.................................................................15

Figure 4.1 Teacher Respondents’ Gender......................................................54

Figure 4.2 Respondents Age.................................................................55

Figure 4.3 Professional Qualification......................................................55

Figure 4.4 Teachers Respondents’ Teaching Experience.............................56
ABSTRACT

The focus of this study was managing inappropriate behaviours management of pupils with cognitive disability in selected inclusive primary schools in Changamwe Sub-county. Pupils with cognitive disabilities inappropriate behaviours is a critical issue in the performance of any school programme. Lack of it makes a mockery of the stated important goals and objectives that the schools are supposed to achieve. Therefore, the purpose of this study was to investigate managing inappropriate behaviours management of pupils with cognitive disabilities in selected inclusive primary schools in Changamwe Sub-county in Mombasa County, Kenya. The study was guided by the social learning theory of Albert Bandura and it employed descriptive survey. The sample size comprised 10 deputy head teachers, 60 teachers and 30 pupils with cognitive disability. The total sample was one hundred (100) participants. The sample size was determined using purposive and specific random sampling methods. Purposive sampling was used to select deputy head teachers and teachers who had special needs education training while random sampling was used to select pupils to be observed in the inclusive primary schools having learners with cognitive disability. Data collected was done using questionnaires, an interview schedule and an observation checklist. Questionnaires were distributed to teachers in sampled inclusive primary schools; interviews were conducted on Deputy Head teachers whereas the observation schedule was used to check the frequency of inappropriate behaviours. Data collected was analyzed using descriptive and inferential statistics. SPSS was used in analyzing quantitative data. The qualitative data was informative in explaining and clarifying the quantitative data from questionnaires. Results of data analysis were presented using frequency distribution tables, bar graphs, and pie charts. The study established that academic inappropriate behaviours were the most prevalent behaviour among learners with cognitive disability as compared to the social and disruptive inappropriate behaviours. Low concentration, hyperactivity and easy distraction were cited as the major factors leading to the inappropriate behaviours among learners with cognitive disability. There was emphasis on the use of group contingencies, peer counseling, guidance and counseling and group contingencies as effective strategies of dealing with inappropriate behaviours. Teachers’ incompetence in Special Needs Education and absence of Special Needs policy regarding behaviour management were the main challenges faced in managing learners with cognitive disability inappropriate behaviours. Out of the measures the schools have taken to manage inappropriate behaviours among learners with cognitive disability, the study recommends that Ministry of Education Science & Technology should employ more teachers trained in Special Needs Education in inclusive schools, review curriculum for teacher training colleges to inculcate behaviour management for learners with special needs and more in-service training on special needs for teachers in inclusive schools.
CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter discusses the background of the study, statement of the problem, purpose of the study, objectives, research questions, and significance of the study, scope of the study, limitations of the study, theoretical framework, and conceptual framework.

1.1 Background of the Study

According to Heward (2009), the children who have a cognitive disability have low intelligence quotient (IQ) but the conceptualization of the cognitive disability is seen as a condition that can be improved and not permanent. This usually requires that the teachers and parents be trained in methods to coach children with cognitive disability. The American Association on Mental Deficiency (AAMD, 2011) proposed that cognitive disability refers to significantly sub-average general intellectual functioning existing correctly with deficit in adaptive behaviour and manifested during the developmental period. Adaptive behaviours involve behaviours such as dressing, brushing, shoe lacing, feeding and bathing.

According to Murugami and Ndani (2009) cognitive disabilities refer to variation in mental abilities processes. They further classify children who have cognitive disability into four levels based on deficits in intellectual functioning and impairment in adaptive behaviour. These categories are mild, moderate, severe and profound developmental disabilities. They further classify cognitive disability according to a system based on the expected or anticipated educational accomplishments and group these children into Educable and Trainable. Educable
are those having mild cognitive disability who can be placed into the regular schools with some modification of the curriculum; with the use of Individualized Educational Plans.

The children with educable cognitive disabilities are characterized as having the capacity to adjust socially; they are slow in learning and have short attention span. On the other hand the Trainable children are of the severe and the profound category; they are placed in Special schools and Units attached to regular schools. These pupils usually require coaching in all activities of daily living such as feeding, bathing, washing, social skills, respect and cooperation. Cognitive characteristics attributed to trainable children include: hyperactive, easily get bored, require specialized programmes, and fail to take responsibilities. According to Murugami and Ndani (2009) children with mild cognitive disability exhibit the following behaviours: inattentiveness, fail to follow instructions, hyperactivity, display stereotype behaviours, disruptive, keeps his or her social distance with others and some might be rude.

In the last four decades, special education has attracted the attention it deserves. Individuals with cognitive disabilities have moved from a state of total exclusion, isolation, and rejection by the community to being regarded as individuals that need some consideration. Mutua & Dimirov (2001b) noted that in Kenya, while pupils with mild and moderate cognitive disabilities are educated in regular schools, those with severe and profound conditions are educated in non-optimal institutions or special schools and units in regular schools. In this study, the researcher observed learners who were educable, namely, those having mild range of cognitive disabilities in inclusive schools.

Behaviour can be defined as the way an individual acts towards people, society or objects (Hornby, 2006). It can in another way be normal or abnormal according to societal norms. For many, teachers and school leaders in the past, a quiet and disciplined classroom was the hallmark of effective teaching (Mills, 2000). By contrast, it is now recognized that behaviour
management skills are necessary but not a sufficient condition for creating an efficient learning environment. According to Carpenter & Mackiehiggins (1996) order is generally a pre-requisite for effective instruction. Well-ordered classrooms and schools may facilitate effective teaching for learners with cognitive disabilities and therefore enhance and improves the learning outcomes.

In every society, it has often been observed that for any social system to run smoothly and achieve objectives of its establishment members of such a system would be required to adhere to norms of acceptable behaviour pattern necessary for actualization of goals and objectives. A code of behaviour is enshrined in what is commonly referred to as a code of conduct, regulation and ethics (Hornby, 2006). Strict adherence to acceptable behaviour as provided for in a formal or informal code of conduct, regulation and ethics of a given organization, amount to acceptable behaviour while, inappropriate behaviour is a consequence of infractions of code of conduct, regulation and ethics of an organization. The challenge of teachers managing inappropriate behaviour among pupils with cognitive disabilities is not unique to Kenya. It is a global issue of great concern, spanning economic, geographical, racial and even gender boundaries. A study by Agarib (2006) in United Arab Emirates reported that, there was a growing concern regarding inappropriate behaviour of learners with cognitive disabilities in schools within where factors such as teaching methods, lack of parental involvement, and lack of clear guidelines were blamed for the children’s with mild cognitive disability inappropriate behaviour.

United Nations Educational, Scientific and Cultural Organization (UNESCO, 1998) noted that inappropriate behaviour of learners without cognitive disability within classrooms, around the world, had reached alarming proportions. Such behaviour included carrying weapons in school, truancy, cheating in school and at home, incomplete assignments, fighting in schools and abusing drugs. In Argentina for example, a pupil with mild cognitive disability fired a
bullet and wounded a thirteen year old pupil. In Springfield, in United States of America, one student without cognitive disability was reported dead and thirty wounded in a shooting associated with inappropriate behaviour, while in Japan a school child was decapitated by a fourteen year old. Hartings (1997) points that in many instances; such learners are physically and socially excluded from school services or neglected by practitioners. A classroom that is not free of disruptive behaviour cannot guarantee academic gains. According to Ovell (2001), good behaviour in schools is essential for effective learning, good pupil-teacher relationship and peer adjustment.

In the past decade, USA has experienced higher rate of school crime exhibited by learners with mild cognitive disability than that of their peers without cognitive disability. Such inappropriate behaviours included stealing and vandalism by students. Canada as well as Britain has experienced increased use of firearms in public schools by learners with cognitive disability. Teachers in primary schools used various strategies such as withdrawal from favourite activity, extinction, suspension and guidance and counselling to manage these inappropriate behaviours. In some instances, pupils with cognitive disability have turned violent not only on fellow pupils but also on teachers (Kriener, 2000).

In England, cases of inappropriate behaviour such as abusing drugs, stealing from others, cheating their parents have also been noted among learners without cognitive disability. The government then planned a crackdown on school inappropriate behaviours exhibited by learners without cognitive disability by giving schools powers to search pupils for weapons under the government’s new plans. Schools were encouraged to arrange for surprise police searches of the premises to reduce the problem of indiscipline (BBC, UK version, 2004, Nov.18).
Okoson (2010) conducted a study in Nigeria and reported acts of inappropriate behaviour among learners with mild cognitive disability included truancy, disrespect for school authority, cheating in examinations, drunkenness, and incompleteness of assignment. These inappropriate behaviours were triggered as a result of the expression of cognitive aspect as lived by the children having cognitive disability. In Botswana, schools had their image marred as a result of inappropriate behaviour among learners with mild cognitive disabilities. These behaviours included: engaging in fights, using abusive language, sneaking out of school. Consequently, some students without cognitive disability in secondary schools had died and others became blind after they broke into the school science laboratory and consumed toxic amounts of methanol and ethanol as a result of their inappropriate behaviours (Botswana Press Agency-BOPA, 2006, July, 6). A survey on a number of previous provincial schools in Botswana also revealed that inappropriate behaviour had caused deterioration in academic performance among learners with cognitive disabilities in primary schools (BOPA, 2006, July, 6).

Moseki (2004) conducted a study in South Africa on the nature of truancy and the life of truants in students with mild cognitive disability in secondary schools. An empirical investigation was undertaken with a sample of 758 Grade 10 students from three secondary schools. The study reported that truancy was rampant among students with mild cognitive disabilities in secondary schools. Jimi (2008) carried out a study in Nkangala region in South Africa, on the role of educators in the management of inappropriate behaviour exhibited by learners with mild cognitive disabilities and noted that inappropriate behaviour in primary schools include use of abusive language, lack of concentration, late coming and threats by pupils. Teachers in the primary schools resolved to use various strategies such as reductive strategies, suspension, involving the parents and guidance and counselling to reduce the incidence of inappropriate behaviours generated as a result of their cognitive functional ability.
In today’s race for career mobility and to earn more money, parental supervision is becoming obsolete leaving children especially those with cognitive disabilities in care of teachers who too do not have enough time to focus on the individual needs of a learner (Muraguri, 2005). There have been a variety of reactions to the rising incidents of inappropriate behaviour of pupils with cognitive disabilities in primary schools. Views have been expressed regarding the cause of inappropriate behaviour and possible solutions to the problem have been proposed. Corporal punishment was banned in all primary and secondary schools in Kenya in the year 2001, by the then Minister for Education Kalonzo Musyoka as a means of managing inappropriate behaviour among pupils in both primary and secondary schools. According to Daily Nation (2004), this ban has been blamed for an increase in inappropriate behaviour and therefore, there have been calls to rethink the decision.

According to Were (2003), in Kenya, presidential task forces on students without cognitive disability inappropriate behaviour identified truancy, fighting, absconding from school and stealing from their parents as some of the causes of unrest in secondary schools. They recommended strengthening of guidance and counselling services in schools in order to curb unrest in various institutions of learning. Thus, every institution took a responsibility of ensuring that those who went through it came out as well behaved members of the society or productive citizens who were reliable and responsible. Mutua (2004) in her research study on Kenyan students’ unrest and inappropriate behaviour reported that appropriate behaviour was considered vital for students with mild cognitive disability academic and social success.

At the onset of 21st century, Kenya has been beset with serious inappropriate behaviour such as truancy, absconding from school, school vandalism by pupils, smoking, taking alcohol, and sex abuse among learners without cognitive disability in educational institutions. Report on the situation of inappropriate behaviour in Kenya schools indicate that violence and

Learners with mild cognitive disabilities engage in behaviour often perceived as inappropriate resulting in undesirable consequences. In an inclusive primary school in Changamwe Sub-county, Mombasa, children with mild cognitive disability engage in extreme temper tantrums, self-injurious behaviours, hyperactivity, fail to complete assignments given, using abusive language, fidgeting. Teachers in Changamwe Sub-county have been facing a problem in managing these learners, making the teachers to use extinction and even suspending the children from the school. According to EARC officers in Chanagamwe Sub-county, these children exhibit inappropriate behaviours generated as a result of cognitive psychological aspect as constantly lived by the child.

According to Okumbe (1999), appropriate behaviour is in the epicentre of a successful school. The efficiency and effectiveness of all institutions activities depend on the organizational degree of behaviour management mechanisms. Therefore, for appropriate behaviours to be instilled in inclusive primary schools, the schools administration have to device strategies such as group contingencies, guidance and counselling and involving parents in managing learners with mild cognitive disability in inclusive primary schools. Kenyan Basic Education Act (2013) has vested the management of pupils as a responsibility of Institutions Board of Management who in turn work hand in hand with the school administration in ensuring that appropriate behaviour is instilled in inclusive primary schools.

1.2 Statement of the Problem

The challenge of teachers managing inappropriate behaviours of pupils with cognitive disabilities within the classroom and the schools at large featured prominently in education
stakeholders’ forum involving Kenya Primary Schools Head Teachers Association (KEPSHA), Board of Management (B.O.M) and District Education Board (D.E.B) seminar sponsored by World Vision in 2015 in Changamwe Sub-county, Mombasa County. The issues of concern rose in the forum included Education for All (EFA), inclusion of all children in schools and management of children with special needs as per the millennium development goal (EFA)by 2015.

It was discovered that 50% of the schools in Changamwe Sub-county accommodate learners with mild cognitive disability who exhibited inappropriate behaviours that affect their academic performance and that of their peers. In addition, it was established that teachers face challenges in the management of inappropriate behaviours exhibited by learners with mild cognitive disability. Eighty percent (80%) of teachers reported that manifestation of the inappropriate behaviours was generated as a result of cognitive functional ability as constantly lived by the learners in inclusive primary schools.

According to Educational Assessment and Research Centre (EARC, 2015) report, Changamwe Sub-county, in the Coastal region of Mombasa, Kenya has had an increased number of pupils with cognitive disabilities between the years 2002 to date. This has led to development of eight (8) special units for learners with moderate, severe and profound cognitive disability by the EARC within the ten (10) selected inclusive primary schools, whereas those with mild cognitive disability have remained in the regular (inclusive) classroom with their peers under minimal differentiated instruction provided to them.

It was also established that learners with mild cognitive disability exhibit inappropriate behaviours which can be associated to their functional cognitive level which usually interfere with their academic achievement and that of their peers in the inclusive primary schools. School Deputy Head Teachers and teachers have been using traditional strategies, such as
suspension, manual work and expulsion to manage these inappropriate behaviours of these learners with cognitive disability. This has led to a significant number of the pupils with mild cognitive disability dropping out of schools and some being kept away from school by their parents.

This kind of situation had created a negative rapport between the inclusive primary schools having learners with cognitive disability and the community around them. In view of the above, this study sought to investigate managing of inappropriate behaviours of pupils with cognitive disabilities in selected inclusive primary schools in Changamwe Sub-county and suggest possible solutions.

1.3 Purpose of the Study

The overall purpose of this study was to investigate managing inappropriate behaviours of pupils with cognitive disabilities in selected inclusive primary schools in Changamwe Sub-county, Mombasa County.

1.4 Research Objectives

The following were the specific objectives of this study:

1) To examine the prevalence of inappropriate behaviours of pupils with cognitive disability educated in inclusive primary schools.

2) To identify the factors leading to inappropriate behaviours of pupils with cognitive disability in inclusive primary schools.

3) To establish the challenges teachers face in managing inappropriate behaviours of pupils’ with cognitive disability in inclusive primary schools.
4) To describe strategies teachers use in managing inappropriate behaviours of pupils with cognitive disability in inclusive primary schools.

1.5 Research Questions

The research addressed the following questions:

1) What are the common inappropriate behaviours found in pupils with cognitive disabilities in inclusive primary schools?
2) What are the factors leading to inappropriate behaviours of pupils with cognitive disabilities in inclusive primary schools?
3) What challenges do teachers encounter in managing inappropriate behaviours of pupils with cognitive disabilities in inclusive primary schools?
4) What strategies do teachers employ in dealing with inappropriate behaviours of pupils with cognitive disabilities in inclusive primary schools?

1.6 Significance of the Study

The findings of this study will be beneficial to education policy makers as they will use them to formulate appropriate behaviour management strategies for supporting pupils with cognitive disabilities in inclusive school environments. This study has practical significance of comparing the traditional methods of instilling appropriate behaviour and alternative strategies in view of what is working and what is not working for learners with cognitive disability and making recommendations. The findings of this study will also help the Ministry of Education Science and Technology (MOEST) in redefining the behaviour management policy and putting in place programmes which will assist in making teachers better equipped with alternative behaviour management strategies for learners with cognitive disability. The
information gathered from this study will also provide a gateway for further studies in the field of Special Needs Education.

1.7 Scope and Limitation

1.7.1 Scope of the Study

The study was conducted in Changamwe Sub-county, in Mombasa County. The Sub-county has twenty public schools. The Sub-county was purposively selected based on the 2015 Educational Assessment and Research Centre report in Changamwe Sub-county. The results could only be generalized to similar jurisdictions. The study intended to focus on pupils with mild cognitive disabilities in inclusive primary schools in Changamwe Sub-county.

1.7.2 Limitations of the Study

The study covered public primary schools within Changamwe Sub-county; no private schools were involved in this study. Further, only teachers who had taught pupils with cognitive disabilities were involved in the study. Although the opinions of parents and other stakeholders would have been useful in this study, it was not possible to include parents because tracing them would require considerable amount of time, resources and other logistics.

1.8 Assumptions of the Study

The study was guided by the following assumptions:

1) Pupils with cognitive disability in inclusive primary schools generally tend to exhibit certain common inappropriate behaviours.
There are numerous factors that contribute to inappropriate behaviour of pupils with cognitive disability in inclusive schools.

Teachers employ different strategies in dealing with inappropriate behaviours of pupils with cognitive disability in inclusive schools.

1.9 Theoretical Framework of the Study

Social Learning Theory

Social learning theory propagated by Albert Bandura (1997) posits that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. The theory states that people learn from one another via observation, imitation and modeling. It encompasses attention, memory and motivation. Furthermore, it states that behaviour is learnt from the environment through the process of observation. Information serves as a guide for action. Children observe people around them and behave in various ways. Individuals that are observed are called models. These could be parents, friends or peers and teachers. These models provide examples of behaviour to observe and imitate which can either be appropriate or inappropriate.

A child with mild cognitive disability will more likely reproduce the behaviour he or she observes. The main assumptions of this approach are that learning comes from the surroundings and the environment and that children with mild cognitive disability experience shape their behaviour, attitudes and beliefs, and hence his or her personality. Therefore, a child experiencing mild cognitive disability observes forms of inappropriate behaviours such as temper tantrums, truancy, use of abusive language, not doing class work on time, the same inappropriate behaviours will be imitated by the child with mild cognitive disability.
Eysenck (1999) as cited in Wamocho (2003) points out that personality research is suggestive of the fact that human beings have a certain sort of personality that is stable and enduring. He further suggests that our personality is part of our nature and hence there is a biological basis for it, that is, it is innate. However, others suggest that nature also affects personality. For example, we learn through reinforcement: thus we tend to repeat behaviour for which we have been rewarded and tend avoid behaviour for which we have been punished. We use others around us as a reference point and learn from them. Bandura's Social Learning Theory thus suggests that we develop as individuals, through learning and socialization. This is a sharp contrast to the idea that we have an innate personality, which might or might not lead us to be, saying well in academics or sports.

In the context of this theory, it is instructive to note that even the exceptional learners especially those with mild cognitive disability can be helped to shape their inappropriate behaviours as well as achieving their full potentials so long as an enabling environment around them and the models within the environment behave appropriately as per the required school norms. They have to be helped to “socialize” through observing appropriate behaviours from models and in the process learn from the wider society, prototype behaviour within the inclusive primary school setting. Therefore, the adoption of Bandura’s social learning theory as an element of this study’s theoretical framework finds justification in terms of its advocacy on socialization as an important medium of learning. The major assumption of social cognitive learning theory is that all behaviours whether adaptive or maladaptive, social or antisocial, defiant or non-defiant, praiseworthy or condemnable are learned and can be unlearned.

Cognitive function has a direct relationship with social learning in the sense that behaviour displayed by peers, parents and close relatives is likely to be replicated in the child. It is hoped that if learners with mild cognitive disability found in an inclusive primary school setting,
observe and imitate inappropriate behaviours from each other in the process of socialization it might adversely affect their learning and academic performance of the entire school. The inappropriate behaviour is generated as a result of the cognitive functional level which might manifest itself as constantly lived and imitated by children.

On the other hand, teachers in the inclusive primary school/s where inappropriate behaviours exhibited by learners with mild cognitive disability is becoming a menace can make an observation or try to imitate what the strategies teachers in other schools where the inappropriate behaviours exhibited by mild cognitive disability have been managed. It is against this backdrop that this theory was deemed appropriate to guide this study in investigating management of inappropriate behaviours of pupils with mild cognitive disability in selected inclusive schools in Changamwe Sub-county, Mombasa, Kenya.

1.9.1 Conceptual Framework

Source: Author (2015)

Figure 1.1 Relationship between cognitive disability traits and inappropriate behaviours of pupils with cognitive disability.
The independent variable in this study was the degree of cognitive disability exhibited by a pupil/s with cognitive disability. This can range from mild to severe according to Diagnostic Manual for Mental Disorders (IV) which classifies four different degrees of cognitive disability: mild, moderate, severe and profound. These categories are based on the functioning level of the individual. Mild cognitive disability: Approximately 85% of the cognitive disability population is in the mildly category. Their intelligent quotient (IQ) scores range from 50-75, they can often acquire academic skills up to the 6th grade level and they are educable. The generation of inappropriate behaviours among learners with cognitive disability depends on their functional ability. For instance, mild cognitive disability display behaviours such as failing to do assignment, hyperactivity, inattention to direction and unconstructive noise due to their level of functional level.

The intervening variables included school policies, teachers experience and the class level of the learners with cognitive disabilities. School policies included the guidelines on how appropriate behaviour should be instilled in inclusive schools. This was an intervening variable since some of the guidelines in most schools are not modified to cater for individual learners with special needs. Thus, teachers may end up using them to manage learners with cognitive disabilities. Teachers experience in SNE was of a great essence since those teachers who were not experience in teaching learners with cognitive disabilities had no idea on how to manage their inappropriate behaviours in classroom. Class level of the pupils with cognitive disability was another intervening variable; some of the learners with cognitive disability had stayed in one class without progressing. This had been a challenge for some teachers who failed to control their behaviour with the fear of embarrassing the pupils. It is based on this assertion that this study was based on the inclusive schools having the specified dimensions.
The dependent variable included the inappropriate behaviours exhibited by learners with mild cognitive disability which were classified into social, disruptive and academic behaviours. Therefore, the occurrence of the behaviour depended on the functional ability displayed by the learner of cognitive disability. In this study, learners with mild cognitive disability were the ones to be observed. Precisely, the manifestation of inappropriate behaviours was generated as a result of expressions of functional level of the cognitive disability condition as constantly lived by the children. The manifestation of inappropriate behaviours exhibited by learners with mild cognitive disability created a challenge to teachers and the academic performance of the overall school. It is with this in mind that this study analysed the data collected based on the categories of inappropriate behaviours found to be exhibited by learners with mild cognitive disability identified as dependent variable.

1.10 Operational Definitions of Terms

**Acceptable Behaviours:** These are the acceptable conduct that teachers expect from learners with cognitive disability. Example include Punctuality, Obedience, Completion of assignments, Neatness etc

**Cognitive Disability:** A condition characterized by significant limitations in both intellectual functioning and conceptual, social and practical adaptive skills such as feeding, grooming, washing, brushing and shoe lacing.

**Children with Cognitive Disability:** These are children who have mental functional limitations as compared to their average or “normal” peers. They range from mild cognitive disability to severe cognitive disability

**Educable Cognitive Disability Children:** These are children who have deficiency in mental functioning but can be placed in the regular schools with modification of the curriculum
**Inappropriate Behaviours:** Any conduct commonly unacceptable conduct that is not in line with school standards and expectations. Examples include hyperactivity, truancy, incomplete assignments, abusive language, drug and substance abuse

**Inclusive school:** An educational environment where learners with mild cognitive disability are placed in the same classroom with their peers without disability

**Manage:** Ways initiated by teachers in dealing with inappropriate behaviours of pupils with cognitive disabilities within the classroom and the school at large. Examples include group contingencies, clarification of school rules and varying learning activities

**Mild Cognitive Disability:** A condition in which a child has minor problems with mental ability such as thinking problem, language and judgement that is greater than normal age-related changes. However, with guidance the child can follow simple instructions

**Moderate Cognitive Disability:** This is a condition slightly below the mild cognitive disability but the children have problems in logical reasoning and thinking constructively

**Severe Cognitive Disability:** This is a condition in which an individual has frequent forgetting of conversation, appointments and events; and having problems in following a conversation

**Special Needs Teachers:** These are teachers who have completed specialized training programs to prepare them to work with learners with Special Needs

**Trainable Cognitive Disability Children:** These are children that need assistance in functional and adaptive skills. These children are mostly found in Special Schools

**Units Attached to Regular School:** A classroom within a regular school having learners who have cognitive disability being taught by special needs teachers
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the available literature related to inappropriate behaviours management of pupils with cognitive disabilities in inclusive primary schools. It includes review of researchers and documents regarding inclusive education which have been done from a Global, Continental and East Africa perspective. The following sub-sections are therefore covered in the order they appear: overview on cognitive disability, inclusive education, and behaviours exhibited by learners with cognitive disability, factors leading to inappropriate behaviours among learners with cognitive disability, teacher challenges in managing inappropriate behaviours of pupils with cognitive disability and teacher behaviour management strategies.

2.2 Overview of Cognitive Disability

The term “cognitive disability” is a diagnostic term designed to capture and standardize a group of disconnected categories of mental functioning such as “idiot”, “imbecile” and “moron”, derived from early intelligent tests, which acquired pejorative connotations in popular discourse over time. In general, mentally retarded children reach developmental milestones such as walking and talking much later than the general population. Symptoms of cognitive disability may appear at birth or later in childhood. Time of onset depends on the suspected cause of the disability.

Some cases of mild cognitive disability are not diagnosed before the child enters pre-school. These children typically have difficulties with social, communication and functional academic
skills though they can be placed in regular education setting. They also face academic behaviours such as difficulties in doing work given and inattentiveness in classroom; social behaviours such as failure to engage in play with their peers and disruptive behaviour like hyperactivity, fighting others, disruptive class lessons (Murugami & Ndani, 2009). Children who have a neurological disorder or illness such as encephalitis or meningitis may suddenly show signs of cognitive impairment and adaptive difficulties.

The United States Department of Education defines cognitive disability as “significant sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour, and manifested during developmental period that adversely affects a child’s educational performance”, (Turnbull A., Turnbull R. & Wehmeyer, 2007). From the definition, it is clear that a learner with cognitive disability performs significantly below average, as he or she manifests deficits in cognition as well as adaptive behaviour. According to AAMR (2011), adaptive behaviour is a collection of conceptual, social, and practical skills that children with cognitive disability learn in order to function in their daily lives. They include behaviour such as feeding, bathing, and grooming.

Heward (2006) observed that many individuals with mild cognitive disability make tremendous advancements in adaptive skills, some to the point of functioning independently if exposed early to Daily Living Skills. Some children with mild retardation are not identified until they enter school and sometimes, when more difficult academic work is required. These children exhibited a number of inappropriate behaviours such as incompletion of assignments on time, low concentration and failure to remember whatever is taught. These inappropriate behaviours have been the cause of their low academic achievement. This study was be guided by Heward’s assertion in seeking to identify the academic inappropriate behaviours among learners with mild cognitive disability in inclusive schools.
Cognitive disabilities vary in severity according to the Diagnostic and Statistical Manual of Mental Disorders (DSMMD-IV) which is the diagnostic standard for mental healthcare professionals in the United States. The DSMMD-IV classifies four different degrees of cognitive disability: mild, moderate, severe and profound. These categories are based on the functioning level of the individual. Approximately 85% of the cognitive disability population is in the mild category. Their intelligence quotient (IQ) scores range from 50-75, and they can often acquire academic skills up to the 6th grade level and they are educable. They can become fairly self-sufficient and in some cases live independently, with community and social support. These children exhibit a number of inappropriate behaviours such as hyperactivity, low concentration, failure to remember content taught in class, incompletion of assignment and making unnecessary and unconstructive noise.

About 10% of the cognitive disability population is considered moderately retarded. In view on the DSMMD, the present study covered learners with mild cognitive disability as they are educable and can acquire academic skills with minimal modification of instructional methods in inclusive schools. Moderately cognitive disability individuals have IQ scores ranging from 35-55. They can carry out work and self-care tasks with moderate supervision. Typically, they acquire communication skills in childhood and are able to live and function successfully within the community in a supervised environment such as group home. They experience behaviours such as being aggressive, supervision doing their routine work and are very slow in doing simple tasks. About 3-4% of the mentally retarded population is severe. Severely retarded individuals have IQ scores of 20-40. They may master very basic self-care skills and some communication skills. Many severely retarded individuals are able to live in a group home.

Only 1-2% of the cognitive disability population is classified as profoundly cognitive disability. These individuals have IQ scores under 20-25. They may be able to develop basic
self-care and communication skills with appropriate support and training. Their retardation is often caused by an accompanying neurological disorder. The profound cognitive disability needs a high level of structure and supervision. They exhibit behaviours such as lack of socialization, bed ridden at some times and need for specialized program. Some are neurotic and they need great care and constant supervision. It was with this view that this study sought to examine inappropriate behaviours among learners with mild cognitive disability.

The state of being educable cognitive disable is the intelligence deficiency in which intelligence quotient is constantly found to be between 50-55 and 70 in various measures of intelligence. Children with mild cognitive disability are classified as the educable, and compose approximately 85% of the cognitive disable children. The concept of “educable” accounts for the delay in acquiring such basic academic skills as reading, writing and arithmetic in the case of children belonging in this group (Aral & Gursoy, 2007).

Mild cognitive disability children are children whose intelligence development is below ‘normal’ and who are able to benefit from primary school by modification of primary school curricula. Yet, it is emphasized that such children can be educated academically at primary school level; can be made to socially adjust at a level sufficient to live independently, and that they can have potential to improve in the fields of occupational proficiency when they are supported fully or partially. This study was guided by this notion that children with mild cognitive disability are also found in regular primary schools which are inclusive of all regardless of the nature of disability.
2.3 Inclusive Education

Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increased participation in learning, culture and communities, and reducing exclusion within and from education (UNESCO, 1994). It involves being included in school as well as in the community. UNESCO (2001) describes inclusion as being part of a much larger picture than just placement in the regular class within the schools. It is being included in life and participating using ones abilities in day-to-day activities as a member of the community. It is being part of what everyone else is and being welcomed and embraced as a member who belongs.

The major impetus for inclusive education approach was given by the Salamanca World Conference on Special Needs Education in 1994. It was realized that Education for All achievement in many countries was far from reality. Majority of children with disabilities faced barriers to educational opportunities (UNESCO 2001; 2003). These could not be overcome simply by developing separate systems and schools for children with special educational needs. Instead a very different approach in education system was needed which could respond effectively to diversity. According to the Salamanca Statement and Framework for Action the fundamental principle of inclusive education was that all children should learn together, wherever possible, regardless of any differences they may have (UNESCO, 1994).

Inclusive schools must recognize and respond to the diverse needs of these learners, accommodating both different learning styles and rates of learning and ensuring quality education to all through appropriate curricula, teaching strategies, change of attitude, use of resources and partnership with their communities. All governments were urged to adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular
schools unless there were compelling reasons for doing otherwise (UNESCO 2001; 2003; 2004e).

The Salamanca statement asserts that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include Children Living with Disabilities (CWDs) and those without, gifted, street and working children, among other marginalized groups (UNESCO, 1994). This was supported fully by Kenya’s Children Act 2001 (Government of Kenya, 2005), as well as the Ministry of Education (MoE) directive on all the regular schools to enrol all children including the CWDs. It is from the above statements that education is meant for all children regardless of their disabilities in any education setting and it was with this in mind that this study sought to determine the inappropriate behaviours of learners with cognitive disability in inclusive schools.

In the year 2000, the world’s governments adopted the six Education for All goals and the eight Millennium Development Goals (MDGs), the two most important frameworks in the field of education. Education is a right, like the right to have proper food or a roof over one’s head. Article 26 of the 1948 Universal Declaration of Human Rights states that: “everyone has the right to education”. Education is not only a right but a passport to human development. It opens doors and expands opportunities and freedoms. It contributes to fostering peace, democracy and economic growth as well as improving health and reducing poverty. The ultimate aim of EFA was sustainable development. It was with this in mind that this study focused on learners with cognitive disability in inclusive schools since education is meant for all including children with cognitive disability.

A Study by Council for Exceptional children (CEC) in 2003 (CEC, 2003d) in Eastern Europe indicated that most teachers agreed that one of the key areas in ensuring education for CWDs
was catered for was to equip the teachers with the basic knowledge and skills on handling the children with special needs. The emphasis was to ensure that all children were included in the schools as stated in the Universal Declaration of Human Rights. Kluth, Villa and Thousands (2001) point out that in inclusion there is commitment to educate each child to the maximum extent appropriate in the school he or she would otherwise attend in his or her neighbourhood if not identified as having disability.

Inclusive education requires the educational system to meet the needs of the child as inclusively as possible rather than the child with the special needs being made to adapt to suit the needs of the system. It involves changes and modifications in content approaches, structures and strategies with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular schools to educate all children (UNESCO, 1994). It was from this assertion that this study focussed on inclusive schools since the schools were meant to accommodate all children irrespective of their disability.

The Dakar Framework of Action (2000) expresses International community’s collective commitment to pursue a broad based strategy for ensuring that the basic learning needs of every child were met within a generation and sustained thereafter (UNESCO 2001). The basic learning needs of all come first and must be met as a matter of urgency. It was noted that there was little or slow progress in achievement of EFA in most countries especially in Africa. It was emphasized that education was a fundamental human right, and it was the key to sustainable development, peace and stability within and among countries and thus an indispensable means for effective participation in the societies and economics of the 21st century (UNESCO 2001). This study was guided by the Dakar Framework that education is fundamental right for all children regardless of their disability in any educational setting.
In the Zimbabwean context, inclusive education involves the identification and minimization or elimination of barriers to students' participation in traditional settings (that is, schools, homes, communities, and workplaces) and the maximization of resources to support learning and participation (Mpofu, 2007). In school settings, successful inclusion results can be realized in CWDs when their families' participate in the regular activities of the school community while meeting their unique needs, as well as contributing to the development of the school community. In Tanzania, the government is trying to implement the inclusive education programme according to the Salamanca statement of 1994. The MoEis sensitizing parents to take their children to inclusive schools. The government is becoming more positive towards the rights of people with disabilities. Today, there are several primary schools in Tanzania that are involved in inclusive education programmes for all children regardless of their disability.

In Uganda, a culturally sensitive curriculum has been designed to reach out to all CWDs. This has assisted in reducing the number of children who had been out of school as a result of their disabilities which generate to their inappropriate behaviours (UNESCO 2001).This has made most of the schools to have inclusive system of education accommodating all children those with mild cognitive disability included. This study was be guided by Mpofu and UNESCO’s assertion concerning inclusion of Children Living with Disability in the education sector regardless of their disability.

In Kenya, the National Special Needs Education policy framework of 2009 came into force in March 2010. The policy advocates for provision of education to children with special needs through inclusive education. The government places emphasis on inclusive education through regular schools for learners with special needs and disabilities as opposed to the practice of using special schools and special units (Ministry of Education, 2009).
The Ministry of Education shall recognize and reinforce inclusive education as one of the means for children with special needs to access education (MoE, 2009). It should be noted that together with all these major commitments by the government, Kenya is signatory to all major international policies and declaration noted above. The Education Act 2013 outlines the need to increase access, enhance retention, improve quality and relevance of education, strengthen early identification and assessment and ensure equal opportunities in provision of education for CWDs. It was with this in mind that this study focussed on inclusive primary schools since the schools are supposed to accommodate all learners regardless of their disability.

2.4 Behaviours Exhibited by Pupils with Cognitive Disability

Ideally, pupils would come to school with certain skills into the classroom such as control and cooperation as well as an ability to follow instructions, interact pro-socially, control anger, and respecting physical boundaries (Givner, Lane & Pierson, 2004). Stacks (2005) stated that behavioural issues in the elementary school setting are usually divided into groups externalizing or internalizing behaviours. Inappropriate behaviour that fails to comply with the teacher’s expectations and those that teachers find challenging, are the externalized behaviours, defined as destructive and aggressive behaviour, defiance, temper tantrums, impulsive and hyperactive behaviours” (Henricsson & Rydell, 2004).

In an earlier study by Levin and Nolan (1996:161) inappropriate behaviour implies to learner behaviour that inhibits achievement of the teacher’s purposes. In their study, they noted that common day to day inappropriate behaviours among learners with cognitive disabilities that pose a challenge to teachers. Examples of such behaviours include verbal interruptions like talking out of turn, name calling and humming calling out; off task behaviours such as daydreaming, fidgeting, doodling, tardiness, inattention; physical movement that, whether
intended or not, is bound to disrupt like wandering about, visiting other learners, passing
notes, sitting on the desk and throwing objects around the classroom and disrespect (verbal
aggression, teasing, pinching, neglecting academic work, refusing to follow directions and
assault). This study only focused on the social and disruptive behaviours exhibited by learners
with mild cognitive disability. It was with this in mind that this study sought to determine the
factors leading to inappropriate behaviours and teacher behaviour strategies in managing
learners with cognitive disability.

In a study with similar objectives by Brown and Payne (1998) in Virginia, USA reported that
common forms of inappropriate behaviour among the learners with mild cognitive included
incompletion of assignments, absenteeism from class, cheating, and disruptive episodes.
These common forms of inappropriate behaviour exist to some extent in all classrooms. A
study by Boamah (2010) in Ashanti, Ghana revealed that learners with cognitive disabilities
used to be late to class, showed truancy, engaged in fighting, and cases of cheating. Sinbair
(1999) conducted a study in Botswana among school pupils with mild cognitive disabilities
and it was reported that absenteeism, stealing, and smoking were most frequently committed
offences. The studies by Brown and Payne, Boamah and Sinbair examined disruptive
inappropriate behaviours exhibited by learners with mild cognitive disability. However, the
study did not examine teacher behaviour management strategies and challenges that teachers
face in managing learners with mild cognitive disability. It was in this view that, this study
sought to determine the teacher behaviour management strategies as well as challenges
teachers experience in managing learners with mild cognitive disability in inclusive primary
schools.

Another example of serious inappropriate behaviour that negatively affects both the emotional
and physical experiences of learners with cognitive disabilities in the school is bullying,
identified in the South African context by Nesser, Ovens, Van der Merwe, Morad and Ladikos
(2010) as cited in Booyens (2003:35) as intentional hurtful words or acts or other negative behaviour repeatedly visited up on a child or children. According to these authors, bullying exists in the classrooms and on the playgrounds of all schools around the world.

As a teacher in South Africa, Bott (2004:9) testified that several learners reported that learners with mild cognitive disabilities were frequently called names such as stupid, dumb, skinny, and fat or retarded by other learners in the classroom and on the playground, and that they felt ashamed and humiliated by the experience of being called those names. In an earlier study by Smit (2003:30) reported that most of the bullying took the form of general name calling or the use of derogatory labels emphasizing to colour and race. A study by Mabitla (2006) in South Africa reflected that learners with mild cognitive disabilities engaged in drug abuse while others tend to disrupt others and watch violent movies which instigate negative behaviours. The studies by Smit and Mabitla in South Africa identified on the social disruptive inappropriate behaviours exhibited by learners with mild cognitive disability. It was based on this assertion that this research sought to determine teacher management strategies and challenges in managing learners with mild cognitive disability in inclusive primary schools.

In a separate study, Nyaga (2004) asserted that in Kenya maladjusted pupils with mild cognitive disabilities exhibit numerous inappropriate behaviours like aggression, shyness, suspicion, tattling, bullying, cruelty, cheating, tardiness, stealing, profanity other forms of disorderliness. A study by Ajowi(2013) in Bondo, Kisumu, Kenya revealed that learners with mild cognitive disability engaged in noisemaking, fighting, sneaked out from school, failed to complete of assignments, abused drugs, engaged in theft and truancy. According to District Education Office (2015) Changamwe Sub-county has witnessed an increase in cases of inappropriate behaviour among learners with cognitive disabilities. Some of these inappropriate behaviours include truancy, sneaking out of school; stealing and abusing drugs. These behaviours have greatly affected the academic performance of these learners. The
studies by Nyaga and Ajowi’s examined learners without cognitive disabilities on their academic and social inappropriate behaviours. It was based on these notions that this study sought to delineate teacher behaviour management strategies and the challenges teachers face in managing learners with mild cognitive disability in inclusive primary schools.

### 2.5 Factors Leading to Inappropriate Behaviours among Learners with Cognitive Disability

A study by Knowlton (2014) in Canada found that positive classroom environment is associated with positive cognitive and affective learning outcomes and the presence of inappropriate behaviour will have negative consequences on pupils with cognitive disabilities overall performance and perception of classroom activities. A qualitative study by Nelson (2002) in East Tennessee on the effective school inappropriate behaviours: perceptions of administrators, tenured teachers, and parents in twenty schools. The data was collected using open-ended interview reported that peer pressure was one of the key factors leading to manifestation of inappropriate behaviours among learners with mild cognitive disability. The study by Nelson determined social factors. It is based on this view in mind that this study sought to investigate challenges teachers face in managing learners with mild cognitive disability in inclusive primary schools.

Jones and Jones (2013) wrote about some social factors in the life of a child that may exert positive or negative influence his or her behaviour. They mentioned family break ups, poverty, stressful lives, fidgeting, impulsivity and substance abuse as factors leading to inappropriate behaviours leading of pupils with mild cognitive disability. These negatively affect the overall social well-being of the pupils with cognitive disability and therefore affect the behaviour outcomes at home and at school.
Ali, Dada, Isiaka, and Salmon (2014) conducted a study on types, causes and management of indiscipline acts among secondary school students in Shomolu Local Government Area of Lagos State. The population covered all administrative staff, teaching staff and the students who were regarded as stakeholders of the school system. The sample size of ninety respondents was randomly selected across the administrators, teachers and students. The data was analysed using Analysis of Variance. The study revealed that lack of parental involvement was a contributing factor towards indiscipline of the secondary students with mild cognitive disability. Dowling and Osbourne (1995) stated that children with mild cognitive disability exhibiting behavioural problems realize that their parents and teachers are collaborating to manage difficulties; they experience more consistency and feel more sustained. The studies by Ali, Dada, Isiaka, and Salmon and Dowling and Osbourne determined that factors leading to inappropriate behaviours however, they did not examine the challenges that teachers face in managing learners with mild cognitive disability. It was based on this view that this study examined challenges teachers face in managing learners with mild cognitive disability.

Boamah (2010) conducted a study in Ashanti, Ghana on inappropriate behaviours among students with mild cognitive disability of Mampong Technical College. The study used descriptive survey. The study involved both students and tutors of Mampong College of Education. The sample size for the study was two hundred and twenty. Stratified sampling technique was used to select one hundred and eighty students. The data was analysed using frequencies and percentages. The study revealed that family and parenting issues, poor feeding by the school authorities and low concentration in class were among the factors contributing to inappropriate behaviours among students with mild cognitive disabilities.

Mabitla (2006) conducted a study on causes and manifestation of aggression among secondary students mild cognitive disability in secondary schools in South Africa. The study
used quantitative approach by means of a survey design. The research site was a rural, secondary school. A closed-ended questionnaire was used as data collection tool. Only learners were involved as respondents. The study revealed that peer pressure, parental over protection of their children, parental negligence of their duties of proper upbringing of their children and distraction in classroom activities as factors leading to inappropriate behaviours among students with mild cognitive disabilities. Boamah and Mabitla’s studies examined factors leading to manifestation of aggression behaviours among students with cognitive disability. It was with this in mind that this study sought to determine teacher management strategies and challenges teachers’ face in managing manifestation of inappropriate behaviours of learners with cognitive disability in inclusive primary schools.

Karanja and Bowen conducted a study in (2012) on students without mild cognitive disability indiscipline and academic performance in public secondary schools Kenya. The study used survey research method, employing both questionnaires and interviews. The population consisted of public secondary schools that had gone on strike and those which had not. The study revealed that peer pressure had influence on the cases of indiscipline among students without cognitive disability. Karanja and Bowen only investigated the causes and strategies of indiscipline and academic performance however it did not examine the types of inappropriate behaviours among students with mild cognitive disability. It was with this in mind that this study sought to delineate inappropriate behaviours and factors leading to the inappropriate behaviours exhibited by learners with mild cognitive disability in primary schools.

Mvungu (2014) conducted a study in Nairobi and Kiambu Counties. The purpose of the study was to establish the societal factors that contribute to behaviour maladjustment of the boy-child in selected rehabilitation institutions. The study was guided by social learning and psychosocial stages theories. To achieve the purpose of the study expost facto design was used. Purposive sampling was used to select three boys’ rehabilitation institutions while
convenience sampling was used to select ninety two boys, three institutional managers, nine rehabilitation staff and nine boys’ parents’/ guardians. Questionnaire and interviews were used to collect the data. The study established that parenting and models in the society contributed to the boy-child’s with mild cognitive disability behaviour maladjustment. Mvungu’s study investigated factors leading to behaviour maladjustment in learners with mild cognitive disability however; it did not examine teacher behaviour management strategies and the challenges that the teachers in the rehabilitation centers experience in managing boy child with mild cognitive disability in the selected rehabilitation centers. It was based on this view that this study sought to examine teacher behaviour management strategies and challenges that teachers experience in managing learners with mild cognitive disability.

2.6 Teacher Challenges in Managing Inappropriate Behaviours of Pupils with Cognitive Disability

The school management has the responsibility of encouraging positive attitudes as well as arranging collaboration, support and defining roles as far as managing learners with cognitive disability is concern. Deputy Head teachers as well as other staff members should be involved actively in ensuring that inappropriate behaviours exhibited by cognitive disability pupils are a managed to the standards of the institution. The whole-school community should share responsibility of the individual learner with cognitive disability and it should not only be left to the deputy head teachers and teachers (Engelbrecht & Jansen 2003).It was based on this notion that this study sought to pick deputy head teachers and teachers in responding to the questions in this study.

According to Edwards and Watts (2004), various home experiences have an influence on children with cognitive disability behaviour. If parents spend little time at home, children may seek unsuitable social experiences elsewhere, which sometimes have devastating
consequences. Even when parents are at home, parent-child interactions may be laced with conflicts. Factors such as divorce and poverty, as well as physical and mental abuse, can adversely affect children with cognitive disability ability to function properly. Children with cognitive disability from severely dysfunctional families in particular face enormous adjustment problems at school. This usually poses a great challenge to teachers in the process of managing the inappropriate behaviours of cognitive disability learners. It was based on this assertion that this study sought to investigate the challenges faced by teachers in managing inappropriate behaviours of learners with mild cognitive disabilities.

According to Lilly (2001) healthy guidance and positive support by the school management was critical in upholding the law of inclusion of learners with cognitive disability. Since teachers are the people who make learning possible, their own attitudes, beliefs and feelings with regard to what is happening in the schools and in the classroom are of crucial importance in regard to children with cognitive disability (Engelbrecht, 2003). It is generally accepted that teachers change in attitude is challenging and may be perceived as either a threat or an opportunity especially to learners with cognitive disability. It was with this in mind that this study sought to examine challenges faced by teachers in managing inappropriate behaviour of pupils with cognitive disability.

Nelago Akawa (2013) conducted a study on teachers’ perceptions of behavioural problems manifested by grade 11 and 12 learners with mild cognitive disability in three Namibia schools. The study followed a qualitative approach with a case study design. The data were collected through semi-structured interviews, supplemented with observation and document analysis. The study consisted of fifteen respondents: three principals, three teachers’ counsellors and nine teachers from the three selected schools. The results from the study indicated manifestation of behavioural problems to be common occurrence in primary schools are evident through fighting, bullying, truancy and disrespect of teachers. The teachers
identified a complex array of what they saw as contributing factors located within the school, peer group, family and home circumstances. Some principals attributed entry level of the learners and a policy regarding management of learners with mild cognitive disability as key factors leading to inappropriate behaviours. However, the study did not examine into the challenges that teachers face in the management of inappropriate behaviours among learners with mild cognitive disability. It was based on this view that this study sought to determine the challenges teachers face in managing learners with mild cognitive disability in inclusive primary schools.

In an earlier study by Kapp (2002) in South Africa, it was found out that some parents of cognitive disability learners have a negative attitude towards the school, which leads to their children manifesting poor school attendance and a resistance towards the school in general and some parents generally lack interest in their children with cognitive disability, they do not supervise their schoolwork or homework and do not create adequate opportunities for communication with their children in order to bring them up effectively. This was a great challenge to the teacher since the communication skill had not been adequately trained right from the child’s home. Kapp’s study examined the challenges teachers faced in accommodating learners with mild cognitive disability in inclusive primary schools. However, the study did not investigate teacher management strategies in managing learners with mild cognitive disability. It was based on this view that this study sought to delineate teacher behaviour management strategies in managing learners with mild cognitive disability in inclusive primary schools.

Hariparsad (2010) conducted a study on challenges facing educators in the inclusion of attention deficit hyperactive disordered learners in the mainstream classrooms in South Africa. A self-structured questionnaire was utilized. An analysis of one hundred and ten questionnaires completed by primary schools educators from the Mafukezela Gandhi district
on the North Coast of Kwa zulu Natal was done. The data was processed and interpreted by means of descriptive statistics. Essentially the findings of the study indicated that educators lack the necessary knowledge, skills, training and experience of learners with diverse special needs those with mild cognitive disability included. In addition some teachers experience forms of temper tantrums and hyperactivity as a challenge in the management of learners with mild cognitive disability. Hariparsad research investigated the challenges that educators face in including learners with diverse special needs. However, it did not look into inappropriate behaviours, factors and strategies that teachers face in the inclusive classroom. It was on basis of this view that this study sought to determine forms of inappropriate behaviours exhibited by learners with mild cognitive disability, factors that trigger inappropriate behaviour and the teacher behaviour management strategies for learners with mild cognitive disability in inclusive primary schools.

Various studies undertaken in South Africa on challenges faced by teachers in the inclusion of learners with cognitive disability indicate that teachers in inclusive classrooms generally express negative attitudes to mainstreaming of cognitive disability learners policies (Bothma, Gravett & Swart, 2000). They further stated that the challenge facing many South African teachers is that they have not been trained to cope with the diversity and management of inappropriate behaviours exhibited by learners with mild cognitive disability entering inclusive schools. In the initial identification of the learners with cognitive disability the teacher’s opinion or judgment plays an important role, yet his or her intuitive or pre-scientific understanding or comprehension of the child with cognitive disability may be insufficient (Dore, 2010). This study was guided by Dore’s assertion in finding challenges facing teachers in managing inappropriate behaviours of pupils with mild cognitive disability.

Sethosa (2001) conducted a study on assisting teachers to support mild intellectually disabled learners in the foundation phase in accordance with the policy of inclusion in South Africa
inclusive primary schools. The study used descriptive survey design. The sample size was one hundred and twenty four educators in inclusive primary schools. The study noted that teachers’ challenges in management of learners with cognitive disability inappropriate behaviours in inclusive education are closely related to their feelings of competency and effectiveness. Teachers feel that they are inadequately equipped (competent and effective) to teach learners with disabilities and/or handicaps if they have relevant training in that field. The training of teachers also seems to be a problem for inclusive education in South Africa. The challenge thus facing many South African teachers is that they have not been trained to cope with the diversity of learners with cognitive disability inappropriate behaviours entering schools. The study of Sethosa examined challenges that teachers encounter in supporting learners with mild intellectually disabled. However, it did not look into the inappropriate behaviours and factors causing inappropriate behaviours of learners with mild cognitive disability. It was with this in mind that this study sought to delineate inappropriate behaviours exhibited by learners with mild cognitive disability and factors leading to inappropriate behaviours exhibited by learners with mild cognitive disability in inclusive primary schools.

2.7 Teacher Behaviour Management Strategies

Scaggs (2009) conducted a study in Kansas secondary schools. The purpose of the study was to explore the indirect effects of school discipline on youths’ with mild cognitive disability delinquency by examining their prosaically bonds to the school. The methodology used was descriptive survey. The data was analysed using zero-order correlations and multivariate linear regression. The study revealed that motivation was a key factor towards modifying the appropriate behaviours exhibited by youth’s mild with cognitive disabilities. In a subsequent study with similar objectives by Hackett (2011) in an educational district in Trinidad and Tobago, it was revealed that teachers boasted of the effectiveness and positive reinforcement
such as rewards, hugs, praises and simple guidance and counselling as strategies of modifying behaviours of learners with mild cognitive disability.

Abu-Tineh, Khasamneh and Khalaileh (2011) conducted study in Jordanian schools on teachers’ self-efficacy and classroom management styles in inclusive classrooms having learners with mild cognitive disability. The study was qualitative in nature and was conducted using a survey design. The Pearson product moment correlation coefficient was used as the main statistical technique. The study indicated that teachers used to vary their methods of instruction like group contingencies as a way of creating interest in learners with cognitive disabilities. The three studies by Scaggs, Hackett and Abu-Tineh, Khasamneh and Khalaileh were based on teacher/s classroom management strategies; however, the studies did not examine inappropriate behaviours and the trigger factors behind the inappropriate behaviours. It was based on this view that this study sought to determine the inappropriate behaviours and factors leading to the inappropriate behaviours of learners with mild cognitive disability in inclusive primary school.

Castle (2011) conducted a study in Pittsburgh schools. The main aim of the study was to examine how misbehaviour in classroom relates to children’s with mild cognitive disability Maths and reading skills from kindergarten through third grade. The respondents for the study were teachers. The study revealed that learners with mild cognitive disabilities who frequently misbehaved as a result of the manifestation of their cognitive level of functioning which is constantly lived by the child and were often difficult to handle experience less instruction time than those in classroom that occasionally misbehaved. This act made the teachers to modify and clarify the rules and regulations within the classroom.

A study conducted by Padayachie (2013) in Natal, South Africa. The main aim of the study was management strategies for establishing appropriate behaviours in primary classrooms.
The study used qualitative research design employing focus group and individual interviews. The study revealed that highly motivated learners seek opportunities to display their talents and interest while developing high self-esteem and confidence. Padayachie’s research findings also revealed that by intensifying the preparation of what to be taught to learners with mid cognitive disability and varying the learning activities, learners’ involvement is maximized and thus inappropriate behaviour was controlled among the learners with mild cognitive disabilities. Padayachie’s study focussed on teacher behaviour management of learners with special needs in inclusive classrooms however it did not investigate inappropriate behaviours exhibited by learners with mild cognitive disability and challenges that teachers face in managing learners with mild cognitive disability. It was based on this view that this study sought to delineate inappropriate behaviours exhibited by learners with mild cognitive disability and the teacher challenges in management of learners with mild cognitive disability in inclusive primary schools.

Nassozi conducted a study in (2010) in Wakiso in Uganda. The purpose of the study was to investigate the effects of teachers’ leadership roles on students with mild cognitive disability inappropriate behaviours. The research employed a cross-sectional survey design. Questionnaires were mainly used to collect data in addition to interview guides and documentary analysis. Twenty-seven secondary schools were randomly selected to represent private and government, day and boarding from both a rural setting and urban setting. Data collected was analysed using descriptive frequency tables. The study revealed that teachers play a very crucial role in enhancing appropriate behaviours among students with mild cognitive disability.

In a study with similar objectives by Abooko (2010) in Wakiso, Uganda noted that 63% of the teachers used clear and strict rules and regulations in managing learners in classrooms. The studies by Nassozi and Abooko examined teachers in management strategies. However, the
studies did not investigate inappropriate behaviours of learners with cognitive disability and challenges teacher face in managing learners with mild cognitive disability in inclusive schools. It was based on this assertion that this study sought to investigate inappropriate behaviours exhibited by learners with mild cognitive disability and teacher challenges in managing learners with mild cognitive disability in inclusive primary schools.

Sinbair (1999) conducted a study in schools within Botswana. The study revealed that teachers preferred using group contingences in supporting positive behaviour among learners with cognitive disability. Boamah (2010) conducted a study in Ashanti in Ghana and reported teachers encouraged learners to engage in sports and games together as a major strategy in managing inappropriate behaviour.

Nyaga (2013) conducted a study on challenges faced by deputy head teacher in managing mild secondary students in secondary schools in Kagema District, Murang’a County. The study employed descriptive survey research design. The sample size was one hundred and eight respondents, made up of eight deputy head teachers, ninety-nine teachers and one District Education Officer. The data was collected by use of questionnaire and interview schedule. The data collected was analysed quantitatively. The study revealed that deputy head teachers are not adequately prepared in managing students with mild cognitive disability in secondary schools. In addition, guidance and counselling in schools in Kangema was ineffective in managing student with mild cognitive disability due to inadequate resources and ill equipped teachers. The overall purpose of the study by Nyaga was challenges deputy head teachers face in the management of students with mild cognitive disability in secondary schools. It was based on this view that this study investigated the inappropriate behaviours and factors that generate inappropriate behaviours among learners with mild cognitive disability in selected inclusive primary schools. A subsequent study by Nyabuto and Njoroge
(2014) in Ruiru, Kenya indicated that teachers used group contingences in supporting learners’ appropriate behaviour.

Ndeto (2013) conducted a study on effectiveness of school rules and regulations in enhancing discipline for students with mild cognitive disability in public secondary schools in Kang’undo division, Machakos County. A descriptive survey was used to examine the effectiveness of school rules in enhancing discipline. The findings of the study revealed that students with mild cognitive disability were not adequately involved in the formulation of school rules and regulations though they were highly involved in the implementation of the same. Ndeto’s study examined teachers’ strategies in enhancing discipline in students with mild cognitive disability; however the study did not investigate factors leading to indiscipline among students with mild cognitive disability and challenges teachers face in managing indiscipline among students with mild cognitive disability. It was based on this view that this study sought to investigate factors leading to inappropriate behaviours exhibited by learners with mild cognitive disability and teacher challenges in managing inappropriate behaviours of learners with mild cognitive disability.

2.8 Summary of Review of Related Literature

The review of the literature has revealed that there are various forms of inappropriate behaviour among pupils with cognitive disabilities. These citations have supported the insight on the overview of cognitive disability, the concept of inclusive education, forms of inappropriate behaviour among the learners with cognitive disabilities. The literature has further found on the factors leading to inappropriate behaviours among learners with cognitive disability, teacher challenges in managing inappropriate behaviours of pupils with mild cognitive disability and teacher behaviour management strategies.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on the details of methodology to be used in the study such as locale of the study, the research design, variables, target population, sampling technique and sample size, research instruments, pilot study, validity and reliability of the instruments, data collection procedure, data analysis and logistical and ethical consideration.

3.2 Research Design

The research used descriptive survey design. White (2005) states that descriptive design is used to obtain pertinent and precise information concerning the current study and where possible draw valid conclusions from facts discovered. The study employed descriptive survey design to establish opinions and knowledge about managing inappropriate behaviours of learners with mild cognitive disabilities in inclusive primary schools. The researcher used the design to select respondents that describe the entire group. The design enabled the researcher to gather large-scale data in order to answer questions concerning the current status of the behaviour management of learners with cognitive disability.

3.3 Locale of the Study

The study was carried out in Changamwe Sub-county in Mombasa County in the Republic of Kenya. Mombasa County has four Sub-counties namely: Changamwe, Mvita, Kisauni and Likoni. Changamwe Sub-county is located to the West of Mombasa County. According to
EARC report (2015), in Changamwe Sub-county, there has been an increase in case of inappropriate behaviour among learners with cognitive disabilities in inclusive primary schools. Teachers in regular schools have had a great challenge managing the inappropriate behaviours of cognitive disability learners. This led to the setting up of special units for cognitive disability learners attached to regular schools by the EARC department. No similar research had been done in the past in the same region. Due to this, the researcher saw the need to conduct the research in Changamwe Sub-county.

3.4 Variables

In this research, independent variable was the functional level as constantly lived by learners with cognitive disability which results to expression of inappropriate behaviours. This was measured based on the traits exhibited by the learners in inclusive primary schools with the guidance of the observation checklist from the EARC during the actual study. The dependent variable for this study was inappropriate behaviours exhibited by learners with cognitive disability generated by their level of cognitive functioning. The intervening variable included the teachers’ special needs education experience, school policy related to special needs and the class level of the pupils with cognitive disabilities. The intervening variables were minimized by selecting inclusive schools having teachers who had trained in SNE or had undergone in-service training in SNE. The researcher also observed learners who were between nine (9) to twelve (12) years of age, since the ages are for entry and graduate level for most of mild cognitive disability learners. The researchers selected schools having education policy related to SNE.
3.5 Target Population

Best and Kahn (2006) define research population as a group of individuals who have some characteristics in common that are of interest to the researcher. According to EARC department in Changamwe Sub-county, there are fifteen (15) inclusive primary schools in Changamwe Sub-county. Out of the fifteen (15) inclusive primary schools, ten (10) had learners with cognitive disability. The target group from which the actual sample was picked include fifteen (15) deputy head teachers in the inclusive primary schools in Changamwe Sub-county and two hundred and fifty six (256) teachers in the fifteen (15) inclusive primary schools (Changamwe Sub-county Education Human Resource, 2016). The deputy head teachers were selected based on the length of employment period in the inclusive schools and the fact that they are entitled with the responsibility of ensuring appropriate behaviour is instilled within the schools. Therefore, deputy head teachers who had served for a period of five (5) years in the inclusive primary schools according to the D.E.O’s records were selected for the study. The teachers were selected based on the experience they had had in teaching learners with cognitive disabilities. Therefore, teachers who had taught learners with cognitive disability for three (3) years were selected for the study.

3.6 Sampling Technique and Sample size

3.6.1 Sampling Techniques

Sampling is done by selecting a given number of subjects from a defined population as representative of that population. This therefore means that any statement/s made about the sample should be true of the population (Orodho, 2004) and that the larger the sample size, the smaller the sampling error. This study employed Purposive and Simple random sampling technique. The researcher employed purposive sampling technique to select schools in
Changamwe Sub-county with inclusive system. This was done with assistance from the EARC personnel. Purposive sampling was also used in selecting deputy head teachers in inclusive primary schools having pupils with cognitive disability; presumably because they are the once entrusted ensuring that appropriate behaviour is instilled in schools. Purposive sampling was also used to select schools that have inclusive setup with learners with cognitive disability and to pick teachers who have had three (3) years’ experience in teaching learners with cognitive disability and had had in-service training in special needs education. Simple random sampling was used to select pupils with cognitive disability to be observed in the inclusive schools with learners having cognitive disability.

3.6.2 Sample Size

There were ten (10) inclusive primary schools having learners with cognitive disability. Therefore, ten (10) deputy head teachers were selected in the study. The researcher selected six (6) teachers who had undergone in-service training in SNE and had taught learners with cognitive disability for a period of three (3) years. Since, there were ten (10) inclusive schools; the total number of teachers for the study was 60. The researcher used simple random sampling to select three (3) learners per each of the ten (10) inclusive schools with cognitive disability learners and who had stayed for a period of three (3) years in the schools. The total sample was ten (10) deputy head teachers, sixty (60) teachers and thirty (30) learners.
Table 3.1

Sample Matrix of population

<table>
<thead>
<tr>
<th>Description</th>
<th>Population(N)</th>
<th>Inclusive Primary Schools</th>
<th>Sample size (n)</th>
<th>Sample size (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Schools</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Inclusive primary schools</td>
<td>15</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>having pupils with mild</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cognitive disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy Head teachers</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Teachers</td>
<td>336</td>
<td>256</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td><strong>356</strong></td>
<td><strong>271</strong></td>
<td><strong>70</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

3.7 Instrumentation

Data collection was on managing inappropriate behaviours exhibited by learners with mild cognitive disability. In order to collect the data, the following research instruments were used:

A questionnaire, interview schedule and observation checklist. Questionnaires were administered to teachers. An interview schedule was used in collecting data from deputy head teachers and an observation checklist was used to collect data on the inappropriate behaviours of learners with cognitive disability in inclusive primary schools.

3.7.1 Questionnaire

Nasey (2012) questionnaire was adapted for the study. From the questionnaire, the researcher adopted and adapted forms of inappropriate behaviours, teacher behaviour management strategies and factors leading to the inappropriate behaviours. The questionnaire was used to collect data on demographic characteristics and questions relating to the theme of the study. The questionnaire was used to collect quantitative information. It had four sections: Section one contained questions to solicit the participants’ demographic information. Section two:
contained questions to solicit information on types of inappropriate behaviours exhibited by learners with cognitive disabilities. Section three consisted of questions to solicit information on the factors leading to inappropriate behaviours among learners with cognitive disabilities. Section four dealt with questions to solicit information on the challenges teachers face in management of inappropriate behaviours among cognitive disability pupils.

3.7.2 Interview Schedule

The researcher used semi-structured interviews to find an in-depth qualitative data from the deputy head teachers since they are the ones responsible for ensuring acceptable behaviour is instilled in schools. Permission was asked for recording. The interview checklist was used to collect qualitative information. Ten (10) deputy head teachers in the inclusive primary schools of learners with cognitive disability were interviewed. The interview checklist was used to collect demographic information from deputy head teachers, types of inappropriate behaviours among cognitive disability learners, factors leading to inappropriate behaviours, teacher behaviour management strategies and challenges faced in managing inappropriate behaviours of learners with cognitive disabilities.

3.7.3 Observation Checklist

EARC (2015) Observation checklist was adapted for the study. Observation checklist was a guide used by the researcher to select learners with mild cognitive disability from the ones without cognitive disabilities as well as identify the inappropriate behaviours exhibited by cognitive disability learners in the selected inclusive primary schools in Changamwe Sub-county. The researcher modified the observation checklist by categorizing the behaviours into social behaviours, disruptive behaviours and academic behaviours which were exhibited by learners with mild cognitive disability. The researcher observed pupils who are between ages
nine (9) and twelve (12) since most of the educable cognitive learners reach class six. The observation was done inside the classroom during the thirty-five (35) minutes lesson and also outside the classroom during break times for a period of twenty (20) minutes.

3.8 Pilot Study

According to Wiersma and Jurs (2005), it is necessary that research instruments be piloted as a way of determining validity and reliability. The purpose of piloting was to assess the research instruments clarity and the suitability of the language used in reference to the different respondents. The instruments were pre-tested in two of the public inclusive primary schools outside the area of study that is in Mvita Sub-county in Mombasa since the respondents there are similar to the ones in the main study. The respondents included two (2) deputy head teachers, ten (10) teachers and ten (10) learners in each piloted schools. The total sample for the pilot study was twenty-two (22) respondents. The responses collected from the questionnaires and interview schedule was analysed to check if the research instruments were valid and reliable. Observation checklist was used to determine the inappropriate behaviours of learners with cognitive disability in inclusive primary schools having cognitive disability learners. Pilot study data was used in the final study data collection.

3.8.1 Validity of Research Instruments

Validity of an instrument is improved through expert judgment (Gall & Meredith, 2003). The questionnaire and interview schedule in this study were validated through application of content validity during the pilot study. To ensure content and face validity the researcher sought guidance from Special Needs Education experts and lecturers in the department of Educational Psychology and Special Needs, Pwani University. These experts analysed in precise, the specific content universe, objectives, and how the content universe was sampled,
and advised the researcher accordingly. By using a panel of postgraduate students from the department of Educational Psychology and Special Needs to review the test specification and selection of the items, the content validity of test was improved. They were able to review the items and comment on whether the item covered a representative sample of behaviour domain.

3.8.2 Reliability of the Research Instruments

Reliability is the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2004). In this study the test-retest technique of reliability testing was employed. Ten (10) teachers in two different schools who had served in the same school for more than five (5) years were selected for each school and the questionnaire administered to them. To ensure reliability, the researcher issued questionnaires to the participants (teachers) and after a period of two (2) weeks, the researcher re-administered the same questionnaires to the same respondents. The interview schedule was administered to two (2) deputy head teachers from the two (2) schools and after a fortnight the same interview was repeated. The observation checklist was used to observe three (3) learners with cognitive disability in the two (2) schools. The two sets of data obtained in the two instances from the questionnaire and the observation checklist were coded, entered into the computer and then the Pearson’s product moment correlation coefficient determined to establish the extent to which the content of the instruments were consistent in eliciting the same response. A reliability correlation coefficient of 0.85 was arrived at. The researcher used triangulation method to check the reliability of the interview schedule.
3.9 Data Collection Procedures

The researcher sought permission from the Ethics and Review Committee at Pwani University to carry out a research within the schools in Changamwe Sub-county. The researcher also sought permission from County and Sub-county directors of education to visit the learners in the inclusive primary schools in order to identify their inappropriate behaviours. The researcher self-administered the questionnaire to the teachers in the selected schools. Advance booking and appointments was secured with the deputy head teachers for a face to face interview. The researcher interviewed the deputy head teachers and recorded the information using tape recorder and note taking. The respondents (teachers) read and filled in the questionnaires. They were collected on the same day. This system ensured that every respondent supplied with a questionnaire returned it for coding and final analysis.

3.10 Data Analysis

The data obtained in this study were scored, edited and coded and entered into the computer for analysis using a Statistical Packages for Social Sciences (SPSS) version 20.0. This research yielded both quantitative and qualitative data. Qualitative data provide rich descriptions and explanations that demonstrate the chronological flow of events as well as often leading to chance findings (Gray, 2004). Therefore, qualitative data was analysed qualitatively using content analysis based on analysis of meaning and implications emanating from respondents’ information and documented data. On the other hand, quantitative data was analysed using various measures of statistics such as measures of central tendency and dispersion. Therefore, simple descriptive statistics such as the frequency counts, means and percentages was used to analyse these data. The results were then presented using frequency distribution tables, bar graphs and pie charts.
3.11 Logistical and Ethical Considerations

According to Mugenda and Mugenda (1999) logistics refer to all processes, activities or actions that a researcher must address or carry out to ensure successful completion of a research project. The researcher sought a research permit from the Ethics and Review committee at Pwani University. The researcher obtained an introductory letter from Pwani University. Prospective research participants were fully informed about the procedures and the purpose of the study for them to give their consent to participate by signing the informed consent form. The researcher ensured confidentiality by strictly adhering to the principle of anonymity. The participants were not required to write their names or that of their institution anywhere in the questionnaire. The participants were assured that the information they gave was not to be made available to anyone who would not directly be involved in the study. Plagiarism was avoided by acknowledging all source of information solicited from various researchers and authors. In reporting of research findings the researcher made sure not to omit any important information provided by the respondents nor falsify the participants’ information to suit the researcher’s opinion or pre-empted outcome.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study, interpretation and discussion of results in the order of objectives. The chapter is divided into three sections: Introduction, general and demographic information and results, interpretation and discussion of results which are presented focusing on objectives of the study as follows:

i. Examine the prevalence of inappropriate behaviours of pupils with cognitive disability educated in inclusive primary schools.

ii. Identify the factors leading to inappropriate behaviours of pupils with cognitive disability in inclusive primary schools.

iii. Establish the challenges teachers face in managing inappropriate behaviours of pupils’ with cognitive disability in inclusive primary schools.


4.2 General and Demographic Information

4.2.1 General Information

The researcher visited all schools sampled for the study in Changamwe Sub-county and administered questionnaires to teachers in person. The researcher also interviewed seven deputy head teachers in inclusive schools on a range of issues concerning pupils with
cognitive disabilities. A return rate of 96% was reported. The total sample for the study was sixty seven (67); sixty (60) teachers and seven (7) deputy head teachers.

4.2.2 Demographic Information

Data was collected from 60 primary schoolteachers and seven deputy head teachers from seven inclusive schools in Changamwe Sub-county of Mombasa County, Kenya. Findings show that majority of the teacher respondents 37 (61.7%) were female while 23 (38.3%) were male. The findings were presented in Figure 4.1.
Figure 4.1 Teacher respondents’ gender

The age ranged from below 30 to above 60. Almost equal numbers of teacher respondents were aged 31-39, 22 (36.7%) and 40-49, 21 (35.0%) respectively. Respondents below 30 were in the minority. The findings were presented in Figure 4.2.
Figure 4.2 Respondents' age

The age ranged from below 30 to above 60. Almost equal numbers of teacher respondents were aged 31-39, 22 (36.7%) and 40-49, 21 (35.0%) respectively. Respondents below 30 were in the minority. The findings were presented in Figure 4.2 above.

Figure 4.3 Professional qualifications
Half the teacher respondents 30 (50.0%) held Diploma qualifications, 17 (28.3%) had bachelor's qualifications while 12 (20.0%) were P1 teachers. A minority 1 (1.7%) held other qualifications. This was presented in Figure 4.3.

The study also found out that 27 (45%) of the teacher respondents had a teaching experience of 11-20 years while only one (1.7%) had a teaching experience of 31-40. The findings were presented in Figure 4.4.

![Figure 4.4 Teacher respondents' teaching experience](image)

Additionally, majority of teacher respondents 52 (86.7%) reported that they had pupils with cognitive disabilities in their schools. This finding is in line with the Dakar and Salamanca conferences declaration that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. A majority 46 (76.7%) reported that they had undergone in-service training of managing learners with special needs in inclusive schools. Therefore, the findings unveiled that learners with cognitive disability exist in inclusive schools. In addition, majority of the teachers had undergone in-service training pertaining special needs thus in a position to respond to questions related to the study.
These findings were in line with Council for Exceptional Children that noted key areas in ensuring education for Children with Disability was catered was to equip the teachers with basic knowledge and skills on handling the children with special needs. A significant finding was that most teachers had diploma qualifications with majority having no experience in managing learners with mild cognitive disability in inclusive schools. In addition majority of the teacher argued that the large number of classes is a great problem in the process of managing inappropriate behaviours of mild cognitive disability learners.

Data was also collected from seven deputy head teachers from seven inclusive schools in Changamwe Sub-county, Mombasa County. For anonymity, the respondents were given letter tags. Their distribution was presented in Table 4.1.

Table 4.1

<table>
<thead>
<tr>
<th>Teacher label</th>
<th>Gender</th>
<th>Qualifications</th>
<th>Administrative experience (yrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHT A</td>
<td>Female</td>
<td>Bachelors</td>
<td>12</td>
</tr>
<tr>
<td>DHT B</td>
<td>Female</td>
<td>Bachelors</td>
<td>5</td>
</tr>
<tr>
<td>DHT C</td>
<td>Male</td>
<td>Bachelors</td>
<td>7</td>
</tr>
<tr>
<td>DHT D</td>
<td>Female</td>
<td>Diploma</td>
<td>9</td>
</tr>
<tr>
<td>DHT E</td>
<td>Male</td>
<td>Diploma</td>
<td>10</td>
</tr>
<tr>
<td>DHT F</td>
<td>Female</td>
<td>Bachelors</td>
<td>8</td>
</tr>
<tr>
<td>DHT G</td>
<td>Male</td>
<td>Bachelors</td>
<td>5</td>
</tr>
</tbody>
</table>

Findings from Table 4.1 show that there were three male and four female deputy head teachers with administrative experience ranging from 5-12 years and an average of eight years. Five (71.4%) were Bachelor's degree holders while 2 (28.6%) were Diploma holders. Additionally, all the deputy head teachers reported that they had in-service training on how to manage learners with special needs in inclusive schools. Therefore, the findings unveiled that most of the Deputy Head teachers had been in their current schools for at least longer periods
and had gone for in-service training on special needs; therefore more knowledgeable with the management of special need cases in their schools and also their information can be relied upon to make the study conclusions.

### 4.3 Prevalence of Inappropriate Behaviours Findings of the Study

The study sought to find the frequency of inappropriate behaviours from the teachers' perspectives.

#### a. Descriptive Analysis

Inappropriate behaviours were classified into disruptive, social and academic behaviours. Means, frequencies and percentages were calculated. The results were presented in Table 4.2. Findings from Table 4.2 show a very high prevalence of the three types of inappropriate behaviours. Specifically, the academic behaviours of incompletion of assignments and difficulty remembering content learned ranked highest in inappropriate behaviours reported. The least cited was stealing 25 (41.7%).
Further, the researcher recorded the frequency of inappropriate behaviours among 30 pupils. The pupils were observed for a period of 35 minutes in a classroom and outside during break time. To find the average prevalence of each category of behaviour exhibited, the means of the behaviours within each category were computed. Findings show that higher reports of academic behaviours ($M = 4.18$, $SD = 0.56$, skewness = -2.07) and disruptive behaviours ($M = 3.96$, $SD = 0.61$, skewness = -0.72). Social behaviours were the least reported ($M = 3.46$, $SD = 0.66$, skewness = -0.41). One interesting descriptive finding was that the distribution of all the three categories was negatively skewed indicating higher prevalence. The findings were presented as shown in Table 4.3.

Table 4.2

Prevalence of Inappropriate Behaviours

<table>
<thead>
<tr>
<th>Inappropriate behaviours</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td><strong>Disruptive behaviours</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distracting others</td>
<td>3</td>
<td>5.0</td>
<td>1</td>
</tr>
<tr>
<td>Breaking class items</td>
<td>12</td>
<td>19.0</td>
<td>13</td>
</tr>
<tr>
<td>Hyperactive</td>
<td>2</td>
<td>3.4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Social behaviours</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical aggression</td>
<td>7</td>
<td>11.6</td>
<td>13</td>
</tr>
<tr>
<td>Stealing</td>
<td>25</td>
<td>46.6</td>
<td>10</td>
</tr>
<tr>
<td>Cheating</td>
<td>19</td>
<td>31.7</td>
<td>10</td>
</tr>
<tr>
<td>Noise making</td>
<td>6</td>
<td>10.0</td>
<td>3</td>
</tr>
<tr>
<td>Difficulty in interaction</td>
<td>13</td>
<td>21.7</td>
<td>7</td>
</tr>
<tr>
<td>Beating others</td>
<td>18</td>
<td>30.0</td>
<td>14</td>
</tr>
<tr>
<td><strong>Academic behaviours</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments incompletion</td>
<td>2</td>
<td>3.3</td>
<td>0</td>
</tr>
<tr>
<td>Truancy</td>
<td>6</td>
<td>10.0</td>
<td>9</td>
</tr>
<tr>
<td>Difficulty remembering learned content</td>
<td>2</td>
<td>3.4</td>
<td>0</td>
</tr>
<tr>
<td>Lateness</td>
<td>6</td>
<td>10.0</td>
<td>5</td>
</tr>
</tbody>
</table>
Table 4.3

Means, Standard Deviations and Skewness of Inappropriate Behaviours

<table>
<thead>
<tr>
<th>Inappropriate Behaviours</th>
<th>M</th>
<th>SD</th>
<th>Skewness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social behaviours</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play engagement</td>
<td>3.27</td>
<td>0.58</td>
<td>-0.09</td>
</tr>
<tr>
<td>Fidgets and squirms</td>
<td>3.43</td>
<td>0.50</td>
<td>0.28</td>
</tr>
<tr>
<td><strong>Disruptive behaviours</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interrupt others’ conversation</td>
<td>3.37</td>
<td>0.56</td>
<td>-0.07</td>
</tr>
<tr>
<td>Distracting during classroom activities</td>
<td>3.60</td>
<td>0.56</td>
<td>-1.04</td>
</tr>
<tr>
<td>Hyperactive</td>
<td>3.60</td>
<td>0.49</td>
<td>-0.43</td>
</tr>
<tr>
<td>Concentration span</td>
<td>3.53</td>
<td>0.57</td>
<td>-0.73</td>
</tr>
<tr>
<td>Touch everything around</td>
<td>3.27</td>
<td>0.78</td>
<td>-0.98</td>
</tr>
<tr>
<td>Physically aggressive</td>
<td>2.93</td>
<td>0.69</td>
<td>0.09</td>
</tr>
<tr>
<td><strong>Academic behaviours</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Require specialization programs</td>
<td>2.80</td>
<td>0.71</td>
<td>0.32</td>
</tr>
<tr>
<td>Difficulty remembering content</td>
<td>3.60</td>
<td>0.49</td>
<td>-0.43</td>
</tr>
<tr>
<td>Difficulty doing class tasks quietly</td>
<td>3.77</td>
<td>0.43</td>
<td>-1.33</td>
</tr>
</tbody>
</table>

Findings from Table 4.3 show that difficulty in doing class work quietly was the most common inappropriate behaviour (M = 3.77, SD = 0.43). Distracting others during classroom activities (M = 3.60, SD = 0.56) and hyperactivity (M = 3.60, SD = 0.49) seem to be closely related to difficulty in doing class work frequently as they also had higher means. The least reported inappropriate behaviour was learners requiring specialization programs (M = 2.80, SD = 0.71). Of all the behaviours observed, only fidgeting, physical aggression and requiring specialization programs had lower occurrences as noted by the positive skewness values. All the other behaviours were negatively skewed indicating high scores.

To find out the exact numbers of inappropriate behaviours, the study then collated the report in the behaviour checklist. To achieve this objective, the likert scale (1-4) was collapsed into two categories of low and high frequency respectively, where 'never' and 'rarely' was collapsed into low frequency while 'sometimes' and 'always' comprised the high frequency category. The findings were presented in Table 4.4.
Findings from Table 4.4 show high frequency of all the behaviours observed. However, the least behaviour observed involved pupils who required specialization programs 11 (36.7%).

Table 4.4

Frequency of Inappropriate Behaviours

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Inappropriate behaviours</th>
<th>Low frequency</th>
<th>High frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td><strong>Social behaviours</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play engagement</td>
<td>2</td>
<td>6.7</td>
<td>28</td>
</tr>
<tr>
<td>Fidgets and squirms</td>
<td>1</td>
<td>3.3</td>
<td>29</td>
</tr>
<tr>
<td><strong>Disruptive behaviours</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interrupt others' conversation</td>
<td>4</td>
<td>13.3</td>
<td>26</td>
</tr>
<tr>
<td>Distracting during classroom activities</td>
<td>1</td>
<td>3.3</td>
<td>29</td>
</tr>
<tr>
<td>Hyperactive</td>
<td>2</td>
<td>6.7</td>
<td>28</td>
</tr>
<tr>
<td>Concentration span</td>
<td>2</td>
<td>6.7</td>
<td>28</td>
</tr>
<tr>
<td>Touch everything around</td>
<td>4</td>
<td>13.3</td>
<td>26</td>
</tr>
<tr>
<td>Physically aggressive</td>
<td>8</td>
<td>26.7</td>
<td>22</td>
</tr>
<tr>
<td><strong>Academic behaviours</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Require specialization programs</td>
<td>11</td>
<td>36.7</td>
<td>19</td>
</tr>
<tr>
<td>Difficulty remembering content</td>
<td>1</td>
<td>3.3</td>
<td>2996.7</td>
</tr>
<tr>
<td>Difficulty doing class tasks quietly</td>
<td>1</td>
<td>3.3</td>
<td>29</td>
</tr>
</tbody>
</table>

b. Qualitative Analysis

Deputy Head teachers (DHT) were interviewed on the prevalence of inappropriate behaviours among pupils with cognitive disabilities. It was evident that the vast majority of learners were those with educable cognitive disabilities. In the words of DHT E "we have so many categories, but according to our percentage, the educable are taking the highest percentage". However, according to DHT F, "the educable are not many, they are few...their level of education is limited in terms of how much they can gain". The types of inappropriate behaviours ranged from truancy, smoking and theft according to DHT B; to hyperactivity and disruptive behaviours according to DHT D. DHT F cited behaviours "sneaking from school,
then incompletion of work, pinching of others in class and showing hyperactivity wherever they are, they always want to walk up and down just to mention but a few”. According to DHT G, the biggest challenge was hyperactivity exhibited by the learners and "the other is temper tantrums”. DHT G also cited pupils sticking to one routine and do not want to be changed. In his words:

“Some are not able to shift from one activity to another. They are also those who are obsessed with particular items. He may pick a toy and he wants to remain with the same toy”.

Other behaviours cited by DHT G included lack of concentration in class, challenges in attention and aggression which was explained as seeking attention.

c. Discussion of Findings

This study found out that academic, social and disruptive behaviours were negatively skewed meaning majority of the respondents indicated the three were highly prevalent among learners with cognitive disability. Among the three, academic behaviours which included incompletion of assignment, difficulty in remembering content and difficulty in doing class work tasks quietly as being the most prevalent. These findings support those of Brown and Payne (1998) in Virginia, USA, who reported that common forms of inappropriate behaviours among the cognitive disability learners included incompletion of assignments as one of them. Consequently, it also supports a study by Levin and Nolan (1996) in London who found out those learners with cognitive disability neglect doing academic work. Consequently, this finding supports the use of social learning theory by Albert Bandura (1997) that learners imitate behaviour since majority of the learners with mild cognitive disability had more of academic behaviours. This meant that they were imitating from each other the various forms of academic inappropriate behaviours.
Additionally, the study found out that distracting others during classroom activities, hyperactivity and low concentration were the highly prevalent disruptive behaviours among the learners with cognitive disability respectively. This finding supports a study by Levin and Nolan (1996) in London who also found that some of the off tasks behaviours among learners with cognitive disability included fidgeting, inattention, day dreaming and doodling. Further, the finding concurs with Henricsson and Rydell (2004) who stated that inappropriate behavior can include hyperactivity, defiance and temper tantrums. Moreover, the study established that fidgeting and squirming were the highest prevalent social behaviours.

Consequently, a major significant finding of this study was that minority of the learners having cognitive disability in inclusive schools require specialized program. This implies that learners having cognitive disability in inclusive schools are educable. This finding supports the assertion of Murugami and Ndani (2009) who termed most of the learners having cognitive disability but found in inclusive schools as educable. Furthermore, the finding coincides with Diagnostic and Statistical Manual of Mental Disorders that approximately 85% of the cognitive disability population is in the mildly category and can acquire academic skills up to the 6th grade level and they are educable and therefore found in inclusive schools.

### 4.4 Factors Leading to Inappropriate Behaviours

The study sought to investigate factors that lead to inappropriate behaviours among pupils with cognitive disability.

**a. Descriptive Analysis**

For ease of interpretation, the five point likert scale was compressed into 3 categories of generally disagree, undecided and generally agree. The first category was formed by
compressing the 'strongly disagree' and 'disagree' options while the 'generally agree' category was created by compressing the 'agree' and strongly agree' options. The findings were presented as shown in Table 4.5

Table 4.5

*Teachers' Responses concerning Factors Leading to Inappropriate Behaviours*

<table>
<thead>
<tr>
<th>Factor</th>
<th>Generally disagree</th>
<th>Undecided</th>
<th>Generally agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Influence by Peers</td>
<td>15</td>
<td>25.0</td>
<td>7</td>
</tr>
<tr>
<td>Easily distracted</td>
<td>3</td>
<td>5.0</td>
<td>3</td>
</tr>
<tr>
<td>Hyperactiveness of the child</td>
<td>4</td>
<td>6.7</td>
<td>2</td>
</tr>
<tr>
<td>Boredom</td>
<td>5</td>
<td>8.3</td>
<td>2</td>
</tr>
<tr>
<td>Low concentration span</td>
<td>3</td>
<td>5.0</td>
<td>1</td>
</tr>
<tr>
<td>Length of lesson</td>
<td>8</td>
<td>13.3</td>
<td>9</td>
</tr>
</tbody>
</table>

Findings from Table 4.5 show that almost two thirds of respondents 38 (63.3%) positively associated peer pressure with the prevalence of inappropriate behaviours among learners with cognitive disabilities. Similar findings were reported for pupils who were easily distracted, hyperactive and had low concentration span. Additionally, length of lesson was reported by 43 (71.7%) of respondents as a factor responsible for prevalence of inappropriate behaviours. Findings seem to suggest that low concentration span was the reason most responsible for inappropriate behaviours among pupils with cognitive disability.

b. **Qualitative Analysis**

The views of seven deputy head teachers were sought concerning factors leading to inappropriate behaviours among pupils with cognitive disabilities. DHT A cited parental
factors like lack of care for such children, poverty, single parenthood and child abuse. DHT B thought that lack of recognition by teachers; unfavorable home background and parents' low literacy levels were responsible for inappropriate behaviours among pupils with cognitive disabilities. DHT D found low concentration span among such learners as the factor most responsible for inappropriate behaviours. According to DHT F, peer influence is central to the prevalence of inappropriate behaviours because of "copying from their friends". Other factors cited by DHT F include family breakups that result in the lack of "proper guidelines".

**c. Discussion of Findings**

Significant findings of this study indicated that low concentration, hyperactivity and easy distraction as key factors responsible for inappropriate behaviours among pupils with cognitive disability. These findings concurs with those of Boamah (2010) in Ashanti, Ghana who indicated that family and parenting issues, poor feeding by the school authorities and low concentration were among key factors contributing to inappropriate behaviours exhibited by students with mild cognitive disability. However, these findings contradicts those of Nelson (2002) in East Tennessee who reported that peer pressure was one of the key factors for inappropriate behaviours among learners with cognitive disability.

Consequently, the study found out that length of the lesson, family and home background as also factors leading to inappropriate behaviours among cognitive disability learners. This finding supports the assertion of Jones and Jones (2013) who stated that family breakups, poverty, stressful lives and substance abuse negatively influence the overall social wellbeing of pupils with mild cognitive disability and therefore affect behaviour outcomes at home and at school. In addition, these findings supports those of Mvungu (2014) in Nairobi and Kiambu Counties who established that parental and models in the society and family are the key factors to behaviour maladjustment of boy-child with mild cognitive disability. However,
these finding contradicts those of Mabitla (2006) study in South Africa who revealed that peer pressure, parental over protection of their children, parental negligence of their duties of proper upbringing of their children and distraction in classroom activities as factors leading to inappropriate behaviours exhibited by learners with mild cognitive disability.

4.5 Challenges in Management of Inappropriate Behaviours

The study sought to investigate challenges faced by teachers in management of inappropriate behaviours of pupils with cognitive disability.

a. Descriptive Analysis

Respondents were asked to indicate their level of agreement with a number of statements describing challenges classified into educational and social. Teachers' responses were then compressed into 3 categories: generally disagree, undecided and generally agree for ease of interpretation. The findings were presented in Table 4.6.
Table 4.6

**Challenges in Management of Inappropriate Behaviours**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Generally disagree</th>
<th>Undecided</th>
<th>Generally agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Educational challenges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entry level</td>
<td>4</td>
<td>6.7</td>
<td>16</td>
</tr>
<tr>
<td>Lack of guidelines</td>
<td>10</td>
<td>16.6</td>
<td>3</td>
</tr>
<tr>
<td>Support from MoE</td>
<td>10</td>
<td>16.6</td>
<td>3</td>
</tr>
<tr>
<td>Special Needs Policy</td>
<td>4</td>
<td>6.7</td>
<td>3</td>
</tr>
<tr>
<td>Teachers Competency in SNE</td>
<td>6</td>
<td>10.0</td>
<td>0</td>
</tr>
<tr>
<td>Social challenges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents' attitude towards SNE teachers</td>
<td>5</td>
<td>8.3</td>
<td>10</td>
</tr>
<tr>
<td>Learners' class population</td>
<td>7</td>
<td>17.7</td>
<td>3</td>
</tr>
<tr>
<td>Teachers trained in G&amp;C</td>
<td>9</td>
<td>15.0</td>
<td>9</td>
</tr>
</tbody>
</table>

Findings from Table 4.6 show that entry level of learners with mild cognitive disability 40 (66.6%) was the least cited challenge among teachers dealing with inappropriate behaviours of pupils with cognitive disabilities. However, special needs policy on behaviour management 53 (88.3%) and class size 50 (83.4%) were the major challenges in management of inappropriate behaviours of pupils with cognitive disabilities.

**b. Qualitative Analysis**

Deputy Head teachers' views concerning challenges in managing pupils with cognitive disabilities were sought. Findings show variety of challenges faced by teachers and administrators. DHT A cited hostile pupils who are "fierce if handled roughly", hyperactivity lack of training in special needs, teachers' negative attitude towards learners with cognitive disability and parents' poor attitude towards teachers who manage such learners. Similar sentiments were expressed by DHT B who found cooperation from parents and teachers and lack of enough staff as major challenges in managing learners with cognitive disabilities. DHT C found age of learners, entry level of learners with mild cognitive disability, lack of
adequate trained teachers and lack of parental involvement as key challenges while DHT D cited large classes and lack of a streamlined syllabus for such learners. DHT E supported the views of DHT C concerning the lack of parental involvement in the education of learners with cognitive disabilities, entry level of the learners with mild cognitive disability and lack of knowledge in special needs education. Further, DHT E also cited the lack of policy of behaviour management.

DHT F introduced a new dimension to the discussion by citing the complication of multi-religious learners. Similarly, DHT F cites political interference specifically the ban on caning as a major issue concerning dealing with such learners. DHT G supported other respondents in the area of lack of adequately trained staff to deal with learners' uniqueness and the manifestation of inappropriate behaviours as generated by cognitive disability condition as constantly lived by the children. Additionally, lack of cooperation from parents was noted especially when parents are unwilling to agree to their children being given a diet recommended for hyperactive learners. Sometimes such parents felt that their children are being punished.

c. Discussion of Findings

Significant findings of this study, which this study reported were teachers competency in Special Needs Education, Special Needs Policy and Population within the inclusive classrooms as a key challenges in managing learners with mild cognitive disability. This finding concurs with the finding of Bothma, Gravett and Swart (2000) in South Africa who noted that the challenge facing many South African teachers was that they had not been trained to cope with the diversity and management of inappropriate behaviours exhibited by learners with mild cognitive disability entering inclusive primary schools. It also supported the finding of Sethosa (2001) in South Africa who noted that teachers challenge in
management of learners with cognitive disability inappropriate behaviours in inclusive education are closely related to their feeling of competency and effectiveness. Teachers feel that they are inadequately equipped (competent and effective) to manage learners with mild cognitive disability in inclusive primary schools.

Additionally, this study concurs with that of Nelaago (2013) in Namibian schools who found that some challenges attributed by teachers in inclusive primary schools included that entry level of learners with cognitive disability in schools and lack of a well-defined Special Needs policy regarding management of learners with mild cognitive disability found out that Special needs policy on behaviour management and the class size were also key challenges in managing inappropriate behaviours of pupils with cognitive disability. Further, the study established that hyperactivity and temper tantrums as challenges in managing learners with mild cognitive disability.

These finding concurs with that of Hariparsad (2010) in South Africa who reported that learners with mild cognitive disability experience form of temper tantrums and hyperactivity which pose a challenge to teachers who lack knowledge, skills, training and experience in managing learners with diverse special needs. Consequently, this study revealed that teachers’ negative attitude towards learners with cognitive disability, parents’ poor attitudes towards teachers who manage such learners and lack of parental involvement as being challenges in the management of learners with cognitive disability. This finding supports that of Kapp (2002) in South Africa who found out that some parents of learners with cognitive disability have a negative attitude towards the school, which leads to their children manifesting poor school attendance and resistance towards the school in general.
4.6 Strategies in managing Inappropriate Behaviours of Pupils with Cognitive Disability

The study sought to delineate strategies used in inclusive schools to deal with inappropriate behaviours of pupils with cognitive disabilities.

a. Qualitative Analysis

Deputy Head teachers' opinions were sought concerning the strategies in place to deal with inappropriate behaviours of learners with cognitive disabilities. Findings established a web of strategies encompassing school, home and policy making levels. According to DHT A, DHT B, DHT C, DHT D and DHT G, guidance and counselling was an important strategy. According to DHT A and DHT G, the use of individualized learning strategy was key to dealing with such learners. In such a program in the words of DHT G, it is a multidisciplinary approach whereby the challenges and the strengths of the child are highlighted and a program is made tailored for the specific needs of the child so that the training can work on specific areas that the child is weak in. DHT B also reported the use of life skills' clubs and guidance and counselling clubs. It was also established that schools have some programs in place to manage learners with cognitive disabilities including peer tutoring and the use of resource persons according to DHT C and DHT G. According to the latter, such resource persons are sourced from outside the institution.

DHT F reported the use of peer counselling whereby,

...we put them in groups...they can share with their friends, they copy from their friends and through this, we believe they will have a change in behaviour. Then we also have group contingencies, whereby those with bad behaviours are put together with those with good behaviours. We believe if we separate the bad ones will not know what is good, so we put them together so that they can have a change in behaviour.
The sentiments of DHT F were supported by DHT G who stressed the importance of support groups. According to DHT G "these support groups are able to highlight the challenges in each child and they are able to work hand in hand in terms of motivating". DHT D indicated that giving small tasks at a time was important in managing such learners.

b. Discussion of Findings

Major findings of this study on strategies used to manage learners with mild cognitive disability was the use of group contingencies, peer counselling and guidance and counseling which were supported by majority of the deputy head teachers. These finding are in line with that of Abu-Tineh, Khasameh and Khalaileh (2011) in Jordanian schools who found that varying methods of instruction like group contingencies as a way of creating interesting learners with mild cognitive disability. Consequently, these findings are in line with that of Hackett (2001) in Trinidad and Tobago who revealed that teachers boasted of the effectiveness and positive reinforcement such as rewards, hugs, praises and simple guidance and counselling as strategies of modifying behaviours of learners with mild cognitive disability.

However, these findings contradict with the finding of Abooko (2010) in Wakiso, Uganda who reported that majority of the teachers’ used clear and strict rules and regulations in managing learners in classroom. In addition, the findings contradicts that of Scaggs (2009) in Kansas and Padayachie (2013) study in Natal South Africa which revealed motivation as a key strategy towards modifying inappropriate behaviours exhibited by youths with mild cognitive disability and intensifying the preparation and varying the learning activities and maximizing involvement of learners with mild cognitive disability in classroom activities respectively.
This study also established that inclusive schools had programs put in place to try managing the inappropriate behaviours of learners with cognitive disability. The programs included group contingencies and peer tutoring. This finding is in line with Sinbair (1999) in schools in Botswana and that of Nyabuto and Njoroge (2014) in Ruiru, Kenya who established that teachers preferred using group contingencies in supporting positive behaviours among learner with cognitive disability.

This study also found out that some teachers preferred using resource persons sourced from outside the school to advise the learners on changing their behaviours. Further, the study noted that support groups were also preferred by some teachers as a strategy of managing the inappropriate behaviours of cognitive disability learners. This meant that parents met and discussed with the teachers way and means of trying to modify the inappropriate behaviours among the cognitive disability learners.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains summary, conclusion and recommendations based on the research findings. In addition, suggestions for further research are also contained in this chapter.

5.2 Summary

The overall purpose of the study was to investigate managing inappropriate behaviours of learners with mild cognitive disability in selected inclusive primary schools, in Changamwe Sub-county, Mombasa County. Special focus was given to deputy head teachers and teachers in their challenging role of managing pupils with cognitive disability in inclusive primary schools and measures that should be taken to enhance their roles.

The objectives of the study were: to determine the prevalence of inappropriate behaviours of pupils with cognitive disability educated in inclusive primary schools, to identify the factors leading to inappropriate behaviours of pupils with cognitive disability in inclusive primary schools, to determine the challenges teachers face in managing inappropriate behaviours of pupils’ with cognitive disability in inclusive primary schools, to delineate strategies teachers use in managing inappropriate behaviours of pupils with cognitive disability in inclusive primary schools. Descriptive method was used. Questionnaires, interview schedules were used to collect the data. In addition; naturalistic observation was used by the researcher to observe some of the inappropriate behaviours exhibited by learners with cognitive disability.
The first objective of the study was to determine the prevalence of inappropriate behaviours of pupils with cognitive disability in inclusive primary schools. The study found out that academic inappropriate behaviour was the most prevalent among the three categories of inappropriate behaviours. The academic behaviours identified included incompletion of assignment, difficult doing class work quietly and difficulty in remembering what they had learnt. In addition, the study found out that these learners do not require specialized program.

The second objective of the study sought to identify factors leading to inappropriate behaviours of pupils with cognitive disability. Significant findings show that low concentration, hyperactivity and easily distracted were the major factors leading to inappropriate behaviours among learners with cognitive disability. This implied that learners with cognitive disability failed to do class work quietly, remember what they had learnt and failed to completion of work due to their hyperactivity and easily being distracted.

The third objective of the study sought to determine the challenges teachers face in managing inappropriate behaviours of pupils with cognitive disability in inclusive primary schools. The findings established that the key challenge facing teachers in managing pupils with cognitive disability in inclusive primary schools was lack of special needs policy regarding managing learners with cognitive disability. This implied that most inclusive primary schools did not have special need education policy.

The fourth objective of the study sought to delineate strategies teachers use in managing inappropriate behaviours of pupils with cognitive disability in inclusive primary schools. The study found out that of the teachers preferred a number of strategies such as group contingencies, peer counselling and guidance and counselling program in shaping the inappropriate behaviours exhibited by learners with mild cognitive disability.
5.3 Conclusions

It is evident from the research findings that the challenges faced by teachers in managing inappropriate behaviours of pupils with cognitive disability in Changamwe Sub-county have now been identified. Teachers face more of academic inappropriate behaviours exhibited by learners with cognitive disability. Various factors have been identified. However, low concentration, hyperactivity and easy distraction were the main factors making learner with cognitive disability to behaviour inappropriately. The challenges that teachers face in managing pupils with cognitive disability inappropriate behaviours in their schools have been shown to be diverse. However, the study revealed that majority of the schools lacked special need education policy pertaining management of pupils with cognitive disability in inclusive schools. Several strategies of managing pupils with cognitive disability inappropriate behaviours have been advanced key among them is the continued group contingencies, peer counselling and guidance and counselling program. In summary, the study findings bring hope that the hitherto unknown issues concerning the research problem have been unearthed and that the study will form a firm basis for dealing with issues of managing learners with mild cognitive disability in inclusive primary schools in Changamwe Sub-county.

5.4 Recommendations

5.4.1 Policy Recommendations

i. The Teacher Service Commission should employ more teachers trained in Special Needs Education in inclusive primary schools.

ii. Kenya Institute of Curriculum Development should review the curriculum for Primary Teachers Training Colleges and add more units regarding management of learners with special needs in schools.
iii. A whole school community approach will help provide a school environment which is safe and conducive for pupils with cognitive disability to learn. To provide a whole school community approach, inclusive primary schools should make sure that all stakeholders such as teachers, pupils, parents, school management are fully involved in setting and reviewing the behaviour management policy of pupils with cognitive disability.

iv. Ministry of Education Science and Technology should provide clear guidelines for inclusive primary schools having learners with special needs on the number of teacher pupil ratio in a class. This will help alienate the problem of congestion of learners with special needs hence ease their behaviour management.

v. The Ministry of Education Science and Technology should also organize in-service training pertaining modern behaviour management strategies for learners with special needs in inclusive primary schools.

5.4.2 Recommendations for Further Research

a) This study covered only one Sub-county, there could be some benefits if the same research was carried out in other Sub-counties in Mombasa County or even covering a wider locale with a larger sample. This would help to draw more conclusive findings.

b) The study could be replicated using other respondents like head teachers, parents and education officials.

c) A correlation study can be done between management of inappropriate behaviours of learners with cognitive disability in public and private schools.
REFERENCES


Botswana Press Agency, 2006, July, 6


Retrieved on 22nd March 2016

Changamwe Sub-county Human Resource. (2016). *Teachers Statistics in inclusive primary schools*


Dore, G. (2010). Identification and coping with ADHD learners in the mainstream classroom. Presentation by psychological guidance support and educational services(PGSES)


Education Act 2013


Academic Search Premier.


Nassozi, I. (2002). The effects of teachers’ leadership role in students’ discipline in secondary schools in Wakiso district Uganda, Makerere University, Kampala, Uganda


Oxford English Dictionary


UNESCO. (2004c).*Getting all children in school and learning.* Bangkok: UNESCO


Universal Declaration of Human Rights (1948)


Christchurch, New Zealand.


APPENDICES

Appendix A

Questionnaire for Teachers

INAPPROPRIATE BEHAVIOURS MANAGEMENT OF PUPILS WITH COGNITIVE DISABILITY IN INCLUSIVE PRIMARY SCHOOLS

Instructions

Kindly respond to all items as honestly as possible. There are no wrong and right answers. The information solicited by this instrument will be used for research responses only and with utmost confidentiality.

Section One: Demographic Details

Please do tick against the most appropriate answer.

1. Gender: Male [ ] Female [ ]

2. Age (in years)

<table>
<thead>
<tr>
<th>Under 30</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60+</th>
</tr>
</thead>
</table>

3. Highest level of professional qualifications

P1 [ ]
Diploma [ ]
B.Ed [ ]
Masters [ ]
Any other (Specify) ........................................................................................................

4. Teaching experience (in years)

<table>
<thead>
<tr>
<th>1-10</th>
<th>11-20</th>
<th>21-30</th>
<th>31-40</th>
</tr>
</thead>
</table>

5. The following are categories of cognitive disability in inclusive schools.

i) Trainable Cognitive Disability who have the following characteristics: given training in activities of daily living like dressing, feeding, toilet training.

ii) Educable Cognitive Disability who has the following characteristics: fail to seat still, disturbing during class work, performance below standards.

Do you have pupils with above cited categories? If yes, name the category.
6. Have you had any in-service training in managing learners with special needs in inclusive schools? Yes [ ] No [ ]

Section Two: What Types of Inappropriate Behaviours are exhibited by Pupils with Cognitive Disability?

Please tick against the most appropriate answer in the table below

**KEY**

SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree

<table>
<thead>
<tr>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Disruptive Behaviours**

7. Distracting others
8. Breaking class items
9. Hyperactive

**Social Behaviours**

10. Physically Aggressive
11. Stealing from others
12. Cheating
13. Noise making
14. Difficulty interacting with others
15. Beating others

**Academic Behaviours**

16. Incompletion of assignments
17. Truancy
18. Difficulty in remembering what learnt
19. Lateness

Any other(s)..........................................................................................................

Section Three: What Factors Lead to Inappropriate Behaviours Exhibited by Pupils with Cognitive Disability?

Please tick against the most appropriate answer

**Key**

SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree

<table>
<thead>
<tr>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. Influence from peers
21. Easily distracted
22. Hyperactivity of the child
23. Easily bored
24. Low concentration span
25. Length of lesson taught

Any Other(s).............................................................................................................
Section Four: Challenges Teachers Face in Management of Inappropriate Behaviours of Pupils with Cognitive Disability

Please tick against the most appropriate answer

**Key**

SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree

<table>
<thead>
<tr>
<th>Educational Challenges</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Entry level of the pupil with cognitive disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Proper guidelines on behaviour management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Support from the Ministry of Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Policy regarding behaviour management of Special Needs learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Challenges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Parents attitude towards SNE teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Population of learners in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Teachers trained in Guidance and Counselling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any other(s)...........................................................................................................................................
Appendix B

Interview Guide for Deputy Head Teachers

Inappropriate Behaviours Management of Pupils with Cognitive Disability in Inclusive Primary Schools

1. Numbers of years serving as a deputy head teacher of the institution.
2. What is your level of education?
3. Have you had any in service training on how to manage learners with special needs in inclusive schools?
4. The following are categories of learners with cognitive disability found in inclusive schools.
   i. Trainable Cognitive Disability
   ii. Educable Cognitive Disability
   a) Do you have any of the learners in the above cited categories in your school? If yes, name the category(s) present in your school
5. What types of inappropriate behaviours are exhibited by learners with cognitive disabilities in your school?
6. What do you think are some of the factors leading to inappropriate behaviours among learners with cognitive disabilities in your school?
7. What are some of the behaviour management strategies used by teachers in your school to manage learners with cognitive disabilities?
8. What are the challenges faced by the school in trying to manage inappropriate behaviour of learners with cognitive disabilities?
9. What types of programs are available in your school that deals in managing learners with cognitive disabilities inappropriate behaviour?
Appendix C

Observation Checklist

The following will be observed to find out inappropriate behaviours of cognitive disability pupils in Inclusive Primary Schools inside the classroom (a period of 35 minutes) and outside (during break time) Rating Scale:

<table>
<thead>
<tr>
<th>1-Never</th>
<th>2-Rarely</th>
<th>3-Sometimes</th>
<th>4-Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIAL BEHAVIOURS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fidgets and squirms in their seats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISTRACTIVE BEHAVIOURS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often interrupt conversations of others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distracting other during classroom activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hyperactivity of the child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentration Span</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dash around touching or playing with everything in sight</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physically Aggressive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACADEMIC BEHAVIOURS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Require Specialization Programmes (Individualized Education Plans)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty in remembering what they have learnt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have difficulty doing class work tasks quietly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D

Informed Consent

I am undertaking a research in Inclusive Primary Schools with cognitive disability learners within Changamwe Sub-county. The purpose of the study is to investigate inappropriate behaviours management of pupils with cognitive disability in inclusive primary schools. This will be due to the fact that education stakeholders in the County and Sub-county are interested in finding appropriate strategies for managing pupils with cognitive disability inappropriate behaviours in inclusive primary schools.

The research will involve observing the pupils behaviours in and outside the classroom, teachers answering the questionnaires and interviewing the deputy head teachers. The information solicited in the study will be treated with utmost confidentiality. Participation to the study is on voluntarily basis.

Signature of Participant…………………………………………..Date………………

Yours faithfully,
Appendix E

Certificate of Ethical Approval

[Certificate Image]

This is to certify that the proposal submitted by:

VINCENT O. MACMBINJI

REFERENCE NO:
ERCMED/002/2016

ENTITLED:
Inappropriate behaviors: Management of pupils with cognitive disabilities in inclusive primary Schools, Changamwe SubCounty, Mombasa County

TO BE UNDERTAKEN AT:
MOMBASA COUNTY, KENYA

FOR THE PROPOSED PERIOD OF RESEARCH

HAS BEEN APPROVED by the Ethics Review Committee

AT ITS SITTING HELD AT PWANI UNIVERSITY, KENYA

ON THE 23RD DAY OF MAY 2016

CHAIRMAN
SECRETARY
LAY MEMBER
Appendix F

Research Permit

REPUBLIC OF KENYA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telephone: 0723227319
Email: info@education.gov.ke

Ref. No. MC/ED/GEN/23/6

All Head Teachers
Public & Private Schools
CHANGAMWE SUB COUNTY

RESEARCH AUTHORIZATION—VICENT O. MACMBINJ1 ERC/MED/002/2016

This is to confirm that Vicent O. Macmbinji, has been authorised to carry out research on "Inappropriate behaviours Management of pupils with cognitive disabilities in inclusive primary schools" in Changamwe Sub-County Schools. He is a Masters in Education student at Pwani University.

He is expected to start his work on 27th May, 2016 to 27th June, 2016.

He is expected to furnish this office with a copy of the research work upon completion.

Please accord him the necessary co-operation.

NEWTON E. OKWATIA
FOR: COUNTY DIRECTOR OF EDUCATION
MOMBASA

Copy to: Sub-County Director of Education-MOMBASA
Chairman of Education Department - Pwani University