

Teachers' Awareness, Knowledge and Management Strategies in Handling Students with Social, Emotional and Behavioral Disorders in Kogi State, Nigeria

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Abstract: *The Study assessed Teachers' Awareness, Knowledge and Management strategies in handling Students with Social, Emotional and Behavioral disorders in Yagba-East LGA, Kogi State, Nigeria. The general purpose of this study was to assess Teachers' Awareness, Knowledge and Management strategies in handling Students with Social, Emotional and Behavioral Disorders (SEBD) in schools in Yagba-East LGA, Kogi State. A descriptive research design was adapted, the population of this study was 142 teachers. The Instruments for data collection were questionnaires titled Teachers' Awareness and Management strategies in handling Students with SEBD Questionnaire (TAMSSEBDQ) and Teachers' Knowledge of Students with SEBD Test (TKSSEBDT). The instrument TAMSSEBDQ reliability coefficient of the 0.78 and reliability coefficient of 0.75 for TKSSEBDT using PPMC. Three research questions and hypothesis were generated for the study. Independent sample t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that the level of teachers' Awareness of Students with SEBD in Yagba-East LGA based on gender is high, the result indicated that there is no significance difference in Teachers' awareness ($t=0.86$; $df=140$; $P>0.05$), the level of teachers' Knowledge of students with SEBD in Yagba-East LGA based on gender is average; there is no significance difference in Teachers' Knowledge ($t=0.28$; $df=140$; $P>0.05$), management strategies used in handling Students with SEBD in Yagba-East LGA based on gender is high; there is no significance difference in the management strategies used ($t=-0.48$; $df=140$; $P<0.05$). Based on the findings of the study, it was concluded that the teachers' Awareness is high, teachers' Knowledge is average of students with SEBD in Yagba-East LGA based on gender, also Management strategies used to handle Students with SEBD in Yagba-East LGA based on gender is highly used. The following recommendation were made: School teachers should be encouraged to attend workshop to enlighten and refresh their knowledge on SEBD in order to be updated on the latest trends on the disorders. Curriculum planners should introduce and organize seminars and symposium into teachers' training to increase their knowledge of students with SEBD. The ministry of education should provide teachers with all the necessary facilities to ensure success in handling students with SEBD.*

Keyword: Teachers' Awareness, Teachers' Knowledge, Management strategies, Social, Emotional and Behavioral Disorders.

Introduction

Majority of the time, no two kids have the same learning abilities, so parents and teachers should be aware of this fact. Children's learning preferences change as they mature and develop, but some need extra assistance at various educational levels inside or outside the classroom. How can educators meet the needs of all the students in their classrooms so that each child receives the education they deserve when there are so many needs and learning styles to consider? One answer to this problem is inclusive education.

The goal of inclusive education is to allow students with and without disabilities to learn together in an environment or classroom that is equipped with adjustable facilities and resources. The right to education, the right to employment opportunities within their social order, and the right to politics or administrative positions are just a few examples of inclusion for people with disabilities. According to Ryan (2009), the phrase "inclusive classrooms" can also refer to making the effort to include students of different racial backgrounds, socioeconomic statuses, cultural backgrounds, and sexual orientations in your class. The practice of giving students with special needs or disabilities a high-quality education in the same classroom settings as their peers is done to ensure that all of these students are treated fairly.

Ultimately, everyone has equal access to education, equal opportunities, and a safe, fulfilling, and inclusive environment for people with disabilities and people without disabilities, no matter the obstacles to learning. Developmental disabilities, hearing impairments, learning disabilities, mobility impairments, visual impairments, and social, emotional, and behavioral disabilities (SEBD), among other types of disabilities, can be found in inclusive settings or in regular classrooms (AAMR, 2002).

Though, there is no accepted definition of Social, Emotional, and Behavioral Disorders (SEBD). Students with SEBD are defined as individuals who are unable to learn for reasons unrelated to their intelligence, sensory perception, or health, are unable to establish and maintain relationships with peers or teachers, have unrelenting fear, consistently exhibit negative emotions, or behave

inappropriately in social situations. Examples of SEBD include anxiety disorders, obsessive-compulsive disorders, depressive disorders, neuro-developmental disorders (such as autism spectrum disorder and attention deficit hyperactivity disorder), disruptive, impulse control, and conduct disorders, as well as disorders linked to trauma and stressors (Moon, 2016).

According to Abrams (2005), student with SEBD are frequently oppositional, hyperactive, and verbally and physically violent toward others. As well as displaying violent, destructive behavior, attention and focus problems, difficulties controlling physical movements and language, withdrawn or regressive behavior, avoidance behavior and isolation, disruptive or dangerous impulsiveness, and a lack of self-control, they can also show feelings of hopelessness or depression, restlessness, poor impulse control, frustration and low self-worth. the behavior could be described as “acting-out” which is very disruptive or “acting-in” which is exhibiting a propensity to be withdrawn and a loner. Abrams (2005), further explained that many students with SEBD have family issues, come from home with abuse issues, drug or alcohol dependency issues, broken families, or they are young children with underlining behavioral issues, though this may not be true for all of them.

According to Kutash and Duchnowski (2004), students with SEBD performs cognitively, academically below average and tend to perform worse on standardize test than their peers who are typically developing. According to department of Education Northern Ireland’s (2012) Code of Practice on the Identification and Assessment of Special Educational Needs (Students with SEBD) are those who may not meet academic standards and in some instances, though not always, may interfere with others’ education. These issues could be brought on by abuse or neglect, physical or mental illness, sensory or physical impairment, a particular learning disability, or psychological trauma, for instance.

In some cases, students with SEBD might develop because of or be made worse by conditions present in the educational settings. Niesyn (2009) asserts that students with SEBD can manifest in a wide range of ways, sometimes depending on the child's age, such as withdrawn, depressed, or suicidal attitudes; obsession with eating habits; school phobia; substance abuse; disruptive, antisocial, and uncooperative behavior; and frustration, anger, and threats of or actual violence. Due to the above conditions, Teachers’ Awareness of students with SEBD must be adequate, teachers should have in-depth understanding or be knowledgeable about these conditions of SEBD, and be equipped with management techniques for dealing with students who have SEBD.

Teachers' Awareness is the general perception of teachers toward a specific fact, activity, or circumstance in the classroom. The term "Teachers' Awareness" refers to the general knowledge of the various learner types, the situation in the classroom, or the overall school. The following actions could be viewed as symptoms of SEBD, which can occur in a school environment and affect nearly all students in general: Extreme and persistent bullying of other kids, withdrawing or being anti-social, being wary of certain kids, occasionally fighting with teachers, having extreme outbursts of rage or aggression, constantly challenging and contradicting teachers, daydreaming during certain subjects among others (Mercedes, et al., 2020).

According to Allday, Hinkson-Lee, Hudson, Neilsen-Gatti, Kleinke, & Russel, (2012), regular teachers should be aware of, should be able to identify students who exhibit attention and focus problems, disruptive or dangerous impulsivity, difficulties with self-control, verbal and physical aggression toward others, violent and destructive behavior, stubbornness, argumentative, contradictory, and belligerent behavior, and extreme fear. It is available in the literature by Cassady (2011), that student with SEBD could be effectively educated in a regular education classroom by teachers confident in their practice.

The study instead looks into teachers' awareness of and knowledge of students with SEBD and the practical management techniques for dealing with such students. The results of the Mercedes, et al., (2020) study revealed that teachers' understanding of special educational needs was extremely limited. Its exposed teachers' shallow understanding of inclusivity, operational policies and their application, classroom management techniques, and special education student management. Before allowing them to teach in schools, it is advised that teachers undergo proper testing and certification. Teachers who are currently in the classroom should stay current on issues like inclusivity, equity, and gender sensitivity in education.

A great deal of in-depth research has been done on management strategies. These management techniques can help students of all ages behave better when used effectively. Management techniques are essential for changing behaviors that support growth and classroom learning. Successful management strategies, according to Furlong et al. (2010), employ methods and precautions that stop problematic behaviors before they start rather than applying sanctions to deter improper behavior. The fact that every student reacts differently to management strategies and that one strategy may be effective with one student may not be with another is crucial to keep in mind. Teachers should "be flexible and have a variety of proactive behavioral Modification Techniques to implement in the classroom," according to Jensen (2005), who also reiterates this recommendation.

School-wide, classroom-based, or individualized child-focused interventions are all possible tactics to control or alter behavior in educational settings. Classroom behavior management have the potential to significantly affect disruptive behavior if the study by Stoutjesdijk, (2011), cited above, accurately reflects teachers’ awareness that insufficient classroom management is a relevant component that is associated with problematic behavior. Talking out of turn and other persistent low-level disruptive behaviors are among the most common and stressful because they have a continuous negative impact on classroom activities and the teaching-learning process. Important elements included teachers' competence and confidence, their capacity to engage students in the curriculum, and their ability to manage groups effectively so that the focus of the class was on appropriate behavior.

Many behavioral issues can be avoided or resolved, using efficient behavioral management techniques. There are numerous strategies for stopping and changing this behavior that have been scientifically supported and proven to be successful. Prevention and intervention strategies are used to control students' aggressive behavior. Prevention techniques concentrate on preventing the

behavior before it begins, while intervention strategies concentrate on preventing the behavior once it has begun (Lukowiak, 2010). Other management techniques for students with social, emotional, and behavioral disorders include providing them with the opportunity to make choices, adjusting the difficulty of their assignments, using a personalized system of instruction, spacing out reading sessions, and positive peer review, among others.

Modification Techniques that can be used by teachers are; Positive reinforcement, Negative reinforcement, Time-out, grandma's role, extinction, contingency contract and flooding are still regarded as method under Management strategies which can be used for students. Positive reinforcement is using a reward for positive behavior to make sure the child continues with the desired behavior. It is the most effective method of shaping behavior because it is the most pleasant. For example, praise and reward are both used in positive reinforcement. Negative reinforcement is taking something unpleasant away to reinforce good behavior similar to Grandma's role. It is not actually doing anything negative. For example, your child may choose to do their homework without being reminded to avoid nagging. Teachers can use behavior modification in their classroom to increase desirable student behaviors and decrease undesirable ones. Behavior modification is based on the idea that good behavior should be led to positive consequences, and bad behavior should lead to negative consequences. When behavior modification is used consistently, students slowly change their behavior.

Teachers can use the management strategy of considering the seating arrangement, instructional methods, lesson preparations, and activities when there are a variety of students with and without disabilities present in the classroom (Drabble, 2013; Shaddock, et al., 2007). The teacher of the class is responsible for identifying the students who require special attention. For instance, a student with SEBD who also has attention deficit hyperactivity disorder should be assigned a seat close to the teacher in the classroom. Again, if they have a hearing impairment, the same seating arrangement could be used, with them sitting in front so they can hear well because the teacher may be close to where they are sitting.

One of the key areas in which the classroom teacher's role is seen as glaring is his or her approach to classroom management, claims Abrams (2005). However, before teachers can use various management techniques in the classroom effectively, teachers would have to recognize the students' peculiarities (awareness of SEBD) and have in-depth understanding about Social, Emotional, and Behavioral Disorders (knowledge of SEBD). Due to the fact that it aids students in achieving educational goal and relieves teachers of stress, teachers' awareness of SEBD in the classroom is of great importance to both teachers and the students in the classroom. From the above, many researchers are of the opinion that gender influence teachers' stress.

According to research, young children may have issues with the current lack of gender diversity in education. Studies reveal that a lack of exposure to skilled male teachers may have a negative effect on the development of gender stereotypes and future career aspirations (Dasgupta & Asgari, 2004). Participants significantly rated male teachers as less employable than female teachers when considering the effects of teacher gender. This finding supports the notion that men experience backlash when they defy gender norms (Moss-Racusin & Johnson, 2016).

Due to the influence of teachers' gender, male and female teachers have different classroom behavioral management preference. Numerous scholars have developed theories over the years in an effort to link gender and teaching, including Young (2001) and Rowan et al. (2002). Female teachers have more tolerant attitudes than male teachers, according to Joellen's (2012) study of male and female teachers who teach students of the opposite sex. Additionally, male teachers are more likely to have negative attitudes toward students who act physically aggressively in the classroom. Teachers must be aware of their actions and how bias expectations and assumptions can impede student learning.

Jollen (2012), When they learn that their class has a population of students with SEBD, teachers, especially inexperienced ones, become more anxious. The teachers' perception that they are unable to meet the student's needs while also teaching the other students causes implicit tensions. Additionally, he claimed that the frustration caused by the SEBD manifestations in their students' classrooms causes explicit tension in male instructors. The teacher's acceptance of the student with any type of SEBD and desire to include them is impacted by the significant stress that is constantly present because of the teacher's training.

There are not too many studies that compare teachers' views on including students with Social, Emotional and Behavioral Disorders directly. According to Cassaday's (2011) study, regular teachers may learn more about the most effective methods for fostering their academic, social, and behavioral skills. Regular Teachers will be more confident dealing with problem behaviors implementing the students' individualized education plans, and collaborating with their accommodation. This prompted researchers to examine how well teachers understand students with SEBD and how to manage them.

When students display destructive behavior, a sense of low self-worth, Attention Deficit Hyperactivity Disorders, aggression, excessive shyness, and stubbornness, among other traits, are known to struggle with SEBD. Teachers and instructors are now very concerned about these issues, which also heighten the tension in the classroom. These issues include shyness, aggression, destructive behavior, difficulties paying attention or focusing, language withdrawal, avoidance, and isolation, as well as disruptive or dangerous impulsiveness.

This is so because students with SEBD triggers most teachers who tends to react negatively towards them due to the fact that teachers have little or no knowledge of the disorders, either before or during the professional practice as a teacher which shows that they need to be trained and educated on the types of students they teach in the classroom particularly this sets of students with SEBD that can

be found in any general classroom in order for the teachers manage them. The more understanding, they have of SEBD, the better they are able to manage students in the classroom and school as a whole, the happier the students will be, and the less stress teachers will experience.

According to many researchers, many teachers have a negative attitude toward their students who have SEBD because they are unaware of this. The kids become unproductive as a result, and their academic performance suffers. The general teachers in the classroom should be aware of and knowledgeable about the different types of students there. Students with SEBD are just one of the various kinds of students that can be found in classrooms.

The current researcher noticed that there was a coordinated response among researchers on gender differences in the treatment of students with disabilities, especially those with Social, Emotional, and Behavioral Disorders (SEBD). Previous studies have revealed that female teachers seem to be more accepting of students with disabilities than their male counterparts. To the best of the researcher's knowledge, there has not been any research combining the variables in this study teacher gender, teacher awareness, teacher knowledge, and management techniques used when dealing with students with SEBD particularly in Yagba-East LGA, Kogi state. All of these served as placeholders for the gaps that this study aims to close. In light of all the aforementioned factors, this study felt that it was necessary to assess teachers' awareness of, knowledge with, and management techniques for students with SEBD in Yagba-East LGA, Kogi State.

Research Questions

The following are the research questions raised for the study;

1. What is the level of teachers' awareness of students with Social, Emotional and Behavioral Disorders in schools in Yagba-East LGA, Kogi State?
2. What is the level of teachers' knowledge of students with Social, Emotional and Behavioral Disorders in schools in Yagba-East LGA, Kogi State?
3. What are the management Strategies used by teachers to handle students with Social, Emotional and Behavioral Disorders in schools in Yagba-East LGA, Kogi state?

Hypotheses

The following research hypotheses will be tested at 0.05 level of significance in the study:

H₀₁: There is no significant difference in the level of teachers' awareness of Students with Social, Emotional and Behavioral Disorders in Yagba-East LGA, Kogi State based on gender.

H₀₂: There is no significant difference in the level of teachers' knowledge of Students with Social, Emotional and Behavioral Disorders in Yagba-East LGA, Kogi State based on gender.

H₀₃: There is no significant difference in the Management Strategies used by Teachers in handling Students with Social, Emotional and Behavioral Disorders in Yagba-East LGA, Kogi State based on gender.

METHODOLOGY

This study adopted a descriptive survey design. Gabrielle and Elden (2010) explained that a descriptive research in education involves the collection of data for the purpose of describing existing situation. A descriptive survey attempts to describe current Awareness and Knowledge of teachers, that is, to explain what exists at the moment. In descriptive survey, the interest is in discovering the current situation in the area of study. Therefore, this design was used as it is found applicable to this study. This design enables the researcher to collect data on Teachers' Awareness, Knowledge and Management strategies in handling students with Social, emotional and behavioral disorders in Yagba-East local government area, Kogi State. The design involves collecting data to test hypotheses and answer research questions that were raised in the study. The population of this study comprise all public junior Secondary school teachers in Yagba-East local government area, Kogi State. According to Kogi State School Census Report in 2021/2022, there are 15 public junior secondary schools in Yagba-East local government area, Kogi state. There are 142 (74 male and 68 female) public junior secondary school teachers in Yagba-East local government area, Kogi State, (Kogi State Ministry of Education 2021). The target population comprise 142 junior secondary school teachers from 15 public Junior secondary schools in Yagba-East local government area, Kogi State. The sample for this study is 142 teachers that comprises 74 male and 68 female teachers. The sampling was instant as the total population of the study is sizeable for the researcher to handle. Therefore, the study is a census survey.

Two instruments were used to collect data for this study; Questionnaire and test. The questionnaire titled Teachers' Awareness and Management strategies in handling Students with Social, Emotional and Behavioral Disorders Questionnaire (TAMSSEBDQ) was used to measure Awareness and Management strategies, while Teachers' Knowledge of Students with Social, Emotional and Behavioral Disorders Test (TKSSEBDT) was used to measure the Knowledge of Teachers on students with Social, Emotional and Behavioral Disorders. Questions on Awareness and Management was adapted and modified from a questionnaire used in Australia by Mulholland, (2016). To assess the management strategies: Questions that were irrelevant to this research, for

example those relating to ancestry and birthplace, were omitted. Other questions about subjects and the types of schools that teachers teach are removed because they are inappropriate for the intended sample.

The instruments were divided into three sections. Section (A) comprises the demographic data of the respondents such as gender, section (B) consists 10 items on Teachers’ Awareness and another 10 items on Teachers’ Management Strategies while Section (C) consists of 10 test questions to be answered by teachers on their Knowledge on social, emotional and behavioral disorders. Section (B) will be rated on a 4 point scales: to test the Awareness: “Extremely Aware (EA) – 4points, Moderately Aware (MA) – 3points, Slightly Aware (SA) – 2points, Not Aware (NA) – 1point” while the Management Strategies will be rated using “Strongly Agreed (SA) – 4points, Agreed (A) – 3points, Disagreed (D) – 2points, Strong Agreed (SD) – 1point”. For Teachers’ Knowledge of Students with Social, Emotional and Behavioral Disorders Test each question carries one mark, it consists of 10marks altogether.

Research Questions

Table 1: The percentage and mean distribution of the level of teachers’ awareness of students with Social, Emotional and Behavioral Disorders in schools in Yagba-East LGA, Kogi State.

S/N	ITEMS	EA	MA	SA	NA	MEAN
1.	I am aware that students with SEBD Possess learning challenges which cannot be easily explained	129(90.8)	12(8.5)	---	1(0.7)	3.9
2.	I am aware that students with SEBD are unhappy most of the time are aggressive.	101(71.1)	38(26.8)	1(0.7)	2(1.4)	3.7
3.	I recognize students with SEBD who tend to have poor concentration.	98(69.0)	14(9.9)	22(15.5)	8(5.6)	3.4
4.	I am aware that students with SEBD are not caring about others.	78(54.9)	19(13.4)	25(17.6)	20(14.1)	3.1
5.	I recognize the different types of SEBD which can present different behaviors.	48(33.8)	16(11.3)	66(46.5)	12(8.5)	2.7
6.	I recognize when a student with SEBD experiences minor emotional disturbance.	84(59.2)	24(16.9)	26(18.3)	8(5.6)	3.3
7.	I am aware that students with SEBD experience stress.	63(44.4)	21(14.8)	53(37.3)	5(3.5)	3.0
8.	I am aware that some students with SEBD have poor motor abilities.	88(62.0)	25(17.6)	24(16.9)	5(3.5)	3.4
9.	I recognize average SEBD students characterized by very serious emotional disturbance.	93(65.5)	29(20.4)	10(7.0)	10(7.0)	3.4
10.	I am aware that students with SEBD can be found in any general school classroom.	109(76.8)	24(16.9)	6(4.2)	3(2.1)	3.7

WEIGHTED MEAN 3.36

Note: The figures in parentheses are in percentages EA (Extremely Aware) MA (Moderately Aware) SA (Slightly Aware) NA (Not at all Aware)

Table 2: The percentage and mean distribution of the level of teachers’ knowledge of students with Social, Emotional and Behavioral Disorders in schools in Yagba-East LGA, Kogi State.

Score	N	TOTAL SCORE	MEAN SCORE	REMARK
0-3	45	119	2.64	Low
4-7	84	445	5.30	Average
8-11	13	119	9.15	High

WEIGHTED MEAN 5.7

Table 3: The percentage and mean distribution of the management Strategies used by teachers to handle students with Social, Emotional and Behavioral Disorders in schools in Yagba-East LGA, Kogi state.

S/N	ITEMS	SA	A	D	SD	MEAN
1.	Students with SEBD behaviors, regardless of SEBD diagnosis, can benefit from individualized behavior management strategies.	41(28,9)	76(53.5)	5(3.5)	20(14.1)	2.9

2.	Pre-conditional Management strategies includes the whole school support.	38(26.8)	96(67.6)	6(4.2)	2(1.4)	3.2
3.	Positive reinforcements used for students with SEBD in the classroom encourage or trigger positive behavior and emotion.	91(64.1)	36(25.4)	12(8.5)	3(2.1)	3.5
4.	A combination of stimulant medication and management strategies are effective treatment for SEBD.	85(59.9)	43(30.3)	9(6.3)	5(3.5)	3.5
5.	I use time out strategies to stimulates desirable behaviors.	9(6.3)	103(72.5)	20(14.1)	9(6.3)	3.0
6.	Verbal praise of a student with SEBD should be specific and descriptive.	46(32.4)	77(54.2)	15(10.6)	3(2.1)	3.2
7.	The key to positive behavior management in school is to turn negative phrases into positive ones.	40(28.2)	90(63.4)	7(4.9)	5(3.5)	3.2
8.	Using teaching styles and differentiation of lessons for students with SEBD is required.	86(60.6)	39(27.5)	12(8.5)	5(3.5)	3.5
9.	Interventions to manage behaviors that are not conducive to effective learning in the classroom is to allow the students choose the activities they want engage in.	80(56.3)	50(35.2)	6(4.2)	6(4.2)	3.4
10.	Creating a calm corner for student with SEBD is effective as a management strategy.	40(28.2)	35(24.6)	12(8.5)	55(38.7)	2.4

WEIGHTED MEAN 3.18

Note: The figures in parentheses are in percentages. SA (Strongly Agree) A (Agree) D (Disagree) SD (Strongly Disagree)

Hypothesis

Table 4: Summary of T-test result of the level of teachers’ awareness of Students with Social, Emotional and Behavioral Disorders in Yagba-East LGA, Kogi State based on gender.

	Gender	N	Mean	T	F	Df	Sig	Decision
level of teachers’ awareness of Students with SEBD	Male	74	34.04	0.86	0.00	140	0.98	Not Sig
	Female	68	33.30					

Table 5: Summary of T-test result of the level of teachers’ knowledge of Students with Social, Emotional and Behavioral Disorders in Yagba-East LGA, Kogi State based on gender.

	Gender	N	Mean	T	F	Df	Sig	Decision
level of teachers’ knowledge of Students with SEBD	Male	74	4.88	0.28	3.32	140	0.78	Not Sig
	Female	68	4.77					

Table 6: Summary of T-test result of the Management Strategies in handling Students with Social, Emotional and Behavioral Disorders based on gender in Yagba-East LGA, Kogi State.

	Gender	N	Mean	T	F	Df	Sig	Decision
SEBD Management Strategies used by Teachers	Male	74	31.3	-0.48	27.5	140	0.00	Sig
	Female	68	31.5					

Discussion of Findings

The finding of the study revealed that the level of teachers’ awareness of students with Social, Emotional, and Behavioral Disorders in Yagba-East LGA, Kogi state is high. The reason could be that teachers are familiar with various students with disabilities present

in school and the classroom. Contrary to the study, Eleen Chesaro (2020) reported that all teachers who took part in the Kenya study of challenges faced by teachers teaching Social, Emotional, and Behavioral Disorders indicated that the teachers teaching in the regular classes in the school do not support and get involved in the teaching and learning process of the learners with disabilities. They were further asked to explain the reasons they thought that the teachers are not supportive. Most of the teachers explained that their reasons as to why the teachers teaching in the regular classes were not being supportive were: lack of understanding and awareness; lack of motivation and wrong attitude towards learners with Social, Emotional, and Behavioral Disabilities.

The second finding of the study revealed that Teachers' Knowledge of students with Social, Emotional, and Behavioral Disorders is Average, the reason could be that the Teachers know little or more about every form of disabilities in school and classrooms. Bailey-Ramos (2016) reported that teachers' knowledge of Social, Emotional, and Behavioral Disorders students was very superficial. Again, it was found that their knowledge of the concept of inclusivity was known to the general public except for very few of them who got to know it through formal education.

Youssef, Hutchinson, and Youssef (2015) reported that teachers in Trinidad and Tobago have an adequate understanding of Attention Deficit Hyperactivity Disorder. This finding is also in tandem with Shroff, Hardikar-Sawant, and Prabhudesai (2017) who reported that teachers in Mumbai, India are knowledgeable about Attention Deficit Hyperactivity Disorder as a Social, Emotional, and Behavioral Disorder and interventions to manage misbehavior. This finding is in agreement with the observation made by Yarde-Leavett (2018) who reported that teachers in Cape Town have adequate knowledge of learners living with Attention Deficit Hyperactivity Disorders. The researcher went further to say that the teachers know that hyperactivity and inattention are key symptoms of behavioral problems like Attention Deficit Hyperactivity Disorder which is attributed to Social, Emotional, and Behavioral Disorders which require active management.

However, the present finding contradicts the study of Aly, Mohammed, and Ahmed (2015) who revealed that public primary school teachers in Assiut city, Egypt had an unsatisfactory level of knowledge of behavioral problems like Attention Deficit Hyperactivity Disorders. Likewise, this outcome disagreed with Blotnick-Gallant, Martin, McGonnell, and Corkum (2015) who reported that Canadian teachers' knowledge of Attention Deficit Hyperactivity Disorder is inadequate. This finding conflicts with Yoo, Ra, Oh, and Kim (2009) who mentioned that teachers have ambiguous knowledge about Attention Deficit Hyperactivity Disorders and evidence-based behavior management practices. This finding also negates the observation made by Kypriotaki and Manolitsis (2010) who mentioned that many teachers lack adequate comprehension of the nature, symptoms, causes, management, and interventions for Social, Emotional, and behavioral problems like Attention Deficit Hyperactivity Disorder and they frequently make incorrect assessments regarding pupils with Attention Deficit Hyperactivity Disorder.

The third finding of the study revealed that Management strategies used in handling Student with Social, Emotional, and Behavioral Disorders is high. This means that the various Management strategies used in the questionnaire administered like; positive reinforcement, time out, grandma role, flooding, extinction, and contingency contracting were high. Likewise, Achi, Jane Ngozi & Eremie, and Maxwell (2018) reported that negative reinforcement, positive reinforcement, and extinction alike have a great influence on the school system. Negative reinforcement, positive reinforcement, and extinction should be modified to improve the school system. In line with the study, European Commission, 2013 reported that the choice of instructional methods like reinforcement among others is one of the roles of the teacher in managing the classroom, teachers use a variety of methods to meet individual learning needs and some of the students may not be able to learn through the same method.

The fourth finding of the study revealed that there is no significant difference in the level of teachers' Awareness of Students with Social, Emotional, and Behavioral Disorders in Yagba-East LGA, Kogi State based on gender. This implies that the gender of the teachers do not affect their awareness of Students with Social, Emotional, and Behavioral Disorders, this finding is contrary to the study by Jimoh (2014) who revealed that there was a significant gender difference in the knowledge of primary school teachers about students with Attention Deficit Hyperactivity Disorder.

The fifth finding of the study revealed that there is no significant difference in the level of teachers' Knowledge of Students with Social, Emotional, and Behavioral Disorders in Yagba-East LGA, Kogi State based on gender. Judging by the result of the study, the gender of the teachers do not affect their knowledge about Students with Social, Emotional, and Behavioral Disorders, in contrast to Jimoh (2014), there is a significant difference in the knowledge of primary school teachers about students with Attention Deficit Hyperactivity Disorder. The researcher went further to say that female teacher in Lagos State were more knowledgeable than their male counterparts. This finding also supports that of See, Li, Chao, Chung, Li, and Lin (2021) who in their findings reported that gender was significantly associated with knowledge of Attention Deficit Hyperactivity Disorder. They mentioned that female primary school teachers in Taiwan had more understanding of Attention Deficit Hyperactivity Disorder than their male colleagues. However, this present finding contradicts Lamichhane and Sharma (2019) who reported that the gender of the teachers was not associated with knowledge of Attention Deficit Hyperactivity Disorder. This finding negates Aly, Mohammed, and Ahmed (2015) who also mentioned that there was no significant difference in the knowledge of male and female teachers in Egypt. Likewise, this finding is in disagreement with Al-Moghamsi and Aljohani (2018) who mentioned that the gender of the teachers in Madina was not associated with their knowledge of Attention Deficit Hyperactivity Disorder. In Addition, this finding differed from the study of Bekle (2004) who mentioned that neither age nor gender has an impact on total knowledge score.

The Sixth finding revealed that there is a significant difference in the Management Strategies used by teachers in handling Students with Social, Emotional, and Behavioral Disorders in Yagba-East LGA, Kogi State based on gender. From the outcome of the result,

this implies that the Management strategies used by each gender differ, in tandem with Scott et al, 2012, which reported that there is gender significance in using instructional methods for students with emotional and behavioral disorders (EBD). Also, the study by Ashley (2012) aims to examine the effects of teachers of different genders instructing students in the classrooms.

Data was collected through concept maps of classroom physical space, teacher interviews, attitude surveys, and classroom observational notes of sixth and seventh-grade students and teachers. The study reveals that male teachers have more negative attitudes toward teaching students and engaging them to participate in activities in the classroom. Generally, Teachers need to be conscious of their decisions and how assumptions and biased expectations can hinder student learning. On the other hand, female teachers are more accommodating by nature.

Recommendations

Based on the findings of the study the following recommendations were made:

1. School teachers should be encouraged to attend workshops to enlighten and refresh their knowledge on Social, Emotional, and Behavioral Disorders in order to be updated on the latest trends on the disorders.
2. Policymakers should ensure that teachers are equipped with the necessary materials that will aid them in managing Students with Social, Emotional, and Behavioral Disorders.
3. Curriculum planners should introduce seminars and symposiums into Teachers' training to increase their knowledge of Social, Emotional, and Behavioral Disorders.
4. The study recommends that decision-makers in the Ministry of Education should provide teachers with all the necessary facilities to ensure success in handling students with Social, Emotional, and Behavioral Disorders.
5. School administrators should develop and maintain a system of regular communication between groups of teachers of varying gender to increase knowledge of students' Social, Emotional, and Behavioral Disorders. Consistent communication will encourage mutual support between these teachers.
6. Teachers should adopt the use of behavioral modification techniques most especially "Time-out" strategies which can be "calm creating corner" with different means. This will be effective for students with ADHD, Stubborn behavioral problems among others.

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