

**MOTIVATION AND ACADEMIC PERFORMANCE OF LEARNERS WITH  
LOW EMOTIONAL AND BEHAVIOURAL DISORDERS  
IN CHAKOL BOYS PRIMARY SCHOOL  
TESO DISTRICT  
KENYA**

**BY**

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## DECLARATION

I, Damians Abonyo Omolo do declare that this research report is my own work and that it has not been presented to any other university for a similar award.

Signed.....

Student


Date.....

## **DEDICATION**

From the core of my being, I dedicate this work to my beloved wife and children who exhibited great patience and love in the course of my studies. Also to my brother Boniface Omollo who indeed has seen me through my academic life from primary level.

## APPROVAL

I certify that , Damians Abonyo Omolo carried out this research under my supervision.

  
.....

25<sup>TH</sup> AUGUST 2009  
.....

MR. TINDI SEJE

DATE

## **ACKNOWLEDGEMENT**

I am sincerely grateful to all those who sacrificed their valuable time out of their kindness to assist me in all ways possible during the study. I extend my special thanks to all my lecturers and mostly my Supervisor Mr. Tindi seje who willingly devoted a lot of time to give me the best guidance and concentration, which has enabled me to complete this work successfully.

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May God richly bless in you.

## TABLE OF CONTENTS

DECLARATION .....	i
APPROVAL .....	i
DEDICATION .....	iii
ACKNOWLEDGMENT .....	iv
DEFINITION OF TERMS AND ABBREVIATIONS .....	viii
ABBREVIATIONS .....	ix
TABLE OF CONTENTS .....	v
LIST OF TABLES .....	x
ABSTRACT .....	xi
<b>CHAPTER ONE</b>	
1.0. Introduction .....	1
1.1. Back ground of the study .....	1
1.2 Statement of the problem .....	2
1.3 General objective .....	2
1.4 Specific objectives .....	2
1.5 Research Questions .....	2
1.6 Scope of the study .....	3
1.7 Significance of the study .....	3
<b>CHAPTER TWO</b>	
LITERATURE REVIEW .....	4
2.0 Introductions .....	4
2.1 Theory .....	4
2.2 Motivation of learners with emotional and behavioral disorders .....	5
2.3 Causes of emotional and behavior difficulties .....	6
2.3.1 school factors .....	7
2.3.2 Biochemical factors .....	7
2.3.3 Nutritional factors .....	7
2.3.4 Medical factors .....	8
2.3.5 Peer pressure .....	8

2.3.6 Biological and Psychological factors.....	8
2.3.7 Cultural and social factors.....	8
2.4. Academic achievements of learners with emotional and behaviour disorder.....	9

### **CHAPTER THREE**

RESEARCH METHODOLOGY .....	11
3.0 Introduction. ....	11
3.1 Design. ....	11
3.2. Environment.....	11
3.3. Respondents .....	11
3.4. Instruments of data collection .....	12
3.5 Sampling methods. ....	Error! Bookmark not defined.
3.6. Data collection procedure .....	13
3.7. Data analysis. ....	13

### **CHAPTER FOUR**

DATA ANALYSIS .....	14
4.1 Introduction.....	14
4.2 Profile of the respondents .....	14
4.3. Tests for control group and B.....	16
4.4. Combining results for control group and B .....	Error! Bookmark not defined.
4.5. Impact of motivation on children with emotional behaviors. ....	Error! Bookmark not defined.
4.6. Causes of emotional and behavior difficulties .....	21
4.7. Performance of children with emotional behavior. ....	24

### **CHAPTER FIVE**

SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	26
5.0. Introduction .....	26
5.1. Summary .....	26
5.2. Conclusion.....	27
5.3. Recommendations. ....	28
Areas further research.....	28
REFERENCES.....	29

APPENDIX A: TRANSMITTAL LETTER

APPENDIX B: Questionnaires for the teachers

APPENDIX C: Questionnaires

APPENDIX D: TIME SCHEDULE

APPENDIX E: BUDGET



## **DEFINITION OF TERMS**

According to the study the following terms will be defined;

**Academic performance:** The achievement of learners in school.

**Emotional behavior:** to exhibit problems in learning.

**Motivate;** to encourage someone negatively or positively so as to achieve

## **ABBREVIATIONS**

GOK, Government of Kenya

PTA ,parents teachers association

WHO: World Health Organization

UNICEF: United Nations International Children Education Fund.

## LIST OF TABLES

Table 4.1: Shows the profile of the teachers.....	13
Table 4.2.Profile of the pupils in class six.....	14
Table 3: first Results for both control group and experimental group.....	14
Table 4: Results for control group and experimental group in percentage.....	14
Table 5: Results for the emotionally disturbed children in both groups.....	17
Table 6: second Results for control group.....	18
Table 7: second Results for experimental group.....	19
Table 8: percentage performance of Control group and experimental group after motivation.....	20
Table 9: causes of emotional and behavior difficulties. ....	21
Table 10: Children with emotional behavior and disorders perform well in class.....	23

## **ABSTRACT**

The main purpose of the study was to determine motivation and the academic performance of learners.

The specific objectives of the study were to determine how motivation helped children with emotional and behavioral disorders, Find out the causes of emotional and behavior difficulties and to determine the academic performance of learners with emotional disorders

The methods used for data collection were questionnaires to the teachers and tests for the pupils

The study revealed that emotionally disturbed children do not perform well in academics but if motivated positively improve on their performance. This is evident in the tests that were given to pupils before motivation. Control group had 30% of the failures and Experimental group had 15% of the failures. 5% in control group had excellent marks while 35% of experimental group had excellent marks. After motivation control group which was motivated using positive reinforcements had 5% failures and 30% excellent while experimental group which was motivated using negative reinforcements had 35% failure and 15% excellent.

The study also revealed that poverty, child abuse, peer pressure, biological factors and school factors were the causes of emotional disorders.

According to the study children with emotional behaviors do not perform well in academics because they feel left out in the school environment.

The study recommended that;

The ministry of education should modify the curriculum to suit the needs of all learners.

The government should employ more trained teachers in special needs schools so that they apply a professional way of teaching and dealing with the emotionally disturbed children.

School administrators should be given refresher courses so that they may be competent in administration.

## **CHAPTER ONE**

### **BACKGROUND INFORMATION**

#### ***1.0. Introduction***

This chapter discusses the following: back ground of the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, significance and definition of terms and abbreviations.

#### ***1.1. Back Ground of the Study***

Unlike other disabilities, such as paralysis or blindness, emotional behavioral disorder is difficult to detect. it doesn't disfigure or leave visible signs that would invite others to be understanding or offer support.(WHO 1995)

Learners with emotional disorders experience a lot of difficulties such difficulties extend to schoolwork and can impede learning to read or write, or to do math. (UNICEF 2000)

The government of Kenya has been concerned with the performance of learners in primary schools especially when it comes to results of Kenya certificate of primary education. There has been a diminishing performance in the results. The ministry of education has over the past years complained of deteriorating performance in end year examinations. (GOK 2000)

The researchers has also realized that learners with emotional disorders do not perform well in academics due to the problems they go trough and yet they are not recognized and hence need for the study.

### ***1.2 Statement of the problem***

Children with emotional and behavioral disorders are not always recognized and yet they go through a lot. Even though they are recognized they are not considered which makes matters worse for them as regards their academic performance. The researcher therefore would like to investigate how these children can be motivated to improve their academic performance.

### ***1.3 General Objective***

The general objective of the study was to determine the effects of Motivation and Academic performance of learners with emotional and behavioral disorders in class six, Chakol boys primary Teso, district, Kenya.

### ***1.4 Specific Objectives***

1. Determine how motivation helps children with emotional and behavioral disorders.
2. Find out the causes of emotional and behavior difficulties.
3. To determine the academic performance of learners with emotional disorders.

### ***1.5 Research Questions***

1. How can motivation help learners with emotional and behavioral disorders improve their performance in school?
2. What are the causes of emotional and behavioral disorders?
3. How do children with emotional and behavioral disorders perform in class?

### *1.6 Scope of the Study*

The study was conducted in Chakol boys' primary school Teso district. Teso district is an administrative district in the western province of Kenya. Its capital is Malaba a border town from Ugandan border. It has a population of 181,491 and covers area of 559km per square.

### *1.7 Significance of the Study*

Provide information that can be used by Ministry of Education policy makers to cater for learners with emotional disorders.

Increase awareness of the Head teachers, Board of Governors and PTA on the problems of learners with emotional disorders.

Enable teachers to teach effectively for the subject content to be understood properly by the learner's thus high performance.

It will also contribute to the existing literature about learners with emotional disorders and provoke further research in this field.



## CHAPTER TWO

### LITERATURE REVIEW

#### *2.0 Introductions*

This chapter discusses the related literature to the study. It is guided by the objectives outlined in chapter one.

#### *2.1 Theory*

This study is based on Behaviorist theory. The behaviorists approach to the understanding of motivation concerns itself with the connections between different stimuli and the responses which they elicit. This distinctive tendency is typical to this theoretical orientation by a special preoccupation with functional relationship between externally induced stimuli and internally graded or elicited responses. It therefore places minimal emphasis on the intra-organism integrating principles of behavior. Clark H Hull (1884-1952), Clark is considered the founder of modern behaviorisms, sets out to explain mammalian behavior by showing how rewards or reinforcement can be used in order to influence human or animal behavior.

This theory operates within distinct and yet mutually interactive variables: Input or stimuli, Organism or intervening variables and Outputs or responses. Each of the above variables relates to an assumed intervening variables range from delay in reinforcement to deprivation of any kind. The number of trials to attain a coveted goal seen by Hull as being the main determining factor of behavior. It is clear from the foregoing that the behavior or stimulus response theory of motivation, maintains that behavior is caused by the nature of stimuli which are always present in environment as these evoke responses

from the organism. Behavior furthermore is conceived as being the function of the interaction between environment, stimuli and the relatively passive organism.

In classical conditioning a positive reinforcement is marked by the increase in probability that a given response will occur on subsequent trials. Conversely, negative reinforcement refers to the decrease in probability of a given response on subsequent trials some psychologist prefer the definition of a negative reinforcement as a stimulus whose removal increases response probability. Instrumental conditioning makes the learner to be actively involved in learning.

It is referred to as selective learning because it usually occurs when and after out of many possible responses, a particular act has been and after out of many possible responses, a particular act has been selected and is being strengthened because of its contiguous relationship with the reward in question, for example a pupil is asked to solve a complicated puzzle through the trial and error method. The pupil then comes out with all sorts of responses. One of the responses attracts or is followed by reward of any kind. The particular response which has been rewarded will be strengthened on the basis of rewarding effect. The pupil will feel the pleasant urge to repeat the response in similar problem- solving situation

## ***2.2 Motivation of Learners With Emotional and Behavioral Disorders.***

According to young P.T (1963) children differ in their emotional and intellectual disposition as they differ in response to other types of motivational techniques and process.

A properly planned curriculum and teaching in accordance with age and level of mental development of children is essential to make it more meaningful to them. Pupils get more interested and therefore involved in learning and if only the purpose or goal is properly understood a teacher should therefore set out the goals clearly. The interests are types of questions they ask, their curiosity, the game they play, the movies they watch and the books they read. Young P.T 1963

Teachers play a role in motivating pupils. The teacher should have a desirable and attainable goal, teaching should be from known to un known, the teacher should also have a happy and emotional relationship with the pupils and encourage active participation of learners, competition and also praise and reward those who are progressing and encourage the slow learners (Rubn and Balow B, 1978).

### ***2.3 Causes of Emotional and Behavior Difficulties***

Ms. L.K Ongera 2002 (Managing emotional and behavioral difficulties in an inclusive setting) states that the cause of emotional and behavioral can be classified into three sections namely, family and school factors, family factors the social and economic status, child abuse, parental child rearing techniques, family size and type, family stability, unrealistic expectations.

### ***2.3.1 School Factors***

Children spend most of their time of the day in school. The life that children are exposed to at school influences their behavior, Ongera (2002) and Graubard (1971). Ongera also says that the factors that influence children's behaviour at school are as follows, curriculum, environment, teacher's attitude, inconsistent management, communication, school routine, school rules.

### ***2.3.2 Biochemical Factors***

Congenital neurological impairments and biochemical imbalance due to inadequate development or damage to the nervous system (as in the case of spina-bifida), cause unstable chemistry and brain damage that affects behavior. Hormonal changes during puberty can also cause chemical imbalances in a child resulting in change of behavior. Ndurumo (1993).

### ***2.3.3 Nutritional Factors***

Disorders involving lack of specific enzymes to digest specific food components results in the build up of the undigested specific food components. This results in the build up of the un metabolized components as toxins in the blood. This causes changes in the way children behave. For example phenylketunoria (PKy) is a genetically transmitted metabolic disorder where by the enzyme that metabolizes some proteins is deficient. A child with pheylketunoria may be easily irritable and hyperactive as well.

#### ***2.3.4 Medical Factors.***

Medical conditions such as Rubella (German measles) and epilepsy affect behavior. In the case of epilepsy, when medication is given to control fits and seizures in higher doses, they influence behavior; medications to control motor activities such as hyperactivity have considerable negative effects on behavior (Chess, 1960). Stimulants such as alcohol, coffee and tobacco also affect children's behavior.

#### ***2.3.5 Peer Pressure***

Children's behavior is influenced by the behavior of those around them especially peers (Whelan, 1978).

#### ***2.3.6 Biological and Psychological Factors.***

All children are born with biologically determined style though; this may change due to the way they are brought up. The following are the biological factors that may cause emotional behavior disorders. Genetical factors, chromosomal factors, biochemical factors, nutritional factors and medical factors (Torrence, 1980).

#### ***2.3.7 Cultural and Social Factors***

Children and their families are embedded in their culture that influences their behavior values and behavior norms communicated to children through a variety of cultural norms communicated to children through a variety of cultural norms demands, prohibitions and models.

The culture in which children are brought up exerts an influence on their social, emotional and behavior development. The cultural factors and social factors that may affect children's behavior include the media such as radio and television which portray violence as a way of solving problems and children copy whatever they watch, religious demands and restrictions ,gender roles ,use of terror and coercion ,misuse of drugs ,war, incident, pandemics for example bomb blasts and HIV/AIDS ,changing standards of sexual conduct and traditional practices

#### ***2.4. Academic Achievements of Learners With Emotional and Behavioral Disorder.***

Anxiety withdrawn emotionally disturbed children experience problems in schools. Because of them being fearful, tense, timid, shy, withdrawn. Self-conscious and lacking in self confidence, their performance academically is affected (suran and Rizzo,1979) state these negative characteristics interfere with learning in that the child's potential are not utilized to the fullest. Some children have phobias –fear of school fear of examinations and fear of failing.

However, Suran et al (1979) and a positive note to the effects of social inadequacy on learning; these children compensate their failure in social interactions by expending their energy on academics success and they may even use this lonesome venue in accomplishing in another lonesome venue indulging in books and their by doing well academically.

Statistically Tomkin (1980) found children who exhibited mild to moderate behavior problems exhibited no greater academic retardation compared to those who are not behaviorally disturbed.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### ***3.0 Introduction***

This chapter discusses the research design, environment, population and sample, instruments of data collection, sampling methods, and data collection procedures and data analysis.

#### ***3.1 Design.***

The researcher used experimental design. In this case the researcher wanted to experiment the impact of motivation on children with emotional and behavioral disorders. The researcher collected or chose experimental control group by applying a random assignment of subject. The experiment was post-test only to the control group. In this method there were both the experimental and control group. No pre-test conducted on the control group. The effect was only known by the researcher after administering a test in the class for both the control and experimental groups.

#### ***3.2. Environment***

This study was conducted in Chakol boys primary in Teso district Kenya in class six. This is because it is where the researcher teaches and has her subjects in.

#### ***3.3. Population and Sampling Methods***

The respondents included class six pupils. The sample size was 40 pupils and 10 teachers. The researcher used stratified random sampling. The researcher used class six pupils in two groups. The researcher choose subjects in class six one group with emotional and



behavior problems comparing their performance with the rest of the classes. The researcher had two groups of the same level. In the two groups, the researcher taught two different topics. Gave a test and recorded. The researcher then interchange the topics for the two groups and then the other one which fails used positive reinforces and on the other one which won the researcher used negative reinforces the researcher gave a test after which she recorded and compared the results of the two groups and in particular those learners who were identified with emotional and behavior disorders.

### ***3.4. Instruments of Data Collection***

Questionnaires were used to extract information from teachers. And experimental tests were given to children. Open ended questionnaires were suitable for investigating deeper the subject matter. Library search was used to search for data related to the study and observation was done on the state of the children and the way they cope at school.

The researcher used stratified random sampling. The researcher used class six pupils in two groups. The researcher choose subjects in class six one group with emotional and behavior problems comparing their performance with the rest of the classes. The researcher had two groups of the same level. In the two groups, the researcher taught two different topics. Gave a test and recorded. The researcher then interchange the topics for the two groups and then the other one which fails used positive reinforces and on the other one which won the researcher used negative reinforces the researcher gave a test after which she recorded and compared the results of the two groups and in particular those learners who were identified with emotional and behavior disorders.

### *3.6. Data Collection Procedure*

A letter of introduction from the institute of continuing education was sent to facilitate in the data collection exercise. The letter was handed to the head teacher before Questionnaires were distributed to teachers and focus group discussions held with the pupils. The data collected was sorted and categorized after which it was analyzed. The conclusions and recommendations were made.

### *3.7. Data Analysis*

The frequencies and percentages were used to determine the number of sample respondents used in the research process and the number that participated positively in contribution to the research.

Formula;

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of respondents}} \times 100$$

Where F = number of respondents

Observed

Qualitative analysis; Data from questionnaires was standardized hence requiring categorization. Such data was presented in a descriptive form above which was used to discuss the results of quantitative data.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### ***4.1 Introduction***

This chapter shows presentation, interpretation and discussion of the findings. It shows the profile of the respondents, how motivation helps learners with emotional and behavioral disorders, causes of emotional and behavioral disorders and academic performance of learners with emotional and behavioral disorders.

#### ***4.2 Profile of the Respondents***

The researcher used a number of 50 respondents to answer the questionnaire. These included ten teachers and 40 pupils. Table 4.1 shows the profile of teachers.

**Table 4.1: Profile of Teachers.**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Sex		
Male	6	60
Female	4	40
Total	<b>10</b>	<b>100</b>
Age		
18-25 yrs	4	40
26-35yrs	2	20
36 and above	4	40
Total	<b>10</b>	<b>100</b>
Educational level		
Certificate	3	30
Diploma	2	20
Degree	5	50
Total	<b>10</b>	<b>100</b>

**Source: field data**

Ten (10) questionnaires were distributed to the teachers and 10 were filled and returned .This therefore represents 100% of the Total number of questionnaires that were distributed.

The study covered 10 randomly selected teachers of whom 6 (60%) were male and 4 (40%) were female. The age category of the respondents was divided in three groups that is 18-25 years were four (40%), 26-35 were two (20%) and 36 and above were 4 representing (40%) of the respondents.

The academic level of the respondents was divided in three categories that are certificate, diploma and degree.3 (30%) of the respondents had certificates, 2(20%) had diplomas and 5 (50%) had degrees.

**Table 4. 2: Profile of the pupils in Class six**

<b>Respondents</b>	<b>frequency</b>	<b>Percentage</b>
<b>Sex</b>		
Male	40	100
<b>Total</b>	40	100
<b>Age</b>		
10-12	30	75
13-15	10	25
<b>Total</b>	40	100

**Source: field data**

Forty (40) pupils all boys participated in the study by doing tests. They were divided in two groups that is 20 in groups A and 20 in experimental group. Eight (8) of the 40 pupils were emotionally disturbed. Control group had three (3) emotionally disturbed children and experimental group had five (5) emotionally disturbed children.

#### ***4.3 How Motivation Helps Children With Emotional and Behavioral Dis-orders***

In order to find out how motivation helps learners with emotional and behavioral disorders, the researcher divided the class into two groups. The first group was called the control groupe the second was the experimental group. Pupils from both groups were taught the same way and were given different pre-tests and the tests were marked out of 30 and the results are as indicated in table 4.3.

**Table 4.3: Pre-test Results for Both Control and Experimental Groups**

range of marks	No. of pupils in control group		No. of pupils in experimental group	
		%		%
0-5	2		1	
6-10	4		2	
11-15	8		2	
16-20	3		4	
21-25	2		4	
26-30	1		7	

**Source: primary data**

Table 4.3 shows the performance of pupils from the control group and the experimental group. According to the table, two Pupils scored between 0-5 marks, four scored between 6-10 marks, eight scored between 11-15, three scored between 16-20, two scored between 21-25 and only one scored between 26-30. The performance of the experimental group can be seen that seven pupils scored between 26-30, while four and two pupils scored between 21- 25, 16-20 and 11-15 and 6-10. In comparing the results control group did not perform well compared to experimental group. Experimental group had seven pupils who scored between 26-30 while control group had only one.

After the pre-test, the researcher considered the performance of emotionally disturbed learners, to check on how they had performed. Learners with emotional and behavior disorders were identified from both groups and their results were presented table 4.4 as in the pre-test.

Results of their performance when taken separately indicated that their performance is relatively poor. Table 4.5 shows these results.

***Table 4.4: Results for the Emotionally Disturbed Children in Both Groups.***

Range of marks	No. of pupils
0-5	4
6-10	1
11-15	2
16-20	1
21-25	-
26-30	-
<b>Total</b>	<b>8</b>

**Source: primary data**

According to table 4.4, most (four) pupils who were emotionally disturbed scored below average and only one pupil scored slightly above average (16-20). None of the emotionally disturbed pupils scored between 11 and 30. The results therefore show that children who are emotionally disturbed do not perform well compared to children who are normal.

After the pre-tests, pupils were then motivated. the experimental group was motivated using negative reinforcement while control group was motivated using positive reinforcements. The tests that control group did in the pre-tests were given to experimental control group the tests that experimental group did were given to control group.

#### ***4.3.1. Positive Reinforcement for Control group***

The pupils in the control group were motivated using positive reinforcements. In this case, the pupils were encouraged that they could improve and that they were capable of passing. They were also praised that they had tried but could do better. Those who had performed well were praised and were given presents like sweets. A good teacher pupil relationship was also established to make the pupils comfortable and also gain teacher's trust. After using such methods to teach the children were given the tests that were first given to experimental control group and the results are indicated in table 4.6. It was noted that there was an improvement in the performance of pupils in Control group especially for the emotionally disturbed pupils.

***Table 4.6: post Test Results for Control Group***

Range of marks	No. of pupils
0-5	-
6-10	1
11-15	4
16-20	6
21-25	3
26-30	6

**Source: primary data**

Table 4.6 shows that none of the students in control group scored between 0 and 5, only one scored between 6-10, four scored between 11-15, six scored between 16-20, three



scored between 21 and 25 and six scored between 26-30. This clearly shows that there was an improvement in performance after giving positive reinforcement. According to Stephan Flora (2004) Positive Reinforcement in a classroom can improve a child's behavioral outcome. "A child whose instruction following is positively reinforced will be less likely to suffer problems of chronic anxiety because there is no constant threat"

#### ***4.3.2. Negative Reinforcement for Experimental Group***

Negative reinforcement involved scolding and reprimanding the pupils and asking whether that was all they could get. The pupils were also promised to be given corporal punishment if they did not perform well next time. They were then given tests that were first given to experimental control group and the results are shown in table 4.7. Negative reinforcers like scolding, reprimanding, promising to give learners corporal punishments were applied during the lesson.

***Table 4.7: Second Results for Experimental Group***

Range of marks	No. of pupils
0-5	3
6-10	4
11-15	4
16-20	2
21-25	4
26-30	3

**Source: primary data**

Table 4.7 shows that three of the students in experimental group scored between 0 and 5, four between 6-10, four between 11-15, two between 16-20, four between 21 and 25 and three between 26-30. It was noted that there was a decline in the performance of pupils in experimental group more especially for the emotionally disturbed children. By using negative reinforcements the pupils especially the emotionally disturbed, were discouraged and hated the school environment and therefore could not perform well or improve their performance.

According to Stephan Flora (2004) teachers who are demanding and forceful become intimidating to the child. The attitude that an instructor brings to the classroom can interfere with the child's learning process. A negative environment would only further complicate children who are already showing signs of emotional disorders.

#### ***4.4 Causes of Emotional and Behavior Difficulties***

The researcher identified a number of causes of emotional and behavioral difficulties. Then questionnaires were distributed to teachers to give their responses as to what they thought are the most important causes. Their responses are summarized in table 4.8.

**Table 4.8: Causes of Emotional and Behavior Difficulties.**

causes	Yes	No	Not sure	Total
Poverty	6(60%)	2(20%)	2(20%)	10(100%)
Child abuse	9(90%)	1(10%)	-	10(100%)
Diseases	5(50%)	3(30%)	2(20%)	10(100%)
Peer pressure	4(40%)	5(50%)	1(10%)	10(100%)
Biological and psychological problems	9(90%)	-	1(10%)	10(100%)
School factors	4(40%)	4(40%)	2(20%)	10(100%)
Biochemical factors	8(80%)	-	2(20%)	10(100%)

**Source: primary data**

Table 4.8 indicates that 60% of the respondents agreed that poverty leads to emotional disorders while 20% disagreed and 20% were not sure. It was established that children from poor families lack many things in life including the basic needs which affects them emotionally. It is also indicated that 90% of the respondents agreed that child abuse leads to emotional disorders while 10% disagreed. The study established that children are abused physically, emotionally and sexually and this affects their emotional status. This is supported by Ongera (2003) that child abuse causes emotional and behavioral disorders. The table also shows that 50% of the respondents agreed that diseases lead to emotional disorder while 30% disagreed. It was there fore established that diseases like epilepsy, meningitis, Aids and German measles were causes of emotional disorders. And this is supported by Chess, S (1960) that Medical conditions such as Rubella (German measles) and epilepsy affect behavior.

On the other hand, 40% of the respondents agreed that peer group pressure leads to emotional disorder while 50% disagreed. It was established that behavior of some children is influenced by their peers. For example a child who is active in class might be booed by the rest of the class which leads to the child withdrawing from active participation in class. According Whelan (1978) Children's behavior is influenced by the behavior of those around them especially peers.

It is also seen that 90% of the respondents agreed that biological problems lead to emotional disorder. The study revealed that some children inherit the behaviors of their parents and some can be as a result of chromosomal defects. According to Torrence (1980) all children are born with biologically determined style. Of all the respondents, 40% agreed that school factors lead to emotional disorder while 40% disagreed. The study established that rigid curriculum, school rules, and teacher's negative attitudes are some of the causes of emotional disorders. According to Ongera (2003) and Graubard (1971) Children spend most of their time of the day in school. The life that children are exposed to at school influences their behavior. According to them factors that influence children's behavior at school are as follows, curriculum, environment, teacher's attitude, inconsistent management, communication, school routine, school rules.

Similarly, 80% of the respondents agreed that bio-chemical problems lead to behavior and emotional disorders. The study revealed that adolescents normally have behavior and emotional disorders. According to Ndurumo (1993) hormonal changes during puberty can also cause chemical imbalances in a child resulting in change of behavior.

#### ***4.5 Performance of Children With Emotional Behavioral Disorders***

Questionnaires were distributed to the teachers to determine the performance of children with emotional behaviors and disorder. Teachers were asked to give their general analysis of how pupils with emotional disorders perform, since they know them very well and always give them various assessments. The general evaluation of pupils with emotional disorders by their teachers is what has been summarized in table 4.9.

***Table 4.9: perform of Children With Emotional and Behavioral Disorders***

Response	frequency	percentage
Yes	4	40
No	6	60
Not sure	-	-
Total	10	100

Table 4.9 shows that 40% of the respondents agreed that children with emotional behaviors perform well in class while 60% disagreed. The study established that children who do socialize get so much attached to the books that they perform well academically.

According to Suran and Rizzo (1979), anxiety withdrawn , emotionally disturbed children experience problems in school because of being fearful, tense, timid, shy, with drawn. They are self conscious and lacking in self confidence, this affects their performance academically.

However Suran et al (1979) states that socially inadequate learners; compensate their failure in social interactions by spending their energy on academics success and they may

even use this lonesome venue in accomplishing in another lonesome venue indulging in books and their by doing well academically. The researcher observed that such learners when given positive motivators improve in academic performance as was observed in table eight.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### *5.0. Introduction*

This chapter focuses on summary of the findings, conclusions and recommendations. Finally the chapter ends with suggestions for further research.

#### *5.1. Summary*

The first research objective sought to investigate how motivation contributes to the academic performance of emotionally disturbed children. To understand this, tests were given to pupils both emotionally disturbed and normal children. The study revealed that emotional children do not perform well compared to “normal” children. However those who were motivated positively showed signs of improvement compared to those who were negatively reinforced. Teachers play a role in motivating pupils. According to Rubn and Balow (1978), the teacher should have a desirable and attainable goal, teaching should be from known to un known, the teacher should also have a happy and emotional relationship with the pupils and encourage active participation of learners, competition and also praise and reward those who are progressing and encourage the slow learners.

The second research objective was to investigate the causes of emotional and behavioral. To understand this, questionnaires were distributed to the teachers and the findings indicate that the causes of emotional and behavioral disorders were poverty, child abuse, diseases, biological and psychological factors, biochemical factors and peer pressure, and this is supported by Whelan (1978) that Children’s behavior is influenced by the

behavior of those around them especially peers, biological factors and school factors. According to Ongera (1971) Children spend most of their time of the day in school. The life that children are exposed to at school influences their behavior.

Lastly the study investigated the academic performance of children with emotional behaviors. The study revealed that children with emotional behaviors do not perform well because they feel out of place and according to Suran and Rizzo (1979) emotionally disturbed children experience problems in schools. Because of them being fearful, tense, timid, shy, withdrawn. Self-conscious and lacking in self confidence, their performance academically is affected; these negative characteristics interfere with learning in that the child's potential are not utilized to the fullest. Some children have phobias –fear of school fear of examinations and fear of failing

## ***5.2. Conclusion***

The main purpose of the study was to determine motivation and the academic performance of learners. The study revealed that emotionally disturbed children do not perform well in academics but if motivated positively improve on their performance.

The study also revealed that poverty, child abuse, peer pressure, biological factors, biochemical factors and school factors were the causes of emotional disorders.



According to the study children with emotional and behavior disorders do not perform well in academics because they feel left out in the school environment. However it was revealed that since these children are lonely they spend most of their time reading books which improves their academic performance.

### ***5.3. Recommendations***

The government should employ more trained teachers in special needs education so that they apply a professional way of teaching and dealing with the emotionally disturbed children.

School administrators should be given refresher courses so that they may be competent in administration.

Trained teachers in guidance and counseling should be placed in schools to guide and counsel the adolescents. The ministry of education should modify the curriculum to suit the needs of all learners.

### ***Areas for Further Research***

More research should be done on the topic “motivation of emotionally disturbed children in other areas. Few researchers have ventured in the study.

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## APPENDIX B: Questionnaires for the Teachers

Dear respondent the purpose of the study is to determine motivation and the academic performance of learners with emotional and behavioral disorders and you have been chosen to participate in the study. You are requested to tick where appropriately and fill in the gaps. I would like to bring to your attention that the information will be treated with utmost confidentiality.

NB. Do not write your name anywhere on this paper

### Personal information

#### Age

18-25 yrs [ ]

26-35 yrs [ ]

36 and above [ ]

#### Sex

Female [ ]

Male [ ]

### Educational level

Certificate [ ]

Diploma [ ]

Degree [ ]

Evaluate the following statements using the following;

Not sure	Disagree	Agree
<b>3</b>	<b>2</b>	<b>1</b>

<b>Causes of emotional disorder</b>	<b>1</b>	<b>2</b>	<b>3</b>
Poverty leads to emotional disorders			
Child abuse leads to emotional disorders			
Diseases lead to emotional disorder			
Peer pressure leads to emotional disorder			
Biological problems lead to emotional disorder			
School factors lead to emotional disorder			
Biochemical factors lead to emotional disorders.			

**Performance of children with emotional behavior.**

Children with emotional behaviors are active in class

Children with emotional behaviors perform well in class

### APPENDIX C: Test for control group

Change the following sentences from active to passive voice.

1. The dog killed the snake.
2. John plays foot ball in the evening.
3. The girl is washing clothes.
4. The old man was planting trees.
5. Mary reads the book.

Change the following from passive to active voice.

1. The bell was rung by the time keeper
2. A window is being cleaned by tom.
3. The milk is drunk by the boy.
4. A tree was being cut by the boy.
5. A house is swept by the girl.

Use the correct form of the verbs in the bracket

1. They have \_\_\_\_\_ a song. (sing)
2. He has been \_\_\_\_\_ a story book (read)
3. Tom \_\_\_\_\_ a book (buy)
4. John has \_\_\_\_\_ his hair (comb)
5. I am \_\_\_\_\_ a tree (climb)

English teacher's hard book. By TC Barual

## APPENDIXD: Test for experimental group

Give the correct degree of the given adjective in the brackets to complete the sentences.

1. He is the \_\_\_\_\_ in the class (tall)
2. John is \_\_\_\_\_ than his friend Tom (old)
3. Give me a \_\_\_\_\_ knife than this one (sharp)
4. It move \_\_\_\_\_ than it was yesterday (fast)
5. Today is a \_\_\_\_\_ day of the week (hot)

Use the correct article to fill in the blanks

The, an, A

1. \_\_\_\_ dog is faithful criminal
2. \_\_\_\_ Nairobi is the capital city of Kenya
3. He sat in the \_\_\_\_\_ arm chair
4. The baby eat \_\_\_\_\_ orange
5. Go and call \_\_\_\_\_ Mary

Change the following sentences into the correct tense in the bracket.

1. He eats mangoes(past tense)
2. The girl has gone home(past perfect)
3. They were writing notes(present continuous tense)
4. we are running English(present perfect continuous)
5. I was sick(present simple tense)
6. The girl came late(present simple tense)