

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Management of Children's Behaviour Problems by Teachers in Class in Early Childhood Education in Rongo Sub-County, Kenya

Awuor Dorothy Okayo

Teacher, Department of Teacher's Service Commission,
Dago Kowuor School, Kenya

Abstract:

Learning in ECE is a process just like in other Education levels. The researcher investigated Management of children behavior problem by teachers in class in ECE. Descriptive research method was used with the aid of a detailed questionnaire three (3) teachers were involved in the study to collect the data from the Early Childhood Education and Education. Seventeen (17) sampled schools were chosen randomly out of the Fifty Six (56) registered Early Childhood Education in Rongo Sub-County. In each school. The researcher used questionnaires to collect data from teachers. The data collected from the respondents was treated with strict confidentiality and was only used for research purposes. This study realized respondents of forty six (46) teachers. The data collected was summarized, analyzed qualitatively and quantitatively and the researcher then made conclusions and recommendations on management of children behavior problem by teachers in class in ECE. The study ascertained that the methods employed in managing the problems both at school and at home were not satisfactory. The researched recommended that head-teachers, teachers, caregivers and parents/guardians should come up with processes that can zero in on children's behavior problems and generate actions that counter the brunt of those behavior problems. It recommended that further research be done to isolate effects of the children's behavior problems so that we come up with corrective measures. The study also, recommends that all ECE teachers should be trained to be able to understand the most appropriate approach to manage various children's behavior problems in ECE centers. The research finally recommends that both teachers and parents should generate proactive methods so that learning in ECE centers is enhanced.

Keywords: Management, children's behaviour, early childhood education, ECE centers

1. Introduction

1.1. Background Information

Learning in ECE is a learning process just like in other institutions; it needs a lot of preparations to enable a concept to be delivered well to ECE learners. Different researcher and publishers have describe ECE children who are playful, have a short attention span, reactive, like exploring, develop like and dislike very easily, they are egocentric meaning they love themselves, they are very inquisitive. Therefore they learn best by seeing and doing, whenever a concept is to be delivered all the above must be put into consideration. However the strategies used in ECE learning do not cater for children behavior problem. Oxford Advanced Learners Dictionary (21st edition) Defines behavior as the way in which an animal or a person behaves in response to a particular situation or stimulus. Behavior also refers to how an individual acts consistently in a given environment Bandura (2013), that is to say the way an ECE child behaves persistently in an environment is the child behavior for example if the child likes playing then we say the child is playful and the child likes questioning we say the child is inquisitive.

Problem on the other hand indicates elements of activities that are either unpleasant or negative and may interfere with the child's normal growth and development. However, there are children who experience extreme behavior problem when learning, but when the situation is extreme to an extent that it cannot be controlled by the strategies that should be used in learning, then it is a behavior problem. For instance, when a child is sleeping in class when a concept is being delivered, the teacher or caregiver will employ the right methods or a strategy that is needed to control the sleeping. If sleeping persists that cannot be controlled by the strategy employed then the child has sleeping problems. Some of the behavioral problems being targeted are extreme cases of stealing, sleeping in class, temper tantrums, attention seeking, telling lies, and eating in class while activities are going on the researcher consider the act of eating in class as a food related problem. (Mayer, 2008). Early childhood refers to the initial stages in a child. It entails ages of 1-7 years. This section of the thesis considered early childhood as from the ages of 4-7yrs. At this stage the child is playful and explores a lot in the environment (Tomlinson, 2012)

Education involves imparting knowledge, skills and attitudes. Ngaroga (2004) indicated that education involves all the activities that a child does to enable him or her grow holistically, Early Childhood Education means imparting

knowledge and skills to a pre-school child in order to acquire the desired concept in the environment (Joppe, 2000). The idea of Early Childhood Education has a long history. The following are trends that have led to the Early Childhood Education (ECE) (Piaget, to date).

Kenya ministry of education act (2008) states that all children need to be educated regardless of their different backgrounds. Salamanca's statement and policy framework for action (2008) states that all schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or creed.

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

United Nations Convention on the Rights of the Child (UNHCR, 1989) states that education shall be directed to the development of a child's personality, talent, mutual and physical abilities. Government and Non-Government organizations have also participated fully to place Early Childhood Education where it is currently meaning every child must be educated at an early age.

Africa Charter on the Rights of the Children (Children Act 2001) also supports that children should be educated. In 1921, there was a meeting at Dagoretti in Kenya to raise complaints about children engaged in labor. A seminar held to evaluate the status of pre-school education in Kenya. The Kenya Institute of Curriculum Development (KICD), together with the Ministry of Education (MOE) and its personnel also assisted in the construction of the National Center for Early Childhood and Education (NACECE). Jomo Kenyatta in 1964 also advocated for the welfare of children. In 1980, United Nations sponsored pre-school teachers in one course. In 1966, World Bank together with the Ministry of Education assisted by funding activities in Early Childhood Education and education. The components funded included improved teachers' performance, community support grants, health and nutrition, transition, monitoring and evaluation. All these above advocate for early childhood in Kenya.

The behavior problems that could be evident for the study includes stealing, sleeping in class, temper tantrums, attention seeking, telling lies, and these behavior problems must be taken care of in children and allow the caregivers, teachers and parents to handle each case as it appears. In 1999, symposium on the alternative approaches (Mbagathi, 1999) held and recommendations made assisted in catering for children care below the age of three years but they never cater for children behavior problem.

Rongo Sub-County is one of the Sub-Counties within Migori County in Kenya. Rongo Sub-County has many pre-school centers, parents, guardians, caretakers or caregivers take their children to the centers to learn. The sub-county has parents with different economic activities such as mining, farming which is evidenced in sugarcane and trading. The area has large market setting such as Opapo to the North of Rongo Sub-County headquarters and west of Kisii county. Majority of parents are self-employed working on their farms to attend to crop like sugarcane, going for minerals in the few mineral mine in the Rongo-County, trading to sell their goods and services. Some parents are employed in the offices to earn salaries. These occupations bring a lot of challenges associated with child rearing as the parents don't spend enough time with their children hence corrective measures cannot be taken in good time. It therefore, requires a research on how their children behave. Being in Kenya, all Kenyan children must access free Education ministry of education act (2009)

1.2. Statement of the Problem

Learning is an accepted permanent positive change that make an individual fits an environment. Ngaroga (2014). It is noted that in a number of learners experienced behavior problem like striking, some setting school a blaze, this could lead to school dropout. It is witnessed in primary school that some learners with behavior associated problems do dropout of school too. The researcher carried out the study on examination of the behavior problem in learning in Early Childhood Education in Rongo Sub-county to come out with desired strategies enable teachers and parents control this behavior problem at early stages of education.

1.3. Purpose of Study

The purpose of the study is to examine how teachers managed children behavior problem in class in ECE in Rongo sub-county. So that the findings and recommendations would be put in place in order to improve the quality of ECE education in Rongo Sub-county, Migori County and Kenya at large.

1.4. Objectives of the Study

The objectives of the study is to find out how teachers manage behavior problems in Early Childhood Education (ECE) class.

1.5. Research Questions

The study answered this research question below:-

- How do teachers manage common behavior problems in ECE class?

1.6. Assumptions of the Study

The researcher assumed that even if learners are not observed the data collected by the teachers are correct, the forty six teachers stand in for all teachers.

1.7. Theoretical Framework

The study of examination of children behavior problem on learning in early child education was modeled after an American psychology B F Skinner (Burthus Fredrick Skinner, 1904-1990) and a multiple behavioral theories of Bandura (1925- to date). These behavioral theories were based on the observations made in organisms in different situations. Cording skinner believed that several human behaviors and actions are stimulated through reward and punishment, and therefore children behavior in this case is regulated by the environmental influences either in a positive way or in a negative way.

Skinner believed that human behavior as predictable in response to the environmental and a such not unless a negative impact arose thus brings about behavior problem, in this case a negative impact enables an individual behavior in a manner that is not expected thus leading to behavior problem, which depends on how an organism or a child manages the negative impact (Marshall 2010). Bandura on the other hand believed that children behavior primarily affect their learning, in his research, Bandura concluded that learning is not as a result of trial but the changes in behaviors was the main cause of one actions that is behavior. (Denier, 2012)

1.8. Conceptual Framework

The conceptual framework in figure 1.1 below was based on an examination of children behavioral problem in learning in Early Childhood Education in Rongo Sub-County. Examination of problems, Influence of problems in learning, Teachers role in managing problems, and parents role in managing problems were considered as the independent variables while holistic learning in Early Childhood Education Centers in Rongo Sub-County were considered as dependent variable. Respondents gave honest responses that enabled the researcher bring to light children behavior problem in learning in Early Childhood Education in Rongo Sub-County. The researcher realized that there are intervening variables that must be controlled. First, there was infrastructure. The researcher concluded that in the current system, most ECE centers do not have disparities on their infrastructural dispensations. Further, Government policy was influencing ECE learning. The researcher concluded that age and staffing challenges were across board and affected both administrators ECE learners

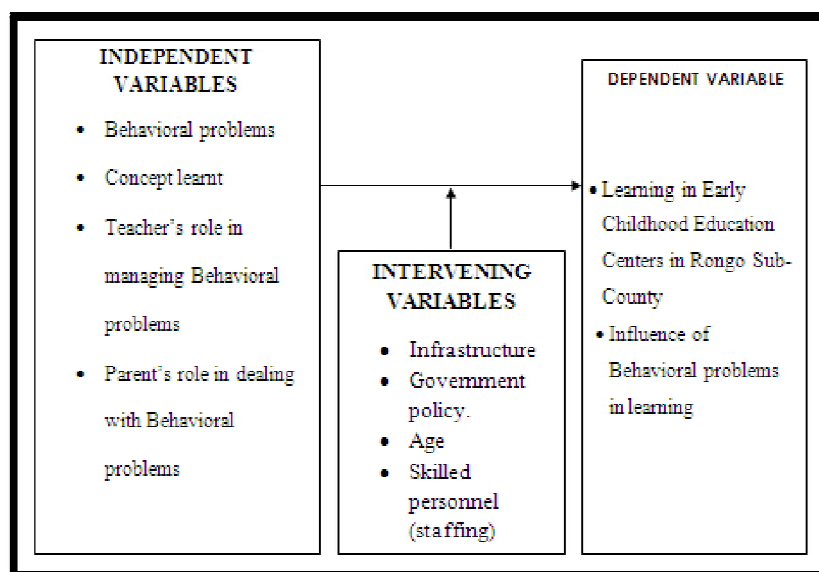


Figure 1

2. Literature Review

2.1. Introduction

This chapter provides related literature to the study from different scholars and sources such as books, websites and journals. The literature review sheds more light on, how teachers and caregivers manage behavior problems in ECE.

2.2. Managing Common Behavior Problems in Class by Teachers

Problems found in children both at home and in schools call for understanding how both teachers and caregivers manage them. The following are the researchers view in managing the common behavior problems.

A study by Mennette (2010) cites guidance and counseling as a way of managing stealing habit. This is a way of reducing the habitual stealing after counseling and guiding the child. This is by letting the child get to understand the consequences of stealing such as of being taken to jail or juvenile remand home. Menette used his findings by observing upper primary school going children between the age of twelve and eighteen years. Turrow (2010) concurs with Minette (2010) findings that guidance and counseling in did help manage stealing behavior problem in school. In addition, Drumm (2010) concluded this after observing how teachers manage lower primary school children between the ages of seven to

nine and also added that telling stealing consequential stories is also used to manage stealing behavior problem by teachers in school Drumm give further imputes that a child is guided and counseled to be contented with whatever little he or she has. This will encourage the child to feel satisfied with the little the child has. Mennette (2010) concluded that guidance and counseling is a method used in managing behavior problem after studying children at different levels and never focused ECE learning.

Stewart (2013) and McNael stated that the use of teaching aids as a means of reducing habitual sleeping child's behavior problem in class makes it clear that the teaching aids will capture the learner's attention hence increasing the concentration rate. This will influence positively on the learner making him or her get the concept disseminated by the teacher in class. Douglas (2015) gives evidence of varied activities use making the learner to concentrate much in class. Ngaroga (2010) also put more weight on the use various methods of teaching that captivates learners mind making the child to get the concept in class when the teacher is in class. Stewart and McNael (2013), Ngaroga (2010) did their findings based on both primary and secondary school goings children between the ages of seven to nineteen years only.

Views of Bayotzis, (2010) posits that work plan by the teacher makes the temperamental or temper tantrums child much more attentive and making her or him feel at par with peers. He drew his conclusion after observing how teacher manage special needs children in a special unit between the age of seven to eighteen years. This will enhance the feeling that the peers are equal partners hence developing a positive attitude that things must happen their way. The problematic child will learn to adjust to plan. Bayotzis, (2010) cited that ignoring help manage children with attention seeking behavior problem as he observe teachers in this special unit. Mennette (2010) too argues that, the attention-seeking children be ignored. When ignored, the child might find a better way of behaving because an alternative behavior will enhance the good attributes and overcome the bad behavior. Mennette (2010) concluded his findings after observing special need children leaving out ECE learners.

A study by Drumm, (2010) in his guidance and counseling approach to telling lies children says that, when a child is guided and counseled, he or she will change and stop telling lies. This approach tends to solve partially the telling lies child's problem that if a child is uncorrected given positive reinforcement against a mistake then, the habit is likely to continue. This is solved when counseling and proper guidance given against the right correctional measure. Drumm, (2010) on the other hand cited that, threatening and changing facial help manage children with temper tantrums, he concluded this after observing how teachers manage children in primary and secondary school between the ages of seven and eighteen years. Belcher (2011) says that the teachers can solve the problem of children thinking about food when feeding program is introduced and managed well, this needs be programmed so that food is given at specific time. The teachers in learning institutions should control the amount of food given. Ngaroga (2010) cited that children with food related problem be introduce to feeding program in school and the ratio of the food given. Belcher (2011) and Ngaroga based their finding on school going children in both primary and secondary school between the ages of seven years to nineteen years.

Turrow (2010) cited that used of varied activities in class by teachers help manage children with attention seeking behavior problem and hyperactive children. He cited this after observing school going children between the ages of seven to fourteen years going through their teaching class session in primary schools. Turrow equally did not focus on ECE learners.

Menette (2010) after observing school going children management by their teachers in class concluded that children with attention seeking behavior problem are managed by ignoring, he argues that when children with attention seeking problem are ignored they feel that they are not being attended to hence they get discouraged leading to the control of their attention seeking.

In summary, the researcher found out that most researchers did not carry out their studies basing on their observation on ECE learners that why the researcher found it better to conduct a study on ECE learners.

3. Methodology

3.1. Introduction

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

3.2. Research Design

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

3.3. Location of the Study

The study was in Rongo Sub-County, Migori County Kenya. Rongo has fifty six (56) registered ECE's centres, one hundred and three (103) primary schools and thirty three (33) secondary schools the area Rongo sub-county borders four (4) sub-counties, Awendo sub-county in Migori County, Gucha North Sub-county in Kisii county, Rangwe sub-county in Homa Bay County and Ndhiwa sub-county in Homa Bay county therefore Rongo sub-county borders two other counties that is Homa bay and Kisii County. The main activity in the sub –county is farming, mining and trading. Rongo sub-county is at the centre of three big towns within Nyanza region, these are Kisii, Homa Bay and Migori this enhance proper and good road network.

3.4. Population of the Study

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

3.5. Sampling Method

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

3.6. Sampling Procedure

In this study, the researcher used simple random sampling to get seventeen (17) out of fifty six (56) centers thirty percent (30%) of fifty six (56) that is sixteen point eight (16.8) rounded off to seventeen (17) schools were an acceptable sample (Best 2013) All the fifty six (56) centers were written on pieces of paper, put on a basket, mingled and then the seventeen centers were picked giving us seventeen (17) centers. Thus the three (3) teachers and each teacher from each level of the learners in each of the seventeen (17) schools were also sampled, since there are three levels in ECE that sample gave the researcher fifty one (51) teachers.

3.7. Validity

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

3.8. Reliability

Reliability of the questionnaires was established through piloting within the Sub-County which has the same characteristics of school sampled for the study, that is to say it has same numbers of teachers, same facilities. The pilot study enabled the researcher to assess the clarity of the tools so that those items found to be inadequate or vague were modified to improve the quality of the tool thus increasing their reliability.

3.9. Research Instruments

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

3.10. Research Procedure

Upon approval by the board of post graduate studies of Rongo University. The researcher sought permission from National Commission for Science, Technology and innovation that gave the research the Research clearance permit to conduct a research on the topic examination of children behavior problems in learning in Early Childhood Education in Rongo Sub-county in Migori County. Further NACOSTI gave the researcher approval letter to report to the Migori county commissioner and county director of education Migori county. Upon the researcher reporting to both county commissioner and county director of education of Migori County who issued the researchers with the authority letter to conduct research in Rongo sub-county. Thereafter the researcher sought the permission from Rongo sub-county director of education which gave an authority letter for the researcher to conduct researcher in Rongo sub county ECE's schools. The researcher then moved to the field and showed them respondents the letter of the authority so as to enhance participation with a realization of the confidentiality of the data gathered. The researcher distributed the questionnaires in the seventeen (17) centres in each centre the three (3) teachers representing the level of ECE learners were given questionnaires. The three teachers were given time to fill the questionnaires which were collected at a given date. The researcher collected the data in the month of July when schools were in session when teachers could be easily access in school. Upon finishing the thesis one objective is taken for publication.

3.11. Method of Data Analysis

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

4. Results and Discussion

4.1. Introduction

This chapter presents results and discussions on management of children's behavior problem by teachers in class in Early Childhood Education in Rongo Sub-County, Migori County, Kenya. Data was collected through questionnaires from teachers ECE Centers.

4.2. Demographic Characteristics of Respondents

Included in the study were one hundred and sixty eight (168) teachers, in Rongo Sub-County where a sample of (17 schools), sixty one (61) teachers were taken. The respondents were as follows: fifty one (51) teachers, as stated in sample method in chapter 3.

4.3. Rate of Questionnaires Return

Table 1 below shows the return rate for questionnaires.

Rate of Questionnaire Return			
Respondents	Issued	Returned	%
Teachers	51	46	90.19
Total	51	46	87.05

Table 1: Rate of Questionnaires Return.

N=46

Among the forty six (46) questionnaires' out of fifty one (51) questionnaires given to teachers were returned. The rates for questionnaires return in table 1 indicate that ninety point one nine percent (90.19%) of teachers returned their questionnaires.

4.4. ECE Teachers' Years' Experience

Table 2 below shows ECE teachers experience on the study entitled examination of children's behavior problem in Early Childhood Education in Rongo Sub-County, Migori County, Kenya.

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

Table 2: ECE Teacher Years of Experience Distribution.

N=46

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

Table 2 implies that all their teachers had observed several learners for at least over five (5) years, the continuous observation of different ECE learners gave teachers broad perspective on establishing the ECE behavior problems Payne (2012) at the same time the long period teachers had spent with the ECE learners gave the teachers easy time in citing how they do manage the behavior problem. Audu (2012) states that a child behavior problem is best observed when they interact with the fellow children therefore teachers observe them as they interact with their fellow learners. Therefore it was worthy to collect data with the teachers who have been with the ECE learners for at least five (5) years.

4.5. How Teachers Manage Behavioral Problems in Class

The tables below shows in chronological order how teachers managed the various behavior problems in class among ECE children in Rongo Sub-county

Behavior Problem	Method Used in Managing Problem	No of Teachers	Percentage %
Biting And Hitting	Scolding	42	91.30
	Changing Facial Expression	37	80.43
	Close Monitoring Of The Child.	36	78.26
	Caning	34	73.91
	Counseling	30	62.22
	Giving Varied Activities	25	54.35

*Table 3: How Teachers Manage Biting and Hitting Fellow Learner's Behavior Problem among ECE Learners
N=46*

Table 3 indicates that among the teacher respondents those six methods are acceptable for managing biting and hitting other fellow learners as behavior problem. Respondents indicated that scolding ninety one point three zero percent (91.30%) was more applicable for managing the problem. Further, respondents indicated changing facial expression eighty point four three percent (80.43%), close monitoring of the child seventy eight point two six (78.26%); caning seventy three point nine one percent (73.91%), counseling sixty two point two two percent (62.22%) and giving varied activities at fifty four point three five percent (54.35%) could be used for managing biting and hitting as behavior problem.

Table 3 indicates that in Rongo Sub-county, the three method used by most teachers in handling biting and hitting others were scolding, changing facial expression and close monitoring of Early Childhood Education (ECE) learners.

Behavior Problem	Method Used in Managing Problem	F	Percentage %
Telling lies	Scolding	40	86.95
	Counseling	35	76.08
	Caning	31	67.39
	Threatening	24	52.17

*Table 4: How Teachers Manage Telling Lies Behavior Problem among ECE Learners
N=46*

Table 4 indicates that teacher respondents felt four methods are acceptable for managing telling lies as behavior problem. Respondents indicated that scolding eighty six point nine five percent (86.95%) was more applicable for managing the problem. Further, respondents indicated counseling seventy six point zero eight percent (76.08%), caning sixty seven point three nine percent (67.39%), and threatening at fifty two point one seven percent (52.17%) could be used for managing telling lies as behavior problem.

Table 4 indicates that in Rongo Sub-county, the three methods used by most teachers in handling telling lies were scolding, counseling and caning of Early Childhood Education (ECE) learners.

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

*Table 5: How Teachers Manage Sleeping Behavior Problem among ECE Learners
N=46*

Table 5 indicates that among the teacher respondents suggested six methods that are acceptable for managing sleeping in class as behavior problem. Respondents indicated that ignoring ninety seven point eight two percent (97.82%) was more applicable for managing the problem. Further, respondents indicated counseling eighty nine point one three percent (89.13%); punishment sixty seven point three nine percent (67.39%), threatening sixty five point two one percent (65.21%), varied activities fifty eight point seven zero (58.70%) and close monitoring at fifty six point five two percent (65.52%) could be used for managing sleeping in class as behavior problem.

Table 5 indicates that in Rongo Sub-county, the methods used by most teachers in handling sleeping in class as a behavior problem were ignoring, counseling and punishment of Early Childhood Education (ECE) learners.

Behavior Problem	Method Used in Managing Problem		Percentage %
Eating in Class	Scolding	41	89.13

	Punishment	38	82.60
	Caning	34	73.91
	Ignoring	33	71.73
	Counseling	31	67.40
	Varied activities	29	63.04

*Table 6: How Teachers Manage Eating Behavior Problem among ECE Learners
N=46*

Table 6 indicates that teacher respondents suggested six methods that are acceptable for managing eating in class as behavior problem. Respondents indicated that scolding eighty nine point one three percent (89.13%) was more applicable for managing the problem. Further, respondents indicated punishment eighty two point six zero (82.60%); caning seventy three point nine one (73.91%), ignoring seventy one point seven three percent (71.73%), counseling sixty seven point four zero (67.40%) and varied activities at sixty three point zero four percent (63.04%) could be used for managing eating in class as behavior problem.

Table 6 indicates that in Rongo Sub-county, the methods used by most teachers in handling eating in class as a behavior problem were scolding, punishment and caning of Early Childhood Education (ECE) learners.

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

*Table 7: How Teachers Manage Crying Behavior Problem among ECE Learners
N=46*

Table 7 indicates that teacher respondents suggested seven methods that are acceptable for managing crying as behavior problem. Respondents indicated that caning ninety three point four seven percent (93.47%) was more applicable for managing the problem. Further, respondents indicated scolding eighty six point nine five percent (86.95%), counseling seventy three point nine five percent (73.91%), ignoring sixty five point two one percent (65.21%), sending out to play fifty eight point seven zero percent (58.70%), threatening fifty four point three five percent (54.35%) and monitoring at forty seven point eighty two percent (47.82%) could be used for managing crying as behavior problem.

Table 7 indicates that in Rongo Sub-county, the methods used by most teachers in handling crying as a behavior problem were caning, scolding and counseling of Early Childhood Education (ECE) learners.

Behavior Problem	Method used in Managing Problem	No of Teachers	Percentage%
Attention seeking	Changing facial expression	45	97.82
	Scolding	42	91.30
	Threatening	40	86.95
	Ignoring	37	80.47
	Punishment	32	69.56

*Table 8: How Teachers Manage Attention Seeking Behavior Problem among ECE Learners
N=46*

Table 8 indicates that teacher respondents suggested five methods that are acceptable for managing attention seeking as behavior problem. Respondents indicated that changing facial expression ninety seven point eight two percent (97.82%) was more applicable for managing the problem. Further, respondents indicated scolding ninety one point three zero (91.30%), threatening eighty six point nine five percent (86.95%), ignoring eighty point four seven percent (80.47%), and punishment at sixty nine point five six percent (69.56%) could be used for managing attention seeking as behavior problem.

Table 8 indicates that in Rongo Sub-county, the methods used by most teachers in handling attention seekers as a behavior problem were changing facial expression, scolding and threatening of Early Childhood Education (ECE) learners.

Behavior Problem	Method used in Managing Problem	No of Teachers	Percentage %
Temper Tantrums	Ignoring	42	91.30

	Sending Out Of Class	37	80.40
	Punishment	32	69.56
	Counseling	29	63.04
	Varied Activities	27	58.70

*Table 9: How Teachers Manage Temper Tantrums Behavior Problem among ECE Learners
N=46*

Table 9 indicates that teacher respondents suggested five methods that are acceptable for managing temper tantrums as behavior problem. Respondents indicated that ignoring ninety one point three zero percent (91.30%) was more applicable for managing the problem. Further, respondents indicated sending out of class eighty point four zero percent (80.40 %);punishment sixty nine point five six percent (69.56%), counseling sixty three point zero four (63.04%), and varied activities at fifty eight point seven zero percent (58.70%) could be used for managing temper tantrums as behavior problem.

Table 9 indicates that in Rongo Sub-county, the methods used by most teachers in handling temper tantrums as a behavior problem were ignoring, sending out of class and punishment of Early Childhood Education (ECE) learners.

Behavior Problem	Method used in Managing Problem	No of Teachers	Percentage %
Likes and dislikes	Counseling	43	93.47
	Scolding	39	84.78
	Threatening	36	78.26
	Teaching Aids	30	65.21
	Play Activities	27	58.70

*Table 10: How Teachers Manage Likes and Dislikes Behavior Problem among ECE Learners
N=46*

Table 10 indicates that teacher respondents suggested five methods that are acceptable for managing likes and dislikes as behavior problem. Respondents indicated that counseling ninety three point four seven percent (93.47%) was more applicable for managing the problem. Further, respondents indicated scolding eighty four point seven eight percent (84.78%), threatening seventy eight point two six percent (78.26%), teaching aids sixty five point two one percent (65.21%), and play activities at fifty eight point seven zero percent (58.70%) could be used for managing likes and dislikes as behavior problem.

Table 10 indicates that in Rongo Sub-county, the methods used by most teachers in handling likes and dislikes as a behavior problem were counseling, scolding and threatening of Early Childhood Education (ECE) learners.

Behavior Problem	Method used in Managing Problem	No of teachers	Percentage %
Snatching others properties	Counseling	43	93.47
	Scolding	40	86.95
	Threatening	37	80.43
	Teaching Aids	33	71.73
	Play Activities	29	63.04

*Table 11: How teachers manage snatching others properties behavior problem among ECE learners
N=46*

Table 11 indicates that teacher respondents suggested five methods that are acceptable for managing snatching others properties as behavior problem. Respondents indicated that counseling ninety three point four seven percent (93.47%) was more applicable for managing the problem. Further, respondents indicated scolding eighty six point nine five percent (86.95%), threatening eighty point four three percent (80.43%), teaching aids seventy one point seventy three percent (71.73%), and play activities at sixty three point zero four percent(63.04%) could be used for managing snatching others properties as behavior problem.

Table 11 indicates that in Rongo Sub-county, the methods used by most teachers in handling snatching others properties as a behavior problem were counseling, scolding and threatening of Early Childhood Education (ECE) learners.

Behavior Problem	Method used in Managing Problem	Number of Teachers	Percentage %
Stealing	Counseling	39	84.78
	Scolding	33	71.73
	Punishment	26	56.52
	Giving responsibility	24	52.17

*Table 12: How Teachers Manage Stealing Behavior Problem among ECE Learners
N=46*

Table 12 indicates that teacher respondents suggested four methods that are acceptable for managing stealing as behavior problem. Respondents indicated that counseling eighty four point seven eight percent (84.78%) was more applicable for managing the problem. Further, respondents indicated scolding seventy one point seven three percent (71.73%); punishment fifty six point five two percent (56.52%), and giving responsibilities at fifty two point one seven percent (52.17%) could be used for managing stealing as behavior problem.

Table 12 indicates that in Rongo Sub-county, the methods used by most teachers in handling stealing as a behavior problem were counseling, scolding and punishment of Early Childhood Education (ECE) learners.

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

*Table 13: How Teachers Manage Activity Deviant Behavior Problem among ECE Learners
N=46*

Table 13 indicates that teacher respondents suggested five methods that are acceptable for managing activity deviant as behavior problem. Respondents indicated that counseling eighty nine point eight two percent (89.82%) was more applicable for managing the problem. Further, respondents indicated threatening eighty point six zero percent (82.60%), punishment seventy six point zero eight percent (76.08%), dividing class into groups sixty point eight seven percent (65.87%), and giving controlled activities at fifty six point five two (56.52%) could be used for managing activity deviant as behavior problem.

Table 13 indicates that in Rongo Sub-county, the methods used by most teachers in handling activity deviant as a behavior problem were counseling, threatening and punishment of Early Childhood Education (ECE) learners.

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

*Table 14: How Teachers Manage Beating Others Behavior Problem among ECE Learners
N=46*

Table 14 indicates that teacher respondents suggested five methods that are acceptable for managing beating others as behavior problem. Respondents indicated that giving a lot of activities eighty point four three percent (80.43%) was more applicable for managing the problem. Further, respondents indicated scolding seventy six point zero eight percent (76.08%), threatening sixty nine point five six percent (69.56%), counseling sixty seven point four zero percent (67.40%), and changing facial expression at sixty three point zero four percent (63.04%) could be used for managing beating others as behavior problem.

Table 14 indicates that in Rongo Sub-county, the methods used by most teachers in handling beating others as a behavior problem were giving a lot of activities, scolding and threatening of Early Childhood Education (ECE) learners.

Behavior Problem	Method Used in Managing Problem	Number of Teachers	Percentage %
Destroying things	Counseling	43	93.47
	Punishment	40	86.95
	Varied activities	38	82.62
	Teacher monitoring	35	76.08
	Giving responsibility	32	69.56

*Table 15: How Teachers Manage Hyper Activity and Destroying Things Behavior Problem among ECE Learners
N=46*

Table 15 indicates that teacher respondents suggested five methods that are acceptable for managing destroying things as behavior problem. Respondents indicated that counseling ninety three point four seven percent (93.47%) was more applicable for managing the problem. Further, respondents indicated punishment eighty six point nine five percent (86.95%), giving varied activities eighty two point six two percent (82.62%), teacher monitoring seventy six point zero eight percent (76.08%), and giving responsibility at sixty nine point five six percent (69.56%) could be used for managing destroying things as behavior problem.

Table 15 indicates that in Rongo Sub-county, the methods used by most teachers in handling destroying things as a behavior problem were counseling, punishment and giving varied activities to Early Childhood Education (ECE) learners. These behavior problems management can be summarized in the table below.

Behavior Problem	Managing of behavior problem														
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1		✓	✓	✓					✓				✓	✓	
2	✓		✓	✓					✓						
3	✓						✓	✓	✓				✓	✓	
4			✓	✓			✓	✓	✓					✓	
5	✓		✓	✓			✓		✓				✓		✓
6	✓	✓		✓			✓	✓							
7							✓	✓	✓					✓	✓
8	✓			✓					✓	✓				✓	
9	✓			✓					✓	✓				✓	
10				✓				✓	✓					✓	
11	✓							✓	✓					✓	✓
12	✓	✓		✓					✓					✓	
13								✓	✓				✓	✓	✓

Table 16

Key

- Threatening
- Change of facial expression
- Canning
- Scolding
- Telling lies
- Allow to sleep
- Ignore
- Punishment
- Counseling
- Buy playing materials
- Meal restriction
- Force to eat
- Close monitoring
- Varied activities
- Sending out
- Biting and hitting
- Telling lies
- Sleeping
- Eating
- Crying
- Attention seeking
- Temper tantrums
- Likes and dislikes
- Snatching others
- Stealing
- Activity deviant
- Beating
- Destroying things and hyper activity

5. Summary of Findings, Conclusion and Recommendation

5.1. Introduction

This section puts in perspective findings of the management of children's behavior problem in class in Early Childhood Education in Rongo Sub-County, Migori County, Kenya and the recommendations be used for further research.

5.2. Summary of the Study

Aiming at the research objective that was set to guide the collection of the information that was required. The objective of the study was set out to identify how teachers manage children behavior problems among ECE children in class.

To guide the research, the study sought information from teachers from sampled ECE centers within the study area. The items included in the questionnaires for teachers that gave clear and precise information on management of children's behavior problem in class by teachers in Early Childhood Education in Rongo Sub-County, Migori County, Kenya. Literature review for the study focused on management of children's behaviour problem in class by teachers in Early Childhood Education in Rongo Sub-County. This section ended up with a summary of ideas leading to the conceptual framework of the study. The study utilized descriptive design and data was arranged in frequency tables and computed to get measures of central tendency, further, pie charts, and histograms was used. The data presented on pie charts and histograms indicated trends in responses.

5.3. Findings of the Study

The Findings of the study were presented in accordance with the research objective of the study.

5.4. How Teachers Managed Behavior Problems in ECE Centers

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

Also, the study found out the methods used by most teachers in handling attention seekers as a behavior problem was changing facial expression, scolding or threatening them. Temper tantrums as a behavior problem was managed by ignoring (Mennete 2011), sending out of class or punishment while the methods used by most teachers in handling likes and dislikes as a behavior problem were counseling, scolding and threatening of Early Childhood Education (ECE) learners. The methods used by most teachers in handling snatching others properties as a behavior problem were counseling, scolding or threatening of ECE learners while the methods employed by teachers in handling stealing as a behavior problem were counseling, scolding or punishment. Finally, the methods used to handle activity deviant, beating others, and destroying things as behavior problems were counseling, giving a lot of activities and counseling respectively. These methods were found after a collection and analyzing of the data.

6. Conclusion

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

7. Recommendations of the Study

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

8. Suggestions for Further Research

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

9. References

- i. Barkley, R. (2010). Attention-Deficit Hyperactivity Disorder: A Handbook for Diagnosis and treatment. New York: Guilford Press.

- ii. Belcher M. (2001) *Early Education*, Guilford New York
- iii. Bigner, J.J. (2014). *Parent and Child Relations, an Introduction to Parenting*. New York: Pearson Allyn Bacon Prentice Hall
- iv. Boyatziz J. Chris (2000) *Child Psychology*, Doskein USA
- v. Douglas R. K. (1995) *Growth and Development Lution*, New York
- vi. Drumm M. P. (2000) *Child Social and Emotional Growth*, California America.
- vii. Earl, K. (2002, 10 25). Cause and Impact of Cheating. Retrieved from: <http://drwilliammartin.tripod.com/bigedlist.htm> dated 25th January 2017
- viii. Fraenkel, J.R., Wallen N.E, and Hyun H.K. (2010). *How to Design and Evaluate Research in Education* (8th Edition). New York: The McGraw Hill Companies, Inc.
- ix. Greenberg, P. (1989). "Parents As Partners in Young Children's Development and Education: A New American Fad? Why Does It Matter?" *Young Children*, 44, 4, 61-75.
- x. Joppe, M. (2000). *The Research Process: Methodology of Research*, New York: Longmans
- xi. Jordan, A. (2006) *Characteristics of an Effective Teacher as a Function of Discipline Orientation*. Retrieved 25 October, 2009
- xii. Junn A.N. (2001) *Child Growth and Development*, M. C Crow hill USA.
- xiii. Mannede P. (2000) *Child Care and Development*, Great Britain London
- xiv. Mayer, S. (2005). "The Early Evolution of Jean Piaget's Clinical Method". *History of Psychology*. 8: 352-382
- xv. Montessori, M (1936). *The Secret of Childhood*. New York: Longmans, Green
- xvi. Mugenda, O., Mugenda, O (2003) *Research Methods: Quantitative and Qualitative Approaches: ACTS* (2009) *Research Methods: Quantitative and Qualitative Approaches: ACTS*
- xvii. Ngaroga (2004) *Principal and Practice in Education*, Nairobi Kenya
- xviii. Piaget, J. (1964). *The Early Growth of Logic in the child*, London. Routledge and Kegan Paul, 1964.
- xix. Rothbart, M. K., Ellis, L. K., Rueda, M. R., and Posner, M. I. (2003). *Developing Mechanisms of Temperamental effortful control*. *Journal of Personality*, 71, 1113-1143.
- xx. Sanders, M. R. (2004). *Every Parent: A Positive Approach to Children's Behavior* (2nd edn.). Melbourne: Penguin.
- xxi. Shaw, D. S., Lacourse, E., & Nagin, D. (2005). *Developmental Trajectories Of Conduct Problems and Hyperactivity from Ages 2 to 10*. *Journal of Child Psychology and Psychiatry*, 46, 931-942.
- xxii. Shaw, D. S., Dishion, T. J., Supplee, L., Gardner, F., and Arnds, K. (2006). *Randomized trial of a Family-Centered approach to the Prevention of Early Conduct Problems: 2-year Impacts of the Family Check-up in Early Childhood*. *Journal of Consulting and Clinical Psychology*, 74, 1-9.
- xxiii. Stein, A., & Barnes, J. (2002). *Feeding and Sleeping Disorders*. In M. Rutter, and E. Taylor (Eds.), *Child and Adolescent Psychiatry: Modern Approaches* (4th edn.). Oxford, UK: Blackwell.
- xxiv. Stewart P M. (1986) *Child Development and Parenting Teaching*, New York
- xxv. Tomlinson, H.B., and Hyson, M., (2012). *Cognitive Development in the Preschool Years*. In C. Copple (Ed.), *Growing Minds: Building Strong Cognitive Foundations in Early Childhood*. pp. 13-24. Washington, DC: National Association for the Education of Young Children.
- xxvi. Trebalzini, P (2011). "Maria Montessori through the Season of the Method" *The NAMTA Journal*. 36(2)