

**BEHAVIOR MODIFICATION APPROACHES AND LEARNING DIFFICULTIES OF  
CHILDREN WITH BEHAVIOR DISORDERS IN SELECTED SECONDARY  
SCHOOLS IN MFANGANO DIVISION HOMA BAY COUNTY KENYA**

---

A Thesis Presented to the  
College of Higher Degree and Research  
Kampala International University  
Kampala, Uganda

---

In Partial Fulfillment of the Requirements for the Degree  
Master of Special Needs Education

---

By:  
Diang'a Benson.O.George  
MSEN/20097/121/DF

October, 2013

## **ABSTRACT**

This study was about behavior modification approaches and learning difficulties of children with behavior disorders in selected secondary schools in Mfangano Division, Homabay County Kenya. The objectives of the study included; 1) to determine the level of behavior modification approaches; 2) to determine the level of learning difficulties of children with behavior disorders and 3) to establish the relationship between behavior modification approaches and learning difficulties of children with behavior disorders. The study employed a descriptive cross-sectional design using both qualitative and quantitative techniques. The target population included 120 respondents and the sample size was taken to be 120 respondents by using universal sampling. Data was collected by using questionnaires as well as interview guides for the teachers in the selected schools.

The findings from the study indicate that; 1) level of effectiveness of behavior modification approaches was satisfactory (mean= 3.29; 2); level of learning difficulties of children with behavior disorders was high (mean= 3.25; and the behavior modification approaches were positively associated with learning difficulties of children with behavior disorders. Conclusions were made that there were causal relationship between behavior modification approaches and learning difficulties of children with behavioral disorders although the relationship was not significant. Recommendations were made to the effect that behavior modification among children with behavior disorders was not only a challenge to the mentors and/or teachers but also to the parents of such children. It was therefore noted to be imperative that all stakeholders (parents, teachers and community leaders) get involved in the transformation of their children.