

Teachers' Knowledge on Identification of Students with Emotional and Behavioural Disorders in Ilorin West Local Government Area, Kwara State

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Abstract: *This study aimed at finding teacher's knowledge on identification of students with emotional and behavioral disorders. The study applied descriptive survey design that employed self-administered questionnaires. The sample size of 292 respondents from five (5) public secondary schools in Ilorin West Local Government Area, Kwara State. The instrument was teachers' knowledge on identification of students with emotional and behavioral disorders questionnaire (TKISEBDQ). One research question was raised. Validity of instruments was determined by contacted the experts for corrections, and recast. Reliability was determined by using test-retest method and the reliability index was ($r=0.72$) The data collected were analyzed using percentage and frequency count. The result of the study revealed that most of the teachers had little knowledge on the identification of students with emotional and behavioral disorders and most students with emotional and behavioral disorders. Some of the recommendations made were; teachers should be educated exclusively on concept of emotional and behavioral disorders.*

Keywords: *Teachers' Knowledge, Emotional Disorder, Behavioral Disorder, Identification*

Introduction

Teachers play important roles in the education of children with emotional and behavioral disorders (EBD). Teachers are generally students' first advocates within the academic setting, the need for education of children with emotional and behavioral disorders should be apparent to every stakeholder within the Nigeria educational system. Specifically, it is paramount that classroom teachers become more equipped in their approach to teaching. The effective classroom teacher should endeavor to acquire the necessary skills in an effort to maximize the potential of students with emotional and behavioral disorders. In achieving these objectives, the need for a greater understanding of students with special needs cannot be over-stated.

Behavior, like intelligence is not fixed. How children are expected to behave vary and can depend on lots of factors, such as cultural beliefs and traditions, country, parents' attitudes, position in the family among other factors. According to Rogers (2009), behavior is developed, learned, conditioned and can be supportively changed in a school context. Children are expected to conform to certain standards of behavior as determined by the society and school. Teachers need such knowledge in order to know how to meaningfully and realistically support students who have such disorders. Children's behavior can be extremely difficult and challenging and stressful at times. A total of about 1-5% in most schools has behavioral disorders. This seemingly small percentage has the potential to 'eat up' a lot of teachers' time, energy, effort and goodwill (Rogers 2009)

Children and youth with emotional and behavioral disorders are considered the most under-identified and underserved of all the disability groups (Forness & Kavale, 2001; Gresham, 2005, 2007; Merrell & Walker, 2004). Without proper identification and treatment such students pose substantial challenges to their teachers, administrators and peers, including classroom disruptions and school safety issues. Moreover, longitudinal studies indicate that, compared to their non-disabled peers, youth with emotional and behavioral disabilities experience higher rates of delinquency, juvenile incarcerations, school dropout, teen pregnancy, suicide, and substance abuse Wagner & Cameto (2004), Wagner, Kutash, Duchnowski, & Epstein (2005).

In a study by Bower cited in Forness (2010), students with Emotional and behavioral disorders are known for their inability to learn which cannot be explained by intellectual, sensory or health factors. They are unable to build or maintain satisfactory interpersonal relationships with peers or teachers. They exhibit inappropriate types of behavior or feelings under normal circumstances. They manifest a general pervasive mood of unhappiness or depression and a tendency to develop physical symptoms, pains, or fears associated with personal or school problems. The Council for Children with Behavior Disorders (2010) also describes emotional and behavioral disorders as a disability characterized by behavioral or emotional problems in school programs so different from appropriate age, cultural or ethnic norms, that they adversely affect educational performance.

Mangal (2009) opined that students with emotional and behavioral problems are often referred to as emotionally handicapped, emotionally disturbed, or behaviorally disordered. Students with emotional and behavioral disorders tend to experience enormous frustration, intra-psycho conflicts, poor self-esteem, emotionally disturbed, feelings of failure and high anxiety levels. Zwozdiak-

Myers (2008) found that adolescents with behavioral inhibition, are more afraid, constant shyness, difficulty in adapting to social situations, are over-vigilant, hesitant in nature and equally react strongly to new knowledge. If these students are not properly handled they might not benefit from the school system. They hardly come out of school to be of productive relevance to themselves and the society (Adedokun, 2010). They might never be gainfully employed and might end up as social misfits. Research has shown that the presence of emotional and behavioral disorders is a very accurate predictor of school failure, delinquency, adult psychiatric problems, and substance abuse (US Department of Education, 2006).

Walker, Colvin and Ramsey (2005), found that youths with emotional and behavioral disorders are at a very high risk of psychiatric hospitalization, incarceration and under and unemployment. They are at a great risk of negative long – term outcomes as well. Statistic has shown that 55% of students with emotional and behavioral disorders leave school before graduation (Worthington and Gargiulo, 2003). The response of schools to students with emotional and behavioral disorders has been ostracism, segregation (Worthington and Gargiulo, 2003) and corporal punishment (Ikoh, in Obiyo, 2006) which had not been effective. Students with emotional and behavioural disorders need intervention and help.

Statement of the Problem

Emotional and behavioral disorder is a prevailing issue around us, less attention is paid to children with these disorders, especially in heterogeneous setting such children tend to have low self-esteem and they mostly hide their faces leading to poor academic performance. They hardly come out of school to be of productive relevance to themselves and the society. Also they might never be gainfully employed and might end up as social misfits. Most teachers in general education classroom do not have the required knowledge about the various special characteristics of students with emotional and behavioral disorders in the heterogeneous settings

Therefore it is imperative to provide a lasting solution to curb this prevailing problem. In other to achieve this, teachers of these children need to be aware and have a deep understanding of emotional and behavioral disorders. In view of this, the present study aims to investigate teachers' knowledge on identification of students with emotional and behavioral disorders in Ilorin West Local Government Area.

Research Questions

1. What is the knowledge of teachers on the identification of students with emotional and behavioral disorders in Ilorin West Local Government Area of Kwara State?

Methodology

Descriptive survey design was used for this study. The target population for this study comprised all the secondary school teachers in all the public secondary schools. Proportional sampling technique was adopted, while five (5) Regular public Secondary Schools teacher in the Local Government Area were selected so as to give every teacher in the sample frame equal chance of being selected for inclusion in the sample size. A Structured questionnaire was designed as a research instrument to collect data from the respondents. The questionnaire was developed by the researcher and titled: Teachers' Knowledge on Identification of Students with Emotional and Behavioral Disorders Questionnaire (TKISEBDQ). In order to ascertain that the validity of the research instrument, the questionnaire was given to research experts for corrections, and recast so as to review the items and place them in most suitable form. The researcher administered 20 copies of the instrument to 20 teachers selected from schools which are not respondents in this study at the interval of 3 weeks. Pearson product moment correlation coefficient was used to correlate the first score and second score. The reliability coefficient of 0.72 was obtained which signified that the instrument was reliable. The data obtained from respondent (teachers) was analyzed through the use of descriptive statistics (such as percentage, frequency counts), the techniques was employed for easy result collected from respondents.

Result

Research Question 1: What is the knowledge of teachers' on the identification of students with emotional and behavioral disorders?

Table: Table showing the percentage and mean distribution of the knowledge of teachers on the identification of students with emotional and behavioral disorders

S/N	ITEM	SA	A	D	SD	MEAN	Rank
1	Students with emotional and behavioral disorders are among the general students in my class	186(63.7)	100(34.2)	1(0.3)	5(1.7)	3.60	1 st

2	Several students with emotional and behavioral disorder are those who break standing rules of the school authority	124(42.5)	129(44.2)	39(13.4)	0(0)	3.29	3 rd
3	Many students with emotional and behavioral disorders suffer set back from their academic achievement	112(38.4)	127(43.5)	49(16.8)	4(1.4)	3.19	8 th
4	Students with emotional and behavioral disorders suffer from social adaptation among their peers	110(37.7)	145(49.7)	34(11.6)	3(1.0)	3.24	6 th
5	Many students with emotional and behavioral disorders mostly have continuous difficulties in logic related subjects	150(51.4)	49(16.8)	89(30.5)	4(1.4)	3.18	9 th
6	Most students with emotional and behavioral disorders are those who isolate themselves from their peers	109(37.3)	145(49.7)	34(11.6)	4(1.4)	3.23	7 th
7	Students with emotional and behavioral disorders are those who skip classes	113(38.7)	141(48.3)	38(13.0)	0(0)	3.26	4 th
8	Students with emotional and behavioral disorders are those who often give up tasks and class works	152(52.1)	107(36.6)	26(8.9)	7(2.4)	3.38	2 nd
9	Students with emotional and behavioral disorders re those who have difficulty in concentrating in class	110(37.7)	118(40.4)	61(20.9)	3(1.0)	3.15	10 th
10	Students with emotional and behavioral disorders are always moody in the classroom	107(36.6)	152(52.1)	32(11.0)	1(0.3)	3.25	5 th
WEIGHTED AVERAGE		3.28					

Note: The figures in parentheses are in percentages

Table showed the knowledge of teachers' on the identification of students with emotional and behavioral disorder. The weighted average was 3.28 which is more than 2.50, this shows that all teachers had knowledge on the identification of students with emotional and behavioral disorder.

Summary

- This study revealed that all teachers had knowledge on the identification of students with emotional and behavioral disorder in Ilorin west local government area, Kwara state.

Discussion

The study investigated the knowledge of teachers on the identification of students with emotional and behavioral disorders, it revealed that all teachers had knowledge on the identification of students with emotional and behavioral disorder which agrees with the research conducted by Manning, Bullock and Gable (2009) which indicates that teachers has little knowledge on the identification of emotional and behavioral disorder and its disagrees with the research carried out by Saun (2-008) who argues about teachers knowledge of behavioral problems in elementary schools, he found out that teachers had shortage of knowledge towards behavioral difficulties in elementary schools.

Conclusion

It is evident that all teachers had knowledge on the identification of students with emotional and behavioral disorder in Ilorin West Local Government Area, Kwara State and also it revealed that most students with emotional and behavioral disorders exhibit oppositional defiant disorder, aggressiveness and truancy more than other characteristics based on the ranking.

Recommendations

The following recommendations are put forward based on the findings of the study:

- a. Teachers should be educated exclusively on emotional and behavioral disorders.
- b. Teachers should handle and teach students with emotional and behavioral disorders with knowledge minding their difficulty.

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