AN EXAMINATION OF CHILDREN'S BEHAVIOUR PROBLEMS IN LEARNING IN EARLY CHILDHOOD EDUCATION IN RONGO SUB-COUNTY, MIGORI COUNTY, KENYA.

AWUOR DOROTHY OKAYO

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2019

DECLARATION

DECLARATION BY THE CANDIDATE

This thesis is my original work and has not been presented for degree in any other university. No part of this thesis may be reproduced without prior written permission of the author or Rongo University.

Awuor Dorothy Okayo (dorothyokayo@gmail.com)
MEDH/1020/2014

Signature..... Date..14/10/19

DECLARATION BY THE SUPERVISORS

This thesis has been submitted for examination with our approval as university supervisors.

Dr. Manson Sichari
Department of Educational Psychology and Science
School of Education
Masinde Muliro University of Science and Technology

Signature..... Date..14/10/2019

Dr. Karen Oyiengo
Department of Curriculum Instructional Media
School of Education
Rongo University

Signature..... Date..14/10/2019

DEDICATION

I dedicate this thesis to my loving daughters Flavia Shertly and Schovia Arshley. It is also dedicated to my late father Martin Okayo and mother Rose Okayo.

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TABLE OF CONTENTS

DECLARATION ..... **Error! Bookmark not defined.**
DEDICATION iii
ACKNOWLEDGEMENT iv
TABLE OF CONTENTS v
LIST OF CHARTS x
LIST OF FIGURES xi
ABSTRACT xii
ACRONYMS AND ABBREVIATIONS xiii
CHAPTER ONE 1
INTRODUCTION TO THE STUDY 1
1.0 Introduction 1
1.1 Background to the Study 1
1.2 Statement of the Problem 5
1.3 Purpose of Study 7
1.4 Objectives of the Study 7
1.5 Research Questions 7
1.6 Significance of the Study 8
1.7 Scope of the Study 8
1.8 Assumptions of the Study 8
1.9 Limitations and Delimitations of the Study 9
1.10 Theoretical Framework 9
1.11 Conceptual Framework 10
1.11Definition of terms 11
CHAPTER TWO 13
LITERATURE REVIEW 13
2.0 Introduction 13
2.1 Common Behavior Problems in Learning 13
2.2 How Behavior Problems Influence Learning in ECE Centers 17
2.3 Managing Common Behavior Problems in Class by Teachers 20

2.4 Managing Common Behavior Problems At Home by Parents 22
3.5 Summary of the literature review 26
3.0 Introduction 27
3.1 Research Design 27
3.2 Research Area 27
3.3 Population of the Study 28
3.4 Sampling Method 28
3.5 Sampling Procedure 28
3.6 Research Instruments 29
3.7 Data collection procedure 30
3.8 Method of Data Analysis 31
3.9 Piloting……..……. ..31
3.9.1 Validity 32
3.9.2 Reliability 32
3.10 Ethical Considerations 33
4.0 Introduction 34
4.1 Demographic Characteristics of Respondents 34
4.1.1Rate of Questionnaires Return 35
4.1.2Head Teachers Experience 36
4.1.3 ECE Teachers year of Experience……..……... 36
4.1.4 Parents' Years' Experience 37
4.2 Behavior Problems among ECE Children…….……..…….. 40
4.3How Behavior Problems Influence Learning In ECE Learners In Class. 48
4.4How Teachers Manage Behavioral Problems in Class. 54
4.5 Summary of strategies teachers use for the management of behaviour problems……..... 68
4.6 How parents manage behavioural problems at home……... ….70
4.7 summary of strategies parent use for the management of behaviour problems……..88
4.8 Summary of the findings……..... 89

Chapter Five……95
5.0 Introduction 93
5.1 Summary of the Study 93
5.2 Findings of the Study 94
5.2.1Behavior Problems among ECE Children. 94
5.2.2Influence of Behavior Problems among Learners in ECE Centers 95
5.2.3How Teachers Managed Behavior Problems in ECE Centers. 96
5.2.4 How Parents Managed Behavior Problems At Home 97
5.3Conclusion 98
5.4 Recommendations of the study 99
5.5Suggestions for Further Research 101
REFERENCES 102
Joppe, M. (2009). The Research Process: Methodology of Research,New York: Longmans 102
APPENDICES 105
APPENDIX IV: RESEARCH CLEARANCE PERMIT 113
APPENDIX V: RESEARCH AUTHORIZATION LETTER (NACOSTI) 114
APPENDIX VI: RESEARCH AUTHORIZATION LETTER (MIGORI COUNTY) 115
APPENDIX VII: RESEARCH AUTHORIZATION LETTER (CDE) 116
APPENDIX VIII: RESEARCH AUTHORIZATION LETTER (RONGO SUB-COUNTY)117
APPENDIX IX: RESEARCH PERMIT (RONGO UNIVERSITY) 118
APPENDIX X: MAP OF RONGO SUB-COUNTY 119

LIST OF TABLES

Table **Page**

4.1 Rate of Questionnaires Return ……..35

4.2 ECE Teachers Years of Experience ……..38

4.3 Parents Years of Experience ……39

4.4 Behaviour Problems among ECE Learners (Institution)……..... 41

4.5 Behaviour Problems among ECE Learners (Teachers Responses)……... 43

4.6 Behaviour Problems among ECE Learners (Teachers and Head-Teachers). 45

4.7 Behaviour problems influence on ECElearner activities ……..... 48

4.8 How Behavior Problems Influence Learning in ECE Centers..……..... 52

4.9 How Teachers Manage Biting and Hitting among Learners…… 55

4.10 How Teachers Manage Telling Lies among Learners in ECE Centers……. 57

4.11 How Teachers Manage Sleeping in Class among Learners……. 58

4.12 How Teachers Manage Eating in Class among Learners in ECE Centers… 59

4.13 How Teachers Manage Crying in Class among Learners in ECE Centers…60

4.14 How Teachers Manage Attention Seeking among Learners …… 61

4.15 How Teachers Manage Temper Tantrums among Learners……..63

4.16 How Teachers Manage Likes and Dislikes among Learners……....64

4.17 How Teachers Manage Snatching Properties from Others ……...65

4.18 How Teachers Manage Stealing Among Learners in ECE Centers…….. 66

4.19 How Teachers Manage Activity Deviant among Learners in ECE Centers..67

4.20 How Teachers Manage Beating Others among Learners in ECE Centers.…68

4.21 How Teachers Manage Destroying Things among Learners……....70

4.22 How Parents Manage Biting and Hitting ……..73

4.23 How Parents Manage Telling Lies as A Behavioral Problem at Home…….74

4.24 How Parents Manage Sleeping as A Behavioral Problem at Home…….. 76

4.25 How Parents Manage Eating as A Behavioral Problem at Home……..77

4.26 How Parents Manage Crying as A Behavioral Problem at Home…… 80

4.27 How Parents Manage Attention Seeping…….. 81

4.28 How Parents Manage Temper Tantrums……... 82

4.29 How Parents Manage Likes and Dislikes as A Behavioral Problem……83
4.30 How Parents Manage Snatching Others Properties at Home…… 84
4.31 How Parents Manage Stealing Among ECE Learners at Home……86
4.32 How Parents Manage Beating Others as A Behavioral Problem……..…… 87
4.33 How Parents Manage Destroying Thing as A Behavioral Problem……..… 88
4.34 Summary of How Parents Manage Behavioral Problem at Home…… 90

LIST OF CHARTS

Chart **Page**

4.1 Head-teacher's years of experience……... 36

LIST OF FIGURES

Figure **Page**

1.1 Conceptual Framework……..……. 10

ABSTRACT

The study examined the behavior problems on learning in Early Childhood Education in Rongo Sub-County in Migori County, Kenya. Specifically, the study examined behavior problems which can be defined as persistence of an activity that is contrary to what is expected. The objectives of the study were: to find out behavior problems exhibited by learners in Early Childhood Education (ECE); and to find out how teachers manage behavior problems in ECE; to find out how behaviour problems influence learning in class, and to find out how we can involve parents on how to manage behavior problems at home. Descriptive research method was used with an aid of a detailed questionnaires and an interview guide to collect data from the respondents. Seventeen (17) schools were sampled randomly out of 56 registered Early Childhood Education Centers in Rongo Sub-County, purposive sampling was used to get the head teachers and teachers together with the parents within the sample schools, this study realized respondents of fifteen (15) head teachers, forty-six (46) teachers and thirty-nine (39) parents. Validity of the questionnaires was tested with help of the supervisory expertise from Rongo University. All pretesting procedure for validity of the instruments was based on coefficient of zero point seven nine (0.79) and was considered for use. The researcher used questionnaires to collect data from teachers and head-teachers and an interview guide for collecting information from parents. The respondents were treated with strict confidentiality and in addition the researcher ensured that the data collected was not falsified or misrepresented in any way. The data collected was summarized and analyzed quantitatively and qualitatively. The researcher discussed the findings, made conclusions and recommendations on the study. The researcher established that indeed there were several behaviour problems in Early Childhood Education Centers in Rongo Sub-County. At the same time, the researcher noted that there were several negative influences of behavior problems in learning. The researcher also established that the methods employed in managing the problems both at school and at home were not satisfactory. The researcher recommended that head-teachers, teachers, parents, caregivers and guardians should come up with a process that can make the behavior more acceptable. It is can be said that parents and other care givers should generate actions that can be used to isolate negative influences on the children behavior problem so that corrective measures can be realized. The researcher further recommends that teachers should be sensitized and trained to understand the most appropriate method to manage children behavior problem in Early Childhood Education Centers. In addition, the researcher recommended that the current practice of ensuring that two teachers be present in class during lessons be encouraged. This is because as one teaches the other teacher monitors behaviour or detects behavior problems for immediate correction. The researcher finally recommends that both teachers and parents should generate pro-active methods of managing behavior problems so that learning can be enhanced in Early Childhood Education Centers within Rongo Sub-County Migori County Kenya.

ACRONYMS AND ABBREVIATIONS

ECD	:	Early Childhood Education
ECDC	:	Early Childhood Education Centre
ECE	:	Early Childhood Education
JKF	:	Jomo Kenyatta Foundation
KNEC	:	Kenya National Examination Council
MOE	:	Ministry of Education
NACECE	:	National Centre of Early Childhood and Education
PTA	:	Parents Teachers Association
PTO	:	Parents Teachers Organization
UNHCRC	:	United Nations Human Conventions on the Right of the Child

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This section considered the background information, statement of the problem, purpose of study, objectives of the study, research questions, significance of the study, scope of the study, assumptions of the study, limitations of the study, and delimitations of the study on the study entitled on the examination of children's behavioral problems in Early Childhood Education (ECE) in Rongo Sub-County.

1.1 Background to the Study

All academic institutions need to be well equipped with learning resources for the learning process to take place effectively. This statement also applies to learning situations involving ECE learners. Children in ECE learning centers however have distinct behaviour. Their stage of development necessitates that they exhibit playfulness, short attention span, are reactive, like exploring, develop likes and dislikes very easily, they are egocentric meaning they love themselves, they are very inquisitive. This therefore means the teaching and learning situations in ECE must recognize the nature of these children because they learn best by seeing and doing Montessori M (2014). Bandura (2014) defined behavior as a person's action and conduct within an environment. This means that behavior is a way in which an animal or a person acts to a particular situation or stimulus. The way an ECE child would behave persistently in an environment by indulging in the activities would be classified as that child's behaviour. That behaviour would benefit the child's development stage. For instance, if the child's behavior tends towards playfulness,

then we would categorize the child as playful and if the child likes questioning we say the child is inquisitive.

This study examined behaviour problems. A problem indicates elements of activities that are either unpleasant or negative and may interfere with the child's normal growth and development, Matimbe (2014). However, there are children who experience extreme behavior problems when learning, but when the situation is extreme to an extent that it cannot be controlled by the strategies that should be used in learning, then it is a behavior problem. It requires the teacher to be skilled enough to note or detect that a negative activity is taking place. For instance, when a child is sleeping excessively in class when a concept is being delivered, the teacher or caregiver will employ the right methods or a strategy that is needed to control the excessive sleeping. If the excessive sleeping persists and cannot be controlled by the strategy employed, then the child has sleeping problems. The current study identified other behavior problems as frequent cases of stealing, excessive sleeping in class, frequent temper tantrums, persistent eating in class and frequent cases of telling lies while activities are going on in class. The classroom activities include drawing, painting, sorting, matching, weaving, modeling, kicking, throwing, singing, reciting poems, dancing, running among others. When negative actions that are not part of the lesson are experienced then learning is interfered with, Mayer (2008).

Globally, all children between ages 1-15 years are considered to be in their Early Childhood Development and Education (ECDE) stage. This stage is comprised of physical, emotional, intellectual and language development. However, the category of the children who qualify for ECE are those between the age of 4-7 years, these children are in the preoperational stage, Jean Piaget (1896-1980) purports that effective learning could only

be appropriate at this preoperational stage of development of children between 4-7 years. Tomlison (2012) also support this by indicating that at this preoperational stage the child is playful and explores a lot within the environment.

Education involves imparting knowledge, skills and attitudes. Ngaroga (2004) indicates that education involves all the activities that a child does to enable him or her grow holistically, Early Childhood Education means imparting knowledge and skills to a pre-school child in order to acquire the desired concept in the environment (Joppe, 2000). The idea of Early Childhood Education has a long history. The following are trends that have led to the Early Childhood Education (ECE) (Piaget 1896-1980).

Education for All (EFA) Jomtein conference (2001) states that all children need to be educated regardless of their different backgrounds. Salamanca's statement and policy framework for action (2008) states that all schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or creed.

Trabalzini, (2011) in support of Montessori (2014) views states that a child should consistently participate in class activities. Therefore, a child who exhibits extremely contrary behavior during class activity that cannot be controlled by the designed strategy is said to be having class defiant related problems like failure to read while others are reading, failure to clap while others are clapping and so on. Hence such cases are considered for the need that requires corrective measures.

United Nations Convention on the Rights of the Child (UNCRC, 1989) states that education shall be directed to the development of a child's personality, talent, mutual and physical abilities. Government and Non-Government organizations have also participated

fully to place Early Childhood Education where it is currently implying that every child must be educated at an early age for effective learning to take place.

In Kenya various fora have discussed and contributed policies on ECE learning. One such case is Africa Charter on the Rights of the Children (Children Act 2001). This document also supports that children should be educated. In 1921, there was a meeting at Dagoretti in Kenya to raise complaints about children engaged in labour. In a seminar held to evaluate the status of pre-school education in Kenya, Kenya Institute of Curriculum Development (KICD), together with the Ministry of Education (MoE) and its personnel also assisted in the construction of the National Center for Early Childhood and Education (NACECE 1990). For the Ministry of Education to consider separating ECE from primary education in Kenya means there was a need to reconsider the importance of learning at ECE levels and to take care of the interests of children between ages of 4-7 years in learning. It is interesting to note that Jomo Kenyatta (1964) also advocated for the welfare of children. In 1980, United Nations sponsored pre-school teachers in one course. In 1966, World Bank together with the Ministry of Education assisted by funding activities in Early Childhood Education and education. The components funded included improved teachers' performance, community support grants, health and nutrition, transition, monitoring and evaluation. The system of education of children at this level, ECE, has developed over a long period of time without any relevant stakeholder; various problems have been over looked in this sector of education. This study sought identifying issues that have not been given emphasis such as behavior problem among ECE learners. The researcher was concerned that behavior can be modified at an early stage and sought to study the problem that can arise and manage the learning process. The researcher noted that learning at this

level concentrated more on academic than character development. Behavior problem can be reduced if everyone is aware of acceptable, constructive and meaningful activities. All the above advocate for early childhood education in Kenya.

.Rongo Sub-County is one of the Sub-Counties within Migori County in Kenya. Rongo Sub-County has many pre-school centers. Parents, guardians, caretakers or caregivers take their children to the centers to learn. The Sub-County has parents with different economic activities such as mining, farming which is evidenced in sugarcane and trading. The area has a large market setting such as Opapo to the North of Rongo Sub-County headquarters and west of Kisii county. Majority of parents are self-employed working on their farms to attend to crops like sugarcane, going for mining in the few mineral mines in the Rongo-County, trading to sell their goods and services. Some parents are salaried. Other parents have also decided to go for further studies so that they can be promoted or earn better salaries hence making them un-available to their children for lengthy periods. These occupations bring a lot of challenges associated with child rearing as the parents do not spend enough time with their children hence corrective measures cannot be taken in good time. It therefore, requires a research to find out how their children behave both at home and in school. It was evident that the children in this region experience behaviour problems that are somewhat similar in other regions.

1.2 Statement of the Problem

Learning is an accepted permanent positive change that makes an individual fit into an environment, Ngaroga (2014). The researcher has attempted to shed light on behavior problems experienced in learning in ECE Centres. Due to the current lifestyles, in Rongo Sub-County and elsewhere, necessitated by the need to support families, it is increasingly

becoming common that immediate biological parents, guardians other care givers do not spend quality time with their children. In this set-up the children grow up or are nurtured with all manner of behavior problems or characters that are likely to be consistent which could affect learning negatively. There is a link between behavior and learning. For ideal learning to take place, behavior of learners at this level (4-7 years) must be controlled, or guided. Children that are taken care of by a variety of persons develop diversified behavioral tendencies. At times these children are taken care of by the grandparents or other relatives who usually leave them to do whatever they want with very little guidance. At times they are left under the care of house helps and caregivers who may not have the best interest of the children at heart. Some teachers and other school administrators may also be far removed from their work as a calling; they could have an attitude of "this is just my source of income." This attitude may make them un-enthusiastic or lack dedication. This lack commitment in some teachers does not allow them to be concerned about the learning and behaviour that the children they teach. Parents have assumed their effective and different roles in bringing up their children, parents responsibility is on the decrease on the children between the ages of 4-7 years, Bandura (2014)

Due to the common increase of young parents, single parents, under-age parents, harsh economic conditions, lifestyles slowly leading to cut-throat, individuality, absentee biological parents, government instance on observation of Children's rights on cultural beliefs, the researcher was interested in finding out what behaviour problems these children would bring with them to a learning environment. On its part, the government of Kenya in 2002 implemented the policy on stamping out canning of children. This method

of caning had been used by parents, teachers, care givers and guardians as a way of managing behaviour problems.

1.3 Purpose of Study

The purpose of the study was to examine the behavior problem that inhibits learners in their learning in Early Childhood Education in Rongo Sub-County Migori County Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives: -

i. To identify behavior problems among children in Early Childhood Education learning centers.
ii. To find out how the behavior problems influence learning in Early Childhood Education.
iii. To find out how teachers manage behavior problems among Early Childhood Education leaners class.
iv. To find out how parents manage behavior problems among Early Childhood Education learners at home.

1.5 Research Questions

The study sought to answer the research questions below: -

i. What are the behavior problems exhibited by learners at ECE?
ii. How do behavior problems influence learning in ECE Centers?
iii. How do teachers manage behavior problems among ECE learners in class?
iv. How do parents manage behavior problems among Early Childhood Education learners at home?

1.6 Significance of the Study

It was hoped that the study findings would be beneficial to Pre-school teachers who will identify some common behavior problems and realize how to manage them. Caregivers should realize some impact of these behavior problems on their children's learning, in addition, the findings would enable the caregivers to come up with better strategies of managing such problems especially at an early age. At the same time, the researchers would use the findings as a base on their future academic researches on early childhood behavior problems.

1.7 Scope of the Study

An examination of behavior problem in learning in ECE targeted fifty-six (56) ECE Centers. According to the central limit theorem thirty percent (30%) of participations give credible generalizations Mugenda (2008) seventeen centers were used for the study. Further, the Teacher-in-charge which is the head teacher and three (3) teachers were given questionnaires and three (3) interviewed in the study examining the behavior problems in learning in Early Childhood Education.

1.8 Assumptions of the Study

The researcher had the assumption that the information collected in the study from the respondents was authentic response of their feelings and perceptions. Further, it was assumed that even if the children were not observed the data collected from the teachers and parents are accurate to make informed generalizations. At the same time the researcher assumed that the parents interviewed were having their children in ECE centers currently not putting into consideration whether they have had other ECE children previously. The researcher also assumed that all ECE centers have the same and equal facilities.

1.9 Limitations and Delimitations of the Study

The study was limited to parents, teachers and caregivers in seventeen (17) registered ECE centers. The area had fifty-six (56) registered schools but seventeen represented the sample. The time span for interviewing parents was also another limiting factor. The interview was limited for each parent in a class, this is due to time allocation which could not allow for a larger number of parents in the study. Only the specific questions with little probing was allowed, time for interview was restricted to fifteen (15) minutes per parent. In addition, the study was limited within Rongo Sub-County in Migori County. Time available for the study and data collection could not allow for a bigger geographical area therefore the data collected was specific for Rongo. Further, it was illogical to give ECE learners questionnaires to enable them put their views for analysis. The preferred way was to get a report from their teachers and interview their parents.

1.10 Theoretical Framework

The study on an examination of children behavior problems on learning in early child education was modeled after multiple behavioral theories of Bandura (1925). These behavioral theories were based on the observations made in organisms in different situations. Bandura (1925) believed that several human behaviors and actions are stimulated through reward and punishment, and therefore children behavior in this case is regulated by the environmental influences either in a positive way or in a negative way. Bandura (1925) on the other hand believed that children behavior primarily affects their learning, in the study Bandura (1925) concluded that learning is not as a result of trial but the changes in behavior.

1.11 Conceptual Framework

The conceptual framework in figure 1.1 below was based on an examination of children behavioral problem in learning in Early Childhood Education in Rongo Sub-County. Examination of problems, Influence of problems in learning, Teachers role in managing behavior problems, and parent's role in managing behavior problems were considered as the intervening variables while holistic learning in Early Childhood Education Centers in Rongo Sub-County were considered as dependent variable. The researcher realized that the independent variables that must be controlled first are the behavior problems such as frequent stealing, excessive crying, excessive sleeping, frequent temper tantrums, persistent beating and biting others, class defiant behavior problem excess attention seeking.

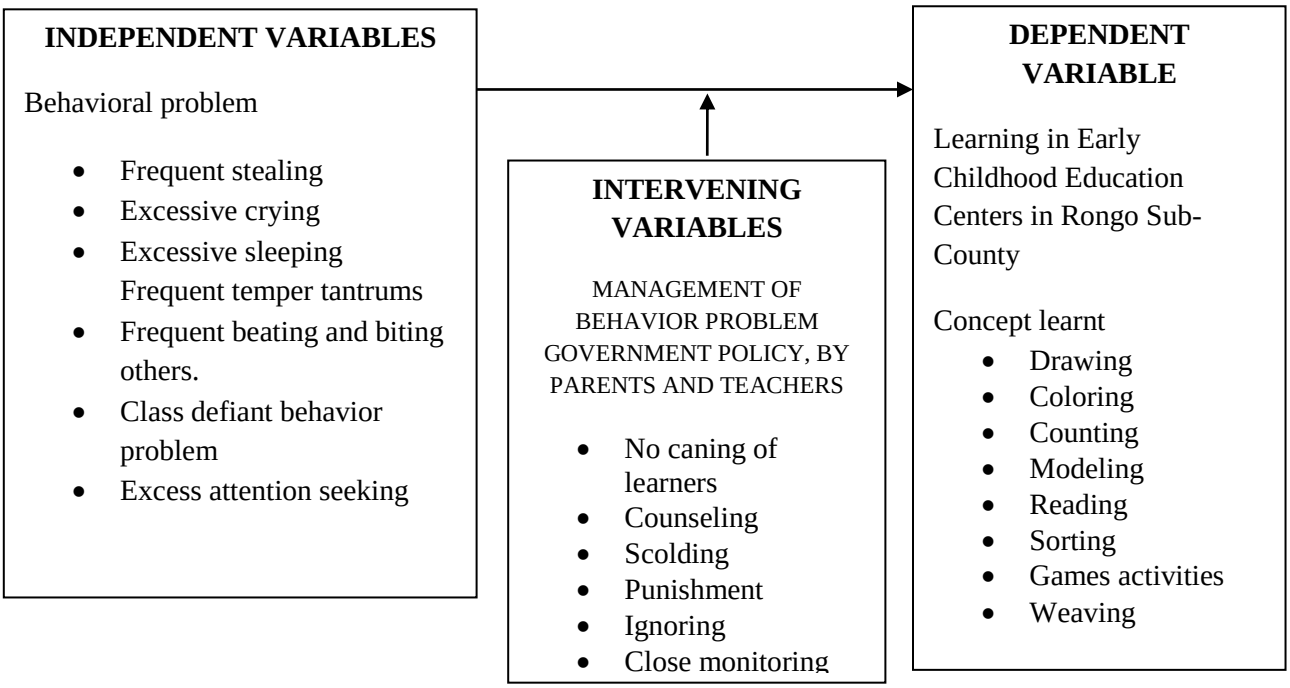


Figure 1.1: Conceptual framework

1.11 Definition of terms

Behavior	How a child acts persistently in an environment. The child's actions entail their conduct. That is to say that the consistency in activities the children does enables us to categorize behavior as either negative or positive.
Problem	Contrary action to what is expected, a problem is generally viewed as a negative or undesirable action and situation.
Behavior Problem	Extreme contrary action of a child that cannot be controlled by a designed strategy that needs a special attention. This extreme contrary action must be consistent or persistent to be called a behaviour problem.
Learning	This is the acquisition of the desired knowledge, skills and attitudes by a child within an environment. It is the change towards the expected behavior.
Early Childhood	This comprises the age set within three to seven-year-old. These are pre-scholars at the ECE learning centers and at home. It can also be referred to as chronological age bracket that qualifies a child to be at ECE.
Caregiver/Caretaker	A person who is entitled to take care of child as opposed to biological parent or guardian or a teacher.
Holistic Growth	Emotional, physical, social and psychological well-being of a child.
Examination	Looking into the details on the influence, effect or impact of

Phenomena, close scrutiny of something.

Three class level These are the three stages of class level in learning in ECE prescribed by MoE until 2017 Kenya.

i. First class level which is **Baby** Class

ii. Second class level which is Nursery Class

iii. Third class level which is Pre-unit class

Education This is relative permanent change in an individual behavior that enables an individual to cope up in a given society.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a review related literature to the study from different scholars and sources such as books, websites and journals. The literature sheds more light on common problems in learning in ECE, how behavior problems that influence learning in ECE Centers, how teachers and caregivers manage behavior problems in ECE and how parents and guardians manage behavior problems at home.

2.1 Common Behavior Problems in Learning

There are numerous problems in homes and Early Childhood Education according to relevant research studies. Research carried out by Belcher M. (2013) in New York studied school going children between the ages of seven and nine years. He identifies some learners who experience sleeping related problems when in the center and at home. Children who experience extreme Sleeping behavior problems like under sleeping or oversleeping, tend to achieve very low in learning. The content delivered is like they don't get it well because the researcher did not come up with strategies on how to manage children with the behaviour problem in their learning.

Belcher further mentioned hyperactive children, the findings go in line with the researchers' view that hyperactive children tend to achieve very little in learning at a time of evaluation. The hyperactive children who tend to neglect the activities that they are assigned to do or they feel are uninteresting tend miss required concepts. This lowers the child performance in learning.

Turrow (2015) cited bullying as a behavior problem in children, this is a situation where a child disturbed a classmate just to make a fellow child feel frustrated, like hiding the classmates book at a time of writing or tying classmates belt on a chair at a time of standing so that the classmate gets stuck on the chair as the other fellow laugh. Turrow based his findings on school going children between the ages of seven and fourteen. The researchers current study found similar situation where mischief bullying was experienced, these are negative behavior cited by Turrow (2015) as the case of bullying, pulling a chair a way so that the child who was sitting on it could fall down in order for the child to feel inferior.

MC Neal (2013) after observing adolescence children cites performance as a negative factor in learning of ECE. This is whereby, the child only says no to anything that a child feels is affecting them negatively. Sometimes a child may feel that anything wanted of him is likely to affect him hence the negativity inhibited in the mind that therefore becomes a problem, in his research it was realized that the child with "no" or negative factor tend to achieve very low in learning compared to other children who positively respond to the activities for instant a child with no factor will definitely refuse to use the defined teaching aids and this will lower the concept acquisition of the child.

Mc Neal (2013) cited that telling lies is a major problem in children both in and out of the home. This is a problem that is caused by caregivers' parents or teachers through negative or positive reinforcement, telling lies is therefore taken as a way out for fear of being disciplined. Further, Fisch (2014) argues that temper tantrums are a case where a child is temperamental hence unable to perform. The child becomes annoyed with anything that

does affect him physically emotionally, or spiritually, thus this child at evaluation, the child shall have achieved below average in learning.

Finding concluded by Orde (2012) after observing children with special needs in different special children home he studies the mental retarded children and found out that biting and hitting their fellow children is indeed a behaviour problem. This is an action taken by the child for defense purposes to create fear among fellow learners who intern do not acquire concept learn well due to fear. Biting and hitting may be as a result of mistreatment by the caregiver, older siblings, older learners or teachers. The child does this to create fear or for the peers to feel his/her presence. Biting and hitting may also be for recognition. Further, Orde (2012) talks about children who prefer eating and refers to it as a problem. Food related problem could be a result of children or child are not fed well hence when there's any chance of accessing food, the child eats fully. After his study he found out that a child having food linked problem achieve very low compared to other children who do not experience food link problems.

Din and Calao (2011) studied school going children and in their study they posit that core problems of ECE learners include inattention, impulsivity and hyperactivity. In terms of etiology, models tend to focus on different biological factors, including activity, impulse and attention control (Rothbart, Ellis, Rueda, & Posner, 2008). As adolescence children who are school going children between the ages of fourteen and seventeen years show other difficulties most typically conduct problems. This co-occurrence carries risk for more severe and adjustment problems in adolescence and adulthood.

Further, Research by Bigner, (2014) also studied school going children between the ages of seven and fourteen and defined sleeping problem as more or less sleep that is appropriate for the age of the child which can by extension affect class concentration. By the age of one to three months, should spend a lot of time sleeping between morning and night. Sleeping through the night is a developmental milestone but, at the age of 1 year, 30% of children may still be waking up in the night. Stable sleep patterns may not be present until the age of five but parental or environmental factors can encourage the development of sleep rhythm. Many people believe that sleeping in class is the problem while Bigner (2014) shows otherwise by indicating that sleeping in class may be caused by lack of enough sleep at night. The researcher used the observational method to identify if sleeping related behavior is really a problem in ECE learning. According to the findings by Show, (2016), after studying adolescence, the following were advanced as critical to children's problems. They were, telling lies, defiance, TV and electronic addiction, food related problems, being disrespectful, whining, impulsive behavior, bedtime wetting behavior problems, aggression, and temper tantrums.

In summary, Campbell, (2012) advances that during toddlerhood, despite the high frequency of aggressive-like and oppositional behavior, many of these behaviors tend to be tolerated by parents because of children's limited ability to understand the consequences of their actions. However, with emerging cognitive maturation during this period, parental tolerance for disruptive behavior decreases, particularly when children cannot refrain from showing this behavior with peers and adults outside of the home (e.g., in daycare). The researchers did not study focusing ECE because the other researchers drew their conclusions basing their findings on children from school going that is to say primary

going children, special children in special homes, adolescence children and did not research on Early Childhood Education. The researcher therefore focused the study on ECE children in Rongo. Aspects such as tolerance when behaviour problems are seen are evident in both Rongo and the countries like Nigeria and New York.

2.2 How Behavior Problems Influence Learning in ECE Centers

Tomlinson H.B. (2012) in his cognitive based study on children argue that a child with sleeping problem has a very low rate of concentration hence continues to lag behind in learning because he/she will not be able to stay awake for long especially when activities like reading and writing are taking place. Various conditions in children require different attention as a corrective measure. As findings on sleeping problem show that there is reduction on concentration hence low achievement in learning, Tomlinson further adds that attention seekers tend to make the teacher and the learners deviate from the prescribed activities hence making the teacher divert attention to the child. This is true as in most cases; attention seeking children tend to give a different track making the whole class to deviate from the original plan, this is evident in activities like drawing coloring among others. This intern interfere with the sequential flow of the concept in that was being conceptualized in a child mind is now interfered with hence distortion of the concept hence low concept mastery on the child and a class as a whole.

Fisch, (2014) in a study of temper tantrums, argues that children with this condition bring likes and dislikes making it difficult to manage them. The researcher for this study carried out in Rongo concurs with the study carried out by Fisch, (2014). The finding is that children who throw temper tantrums tend to bring poor class control and even make group activities become a problem. Further in his findings he found that children with the

behavior of beating and biting problem tend to give fear among the peer making him to be isolated. The child will not therefore be able to perform well in class due to isolation by the peers and the child cannot participate in group activities. All these problems interfere with the learning process.

Jean Jackies (2008) states that there are many problems which hinder children from acquiring knowledge. In the cognitive performance, a learner may not be able to achieve much due to interference by the impact of behavior problems. This can be evident in a child who suffers from a problem like stealing. During class time when activities like drawing, painting, counting among others are on, the child might be thinking about what to steal and when to steal thus lowering the child performance in class due to lack of concentration.

Audu (2012), who is a Nigerian researcher studied children undertaking religious teachings during their religious gathering from the ages of seven to fourteen years and concluded that on the other hand states that short span concentration by those having food-linked problems become hungry in a short while making them think about food. This enables their mind to deviate hence lack of concentration in class. In his findings Audu further advances that telling lies is one of the most concern ECE behaviors at ECE all over the world. There are many different ways of telling lies for instance, copying homework. It has been considered to be the worst behavior since it causes a lot of negative influence. The event when learners have to speak the truth, telling lies becomes a behavior that they learn and may adapt to telling lies in the future. In this way, liars do not have their own ability to do their own works, so in the future when they get a job, they will lack the ability to do their jobs too which may cause them to get unemployment. There are many reasons why

learners like telling lies, but according to some researchers, these are three reasons why learners are likely to tell lies. The three reasons are lack of effort, external reassures and opportunity, Belcher (2008).

Further, Studies conducted by Shaw, Foehr K.K. and Roberts J. (2011) agree that telling lies is likely to be occurring on learners who are lack of effort in their studying. Learners who did not attend class or did not study are considered to be lack of effort learners, they tend to tell lies for them to pass, and according to them telling lies is a good for them to get evaluated. Learning activities are usually extracted from the lessons that the learners have learnt, so it is essential for them to attend every class activity. According to Turrow, (2015) further cited external pressures as the main causes of telling lies. There are two kind of external pressures: academic and non-academic pressure. For the academic pressure, there are too many class related activities for the learners on one day, so they need to tell lies in order to facilitate them in class activities at their level. In this respect, young ones are easily making mistakes when they have done a lot of activities; hence, they need other friends to check for them.

On defiance, Turrow, (2009) advances that the goal of a learners with Oppositional Defiant Disorder (ODD) is to gain and maintain control by testing authority to the limit, breaking rules, and provoking and prolonging arguments. In the classroom, this can be distracting for both the teacher and other learners. The problem is the distraction to other class users. Further Turrow (2009) according to the Diagnostic and Statistical Manual of Mental Disorders (5^{th} edition), ODD is characterized by "a pattern of angry or irritable mood, argumentative or defiant behavior, or vindictiveness lasting at least six months". It also includes arguing with the authority figures, such as teachers, and refusing to comply with

school rules. ODD is reported to affect between two and sixteen percent (16%) of children and adolescents in the general population, and is more common in boys. Unless teachers have an understanding of ODD and the appropriate strategies to employ, disruptive behavior will continue or escalate, affecting the learning environment for learners and the work environment for teachers.

The researcher therefore carried out the study to examine the effects of behaviour problem in ECE centers since most of the studied conducted previously did not focus Early Childhood Centres or institutions.

2.3 Managing Common Behavior Problems in Class by Teachers

Problems found in children both at home and in schools call for understanding how both teachers and caregivers manage them. There are researchers who have done their findings and come up with their conclusions.

A study by Mohhammed and Kadiri (2010) cite guidance and counseling as a way of managing stealing problems or habit. This is a way of reducing the habitual stealing after counseling and guiding the child. This is by letting the child get to understand the consequences of stealing or of being taken to jail or juvenile remand home. Teachers involving them in stealing consequential stories so that the children may get to learn the negative consequences of stealing by telling the children stealing consequential stories the children will tend to evaluate the negative consequences and reduce or stop stealing. In addition, Ogunlade A.A. (2010) rejoins and gives further input that, a child is guided and counseled to be contented with whatever little he/she has. This will encourage the child to feel satisfied with the little the child has, however counseling takes a lot of time that could be used to teach another concept.

Gee (2013) states that the use of teaching aids as a means of reducing habitual sleeping child's behavior in class makes it clear that the teaching aids will capture the learner's attention hence increasing the concentration rate. This will influence positively on the learner making the learner get the concept disseminated by the teacher in class. He further studied adolescence while they were being taught in class it gave evidence of varied activities use making the learner to concentrate much in class. Use of various methods captivates learners mind making the child to get the concept in class when the teacher is in class. The research carried out in Rongo had a similar finding.

Sahpiro (2014) who studied adolescences in class too, posits that work plan by the teacher makes the temperamental (temper tantrums) child much more attentive and making the child feel at par with peers. This will enhance the feeling that the peers are equal partners hence not believing that things must happen their way. The problematic child will learn to adjust to plan. In his findings of the study he concluded that, the attention-seeking children be ignored. When ignored, the child might find a better way of behaving because an alternative behavior will enhance the good attributes and overcome the bad behavior.

A study by Irungu (2014) in his guidance and counseling approach to children who are school going between the ages of seven and nine found out that, when a child is guided and counseled, he/she will change and stop telling lies. This approach tends to solve partially the telling lies child's problem that if a child is uncorrected/ given positive reinforcement against a mistake then, the habit is likely to continue. This is solved when counseling and proper guidance given against the right correctional measure. Irungu (2014) further argued that the teachers can solve the problem of children thinking about food when feeding

program is introduced and managed well this needs be programmed so that food is given at specific time. The teachers in learning institutions should control the amount of food given. He reached this after studying young children between the ages of seven and nine years during their break time and lunch time as they eat their food they carried from their homes. Due to the fact that most of the studies conducted on management of children behavior problem previously did not focus on the ECE the researcher therefore found it prudent to conduct a study on ECE behaviour problem management.

2.4 Managing Common Behavior Problems At Home by Parents

Parents and caregivers alike tend to use different approaches to manage children behavior problems. The impacts of one's approach towards a problem will tend to either correct the behavior or make it worse. Different researchers have different evidences on how parents and caregivers get involved in correcting these problems. Chapter four of the study in Rongo lists various problems identified by the researcher.

According to Diehl and Toelle, (2011), Parents should be partners in the accurate and sensitive assessment of young children. They suggest that the following practices help encourage parental involvement in child assessments. First, there is need to move to the positive when assessing children. Secondly, parents should be involved to build assessment comments about how a child is doing into everyday conversations with parents at home. Further, they advance that there is need to explain assessment approaches at a parent meeting or workshop and be clear about the differences between standardized tests and authentic assessment. Another suggestion is to write about assessment in a newsletter or a special letter home. The fourth suggestion by Toelle et al (2011) is that there is need to demonstrate that parents are valued as respected partners in the behavior and progress of

their children. Finally, there is need to support assessment comments with documentation showing what the child has accomplished or not accomplished over time.

Education Act (2007) Kenya chapter, states that, when parents are involved in their children's education, both children and parents are likely to benefit. Researchers' report that parent participation in their children's schooling frequently enhances children's self-esteem, improves children's academic achievement, improves parent-child relationships, helps parents develop positive attitudes towards school, and enables ECE parents have a better understanding of the schooling process. Despite these advantages, it is not always easy for parents to find time and energy to become involved or to coordinate with schedules for school events. For some parents, they feel uncomfortable when called to school, perhaps a holdover from their own school days. Others may have their hands full with a job and other children. The availability and cost of babysitters are other factors. Recently, teachers and other school staff have made special efforts to increase communication with parents and encourage involvement in children's learning experiences. This implies that most parents ignore and threaten their children to report any form of behaviour problems to the teachers yet there is the abolishment to the punishment which is canning to learners in institutions Education Act (2003). The study carried out in Rongo indicated that there is a mismatch between the Government policy on "No Canning" and cultural beliefs held by the community.

According to Barkley (2010), it is noted that one kind of parental involvement in ECE centers includes participating in parent-teacher conferences and functions. Further, the involvement included receiving and responding to written communications from the teacher could be used to assist in solving behavior. Parents can also serve as school

volunteers for the library or lunchroom, or as classroom aides. In one survey, almost all teachers reported talking with children's parent either personally, by phone, or sending notices home. These methods, along with requests for parents to review and sign homework, were most frequently used to involve parents.

Parents can participate in their children's schools by joining Parent Teacher Associations (PTAs) or Parent Teacher Organizations (PTOs) and getting involved in decision-making about the educational services their children receive. Almost all schools have a PTA or PTO, but often only a small number of parents are active in these groups. Another kind of involvement is home-based and focuses on activities that parents can do with their children at home or on the teacher's visits to the child's home. However, few teachers involve parents through home-based activities, partly because of the amount of time involved in developing activities or visiting and partly because of the difficulty of coordinating parents' and teachers' schedules. Greenberg act (1989) notes that many schools have responded to the needs of working parents by scheduling meetings in the evening as well as during the day, and by scheduling school events at different times of the day throughout the year. It is important for teachers to keep the lines of communication open. This involves not only sending regular newsletters and notes, but also obtaining information from parents. Phone calls are a greatly under-used technique for keeping in touch. A teacher usually calls a parent to report a child's inappropriate behavior or academic failure. But teachers can use phone calls to let parents know about positive behavior and to get input. Parents justifiably become defensive if they think that every phone call will bring a bad report. If teachers accustom parents to receiving regular calls just for keeping in touch, it is easier to discuss problems when the risk of behavior problems occurs, Turrow (2009).

Busy parents can include children in such everyday activities as preparing a meal or grocery shopping. Teachers can also suggest that parents set aside a time each day to talk with their children about school. Parents may find this difficult if they have little idea of what occurs in school. Notes on what the children have been working on are helpful, Bandura (2014). Parents and children can discuss current events using teacher-provided questions. Teachers often suggest the activity of reading aloud to children. Reading to children is an important factor in increasing their interest and ability in reading. Another danger of promoting home activities is the possibility that there may raise an unclear distinction of roles, with teachers expecting parents to "teach" at home. Teachers and parents need to understand that their roles are different, and that their activities with children should be different. The study carried out in Rongo showed that the lifestyle has necessitated various activities and modes of correcting behaviour problems.

Stein, A., & Barnes, (2012) advanced that all teachers experience the frustration of trying to involve parents and getting little response where behavior problems are concerned. Teachers complain that parents do not come to conferences or school open houses, check homework, or answer notes. This leads some teachers to conclude that parents do not care about their children's education. While it is true that the emotional problems of a few parents may be so great as to prevent them from becoming involved with their children's education, most parents do care a great deal. This caring is not, however, always evidenced by parent attendance at school events. There are a number of reasons why these parents may not become involved, and teachers need to consider these before dismissing parents as uninterested.

For many parents, what makes them not to involve in their children is lack of time. Formally employed parents are often unable to attend school events during the day. In addition, evenings are the only time these parents have to spend with their children, and they may choose to spend time with their family rather than attend meetings at school. For many apparently uninvolved parents school was not a positive experience and they feel inadequate in a school setting. Parents may also feel uneasy if their cultural style or socio-economic levels differ from those of teachers Greenberg act (1989). Some parents who are uninvolved in school may not understand the importance of parent involvement or may think they do not have the skills to be able to help. Even parents who are confident and willing to help may hesitate to become involved for fear of overstepping their bounds. It is the responsibility of teachers and administrators to encourage such parents to become involved.

3.5 Summary of the literature review

The literature and the researcher in this chapter used relevant studies to come up with behaviour problems in learning, how behaviour problem influence learning, managing behavior problems by teachers in school and managing behaviour problems at home. Their findings were based on studying children in different situations and in different stages of growth, like, the school going children between the ages of seven and nine years Calao (2011), some studied both regular and children with special needs Orde (2013) some used adolescence in their religious places, religious groups and other used children in their children home Montesori (2010) therefore the researcher found it wise to study Early Childhood Education learners between the ages of four and six years.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section considered research design, location of study, and population of the study; research instruments, research procedure and methods of data analysis in management of children behavior problem by teachers in class in Early Childhood Education in Rongo Sub-County.

3.1 Research Design

The researcher used descriptive research design which included both quantitative and qualitative methods of collecting data. Descriptive research design is self-reporting study which brings out a quantified information from the sample, Best and Khan (2013) describe that descriptive research design ins consigned with condition and relations that exist, opinion that are held and process that are ongoing, effects that are relevant or trends that are developing. Descriptive research design is consigned with the present although it always considered past events and influences as they relate to current situation. This research method enables an in depth study to be carried out in that it helps in describing, recording, analyzing people's attitude, opinion and states of affairs, Kombo (2009). Therefore, descriptive research method was suitable to be the proposed research design, since it aimed at assessing the current situation regarding the contribution of teachers towards the management of behavior problem in ECE.

3.2 Research Area

The study was in Rongo Sub-County, Migori County Kenya. Rongo has fifty-six (56) registered ECE's centres, one hundred and three (103) primary schools and thirty-three

(33) secondary schools the area Rongo Sub-County boarders four (4) sub-counties, Awendo Sub-County in Migori County, Gucha North Sub-County in Kisii county, Rangwe Sub-County in Homa Bay County and Ndhiwa Sub-County in Homa Bay county therefore Rongo Sub-County boarders two other counties that is Homa bay and Kisii County. The main activity in the sub –county is farming, mining and trading, these activities keep biological parents or guardians away from their children for long periods of time. Rongo Sub-County is at the centre of three big towns within Nyanza region, these are Kisii, Homa Bay and Migori this enhance proper and good road network.

3.3 Population of the Study

The study was in Rongo Sub-County, Migori County whereby Rongo Sub-County has fifty-six (56) Early Childhood Education (ECE) registered centres. The population involves approximately five thousand and forty (5040) learners, one hundred and sixty-eight (168) teachers. the parents are approximately three thousand and twenty-four (3024).

3.4 Sampling Method

This is strategy the researcher used to come up with the desired sample size. Rongo Sub County has a total of fifty-six (56) registered ECE centers, seventeen (17) centers were sampled by using simple random sampling method in ECE centre, three (3) teachers each representing each level of ECE class giving a total of fifty-one (51) teachers. This sample was selected to bring in depth generalization on management of children behavior problem by teachers in class in ECE.

3.5 Sampling Procedure

In this study, the researcher used simple random sampling to get seventeen (17) out of fifty-six (56) centers thirty percent (30%) of fifty-six (56) that is sixteen point eight (16.8)

rounded off to seventeen (17) schools were an acceptable sample Best (2013) All the fifty-six (56) centers were written on pieces of paper, put on a basket, mingled and then the seventeen centers were picked giving us seventeen (17) centers. Thus the three (3) teachers and each teacher from each level of the learners in each of the seventeen (17) schools were also sampled, since there are three levels in ECE that sample gave the researcher fifty-one (51) teachers. Further the researcher selected each parent to represent each level of the class, this gives a total number of fifty-one (51) parents to be in the study.

3.6 Research Instruments

The researcher used the questionnaires and interview schedules to collect data from teachers and parents. A Questionnaire is a collection of items to which a respondent is expected to react to in writing Mugenda (2009). The questionnaire used in the study was self-made. Questionnaire is used to collect a lot of information over a short period of time from a big number of respondents who are involved in the study Jordan (2006). The questionnaires were comprised of close ended and open ended items. Questionnaires were suitable for the study because the population of the study is literate and large. The questionnaire was administered to teachers to give accurate and clear information on the management of children's behavioral problems by teachers in class in Early Childhood Education in Rongo Sub-County. The head teacher's questionnaire appears in appendix I and the teacher's questionnaire appears in appendix II.

At the same the researcher used an interview guide for the parents because some of them could not read and write. This proved advantageous to the researcher because during the interviews he researcher could interrogate them further and probe them for more detailed answers (Appendix III).

3.7 Data collection procedure

Upon approval by the board of post graduate studies of Rongo University, the letter of Rongo University approval is in appendix IV. The researcher sought permission from National Commission for Science, Technology and innovation that gave the research the Research clearance permit to conduct a research on the topic examination of children behavior problems in learning in Early Childhood Education in Rongo Sub-County in Migori County. The research clearance permit is in appendix V of this thesis, further NACOSTI gave the researcher approval letter to report to the Migori County Commissioner and County Director of Education Migori County this approval latter is in Appendix VI of this thesis.

The researcher reported to both county commissioner and county director of Education of Migori County who issued the researchers with the authority letter to conduct research in Rongo Sub-County. The letters are in Appendix VII and VIII of this thesis.

Thereafter the researcher sought the permission from Rongo Sub-County director of education which gave an authority letter for the researcher to conduct researcher in Rongo sub county ECE's schools. The sub county director of education authority letter is in Appendix IX of this thesis. The researcher then moved to the field of Rongo Sub-County as in the map drawn in Appendix X.

The researcher then moved to the field and showed them respondents the letter of the authority so as to enhance participation with a realization of the confidentiality of the data gathered. The researcher distributed the questionnaires in the seventeen (17) ECE centres, in each centre the head teacher and the three (3) teachers representing the level of ECE learners were given questionnaires.

The study required that parents be interviewed. The researcher requested the head teacher to identify and organize for three parents representing the three levels of ECE learners for the interview.

The head teacher and the three teachers who were the respondents were given time to fill the questionnaires which were collected at a specific date. That date was when the interview for the parents took place. Each parent was given fifteen minutes (15 minutes) time frame for the interview. The researcher collected the data in the month of July when schools were in session when head teachers and teachers could be accessed easily in school. Parents also had just harvested and had very little to do in their farm and could easily adhere to the call of the head teacher.

3.8 Method of Data Analysis

Analysis of data collected was based on the purpose and objectives of the research study. Qualitative data from demographic section of the questionnaire and other closed questions were analyzed using descriptive statistics which involves frequencies and percentages, pie charts and bar graphs were used to represent the data. Qualitative data generated from open ended questions in the research instruments were organized in themes and patterns and categorized in comprehensive content analysis and tabulated. Data from respondents were coded and then tabulated in frequencies and percentages. The results of the study were compared with the literature review which was to establish the children behaviour problem in ECE learners; to establish the influence of behaviour problems in learning among ECE learners; to establish management of behavior problems in class by teachers in ECE learners and to establish management of behavior problems at home by parents of ECE learners.

3.9 Piloting

The study was piloted in Awendo sub County of Migori County for the following reasons. The researcher did not want to double cast the same respondents used in the study due to the fact that random sampling was used to get respondents. Secondly the nearness and or proximity of schools in Rongo would have an effect on data collection; hence the researcher utilized geographical distance to avoid influence among respondents**.** The pilot study enabled the researcher to assess the clarity of the tools so that those items found inadequate or vague were modified to improve the quality of the tool thus increasing their reliability.

3.9.1 Validity

Validity is what determines whether research truly measures what it is intended to measure or how truthful the results are, (Joppe 2009). Further Hyun, (2010) refers to validity as the appropriateness, correctness, meaning fullness and usefulness of specific inferences researchers make based on the data they collect and analyze. The study achieved content validity by use of results of the pilot study. The designed instruments were given to supervisors who approved them worth for the study.

3.9.2 Reliability

Reliability refer to the measure of degree to which the data collection instrument data yields consistence results after repeated trial, Mugenda and Mugenda (2003) for this study split-half technique was used to determine the reliability of the questionnaire and the interview guide since it is required only one testing session and therefore it eliminated chances of error due to taste conditions Mugenda and Mugenda (2003). Items in the data collection were split into two halves by dividing them into odd numbered items and even

numbered items reliability was then determined by correlating scores from the odd-even items, Spearman-Brown formulae was obtained to provide reliability that was appropriate for the original length of the instruments. Burns and Burns (2008) reliability co-efficient was zero point seven zero (0.70) which was accepted for the research.

3.10 Ethical Considerations

The Data collected from the respondents was treated with strict confidentiality and was only used for research purposes. Anonymity was guaranteed. The researcher ensured that data collected was not falsified or misrepresented in any way. The participants were made to understand that they have a right to respond or decline to respond on the issues raised. The researcher did not interfere with the views of the interviewee in order to be able to maintain originality of thought.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents findings and discussions on an examination of children's behavior problems in Early Childhood Education in Rongo Sub-County, Migori County, Kenya. Data was collected through questionnaires from teachers and head-teachers in ECE centres. Interviews were used to collect data from parents of children ECE centers.

The findings and discussions have been presented as per the themes in the questionnaire and interviews in line with the objectives and research questions of the study. The researcher did not find it necessary to repeat methods used by parents, head-teachers and teachers if the discussion led to the same argument; for instance, the management of biting, hitting and beating as behaviour problems had similar discussions. In the same vein discussions on stealing and snatching other classmate's items were similar and the researcher found it redundant to repeat it. In other word the discussion was detailed for only one activity.

4.1. Demographic Characteristics of Respondents

Included in the study were fifty-six (56) head teachers, one hundred and sixty-eight (168) teachers and approximately three thousand and twenty-four (3024) parents were a sample of seventeen (17) schools were taken. there respondent was as follows seventeen (17) head teachers, fifty-one (51) teachers and fifteen (51) parents as stated in sample method in chapter three. It was expected that the data from this sample would generate and yield responses that. would reflect the situation in Rongo Sub-County?

4.1.1 Rate of Questionnaires Return

Table 4.1
Rate of Questionnaires Return.

Rate of Questionnaire Return			
Respondents	**Issued**	**Returned**	**%**
Head teacher	17	15	88.25
Teachers	51	46	90.19
Parents	51	39	76.47
Total	119	100	87.05

N=119

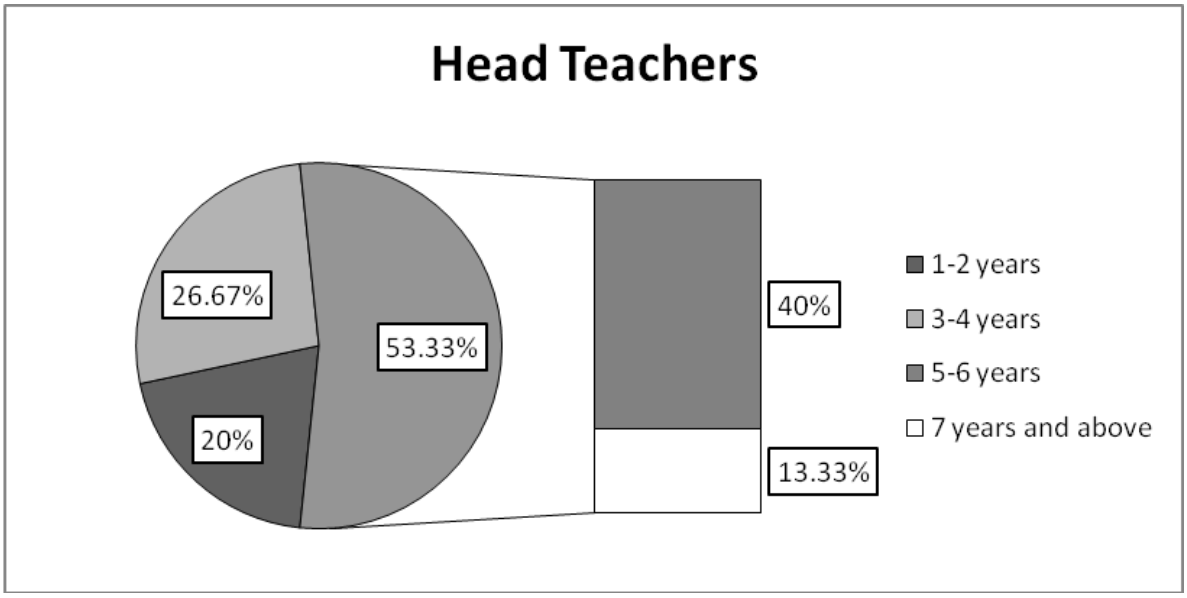
Among the seventeen (17) questionnaires given to the head teachers only fifteen (15) were retuned, forty-six (46) out of fifty-one (51) questionnaires given to teachers were returned. Thirty-nine (39) out of fifty-one parents were interviewed.

The rates for questionnaires return in table 4.1 indicate that eighty-eight point two three percent (88.23%) of Head teachers returned their questionnaires to the researcher. In addition, ninety point one nine percent (90.19%) of teachers returned their questionnaires and seventy-six point four seven (76.47) of parents gave their observations.

It can be seen from the data derived on the number of responses that an average of 88.5% return of tools was experienced. This is useful because the data collected presented from respondents depicted the situation in Rongo Sub-County.

4.1.2 Head Teachers Experience

Chart 4.1
Head-teacher's years of experience



Pie chart 4.1 shows that twenty-six point six seven percent (26.67%) and twenty percent (20%) of head teachers had an experience of 3-4 years and 1-2 years respectively. Further, forty percent (40%) had an experience of 5-6 years and only thirteen point three percent (13.33%) of head teachers had experience of over seven years. In summary, cumulatively, eighty-seven percent (87%) of the head teachers had served for below 7 years. It is believed that the longer one works in a profession, the better one helps to fulfill objectives and goals of the organization. In this study majority of the head-teachers (40%) have worked for 5-6 years. The experiences these head teachers have gathered enable them to manage, detect and apply various corrective measures when behavior problems are

evident. They also act as mentors to the few young and new comers to the profession. In this study the group that has least work experience is in the range of 3-4 years. It is noted that there are a few had teachers (13.33 %) who have worked for over seven years. These too bring in other aspects of professionalism and work experience required in detection and management of behaviour problems.

The fifteen (15) head teachers who responded in the data collection had stayed in their learning institutions for duration of more than one year. This period of stay gave the researcher confidence in that the head teacher had made observations that enabled them to establish children's behavior problems, the influence of children behavior problem on learning and how to manage the children's' behavior problems in ECE, Payne (2012) who mentioned that a child's behavior cannot be concluded by a single day's observation but continuous and persistence observation gives a credible statement of child behavior. Head teachers had observed their ECE learners for more than one year. The researcher termed as a credible observation on the child's behavior.

4.1.3 ECE Teachers' Years' Experience

Table 4.3 below shows ECE teachers experience on the study entitled examination of children's behavior problem in Early Childhood Education in Rongo Sub-County, Migori County, Kenya.

Table 4.2

ECE Teacher Years of Experience Distribution.

Years of experience	Teachers	%
1-2 years	5	10.86
3-4 years	19	41.30
5-6 years	13	28.26
7 years and above	9	19.56
TOTAL	**46**	**100**

N=46

Table 4.2 shows that ten point eight six percent (10.86%) and 41.07 percent of teachers had an experience of 1-2 years and 3-4 years respectively. Further, twenty-eight point two six percent (28.26%) had an experience of 5-6 years and only nineteen point five six percent (19.56%) of head teachers had experience of over seven years. In summary, cumulatively, 79 percent of the head teachers had served for below 7 years.

Table 4.2 implies that all their teachers had observed several learners for at least over five (5) years. The continuous observation of different ECE learners gave teachers broad perspective on establishing the ECE behavior problems. Payne (2012) on the other hand stated that the long period teachers had spent with the ECE learners gave the teachers enough knowledge and information on how they do manage the behavior problems. Informed decisions emanated from the experiences such teachers go through. Audu (2012) states that a child's behavior problem is best observed when they interact with the fellow

children therefore teachers observe them as they interact with their fellow learners. Hence it was worthwhile to collect data with the teachers who have been with the ECE learners for at least five (5) years. It is also important to compare views and observations from the short term serving teachers in this study or those who had served from (1-2 years) and long term serving teachers or those who had served for over five years. It must be remembered that there is a link between behaviour problems and learning. Teachers can strategize the most appropriate teaching and learning technique to use to enhance learning.

Table 4.1.4 Parents Years of Experience

Table 4.4 below shows parent's years of experience as biological parents, guardians or care takers of children. The data is on the study which is to examine behavior problems of ECE learners. The behaviour problems are reported by parents on their ECE learners when they are staying at home.

Table 4.3
Parents years of experience

Years of experience	Parents	%
1-4	10	25.64
Over 4 years	13	33.33
7 years and above	16	40.00
Total	39	100

N=46

Table 4.3 indicates that twenty-five point six four percent (25.64%) had an experience of one to four (1-4) years with their child thirty-three point three percent (33.33%) had experience of over four (4) years with their child, forty percent (40%) had an experience of over five (5) years and above. The table shows that out of thirty-nine (39) parents interviewed all of them had children in various level, ten (10) out of thirty-nine (39) had their children in first class level thirteen (13) out of thirty-nine (39) have their children in the second class level and sixteen (16) out of thirty-nine (39) have their children in the third class level. This gives a general observation of all the three class levels which could be credible enough to generalize the observation made on management of children behavior problem in learning. The number of years of parental experience has a bearing on the styles of management, the approach used in detection and strategies of management adopted in cases where behaviour problems are evident.

4.2 Behavior Problems among ECE Children

This first research question was on identification of behavior problems among ECE children in ECE Centers Rongo Sub-County, Migori County, Kenya. The data emanated from both teachers and head teachers.

Table 4.4

Behavior problems among ECE children (Institutions)

	Activity	No. institutions			
		YES	**Percent**	**NO**	**Percent**
1	Biting and hitting fellow learners	6	40	9	60
2	Telling Lies	14	93.33	1	6.67
3	Sleeping in Class	8	53.33	7	46.67
4	Eating in Class	4	26.67	11	73.33
5	Crying	15	100	00	0
6	Attention seeking	11	73.33	4	76.67
7	Temper tantrums	7	46.66	8	53.34
8	Stealing	9	60	6	40
9	Like and dislikes	12	80	3	20
10	Snatching others items	14	93.33	1	6.67
11	Hyper Activities	6	40	9	60
12	Class Activities Deviant	10	66.66	5	33.34
13	Beating Others	13	86.66	2	13.34

N=15

Out of 15 head teachers who respondent it is evident in table 4.4 that crying was witnessed in all the ECE centers (100 percent). This was followed by telling lies and snatching items from others at were witnessed in fifty-three (53) ECE centers 93.33%. Table 4.3 also indicates that beating others followed closely in fifty-two (52) ECEC enters eighty-six point six six percent (86.66%). Behavioral problems of likes and dislikes, and attention seeking were witnessed in twenty-three (23) ECE Centers ninety-four point four percent (40.4%) and fifty (50) ECE Centers ninety-two point five nine percent (92.59 %) consecutively. The table shows that class activities deviant was witnessed in forty-eight (48) ECE Centers eighty-eight point eight nine percent (88.89 %). Further, stealing was witnessed in forty-seven (47) ECE Centers eight seven point zero four percent (87.04%). From the table it is evident that, the findings conquered with Orde (2012), who however did the study by observing special needs children. The research findings are also in line with Din & Collao (2011) who concluded their findings after studying school going children, the behavior problem that were cited were Temper tantrum, beating and biting other fellows, hyperactivity and sleeping problems.

Shaw (2013) studied adolescence and cited telling lies, activity deviant and sleeping problems as behavior problem, this behavior problem was also evident in the study. However, the researcher studied early childhood learners.

Table 4.5

Behavior problems among ECE children (Teachers Responses)

	Activity	Number responses from teachers of ECE Centres			
		YES	**%**	**NO**	**%**
1	Biting and hitting fellow learners	42	91.30	04	8.70
2	Persistence in telling lies	23	50	23	50
3	Excessive sleeping in Class	24	52.17	22	47.83
4	Frequent eating in Class	24	52.17	22	47.83
5	Excessive Crying	46	100.00	00	00
6	Excessive Attention seeking	24	52.17	22	47.83
7	Excessive throwing of Temper tantrums	24	52.17	22	47.83
8	Stealing	24	52.17	22	47.83
9	Excessive Like and dislikes	24	52.17	22	47.83
10	Snatching others items	24	52.17	22	47.83
11	Excessive Hyper Activities and destroying things	24	52.17	22	47.83
12	Class Activities Deviant	24	52.17	22	47.83
13	Beating Others	24	52.17	22	47.83

Table 4.5 shows that forty-six (46) teachers responded. Ninety-one point three zero percent 91.30 % cited bating and beating fellow learners as a behavior problem. Fifty percent (50%) cited persisted in telling lies as a behavior problem. Excessive crying was cited by all the forty-six (46) teachers that is hundred percent (100) respondent.

The following behavior problem: Excessive sleeping in Class. Frequent eating in Class, Excessive Attention seeking, Excessive Like and dislikes, Stealing, snatching others items, Excessive Hyper Activities and destroying things, Class Activities Deviant, Beating Others, Excessive Like and dislikes were cited by 24 different teachers, giving out fifty-two point one seven (52.17%) responded.

From the table it is evident that, the findings conquered with Orde (2012), who however did the study by observing special needs children. The research findings are also in line with Din & Collao (2011) who concluded their findings after studying school going children, the behavior problem that were cited were Temper tantrum, beating and biting other fellows, hyperactivity and sleeping problems.

Shaw (2013) studied adolescence and cited telling lies, activity deviant and sleeping problems as behavior problem, this behavior problem was also evident in the study. However, the researcher studied early childhood learners.

Table 4.6

Behavior Problems among ECE Children (Teachers and Head Teachers responses)

	Activity	Number responses from head-teachers of ECE Centres			
		YES	**%**	**NO**	**%**
1	Biting and hitting fellow learners	48	78.69	13	21.31
2	Persistence in telling lies	37	60.66	24	39.34
3	Excessive sleeping in Class	32	52.46	29	47.54
4	Frequent eating in Class	28	45.90	33	54.10
5	Excessive Crying	61	100.00	00	00
6	Excessive Attention seeking	35	57.38	26	42.62
7	Excessive throwing of Temper tantrums	31	50.82	30	49.18
8	Stealing	33	54.10	28	45.90
9	Excessive Like and dislikes	36	59.02	25	40.98
10	Snatching others items	38	62.30	23	37.70
11	Excessive Hyper Activities and destroying things	30	49.18	31	50.82
12	Class Activities Deviant	34	55.74	27	44.26
13	Beating Others	37	60.66	24	39.34

N=61

Table 4.6 shows that out of sixty-one (61) teachers and head teachers who responded: forty-eight (48) cited biting and hitting fellow learners as a behavior problem which is

seventy-eight point six nine percent (78.69%). Thirty-seven of them cited telling lies that is sixty point six six percent (60.66%). Thirty-two (32) teachers and head teachers cited excess sleeping in class as behavior problem that is fifty-two point four six percent (52.46 %). Twenty eight (28) respondents cited eating in class by (4) head teachers rated at forty five point nine zero percent (45.90%). All the sixty one (61) ECE respondents cited excess crying which is rated as a hundred percent (100 %). Thirty five (35) teachers and head teachers cited excess attention seeking as a behavior problem that is fifty seven point three eight percent (57.38%). Thirty one teachers and head teachers cited excess temper tantrums behavior problem which is fifty point eight two percent (50.82%). Stealing behavior problem was cited by thirty three respondents that is fifty four point one zero percent (54.10%). Excess likes and dislikes behavior problem was cited by thirty six (36) teachers and head teachers that is fifty nine point zero two (59.02%). Behavior problems of snatching others items was witnessed by thirty eight (38) teachers and head teachers that is sixty two point three zero percent (62.30%). Excess hyper activities and destroying things behavior problem was cited by thirty (30) respondents which is forty nine point one eight percent (49.18%) class activities deviant behavior problem was cited by thirty four (34) teachers and head teachers that is fifty five point seven four percent (55.74%). Thirty seven (37) teachers and head teachers cited beating fellow learners as a behavior problem which is sixty six point six six percent (60.66%).

Indeed, the researcher found out that just like other researchers discussed in the literature review there are several behavior problems witnessed in Rongo Sub-County.

Excessive crying is the behaviour problem that was identified witnessed in all ECE centres in Rongo Sub-County. This attained hundred percent score (100%) Some of these children

could be crying because they are meeting unfamiliar children. The activities they are required to perform could also be unfamiliar or they could be required to stop an activity they are enjoying. The only way to express unwillingness is to cry. They could also be crying since they could be sick. Crying becomes the only way to express this feeling. It is up-to a very experienced teacher to realize how to manage this excessive crying.

Beating others and persistence in telling lies was a behaviour problem that had more or less a moderate percentage which was sixty point six six (60.66%). During this stage of development, children tend to be ego-centric; they make sure they take back what belongs to them. Children also desire to own what is good for them. Again at this stage some children gain satisfaction from seeing others cry so they employ beating others as an activity.

The behaviour problem that was rated as the least was eating in class. The responses were scored by twenty eight (28) teachers which computes to forty five point nine zero percent (45.90 %). The reasons could be hinged on school rules that state food should not be carried to class. This situation was only witnessed where children are allowed to carry food.

From the table it is evident that, the findings conquered with Orde (2012), who however did the study by observing special needs children. The research findings are also in line with Din & Collao (2011) who concluded their findings after studying school going children, the behavior problem that were cited were Temper tantrum, beating and biting other fellows, hyperactivity and sleeping problems.

Shaw (2013) studied adolescence and cited telling lies, activity deviant and sleeping problems as behavior problem, this behavior problem was also evident in the study. However, the researcher studied early childhood learners.

4.3 How Behavior Problems Influence Learning In ECE Learners In Class.

This second research question looked at how behavior problems influence learning in Early Childhood Education in class in Rongo Sub-County, Kenya. Teachers indicated influence of behavior problems in ECE as rated in the learner's activities.

Table 4.7

Behavior problems influence on learning activities.

BEHAVIOUR → / **PROBLEM ACTIVITY** ↓	Beating and biting	Sleeping in class	Likes and dislike	Excess attention seeking	Stealing	Eating in class	Snatching others item	Hyper activities	Class activity deviant	Telling lies	Crying
Drawing	16	46	40	46	46	40	34	38	46	40	39
Playing in the flied	40	46	39	40	40	20	46	40	46	40	46
Counting	44	46	34	21	46	20	46	46	43	24	46
Coloring	46	46	10	43	40	21	46	40	40	40	46
Reading	16	46	42	41	46	11	41	39	43	46	40
Writing	12	46	20	46	46	4	38	38	46	41	39
Singing	*44*	*42*	*46*	*40*	*40*	*6*	*36*	*37*	*44*	*44*	*30*
Modeling	46	42	40	31	46	3	30	38	45	46	46
Weaving	46	42	40	32	46	2	31	40	46	39	46
Construction	**46**	44	36	44	46	09	32	41	42	14	**46**

N-46

Table 4.6 above indicates clearly the findings that behavior problems negatives influences learning activities in ECE in approximately ten (10) activities that ECE learners engage in. The impact of the behaviour problem has some negative influence on learning.

A variety of learning activities are used by teachers to enable children in ECE classes to learn. Children learn by doing the activities. This learning can only be measured in the way a learning activity is performed. Various responses were received by the researcher during data collection. The data also revealed a behaviour problem and how it influenced learning, the researcher used a questionnaire to find out from teachers what learning activities were and which behaviour problems are associated to the performance of an activity. Learning activities identified by teachers was presented against a behaviour problem and to the corresponding number of teachers.

Learning activities

Drawing: there was hundred percent responses from the 46 teachers that drawing as an indoor and outdoor learning activity was influenced negatively by the following behaviour problems: Class activity deviant, excessive Sleeping in class, Excess attention seeking and Stealing. These activities could have interfered with this practically oriented lesson; what was required as a drawing did not meet the performance expected by the teachers. Children in the class could be on a "teacher me, teacher me" walking around the class comparing what they have drawn with what their classmates have drawn, or desiring that their work be marked by the teacher even before they finish.

Playing in the field: forty-six (46) teachers responded that playing in the field as an outdoor learning activity was influenced negative by the following behavior problems:

Sleeping in class, class activity deviant, crying, snatching others items, Mc Neal (2013) this gives one hundred (100%) percent response.

As an outdoor learning activity, playing in the filed requires a lot of control from the teacher. ECE learners can disrupt the lesson by snatching the play items and other learning materials seeing it as fun than a learning exercise. Instead of doing a required activity, some ECE children can resort to crying, this crying could be as a result of being stopped from engaging in an activity which they like doing; for instance, being given a directed skill like overhead throw other than kicking the ball which they would prefer to do.

Counting: there was hundred percent responses from the 46 teachers that counting as an outdoor learning activity was influenced negatively by the following behaviour problems: Sleeping in class**,** Stealing, snatching others item, hyper activity or Crying. This learning activity can easily be measured by the number of correct answers given after counting is done. When an ECE child sleeps excessively, snatches others items, cries, or are hyper in their activities, they lose focus.

Colouring: there was hundred percent responses from the 46 teachers that coloring as an indoor and outdoor learning activity was influenced negatively by the following behaviour problems: Beating and biting; Sleeping in class, snatching others items and Crying. Coloring requires concentration. ECE learners are at times given a directed skill to colour within a particular shape. It also helps in controlling the movements of the hands and fingers. If not done appropriately it shows that very little learning or acquisition of the skill is attained. Measuring it as an activity is easily observed even objectively.

Reading: there was hundred percent responses from the 46 teachers that counting as an outdoor learning activity was influenced negatively by the following behaviour problems:

Sleeping in class**,** Stealing, Snatching others item, hyper activity. This learning activity can easily be measured by the way reading certain word is done. Pronunciation of words, sorting out pictures, matching and reading are interfered with if an ECE child has the following behavior problems; sleeps excessively, snatches others items, or are hyper in their activities, they lose focus.

Writing: there was hundred percent responses from the 46 teachers that writing as an indoor and outdoor learning activity was influenced negatively by the following behaviour problems: Class activity deviant, sleeping in class, Excess attention seeking and Stealing. These activities could have interfered with this practically oriented lesson; what was required as written work did not meet the performance expected by the teachers. Children in the class could be on a "teacher me, teacher me" walking around the class comparing what they have written with what their classmates have written, or desiring that their work be marked by the teacher even before they finish.

Singing: there was hundred percent responses from the 46 teachers that singing as an indoor and outdoor learning activity was influenced negatively by one behaviour problem. This was peculiar because teachers indicated that likes and dislikes greatly interfered with singing as an activity. Singing can be measured by observing how they enjoy the song. Some of the ways of showing learning are dancing to the beat of the song, repeating the song over and over again, laughing as they sing among others. Since songs perform different roles like enhancing concept, acquisition, entertainment. When a teacher plans to enhance one of these roles of songs, the children may either like or dislike singing the song.

Modeling, weaving and construction require psychomotor skills: there was hundred percent responses from the 46 teachers that modeling weaving and construction as indoor and outdoor learning activities were influenced negatively by the following behaviour problem. Modeling, weaving and construction can be measured by observing how they enjoy performing them. Some of the ways of showing learning are laughing as they model, weave and construct different shapes, sizes and evaluating the finished work. Behaviour problems such as: Beating and biting, Stealing and Crying greatly interfere with these psychomotor skills. Competition is rife among the ECE learners on who produces the best items. Such competition makes some of the ECE children cry, or beat or bite or steal items from their classmates.

Table 4.8

How Behavior Problems Influence Learning in ECE for both teachers and learners during learning sessions.

		Number of responses from teachers			
	Behavior Problem	**Yes**	**%**	**No**	**%**
1.	Distraction and Destruction	43	93.47	03	6.53
2.	Fear of others	21	45.65	25	54.35
3.	Low concentration in class	46	100	00	00
4.	Grouping in class	44	95.65	02	4.35
5.	Destruction of teaching aids	29	63.04	17	36.96

N=46

It is evident in Table 4.6 that behavior problems affect teaching and learning in the following ways in a class: destruction and distraction in forty three centres (43) ninety three point four seven percent (93.47%). When learners are distracted they cannot concentrate on the content they are meant to derive as learning items. The teacher on the other hand does not attain the goals set for the lesson. As a behaviour problem Distraction makes it difficult for a teacher to evaluate how his or her teaching has been: did it accomplish the objectives set out? Distortion of content would be a common feature of the learning process. Destruction also makes it difficult for the learners to concentrate. The teacher also utilizes most of the teaching time to control disruptions in learning. This greatly interferes with the comprehension of a learning item. Turrow (2008).

A second behaviour problem which was identified and which addresses the second objective was fear of others. Twenty one (21) centres out of the 46 centres recorded fear as a behaviour problem that had influence on learning and teaching situations. This gives a total of 45.65% forty five point six five percent expressing concern over the behaviour problem of fear of others.

A third behaviour problem identified by the teachers is poor concentration and low concentration in class. This was evident in all the forty six centres (46) which is hundred percent (100%).

As teachers and educators, it is obvious that poor or low concentration greatly hampers development of any lesson at any level of education Kochari (2008).

Another behaviour problem identified by the teachers was grouping in class. This was witnessed in forty four (44) centres which is ninety five point five percent (95.5%). When learners group themselves, they almost always do so as friends other than group members

who can accomplish a task objectively. At times the group members can act as attention seekers, or even disrupt learning in class. The teacher needs to be very vigilant to ensure that such grouping is not encouraged in class Matimbe (2014). Psychologically such groups can create isolated learners, can be a source of bullies, can create inferiority complex among ECE children who cannot cope. Matimbe (2014). Whenever there is any inconsistency in the way learning is programmed as planned in the lesson plan, the teaching learning process is interfered with. It therefore emphasizes that behaviour problems have influence on learning in ECE centres.

A fifth behaviour problem identified by the teachers was destruction of teaching aids. Twenty nine (29) centres which sixty three point zero four percent (63.04%) reported destruction of teaching aids. A learning tool that illustrates a concept pictorially, vividly and makes the imagination work should be preserved for the purpose it is meant for: learning. Once a learner views a teaching aid as something to destroy, then the ideas, concepts and knowledge the teaching aid is meant to help convey is interfered with Montessori (2014)

4.4 How Teachers Manage Behavioral Problems in Class.

This third research question looked at how teachers managed behavior problems among ECE children in ECE Centers Rongo Sub-County, Migori County, Kenya.

The tables below show in chronological order how teachers managed the various behavior problems among ECE children in Rongo Sub-County

Table 4.9

How teachers manage biting and hitting fellow learner's behavior problem among ECE learners

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Biting and hitting	Scolding	42	91.30
	Changing facial expression	37	80.43
	Close monitoring of the child.	36	78.26
	Caning	34	73.91
	Counseling	30	62.22
	Giving varied activities	25	54.35

N=46

Table 4.9 indicates that among the teacher respondents, six methods are acceptable for managing biting and hitting other fellow learners as behavior problem. Respondents indicated that scolding ninety one point three zero percent (91.30%) was more applicable for managing the problem. Further, respondents indicated changing facial expression eighty point four three percent (80.43%), close monitoring of the child seventy eight point two six (78.26%); caning seventy three point nine one percent (73.91%), counseling sixty two point two two percent (62.22%) and giving varied activities at fifty four point three five percent (54.35%) could be used for managing biting and hitting as behavior problem. Reaction of teachers to behaviour problems can inhibit, diminish or enhance effective learning. In the field of psychology, it is stated that reinforcement and inhibition or

punishment can have positive or negative effects. Some children who have not been exposed to corrective measures may fall back on a new mode of responding to the corrective measure. Children, who see a change in facial expression may cry out loud, run away or express fear. Instead of the management style having a counter effect on the behaviour problem, it could create a new situation altogether. Teachers need to be very careful when they apply corrective measures or when they want to restore the situation to normalcy. Caning of learners has been banned by the ministry of education in Kenya. (2002), several reports show that despite the banning of this practice, a number of teachers still engage in it. Caning has caused untold suffering to some families. Deaths, being rendered disabled, maiming, memory losses, and other physical ailments have been reported as effects of caning Sanders (2016). It therefore requires a very judicious teacher to avoid caning. Once an emotion is evoked in a teacher, the teacher must restrain from using corrective measures that can be detrimental to health, life and among others. Counseling as a way of managing a behaviour problem is regarded as too much talk. Actions that are vivid seem to carry the day when it comes to correcting behaviour Sanders (2016).

Table 4.9 indicates that in Rongo Sub-County, the three methods used by most teachers in handling biting and hitting others were scolding, changing facial expression and close monitoring of Early Childhood Education (ECE) learners.

Table 4.10
How teachers manage telling lies behavior problem among ECE learners

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Telling lies	Scolding	40	86.95
	Counseling	35	76.08
	Caning	31	67.39
	Threatening	24	52.17

N=46

Table 4.10 indicates that teacher respondents felt four methods are acceptable for managing telling lies as behavior problem. Respondents indicated that scolding eighty six point nine five percent (86.95%) was more applicable for managing the problem. Further, respondents indicated counseling seventy six point zero eight percent (76.08%), caning sixty seven point three nine percent (67.39%), and threatening at fifty two point one seven percent (52.17%) could be used for managing telling lies as behavior problem.

Table 4.10 indicates that in Rongo Sub-County, the three methods used by most teachers in handling telling lies were scolding, counseling and caning of Early Childhood Education (ECE) learners. Scolding, as a management style of correcting behaviour problem can also cause withdrawal of the child from various class activities. Scolding can also reduce creativity. Any teacher who observes a child withdrawing as a result of scolding should employ a strategic measure to deal with the repercussions. This goes to enhance and encourage the current practice that each class should have two teachers during a learning

session. The findings do not go in line with Ogunlade (2010) whom cited that children with telling lies be ignored.

Table 4.11
How teachers manage sleeping behavior problem among ECE learners

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Excess Sleeping in Class	Ignoring	45	97.82
	Counseling	41	89.13
	Punishment	31	67.39
	Threatening	30	65.21
	Varied activities	27	58.70
	Close monitoring	25	56.52

N=46

Table 4.11 indicates that among the teacher respondents suggested six methods that are acceptable for managing excess sleeping in class as behavior problem. Respondents indicated that ignoring ninety seven point eight two percent (97.82%) was more applicable for managing the problem. Further, respondents indicated counseling eighty nine point one three percent (89.13%); punishment sixty seven point thee nine percent (67.39%), threatening sixty five point two one percent (65.21%), varied activities fifty eight point seven zero (58.70%) and close monitoring at fifty six point five two percent (65.52%) could be used for managing sleeping in class as behavior problem.

Table 4.11 indicates that in Rongo Sub-County, the methods used by most teachers in handling sleeping in class as a behavior problem were ignoring, counseling and punishment of Early Childhood Education (ECE) learners. A teacher would manage excessive sleeping form an ECE learning by ignoring the behaviour problem. There are times when a teacher has to weigh the need to correct behaviour. The child who has excessive sleeping behaviour problem could do so because he or she could be under medication, may not have had enough sleep or could have any other disorder that is only sorted out by sleeping. The findings concur with Gee (2013) who found in the study that ignoring will solve the above problems.

Table 4.12
How teachers manage excess eating behavior problem among ECE learners

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Excess Eating in Class	Scolding	41	89.13
	Punishment	38	82.60
	Caning	34	73.91
	Ignoring	33	71.73
	Counseling	31	67.40
	Varied activities	29	63.04

N=46

Table 4.12 indicates that teacher respondents suggested six methods that are acceptable for managing excess eating in class as behavior problem. Respondents indicated that scolding

eighty nine point one three percent (89.13%) was more applicable for managing the problem. Further, respondents indicated punishment eighty two point six zero (82.60%); caning seventy three point nine one (73.91%), ignoring seventy one point seven three percent (71.73%), counseling sixty seven point four zero (67.40%) and varied activities at sixty three point zero four percent (63.04%) could be used for managing eating in class as behavior problem.

Table 4.12 indicates that in Rongo Sub-County, the methods used by most teachers in handling eating in class as a behavior problem were scolding, punishment and caning of Early Childhood Education (ECE) learners. Among the responses gathered, frequent eating in class was only observed in ECE Centres where there were no rules governing bringing of food to class. In cases where food was brought to class, the teachers resorted to giving varied activities as ways of managing this behaviour problems. It was the hope of the teacher to engage the ECE learner in activities other than let them be distracted by the food they had carried. The findings concurred with, Orde (2012) who advocated for special need children.

Table 4.13
How teachers manage Excess crying behavior problem among ECE learners

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Excess Crying (weeping/whimpering)	Caning	43	93.47
	Scolding	40	86.95
	Counseling	34	73.91
	Ignoring	30	65.21
	Sending out to play	27	58.70
	Threatening	25	54.35
	Monitoring	22	47.82

N=46

Table 4.11 indicates that teacher respondents suggested seven methods that are acceptable for managing excess crying as behavior problem. Respondents indicated that caning ninety-three point four seven percent (93.47%) was more applicable for managing the problem. Further, respondents indicated scolding eighty-six point nine five percent (86.95%), counseling seventy-three point nine five percent (73.91%), ignoring sixty five point two one percent (65.21%), sending out to play fifty eight point seven zero percent (58.70%), threatening fifty four point three five percent (54.35%) and monitoring at forty seven point eighty two percent (47.82%) could be used for managing crying as behavior problem.

Table 4.11 indicates that in Rongo Sub-County, the methods used by most teachers in handling crying as a behavior problem were caning, scolding and counseling of Early Childhood Education (ECE) learners. It was the expectation of the teacher that sending the ECE learner out to play, was a better option as a way of handling behaviour problem

Table 4.14
How teachers manage excess attention seeking behavior problem among ECE learners

Behavior Problem	Method used in managing problem	Frequency	Percentage%
Excess Attention seeking	Changing facial expression	45	97.82
	Scolding	42	91.30
	Threatening	40	86.95
	Ignoring	37	80.47
	Punishment	32	69.56

N=46

Table 4.14 indicates that teacher respondents suggested five methods that are acceptable for managing excess attention seeking as behavior problem. Respondents indicated that changing facial expression ninety seven point eight two percent (97.82%) was more applicable for managing the problem. Further, respondents indicated scolding ninety one point three zero (91.30%), threatening eighty six point nine five percent (86.955), ignoring eighty point four seven percent (80.47%), and punishment at sixty nine point five six percent (69.56%) could be used for managing attention seeking as behavior problem.

Table 4.14 indicates that in Rongo Sub-County, the methods used by most teachers in handling attention seekers as a behavior problem were changing facial expression, scolding and threatening of Early Childhood Education (ECE) learners. The teachers in the ECE centres sought to use threatening as a way of managing this behaviour problem. The threats were in the form of finger pointing, use of scary words such as *"mad-man will pick you in the night."* Such alternatives may have an effect on the child who may develop fear or simply laugh it off and not consider it as a deterring act.

Table 4.15
How teachers manage excess temper tantrums behavior problem among ECE learners

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Excess Temper tantrums	Ignoring	42	91.30
	Sending out of class	37	80.40
	Punishment	32	69.56
	Counseling	29	63.04
	Varied Activities	27	58.70

N=46

Table 4.15 indicates that teacher respondents suggested five methods that are acceptable for managing excess temper tantrums as behavior problem. Respondents indicated that ignoring ninety one point three zero percent (91.30%) was more applicable for managing the problem. Further, respondents indicated sending out of class eighty point four zero percent (80.40 %); punishment sixty nine point five six percent (69.56%), counseling sixty three point zero four (63.04%), and varied activities at fifty eight point seven zero percent (58.70%) could be used for managing temper tantrums as behavior problem.

Table 4.15 indicates that in Rongo Sub-County, the methods used by most teachers in handling temper tantrums as a behavior problem were ignoring, sending out of class and punishment of Early Childhood Education (ECE) learners. Punishment varies. At times teachers anticipate that sending an ECE child out of class can help to manage the behaviour problem of throwing temper tantrums. However, the ECE child can hurt himself

or herself or conversely find more attractive activities to engage in out of class. The ECE learner may at times exaggerate the behaviour problem so that he or she can be sent out of class. Therefore, as a corrective measure, sending learners out of class should be minimized.

Table 4.16
How teachers manage excess likes and dislikes behavior problem among ECE learners

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Excess Likes and dislikes	Counseling	43	93.47
	Scolding	39	84.78
	Threatening	36	78.26
	Teaching Aids	30	65.21
	Play Activities	27	58.70

Table 4.16 indicates that teacher respondents suggested five methods that are acceptable for managing excess likes and dislikes as behavior problem. Respondents indicated that counseling ninety three point four seven percent (93.47%) was more applicable for managing the problem. Further, respondents indicated scolding eighty four point seven eight percent (84.78%), threatening seventy eight point two six percent (78.26%), teaching aids sixty five point two one percent (65.21%), and play activities at fifty eight point seven zero percent (58.70%) could be used for managing likes and dislikes as behavior problem.

Table 4.16 indicates that in Rongo Sub-County, the methods used by most teachers in handling likes and dislikes as a behavior problem were counseling, scolding and threatening of Early Childhood Education (ECE) learners. ECE learners develop a liking or dislike for certain learning experiences. In trying to manage this behaviour problem, some teachers resort to giving play items and teaching aids. This corrective measure should be adopted since it enhances creativity in ECE learners; it occupies them with learning activities rather than simply leaving them to do what interests them.

Table 4.17
How teachers manage snatching others properties behavior problem among ECE learners

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Snatching others properties	Counseling	43	93.47
	Scolding	40	86.95
	Threatening	37	80.43
	Teaching Aids	33	71.73
	Play Activities	29	63.04

Table 4.17 indicates that teacher respondents suggested five methods that are acceptable for managing snatching others properties as behavior problem. Respondents indicated that counseling ninety three point four seven percent (93.47%) was more applicable for managing the problem. Further, respondents indicated scolding eighty-six point nine five

percent (86.95%), threatening eighty point four three percent (80.43%), teaching aids seventy-one point seventy three percent (71.73%), and play activities at sixty three point zero four percent (63.04%) could be used for managing snatching others properties as behavior problem.

Table 4.17 indicates that in Rongo Sub-County, the methods used by most teachers in handling snatching others properties as a behavior problem were counseling, scolding and threatening of Early Childhood Education (ECE) learners. Teachers of ECE learners in Rongo Sub-County indicated that managing snatching other classmates' items as a behaviour problem should be snipped in the bud. ECE learners were told stories of consequences of snatching other classmates' items. They were engaged in dramatizing and role playing scene where people who take what is not theirs are arrested by police.

Table 4.18
How teachers manage stealing behavior problem among ECE learners

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Stealing	Counseling	39	84.78
	Scolding	33	71.73
	Punishment	26	56.52
	Giving responsibility	24	52.17

N=46

Table 4.18 indicates that teacher respondents suggested four methods that are acceptable for managing stealing as behavior problem. Respondents indicated that counseling eighty four point seven eight percent (84.78%t) was more applicable for managing the problem.

Further, respondents indicated scolding seventy-one point seven three percent (71.73%); punishment fifty six point five two percent (56.52%), and giving responsibilities at fifty two point one seven percent (52.17%) could be used for managing stealing as behavior problem.

Table 4.18 indicates that in Rongo Sub-County, the methods used by most teachers in handling stealing as a behavior problem were counseling, scolding and punishment of Early Childhood Education (ECE) learners. In trying to manage stealing as a behaviour problem, teachers gave more responsibility to the ECE learners. This was done in an attempt to counteract the free time that the ECE learner may have had to engage in un-worthwhile behaviour. Teachers also used cartoons on video shows to depict consequences to people who steal. This happened in a few schools that had the video equipment.

Table 4.19
How teachers manage activity deviant behavior problem among ECE learners

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Activity Deviant	Counseling	41	89.82
	Threatening	38	82.60
	Punishment	35	76.08
	Dividing class into groups	28	60.87
	Giving controlled activities	26	56.52

N=46

Table 4.19 indicates that teacher respondents suggested five methods that are acceptable for managing activity deviant as behavior problem. Respondents indicated that counseling eighty nine point eight two percent (89.82%) was more applicable for managing the

problem. Further, respondents indicated threatening eighty point six zero percent (82.60%), punishment seventy six point zero eight percent (76.08%), dividing class into groups sixty point eight seven percent (65.87%), and giving controlled activities at fifty six point five two (56.52%) could be used for managing activity deviant as behavior problem.

Table 4.19 indicates that in Rongo Sub-County, the methods used by most teachers in handling activity deviant as a behavior problem were counseling, threatening and punishment of Early Childhood Education (ECE) learners. In an attempt to manage activity deviant learner's teachers, tend to divide learners into groups. When this is done, the teacher tends to separate the activity deviant in one group from the others. Then the teacher at the same time gives the other group of learners controlled activities as the teacher monitors the activity deviant learners. This strategy should be adopted in that both the activity deviant together with other learners can learn at the same time.

Table 4.20
How teachers manage aggressive behavior problem among ECE learners

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Beating others	A lot of activities	37	80.43
	Scolding	35	76.08
	Threatening	32	69.56
	Counseling	31	67.40
	changing facial expression	29	63.04

N=46

Table 4.20 indicates that teacher respondents suggested five methods that are acceptable for managing beating others as behavior problem. Respondents indicated that giving a lot

of activities eighty point four three percent (80.43%) was more applicable for managing the problem. Further, respondents indicated scolding seventy six point zero eight percent (76.08%), threatening sixty nine point five six percent (69.56%), counseling sixty seven point four zero percent (67.40%), and changing facial expression at sixty three point zero four percent (63.04%) could be used for managing beating others as behavior problem.

Table 4.20 indicates that in Rongo Sub-County, the methods used by most teachers in handling beating others as a behavior problem were giving a lot of activities, scolding and threatening of Early Childhood Education (ECE) learners. Teachers tend to give learners a lot of activities to manage behaviour problem of beating their classmates, this will reduce their energy and let them calm down. However, it should not be adopted too frequently in that some learners with this behaviour problem may tend to beat others when they find activities being given to them very interesting and opt to do the activities rather than learning activities.

Table 4.21

How teachers manage hyper activity and destroying things behavior problem among ECE learners

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Destroying things and hyper activity	Counseling	43	93.47
	Punishment	40	86.95
	Varied activities	38	82.62
	Teacher monitoring	35	76.08
	Giving responsibility	32	69.56

N=46

Table 4.21 indicates that teacher respondents suggested five methods that are acceptable for managing destroying things as behavior problem. Respondents indicated that counseling ninety-three point four seven percent (93.47%) was more applicable for managing the problem. Further, respondents indicated punishment eighty six point nine five percent (86.95%), giving varied activities eighty two point six two percent (82.62%), teacher monitoring seventy six point zero eight percent (76.08%), and giving responsibility at sixty nine point five six percent (69.56%) could be used for managing destroying things as behavior problem.

Table 4.21 indicates that in Rongo Sub-County, the methods used by most teachers in handling destroying things and hyper activity as behavior problems were counseling, punishment and giving varied activities to Early Childhood Education (ECE) learners. These behaviour problems were managed by close monitoring, teachers employ these strategies to enable the learners behaviour problems be detected very quickly. This close monitoring of ECE learners work best when there are two teachers present in each class. This implies that when one teacher is teaching the other teacher monitors the learners' behavior.

4.5 Summary of strategies teachers use for the management of behaviour problems

METHOD USED IN MANAGING PROBLEM	BEHAVIOUR PROBLEM
Allow to sleep	Excessive sleeping in class.
Caning	Biting and hitting, telling lies, Excessive eating in class,

	Excessive Crying in class (weeping and whimpering).
Changing facial expression	Biting and hitting, Excess attention seeking, Beating others, Destroying things,
Close monitoring	Biting and hitting, Excessive sleeping in class.
Counselling	Biting and hitting, telling lies, Excessive sleeping in class, Excessive crying in class (weeping and whimpering). Stealing, Excessive likes and dislikes, snatching others things, Activity deviant, Destroying things.
Dividing class into groups,	Activity deviant,
Giving a lot of activities	Beating others,
Giving responsibility	Stealing,
Ignoring	Excessive sleeping in class, Excessive eating in class, Excessive attention seeking, Excessive throwing of temper tantrums
Monitoring	Excessive crying in class (weeping and whimpering)
Play things	Excessive likes and dislikes
Punishment	Excessive sleeping in class, Excessive eating in class, Excessive attention seeking, Excessive throwing of temper tantrums, Destroying things, Activity deviant
Scolding	Biting and hitting, Telling lies, Excessive eating in class, Excessive attention seeking, Excessive likes and dislikes, Snatching others things, Beating others.
Sending out of class	Excessive throwing of temper tantrums
Sending out to play	Excessive crying in class (weeping and whimpering)
Teaching Aids	Excessive likes and dislikes
Teacher monitoring	Destroying things,
Teacher lying stories and their consequences	Telling lies, Excessive sleeping in class, Excessive likes and dislikes, Activity deviant,

Threatening	Telling lies, Excessive sleeping in class, Excessive likes and dislikes, Activity deviant,
Varied activities	Biting and hitting, Excessive sleeping in class, Excessive eating in class, Excessive throwing of temper tantrums, Destroying things.

4.6 `How Parents Manage Behavioral Problems at Home.

This fourth research question looked into how parents managed behavior problems among ECE children at home in Rongo Sub-County, Migori County, Kenya.

The tables below show in chronological order how parents managed the various behavior problems among ECE children at home in Rongo Sub-County

Table 4.22

How parents manage biting and hitting as a behavioral problem at home

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Biting and hitting	Threatening	37	94.87
	Change face	36	92.30
	Caning	35	89.74
	Scolding	34	87.18

N=39

Table 4.22 indicates that among the parent respondents those four methods are acceptable for managing biting and hitting as behavior problem. Respondents indicated that threatening ninety four point eight seven percent (94.87%) was more applicable for managing the problem. Further, respondents indicated changing facial expression ninety two point three zero percent (92.30%), caning eighty nine point seven four percent (89.74%), and scolding at eight seven point one eight percent (87.18%) could be used for managing biting and hitting as behavior problem at home.

Table 4.22 indicates that in Rongo Sub-County, the three method used by most parents in handling biting and hitting others were threatening, changing facial expression and caning Early Childhood Education (ECE) learners at home.

One respondent said,

> *"I call his friends and tell them that their friend is not a good boy because he is hitting his friends. I ask the friends to tell my son that it is not good to beat someone because they feel bad. I then ask my son to say 'I will not repeat it again' at times he obeys but immediately he goes out to play, I get complaints that my son is beating so and so…. I then resort to caning him."*

On asking the respondent if she knows that children are not supposed to be beaten, she replies

> *"law is law but if you do not take care of your children, you are not teaching them anything, so I beat mine to correct behaviour that I do not like."*

The above is an indication that some parents use caning when all other methods seem not to cause a change in behaviour.

Table 4.23

How parents manage telling lies as a behavioral problem at home

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Telling lies	Threatening	36	92.30
	Scolding	34	87.19
	Caning	32	82.05
	Telling lying stories and their consequences	31	79.48

N=39

Table 4.23 indicates that parent respondents felt four methods are acceptable for managing telling lies as behavior problem. Respondents indicated that threatening ninety two point three percent (92.30%) was more applicable for managing the problem. Further, respondents indicated scolding eighty seven point one nine percent (87.19%), caning eighty two zero five percent (82.05%), and telling lying stories and their consequences seventy nine point four eight percent (79.48%) could be used for managing telling lies as behavior problem.

Table 4.23 indicates that in Rongo Sub-County, the three methods used by most parents in handling their children who told lies were threatening, scolding and caning of Early Childhood Education (ECE) learners at home. It appears from the data collected that both teachers and parents use similar strategies when managing ECE learners with telling lies as a behaviour problem. These strategies are threatening, scolding, caning, telling stories of

children who tell lies and their consequences. Animal stories like *sungura mjanja* and cartoons are also used to depict consequences of these behaviour problems.

One respondent said the following:

> *"when we were young, we used to be told stories about sungura mjanja, these are the same stories I use, they help me show the child that when you tell lies, there are bad consequences, those stories are still useful"*

Table 4.24
How parents manage sleeping as a behavioral problem at home

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Excessive sleeping at home	Allow to sleep	39	100.00
	Ignore	37	94.87
	Punishment	33	84.61
	Counseling	28	71.79
	Buying Play materials	20	51.28

N=39

Table 4.24 indicates that among the parent respondents suggested five methods that are acceptable for managing sleeping in class as behavior problem. Respondents indicated that allowing sleeping one hundred point zero percent (100.00%) was more applicable for managing the problem. Further, respondents indicated ignoring ninety four point eight

seven percent (94.87%), punishment eighty four point six one percent (84.61%), counseling seventy one point seven nine percent (71.79%), and buying play materials at fifty one point two eight percent (51.28%) could be used for managing sleeping at home as behavior problem.

Table 4.24 indicates that in Rongo Sub-County, the methods used by most parents in handling oversleeping at home as a behavior problem were allowing them to sleep, ignoring, and punishment of Early Childhood Education (ECE) learners at home.

> *'I ask my son to wake up and go outside, I also wash his face with cold water so that he can reduce sleeping, I ask him to do this when he has not eaten or when it is too early to sleep, other times I simply ignore him because he is too playful' said one respondent.*

As opposed to the way teachers managed excessive sleeping problems in class, parents allowed their children to sleep. In the class outdoor and indoor activities cannot be done by children if they are allowed to sleep. On the other hand, the home is a place where learning activities are not specified.

Table 4.25
How parents manage eating as a behavioral problem at home

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Eating problem	Meal restriction	35	89.74
	Threatening	32	82.05
	Ignoring	30	76.92
	Punishment	25	64.10
	Forcing to eat	23	58.97
	Scolding	20	51.28

N=39

Table 4.25 indicates that parent respondents suggested six methods that are acceptable for managing eating in class as behavior problem. Respondents indicated that meal restriction eighty-nine point seven four percent (89.74%) was more applicable for managing the problem. Further, respondents indicated use of threats eighty-two point zero five percent (82.05%), ignoring seventy-six point nine two percent (76.92%), punishment sixty four point one zero percent (64.10%), forcing to eat fifty eight point nine seven percent (58.97%) and scolding at fifty one point two eight percent (51.28%) could be used for managing eating problems as behavior problem.

Table 4.25 indicates that in Rongo Sub-County, the methods used by most parents in handling eating problem as behavior were meal restriction, use of threats and ignoring of Early Childhood Education (ECE) learners at home. Some children like food and will eat anything you give them. However, for those who do not like eating, they are at times forced to eat. In the home environment, respondents who were mainly parents indicated

that rules about eating or feeding time were varied. Very few homes have a schedule for feeding. This means that children eat whenever there is food to eat. The number of times children eat is governed by the theory that they are usually given small portions. In Rongo Sub-County in particular, parents indicated the following;

> *"Even when we pack food for these children to eat while in school, they still come back with the food untouched."*

In such cases the parents are forced to provide food every time so that any time the ECE child wants to eat, there is something available for them to eat.

Another respondent indicated that the amount of playing the ECE learner does calls for constant feeding. Boys especially were quoted in cases where a larger portion of food was provided. To manage this situation, parents used meal restriction. The response was 89.74% indicating that some children ate more at home because it was a more familiar setting; it was also not restricted by time. In an ECE centre, the time for eating is scheduled, children cannot eat any time. Maybe the time set aside for eating does not favour the child's need.

Meal restriction was also applied when ECE children knew that the food prepared was their favourite.

> *"they keep asking for more, so as parents we have to restrict them and threaten them with words such as … you will be called a glutton and laughed at by your friends."*

Conversely, there are a few cases where ECE children at home are forced to eat.

Parents who were interviewed indicated the following:

These are children who want to play the whole day and when they get tired, they just sleep. In such cases, as parents we have to manage the non-eating behavior problem by forcing them to eat.

There are also a group of parents 30% who felt that they just ignore the child who eats excessively since the food was available and that for them the child needed food and was still growing.

"let the child eat, the food was prepared for them, this one eats when he feels like, I do not control him, I just make it available."

When the researcher asked if eating at any time is not good for the child because in school they are not allowed to eat any time, the respondent said

"it is up-to the school to make him learn when to eat, if he is at home, I will give him when wants to eat."

These varied responses show the difference in managing behaviour problem associated with eating food.

Table 4.26
How parents manage crying as a behavioral problem at home.

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Crying	Caning	32	82.05
	Ignoring	31	79.40
	Scolding	30	76.92
	Threatening	29	74.35

N=39

Table 4.26 indicates that parent respondents suggested four methods that are acceptable for managing crying as behavior problem. Respondents indicated that caning eighty two point zero five percent (82.05%) was more applicable for managing the problem. Further, respondents indicated ignoring seventy nine point four eight percent (79.48%), scolding seventy six point nine two percent (76.92%), and threatening seventy four point three five percent (74.35%), could be used for managing crying as behavior problem.

Table 4.26 indicates that in Rongo Sub-County, the methods used by most parents in handling crying as a behavior problem were caning, scolding and threatening of Early Childhood Education (ECE) learners at home. Among the various management methods for behavior problems, the most popular ones used by parents was caning, scolding and threatening. For children who cried excessively, parents in Rongo Sub-County threatened their children with words such as

> *"I will beat you, what are you crying for and no-one has beaten you yet?"*
> *"Come and see this one is crying, he is crying like a small baby"*

Actions used by parents to manage crying as a behaviour problem is finger pointing, using a stick to show how they will be beaten if they continue crying or telling them that their friends are seeing them cry for nothing.

In all these cases it is evident that parents did not have time to find out why the ECE child was crying. It is assumed that crying did not communicate a need; rather it was an attention seeking behaviour.

Table 4.27
How parents manage attention seeking as a behavioral problem at home

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Attention seeking	Ignoring	36	92.30
	Threatening	32	82.05

N=39

Table 4.27 indicates that parent respondents suggested five methods that are acceptable for managing attention seeking as behavior problem. Respondents indicated that ignoring ninety two point three zero percent (92.30%) was more applicable for managing the problem. Further, respondents indicated threatening as the second option at eighty two point zero five percent (82.05%) for managing attention seeking as behavior problem at home.

Table 4.27 indicates that in Rongo Sub-County, the methods used by most parents in handling attention seekers as a behavior problem were ignoring and threatening of Early Childhood Education (ECE) learners at home. As indicated elsewhere behaviour problems were managed by parents in various ways. The above management methods have also discussed ignoring and threatening as methods to provide corrective measures to negative behaviour in ECE centres.

Table 4.28

How parents manage temper tantrums as a behavioral problem at home

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Temper tantrums	Ignoring	37	94.87
	Threatening	34	87.18
	Counseling	22	58.97

N=39

Table 4.28 indicates that parent respondents suggested three methods that are acceptable for managing temper tantrums as behavior problem. Respondents indicated that ignoring ninety four point eight seven percent (94.87%) was more applicable for managing the problem. Further, respondents indicated threatening eighty seven point one eight percent (87.18%), and counseling at fifty eight point nine seven percent (58.97%) could be used for managing temper tantrums as behavior problem.

Table 4.28 indicates that in Rongo Sub-County, the methods used by most parents in handling temper tantrums as a behavior problem were ignoring, threatening and counseling of Early Childhood Education (ECE) learners at home.

When faced with ECE children who throw temper tantrums, most parents 94.87 % indicated that they ignore the ECE child. This was done with the hope that the behaviour problem is discontinued. This management method takes its roots from the belief that

when one ignores an activity, it gradually gets discontinued. In psychology reinforcement and punishment in the contexts of theories propounded by Bandura (1925) support this.

Table 4.29

How parents manage likes and dislikes as a behavioral problem at home

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Likes and dislikes	Scolding	34	87.18
	Buying play materials	32	82.05
	Punishment	30	76.92
	Ignoring	27	69.23
	Threatening	25	64.10

N=39

Table 4.29 indicates that parent's respondents suggested five methods that are acceptable for managing likes and dislikes as behavior problem. Respondents indicated that scolding eighty seven point one eight percent (87.18%) was more applicable for managing the problem. Further, respondents indicated buying play materials eighty two point zero five percent (82.05%), punishment seventy six point nine two percent (76.92%), ignoring sixty nine point two three percent (69.23%), and use of threats at sixty four point one zero percent (64.10%) could be used for managing likes and dislikes as behavior problem.

Table 4.29 indicates that in Rongo Sub-County, the methods used by most parents in handling likes and dislikes as a behavior problem were counseling, scolding and threatening of Early Childhood Education (ECE) learners at home. Parenting is an activity that requires experience when it comes to managing behaviour problems. The researcher

realized that the younger parents 25.64% bought play materials for their children but the older parents: those who had been parents for over five years (40 %) did not see the need to buy play materials for their children.

One parent who had been a parent for over seven years said,

> "*They can play with anything n the environment, in any case our parents did not buy for us anything, we simply played*"

On the other hand, one parent who had been a parent for between one and four years said:

> *"Toys and play things are expensive but our children need to learn from an early age, I always buy these materials even if they destroy them."*

It is believed that the inclusion of toys and other play items helped to manage the behaviour problem that arose from managing likes and dislikes. The variety of play things made them choose what to like and still appreciate what they did not like.

Table 4.30

How parents manage snatching others properties at home

Behavior Problem	**Method used in managing problem**	**Frequency**	**Percentage %**
Snatching others items	Play things	37	94.87
	Scolding	32	82.05
	Threatening	30	76.92
	Counseling	29	74.35

N=39

Table 4.30 indicates that parent respondents suggested four methods that are acceptable for managing snatching others properties as behavior problem. Respondents indicated that buying play things ninety four point eight seven percent (94.87%) was more applicable for managing the problem. Further, respondents indicated scolding eighty two point zero five percent (82.05%), threatening seventy six point nine two percent (76.92%), and counseling at seventy four point two five percent (74.25%) could be used for managing snatching others properties as behavior problem.

Table 4.30 indicates that in Rongo Sub-County, the methods used by most parents in handling snatching others properties as a behavior problem were buying play things, scolding, threatening of Early Childhood Education (ECE) learners at home. Just as in the behaviour problem discussed above on likes and dislikes, the management methods adopted were as follows. Parents provided play activities; parents provided games and encouraged their children to play with neighboring children. The teachers in ECE schools also encouraged children with this behaviour problem by giving them teaching and learning aids and engaging them in activities like dramatizing, role play and other activities where ECE children enjoyed themselves.

Table 4.31

How parents manage stealing among ECE learners at home

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Stealing	Punishment	37	94.87
	Telling stories about thieves	32	82.05
	Scolding	28	71.79
	Counseling	26	66.67

N=39

Table 4.31 indicates that parent respondents suggested four methods that are acceptable for managing stealing as behavior problem. Respondents indicated that punishment ninety four point eight seven percent (94.87%) was more applicable for managing the problem. Further, respondents indicated telling stories and thieves eighty two point zero five percent (82.05%), scolding seventy one point seven nine percent (71.79%), and counseling at sixty six point six seven percent (66.67%) could be used for managing stealing as behavior problem.

Table 4.31 indicates that in Rongo Sub-County, the methods used by most parents in handling stealing as a behavior problem were punishment, telling stories of how thieves suffer and scolding of Early Childhood Education (ECE) learners at home. The parents of children in ECE centres also encouraged children to desist with stealing as a behaviour problem by giving them play things, and allowing them to watch cartoons which have lessons on what happens to people who steal. some parents allowed their ECE children to play with the children in the neighbourhood. These activities would include dramatizing

scenarios of various themes that children their age are exposed to. One respondent indicated that her house

> *'Literally becomes an ECE class, my daughter brings all the children from the neighbourhood and acts as their teacher: she teaches them, they play together, they sing they run around. This makes me happy because it is an indication that she is learning in the ECE class.' The games they play; the songs they sing have themes of what happens to people who steal. At times I am called to judge who has stolen the others play item.*

The above voice from a respondent is evidence that behaviour problems can be managed when ECE children have monitoring from both parents and teachers. Children enjoy themselves if they are guided effectively.

Table 4.32
How parents manage beating others as a behavioral problem at home

Behavior Problem	Method used in managing problem	Frequency	Percentage %
Beating others	Scolding	34	87.18
	Ignore	32	82.05
	Threatening	30	76.92
	Counseling	26	66.67
	Buying play materials	24	61.53

N=39

Table 4.32 indicates that parent respondents suggested five methods that are acceptable for managing beating others as behavior problem. Respondents indicated that scolding eighty seven point one eight percent (87.18%) was more applicable for managing the problem. Eighty two point zero five percent (82.05%) respondents indicated that they ignore an ECE leaner who has a behaviour problem of beating others. Further, respondents indicated threatening seventy six point nine two percent (76.92%), counseling sixty six point six seven percent (66.67%), and buying play materials sixty one point five three percent (61.53%) could be used for managing beating others as behavior problem.

Table 4.32 indicates that in Rongo Sub-County, the methods used by most parents in handling beating others as a behavior problem were giving a lot of activities, scolding and threatening of Early Childhood Education (ECE) learners. An average of 78.87% of the parents interviewed resort to various management styles the mode being scolding when there was the behaviour problem of beating others.

Table 4.33

How parents manage destroying thing as a behavioral problem at home

Behavior Problem	**Method used in managing problem**	**Frequency**	**Percentage %**
Destroying things	Giving responsibility	34	87.18
	Close monitoring	30	76.92
	Counseling	21	53.84

N=39

Table 4.33 indicates that parent respondents suggested three methods that are acceptable for managing destroying things as behavior problem. Respondent parents indicated that giving responsibility eighty seven point one eight percent (87.18%) was more applicable for managing the problem. Further, respondents indicated close monitoring seventy six point nine two percent (76.92%), and counseling at fifty three point eight four percent (53.84%) could be used for managing destroying things as behavior problem.

Table 4.33 indicates that in Rongo Sub-County, the methods used by most parents in handling destroying things as a behavior problem were giving responsibility, close monitoring and counseling to Early Childhood Education (ECE) learners at home.

Table 4.34

Summary of how parents manage behavioral problem at home

	Method used in managing problem	Frequency	Percentage
1	Threatening	39	84.78
2	Scolding	36	78.26
3	Ignoring	27	58.69
4	Counseling	27	58.69
5	Buying playthings	24	52.17
6	Punishment	21	45.65
7	Caning	15	32.60
8	Telling stories of students who tell lies	15	32.60
9	Changing facial expression	9	19.56
10	Allowing sleeping	3	06.52

N=39

Table 4.34 indicates summary of parent respondents suggested methods that are acceptable for behavior problems. The parents indicated that in summary eighty four point seven eighty (84.78%) percent parents used threats, this was followed by scolding, ignoring and counseling at seventy eight point two six (78.26%) percent, fifty eight point six nine (58.69%) percent and fifty eight point six nine (58.69%) percent respectively. Buying playthings was used by fifty two point one seven (52.17%) percent, punishment by forty five point six five (46.65%) percent, caning at thirty two point six zero (32.60%) percent,

telling stories of students who tell lies at nineteen point five six (19.56%) percent, changing facial expression at six point five two (6.52%) percent Allowing sleeping at two point one seven (2.17%) percent.

4.7 summary of strategies parent use for the management of behaviour problems

Management activity	Behaviour problem exhibited by ece children in homes
Allowing sleeping	Excessive sleeping
Buying playthings	Excessive sleeping, likes and dislikes
Caning	Biting and hitting, excessive crying
Changing facial expression	Biting and hitting
Counselling	Throwing excessive temper tantrums, Stealing
Forcing to eat	Excessive eating
Giving controlled activities	Likes and dislikes
Giving responsibility	Stealing
Ignoring	Excessive crying, Excessive attention seeking, Throwing excessive temper tantrums, beating other classmates
Meal restriction	Excessive eating, likes and dislikes
Punishment	Stealing
Scolding	Biting and hitting, Beating others, Snatching others properties
Telling stories of children who tell lies	Stealing
Threatening	Biting and hitting, Telling lies, Excessive crying, Excessive attention seeking, Beating others, Snatching others properties
Scolding	Biting and hitting, eating problem, Likes and dislikes, Beating others
Sending out to play	Excessive sleeping
Telling stories about thieves	Telling lies, Stealing
Threatening	Beating others

4.8 Summary of the findings

The findings of the above research question ascribe to the findings by Movin, (2016); the following were advanced as critical to ECE learner's problems. They were, telling lies, defiance, food related problems, disrespectful, whining, impulsive behavior, bedtime wetting behavior problems, aggression, and temper tantrums. Further, the finding supports study conducted by Shaw, Dishion, Supplee, Gardner, &Arnds (2006) that agree that telling lies is likely to be occurring on learners. In addition, the study contradicts Campbell, (2002) who advanced that during toddlerhood, despite the high frequency of aggressive-like and oppositional behavior, many of these behaviors tend to be tolerated by parents because of children's because parents did not tolerate their children on behavioral problems. Despite the fact that there is a law in Kenya (Children's Act 2001) banning caning it is still practiced by both parents and teachers.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a summary of the study findings, how it was conducted, the main findings, conclusions and recommendation for future research. The chapter puts into perspective findings of the management of children's behavior problem in class and at home in Early Childhood Education in Rongo Sub-County, Migori County, Kenya.

5.1 Summary of the Study

This study was aimed at examining children's behavior problem in Early Childhood Education in Rongo Sub-County, Migori County, Kenya. Research objectives were set to guide the collection of the information that was required. The objectives of the study were set out to identify behaviour problems and how teachers and parents manage children behavior problems among ECE children in class and at home respectively.

To guide the research, the study sought information from teachers from a sample of ECE centers within the study area. The items included in the questionnaires were for teachers and head teachers to provide clear and precise information on management of children's behavior problem in class by teachers in Early Childhood Education in Rongo Sub-County, Migori County, Kenya. An interview schedule was used to collect data on parents' views on ECE learners' behavior problems and their management at home.

Literature review for the study focused on children's behavior problem in Early Childhood Education in Rongo Sub-County. The chapter finally detailed a summary of ideas leading to the conceptual framework of the study. The data collected was arranged in frequency

tables and computed to get measures of central tendency, further, pie charts were used to make the data more vivid.

5.2 Findings of the Study

The Findings of the study are presented in accordance with the research objectives of the study.

5.2.1 Behavior Problems among ECE Children.

The first objective of the study was aimed at establishing behavior problems among ECE children. The study showed that several behavior problems were witnessed among ECE children Rongo Sub County, Migori County. Excessive crying was the most prevalent behavior problem which conquers with Movin (2014) in other research areas, telling lies and snatching items from others conquers with findings of Drumm (2013) was also evident. In addition, Behavioral problems like beating others as a behavior problem was also evident as ascribed by Junne (2016) as chapter two of the literature review. Likes together with dislikes and attention seeking were also rated high. Behavioral problems which were rated low but were still witnessed among ECE learners were biting and hitting others, excessive sleeping in class, excessive eating in class, temper tantrums, stealing, class activity deviant and being hyperactive. The research indicated that the top ten behavioral problems arranged chronologically were as follows: Crying, telling lies, snatching items, beating others, likes and dislikes, attention seeking, class deviant activities, stealing, sleeping in class and temper tantrums. The study finally noted that the behavior problem which was not prevalent was excessive eating in class. This excessive eating behaviour problem could only be witnessed in centers that allow learners to carry food to class.

5.2.2 Influence of Behavior Problems among Learners in ECE Centers

The second objective of the study was aimed at establishing influence of behavior problems on learning among ECE children. The results showed that biting and hitting fellow learners caused destruction and distraction in ECE classrooms. This concurs with Mennette (2010) and Konga (2010) respectively. This influence also agrees with Boyatziz (2013) findings who indicated that there was a lot of distraction in ECE centres that had very little learning taking place. Telling lies caused lack of flow of in planning of the lessons because teachers had to keep verifying information from the learners. When learners were questioned too frequently by their teachers, some of them developed new character traits such as lacking confidence, or displaying inferiority complex. This was evident when they were participating in singing activities. Excessive Sleeping in class caused low syllabus coverage due to time wasted by ECE learners; excessive eating in class caused inconsistency in mastering concepts. As discussed in Junn (2013) findings in literature review. Excessive crying caused lack of systematic flow of concept due to the interruptions. Attention seeking caused fear on others, Temper tantrums caused low concentration in class especially when drawing, reading' colouring and writing activities are going on. Stealing caused poor class control because of time wastage as such cases were being investigated. Like and dislikes caused grouping in class, more often the groupings made the classes lack cohesive approach to learning. This mostly interferes with activities performed in groups like games activities. Snatching others items caused destruction of teaching aids since learners were more likely to snatch even teaching aids. Being hyperactive caused time wastage, class activities deviant behaviour and beating others caused lack of cohesion in class.

5.2.3 How Teachers Managed Behavior Problems in ECE Centers.

The third research question looked into how teachers managed behavior problems among ECE children in ECE Centers Rongo Sub-County, Migori County, Kenya. The study found out that the three methods used by most teachers in handling biting and hitting others were scolding, changing facial expression or close monitoring while most teachers in handling telling lies employed scolding, counseling and caning of Early Childhood Education (ECE) learners, among these three methods that were used by the teachers counseling methods that were used conquers with Miennette (2011) as described in the literature review. In addition, in handling excessive sleeping in class as a behavior problem the teachers were more likely to ignore, counsel or punish. Further, the methods used by most teachers in handling excessive eating in class as a behavior problem were scolding, punishment and caning of learners, others used feeding program to manage excessive eating behavior problem as discussed by Belcher (2011). While the methods used by most teachers in handling excessive crying as a behavior problem were caning, scolding and counseling.

The study also found out the methods used by most teachers in handling attention seekers as a behavior problem was changing facial expression, scolding or threatening them. Temper tantrums as a behavior problem was managed by ignoring Mennete (2011). Sending ECE children out of class or giving punishment while the methods used by most teachers in handling likes and dislikes as a behavior problem were counseling, scolding and threatening of Early Childhood Education learners. The methods used by most teachers in handling snatching others properties as a behavior problem were counseling, scolding or threatening of ECE learners while the methods employed by teachers in handling stealing as a behavior problem were counseling, scolding or punishment. Finally,

the methods used to handle activity deviant behaviour problem, beating others, and destroying things as behavior problems were counseling, giving a lot of activities and counseling respectively.

5.2.4 How Parents Managed Behavior Problems At Home

This fourth research question looked into how parents managed behavior problems among ECE children in ECE Centers Rongo Sub-County, Migori County, Kenya. The study found out that the method used by parents in handling behaviour problems such as biting and hitting others was threatening or changing facial expression which concurs with Turrow (2015). Gee (2013) observed parents managing their children in religious group and mental centres using threatening words as discussed in the literature review. Most Parents in handling telling lies were threatening and scolding of Early Childhood Education (ECE) learners. In addition, in handling excessive sleeping at home as a behavior problem the most parents allowed sleeping or ignoring which concurs with McNael J. (2013) in his study after observing how parents manage their ECE children. Further, the methods used by parents in handling excessive eating as a behavior problem were meal restriction and threatening while the methods used by parents in handling excessive crying as a behavior problem were caning which was cited in Sigh A. (2013) and at the same time parents used ignoring method.

The study also found out the methods used by most parents in handling attention seekers as a behavior problem were ignoring or threatening them. Temper tantrums as a behavior problem was managed by ignoring, and threatening, while the methods used by parents in handling likes and dislikes as a behavior problem were scolding, the use of scolding method concurs with Murray J.P (2013) after observing toddler's parents managing their

children. The methods used by most parents in handling snatching other classmates' properties as a behavior problem were purchasing playthings or scolding of ECE learners. Parents resorted to giving punishment or telling stories about thieves as methods employed by parents in handling stealing as a behavior problem. Finally, the methods used to handle beating other classmates and destroying things as behavior problems were scolding, and giving responsibility respectively.

5.3 Conclusion

The following were the conclusions for the study.

i. The data gathered from respondents who participated in the study revealed that there were several children's behavior problem in Early Childhood Education in Rongo Sub-County. The study noted the following as the ten most prevalent behavior problems in the Sub-County. They were excessive crying, telling lies, snatching other classmate's items, beating other classmates, excessive likes and dislikes, excessive attention seeking, class activities deviant, stealing, excessive sleeping in class and finally persistent temper tantrums as discussed in chapter four of the study.

ii. The data gathered from respondents who participated in the study revealed that there were several effects of children's behavior problem in Early Childhood Education in Rongo Sub-County. The results showed behavior problems hinder activities being done during learning. For instance, during drawing, modeling, weaving, matching and sorting destruction and distraction as behaviour problems in ECE learning areas resulted into inconsistency in mastering concepts, lack of systematic flow of lessons. Beating, hitting, biting as behaviour problems caused

fear on others. Further, behavior problems caused low concentration in class, poor class control because of time wastage. As for the behaviour problem of grouping in class, there was lack cohesive approach to learning, destruction of teaching aids, time wastage, class were also evident. For learning to take place effectively, a child friendly atmosphere must be maintained.

iii. The data gathered from respondents in the study concluded teachers managed behavior problems differently among ECE children in ECE Centers Rongo Sub-County, Migori County, Kenya. The study concluded that scolding, changing facial expression, close monitoring, counseling and caning of Early Childhood Education (ECE) learners were employed. In addition, other teachers ignored, punished, changed facial expression, scolded and even threatened them. Finally, the methods used were counseling, giving a lot of activities.

iv. Lastly, the data gathered from respondents in the study concluded parents managed behavior problems in different ways among ECE children in ECE Centers Rongo Sub-County, Migori County, Kenya. The study concluded that most parents threatened, scolded, ignored or counseled their children. Further, parents employed buying playthings, punished, caned or told stories of children who lie. The research concluded that parents majorly used the above mentioned methods. At a minor level the parents used changing facial expression, allowing sleeping, meal restriction, forcing to eat, close monitoring and giving responsibility.

5.4 Recommendations of the study

In the light of the findings and conclusions made in this chapter, the researcher came up with various recommendations which if effectively implemented can improve ways in

which stakeholders in ECE centers can benefit. The stakeholders such as teachers, head-teachers, parents, DICECE, MoE can manage behavior problems among ECE learners in ECE centers and at home to enable them learn effectively.

i. The parents or guardians should be keen to monitor their children and detect their behavior problem as early as possible, to enable them have quick control on their children behavior.

ii. The researcher noted several effects on all the children's behavior problems in ECE centers. It is therefore recommended that further research be done to isolate effects of the children's behavior problems and suggest corrective measures. Further, it is recommended that existing ECE teachers be in-serviced. The curriculum for ECE teachers in training can infuse aspects of management of behaviour problems among ECE learners. All this should be done to enable detection of the behavior problems as soon as they occur.

iii. It is recommended that there should be two teachers in an ECE class at all times. When one is teaching the other teacher observes monitors, manages and applies corrective measures as the needs arises. Also, the study recommends that all ECE teachers should be trained to be able to understand the most appropriate approach to manage various children's behavior problems in ECE centers. As it were, they did not apply the best methods since even counseling which is recommended by the Kenyan government (Education Act 2013) ranked low in their methods.

iv. The study recommends that parents are given more right in running of ECE centers. The connectedness between parents and teachers can enable them work hand in hand so that they grasp the appropriate methods for countering children's behavior

problems. Therefore, parents and teachers should consistently work hand in hand to control the behavior problem in ECE.

5.5 Suggestions for Further Research

i. The effect of behavior problem of excessive crying in Early Childhood Education. This is necessary because excessive crying was noted as the prevalent children's behavior problem in the study. Despite the belief that children are more often likely to cry (wail and whimper), the researcher did not come across any study on this.

ii. The interrelation of effects of behavior problems in ECE learning. This research gave parallels on various behavior problems, but there is need for research to find out if there are other effects that can be connected to other behavior problems.

iii. Effect of teacher processes on managing ECE learner's behavioral problems in ECE centers. The teachers more often managed behavioral problems in manners which raised a lot of gaps. This suggested research would give clear pathways for managing behavioral problems in ECE centers.

iv. Role of parents in countering behavior problems of ECE leaners at home. This research would give directions on roles that can be employed by parents to counter behavior problems at home.

v. Management of behaviour problem in ECE should be uniform to both teachers and parents. The researcher therefore suggests that, all parents and teachers should team up together in managing the same behaviour problem by employing the same strategy. Such discussions should be convened during parents and teachers meeting.

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APPENDICES

Appendix I: Questionnaire for Head Teacher

Dear Head teacher

Greetings,

I humbly submit this questionnaire to you to respond in order to carry out the study on an examination of children behavior problem in learning in Early Childhood Education

Remember you respond willingly. A questionnaire for Early Childhood Education teachers attached to the Centre the questionnaire will help to find out the behavior problems, influence of behavior problems and how they manage the behavior problems in Early Childhood Education.

Answer all questions

Tick (√) the answer you find appropriate to the question

Fill in the blank spaces as indicated

1. For how long have you been the head-teacher of this institution?

   ……

   ……

   …..

2. Do you experience some kind of indiscipline among your ECE learners?

   Yes ☐ No ☐

3. Which are some of the common indiscipline cases related to behavior you have noticed in your pupils?

   ……

   ……

……

……

In case of behavior problem, what do you do?

……

……

4. a. Have you noticed any behavior problem (both negative and positive) on a child managing an indiscipline case?

   Yes ☐ No ☐

   b. If Yes please tick the effect of the behavior problem in the table appropriately

	Reason	**Yes** (√)	**No**(√)
i.	Distraction		
ii.	Fluency of the lesson		
iii.	Low syllabus coverage		
iv.	Lack of consistency		
v.	Systematic flow of concept		
vi.	Fear of others		
vii.	Low concentration in class		
viii.	Class control		
ix.	Grouping in class		
x.	Destruction of teaching aids		
Xi	Time wastage		
Xii	Plotting Timetable		

5. Is it true that behavior problem affects the performance of your learner?

Yes ☐ No ☐

Give any example you have at hand

……

……

……..

Thank you

APPENDICES

Appendix II: Questionnaire for Teacher

Dear Teacher

Greetings,

I humbly submit this questionnaire to you to respond in order to carry out the study on an examination of children behavior problem in learning in Early Childhood Education

Remember you respond willingly

A questionnaire for Early Childhood Education teachers attached to the Centre the questionnaire will help to find out the behavior problems, influence of behavior problems and how they manage the behavior problems in Early Childhood Education.

Answer all questions

Tick (√) the answer you find appropriate to the question

Fill in the blank spaces as indicated

1. For how long have you taught in this institution?

……

……

……

2. Do you experience some kind of indiscipline among your ECE learners?

Yes ☐ No ☐

3. Which are some of the common indiscipline cases related to behavior you have noticed in your pupils?

……

……

……

……

……

4. In case of behavior problem, what do you do?

……

……

5. Have you noticed any behavior problem (both negative and positive) on a child managing an indiscipline case?

Yes ☐ No ☐

b. If Yes please tick the effect of the behavior problem in the table appropriately

	Reason	**Yes** (√)	**No**(√)
i.	Distraction		
ii.	Fluency of the lesson		
iii.	Low syllabus coverage		
iv.	Lack of consistency		
v.	Systematic flow of concept		
vi.	Fear of others		
vii.	Low concentration in class		
viii.	Class control		
ix.	Grouping in class		
x.	Destruction of teaching aids		
Xi	Time wastage		

Xii	Plotting Timetable		

6. Is it true that behavior problem affects the performance of your learners?

Yes ☐ No ☐

b. Give any example you have at hand

……

……

……

Thank you

Appendix III: interview schedule for Parents

Dear parent,

Greetings, I am here to conduct an interview from you to help me in a study on an examination of behavior problem in children in learning.

An interview schedule for the parents investigating the behavior problem in children, the influence and management of behavior problems at home.

1. Do you have a child at ECD center?

   Yes ☐ No ☐

   b. If yes, at which grade?

   ……

   c. For how long have you had an ECE child?

   …….

2. Would you wish that your child be the most behaved child?

   Yes ☐ No ☐

   b. Have you ever noticed a behavior problem with your child?

   Yes ☐ No ☐

3. What behavior problem did you notice?

……

……

……

4. If yes, did you report the matter to the teacher?

   Yes ☐ No ☐

5. How do you manage the behavior problems indicated in number three at home?

……

……

6. Would you suggest that teachers use your method of managing behavior problem in school?

   Yes ☐ No ☐

   Has it succeeded?

   Yes ☐ No ☐

Thank you

APPENDIX IV: RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:
MS. AWUOR DOROTHY OKAYO
of RONGO UNIVERSITY, 227-40404
RONGO,has been permitted to conduct
research in *Migori County*

on the topic: *AN EXAMINATION ON CHILDRENS BEHAVIUOR PROBLEM IN EARLY CHILDHOOD EDUCATION RONGO SUB-COUNTY MIGORI COUNTY KENYA*

for the period ending:
17th August,2018

.....
Applicant's Signature

Permit No : NACOSTI/P/17/47868/18654
Date Of Issue : 18th August,2017
Fee Recieved :Ksh 1000

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 15386

CONDITIONS: see back page

APPENDIX V: RESEARCH AUTHORIZATION LETTER (NACOSTI)

NATIONAL COMMISSION FORSCIENCE, TECHNOLOGY ANDINNOVATION

Telephone:+254-20-2213471.
2241349.3310571.2219420
Fax: +254-20-318245.318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No. **NACOSTI/P/17/47868/18654**

Date: **18th August,2017**

Awuor Dorothy Okayo
Rongo University College
P.O. Box 103-40404
RONGO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"An examination on children's behavior problem in early childhood education Rongo Sub-County Migori County Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Migori County** for the period ending **17rd August, 2018.**

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

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

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

Copy to:

The County Commissioner
Migori County.

The County Director of Education
Migori County.

APPENDIX VI: RESEARCH AUTHORIZATION LETTER (MIGORI COUNTY)

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: (059) 20511
FAX (059)20361
Email:
countycommissionermigori@yahoo.com

OFFICE OF THE COUNTY COMMISSIONER
MIGORI COUNTY
P.O. BOX 2 - 40400
SUNA- MIGORI.

When replying please quote

Ref. No: CC/ED.12/19 VOL.II/18

Date: 29th August, 2017

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION

Awuor Dorothy Okayo NACOSTI/P/17/47868/18654 a student at Rongo University has been authorized to carry out research on ***"An examination on children's behavior problem in early childhood education, Rongo sub county, Migori County, Kenya"*** for the period ending 17th August 2018.

Accord her the necessary assistance.

COUNTY COMMISSIONER
P.O BOX 2 – 40400
SUNA – MIGORI
MIGORI COUNTY

STEPHEN KAVULU
FOR: COUNTY COMMISSIONER
MIGORI COUNTY

CC
The County Director of Education
MIGORI

APPENDIX VII: RESEARCH AUTHORIZATION LETTER (CDE)

MINISTRY OF EDUCATION,
State Department of Education

Telephone: (059) 20420
Fax: 05920420
Email: cdemigoricounty@gmail.com
When replying please

COUNTY DIRECTOR OF EDUCATION
MIGORI COUNTY
P.O BOX 466-40400
SUNA – MIGORI

29TH AUGUST 2017

REF: MIG/CDE/ADM/VOL.III/160

Awuor Dorothy Okayo
Rongo University College
P.O Box 103-40404
RONGO

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "***An examination on children's behavior problem in early childhood education Rongo Sub- County, Migori County,Kenya***" I am pleased to inform you that you have been authorized to undertake research in **Migori County** for the period ending **17th August 2018.**

On completion of the research you are expected to submit **one hard copy and a soft copy** of the research report /Thesis to this office.

Thank you.

COUNTY DIRECTOR OF EDUCATION
MIGORI
P. O. Box 466,
SUNA - MIGORI.

Fredrick Maoga
For: County Director of Education
MIGORI COUNTY

APPENDIX VIII: RESEARCH AUTHORIZATION LETTER (RONGO SUB-COUNTY)

MINISTRY OF EDUCATION
State Department of Basic Education

Telephone: 0203508047
Fax no: 0203508047
When replying please quote
REF: RON/ ED/GEN/8/VOL.I/115

DISTRICT EDUCATION OFFICER
RONGO DISTRICT
P.O. BOX 245- 40404,
RONGO
18/07/2017

To All
Pre-Primary, primary schools
Head teachers
Rongo Sub- County

RE: AUTHORITY TO CARRY OUT RESEARCH STUDIES; MS.DOROTHY AWUOR OKAYO; MEDH/1020/2014..

Reference is made about the above named student of Rongo University Graduate School. Assist her collect research data in your school to enable her fulfill the required educational demands of the course.
This office encourages academic advancement as this will go a long way in developing our National intelligentsia and socio-economic growth.

For: DISTRICT EDUCATION OFFICER
RONGO DISTRICT

David O. Ragot
For; Sub-County Director of Education
Rongo.

CC: Ag.Vice Chancellor
Dean School Of Education

APPENDIX IX: RESEARCH PERMIT (RONGO UNIVERSITY)

RONGO UNIVERSITY

OFFICE OF THE DEAN

SCHOOL OF GRADUATE STUDIES

Tel. 0771349741

P.O. Box 103 - 40404
RONGO

Our Ref: **MEDH/1020/2014**

Date: Thursday, July 6, 2017

The Chief Executive Officer,
National Commission for Science, Technology & Innovation,
Utalii House,
Off Uhuru Highway, Nairobi,
P.O Box 30623-00100,
Nairobi-KENYA.

Dear Sir,

RE: RESEARCH PERMIT FOR MS.OKAYO DOROTHY AWUOR-MEDH/1020/2014

We wish to inform you that the above person is a bona fide graduate student of Rongo University in the School of Education pursuing a Masters degree in Early Childhood & Primary Education. She has been authorized by the University to undertake research titled; ***"An Examination of Children's Behavior Problem in Early Childhood Education in Rongo Sub-County, Migori County, Kenya"***

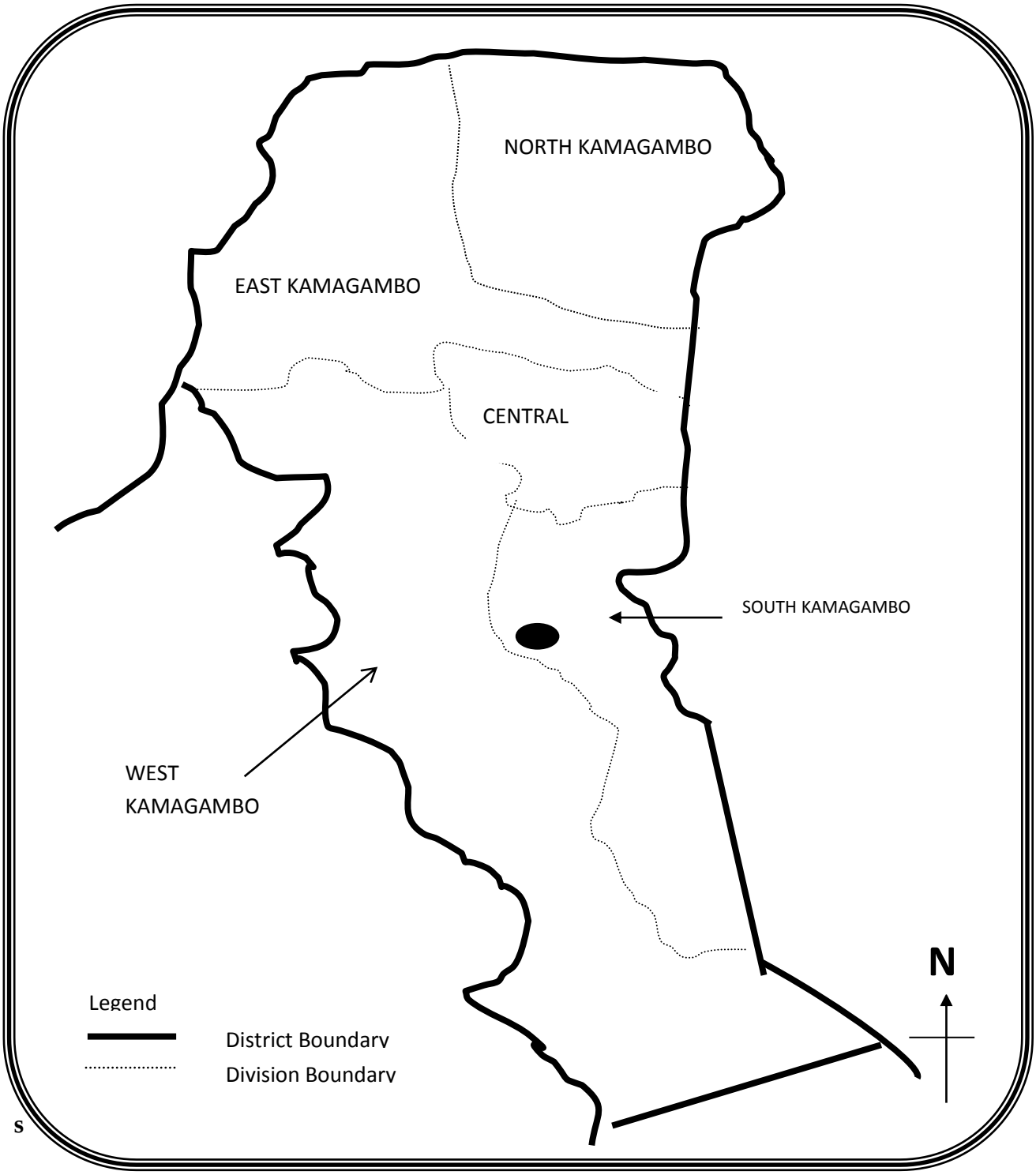
This is, therefore, to request the commission to issue her with a research permit to enable her proceed for field work.

Your assistance to her shall be highly appreciated.

RONGO UNIVERSITY
THE DEAN
06 JUL 2017
SCHOOL OF GRADUATE STUDIES
P. O. BOX 103 - 40404, RONGO

Thank you.

Prof. Hezborn Kodero
DEAN, SCHOOL OF GRADUATE STUDIES

Copy to: Ag. Vice Chancellor
Ag. Deputy Vice Chancellor (Academic and Student Affairs).
Dean, School of Education.
HoD, Educational Psychology & Science.

APPENDIX X: MAP OF RONGO SUB-COUNTY