THE PREVALENCE AND PLIGHT OF PUPILS WITH EMOTIONAL AND BEHAVIORAL DISORDERS IN INCLUSIVE PRIMARY SCHOOLS OF LUANDA DIVISION, EMUHAYA DISTRICT OF KENYA.

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DECLARATION

I declare that this is my original work and has never been presented for any award.

Signature......~~Hmhe~~..............   Date..24/8/10......

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APPROVAL

This research report has been submitted for examination with my approval as a university supervisor.

Signed................................ Date.23/8/10.......

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DEDICATION

I would like to direct heartfelt thanks towards my wife, Carolyne Irene Odera for the exceptional perseverance and spiritual support she factored towards the successful attainment of my research study. I can not forget to thank my children, Selina Ambuka and Derrick Ouche.

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ABSTRACT

This study was carried out in Luanda division, Emuhaya district of Kenya to investigate on the prevalence of and challenges facing pupils with emotional and behavioral disorders in an inclusive setting. The following objectives were formulated to guide the study; to investigate the prevalence of pupils having emotional disorders, in selected inclusive primary schools, to examine the problems which these pupils face in inclusive learning setting and to assess the school based interventions for pupils with behavioral and emotional disorders. Respondents were picked at random to participate in the study where qualitative and quantitative methods were used.

The findings revealed that on average number of pupils were unable to make friends at school and another average number was having relationship problems with their teachers and parents and were aggressive as well. Findings further revealed that there were another average number of pupils with hyperactivity, distractibility and some were immature in conduct. More pupils were always anxious and often depressed. It was also established that some of the pupils believed to be having emotional and behavioral disorder were experiencing academic problems such as; low academic grades. This however according to the respondents was questioned, since the scores for each response were equally distributed. This therefore showed answer average relationship between emotional and behavioral disorder with academic achievement. Also recommendations were made.

CHAPTER ONE

1.0 Introduction

Children in primary schools are expected to conform to certain standards of behavior. These standards are rooted in the long history of what society has determined to be normal in certain environment standards of normal behavior change as children grow up and move through the stages of their lives.

But it has been observed that some children behave contrary to the predicted stages of child development in our society. And just as society provides norms of behavior for different stages of development. It also provides norms of behavior for specific environments. Children in schools for example are expected to be generally quite, orderly, cooperative with other children and attentive to learning. Children at home are also expected be cheerful, loving, helpful, and obedient to their parents. In communities, they are expected to respect their neighbor's property, abide by the societal norms and values and generally grow into their roles as the new generation of adult leaders of society. Children therefore whose behavior is inconsistent with the expectations of normal behavior in the above mentioned environments are regarded as having problems.

Some behaviors problems are expressed in obviously behavioral ways, while others are primarily emotional or psychological (Smith and Luckson, 1992). Some of these behaviors and emotions result in significant problems. Although, emotional and behavioral problems may result in serious such as suicide and depression, they have long been associated with acting out and disruptive behaviors in classrooms and in general discipline problems.

And indeed pupils with behavior and emotional disorders can be among the most difficult to teach in a regular classroom (Woolfok and Niccolich, 1980).

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That is why behavior problems have become a major concern for professional educators and hence the need to carryout this study.

In Kenya, primary education is a right for all school going age children, and currently, all pupils with diverse physical, emotional, cultural gender and ethnic background have to be educated in inclusive primary schools, by one teacher. There is therefore no means of eliminating pupils with EBD from the regular classrooms. Whether they like it or not teachers have to encounter these pupils in regular classrooms. The questions asked at this paint include the following; are the teachers fully aware that behavior problem is a reality in regular primary schools? What have the teachers done so far to ensure that the EBD children receive the necessary academic skills and opportunities for them to improve? Are they fully aware of the challenges that these children face out there? This study was therefore intended to investigate what problems the learners with behavioral and emotional disorders face in inclusive primary schools.

1.1   Statement of the problem

Almost a decade ago, Government of Kenya implemented inclusive free primary education, in which children from all diverse walks of life have to learn together and being instructed by one teacher. The challenge however that is these children have diverse educational needs. When it comes to the children with emotional and behavioral need the situation worsens. These children have distinct learning needs and at the same time they disrupt learning of their normal peers and are a burden to teachers. One wonders whether indeed what these pupils learn in inclusive educational setting in any relevant to their needs. Hence the need to carryout this study.

1.2 Purpose

This research was undertaken to investigate the prevalence and plight of pupils with emotional and behavioral disorders in inclusive primary schools of Luanda division, Emuhaya district of Kenya.

1.3 Specific objectives

These objectives guided my study;

i. To investigate the prevalence of pupils having emotional disorders, in selected inclusive primary schools

ii. To examine the problems which these pupils face in inclusive learning setting and

iii. To assess the school based interventions for pupils with behavioral and emotional disorders.

1.4 Research questions

Three questions were formulated to focus this study to the study as follows:-

i. Do pupils with emotional and behavioral disorders exist in inclusive primary schools?

ii. If they exist, then what challenges do these children face in inclusive primary schools?

iii. What have primary schools done to help the pupils with EBD to learn effectively in class?

1.5 Scope of the study

This study was carried out in selected primary schools of Luanda division, Emuhaya district of Kenya with a purpose of investigating the plight of pupils with emotional and behavioral disorders in inclusive primary schools. The variables investigated in the study were the emotional and behavioral characteristics which this category of pupils display and how they influence their interaction in class, with their peers and the teachers who teach them and end up experiencing problems. The study also assessed the school learning environment and the learning outcomes of the pupils with emotional and

behavioral disorders. The study started in January with a proposal ended in August the same year (2010).

1.6   Significance of the study
The following categories of people will find this research meaningful to them:-

The primary school teachers, teaching in inclusive educational setting where these pupils with EBD are most likely to be found. The information will act as a tool kit full of guidelines about how to handle pupils with disruptive behavior.

The parents of children with emotional and behavioral disorders, who seem not to understand their children will also get clues as to why their children behave so and how best they can alleviate their plight.

The policy makers, and in particular those concerned with special needs education. This information can be of great benefit to them in the following ways; identification of personnel and empowerment with skills and knowledge too handle these children in educational settings.

1.7   Limitations to the research
The study was carried out in a limited time, so some important variables such as causes of the disorders, were left out. It therefore does not exhaust the problem of emotional and behavioral disorder.

The study also investigated the problem of emotional and behavioral disorders in a few schools therefore the findings do not effectively confer even to other environments where these children exist.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter has carefully and systematically explored the theoretical explanations about emotions and behavior regarded as inappropriate in any learning environment, among pupils. Experts reached to a consensus and coined a name for this condition, emotional and behavioral disorder (EBD).

Smith and Luckassson (1992) separated the two words emotional and behavioral disorders, defining them as follows:-

According to the two authors, behavioral disorder is a condition of disruptive and inappropriate behaviors that interfere with a students learning, relationship with others or personal satisfaction to such a degree that intervention is required.

In inclusive primary school here in Kenya such characteristics among the pupils are a common. Emotional disorder, on the other hand was said to be used interchangeably with behavioral disorder.

Hallahan and Kauffman (1998) however described emotional and behavioral disorder as having four dimensions or clusters of interrelated traits namely; conduct disorder anxiety withdrawal, immaturity and socialized aggression. Children with behavior which fits the conduct disorder are likely to exhibit characteristics such as disobedience, destructness, jealously and boisterousness. The two authors go onto explain that the life history characteristics associated with conduct disorder include defiance of authority and inadequate feeling of guilt. They think themselves as tough.

The same two authors further categorize the anxiety withdrawal children as those with social withdrawal, anxiety, depression, depressions of guilt and unhappiness, immaturity is associated with short attention span, clumsiness, passivity, lagging behind of agemates in social development.

The dimension of socialized aggression is made up characteristics such as socializing with and being loyal to bad companions, being active in delinquent group, stealing and habitual truancy. In addition these children exhibit behavioral traits like fighting and destructiveness that results in violation of the law.

Challenges facing pupils with EBD

Although emotional and behavioral problems may result in serious actions such as suicide and depression, they have long been associated with acting out and disruptive behavior in classrooms and in general discipline problems. On the foregoing note, the primary problem faced by teachers when dealing with these pupils is classroom discipline (Smith et al 1998).

Rockwell and Guetziloe (1998) in Freiberg (1999) highlighted that one of the greatest challenge facing the teachers of students with emotional and behavioral disorders is the management of instructional activities with an entire classroom of students, many of whom are uncooperative or disruptive.

Harring and McCormik (1986) made it clear the EBD children display behavior characteristics which deviate from educators standards of normality. The intensity of the children's inappropriate behavior may become too great to the teachers expectations.

Smith (1998) highlighted that aggressive behavior observed in young children is particularly very worrisome. This is not just because of the behavior itself

which should not be minimized but because of the long term problems which include dropping out of school and delinquency.

The same author also hinted that without intervention the EBD children are most likely to live with emotional pain and isolation and perhaps even engage in ever increasing anti social activity.

Hallahan and Kauffman (2000) further cited that pupils with emotional and behavioral disorders typically have low grades and other unsatisfactory academic outcomes, have higher dropout and lower graduation rates than other groups of children.

Smith (1998) also observed that EBD among children affects the relationships between the teachers and children victims. Because of stress of working with such challenging children, these professionals are more likely to seek reassignment or leave their professional.

Gearheart et al (1992) gave an explanation that few teachers are able to teach consistently in manners inconsistent with their personalities. They gave an example that teachers who are extremely creative take almost all their cues from learners and plan on a minute by minute basis are not usually comfortable with a structured, precise behavior modification approach.

School interventions for pupils with EBD
Education is extremely important for children with behavioral and emotional disorders.
Smith and Luckasson (1992) therefore advise that it is important for teachers to help these pupils acquire academic skills and to provide opportunities of improvement in other areas. For example their self-image may improve as their skills increase; emotional outlets are created when opportunities to learn artistic and creative expression are provided. The two writers also highlight

that these children's interpersonal interactions can improve when they have environments in which specially trained people guide efforts and role models whose healthy behaviors they can attempt to copy (Smith and Luckasson, 1992).

The importance of identification of pupils with EBD

Experts such as Heward (1996) cited the importance of identifying children's behavioral disorders and emotional disturbance, as early as possible. Because early intervention and management of children's disorders can significantly affect their adult adjustment. That if these disorders can be identified early it can be possible to intervene with appropriate educational services early enough in their lives to be spared the years of pain that accompany serious problems.

Heward however observed that most schools do not use any systematic methods for identifying children with emotional and behavioral disorders. Because these children always stand out. The author however warns that some the behavioral and emotional characteristics may go unnoticed and therefore their problems do not draw attention of parents and teachers.

Kauffman (1993) also speculated that systematic screening and identification methods are not used because the schools identify more children than they can serve.

Education for the EBD learners

Effective educational programs for learners with EBD must be tailored to the unique needs of each pupils. A number of author formulated theoretical statements to show how the behavior of pupils who are victims of EBD can be modified to enhance learning.

Smith and Luckasson (1992) advised on systematic use of principles of learning, including rewards and punishments to increase desired behaviors and decrease undesired behaviors.

Haring and McCormick (1986) gave the following explanation about how to intervene on behavior modification; positive reinforcement may involve giving a reward for desirable behavior. In other words this requires teachers to compliment and praise a pupil when he/she does something good. Negative reinforcement should be administered in case some pupil behaves in an undesirable manner. This is done to remove unpleasant stimuli.

The psychoanalytic view of treating children's undesirable behavior and emotions is based on the work of Sigmund Freud and other psychoanalysits. The models view the problems of the child as having a basis in unconscious conflicts and motivations. Treatment is generally individual psychotherapy long term and designed to uncover and resolve these deep-seated problems (Smith and Luckassson, 1992).

Hallahan and Kauffman (2000) advise on the above note that teachers have to understand unconscious motivations if they have to deal with learners academic failures and misbehaviors. To do so the teachers are not expected focus on resolving unconscious conflicts, as psychotherapists might. Rather, teachers have to focus on how to help learners acquire self control through reflection and planning.

Psycho educational approach on the other hand combines the principles of teaching with treatment measured primarily in terms of learning meeting the needs of youngsters is emphasized often through projects and creative arts.
The originators of the psycho educational approach such as Fagen (1979) Knoblock, Rezmierski and Bloom (1980) among others, attempted to interwave psychiatric and educational concerns. Since the problems of disturbed children

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are assumed to involved both the underlying psychiatric disorders: and the observable; misbehavior and underachievement of the child; there is a balance between therapeutic goals and goals for achievement in recommended educational practices. Unconscious motivation and underlying practices are taken into account. But there is also concern for the management of surface behavior and academic achievement. There is always emphasis on the meeting of needs of children (Hallahan and Kauffman, 1988).

Social cognitive approach recognizes the interaction between the effects of the environment and the youngster's behavior being taught to the child (Smith and Luckasson, 1992).

Hallahan and Kauffman (2000) also cited that in the humanistic approach to treating of children with EBD, entails love and trust, in teaching and learning being emphasized and children are encouraged to be open and free individuals. A non authoritarian environment in the educational setting is emphasized. The recommended educational practices are designed to enhance children's self direction, self evaluation and emotional involvement in learning in this non authoritarian educational setting. Teachers and pupils work together as the pupils pursue there are of interest and sharing information.

Curriculum interventions for the EBD

Curriculum development for use with pupils suffering from the EBD, according to researchers has lagged behind the progress made in some others of special education. Although the characteristics classroom behavior of EBD children are known, there is are very few empirically based commercially available curricula. The main exception to this void is in the area of social – skills training (Harring and MacCormick, 1986). Since the EBD children experience a deficit in social skills, the curricular should be designed to enhance competence in this area.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the methods used to collect data. It discusses the design, study area, sample size and sampling procedure, instruments, data collection procedure and data processing and analysis.

3.1 Research design

This study used a descriptive survey. The research drew from both the qualitative and quantitative analysis approaches in order to get a bigger picture both in number and data.

3.2 Study area

This study was conducted in selected primary schools of Luanda division, Emuhaya district of Kenya. These schools include the following;

Ekamanji primary school, Ebusiralo primary school, Mumbuha primary school, Mulwakhi primary school, Itumbu primary school, Essaba primary school, Essaba primary school and Essunza primary school.

3.3 Sample framework

3.3.1 Sample size

This study obtained information from teachers as respondents since they were close to learners.

3.3.2 Sample technique

Using a convenient sampling technique, a total of forty eight respondents were picked at random from ten primary schools to participate in this study.

3.3.3 Sample procedure

In carrying out the research, the researcher obtained a release letter from the course administrator which he presented to the schools under study.

3.4 Methods for data collection

3.4.1 Instruments

Questionnaires

These were used to extract information from teachers, learners and interviews for parents. Open ended questionnaires were suitable for investigating deeper the subject matter. Observation was also done on the status of the children.

3.4.2 Sources of data

This study used both primary and secondary data. Primary data were collected using questionnaires and interviews were carried out with both learners and teachers. Secondary data were gathered through document analysis in the form of reports, training manual, news papers, and journals for the period under study was read and the required data collected from them.

3.5 Data processing and analysis

Qualitative data involved three sets of activities which included; editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded onto coding the various responses given to particular questions that lack coding frames, she then established how many times each alternative response category was given an answer using tally marks which was later added up.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The purpose of this study was to examine the prevalence of and challenges facing pupils with emotional and behavioral disorders in an inclusive setting.

The following objectives guided the study:-

1. To find out the challenges which both the teachers and pupils were facing as a result of emotional nod behavioral disorders.
2. To assess if school based interventions for emotional and behavioral disorder were also a challenge.

The study used 12 primary schools from which the researcher randomly picked four teachers from each school. All teachers filled in the questionnaires, although some items did not receive attention. Chapter four presents the data that were collected from teachers and analysis them, while making interpretations.

4.1 Prevalence of pupils in primary schools with emotional and behavioral disorders

Prevalence information is very important for educators. For this makes it possible to assess the magnitude of the problem of behavioral and emotional problem, it also helps to find, develop personnel and also for administrative issues. The researcher had to embark on this.

Table 1: Presents the prevalence of characteristics of emotional and behavioral disorder among the pupils

Prevalence of pupils with EBD characteristics	Many	Few	None	Total
Few no friends	-	44	4	48
Having problems with family members	-	44	4	48
Poor relationships with teachers and peers	8	40	-	48
Hyperactive behaviors	12	33	3	48
Distractibility	10	34	4	48
Aggressive	8	40	-	48
Immature social skills	-	34	14	48
Depression	-	23	25	48
Anxiety	-	21	27	48

Source: Field data 2010

From the above table 1, the following were established about the characteristics of pupils who appeared to be experiencing emotional and behavioral disorder; forty four of the respondents said that few pupils could not make friends and the remaining four said they had none. About those with poor family relationships, forty four teachers again said they had some few, while the remaining four did not have. About those with teachers and their peers, forty teachers said that they had a few, and the remaining eight reported of having many. More so, twelve teachers claimed, they had a large number of pupils who were hyperactive, while thirty three said they were few and the remaining three said they did not have at all. About aggressive behavior among the pupils, eight respondents reported many and the rest (48) said they had few. With those who were immature socially, thirty four teachers reported few and the remaining fourteen had none. For the depressed, twenty four teachers reported few and the remaining had rated as rare.

The above finding can be interpreted that there are few pupils with emotion and behavioral disorders although the researcher could not rely on this since a number of scholars have noted the elusively off the estimates of the prevalence of emotional and behavioral disorders among people (Haring and McCormick, 1986; Hallahan and Kauffman, 1996; and Smith and Luckasson, 1992).

4.1.1 Estimated figure of pupils with EBD

The research probed deeper the respondents to establish the work load they were having as far as pupils with emotional and behavioral disorders was concerned.

Table 2: Presents the estimate number of EBD pupils

Number of EBD pupils	Frequency	Percentage
More than five	5	10.4
More than one	24	50.0
One	19	39.5
Total	**48**	**99.9**

Source: Field data 2010

The analysis in table 2 is as follows:

Five respondents claimed they were handling more than five pupils having emotional and behavioral disorder. Twenty four teachers however said they had up to five pupils and the remaining nineteen said they had only one.

Findings show that some teachers have a great number of EBD pupils and therefore are having problems carrying out instruction to the diverse learners in an inclusive educational setting.

4.2   Challenges facing pupils with EBD

The challenges were categorized into two, namely which the victims of emotional and behavioral disorder face, as well as those with teachers face.

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This was because for as long as the teacher is dissatisfied with his/her job and working environment, learning can not take place effectively.

4.2.1 Challenges which teachers face as they teach pupils with EBD in an inclusive classroom

The following were some of the problems which teachers face as they attempt to carryout instruction to diverse learners, together with those who experience emotional and behavioral disorders.

Table 3: Presents challenges which teachers face as they teach EBD pupils.

Problems of teaching EBD pupils together with others in the same class	Frequency	Percentages
Class control is poor	46	95.8
Confrontation by parents who do not know their children's problem	8	16.6
Wastage of time	48	100.0
Wastage of energy	48	100.0
Lack of knowledge and skills to handle these pupils in a lesson	15	31.2
Poor performance	31	64.5
Overall total and percentage	**196**	**68.0**

Source: Field data 2010

From table, 95% of the respondents mentioned class control being a problem, when teaching pupils with EBD, some eight teachers complained of being confronted by parents of pupils with EBD. All teachers said the wasted a lot of time and energy in class when the EBD pupils were in class, some fifteen teachers complained of lack of that knowledge to hander the diverse learners, including those with the behavioral disorder. Lastly thirty one teachers complained of the poor performance because of the EBD pupils being taught in class together with the rest.

The above finding revealed the teachers burden of teaching children with disruptive behavior together with normal ones. This of course renders learning meaningless for the diverse pupils.

4.2.2 Evidence of teachers who have left teaching because of pupils with EBD

Respondents were asked to clarify whether there were some teachers who had left the profession because of failing to deal with pupils with EBD.

Table 4: Presents the number of teachers out of the profession because of emotional and behavioral disorders

Number of teachers who have left teaching because of EBD pupils	Frequency	Percentages
Many	2	4.1
Few	13	27.0
None	33	68.7
Total	**48**	**99.8**

Source: Field data 2010

From the foregoing analysis in table 4, only two teachers shared that there was a large number who of teachers who left the profession because of the pupils with EBD, thirteen more teachers claimed they were few, and the remaining thirty three said that no teacher had left.

The interpretation is that few teachers are being stressed by the EBD pupils so that the leave the profession.

4.2.3 Emotional, behavioral disorder and pupil's academic performance

Hallahan and Kauffman (2000) cited that pupils who experience behavioral and emotional disorders typically have low grades and other academic outcomes.

Figure 1: Presents whether teachers have adapted their curriculum content to suit all the genders.
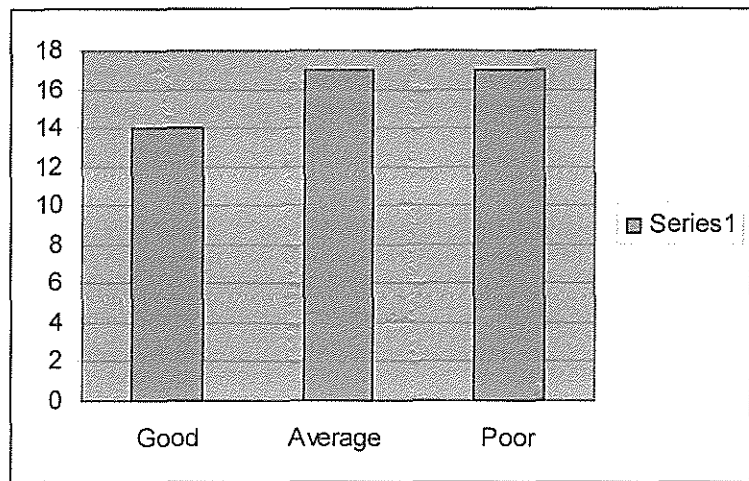
Source: Field data 2010

From the foregoing analysis, fourteen teachers ranked the general performance of the EBD learners as good. Seventeen other teachers rated them as average and the remaining said that they were poor.

The above findings highlight that there is a conflict with Haullan's and Kauffman's (2000) observation about the general performance of EBD pupils in class. This shows that some pupils with EBD can after all be able to perform better no matter what they may be experiencing.

4.2.4 Emotional behavioral disorder and pupils school dropout

Scholars such as Heward (1992) observed that at times some pupils experiencing EBD have dropped out of school. The respondents were asked if this was the case.

Figure 2: Presents the ratings of EBD pupils who have currently dropped out of school
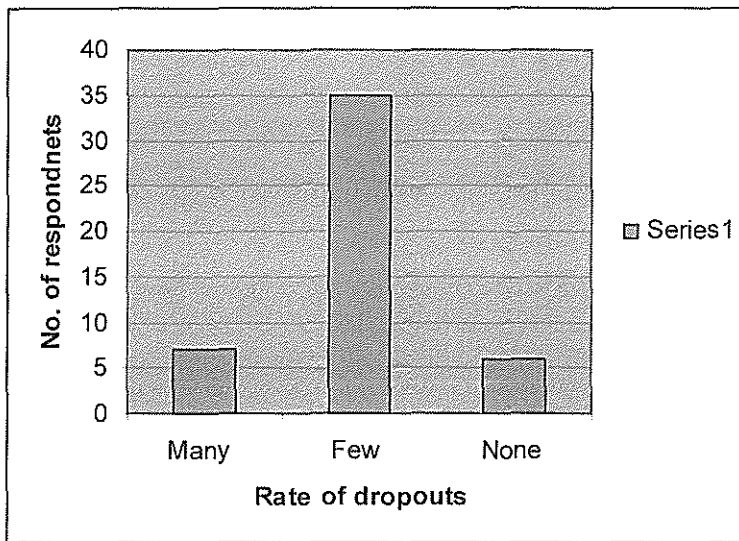
Source: Field data 2010

From the analysis in the above figure, seven teachers rated the number of pupils with EBD, who have dropped out of school, as many. The majority of the teachers (35) ranked them as few and the remaining six said they did not know if any child with behavioral disorders who had so far dropped from schools.

The above finding clearly shows that there is an average number of pupils, who are victims of emotional and behavioral disorders who have dropped from school. These pupils need education which can help them climb out of this problem. But it appears that they are being challenged while at school, where nobody seems to understand them at all.

4.2.5 Emotional and behavioral disorder and school attendance

Researchers had earlier on cited that some pupils experiencing behavioral and emotional disorders, at times turn to truancy. The researcher investigated this.

Figure3: Presents the teachers views as to whether EBD pupils attend regularly
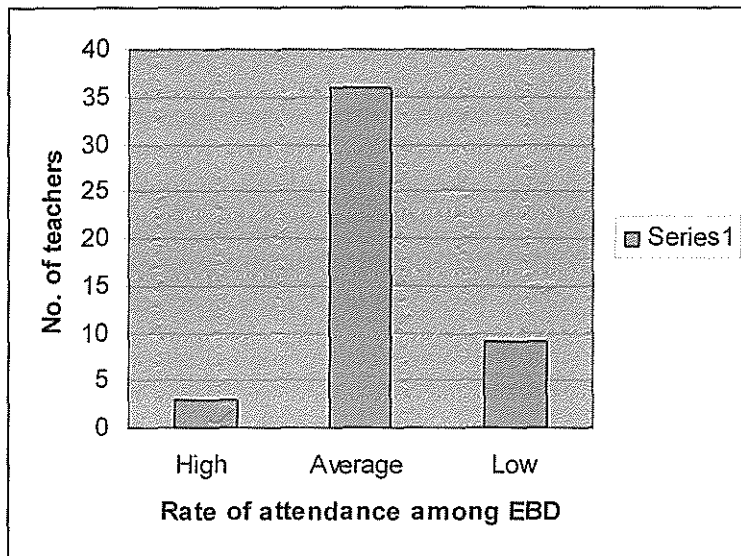
Source: Field data 2010

From the foregoing analysis in figure 3, three teachers said the attendance of pupils experiencing emotional and behavioral disorders was high. The majority of them (36) said their attendance was average, and the remaining nine teachers said the attendance was low. The interpretation is that these pupils with EBD have a challenge of regular attendance of school because of their behavioral characteristics.

4.3   School intervention for pupils with EBD

For pupils with EBD to be accommodated in regular schools, there must be some adjustment in the following areas within the school environment; the mode of instruction, curriculum, the attitude of educators as well as the management of behavior of pupils in school. When the above are not honored then challenges exist for the EBD pupils.

4.3.1 How teachers have attempted to modify pupils behavior in regular classrooms

Smith and Luckasson (1992) advised on teachers adopting principles of learning, including rewards and punishment. Haring and McCormick (1986) also cited that behavior can be modified using either positive reinforcement or negative ones.

Table 5: Presents how teachers modify behavior of pupils with EBD.

Whether teachers reward appropriate behavior of EBD pupils	Frequency	Percentage
Agree	17	35.4
Not necessary	15	31.2
Not possible	16	33.3
Total	**48**	**99.9**

Source: Field data 2010

From the above analysis, seventeen teachers said they were willing to reward the pupils with EBD in case they did some thing good or behaved well. Fifteen however, said it was not important to reward these children. Lastly, the remaining sixteen teachers said it was not possible to reward them.

The above findings show that some teachers have a negative attitude towards the children with behavior disorders. This can be attributed to the pupil's disruptive characteristics which make the teachers tired. This however is a challenge to the pupils with the disorder because they are not being helped to positively alter their behavior.

4.3.2 How teachers discourage bad behavior

Behavior scholars have observed that negative reinforcement can be conducted to remove the unpleasant stimuli after a specific behavior is performed. It can be done in a number of ways. Teachers were asked about how this could be carried out.

Table 6: Presents how teachers discourage undesirable behavior among the pupils with EBD

How teachers discourage correct bad behavior	Frequency
Spanking	39
Isolation from the rest	43
Setting rules and expectations for the pupils	47
Guidance and counseling	47

Source: Field data 2010

From the findings in table 6, it was established that thirty nine teachers practiced corporal punishment to the pupils; forty three said that when these pupils committed an offence they could isolate them; almost all teachers said that they had se clear rules and regulations for the learners to observe and at times counseled the pupils.

The above finding shows that most teachers were using the right means to correct these pupils' behavioral conduct. For example the teachers were using the rules and regulations to have a clear idea of the behaviors required. This concurs with what Smith and Luckasson (1999) had earlier on cited.

However the following were cited as challenging to the pupils as far as correction was concerned; it was established that some teachers were still using corporal punishment. Yet spanking according to Smith and Luckasson (1992) should only be used by a warm person who is full of understanding.

Secondly it was also established that none of the teachers had put into consideration, organizing the learning environment.

4.3.3 Teachers ability to specify consequences inappropriate behavior

Teachers were asked if at all they were able to specify the consequences of bad behavior to the pupils so that they can refrain from it.

Table 7: Presents the teacher's ability to specify for pupils what the consequences are for any bad behavior

Whether teachers specify consequence	Frequency	Percentage
Agree	15	31.2
Not possible	11	22.9
Not necessary	22	48.8
Total	**48**	**99.9**

Source: Field data 2010

From the above analysis in table 7, fifteen teachers admitted that they had specified consequences of bad behavior to the pupils; eleven teachers said that it was not necessary, and the remaining twenty two said that it was not necessary.

The above finding shows that majority of the teachers have ignored this role of specifying the consequences of bad behavior to the pupils. This of course denies the EBD pupils a chance to predict what can befall of them when they keep on behaving poorly. This is therefore another challenge.

4.3.4 Instructional and curriculum interventions offered to the EBD pupils at school

Experts have recommended a number of instructional and curriculum strategies, for effective learning of pupils with emotional and behavioral disorders. If not done, it therefore means that challenges await these pupils.

Table 8: Presents the instructional and curriculum adaptations to meet the EBD needs

Instructional/curriculum adaptations	Agree	Not possible	Not necessary
Giving individual academic attention to EBD pupils	24	16	8
Restructure of routine in case of emergency	7	11	6
Teaching of creative arts and giving of projects	24	17	6
Total	**55**	**44**	**20**
Percentage	**38.1**	**30.5**	**13.8**

Source: Field data 2010

From the above findings in table 8, the percentage of respondents who gave individualized attention to pupils with EBD, who had restructured the routine in case one pupil experienced an out burst, and who had enriched their curriculum was 38.1%. 30.5 of the teachers said it was not possible. This however could be attributed to the huge numbers of pupils which each teacher handled, and with different learning needs. The smallest percentage of 13.8 said it was necessary.

The above finding shows that some of the EBD pupils faced a challenge of irrelevant curriculum and inadequate instruction.

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CHAPTER FIVE

SIMMARYOF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0   Introduction

The preceding chapter analyzed and interpreted data on the prevalence of and challenges facing learners with emotional and behavior disorders. The following questions were asked, at the beginning of this study:-

i.   Do learners with emotional and behavioral disorders exist in primary schools of Kenya?

ii. If yes, are they many?

iii. What challenges do these learners face in an inclusive education setting?

iv. What have schools done to help them learn effectively?

Chapter five summarizes the findings in chapter four, concludes the study and then gives the recommendations.

5.1   Summary of findings
Do learners with emotional behavioral disorders exist in primary schools?

The study had earlier on gathered information about what characteristics do the children with emotional and behavioral disorders display.

The findings revealed that on average number of pupils were unable to make friends at school and another average number was having relationship problems with their teachers and parents and were aggressive as well. Findings further revealed that there were another average number of pupils with hyperactivity, distractibility and some were immature in conduct. More pupils were always anxious and often depressed.

The findings on the prevalence revealed that the number of pupils with emotional and behavioral disorders was average. But on this note Haring and

McCormick had earlier on warned on the estimates being inconsistent since there was no consensus on the actual definition of individuals with emotional and behavioral disorders. Infact all the books used in this study hinted on the illusivity of the estimated number of children regarded to be having emotional and behavioral disorders.

What challenges do pupils with emotional and behavioral disorders face?
Challenges that were cited were grouped into two, those by the teachers and those by the pupils themselves.

Research established that class control was poor because of disruptive behavior of these pupils with Emotional behavior disorder pupils inclusive. The teachers also complained of poor performance and lack of knowledge and skills to handle Emotional Behavioral Disorder pupils in an inclusive setting.

The challenges accruing from what the teachers listed were that these pupils were being taken for granted as none seemed to understand them properly. Their abnormal behavior require immediate attention but it appears that teachers just ignore it, and instead regard it as an obstacle to effective teaching and learning in an inclusive setting.

Findings further revealed that no teacher had however left the profession because of the burden of teaching children with disruptive behavior.

It was also established that some of the pupils believed to be having emotional and behavioral disorder were experiencing academic problems such as; low academic grades. This however according to the respondents was questioned, since the scores for each response were equally distributed. This therefore showed answer average relationship between emotional and behavioral disorder with academic achievement. This however in this areas such as

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Ormond (2000), who observed that the problems of emotional and behavioral disorders have a substantial effect on classroom success and achievement.

Further findings revealed that some few children with emotional and behavioral disorders had left school. This finding concurs with Heward (1992). This could be linked with the pupils inability to establish good relationships with both the peers and teachers. It appears that school becomes a stumbling block when there is no one to accept these children and the teachers do not give them the attention they need.

Findings also confirmed that some pupils were not attending school regularly because of their behavioral and emotional characteristics. This finding of course relates to the previous one of these children not being able to relate well with the people at school and therefore finding school undesirable.

What interventions have been put in place for the effective teaching and learning of pupils with EBD?
The interventions investigated were behavior management strategies in inclusive schools and the curriculum, and instruction strategies, with anticipation, that when the above aspects are not well adapted then problems would arise for these children with EBD.

Findings about the reward of desirable behavior of pupils with EBD show some teachers admitted rewarding these children (17), but another great number (16) saw it as impossible. The interpretation here was that teachers seemed to be overwhelmed with the tasks of meeting the diverse needs of these pupils and therefore found it almost useless. It also highlights the negative attitude with the teachers have towards these pupils with EBD. Yet Gearheart et al (1992) clearly states that providing help to children with EBD requires and individuals commitment and skills.

About how undesirable behavior was being discouraged, research established that up to now some teacher administered corporal punishment for such children. This finding was alarming. The fact that these children had a problem with their temperament, the teachers was worsening their condition by provoking them through caning. This is what Haullahan and Kauffman (2000) earlier warned that when you punish these pupils physical you might end up in a battle field with these children and thus further disruption of lessons.

All teachers showed that they had set up rules and expectations of all children in class and at times offered guidance and counseling for inappropriate behavior. The two strategies were good because the former would help modify children's behavior and live to the classroom expectations as far as conduct was concerned. This was however cited in Heward (1996). Guidance and counseling on the other hand would help specifically those individuals with emotional disorders better. The research however established that no teacher had provided the pupils with the expectations of the consequences of bad behavior.

Instructions and curriculum

Smith and Luckasson (1992) highlighted that education for the pupils with emotional and behavioral disorder was highly important, and therefore providing appropriate instruction and curriculum was paramount too.

Findings however revealed that just an average number of teachers were able to provide individual academic attention to pupils with EBD. Yet as earlier on cited in Hallahan and Kauffman (1996), these children often experienced academic achievement problems which would require specific attention. The researcher therefore highlighted a big challenge here.

Further more another average number of teachers were the teaching of creative arts and giving projects. This according to the psychoanalytic model of treating

children's undesirable behavior and emotions Smith and Luckasson (1992), these EBD pupils have problems passed in the unconscious conflicts and motivation. This requires individual psychotherapy, to uncover and resolve the deep seated problems. The authors prescribed that teacher give children an opportunity to use creative arts and projects to exercise their self control. Indeed some children were not receiving this therapy and therefore faced a challenge here.

Further teachers were not aware that it was necessary to restructure the lesson routines in case there was a child with the disorder who experienced an out burst instead they just continued with their normal routine. This was also another challenge cited here.

5.2 Conclusion

The problem of emotional and behavioral disorders is in existence in inclusive primary schools although the number of victims of the disorder is just average. But this finding can not be surely depended on since there are already existing irregularities about characteristics of this order, therefore making identification a little bit difficult. Indeed these children with the disorder experience a number of problems. Their plight is as follows; they receive minimal attention from the teachers, who seem not to understand them and instead regard them as a burden. Interventions adopted in schools as far as their education and behavior treatment is concerned. Another challenge here is that their education is almost not relevant to their learning needs and infact being in these schools is worsening their social and behavior deficits because nobody is concerned with their plight.

5.3 Recommendations

The following were recommended for the children who were experiencing emotional and behavioral disorder:-

Whenever inappropriate disorder occurs in the learning environment, teachers must right away decide whether it is an individual problem or a group problem.

Teachers should provide individual attention to the pupil's academic needs in order to get past some difficult hurdle. They must be alert to determine to provide this assistance.

To prove their sensitivity the teachers must try to restructure the classroom routine, to ensure that pupils need a change of pace. Teachers can break the class into groups other than continuing with the entire class during the lesson, when one child experiences an out burst.

Teach interpersonal skills is also important for pupils who are suffering from EBD. Since these pupils have never learned appropriate ways of interacting with others and lack the basic social skills, cooperation, communication or resolving interpersonal conflicts, teachers had to directly teach these pupils how to interact effectively with others. Here teacher should try conducting cooperative learning activities in classrooms.

Teachers are also advised to communicate clear expectations for behavior. When these pupils display behavioral problems, it is very important to specify exactly which behaviors are acceptable and unacceptable in precise and concrete terms. For example provide what pupils can speak in class, when they should move around in class. Children are more likely to behave appropriately in class when they are given reasonable instructions for their behavior.

Rewards must often be used to reinforce desirable behavior. For example gifts have to be given to pupils with EBD, who have cooperated with other students.

Experts also call for teachers to put much attention on meeting the academic needs of pupils along with the behavioral needs.

Communication with parents is equally important when working with students who have behavior disorders.

Specification of consequences should be communicated to pupils with emotional and behavioral disorders.

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APPENDICES

Appendix I: Questionnaires for Teachers

Dear Teachers

I am a student carrying out research on challenges faced by pupils with emotional and behavioral disorders. Please, I kindly request you to provide me with some information.

Thank you in advance.

Instructions

Please either tick or fill in

1. Do you teach some children who experience the following problems?

	Many	**Few**	**None**
Have few or no friends			
Have problems with family relations			
Problems with relationship with teachers			
Distractibility or unable to pay attention			
Hyper active behavior			
Aggression towards self or others			
Immature social skills			
Usually depressed			
Anxiety or fearfulness			

]2. How did you identify these pupils with EBD?

....

....

3. How many pupils with the above characteristics do you teach in your class?

One

More than one

More than five

Challenges facing the EBD Pupils

4. Cite some challenges which you face as a result of teaching EBD pupils with the rest of pupils

....

....

5. Do you sometimes fell overwhelmed to teach these pupils together with others?

Not really

Very much

6. Do you know of any children with EBD who have dropped out of school?

Many

Few

None

7. Rank the general performance of pupils with EBD

Very good

Average

Poor

8. What is their rate of school attendance?

High

Average

Low

9. Do you know of any teacher who has left school because of pupils bad behavior

Many

Few

None

Education intervention for pupils with EBD

10. Will you be willing to reward EBD pupils when they show appropriate behavior or perform well?

Agree

Not possible

Not necessary

11. When the child with EBD misbehaves show how you discourage this undesirable behavior

....

....

....

....

12. Show how you go about teaching pupils with EBD how to positively relate with others

....

....

13. Do you often teach creative art and assign these children projects?

....

....

14. Do you sometimes give these children an opportunity to make decisions on what they should learn?

Agree

Not necessary

Not possible

15. Do you often communicate with the parents of the children experiencing EBD?

Agree

Not possible

Not necessary

16. Have you specified rules and regulations for these EBD pupils to follow?

Agree

Not possible

Not necessary

17. Do you give individual academic attention to the pupils with EBD?

Agree

Not possible

Not necessary

18. When a pupil with EBD experiences an out burst of undesirable behavior do you sometimes restructure the routine? Or change the methods of instruction?

Agree

Not possible

Not necessary