EFFECTIVENESS OF SELECTED CLASSROOM MANAGEMENT APPROACHES IN DEALING WITH DISRUPTIVE BEHAVIOURS AMONG PRIMARY SCHOOL PUPILS IN SIONGIROI DIVISION, BOMET COUNTY, KENYA

EGERTON UNIVERSITY LIBRARY



ISAIAH KOECH

A Project Report Submitted to the Graduate School in Partial Fulfillment of the Requirement for the Award of the Degree of Masters of Education in Guidance and Counseling of Egerton University

EGERTON UNIVERSITY

MAY, 2013

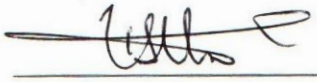
EULIB
040 978

2013 | 96716

DECLARATION AND RECOMMENDATION

Declaration

I declare that this project report is my original work and has not been previously presented for the award of a degree in any other university.



Koech Isaiah
EM16/1983/07

3/05/2013

Date

Recommendation

This project report has been submitted with my approval as the university supervisor.



Dr. Owen Ngumi, PhD

3rd May 2013

Date

COPYRIGHT

© 2011

Koech Isaiah

All rights reserved .No part of this work may be reproduced in any form, by any means, by Photostat, electronic or mechanical or incorporated into any information or retrieved system without permission in writing from the copyright owner, or Egerton University on that behalf.

DEDICATION

This report is dedicated to my dear wife Corazon Chepkoech and my daughters who missed my company during my long period of absence as I pursued my Masters at Egerton university; and to my mother who relentlessly encouraged me in my scholarly pursuit.

ACKNOWLEDGEMENT

I take this opportunity to acknowledge the contribution of many people who in one way or another contributed to my research work either at Egerton University or during my research in the field. First, I owe my deepest gratitude to my project supervisor Dr. Owen Ngumi, who played a very significant role in providing his valuable time out of his busy academic schedule in order to assist either in form of advice, encouragement or suggestions regarding my research work. Secondly, I am also indebted to my wife who stood by me during my challenging and demanding academic pursuit.

I am also grateful for the efforts of all the staff members of the Department of Psychology, Counseling and Education Foundation, who assisted me in shaping my work. Thirdly, I also register sincere thanks to all the respondents who assisted me in responding to the questionnaires out of their very busy schedule in their schools. May Almighty God bless each one of them.

ABSTRACT

Disruptive behaviours among primary school pupils are a major problem faced by classroom teachers. In fact a significant number of problems reported by teachers are mainly emanating from the classroom environment. Researchers have observed that behaviour management can adequately be done in the classroom, because the classroom has many activities; academic and social as well as interaction between teachers and pupils, within which class work has to be assigned, monitored, collected and evaluated. Indeed, some of the major classroom disruption already identified has been largely associated with noise making, absenteeism, bullying and fights. This study sought to investigate the effectiveness of selected classroom management approaches in dealing with disruptive behaviours. The selected management approaches were; guidance and counseling, reinforcement (negative and positive) and Punishment (response cost, time-out and reprimands). The study was a descriptive survey. The population was 620 teachers and 26 head teachers from 26 primary schools in Siongiroi Division of Bomet County. From these, 117 teachers and 26 head teachers were randomly selected to constitute the sample for the study. Data was collected using the following; Appendix A: teachers' questionnaires and appendix B: head teachers' questionnaires and was analyzed with the aid of Statistical Package for Social Sciences (SPSS) computer program. Reliability of the instruments was also estimated through a pilot study at an Alpha coefficient of 0.8. Descriptive statistics (frequency, tables and percentage) and inferential statistics (Chi- square) were employed in data analysis. The findings of the study reveals that the common disruptive behaviours among pupils established to be common were Bullying, Noise-making, Name-calling and Cheating. It was also observed that there were the use of positive reinforcement, negative reinforcement, punishment and counseling by teachers and head teachers. The findings of the study also reveal the rating on the effectiveness of selected classroom management approaches was based on teachers' experiences and training. The study recommends that, there is need for the Ministry of Education to provide trained counselors to primary schools so that they can assist classroom teachers in reducing or preventing disruptive behaviours among primary pupils. Also there is urgent need to introduce guidance and counseling programme as part of the training in primary-teacher training colleges so that all teachers may have adequate knowledge and skills on how to deal with classroom disruptions.

EGERTON UNIVERSITY LIBRARY

TABLE OF CONTENTS

Page

DECLARATION AND RECOMMENDATION ii
COPYRIGHT iii
DEDICATION iv
ACKNOWLEDGEMENT v
ABSTRACT vi
TABLE OF CONTENTS vii
LIST OF TABLES ix
LIST OF FIGURES x
LIST OF ABREVIATIONS AND ACRONYMS xi

CHAPTER ONE 1
INTRODUCTION 1
1.1 Background of the Study 1
1.4 Objective of the Study 3
1.5 Research Questions 3
1.6 Significance of the Study 4
1.7 Scope of the Study 4
1.8 Limitations of the Study 4
1.9 Assumption of the Study 4
1.10 Definition of Terms 5

CHAPTER TWO 6
LITERATURE REVIEW 6
2.1 Introduction 6
2.2.2 Punishment 11
2.2.4 Guidance and Counseling 13
2.3 General Classroom Disruptions 15
2.3.1. Anger 15
2.3.2 Cheating 16
2.3.3 Bullying 17
2.4 Theoretical Framework 19
2.4.1 Erickson Theory of Psychosocial Development 19
2.4.2 Behavioral Theory 20
2.5 Conceptual Framework 20

CHAPTER THREE **22**
RESEARCH METHODOLOGY **22**
3.1 Introduction 22
3.2 Research Design 22
3.3. Location of the Study 22
3.4. Population of the Study 22
3.5. Sampling Procedure and Sample Size 22
3.6. Instrumentation 23
3.7. Data Collection Procedure 24
3.8. Data Analysis 24

CHAPTER FOUR **25**
RESULTS AND DISCUSSION **25**
4.1 Introduction 25
4.2 Demographic Characteristics of the Respondents 25
4.3 Objective One: To Establish the Use of Selected Classroom Management Approaches 27
4.4 Objective Two: To Determine the Common Disruptive Behaviours Experienced by Classroom Teachers 30
4.5 Objective Three: To Establish the Gender Difference in the Perception of Teachers on Selected Management Approaches 33
4.6 Objective Four: To Determine the Effectiveness of Selected Classroom Management Approaches in Dealing with Classroom Disruption, as Perceived by Teachers 38

CHAPTER FIVE **44**
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS **44**
5.1. Summary 44
5.2 Conclusions 45
5.3 Recommendations 45
5.4 Suggestions for Further Research 46
REFERENCES **47**
APPENDIX A: TEACHERS' QUESTIONNAIRE 51
APPENDIX B: HEADTEACHERS' QUESTIONNAIRE 55

LIST OF TABLES

Page

Table 1: Distribution of Teachers by Level of Training 25
Table 2: Head Teachers Level of Professional Training by Cross Tabulation 26
Table 3: Head Teacher's Teaching Experience by Cross Tabulation 27
Table 4: School with trained counselors by gross population 27
Table 5: Use of Selected Classroom Management Approaches by Teachers 28
Table 6: Use of Selected Classroom Management Approaches by Head Teachers 29
Table 7: Common Disruptive Behaviours 31
Table 8: Head teachers' Responses on Common Disruptive Behaviours 32
Table 9: Teachers Responses on the Use of Reprimands in Classroom by gender 33
Table 10: Teachers Responses on the Use of Verbal Praise in Classroom by Gender 34
Table 11: Teachers' Responses on the Use of Response Cost by Gender 34
Table 12: Teachers' Responses in the Use of Time-out for Some Few Minutes by Gender 35
Table 13: Teachers' Response on the Use of Negative Reinforcement by Gender 36
Table 14: Teachers' Responses on the Use of Individual Counseling by Gender 36
Table 15: Teachers' Responses on the Use of group Counseling 37
Table 16: Teachers' Responses on the Use of Peer Counseling 38
Table 17: Teachers' Perception on the Effectiveness of Selected Classroom Management Approaches 39
Table 18: The Perception of the Head Teachers on the Effectiveness of Selected Classroom Management Approaches 41

LIST OF FIGURES

Page

Figure 2.1: Consequences of Behaviour 9

Figure 2.2: Schedules of Reinforcement 10

Figure 2.3: Effectiveness of Selected Classroom Management Approaches 21

LIST OF ABREVIATIONS AND ACRONYMS

AEO	- Assistant Education Officer
ATS	- Approved Teachers
C.M.A	- Class room Management Approaches
COMP	- Class room Organization and Management Program
G.B.G	- Good Behavior Game
MOE	- Ministry of Education
P.T.A	- Parents Teachers Association
P1	- Primary Teacher One
P2	- Primary Teacher Two
SMS	- Short Message Service
SPSS	- Statistical Package for Social Sciences
TSC	- Teachers Service Commission
UNESCO	- United Nations Education, Science and Cultural Organization
UNICEF	- United Nations International Children Education Fund

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Globally, teachers' perception of classroom management approaches in dealing with disruptive behaviours among pupils has become an important feature of the school system. Similarly, educators throughout the United State work to establish safe, secure and orderly schools, with classrooms that are conducive for learning. However, increase in bullying, aggression; defiance of authority and other forms of anti-social behaviours are common and a cause of concern for the safety of the pupils. Many of these trends are manifested in pupils as disruptive behaviours (Theberge & Karan, 2004).

Many teachers who have experienced prolonged contact with school pupils agree that lying, stealing and bullying are among the worst common aspects of anti-social behaviours. A study on teachers' perception carried out in Nigeria showed that the number of major school offences in 31 schools indicated 30% cases of lying 27% cases of serious lying and 43% cases of bullying. Those who were concerned with pupils were not satisfied with punishing those who committed these offences. Their major objective was how they could deal with these disruptions (Durojaiye, 1980). Kauffman (2005) suggested that a smoothly functioning classroom is achieved when teachers take deliberate action to plan a management strategy very early as a means of dealing with disruptions. Problems with disruptive behaviours were also associated with drug abuse. One reflection of this scenario is that teachers often report disruptive pupils' behaviours as their main challenge which requires attention. The educators are also inadequately trained to deal with the disruptions which include bullying, defiance, cheating and disrespect among others.

Most teachers find these disruptive behaviours a major frustration that significantly reduces their effectiveness in facilitating pupils' achievement. Most of behavioural problems in the classroom interfere with teaching and learning to some degree. The role of teachers' perception in the management of disruptive behaviours is very significant because if the perception is negative then it may impact negatively on the pupils and if the perception is positive then it may lead to good behaviour among pupils (Neal, McCray & Webb- Johnson, 2001). Classroom disruptions among pupils have been a major problem. For instance, in 1971, one thousand teachers in Erie Pennsylvania went on strike because of their principals' failure to provide support in dealing

with classroom disruption among the pupils. Three quarters of this group identified boys as their most troublesome pupils (Wheldal& Merrett, 1998).

Currently in Kenya, classroom disruptions have similar scenario as United Sates and other countries such as Nigeria. In-fact, according to Satrock J. W (2005) cited that despite public belief that a lack of discipline is the number one problem in classrooms, educational psychology has changed its focus. Formally it emphasized on discipline, but today it focuses on ways to develop and maintain a positive classroom environment that reduce classroom disruption and support learning.

Classroom teachers do not have adequate classroom management skills to deal with disruptions among pupils. In classrooms, these pupils who are considered to be "normal" children, they do not require very special consideration in classroom activities. Classroom curriculum and learning activities are directed at these children. They perform given tasks without major difficulties if teachers use classroom management strategies in dealing with disruptions effectively. Teachers should be able to distinguish disruptive behaviours from those of maladjustment. This is because maladjustment refers to long- term, emotional disorders and personality disturbance, which usually cannot be effectively handled by teachers because of inadequate skills, as they require specialized psychological or psychiatric intervention (Frude & Gault, 1984). Primary schools in Siongiroi division were not spared of classroom disruption. In view of this, it was therefore imperative to investigate the effectiveness of selected classroom management approaches in dealing with disruptive behaviours among pupils in primary schools in Siongiroi Division from teachers' perspective.

1.2 Statement of the Problem

Globally, majority of the teachers believed that classroom disruptive behaviours is a major frustration in classroom that significantly reduces their effectiveness in facilitating pupils' achievements (Neal, McCray & Webb-Johnson 2001). In addition, Long, Morse and Newman, (1980) reported that pupils who are more disruptive in classroom can be among the most challenging to teach. They frequently interrupt instructions, often do poorly academically and may also show little motivation to learn.

Similarly, Schools in Siongiroi Division of Bomet County experienced problems with respect to classroom disruptions. According to inspection report cited in MOE (2007), the major classroom disruptions identified included absenteeism, noise making, cheating in examination, bullying and fighting. These issues had cumulatively led to classroom disruptive behaviours that this study intended to address by examining the effectiveness of selected classroom management approaches that deals with disruptive behaviours.

1.3 Purpose of the Study

This study sought to determine the effectiveness of selected classroom management approaches in dealing with classroom disruptions among primary pupils in Siongiroi Division of Bomet County.

1.4 Objective of the Study

(i) To establish the use of selected classroom management approaches among primary teachers in Siongiroi Division.

(ii) To identify the common disruptive behaviours experienced by classroom teachers among primary schools in Siongiroi Division.

(iii) To establish gender differences in the perception of teachers on selected classroom management approaches in Siongiroi Division.

(iv) To determine the effectiveness of selected classroom management approaches in dealing with classroom disruptive behaviours from teachers' perspective in Siongiroi Division.

1.5 Research Questions

The study was guided by the following research questions.

(i) Is there use of selected classroom management approaches among primary teachers in Siongiroi Division?

(ii) What are the common pupils' disruptive behaviours experienced by classroom teachers in Siongiroi Division?

(iii) Are there gender differences in the perception of teachers on selected classroom approaches in Siongiroi Division?

(iv) How effective are classroom management approaches in dealing with disruptive behaviours in Siongiroi Division?

1.6 Significance of the Study

The findings of the study highlighted the effectiveness of selected management approaches in dealing with disruptive behaviours. It is hoped that the findings of this study may assist school administrators in adopting better classroom management approaches based on teachers' perception. It may also benefit the Ministry of Education (MOE) in identifying challenges which classroom teachers are facing in their teaching and learning process. It may further assist the ministry and other organizations such as UNICEF, and UNESCO among others in using the findings to formulate policies aimed at strengthening guidance and counseling in primary schools in Siongiroi Division.

1.7 Scope of the Study

The study was conducted in Siongiroi Division of Bomet County and the focus was on the effectiveness of selected classroom management strategies that deal with disruptive behaviours among primary pupils. Primary schools in Siongiroi Division were chosen as a study area because of rampant increase of classroom disruptive behaviours which included; bullying, noise-making, cheating in examination and fighting. The division had 76 primary schools with a population of 620 teachers. Only 117 teachers from 26 primary schools were taken as a sample by the application of the formular postulated by Naissuma (2000).

1.8 Limitations of the Study

The limitations of the study included:-

i. The study dealt with selected issues; Guidance and Counseling, Punishment and Reinforcement as selected management approaches.
ii. The study excluded children with special needs.
iii. The findings of the study are confined to the sampled schools and teachers in Siongiroi Division of Bomet County and therefore may not be overlay generalized to all primary schools in Kenya.

1.9 Assumption of the Study

The study was based on the following assumptions:-

(i) Teachers have knowledge on the selected classroom management approaches.
(ii) Teachers' judgments based on their teaching experience and training was reliable.

1.10 Definition of Terms

The following operationalized terms were used in the study.

Bullying: It is verbal or physical behaviour designed to disrupt learning.

Classroom management strategies: These are methods employed by classroom teachers in Dealing with selected classroom disruptions; guidance and counseling, reinforcement and punishment.

Classroom: It is an environment where pupils and teachers are regularly interacting.

Disruptive behaviour: This is a type of behaviour that interferes with learning process in a classroom situation

Effectiveness: This refers to the usefulness of management approaches that produces good results when applied in dealing with classroom disruption. Guidance and counseling: This refers to all services aimed at assisting primary school pupils so that may be able to understand his or her attitude, interests.

Normal children: Those children who do not require special attention in classroom and teachers are in a position to assist them.

Perception: Is used to refer to those processes by which classroom teachers and head teachers interpret or judge the effectiveness of selected classroom teachers' management approaches.

Punishment: Means being subjected to a painful stimulus or having a pleasant one removed due to engaging in undesirable behaviour.

Reinforcement: this refers to a consequence that increases the probability that behaviour will occur

Truancy: Deliberate absenteeism by pupils from classroom without any good reasons.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents a review summary of the related literature to the study. It mainly focuses on the general classroom disruptions and shows how reinforcement, punishment, guidance and counseling are applied as selected management strategies in dealing with classroom disruptions. It also extensively discusses the themes, which guide the study and conceptual framework which shows a summary of how various variables are related.

2.2 Classroom Management Strategies

Classroom management is a term used by teachers to describe the process of ensuring that classroom learning runs smoothly despite disruptive behaviour by pupils. The term also implies the prevention of disruptive behaviour. In 1981, the US National Educational Association posited that 36% of teachers reported they rather not go into teaching if they had to decide again. The main reason was "negative pupil attitudes and discipline" (Wolfgang & Glickman, 1986) in this section the following selected management approaches will be discussed. They include; Reinforcement, Punishment, Guidance and Counseling which deals with disruptive behaviours among pupils.

2.2.1 Reinforcement

Reinforcement is a consequence that increases the probability that behaviour will occur. To reinforce behaviour means to strengthen the behaviour that is desirable in a classroom situation.

Reinforcement can reduce and prevent cases of disruptive behaviours in classroom therefore it acts as a management strategy in dealing with children behaviours. The primary source of reinforcement is guided by the following basic principles:

i. **Selective exposure**: This is a type of primary reinforcement in which learners do not like to have previously held believes to be challenged. When an individual encounters information that is discrepant from their own opinions, they seek to resolve the reluctant disharmony. In general, learners do not want to be wrong. A change or shift in attitude is sometimes interpreted as an admission that the original belief was inaccurate or inadequate. This is to avoid having their opinions challenged. Research indicates that learners tend to simply avoid

information that might be discrepant in nature. Therefore, learners expose themselves to stimuli that are pleasurable and avoid stimuli that might induce a negative reaction (Zilman & Bryant, 1985).

ii. **Selective perception**: It is not always possible to avoid all discrepant information. This means that learners or teachers skew their perception to coincide with what they desire (Johnson-cartee & Coplan 1997).

iii. **Selective retention**: The third primary reinforcement theory is a situation where learners only remember those items that are in agreement with their pre-disposition (Johnson-cartee & Coplan 1997).

The process of applying rein-forcers to increase behaviours, exist in two forms, namely positive and negative reinforcement (Santrock 2008).

(a) Positive Reinforcement

Positive reinforcement is any stimulus which when introduced or presented increases the likelihood or particular behaviour in classroom context these include praise, good grades and prizes awarded to pupils (Mangal, 2007). Premack(1965) as cited in Kauchak & Eggen (2007) posits that a more desired activity services as a positive reinforcement for less desired activity. For example, if pupils like games more than mathematics, a mathematics teacher can tell them that as soon as they finish their mathematics assignment then they can now go for games. The promise of games acts as a positive rein-forcer. According to Martens and Meller (1989) cited in Goldstein (1995) teachers prefer management strategies that reinforce appropriate behaviour and consider them to be more appropriate in classroom than those that punish inappropriate behaviour.

Hasazi and Hasazi (1972) posited that pupils who had trouble with digits reversal when solving mathematics problems reduced the number of reversals in their work when teachers systematically focused positive attention on correctly written responses. Chaadwick and Day (1971) reported that when teachers added social rein-forcers to system involving tangible rein-forcers, increase in the percentage of time pupils worked, and the rate and accuracy of their work as well and classroom disruption is greatly reduced. Brophy's (1981) reports that most of the

teachers' praise that is intended to reinforce at times do not function very effectively because it is not systematically contingent in desirable behaviours.

(b) Negative Reinforcement

Negative reinforcement refers to a situation whereby the frequency of a response increases because it is followed by the removal or avoiding of unpleasant stimulus. Negative reinforcement is perhaps the most misunderstood of all behavioural management strategies; this may be due to the incorrect connotations associated with the word negative. This term refers to the same effect observed with positive reinforcement; behaviour strengthened, or made more likely to occur (Kayffman, 2005).

Unlike, positive reinforcement refers to the contingent removal of a stimulus. Naturally, the stimulus that is removed must be one that pupils find unpleased, thus making it avoidance the desired outcome. For example, a teacher might tell pupils that if they complete their class work on time then they will not be given their usual home work assignment, if they complete the class work on time then they will not be given their usual home work assignment. If the contingent removal of this potential aversive (home work) has the effect of increasing the pupil's productivity and accuracy in their in their class work, then negative reinforcement has occurred. Resuch. Rose and Greenwood (1988) gave an overview of potential dangers in trying to program negative reinforcement strategy. It also noted that naturally occurring negative. Reinforcement is plentiful in daily life for example breaks from work or vocations. They suggested that

> *"Once should be aware of the presence of and potential for negative reinforcing events, but one should avoid purposefully programming these events" PP57"*

Maag and Kamp (2003) assert that negative reinforcement may be at work in classroom when pupils engage in disruptive behaviour in order to escape from unpleasant tasks. For instance if a pupil does not like solving long division mathematics problems, he or she may engage in disruptive behaviours when presented with such. He or she start complaining, whining or distracting others. If classroom teacher unwittingly removes the aversive stimulus (the long division problem) by sending the pupil outside classroom negative reinforcement of the pupils' disruptive behaviour may recur again. If the pupils' use of disruptions is always successful in avoiding what he or she does not want for example the long division problem, the same

disruptions will be reinforced in future. Patterson (1980) as cited in Eggen and Kauchak (2007) called this scenario "negative reinforcement trap". That is both pupil and teacher may have been negatively reinforced by the removal of unpleasant stimuli. It is then most likely that the same disruption may recur. According to Skinner (1938) learners' actions are controlled mainly by consequences, outcomes (Stimuli) that occur after behaviours, then by events preceding them, for example in classroom, behaviours. The consequences of behaviour are clearly shown in figure 1

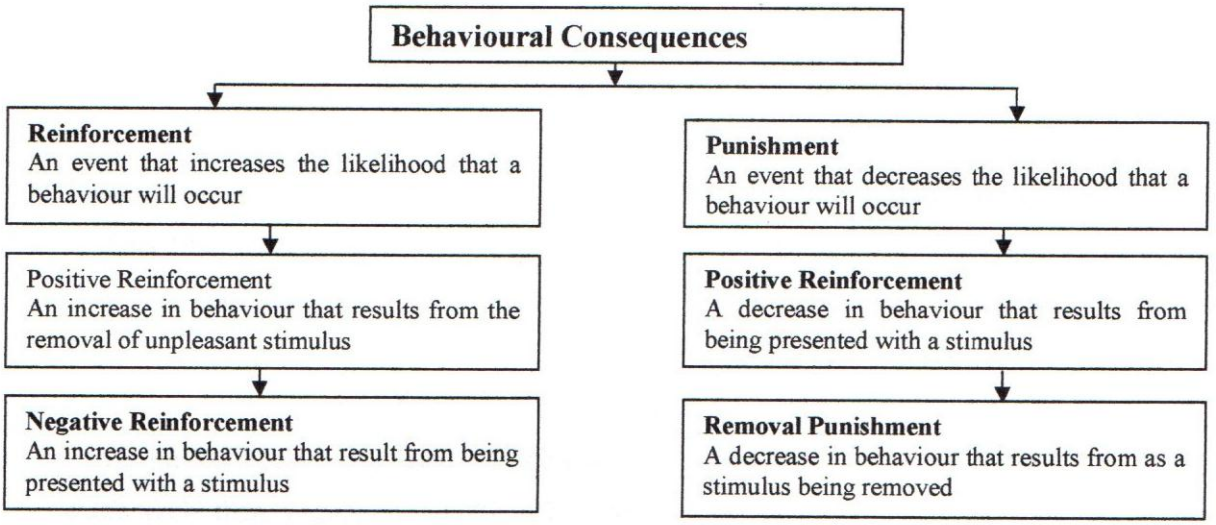


Figure 1: Consequences of Behaviour
Source: Eggen & Kauchak, (2007)

(c) Reinforcement Schedules

The idea of planning of schedules of reinforcement was put forward by B.F Skinner which is applicable in management of classroom disruptive behaviour and has the following components:

Continuous Reinforcement Schedules

Continuous reinforcement is good in classroom management as it activities the acquisition of new behavior. It may be difficult to maintain reinforcement of pupils for every successful effort achieved in the learning process (Mwamwenda, 1996).

(i) Intermittent Reinforcement

Intermittent reinforcement involves rewarding classroom pupils after they have made more than one correct or have improved in their behaviour. It is therefore up to the person (teacher) to determine how many responses (provided they are more than one response) the organism must

make before it is reinforced. Normally this type of reinforcement is introduced after pupils have acquired some mastery over a given behaviour, thus making the pupils to work harder for reinforcement.

There are two types of intermittent schedules:

- Ratio schedule which depend on the number of individual behaviour.
- Interval schedule depends on time

Both can either be fixed i.e. receiving the rein-forcers is predictable, or variable (Eggen & Kauchak 2007). See figure 2.

The effect of using schedules of reinforcement in classroom, management is applicable in the following ways:-

(i) Initial learning is usually faster with continuous rather than partial reinforcement, which implies that when behavior is first learned, continuous reinforcement is very effective. However, partial reinforcement yields more persistence and more resistance to extinction than continuous reinforcement. Therefore, it works better once a response is mastered then continuous reinforcement is replaced with partial reinforcement.

(ii) Pupils on fixed schedules usually display less persistence and greater response extensively than pupils on variable schedules, for example if pupils are usually given tests every Friday, then they may not work hard for the rest of the days until Friday approaches in which they may start cramming for the Quiz (Santrock, 2005).

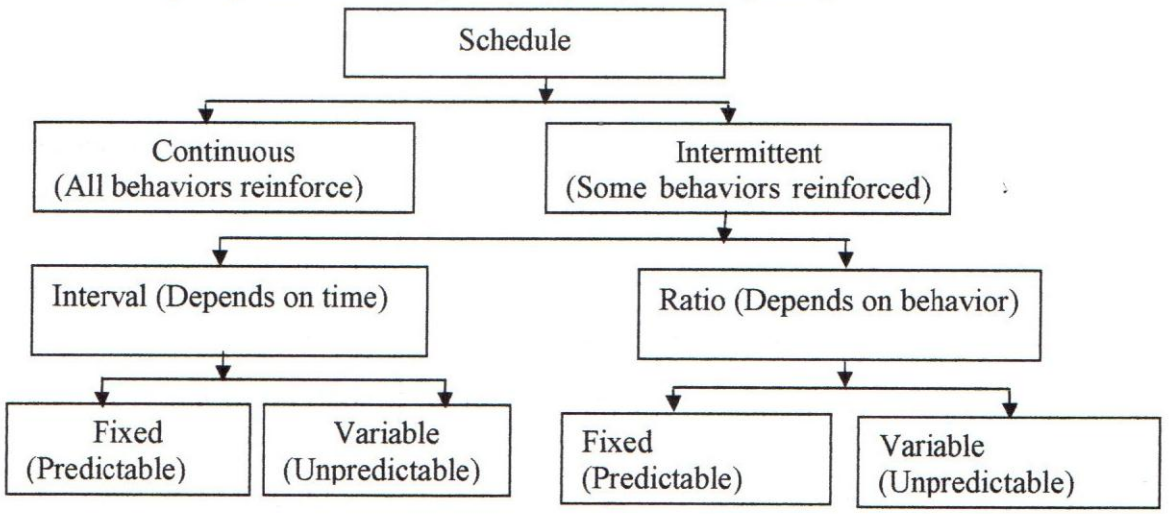


Figure 2: Schedule of Reinforcement

Source: Kauchak & Eggen (2007)

2.2.2 Punishment

Punishment means being subjected to a painful stimulus or having one removed due to engaging in undesirable behavior. Punishment is one of the common methods being used by classroom teachers in dealing with disruptive behaviors among pupils. It may take the form of suspension, manual work, expulsion dismissal, isolation, and scolding, being sent to the head teacher or being deprived of certain privileges. The type of misbehavior for which the punishment may justifiably be administered are disrespect for teachers, bullying, vandalism missing classes, failing to do assignments, making noise in class, chewing gum in class, and not paying attention in class (Mwamwenda 1996).

Punishment may suppress undesirable behaviors but may not necessarily extinguish it. Suppressing may be of short duration and in the absence of the punisher, the same behavior may recur. Punishment involves presentation of an unpleasant consequence or the loss of a pleasurable consequence following the occurrence of the target behavior. To many classrooms teachers, punishment is inefficient way of changing behavior, though it is seductive because it can be very reinforcing to teachers and then be overused (Goldsten, 1995).

In line with Republic of Kenya (2001) reported that teachers and parents as well should administer reasonable punishment that should not in any way subject pupils to torture in any manner whether physical or psychological. This was further supported again by Sprinck,Borgmeier and Noiet, (2002) who reported that teachers should use soft reprimand, that is keeping a brief, gentle signal to direct back to task any pupil who may begin to show signs of misbehavior. If a soft reprimand is not sufficient to stop pupil's misbehavior, the teacher may pull the pupil aside for a private problem-solving conversation.

(a) Effectiveness of Punishment

The following factors influence punishment being administered by classroom teachers:-

(i) The opportunity to avoid the punishment. If a student can manage to give an excuse or lie to get out of punishment the procedure is likely to be ineffective (Axelrod, 1983).

(ii) The more immediate the punishment, the greater the reduction of behaviour. It is better to punish a behaviour that occurs early than one that occurs later in the series. In this

situation, it is better to punish a child for name- calling than wait until a fight erupts and then punish fighting behaviour (Walker & Shea, 1991).

(iii) The punishment should fit the offense committed; depriving a child to participate in very important football game that he has greatly anticipated because he didn't finish mathematic assignment is absolutely incongruous. This is because football match has nothing to do with mathematical assignment. Not doing assignment is hardly a failure meriting punishment as severe as loosing out on an important event to which a child had looked forward to for a long time. The punishment should be both qualitatively and quantitatively equivalent to the child's misdeed.

(iv) Good disciplinarians arrange their activities so that punishment never follows a child's movements towards class goals, but only follow counter-productive responses. Although students usually do not repeat behaviours, which are punished. The fear and resentment that accompanies the administration of penalties may spawn new acts of anger and revenge for the teacher to deal with (Gnagey, 1981).

(v) Shea & Walker (1991) made a strong case for minimizing the use of punishment, particularly severe punishment such as embarrassment in the classroom setting because this can impact negatively on the child's self- esteem and can destroy the good teacher- pupil relationship. Also when losing privileges, the student must understand the relationship between the target behavior and the privileges lost.

Types of Punishment

Time out: This is a strategy where teachers use reinforcement to exclude children from the opportunity to participate with others and receive positive reinforcement. Time out is the most known disciplinary techniques, and it is therefore he most likely to be the over used and misused by classroom teacher. Although a brief time- out for example of a few minutes' duration can exert a positive influence on classroom behavior when applied appropriately. This method involves the removal of certain reinforcing activities from the misbehaving child for a short period (Walker & Shea, 1991)

Reprimands: Van Houten (1983) posits that a reprimand can be any expression of disapproval.

This can either be a verbal statement or can be a gesture or a facial expression. The advantage of reprimands is that it is easy to apply immediately after an undesirable behaviour occurs. As cited in Goldein (1995) studied the components of a properly delivered reprimand.

One critical factor was that reprimands be delivered immediately after a problem occurs, even if the behavior is a mild disruption, when teachers wait until a pupils becomes very disruptive before delivering a reprimand, the magnitude of reprimands will be very intense that the entire class will be affected.

Response cost: This is also a classroom management strategy where a teacher removes a reinforcer, contingent upon a specific behavior. The form of a response cost could be reducing marks for students who are careless e.g. Forgetting to write their names on answer sheet paper or decreasing class free time for being too noisy. Response cost has been used effectively in classrooms settings to reduce disruptive behaviors (Goldstein, 1995)

2.2.4 Guidance and Counseling

Generally, pupils in primary schools do require guidance and counseling service so that they can find solutions to their problems. Children, like adults have their own problems which call for guidance and counseling at primary school level especially in their classrooms. So as to help them prevent problems which include: fights, quarrels and restlessness among others. Therefore, the rationale for guidance and counseling in primary schools is based on the idea of early detection and prevention of problems (Engelke and Vndergoot, 1992). Rao (2006) asserts that pupils are often unhappy with corrections and like to do what they enjoy. They are usually enthusiastic and are attracted to thing easily but their interest don not last long. If the school experiences are unpleasant they could be easily put off from learning. Therefore, at this stage guidance and counseling is necessary in order to help pupils understand their learning problems and make their classroom experiences enjoyable and engaging. Guidance and counseling at primary school enhances effective teaching if the following areas are dealt with:-

(i) Personal Guidance and Counseling

There are situation when pupils experience problems that are personal in nature such as inadequacy, rejection, self- hate, loneliness and inferiority complex. They may concern about their behavior in classroom. The work of the counselor is to assist pupils to deal with these

negative aspects of behavior and transforms them into a positive perspective thus contributing to a child's positive self- concept, which is one of the principal responsibilities of the class teachers and counselors (Lewis, 1990).

(ii) Social and Emotional Guidance and Counseling

As pupils interact among themselves and teachers, problems which are social emotional in nature may arise. Such problems include pupils misbehaving in class, teachers getting annoyed with pupils' destructive activities in class, physical fights and mane calling. Therefore, teacher should attempt to identify the cause of such behavior and assist them to deal with the problems (Mwamwenda, 1996).

(iii) Effective Consultation, Guidance and In-service Program

It is important for counselor to remember that in reality the four essential components of comprehensive classroom management effective teaching, preventive, corrective and supportive components act in concert with each other. It is the integration of the four components that results in creating school environments where learning and responsible behaviour can take place. Even though we must look at them separately, counselors and teachers need to envision them integrating and impacting each other (Evertson & Harris, 1999). When teaching is effective, pupils are engaged in learning activities and disruptive behaviour is less. Also, when varieties of strategies are used with the appropriate behaviours, then misbehavior is handled with little disruption of the learning process (Walker & Shear, 1991). When pupils are supported in making responsible behavior choices, then a classroom can be created where everyone want to be and can learn. The focus of the entire approach is to help pupils learn responsible behavior and self-management. Involving pupils in the discipline process and promoting pupil reflection about their own beahviour is the key to effective discipline (Kyle & Rogien, 2004).

School counseling programs have significant influence ob behaviour problems. Baker & Gerler (2001) reported that pupils who participated in a school counseling program had significant, less inappropriate behaviours and more positive attitudes towards school than those pupils who did not participate in the program. Another study reported that group counseling provided by school counselors' significantly decreased participants' aggressive and hostile behaviours (Omizo *et al*, 1988).

A study of Missouri high school students shows that schools with more fully implemented model guidance programs had pupils who were more likely to report that their school had a more positive climate (greater feeling of belonging and safety at school, classes which are less likely to be interrupted and improved peer behaviour) Lapan *et al* ., 1977).

Comprehensive classroom management encompasses consultation tools for school counselors to share with teacher that integrate effective teaching, proactive preventive strategies, practical discipline strategies and possible supportive strategies in order to bring about responsible behaviour (Wade 1997).

2.3 General Classroom Disruptions

Generally, classroom disruptive behaviours refers to any behaviour that interferes with the teachers ability to conduct the class, or the ability of other pupils to gain from the teachers, the scope of disruptive behaviour in pupils is very wide and one may not know where to start describing these problems (Ingule, Ronoh & Ndambuki, 1996) Graubard (1973) defined behaviour problems as a variety of deviant behaviours, which violates the perceiver's expectations of effectiveness and which the perceiver wishes to see stopped. Kounin (1970) postulated that disruption may be an attempt by pupils to communicate to the classroom teacher. That is the assignment could be difficult or they did not understand the directions. So, further clarification is needed. Among the common disruptive behaviours in this section are: anger, cheating and bullying.

2.3.1. Anger

Rogers (2004) asserts that anger is a powerful emotional behaviour, which sometimes can be very disruptive. For instance, in times of high frustrations it can easily overtake rational control. This results in hostility and antisocial behaviour, which significantly affect learning and peer-acceptance. Though, it is normal to be angry there are some behaviours arising from poorly handled anger that are disruptive. These include:- Throwing furniture or equipment, pinching, punching or 'stabbing; with pencils, elbowing, biting, regular ' stomping' kicking in temper, regular use of verbal aggression and swearing at others. This kind of behaviour can be quite disturbing to classroom teachers as it creates anxiety and confusion.

According to Ingule, Rono and Ndambuki, (1996) reported that children particularly at lower primary school, display anger through fighting, name calling, quarreling and even isolating the offending party from a social group. In upper primary school, a pupil may get angry with himself/ herself when he/she does not perform to his/ her expectation and may divert his/her anger to others. Teachers too are affected. Such acts may drive pupils to unacceptable behaviours like truancy, disobedience etc. Teachers who do not understand the impact of such frustrations may make the conditions worse, teachers may correct pupils' errors in ways that make them feel incapable, stupid and worthless. Such pupils fear and get disoriented in class work resulting in serious errors. This may eventually cause other emotional situations such as aggression, withdrawal, truancy, fights etc

2.3.2 Cheating

Cheating is a form of disruptive behaviour which can manifest itself in the following ways:-

(i). Cheating in Examination:

This can either be class assignment, continues assessment test or Homework, or end term exams. This kind of behaviour will comprise the quality and integrity of exams. Cheating is therefore a disruptive behaviour because if the other pupils suspect that there is cheating, they may also follow suit because they do not see any reason of not obtaining credit through dishonest means. This unacceptable examination behaviour includes: communication with fellow pupils, copying materials from another pupils' exam or copying from material smuggled to the exam room (Rhoten, 1999). However, with the changing technology, pupils have advanced ways of cheating in class. Phones are being used to text answers, find answers via data access, and store preloaded information for reference.

According to a survey by the wireless association CTIA, 47% of U.S teens can text with their eyes closed. Without having to look at the screen, teen can easily text answer unnoticed. Using cell phones to cheating class also compromises the integrity of the school system distorts theses code and teaches pupils to find ways around the system. Combining this with the ease of hiding the device due to its small size, make it very difficult for classroom teachers to control the usage of the same, especially because of the short time frame in which an answer is expected to a message (Kasesnieemi & Rantianen, 2002).

A survey from Italy of 9 to 10 year pupils shows that 86% pupils who owned mobile phones kept them on during lessons (Guardian unlimited, 2003). The New Zealand survey also found that 66% of pupils who took a mobile phone to classroom kept turned on during class work (Netsafe, 2005). Therefore, with many mobile phones now incorporating a digital camera or video, there is a danger in schools that inappropriate pictures may be taken because of the portability of the camera. Pictures can be taken quickly without the knowledge of the other person. Instances such as the videoing by a mobile phone camera of a girl beaten by bullies in a school in Victoria and a similar videotaping of children raping another child in England (Sunday Mail, 2005) demonstrate some negative uses of the mobile phone camera. These photos could be posted to a "Mob log" on the internet (Srivastava, 2005). In another incident an overweight boy was photographed by a mobile phone camera in the school change room and the picture posted on the internet (Mitchell, 2004).

(ii) Documentary Falsification

This behavior is common among boys. It includes pupils who engage themselves in forging teacher's signatures e.g. by signing their filled-up exercise books, especially if they know that they have either removed some pages or not all the pages are filled up or exercise book is stolen from their fellow pupils. Pupils who engage in these practices are aware of the consequences of their misdeeds and therefore attempt to avoid any punishment or embarrassment from teachers by committing another offense, which acts as an escape route from the already committed offense. The other documentary falsification is where some pupils upon having been absent from classroom without permission, may decide to forge fictitious medical excuses in order to escape from any kind of punishment (Rhoden, 1999).

Bomet County is not an exception; documentary falsification is also common among pupils particularly in upper primary. Majority of the classroom teachers do experienced rampant cases of dishonest in the usage of exercise books for instance removal of pages by the learner, yet they are aware is not allowed and when they are caught, they are not willing or ready to accept the mistake.

2.3.3 Bullying

This is another common type of disruptive behaviour practice in many schools. It is a behaviour which may be a sign of idleness or may be due to jealously or may serve as compensation of

feelings of inferiority (Durojaiye, 1980. bullying is a more subtle from of classroom violence, it is an on- going problem in most schools, with up to 30% of pupils saying they experience it frequently cooper & Snell, 2003 as cited in Eggen & Kauchack, 2007) Experts estimate that boys bully more than girls by a ratio of 3:1. This ratio may be due to a greater tendency to research also indicates that most bullies typically come from homes whose parents are authoritarian, hostiles and show stereotype of rejection. Their parents frequently have poor problem- solving skills and often advocate fighting as a solution to conflicts.

Rogers (2004) asserts that bullies accept hostility and aggression as part of their world and use such means to gain their sense of belonging or peer popularity, to maintain group leadership and influence others by threat. Pupils who engaged in bullying are less empathetic to the feelings of others and have little affection in the monitoring of their own behaviour. Such pupils are problematic to most classroom teachers as they interfere with class activities.

Victims of bullies can suffer both short-term and long- term effects, in short- term, they become depressed, lose interest in school work, or even avoid going to school (Santrock 2008). A study in the Netherlands found that the victims of bullies had a much higher incidence of headaches, sleeping problems, abdominal pain, feeling tired and depression than children not involved in bullying behaviour. One longitudinal study of male victims who were bullied during childhood found that in their twenties, they were depressed and had lower self-esteem than their counterparts who had not been bullied (Olweus, 1994).

Cyber bullying is another common disruptive behaviour among many pupils. It involves the passing of information to support deliberate and hostile behaviour by either an individual or group that is intends to harm others, for instance one student aged 12 years from Virginia (Harmon, 2004) said "being bullied make me feel really bad and often get depressed later in classroom, I would also as "electronic bullying", "e- bullying" "SMS bullying" Cyber bullying "online bullying:. Cyber bullying may have a diverse psychological effect on the pupils, for instance one pupil may tell another that you are ugly! Fat and ugly, you are so lame that you cannot get any friend or I know where you live and I am going to kill you.

2.4 Theoretical Framework

This study will be guided by the following theories: behavioural theory and Erickson theory of psychosocial development.

2.4.1 Erickson Theory of Psychosocial Development

The work of Erick Erikson 1902- 1994 was strongly influenced by his search for his own identity and he believed; as he described it that he experienced a crisis of identity (Cross, 2001). He also believed that a basic motivation for human behaviour was social and therefore the environment should be very reinforcing for an individual to learn good behaviours (Santrock, 2006). He integrated identity and social factors in his theory of development. He also emphasize on developmental changes, which occur throughout the lifespan of a person.

Erickson believed that all people have similar basic needs. Therefore, personal development occurs in response to these needs and depends on the quality of the care and support provided by the social environment. This is very much applicable to pupils in the classroom; where teachers play a very significant role in creating social environment that contribute to pupil's growth.

According to Erickson, industry verses, inferiority which affects pupils at the age 6-12 years is a very crucial stage, if pupils are not properly guided by classroom teachers, they may experience a pattern of failure and can lead to feeling of inferiority and such pupils will portray a lot of disruptions in class. Similarly, pupils at the age of 12 to 18 years, they also go through identity verses confusion; according to Erickson again, if pupils are not given the right direction, there is high chances of such pupils to learn undesirable behaviour as result of getting into confusion. It is equally important for classroom teachers to examine themselves through the lens of Erickson Theory of psychosocial development particularly the two stages which affects pupils' developmental stages; industry verses inferiority and identity verses confusion. This is because classroom teachers might have been affected by the inferiority and confusion during their developmental stages. Therefore, they may not be able to effectively deal with class disruptions by applying the selected management approaches. It is necessary for classroom teachers to be well versed with the two stages so that they may be able to guide pupils through developmental stages because most of the learners are sensitive and delicate in their needs at these stages.

2.4.2 Behavioral Theory

This theory was developed by Skinner. It is based upon the idea that learning is a function of change in overt behaviour. Change in behaviour is the result of an individual's response to events (Stimuli) that occur in the environment. A response produces a consequence such as sneaking out of school, bullying, solving a mathematical problem or hitting a ball. When a particular stimulus- response (S-R) pattern is reinforced (Rewarded), the individual is conditioned to respond. Reinforcement is the key element in Skinner's S-R theory. A rein-forcer is anything that strengthens the desired response. It could be verbal praise a good grade or satisfaction. If it is applied appropriately in classroom, it reduces class disruptions (Skinner, 1957). The theory also covers negative reinforcement that is any stimulus that increased frequency of a response when it is withdrawn. In this theory a great deal of attention was given to schedules of reinforcement such as interval verses ratio and their effects on establishing and maintaining behaviour.

According to Markle (1969) the following examples were considered to be the implications of reinforcement theory as applied to development of programmed instruction in classroom:-

(i) Ensure that good performance in the lesson is paired with rein-forcers such as verbal praise, prizes and good grades.

(ii) Teachers should try to arrange the difficulty of the questions so that the response is always correct and hence a positive reinforcement, which will promote good learning behaviour in classroom.

(iii) Practice should take the form of question (Stimulus) – answer, (Response) frames which expose the pupils to subject in gradual steps.

2.5 Conceptual Framework

This section presents a conceptual framework that covers the independent and dependent variables and their relationships.

EGERTON UNIVERSITY LIBRARY

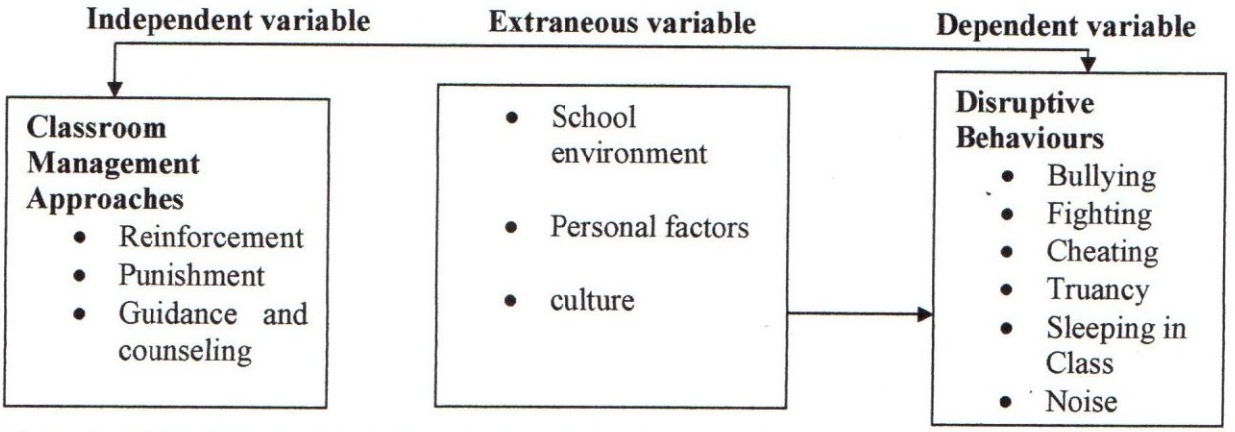


Figure 3: Effectiveness of Selected Classroom Management Approaches

Figure 3, shows the effectiveness of selected classroom management approaches which include: reinforcement, guidance and counseling and punishment which have direct effect on disruptive behaviours such as bullying, fighting, cheating truancy, sleeping in class and noise- making However, there are other factors which come into play such as school environment, personal factors and cultural factors which are not captured in the study. These extraneous variables may have effect on disruptive behavior among pupils.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used: the location of the study, sampling procedure and sample size, instrumentation, pilot study, data collection procedure and data analysis.

3.2 Research Design

The design was adopted in this study because the cause i.e. the independent variable (selected classroom management approaches) which is expected to have been happening in classroom setting was therefore studied as they continue to cause effect on the dependent variable (disruptive behaviours). The researcher then proceeded to study the effectiveness of selected classroom management approaches on disruptive behaviours.

3.3. Location of the Study

The study was carried out in Siongiroi Division of Bomet County. The division was chosen because it consists of classroom that has similar features under investigation. These features include absenteeism, bullying, cheating and noise making.

3.4. Population of the Study

The population of this study was 620 teachers (261 female and 359 male teachers) and the total number of schools was 76 in Siongiroi division.

3.5. Sampling Procedure and Sample Size

The sample of the number of teachers whose population was 620 was determined by the application of the formula postulated by Naissuma (2000) which indicates that a population whose sample is unknown can be applied to determine the sample size. The formula uses the population coefficient of variation (CV), which is, define as δ/μ, where δ is the population standard deviation and μ is the population mean. The C.V is referred to as the relative standard error when dealing with sample values. Therefore, the C.V of the most 30% is normally acceptable and the error margin should be at most 5%. Ideally, the lesser the coefficient of variation and error, the more the sample is considered to be more reliable. The formula is as follows:

$$n = \frac{NC^2}{C^2 + (N-1)\,e^2}$$

Where N =Population size

n =Sample size

C= Coefficient of variation

e = Error margin

Hence the sample size was obtained as follows: -

N =620, C=30% e =2.5%

The sample was $\frac{620(0.3)^2}{(0.3)^2+ (619)\ (0.025)^2}$

=117 teachers

The sample size of the number of school with a population of 76 pupils was obtained using the same formula where: -

N=76, c =30%, e =5%

The sample was $\frac{76(0.3)^2}{(0.3)^2+ (75)\ (0.05)}$

=26 schools

In addition, 26 head teachers were considered in the 26 schools

3.6. Instrumentation

The researcher used questionnaires for the purpose of collecting data in order to obtain information regarding the study. The first questionnaire was administered to teachers (Appendix A) in order to obtain information regarding to the effectiveness of selected classroom management approaches in dealing with disruptive behaviours. The validity of the instrument was established in order to reflect the effectiveness of selected classroom management approaches in dealing with disruptive behaviours among primary pupils. The researcher went through the instruments in relationship with the stated objectives so as to verify that the entire instruments addressed all the objectives. The researcher also sought more information regarding with the instruments from the expert (supervisor) from the department of psychology, counseling and Educational Foundations.

A pilot study was conducted before the actual study. Three schools from the same locality, which were not part of the sample, were used in the pilot study. This was done in order to assist the researcher in testing the reliability of the instrument and to enable the researcher understands the logistical issues involved in the study. Reliability coefficient was considered to be sufficient enough to confirm and reflect the internal consistency of the instrument at an α reliability coefficient of 0.8.

3.7. Data Collection Procedure

The researcher obtained a research permit from the District Education Office and through the department of psychology, counseling and Educational Foundations of Egerton University. Thereafter, the researcher then distributed questionnaires to teachers and head teachers in order to solicit information pertaining the effectiveness of selected classroom management approaches in dealing with disruptive behaviour among primary pupils. In order to obtain accurate information from the respondents, the researcher gave clear information on how to fill the questionnaires. The questionnaires, which were duly filled in, were then collected by the researcher for analysis

3.8. Data Analysis

The data obtained was analyzed using descriptive and inferential statistics. The analysis employed frequencies, percentage, means and chi-square. Descriptive statistics was used to explain attributes under study and inferential statistics was also used to establish the relationship among variables. The Statistics Package for Social Sciences (SPSS) version 15.5 for windows was used in data analysis

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the information regarding the research conducted. The information collected addresses the research objectives of the study which included:

(i) To establish the use of selected classroom management approaches among primary teachers in Siongiroi Division.

(ii) To determine the common disruptive behaviours experienced by classroom teachers among primary schools in Siongiroi Division.

(iii) To establish the gender differences in the perception of teachers on the use of selected classroom management approaches by teachers in Siongiroi Division.

(iv) To determine the effectiveness of selected classroom management approaches in dealing with classroom disruptive behaviours from teachers' perspective in Siongiroi Division.

The data collected on each of the study objectives were analyzed using descriptive and inferential statistics package for social sciences (SPSS) version 11.5 for windows.

4.2 Demographic Characteristics of the Respondents

This section presents a brief description of demographic information regarding the teachers and head teachers in the study area. It provides a clear understanding regarding information solicited from the respondents. The demographic characteristics of interest were; age, gender, professional training, teaching experience and marital status.

Table 1
Distribution of Teachers by Level of Training

Gender	Graduate	Diploma	ATS	P1	P2	TOTAL
Male	4	17	2	4	1	68
%	(3.4%)	(14.5%)	(1.7%)	(37.6%)	(9%)	(58.1%)
Female	0	11	6	32	0	49
%	0%	(9.4%)	(5.1%)	(27.4%)	0%	(41.9%)
Total	4	28	8	76	1	117
%	(3.4%)	(23.9%)	(6.8%)	(65.0%)	(9%)	(100.0%)

Table 1 shows 117 respondents, out of whom, 68(58.1%) were male and 49 (41.9%) were female. According to their professional training, the following findings were collected: Graduate teachers were 4 (3.4%) male, diploma 17 (14.5%) male, ATS 2 (1.7%) male, P1 44(37.6%) male and P2 1(0.9%) male. The representation for female were; diploma 11 (9.4%) and P1 32(27.4%). The findings showed that majority of teachers were P1. This may be because most of the teachers in the teachers' training colleges graduated with P1-training.

Table 2
Head Teachers Level of Professional Training by Cross Tabulation

Gender	Graduate	Diploma	ATS	P1	TOTAL
Male	1	6	8	8	23
%	(3.8%)	(14.5%)	(21.7%)	(37.6%)	(58.1%)
Female	0	0	1	2	3
%	0%	0%	(3.8 %)	(7.7 %)	(11.5 %)
Total	1	6	9	10	26
%	(3.8%)	(23.1 %)	(34.6 %)	(38.5 %)	(100.0%)

Table 2 shows responses of head teachers which revealed the following qualifications in terms of their percentages: graduate teachers 2(3.8%), Diploma 12(23.1%), ATS 17(34.6) and P1-18(38.5%). Therefore it seemed that teachers who were appointed into administration, their teaching experience and professional training was considered as the main qualification.

Table 3
Head Teachers Teaching Experience by Cross Tabulation

Gender	5-9years	10-14 years	15years and above	TOTAL
Male	4	6	13	23
%	(15.4%)	(3.1 %)	(50.0 %)	(88.5 %)
Female	0	0	3	3
0%	0%	0%	(11.5 %)	(11.5 %)
Total	4	6	16	26
%	(15.4 %)	(3.1%)	(61.5 %)	(100.0%)

Table 3 reveals that majority of teachers in administration had more than fifteen years in their teaching experience which constituted 61.5%.

Table 4

School with Trained Counselors by Cross Tabulation

Valid	Frequency	Percent
Trained counselors	8	30.8
Untrained counselors	18	69.2
Total	26	100.0

On the issue of trained counselors, the information in table 4 reveals that most of the primary schools did not have trained counselors, this was further supported by head teachers who responded that they did not have trained counselors (69.2%), while 38.8 % responded that they had counselors. This further reveals that majority of the head teachers appreciated the role of counselors in their schools.

4.3 Objective One: To Establish the Use of Selected Classroom Management Approaches

The second objective sought to find out the use of selected classroom management approaches. In this section, percentages were used so as to keep a clear picture and general overview on the usage of selected classroom management approaches as indicated in the table 7 for teachers' responses and table 8 for head teachers' responses.

Similarly scoring test was also employed in which the responses for teachers earned points on a scale of 1-4, where very often scoring 1, often scoring 2, less often scoring 3 and hardly ever scoring 4. The use of selected management approaches were further analyzed as follows; often used (15-23), less often (24-32) and hardly ever (33-36).

Table 5
Use of Selected Classroom Management Approaches by Teachers

Items	Very often	Often	Less often	Hardly
1.Use of reprimands	44 (37.6%)	46 (39.3%)	23 (19.7%)	4 (3.4%)
2. Use of time out for few minutes	6 (5.1%)	24 (20.5%)	61 (52.1%)	26 (22.2%)
3.Use of response cost e.g. reducing marks of people who are careless	6 (5.1%)	7 (6.0%)	45 (38.5%)	59 (50.4%)
4.use of verbal praise	85 (72.6%)	30 (25.6%)	2 (1.7%)	0 (0%)
5. Use of tangible rewards	19 (16.2%)	52 (44.4%)	45 (38.2%)	1 (0.9%)
6.Removal of aversion stimulus e.g. suspension or manual work for noise making in class	19 (16.2%)	17 (14.5%)	49 (41.9%)	32 (27.4%)
7.Individual counseling	51 (43.6%)	36 (30.8%)	26 (22.2%)	4 (3.4%)
8.Group counseling	24 (20.5%)	71 (60.7%)	21 (19.9%)	1 (0.9%)
9. Peer counseling	15 (12.8%)	61 (52.1%)	36 (30.8%)	5 (4.3)

n=117 teachers

The results in Table 7 revealed that from teachers' responses, verbal praise was commonly used by teachers in dealing with classroom disruption. This was shown by (76.6%) of the teachers who responded that they very often preferred the strategy. Most of the teachers may have preferred the use of this strategy may be because it was easy to apply and less expensive.

The second strategy according to the teachers' responses was the use of individual counseling in which 43.6% responded that they very often used the strategy. This therefore shows that majority of the respondents seemed to be aware of the importance of the use of individual counseling which was in line with Lewis (1990) who postulated that individual counseling enabled most pupils to deal with negative aspect of behavior and may further transform them into a positive perspective which in turn assisted pupils to develop positive self concept, which was one of the main work of classroom teachers as well counselors.

The third strategy which was commonly used by teachers was reprimands in which 37.6% of the respondents responded that they very often used the strategy. This was because the strategy was

possibly easy to apply. This was further supported by Van Houten, R (1982) who reported that reprimands were commonly used especially when they were given immediately after unwanted behavior rather than later. However, such reprimands should not involve yelling and shouting which often aggravated the disruption problem in classrooms.

Table 6

Use of Selected Classroom Management Approaches by Head Teachers

Items	Very Often	Often	Less Often	Hardly
1. Reprimands	4 (15.4%	7 (26.9%)	12 (46.2%)	3 (11.5%)
2. Use of time out for few minutes	0 (0.0%)	8 (30.8%)	16 (61.5%)	2 (7.7%)
3.Use of response cost e.g. reducing marks of people who are careless	2 (7.7%)	5 (19.2%)	9 (34.6%)	10 (38.5%)
4. Use of verbal praise	17 (65.4%)	9 (34.6%)	0 (0.0%)	0 (0.0%)
5. use of tangible rewards	3 (11.5%)	18 (69.2%)	2 (7.7%)	3 (11.5%)
6. Removal of aversion stimulus e.g. suspension or manual work for noise making in class	3 (11.5%)	8 (30.8%)	10 (38.5%)	5 (19.2%)
7.Individual counseling	8 (30.8%)	15 (57.7%)	3 (11.5%)	0 (0.0%)
8.Group counseling	11 (42.3%)	14 (53.8%)	1 (3.8%)	0 (0.0%)
9. Peer counseling	2 (7.7%)	6 (23.1%)	14 (53.8%)	4 (15.4%)

On the responses of head teachers, the use of selected classroom management approaches confirmed that verbal praise was most preferred method with 64.5% responing that they very

often used the strategy. The other strategies which were very often used, basing on their responses, were group counseling with 42% and individual counseling 30.8%. The use of guidance and counseling program was a clear indication that head teachers did appreciate the usefulness of the program in classroom teaching. Also regarding to verbal praise which had high percentage in terms of responses, this was in line with the previous research studies, particularly research according to Burnet (2001) which investigated 74.7% elementary pupils' preferences for classrooms verbal praise. The result revealed that 84% wanted to be praised for trying hard while 16% wanted to be praised for their ability and being smart. 52% wanted to be praised quietly while 31% wanted to be praised loudly in front of the classroom.

However according to Rao (2006) praise lowered pupils confidence in their answers. The pupils exhibited many characteristics indicative of lower self esteem such as responding in doubtful tones and showing lack of persistence or desire to keep trying. In addition pupils tried to check the teachers' eyes for signs of approval or disapproval. Therefore in conclusion teachers should be able to understand the abilities of their pupils, so as to avoid negative teacher-pupil relationship.

4.4 Objective Two: To Determine the Common Disruptive Behaviours Experienced by Classroom Teachers

The first objective sought to find out common disruptive behaviours experienced by classroom teachers in Siongiroi Division. The various disruptive behaviours covered in this section included; bullying, fights, lying and absenteeism. These disruptive behaviours may have been impacting negatively on learning and teaching. According to Ingule, Rono & Ndumbuki (1996), disruptive behaviours referred to any behaviour that interfered with teachers' ability to conduct the class or the ability of pupils to gain from the teacher. This study therefore sought to establish the common disruption that was mainly experienced by classroom teachers and head teachers. The respondents were asked to rate the disruptions which were prevalent in their classroom. Those who responded were evaluated on the codes, where 1 -very often, 2- less often, 4 hardly ever and their percentages were evaluated and the findings were summarized in table 5 for teachers and table 6 for head teachers' responses.

Teachers' responses concerning common disruptive behaviours experienced in classrooms were also recorded and analyzed using the scores obtained as follows: very often (7-11), often (12-18), less often (19-25) and hardly ever (26-28).

Table 7

Common Disruptive Behaviours: Responses by frequencies and percentages

Disruptive Behaviours	**Very Often**	**Often**	**Less Often**	**Hardly ever**
1. Bullying	31 (26.5%)	23 (19.7%)	49 (41.9%)	14 (12.0%)
2. Lying	31 (26.5%)	55 (47.0%)	26 (22.2%)	5 (4.3%)
3. Fighting	17 (14.7%)	35 (29.9%)	50 (42.7%)	15 (12.8%)
4. Stealing	10 (8.5%)	26 (22.2%)	63 (53.8%)	18 (15.4%)
5. Noise Making	76 (65.0%)	26 (22.2%)	13 (11.1%)	2 (1.7%)
6. Absenteeism	18 (15.4%)	47 (40.2%)	45 (38.5%)	7 (6.0%)
7.Name calling e.g. you are a loser	12 (10.3%)	12 (10.3%)	58 (49.6)	35 (29.9%)

n=117 (number of teachers)

From the analysis in Table 5, it appears that common disruptive behaviours which were experienced by teachers very often were noise making with 65%, lying 47% and absenteeism 40.2% respectively. This was in line with a research which was done in Nigeria among 37 schools and their findings revealed that noise making and lying were commonly experienced by teachers (Durojaiye, 1980). This confirmed that the responses of classroom teachers basing on their training and teaching experiences were reliable, since it followed suit those of early researchers.

Table 8

Head Teachers' Responses on Common Disruptive Behaviours

Disruptive Behaviours	Very often	Often	Less often	Hardly ever	Totals
1. Bullying	0 (0.0%)	10 (38.5%)	10 (38.5%)	6 (23.1%)	26 (100.0%)
2. Lying	1 (3.8%)	13 (50.0%)	12 (46.2%)	0 (0.0%)	26 (100.0%)
3. Fighting	4 (15.4%)	7 (26.9%)	12 (46.2%)	3 (11.5%)	26 (100.0%)
4. Stealing	5 (19.2%)	5 (19.2%)	14 (53.8%)	2 (7.7%)	26 (100.0%)
5. Noise making	10 (38.5%)	10 (38.5%)	11 (42.3%)	3 (11.5%)	26 (100.0%)
6. Absenteeism	2 (7.7%)	10 (38.5%)	11 (42.3%)	3 (11.5%)	26 (100.0%)
7.Name-calling e.g. you are a loser	1 (3.8%)	9 (34.6%)	9 (34.6%)	7 (26.9%)	26 (100.0%)

The responses from the head teachers revealed that noise making was very often experienced by classroom teachers with 38.5% followed by cases of common disruptive behavior which were often experienced and the responses showed that lying had 50% followed by absenteeism with 38.5%, this information further confirmed the responses of classroom teachers in which both seemed to agree that noise making was commonly experienced.

There seemed to be the same perception on the common disruptive behaviour. This was evident by teachers' responses where bullying had 26.5% responses and head teachers had 38.5%. The responses from both teachers and head teachers were in line with copper & Heward (1987) as cited by Eggen & Kaucheck (2007) who postulated that bullying was experienced by pupils up to one third (30%) of pupils they experienced it frequently. Santrock(2008) reported that victims of bullies could suffer either short term or long term effect, which if not dealt with this would interfere with the learning and therefore pupils became more disruptive in classroom due to loss of interest in school.

4.5 Objective Three: To Establish the Gender Difference in the Perception of Teachers on Selected Management Approaches

This section presents the third objective which sought to establish whether there was a gender difference in the use of selected classroom management approaches among teachers in Siongiroi Division. This objective was also formulated based on the assumption that gender difference may have influenced the use of selected classroom management approaches. In this section, 117 teachers were given questionnaires and their responses were collected and analyzed. Chi- Square was employed which uses cross tabulations and then was used to established whether there was any gender difference in the use of selected classroom management approaches.

Table 9
Teachers' Responses on the use of Reprimands in Classroom by Gender

Gender	Very often	Often	Less Often	Hardly ever	Total
Male	20	31	13	4	68
%	(29.4%)	(45.66%)	(19.1%)	(5.9%)	
Expected	25.6	26.7	13.4	2.3	68.0
Female	4	15	10	0	49
%	(49%)	(30.6)	(20.4%)	(0%)	
Expected	18.4	19.3	9.6	1.7	49.0
Total	44	46	23	4	117
%	(37.6%)	(39.3%)	(19.7%)	(3.4%)	
Expected	44.0	46.0	23.0	4.0	117.0

Table 9 shows responses in percentages for the following respondents; male teachers with the responses very often (29.4%), often was (45.6%) while less often and hardly ever had the least responses as (19.1%) and (5.9%) respectively. The female responses indicates that 49% responded that they vary often used the reprimands, often (30.6%) and less often (20.4%). The Gender differences in their responses was determined by the use of Chi- Square test which, yielded the χ^2= 7.431, P=.0.59 which was calculated at significance level of (0.05), this shows that there was no significant difference, since the calculated value p (0.59)>0.5 significance level. Therefore this suggests that the perception and the use of reprimands by both female and male do not depend on gender.

Table 10
Teachers Responses on the use of Verbal Praise in Classroom by Gender.

Gender	Very Often	Often	Less often	Hardly ever	Total
Male	49	17	2	0	68
%	(72.1%)	(72.1%)	(2.9%)	(0%)	(58.1%)
Expected	49.4	17.4	1.2	0	68.0
Female	36	21	0	0	49
%	(73.5%)	(6.5%)	(0%)	(0%)	(41.9%)
Expected	35.6	12.6	8	0	49.0
Total	85	30	2	0	117
%	(72.6%)	(25.6%)	(1.7%)	(0%)	(100%)
Expected	85	30.0	2.0		117.0

Table 10 indicates the responses of teachers on the use of positive reinforcement (verbal praise). This was based on 117 teachers' responses and out of this; there were 68(58.1%) male teachers and 49(41.90%) female. It seemed that most of the teachers preferred using verbal praise as their main class room management approach in dealing with disruptive behaviours. This was supported by their percentages in which 72% of male teachers responded that they used this method very often and 25% responded to use it often. Therefore, from this analysis it was confirmed that there was no gender difference in the use of verbal praise. This was further supported by the use of Chi-Square value (χ^2=1.475), p=0.478 at α=0.05, which showed that the calculated value (0.478)>0.05. Hence it was concluded that there was no gender difference in the perception and the use of verbal praise by classroom teachers.

Table 11
Teachers' Responses on the Use of Response Cost by Gender

Gender	Very often	Often	Less often	Hardly often	Total
Male	2	4	25	37	68
%	(2.9%)	(5.9%)	(36.8%)	(54.4%)	(58.1%)
Expected	3.5	26.2	26.2	34.3	68.0
Female	4	3	20	22	49
%	(8.2%)	(6.1%)	(40.8%)	(44.9%)	(41.9%)
Expected	2.5	2.9	18.8	24	49.0
Total	6	7	45	59	117
%	(15%)	(6%)	38.5%)	(50.4%)	(100%)
Expected	6.0	7.0	45.0	59.0	117.0

Table 11 reveals the responses of teachers by gender and from the responses; it appeared that response cost was not commonly used by teachers for both female and male teachers. This was supported by their percentages which indicated that teachers who responded very often were 2.9% and often 5.9%. Regarding female teachers, their responses revealed that 8.2% very often used this method and 6.1% responded to use often. For those who responded less often and hardly ever among male teachers were 36.8% and 54.4% respectively. Females who responded, less often and hardly ever were 40.8% and 44.1% respectively. This information revealed that majority of the teachers had knowledge of the negative effects on pupils, as they could develop negative attitude towards the teacher and/or the subject as well. This could further cause poor performance which in turn could contribute to disruptive behaviours among the pupils.

The gender difference on the use of response cost was supported by the chi-Square value (χ^2= 2.400), p (0.663)> 0.05 significance level. This revealed that there was no significant difference in the use of response cost among teachers by Gender.

Table 12
Teachers' Responses on the Use of Time Out for Some Few Minutes by Gender

Gender	Very often	Often	Less often	Hardly often	Total
Male	2	8	40	18	68
	(2.9%)	(11.8%)	(58.8%)	(24.5%)	(58.1%)
Expected	3.5	13.9	35.5	15.1	68.0
Female	4	16	21	8	49
	(8.2%)	(32.7%)	(42.8%)	(16.3%)	(41.9%)
Expected	2.5	10.1	25.5	10.9	49.0
Total	6	24	56	26	117
	(5.1%)	(20.5%)	(2.1%)		(22.2%)
Expected	6.0	24.0	61.0	26.0	117.0

Table 12 shows the responses of teachers on the use of time for some few minutes. In this section, it appeared that teachers were aware of psychological effects that it could have on pupils when they applied this method. This was supported by the responses in which majority of the male teachers responded that they less often used this method (58.8%) and hardly ever (24.5%). For the male responses; showed that 32.7% often used this method and 42.8% used the method less often. In general it appeared that the majority of teachers did not use this method very often.

On the gender difference Chi- square was employed at (χ^2= 10.283), *P* (0.016 at 0.05) significance level. The findings revealed that there was a gender difference among teachers in the perception and the use of time out for some few minutes. This was evidenced by the calculated value (0.016) <α (0.05) which could lead to a conclusion that there was a significant difference between female and male teachers on the use of this strategy.

Table 13
Teachers' Response on the Use of Negative Reinforcement by Gender

Gender	Very often	Often	Less often	Hardly often	Total
Male	11	8	4	18	68
%	(16.2%)	(11.8%)	(5.6%)	(26.4%)	(58.1%)
Expected	11.0	9.3	28.5	18.6	68.0
Female	8	8	18	14	49
%	(16.3%)	(16.3%)	(36.7%)	(28.6%)	(41.9%)
Expected	8.0	6.7	20.5	13.4	49.0
Total	19	16	49	32	117
%	(16.2%)	(13.7%)	(41.9%)	(27.3%)	(100%)
Expected	19.0	16.0	49.0	1.0	117.0

Table 13 shows that out of 68 male teachers 16.2% responded to use it very often, 11.8% often, 45.6% less often and 26.4% responded to use it hardly ever. For the female responses it showed that 16.2% responded to use it very often, 16.3% often 37.7% used it less often and 28.6% used it hardly ever. This information suggests that the use of negative reinforcement was not popular among male and female teachers as indicated by their responses. This was further supported by the Chi- square value (χ^2 =2.400), p = 0.663 at significance level of 0.05 in which p-value (calculated values)> α (0.05). It was therefore concluded that there was no significance difference by gender in the use of negative reinforcement (Removal of aversion stimuli).

Table 14
Teachers' Responses on the Use of Individual Counseling by Gender

Gender	Very often	Often	Less often	Hardly often	Total
Male	29	20	17	2	68
%	(42.6%)	(29.4%)	(25%)	(2.9%)	(58.1%)
Expected	29.6	20.0	15.1	2.3	68.0
Female	22	16	9	2	49
%	(44.9%)	(36.6%)	(18.4%)	(4.1%)	(41.9%)
Expected	21.4	15.1	10.9	1.7	49.0
Total	51	36	26	4	117
%	(43.6%)	(38.8%)	(22.2%)	(3.4%)	(100%)
Expected	15.0	36.0	26.0	4.0	117.0

Table 14 shows that 42.6% of male teachers responded very often, 29.4% often, 25% less often and 2.9% hardly ever. While for the responses of female teachers showed that 44.9% responded very often, 32.6% often, 18.4% less often and 4.1 % responded hardly ever. This information revealed that majority of both gender of teachers have fully embraced the role of individual counseling as one of the main strategy in dealing with classroom disruption. This is in line with Sadkar & Sakar (2000) who reported that school main role is that of individual care and concern which is the main method in dealing with disruptive behaviours among pupils.

On the gender difference, this was supported by the use of Chi-square in which $\chi^2 = 0.802$, $p = 0.849$ at $\alpha = 0.05$ from this analysis it was concluded that the calculated value p (0.849)> α (0.05). Therefore there was no significant difference in the use of individual counseling among the gender.

Table 15
Teachers' Responses on the Use of Group Counseling

Gender	Very often	Often	Less often	Hardly often	Total
Male	15	41	12	0	68
%	(22.1%)	(60.3%)	(17.6%)	(0%)	(58.1%)
Expected	13.9	41.3	12.2	6	68.0
Female	9	30	9	1	49
%	(18.4%)	(61.2%)	(18.4%)	(2%)	(41.9%)
Expected	10.1	29.7	8.8	4	49.0
Total	24	71	21	1	117
%	(20.5%)	(60.7%)	(17.9%)	(0.9%)	(100.0%)
Expected	24.0	71.0	21.0	1.0	117.0

Table 15 shows the use of group counseling as a way of reducing classroom disruption among pupils. From this information, it can be generally concluded that majority of teachers both female and male did often use group counseling. This was supported by their highest percentages recorded for both gender. For the female, the responses were 60.3% and female had 61.2%. For those who responded very often was (22.1%) male and (18.4%) female. For less often and hardly ever the responses were recorded as (17.6%) male. While the responses for female registered 18.4% and 2% for less often and hardly ever respectively. This was supported again by the use of

Chi- Square (χ^2= 1.589), and p=0.662. Therefore there was no significant difference among the gender since the calculated value (0.662)> 0.05(α)

Table 16
Teachers' Responses on the Use of Peer Counseling

Gender	Very often	Often	Less often	Hardly often	Total
Male	9	32	23	4	68
%	(7.7%)	(27.4%)	(19.7%)	(3.4%)	(58.1%)
Expected	8.7	35.5	20.9	2.9	68.0
Female	6	29	13	1	49
%	(5.1%)	(24.8%)	(11.1%)	(0.9%)	(41.9%)
Expected	6.3	25.5	15.1	2.1	49.0
Total	15	61	36	5	117
%	(12.8%)	(52.1%)	(30.8%)	(4.3%)	(100.0%)
Expected	15.0	61.0	36.0	5.0	117.0

Table 16 indicated teachers' responses on the use of peer counseling in dealing with disruptive behaviours among pupils in classroom. From this report, it was clear that the use of peer counseling was not commonly used and this was further supported by the following percentages, male; very often recorded as 7.7%, often 27.4%, less often 19.7%, and hardly ever 3.4%. For the female responses was recorded as; very often 5.1%, often 24.8% less often 7.1% and hardly ever was 0.9%. Therefore it was concluded that the use of peer counseling among teachers by gender seem to be the same. This was supported further again by the use of Chi Square χ^2=2.301, p=0.512. This analysis reveals that the calculated value (0.512)>0.05(α). Therefore there was no significant difference among the gender in the use of peer counseling.

4.6 Objective Four: To Determine the Effectiveness of Selected Classroom Management Approaches in Dealing with Classroom Disruption, as Perceived by Teachers

The fourth objective sought to determine the effectiveness of the selected classroom management approaches. This objective was also formulated based on assumption that teachers' perception, training and teaching experience provided reliable information. The selected management approaches include; punishment (reprimands, time out for some few minutes, reducing marks), reinforcement (positive and negative reinforcement) and guidance and counseling; (individual counseling, group counseling and peer counseling). Teachers' responses on the effectiveness were collected and their percentages were calculated as shown in Table 17.

On the perception of the effectiveness of selected classroom management approaches, a response of strongly Agree and Agree indicates strong effectiveness of selected classroom management approach. Undecided represents responses with either inadequate knowledge or information regarding the effectiveness of the selected management approaches. A scoring test was also used in which the responses from the respondents which earned points on a scale 1-5, with SA scoring 1 and SD scoring 5. Teachers' perception were also analyzed using the scores obtained from teachers perception on the effectiveness of selected management approaches as follows; most effective 9-23,undecided 24-32,and ineffective 33-45.

Table 17

Teacher's Perception on the Effectiveness of Selected Classroom Management Approaches

Items	SA	A	UN	D	SD	Total
1.Effectiveness of reprimands	41 (35.0%)	58 (49.6%)	6 (5.1%)	4 (3.4%)	8 (6.8%)	117 (100%)
2. Effectiveness of time out for few minutes	8 (6.8%)	48 (41.0%)	23 (19.7%)	25 (21.4%)	13 (11.1%)	117 (100%)
3. Effectiveness of response cost e.g. reducing marks for pupils who are careless	9 (7.7%)	34 (29.1%)	15 (12.8%)	34 (29.1%)	25 (21.4%)	117 (100%)
4.Effectiveness of verbal Praise	81 (69.2%)	33 (28.2%)	1 (0.9%)	2 (1.7%)	0 (0%)	117 (100%)
5. Effectiveness of tangible rewards	40 (30.4%)	60 (51.3%)	10 (8.5%)	5 (4.3%)	2 (1.7%)	117 (100%)
6. Removal of aversion stimulus e.g. suspension or manual work for noise making in class	27 (23.1%)	39 (33.3%)	11 (9.4%)	28 (23.9%)	12 (10.3%)	117 (100%)
7. Individual counseling	71 (60.7%)	38 (32.5%)	5 (4.3%)	1 (0.9%)	2 (1.7%)	117 (100%)
8. Group counseling	33 (28.2%)	74 (63.2%)	6 (5.1%)	4 (3.4%)	0 (0%)	117 (100%)
9. Peer counseling	42 (35.9%)	66 (56.4%)	8 (6.8%)	1 (0.9%)	0 (0%)	117 (100%)

Table 17 reveals that majority of the teachers appeared to agree that verbal praise and individual counseling did play significant roles as management strategies in dealing with classroom disruptions. This was further supported by their responses in which verbal praise and individual counseling had 69.2% and 60.7% respectively as the most effective methods.

This again suggested that teachers could be well informed on the positive effects of verbal praise and individual counseling in their classrooms. Teachers' responses pertaining verbal praise was further supported by Wheldall, Houghton and Merrett (1989) who observed that teachers who used more praise and fewer instances of disapproval experienced high level of on-task behaviour in their classroom.

On negative reinforcement, there was a general response that showed majority of the teachers seemed to show low support in using these management strategies such as time-out for some few minutes, responses cost and suspension. This was strongly supported by Beaman (2006) who observed that when teachers dealt with troublesome behaviours in negative way, pupils not only perceived themselves to be less engaged, but their academic performance was also reduced. This further supported previous research findings that teachers predominantly used positive responses for academic behaviour (Wilks, 1996). However, other researchers claimed that if response cost and suspension was to work well, then it had to be applied in a well planned, structured and orderly way. According to Hall *et..al,* (1971) who postulated that a study with sixteen-year-olds where low marks in lessons resulted in extra tuition after school to remedy the difficulty, this led to much higher marks being achieved in normal lessons. In conclusion, results from various researchers seemed to confirm that positive reinforcement (verbal praise, rewards, counseling) were more effective than punishment (response cost, time-out, reprimands and removal of a version).

Table 18

The Perception of the Head Teachers on the Effectiveness of Selected Classroom Management Approaches

Items	SA	A	UN	D	SD	Total
1. Effectiveness of reprimands	5 (19.2%)	12 (46.2%)	0 (0.0%)	5 (19.2%)	4 (15.4%)	26 (100.0%)
2. Effectiveness of time out for few minutes	15 (57.7%)	11 (42.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	26 (100.0%)
3. Effectiveness of response cost e.g. reducing marks for pupils who are careless	11 (42.3%)	13 (50.0%)	1 (3.8%)	1 (3.8%)	0 (0.0%)	26 (100.0%)
4. Effectiveness of verbal praise	5 (19.2%)	9 (34.6%)	2 (7.7%)	10 (38.5%)	0 (0.0%)	26 (100.0%)
5. Effectiveness of tangible rewards	2 (7.7%)	10 (38.5%)	2 (7.7%)	11 (42.3%)	1 (3.8%)	26 (100.0%)
6. Removal of aversion stimulus e.g. suspension or manual work for noise making in class	4 (15.4%)	5 (19.2%)	3 (11.5%)	11 (42.3%)	1 (3.8%)	26 (100.0%)
7. Individual Counseling	16 (61.5%)	9 (34.6%)	1 (3.8%)	0 (0.0%)	0 (0.0%)	26 (100.0%)
8. Group Counseling	10 (38.5%)	15 (57.7%)	1 (3.8%)	0 (0.0%)	0 (0.0%)	26 (100.0%)
9. Peer Counseling	4 (15.4%)	15 (57.7%)	4 (15.4%)	3 (11.5%)	0 (0.0%)	26 (100.0%)

Regarding the perception of head teachers on the effectiveness of selected classroom strategies, the responses revealed that individual counseling was rated the most effective strategy with 61.5% followed by time out for some few minutes with 57.7%. The high percentage responses that individual counseling was the most effective method of classroom management was in line with Evertson and Harris (1999) who found that individual counseling could help a pupil to

understand his or her concerns, review the solutions they had tried and tried new copying strategies. This was further supported again by Baker& Geler (2001) who postulated that pupils who participated in school counseling program had less inappropriate behaviours than those who did not participate in the program. Similarly, a study which was carried out in Missouri high school, with more fully implemented guidance program, this schools had less disruptive behavior (Lapan *et al.*. 1977)

The second highest strategy was time out for some few minutes, this again is supported by Goldstein, S. (2001), who stated that time-out, could be effective in typical classroom settings because it restored order by removing the pupil who was disrupting class by reducing the opportunity for peer approval. Bean & Robert (1981) further mentioned that time out should be effective if;

a) Pupils should be separated from reinforcement.
b) The time out should be short
c) Confrontation should be avoided
d) Verbal interaction should be limited

On the use of reprimands, head teachers rated this method at 19%, though this method was popular among many teachers, head teachers seemed to be aware of the psychological effect on pupils in using this method. This is supported by Slavin (2003) who made a strong case for minimizing the use of reprimands because this intervention is likely to erode teacher – pupil relationship. Effective reprimands should be specific and the child should not be humiliated.

The third strategy according to head teachers' responses was response cost with 42.3% responding that they strongly used the method. This is a strategy, where pupils can gain points or marks for good behaviour but lose them for bad behaviour. This is in line to Axelrod (1973) who postulated that a total number of points were allocated to a class at a start of a lesson then reducing these number by one for each occurrence of a problem behaviour by any of the pupils, at the end of each class session, all pupils received reward proportionate to the remaining number on the board the researcher carried out in classrooms. This confirmed that where response cost was used in a structured and methodical way, pupils' behaviour certainly improved. Similarly,

according to Witt and Elliot (1982) who reported the use of a "response cost lottery", in which pupils were given a fixed number of lottery at the beginning of the week and had one removed for each occurrence of a problem behaviour. At the end of the week, all pupils entered a lottery draw for a price, and pupils who had retained most tickets stood the greatest chance of winning.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

This study which was carried out on the effectiveness of selected classroom management approaches in dealing with disruptive behaviours among primary pupils in Siongiroi Division, Bomet County, was based on the following objectives:

(i) To establish the use of selected management approaches among primary teachers in Siongiroi Division.
(ii) To identify the common disruptive behaviours experienced by classroom teachers among primary schools in Siongiroi Division.
(iii) To establish the gender differences in the perception of teachers on selected classroom management approaches in Siongiroi Division.
(iv) To determine the effectiveness of selected classroom approaches in dealing with classroom disruptive behaviours from teachers' perspective in Siongiroi Division.

The study was carried out in Siongiroi Division, Bomet County. Descriptive statistics (frequency, tables and percentages) and inferential statistics were employed in data analysis. The study therefore established the following findings:

(i) The findings also revealed that according to teachers responses, there were the use of the following selected management approaches; punishment (reprimands and time-out for some few minute), use of response cost, use of positive reinforcement (verbal praise and tangible rewards), the use of negative reinforcement and the use of guidance and counseling (individual counseling, group counseling and peer counseling). These findings further revealed that majority of the teachers and head teachers preferred using verbal praise in dealing with classroom disruptions, then followed by the use of reprimands, use of tangible rewards, individual counseling and group counseling. According to the findings, it shows that the least strategies used in classroom were, the use of time-out for some few minutes, response cost and negative reinforcement.
(ii) The various disruptive behaviours among pupils were established to be present among pupils which include, bullying, lying, fights, stealing, noise making, absenteeism and

name-calling. It further established that noise-making was reported by both teachers and head teachers to be the most common disruptive behavior experienced by classroom teachers. The second type of disruptive behaviours which were identified includes; lying, absenteeism and bullying. The least disruptive according to teachers' perceptions based on their experiences and training was reported to be stealing and fights.

(iii) It appears that there were no gender significant differences in the use of selected classroom management approaches among teachers, except for the responses in the use of time-out for some few minutes, in which the findings indicated that there was a gender difference among teachers in the use of this method.

(iv) The effectiveness of selected classroom management approaches that individual counseling seemed to be the most effective method as perceived by teachers and head teachers. The least effective methods rated by teachers and head teachers were; time-out for some few minutes and response cost.

5.2 Conclusions

The following conclusions were drawn from the above summary of findings;

(i) The most commonly experienced classroom disruptive behavior by teachers was rated as noise making.

(ii) Majority of teachers preferred using verbal praise in their classroom, this may be because it was easier to apply than all other forms of management approaches.

(iii) Gender difference among teachers does not influence the perception and the use of selected classroom management strategies.

(iv) Majority of the teachers and head teachers appeared to strongly agree that the most effective strategies used by classroom teachers included: individual counseling and verbal praise. However, it seemed that most of the teachers and head teachers di not have adequate knowledge on the following strategies; response cost and time-out for some few minutes since many of them responded that they were undecided on the effectiveness of these methods.

5.3Recommendations

The study provides the following recommendations based on the above conclusions:

(i) There is need for the Ministry of Education (MOE) to provide trained counselors to primary schools, so that they can assist teachers in the implementation of guidance and counseling program in schools. This will also go a long way in either reducing or preventing disruptive behaviours among primary pupils in classrooms.

(ii) There is need for teachers to attend workshops, seminars or training on issues related to classroom management so that they may be in a position to handle classroom disruptions.

(iii) There is also need for the Ministry of Education (MOE) to introduce guidance and counseling program as part of training in primary teacher training colleges, so that all teachers may have adequate skills on how to deal with classroom disruptions.

5.4 Suggestions for Further Research

This study makes the following suggestions for further research:

(i) To carry out research based on the entire country on the same study in order to verify the findings.

(ii) To carry out research on the excluded children with special needs.

(iii) To carry out research on the influence of classroom disruptions among family background.

REFERENCES

Avelrod, G. (1983), *Behaviour Modification for the Classroom* Teacher. 2nd edition. New York: Mc Graw-Hill, Inc.

Baker, S.B., &Gerler, E.R. (2001), *Counseling in Schools*. In D.C. Locke, J.E.Myers and E.L. Herr(Eds).

Borg,M.G & Falzon, J.M. (1990). Teachers' Perceptions of Primary School Children Undersirable Behaviours: The Effects of Teaching Experience, Pupils Age, Sex, and Ability Stream. *British Journal of Education Psychology*, 60,220-225.

Brophy,J.(1981). Teachers praise: *A Functional Analysis. Review of Educational Research*, 51.

Cartledge,G. &Loe, S.A(2001) Cultural Diversity and Social Skill Instruction. *Exceptionality*,9(1), 33-46.

Chadwick, B.A., &Day, R.C (1971). Systematic Reinforcement: Academic performance of Underachieving Students. *Journal of Applied Behaviour Analysis 4*,311-312.

Cooper, J.O., Herron, T.E., & Heward, W.l.(1987) *Applied Behavior Analysis*. Mervill, Columbus, OH.

Cross, T.L.(2001) Gifted Children and Erickson's Theory of Psychosocial development: Gifted Child Today, 24(1), 54-55.

Diana, N.F. (1992). *Towards Preparing the Mono cultural Teacher for the Multicultural Classroom.* Paper Presented at the Annual Meeting of Association of Teachers Educators, Orlando, F.L. ERC. ED CERIC Document Reproduction Service No. ED 350272.

Dorojaiye, M.A (1980). *Psychological Guidance of the School Child. London*, Evans Brothers Ltd.

Egyen, P.& Kauchak (2007) . *Educational Psychology: Windows on Classroom*. 9th edition, New Jersey: Pearson Education Inc.

Engelkes, J.R & Vandergoot, D. (1982). *Introduction to Counselling*. Boston: Houghton Miffin.

Evertson, C.M., & Harris, AH(1999). *Support for Managing: Centered Classroom*: The Classroom Organization and Management. Boston: Allyn & Bacon.

Fraenkel, J.R.& Wallen. N.E.(2000). *How to Design and Evaluate Research in Education*. 4th edition San Francisco. State University. The McGraw-Hill Company.

Frude, N& Gault,H. (1984) *Disruptive Behaviour in School*. Britain: John Wiley & Sons Ltd.

Gnagey, W.J., (1981). Motivating Classroom Discipline. New York: MacMillan Publishing Co.,Inc

Goldstein, S.(1995). Understanding nad Managing Children's Classroom Behaviour. New York: John Wiley & Sons. Inc.

Graubard, F (1973). Remedial Techniques in Basic School Subjects. New York: McGraw Hill

Guardian Unlimited(2003). *Mobile Phones Keep Italy's Kinds Close to Mamma.* Retrieved June 23, 2009 from *http://www.gurdianco.uk/Italy/story/0,12576,994515,00.html*.

Harmon, (2004). The New York Times. Retrieved on 2nd June, 2009. *http://www.nytimes.com/./26bully.htm.education*.

Hasazi, J.e.,& Hasazi, S.E(1972). Effects of Teacher Attention on Digit-Reversal Behavior in an Elementary School Child. *Journal of Applied behavior Analysis.*157-160.

Hosp,J.L. & Hosp, M.K.(2001). Behavior differences between African-American and Caucasian Students: Issues for Assessment and Intervention. *Education and Treatment of Children* 24(3), 336-340.

Ingersoll, R.M.(2001). Turnover and Teacher Shortages: An organizational Analysis. *American Educational Research Journal.* 38,499-501.

Ingule, F.O., Ronoh, R.C & Ndambuki, P.W. (1996). Introduction to Educational Psychology. East African Educational Publishers: Nairobi. Kampala.

Johnson-Gartee, K. & Copeland, G. (1997). Inside Political Campaign: *Theory and Practice* Westport, CT: Praeger.

Kasesniemi,E.L.,& Rautianen, P.(2002).*Mobile Culture of Children and Teenagers in Finland.* In J.E. Katz and M.A. Asklius(Eds) Perpetual Contact: Mobile Communication, Private Talk, Public Performance (pp. 170-172). Cambridge University Press.

Kauffmann, J. M. (2005). *Characteristics of emotional and Behavioral Disorder of Children and Youth , 8th edition.* Upper Saddle river, NJ:Prentice-Hall.

Kerlinger, F.N.(2000). *Foundations of Behavioral Research. 5TH edition.* New Delhi: Holt, Rinehart and Winston.

Kounin, J.S.(1970).*Discipline and Group Management in Classroom. New York*:Hold, Rinehart & Winston.

Kyle, & Rugien L. (2004). *Opportunities and Options in Classroom Management.* Boston: Allyn

Lapan,R.T., Gysbers, N.C., & Sun, (1997). The Impact of a More Fully Implemented Guidance Programmes on the School Experiences of High School Students. A State Wide Evaluation study. *Journal of Counselling and Development*, 75,292-302.

Lewis, R. (1999). Teachers' Support for Inclusive Forms of Management. *International Journal of Inclusive Education*, 3,269-280.

Ma, X.(2001). Bullying and Being bullied: To What Extend are Bullies also Victims? *American Educational Research Journal*,38(2), 351-370.

Maag,J.W.,& Kamp, S.E. (2003). Behavioural Intent of Power and Affiliation: Implications for Functional Analysis. *Remedial and Special Education*, 57-60.

Mangal, S.K.(2007). Advanced Educational Psychology. 2nd edition. New Delhi: Prentice-Hall.

Markle, S. (1969). *Good Frames and Bad: 2nd edition*. New York: Wiley.

Mitchell,A.(2004, January 24). *Bullied by the Click of a Mouse. The Globe and Mail*. Retrieved on June 23, 2009 from http://eprints.qut.edu.au/3492/1/3492.pdf.

Moe. (2007). *Inspection Report* . District Education Office, Bomet.

Mwamwenda, T.S.(1996). Educational Psychology An African perspective, 2nd Edition, Durban Heinemann Publishers(pty) Ltd.

Naissuma, D.K (200). Survey. Nairobi: University of Nairobi Press.

Neal,L., I ., MoCray, A.d., & Webb-Johnson, G. (2001). Teachers Reactions to African Students' Movement Style. *Intervention in School and Clinic*,36(3), 168-170.

Olweus, D. (1994), Bullying at school: Basic Facts and Effects of a School Based Intervention programs, *Journal of Child Psychology and psychiatry*. 33(7),1171-1172

Omizo,M.M., Hershberger, J.M., & Omizo, S.A (1988). Teaching Children to Cope with Anger. *Elementary School Guidance and Counselling* , 22.241-245

Patterson, G.R.(1980). Mothers: The Unacknowledged Victims. *Monographs of the Society for Research in Child Development*. 45. (5.serial No. 186)64.

Rao, S.W. (2006). Counselling and Guidance. 2nd Edition. New Delhi: McGraw-Hill.

Republic of Kenya (2001). Children's Act. *Kenya Gazette Supplement*. Nairobi: Government Printer.

Rhoten,S. (1999).*Reference for Faculty Academic Integrity and Discipline Behavio*r. Retrieved on 16th May , 2009. *http:i/fdcfullerton.educiteachingiresearch lacademicl integrating Ireference-for-faculty-academic-htm.*

Rogers, B. (2004). Behaviour Recovery, 2nd edition. London: Paul Chapman Publishing Ltd.

Rusch, F.R.,Rose, T.,& Greenwood,C.R. (1988). *Introduction to Behavioural Analysis in Special Education.* Englewood Clifts,NJ: Prentice-Hall.

Santrock, J.W.(2005). *Life –span Development 10th edition*. Boston: McGraw-Hill.

Santrock, J.W.(2008). *Education Psychology*. 3rd edition. New York: McGraw-Hill Education.

Skinner,B.F. (1957). *Verbal Learning*. New York: Appleton-Century-Crofts.

Slavin, R.E. (2003). *Educational Psychology: Theory and Practice*, 7th edition. New York. Pearson Education, Inc.

Sokal,L., Smith, D.G.,& Mowat, H (2003). Alternative Certification Teachers Attitude towards Classroom Management. *The High School journal* 86, 8-10.

Srivastava, L. (2005). Mobile phone and the Evolution of Social Behavior. *Behavior and Information Technology*,24, 111-123

Sunday Mail(2005, June 19)Teenagers Film Rape on Mobile. Retrieved June 23, 2009 from htt://eprint.qut.edu.au/3492/.3492.pdf

Theberge, S.K.,& Karan, O.C(2004). *Factors Inhibiting the Use of Peer Mediation a junior School in Professional School Counselling*,7(4), 283-284.

Van Houten, R(1980) Learning through Feedbacks. New York. Human Science Press.

Walker, J.K.,& Shea, T.M. (1991).Behavior Management: a Practical Approach for Educators. New York: Macmillan.

Wheldall,K. &Merret, F.(1998). Which Classroom Behaviour do Primary School Teachers say they find Most Troublesome. *Educational Review*, 40,13-15.

Wolfgang, C.H & Glickman,C.D. (1986). *Solving Discipline Problems*. Allyn and Bacon.

Woods, B. (2005). *Basics in Psychology*. 2nd Edition. Britain: Hodder & Stoughton.

Zilman, D., & Bryant. J. (1985). *Selective Exposure to Communication*. HillsDale, NJ: Eribaum

APPENDIX A: TEACHERS' QUESTIONNAIRE

I am undertaking research on selected classroom management approaches in dealing with disruptive behaviours among primary pupils. You have been selected to participate in this study. Information that you will give, will be treated with confidentiality. Please read the instructions carefully before responding.

Note: Please do not write your name.

SECTION A: Demographic Information

Instructions: Put a tick where appropriate (√)

1. Gender:

   Male [ ]

   Female [ ]

2. Age:

   Below 35 [ ]

   Above 35 years [ ]

3. Marital status:

   Married [ ]

   Single [ ]

SECTION B: Academic and Professional Information

Instructions: Put a tick where appropriate (√)

4. Are you professionally trained?

   Yes [ ] NO [ ]

5. What is your highest level of training?

   Masters [ ]

   Graduate [ ]

   Diploma [ ]

   ATS [ ]

   P1 [ ]

   P2 [ ]

   Others (specify) [ ]

6. What is your teaching experience?

   0-5years [ ]

6-10years [ ]

11-15 years [ ]

16 and above [ ]

7. How long have you taught in your current station?

Less than 1 year [ ]

1-5 years [ ]

6-10 years [ ]

11-15years [ ]

16 and above [ ]

SECTION C: Knowledge on selected classroom management approaches.

Instruction: Put a tick where appropriate (√)

8. Have you attended any seminar or workshop or course on guidance and counseling?

Yes [ ] NO [ ]

9. As a trained teacher, do you feel that you have knowledge on the following management strategies?

a) Punishment Yes [ ] NO [ ]

b) Reinforcement Yes [ ] NO [ ]

c) Guidance and Counseling Yes [ ] NO [ ]

10. Which gender of pupils has more disruptive behaviours in class?

Boys [ ] Girls [ ]

SECTION D: Use of Selected Classrooms Management Approaches.

Instruction: Put a tick where appropriate (√)

11. Please use the scale below to rate selected classrooms management approaches by ticking your preferred choice (√)

(i) Punishment

Punishment	**Very often**	**Often**	**Less often**	**Hardly ever**
(a)Use of reprimands				
(b)Use of time out for few minutes				
(c)Use of response cost e.g. reducing marks for pupils who are careless				

(ii) Reinforcement

(A)Positive reinforcement	**Very often**	**Often**	**Less often**	**Hardly ever**
(a)Use of verbal praise				
(b)Use of tangible rewards				

(B)Use of negative reinforcement	**Very often**	**Often**	**Less often**	**Hardly ever**
(a)Removal of a version stimulus e.g. suspension or manual work for noise marking in class				

(iii) Guidance and counseling

Use of guidance and counseling services	**Very often**	**Often**	**Less often**	**Hardly often**
(a)Individual counseling				
(b)Group counseling				
(c)Peer counseling				

SECTION E: Information Regarding Disruptive Behaviours

12. Use the scale below to indicate cases, which are preferred in classroom

1 – Very often, 2 – often, 3 – less often, 4 – hardly ever

	Disruptive behaviours	1	2	3	4
A	Bullying				
B	Lying				
C	Fights				
D	Stealing				
E	Noise-making				
F	Absenteeism				
G	Name calling e.g. you are a loser				

SECTION F: Teachers perception on the effectiveness of classroom management approaches

13. Please rate the effectiveness of strategies using the scale below by ticking your appropriate choice (√).

SA – strongly agree, A – agree, UN – undecided, D – disagree, SD - strongly disagree

(i) Punishment

Punishment	**SA**	**A**	**UN**	**D**	**SD**
(a)Effectiveness of reprimands					
(b)Effectiveness of time out for few minutes					
(c) Effectiveness of response cost e.g. reducing marks for pupils who are careless					

(ii) Reinforcement

(A) Positive reinforcement	**SA**	**A**	**UN**	**D**	**SD**
(a)Effectiveness of verbal praise					
(b)Effectiveness of tangible rewards					

(B) Negative reinforcement	**SA**	**A**	**UN**	**D**	**SD**
(a)Removal of a version stimulus e.g. suspension or manual work for noise marking in class					

(iii) Guidance and counseling

Effectiveness of Guidance and counseling	**SA**	**A**	**UN**	**D**	**SD**
(a)Individual counseling					
(b)Group counseling					
(c)peer counseling					

APPENDIX B: HEADTEACHERS' QUESTIONNAIRE

The purpose of this questionnaire is to obtain information on effectiveness of selected classroom management approaches in dealing with disruptive behaviours among primary pupils. Please read the instructions carefully and respond to all the questions to the best of your knowledge. Information you will give will be confidential.

Please do not write your name.

SECTION A: Demographic information

Instructions: Put tick where appropriate (√)

1. Gender:

   Male [ ]

   Female [ ]

2. Age:

   Below 35 years [ ]

   Above 35 years [ ]

3. Marital status:

   Married [ ]

   Single [ ]

SETION B: Academic and Professional Information

Instructions: Put a Tick where Appropriate (√)

4. What is your highest level of professional training?

   Masters [ ]

   Graduate [ ]

   Diploma [ ]

   ATS [ ]

   P1 [ ]

   P2 [ ]

   Others (specify) [ ]

5. Teaching experience?

   0-4years [ ]

   5-9 years [ ]

10-14 years [ ]

15 and above [ ]

6. Experience in administration?

Less than1year [ ]

1-4years [ ]

5-9 years [ ]

10-14 years [ ]

15 and above [ ]

SECTION C: Knowledge on Selected Classroom Management Approaches.

Instruction: Put a tick where appropriate (√)

7. Does your school have a trained counselor?

Yes [ ]

No [ ]

If your answer is in question (7) above is No. then who does guidance and counseling in your school?

1._____

2._____

3. _____

8. Have you sponsored any teacher to attend workshop/ seminar on guidance and counseling?

Yes [ ]

No [ ]

9. Which gender group of pupils has more classroom destructive behaviours?

Boys [ ] Girls [ ]

SECTION D: Use of Selected Classroom Management Approaches.

Instruction: Put a tick where appropriate (√)

10. Please use the scale below to rate the use of selected classroom management approaches by ticking your preferred choice (√)

(i) Punishment

Punishment	Very often	Often	Less often	Hardly ever
(a)Use of reprimands				
(b)Use of time out for few minutes				
(c)Use of response cost e.g. reducing marks for pupils who are careless				

(ii) Reinforcement

(A)Positive reinforcement	SA	A	UN	D	SD
(a)Effectiveness of verbal praise					
(b)Effectiveness of tangible rewards					

(B)Negative reinforcement	SA	A	UN	D	SD
(a)Removal of a version stimulus e.g. suspension or manual work for noise marking in class					

(iii) Guidance and counseling

Use of guidance and counseling services	Very often	Often	Less often	Hardly often
(a)Individual counseling				
(b)Group counseling				
(c)Peer counseling				

SECTION E: Information Regarding Disruptive Behaviours

Instruction: Put a tick where appropriate (√)

11. Use the scale below to indicate cases, which are prevalent in classroom, by ticking your preferred choice (√).

1 – Very often, 2 – often, 3 – less often, 4 – hardly ever

	Disruptive behaviours	1	2	3	4
A	Bullying				
B	Lying				
C	Fights				
D	Stealing				
E	Noise-making				
F	Absenteeism				
G	Name calling e.g. you are a loser				

SECTION F: Teachers Perception on the Effectiveness of Classroom Management Approaches.

Instruction: Put a tick where appropriate (√)

12. Please rate the effectiveness of strategies using the scale below by ticking your appropriate choice (√)

SA – strongly agree, A – agree, UN – undecided, D – disagree, SD - disagree

(i)Punishment

Punishment	**SA**	**A**	**UN**	**D**	**SD**
(a)Effectiveness of reprimands					
(b)Effectiveness of time out for few minutes					
(c) Effectiveness of response cost e.g. reducing marks for pupils who are careless					

EGERTON UNIVERSITY LIBRARY

(ii) Reinforcement

(A)Positive reinforcement	SA	A	UN	D	SD
(a)Effectiveness of verbal praise					
(b)Effectiveness of tangible rewards					

(B)Negative reinforcement	SA	A	UN	D	SD
(a)Removal of a version stimulus e.g. suspension or manual work for noise marking in class					

(iii) Guidance and counseling

Effectiveness of Guidance and counseling	SA	A	UN	D	SD
(a)Individual counseling					
(b)Group counseling					
(c)peer counseling					