

**THE FATE OF PUPILS WITH EMOTIONAL AND BEHAVIORAL
DISTURBANCES IN SELECTED INCLUSIVE EDUCATIONAL
SETTINGS OF UPLANDS ZONE, LARI DISTRICT
IN KENYA**

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**A RESEARCH REPORT SUBMITTED TO FACULTY OF EDUCATION IN
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AWARD OF BACHELOR'S DEGREE IN SPECIAL NEEDS
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UNIVERSITY**

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DECLARATION

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

Signature 

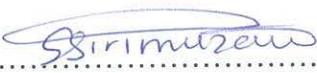
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APPROVAL

This report is resulting from the researcher's efforts on **the fate of pupils with emotional and behavioral disturbances in selected inclusive educational settings of Uplands Zone, Lari District in Kenya** was conducted under my supervision with my approval; it is now ready for submission to the academic board for the award of a bachelor's degree in Special needs education of Kampala International University.

Signature  Date 3/9/10

MRS. SSURIMUZAWO JOSEPHINE
SUPERVISOR

DEDICATION

This report is dedicated to my dearest parents and siblings whose support and concern for my general welfare has been unwavering as well as undiminishing; may they live to witness my crowning to the degree award.

ACKNOWLEDGMENT

I would like to thank all those who have helped me in one way or the other but more specifically to Katushabe Innocent who typed my work, Madam Taligoola who was my lecturer, my supervisor, colleagues of Kwaregi primary school and all lecturers of Kampala International University.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER ONE	1
1.0 Introduction	1
1.1 Background of study.....	1
1.2 Statement of the problem	3
1.3 General object of the study.....	3
1.3.1 Specific objectives	3
1.4 Research questions.....	3
1.5 Scope of the study.....	4
1.6 Significance of the study.....	4
1.7 Limitations to this study.....	5
CHAPTER TWO	6
LITERATURE REVIEW	6
CHAPTER THREE	15
RESEARCH METHODOLOGY	15
3.0 Introduction	15
3.1 Research design.....	15
3.2 Study area.....	15
3.3 Sample framework	15
3.3.1 Sample size.....	15

3.3.2	Sample technique.....	15
3.3.3	Sample procedure	16
3.4	Methods for data collection.....	16
3.4.1	Instruments.....	16
3.4.2	Sources of data	16
3.5	Data processing and analysis	16
CHAPTER FOUR.....		17
DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....		17
4.0	Introduction	17
4.1	Background characteristics which have a bearing on study.....	17
4.1.1	Number of years spent in that school	17
4.1.2	Prevalence of pupils with behavioral problems.....	18
4.2	Why children have developed emotional and behavioral disorders.....	19
4.2.1	Biological causes of behavioral and emotional disorders	19
4.2.2	Unresolved conflict and behavioral disorder.....	20
4.2.3	Environmental influences on pupil's behavioral disorders.....	21
4.3	School factors and emotional and behavioral disorders	22
4.3.1	Presence of pupils with behavioral problems in schools.....	23
4.3.2	How the pupils with temperament are handled in class by teachers and fellow peers	23
4.4	Effects of emotional and behavioral disorder on pupils academic performance	25
CHAPTER FIVE.....		27
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS		27
5.0	Introduction	27
5.1	Summary of findings.....	27
5.2	Conclusion.....	30

5.3 Recommendations.....	31
REFERENCES.....	33
APPENDICES.....	34
Appendix A: Questionnaires for teachers.....	34

LIST OF TABLES

Table 1: Presents the number of years spent in the school by teachers	17
Table 2: Presents the Biophysical.....	20
Table 3: Presents the responses as to whether some children had behavioral problems because conflicts in their lives.....	21
Table 4: Presents respondents views on societal influence on inappropriate behavior among pupils.	22
Table 5: Presents the presence of pupils with temperament and mental ability problems	23
Table 6: Presents how the short tempered pupils are handled in classrooms	24
Table 7: Presents opinions about the effect of behavioral disorders on academic performance.....	25

ABSTRACT

This study was conducted in Uplands zone in Lari district of Kenya to examine the academic challenges faced by pupils with emotional and behavioral disorders. The study sought to understand why some children develop the emotional and behavioral disorders. The study looked into the family, the school and cultural background of these children. Qualitative and quantitative methods were used. The study utilized teachers as respondents, fifty of them were sampled from ten primary schools, randomly. The findings indicated that malnourished children exhibited behavioral disturbances more frequently than the rest. It was also established that those children who were autistic had more chances of being emotionally and behaviorally disturbed. Research established that some pupils had learned inappropriate behavior because of what is in their environment. The findings indicate that some children were imitating the bad behaviors of their adults, peers and the society. Findings in the study revealed that few teachers spent some time with the pupils with behavioral disturbance, counseling them (15). Very few encouraged the other children not to be rude to these pupils. A half of these teachers could spare time with these children helping them with their academic problems. Lastly a few teachers calmed down the pupils with emotional outbursts during their time of crisis. It was recommended that School is the place where children spend the largest portion of their time outside home. Therefore, it makes sense to observe carefully what takes place in schools in an effort to identify other events that may cause problem behavior.

CHAPTER ONE

1.0 Introduction

This chapter presents the background of emotional and behavioral disorders which occur in children attending inclusive primary schools. The chapter further stated the extent of the problem and sets the assumptions on which the study was conducted. Questions were posed and they were to be answered at the end of this study.

1.1 Background of study

Childhood years are supposed to be filled with happiness; they are times for playing and growing. And school itself is a place of interesting learning and making friends and indeed for most children it is. Yet for some children, life seems to be a constant turmoil. They are in conflict, often serious, with others and themselves. Or they are so shy and withdrawn that they seem to be in their own worlds. In either case playing with others, making friends and learning all the things a child must learn are extremely difficult for these children. They are the children with emotional and behavioral disorders.

Behavior disordered pupils in most, if not all primary schools settings and learn together with the rest of the pupils. But the fact is that these pupils are seldom really liked by anyone; their peers, brothers, sisters, teachers and parents. Sadder still they do not even like themselves. They are difficult to be around and attempts to befriend them may lead only to rejection verbal abuse, or even physical attacks. With some emotionally withdrawn children all overtures seem to fall on deaf ears and yet these children are not deaf.

Although the emotional and behavior disordered children are not physically impaired, their noxious a handicap to their development and most important their learning in school as the mentally retarded child's slowness to learn. Of those children who require specialized form of instruction.

Because of no one operational explanation of behavior disorder that can be applied uniformly in all instance, the estimated number of pupils with behavioral disorder remains a mystery and caries greatly. The fact however is that, these children exist in our primary schools in Kenya, given the implementation of inclusive primary education. This behavioral disorder is therefore, with no question handicapping their educational progress, yet they are not currently receiving the specialized education.

The questions however that have been asked by the researcher, who is a special needs teacher?

What are the causes of emotional and behavioral disorder among the school age going children? Are there any chances of these behavioral disorders being corrected?

In Lari district, Uplands zone, there are quite a number of pupils who display discipline problems. The researcher found it necessary to carry out an investigate to ascertain the factors behind the children's behavioral and emotional abnormalities. Uplands zone in Lari district was chosen to be the best environment to carry out this study because, there are 12 public primary schools which have implemented the inclusive form of learning.

1.2 Statement of the problem

Pupils with emotional and behavioral disorders have proved a stumbling block as far as primary education and behavioral problems may result in serious actions such as suicide and depression, they have long been associated with acting out and disrupting classrooms. In general, discipline in classrooms at times is difficult because of pupils with EBD. In deed both the teachers and pupils have had to face a lot of problems, to the extent of some children being injured physically in the process. The researcher therefore felt a dire need to carryout a study on this.

1.3 General object of the study

The reason why this study was conducted was to examine the fate of pupils with mental behavioral disorders in inclusive educational settings.

1.3.1 Specific objectives

The following objectives were formulated to guide this study;

- i. To investigate what has caused to behavioral disturbances among primary school pupils, with focus on biological, environmental and school factors
- ii. To examine the challenges faced by pupils experiencing emotional and behavioral disorders?

1.4 Research questions

For the purpose of focusing the research on the set objectives, the following questions were asked and were too answered at the end of the study, in the summary of findings and conclusions.

- i. What biophysical factors are responsible for causing behavioral disorders among primary school pupils?

- ii. What is the psychodynamic explanation of behavioral and behavioral disturbances among the primary school pupils?
- iii. What environmental factors are responsible for influencing inappropriate behavior among primary school pupils?
- iv. What role have the schools played in causing behavioral problems among primary school pupils?
- v. What educational challenges are the pupils with behavioral disorders facing in an inclusive educational setting?

1.5 Scope of the study

This research was conducted in Uplands Zone, Lari district to examine the fate of pupils experiencing behavioral problems. The focus was put on investigating the biological characteristics which may have been responsible for causing emotional and behavioral disturbances in children. It also examined the psychodynamic explanations of what causes pupils to behave in an inappropriate manner. It also looked at environmental and in particular school variables which influence undesirable behavior in children. The study also examined the challenges the children. The study also examines the challenges the children facing at school. The study begun earlier this year 2010 and ended in September the same year.

1.6 Significance of the study

The study is to benefit the following category of people in the following ways;

The researcher carrying out the study. The study has enabled the researcher to have an in-depth understanding of behavioral characteristics of diverse learners in classroom. By examining the various

theoretical statements of experts, the researcher is now loaded with diverse causes of behavioral and emotional disorders.

The psychologists and counselors whose task is to understand why some of their clients display deviant behavior. This research contains relevant information to detect the sources of behavioral problems.

All the end of this report, are some of the relevant recommendations which can be used by all Kenyan Primary school teachers in inclusive educational settings. For it is their duty to effectively instruct the learners with diverse walks of life and characteristics.

Special needs education scholars and policy makers also would make good use of the information in this report, because it addresses the needs and plight of one special needs group; the emotional behavioral disorders. By examining information in this research, interventions are possible.

1.7 Limitations to this study

The study was done in a very short period of time and therefore few respondents from one local place. In other words coverage was small, so the findings in the study may not be sufficient enough to be inferred to other behavioral disorders in other locations.

Time and financial resources were a limiting factor to an extent that some important issues have to be ignored.

No relevant literature on behavioral disorders in Kenya was found to be reviewed since the topic was a little bit rare. In other words no research had been carried out about emotional and behavioral disorders, to be reviewed and also established what was on ground. The researcher therefore reviewed only the secondary literature.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviewed various citations about behavioral and emotional disorders, forwarded by experts in the field.

Who are the children with emotional and behavioral disorders?

Behavioral disorders are more obvious disabilities than any other learning disabilities and most teachers have observed and dealt with such young people. But although there is a general agreement on the existence of this condition relating to emotional or behavioral problems that handicap individuals, no definition is satisfactory to all (Gearheart et al, 1992).

The term means a condition exhibiting one or more of the following characteristics over a long time and to a marked extent, which adversely affects educational performance.

On the above note Gearheart et al (1992) quoted the following characteristics of emotional and behavioral disturbances.

An inability to learn which can not be explained by intellectual, sensory or health factors.

An inability to build or maintain satisfactory relationship with peers and teachers;

Inappropriate types of behavior or feelings under normal circumstances;

A general pervasive mood of unhappiness or depressions or;

A tendency to develop physical symptoms of fears associated with personal or school problems.

According to Heward (1996), the term also includes those children who are schizophrenic (autistic). The term does not include children who are

socially maladapted unless it is determined that they are seriously or emotionally disturbed.

The foregoing definition seems straight forward at first. It specifies three conditions that must be met; chronicity, severity and difficulty in school. The definition however was later viewed as vague and left much to the subjective opinion of the teachers who usually surround the child.

The above definition was later revised to exclude children with autism from the category of seriously emotional disturbed. The federal definition was observed to use the term seriously but does not elaborate on how to measure severity.

In simple terms Lewis and Doorlag (1999) described pupils with behavioral disorders as those with behavior problems or trouble makers in classrooms. That they may be rowdy unruly, disruptive and even aggressive. Some, whose behavior does not call attention to itself as readily, may appear withdrawn and depressed.

The term behavioral disorders include a variety of disabilities. The most severe are seen in students with emotional disturbance such as individuals with psychotic behavior and childhood schizophrenia. Such children require intensive special education services and are not included in regular classrooms.

Ormond (2003) divided the symptoms of emotional and behavioral behaviors into two broad categories;

The externalizing behaviors have direct effects on other people, such as being aggressive, defiance, disobedience, lying, stealing and lack of self control.

Internalizing behaviors primarily affect the student with the disorder, such as anxiety depression, withdrawal from social interaction, eating disorders and suicidal tendencies.

Although students with externalizing behaviors are those that are most obvious to teachers and the ones most likely to refer for evaluation and possible special services, those with internalizing behaviors are often at just as much risk for school failure (Ormond, 2003).

The above definitions contain the following important points; first behavioral disorders are chronic and severe. The learners behavior must therefore be inappropriate learners behavior problem must also be serious, to function well in the school environment. The above mentioned behaviors are judged to be inappropriate by either social or personal standard (Lewis and Doorlag, 1999). This will not only allow teaches and parents to determine problems of behavior, but as well as the learners.

Theoretical framework of behavior disorders

Theories of behavior seek to answer the question of why students/learners behave as they do. The answer to this question is elusive although it has important implications for managing learner's behaviors. By teachers establishing the reasons as to why learners behave the way they do, will they then is able to tailor interventions accordingly.

Maag (2004) highlighted five of the most popular well established theories that account for student's behavior.

The **Biophysical model** of behavior looks to the neurological, biochemical or physical defects or malfunctions and to illnesses to explain student's inappropriate behavior.

Application of the biophysical model

Gearheart (1996) further explains that the cause of behavioral problems is internal, that include; chemical imbalances, brain injuries, genetic deficits, nutritional deficiencies and so on. The writers caution on the diagnosis of the above case that it is out the realm of education and therefore calls for the medical personnel to carryout this task. The role of the teacher is only to monitor the results and the medication to be administered.

Researchers explains that during birth or after birth can produce brain disorder (structural) damage to the brain or dysfunction such as abnormal electric activity (Haring and McCormick, 1990).

Yet according to Hallahan and Kauffman (2000), all children are born with biologically determined behavioral style or temperament. Although children's inborn temperaments can be changed by the way they are reared, some believe that children with so called difficult temperaments are predisposed to develop emotional and behavioral disorders.

It has also been observed that attention deficit hyper activity disorder. Another form of depression is caused by wholly or partly by brain or biochemical dysfunctions (Hallahan and Kauffman, 2000).

Psychodynamic theory

According to Maag (2004), the above theory is loosely based on a medical disease model because behavior problems are considered to be internal to students. According to this theory, deviant behaviors result from disharmony between parts of student's personality and unresolved conflicts arising at different developmental stages. Conflicts then generate anxiety that is manifested through student's displays of inappropriate behaviors.

Explanation of the psychodynamic model of behavioral and behavioral disorders

According to Heward (1996), disordered personality develops out of the interaction of experience and internal mental processes, which he called the Id, ego and super ego, which are out of balance.

Gearheart et al (1992) further explains that if a learner is extremely angry with himself/herself, peers, teachers, the school and the whole world then expressing anger in an acceptable manner may serve as a release to the student.

Maag (2004) based the last three of the five theories on various principles of learning and social context in which behavior occur.

Behavioral model

Behavioral model, according to Maag (2004) asserts that students learn behavior, both appropriate and inappropriate by receiving or punishing consequences.

Haring and McCormick (1990), originating skinner's principles of operant conditioning the behavioral is learned, drives emotions, thoughts and feelings are not believed to be major determinants of behavior. Instead principle operant conditionings are used to explain the origin, perpetuations and modification of normal and abnormal behavior.

Haring and McCormick cited that if for example family members, teachers and peers reinforce a child for dependent, aggressive, withdrawn, incompetent or other undesirable behavior such behavior will occur more frequently or more intensively. And if pro-social, skillful or other desirable behavior is not reinforcing, it will decrease.

When students engage

Heward (1996) also sums up the behavioral model that children's inappropriate behavior and malpractices have been learned from his or her history of interaction with the environment.

The behaviorally oriented teachers must therefore use this applied behavior analysis technique to help the children to learn new appropriate responses and eliminate inappropriate ones instead.

When children engage in disruption aggression withdrawal, dependence, hyperactivity and other maladaptive behavior patterns, teachers often react in ways that reinforce these patterns.

Sociological and ecological theory

This theory asserts that children's behaviors are not inherently inappropriate but acquire meaning only when examined in relation to the social and cultural contexts or within which they occur (Maag 2004).

From a sociological and ecological perspective behavioral disorders are as a result of rule breaking, social disapproval, and lack of harmonious interaction between individuals and the environment. The unacceptable behavior of a learner may be a result of the socialization process taking place at home.

Expectations, restrictions and demands are present in every behavior ecology system (ecosystem); and when the person's behavior is in harmony with these, there is goodness-of-fit. In this ecological model, the behavioral disorder is the lack of goodness of fit. It is the disturbance in the pattern of interaction between an individual and the ecosystem, not a property of either the child or the ecosystem alone. When the ecological goodness of fit is disturbed the learner's tend to blame peers, or the teachers and the teachers administrators (Haring and McCormick, 1990).

Gearheart et al (1992) explained that pupils who have behavioral orders are often in conflict with school, home, neighborhood and various other social environments.

In school they may be in conflict with the teachers, head teacher, cafeteria, workers and others. It is possible that a major part of conflict is caused by a mismatch between a student and one particular environment in the school.

Social learning theory

According to Maag (2004) the social learning asserts that not only do antecedents and consequences assert a powerful influence over behavior but just as importantly students learn through observation, imitation and cognitive process.

According to Bandura (1977) children learn many new social behaviors by simply observing the actions of important modes around them who are parent, peers, teachers, television stars, playmates, siblings and even story book characters. Bandura called this observational learning and believes that children. It is one major way children acquire new kinds of social behavior.

Family factors which influence behavioral disorders

Research highlighted that family relationships and parenting styles play a significant role in influencing emotional and behavioral disorders. Researchers have observed that parents who are generally lax in disciplining their children, but are hostile, rejecting, cruel and inconsistent in dealing with misbehavior are likely to have aggressive, delinquent children, disorganized homes in which parents are violent are more likely to foster delinquency and lack of social competency (Scoresby and Price, 1998; Berk, 2000; Rebelsky and Dorman, 1974; Cobb, 2001).

School factors and emotional and behavioral disorders

Experts have linked school experience with emotional or behavioral disorder (Heward and Orlansky, 1988; Gearheart et al, 1990; Frieberg, 2004). School is a place where children spend a lot of time prior to that outside home, and some professionals have gone further to simplify that they feel schools are major cause of behavior disorders in children (Heward and Orlansky, 1988).

Several studies have demonstrated that what takes place in the classroom can maintain and actually strengthen deviant behavior patterns even though the teacher to help the child.

Hallahan and Kauffman (2000) also highlighted that a child's temperament and social competence may interact with the behavior of classmates and teachers in contributing to emotional or behavioral problems. When a child is already difficult in temperament and enters school lacking the skills for academic and school success, he is likely to get negative responses from peers and teachers. Also insensitive teachers to children's individuality can be another source of the problem.

Cultural factors

According to Kauffman (2000) children, their families as well as schools, are embedded in cultures that influence them. Values and behavioral standards are communicated to children through a variety of cultural conditions, demands, prohibitions and models. Several cultural influences come to mind, the level of violence, in the media (most especially television and pictures), the use of terror as a means of coercion, the availability of things like drugs, level of drug abuse, changing standards for sexual conduct, religious demands and restrictions on behavior. Peers are also another important source of cultural influence, particularly when a child enters a upper primary.

Effects of emotional and behavioral disorders on a pupil's academic performance

Behavioral and emotional disorder can affect the pupils functioning beyond simply behavior problems or inappropriate emotional expression.

Learning impairments that affect both

The inappropriate behavior not only interferes with academic achievement of learners but also incur rejection by classmates, thus leading to social as well as academic failure (Ormond, 2003).

Pupils with behavioral disorders and emotional disturbance typically have low academic performance for their age (Smith and Luckason, 1992). Research indicates that although most students with the disorder have adequate intelligence as well as acceptable, hearing, vision and physical abilities, they often show prior achievement in academic skills (Lewis and Doorlag, 2001).

Furthermore research highlights that although externalizing behaviors are those that are most obvious to teachers, and are most likely to be referred for evaluation and possible services; those with internalizing behaviors are often at the same risk of academic failure.

Pupils with the disorder have deficits in social skills. These social skills negatively their ability to cooperate with their teachers, function in classrooms and get along with other pupils (Smith and Luckasson, 1992).

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 Uplands zone in Lari district of Kenya. The following schools participated in the study: Kwaregi primary school, Kagaa primary school, Mukeu primary school, Gituamba primary school, Lare primary school, Nyamweru primary and Githirioni 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 fifty 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, 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

This study was carried out to examine the academic challenges faced by pupils with emotional and behavioral disorders. The study sought to understand why some children develop the emotional and behavioral disorders. The study looked into the family, the school and cultural background of these children. Later on the researcher investigated the effect of the children's undesirable behavior.

The study utilized teachers as respondents, fifty of them were sampled from ten primary schools, randomly.

This chapter presented the data that were collected from the field, analyzed and interpreted it as follows.

4.1 Background characteristics which have a bearing on study

4.1.1 Number of years spent in that school

Teachers were asked to tell the number of years in the field, enough to give accurate information about children with emotional/behavioral disorder and how they have impacted on the learner's academic performance.

Table 1: Presents the number of years spent in the school by teachers

Experience in the school	Frequency	Percentage
Over ten years	10	20
5-10 years	27	54
1-4 years	13	25
Total	50	100

Source: Field data 2010

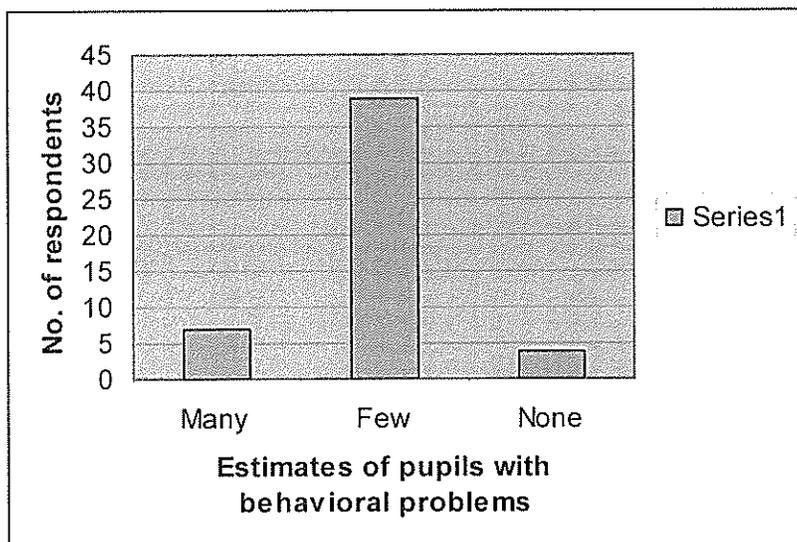
Data in table 1 revealed that only ten out of the fifty respondents had worked in the same school for over ten years. Twenty seven of the teachers had also stayed for some five to ten years and the remaining thirteen have been in the schools for a shorter period of time.

From the above analysis, almost all teachers had stayed in the schools for a longer period, which was enough to enable them to give accurate information about the emotional and behavioral disordered pupils.

4.1.2 Prevalence of pupils with behavioral problems

It is also equally significant to establish whether the children experiencing behavioral disorders indeed existed in the primary schools. This was undertaken by asking the respondents whether in the schools, there were some pupils who were struggling with behavioral problems.

Figure 1: Presents the prevalence of emotional and behavioral problems among primary school pupils



Source: Field data 2010

Data collected on the prevalence of pupils with behavioral problems in figure 1 revealed that there were fewer children with the behavioral problems.

The interpretation here is that the figures may be lower but one has to bear in mind that some signs may go unnoticed most especially the emotional disorders. However the finding showed that in the main stream, the children with behavioral disorders existed after all and therefore had to be given specialized care within that inclusive setting.

4.2 Why children have developed emotional and behavioral disorders

Theoretical statements on behavior have been forwarded to answer the question why learners behave the way they do. This was because such information could help the teachers to tailor their interventions accordingly. In this case the researcher wanted an accurate cause of behavioral and emotional disorders among the children in the selected primary schools under study.

4.2.1 Biological causes of behavioral and emotional disorders

The biophysical model of behavior looks to the neurological, biochemical or physical defects or malfunctions and to illnesses to explain why children develop inappropriate behavior. And Gearheart (1996) put it that behavioral problems are caused by internal factors, which include chemical imbalances, brain injuries, genetic deficits, nutritional deficiencies among others. The researcher investigated this by asking the respondents whether the children suspected to be experiencing behavioral problems and any of the below mentioned characteristics.

Table 2: Presents the Biophysical

Biological factors	Agree	Disagree	Not sure
Sustained brain injuries	9	15	26
Autism	21	29	-
Are the children malnourished	14	19	23
Mental disorders	27	5	18

Source: Field data 2010

From the research undertaken on the biological disorders, table 2 shows that the biological factors are partly responsible for the behavioral and emotional problems experienced by children in school. The findings also showed that there were other causes of the disorders other than the biological factors. This is evidenced from the greater number of responses which disagreed about the biological causes.

Further, the researcher established that some respondents seemed not to know what exactly causes emotional and behavioral disorders.

4.2.2 Unresolved conflict and behavioral disorder

Maag (2004) had theorized that deviant behavior usually resulted from disharmony between parts of the child's personality and some unresolved conflicts that generate anxiety. The researcher asked the respondents if incase there were some learners who were leaving under physical abuse at home.

Table 3: Presents the responses as to whether some children had behavioral problems because conflicts in their lives

Unresolved conflict and behavioral disorders	Frequency	Percentage
Child abuse at home	15	25
Children experienced a civil war	25	50
Children who have witnessed the murder of their parents	13	
Children who live in an instable family relationships	35	75
Children who have at time been abused	20	45

Source: Field data 2010

From the above tables, responses showed that among those children who have emotional and behavioral disorders, some of them have been physically abused, some have watched the post election violence, some have lost their parents, and more have suffered abuse by watching their parent's relationship crumble.

Infact these pupils are manifesting inappropriate behavior because of the anger that they have after undergoing the traumatic experience.

4.2.3 Environmental influences on pupil's behavioral disorders

According to Bandura (1977) children learn many new social behaviors by simply observing the actions of important models around them. The researcher therefore also investigated this as follows:

Table 4: Presents respondents views on societal influence on inappropriate behavior among pupils.

Children inappropriately because	Agree	Disagree	Not sure
Their parents are poorly behaved	37	5	8
Their peers and other people in society are badly behaved	14	17	19
Watch bad films on TV	2	35	13
Read bad books and magazines	-	50	-

Source: Field data 2010

From the foregoing analysis in table 4, there were some children with inappropriate behavior because their parents behaved badly. Some responses disagreed (5) and the remaining were not sure of what to believe. Secondly, there were some few pupils with deviant behavior because their peers and other influential people within their environment behaved badly. Further more responses did not associate the watching of bad films, and reading bad books, as well as magazines to behavioral disorders.

From the above findings it is evidence that at times inappropriate behavior can be influenced by what is in the child's environment. Hewards (1996) behavioral model, which asserts that children's inappropriate behavior and malpractices have been, learned from his/her history of interaction with the environment.

4.3 School factors and emotional and behavioral disorders

Scholars have started and theorized that within school, there are factors that influence undesirable behavior among pupils (Freiberg, 2004; Gearheart et al, 1990 and Orlansky, 1988). The researcher therefore had

to investigate the school experiences which were influencing inappropriate behaviors.

4.3.1 Presence of pupils with behavioral problems in schools

Researchers theorized that a child's temperate and social competence may interact with the behaviors of classmates and teachers in contributing to emotional and behavioral problems. The study investigated if some pupils were having problems with their tempers and mental ability.

Table 5: Presents the presence of pupils with temperament and mental ability problems

Presence of hot tempered pupils with low academic ability	Frequency	Percentage
Many	-	
Few	46	92
None	4	8
Total number of response	50	100

Source: Field data 2010

From the analysis in frequency table 5, responses confirmed that there were at least some pupils who were experiencing hot temperament and at the same time were performing poorly.

4.3.2 How the pupils with temperament are handled in class by teachers and fellow peers

Respondents were asked whether they how they treated these children in class, and how they interacted with the rest of the pupils.

Table 6: Presents how the short tempered pupils are handled in classrooms

How short tempered pupils are handled in classrooms	Agree	Disagree
Teachers spend some special time talking to these pupils	15	35
Teachers encourage other pupils to be patient with these children	11	39
Teachers give these children remedial classes	20	30
When they burst out, teachers calm them other than punishing them	12	38

Source: Field data 2010

According to the analysis in table 6, only fifteen out of the fifty respondents contributed that they spent some special time with pupils who were experiencing bad temperament, and the remaining disagreed. Only eleven respondents accepted their role of encouraging the rest of the normal pupils to accept and be patient with the pupils who were experiencing emotional and behavioral problems. The remaining majority (39) disagreed.

More so, twenty of the responses indicated that teachers gave remedial classes to these children, although the remaining disagreed to this item. Lastly, only twelve teachers claimed to offer support to these children when they experienced a temper burst out, and obviously, the remaining did not accept it.

From the above analysis, on many occasions the pupils with behavioral and emotional disorders are getting negative responses from peers and teachers. As a matter of facts, there are many insensitive teachers out there, to these children's individuality.

As Hallahan and Kauffman (2000) theorized, these children's temperament and social competence are interacting with the unwelcoming behaviors of their classmates and teachers, thereby creating emotional problems.

4.4 Effects of emotional and behavioral disorder on pupils academic performance

Behavioral and emotional disorders, according to the experts in behavior, can affect the pupils functioning beyond simply behavior problems or inappropriate emotional expression. The disorders interfere with the child's ability to learn effectively because they destabilize his/her ability to interact with other children and teachers effectively.

The researcher therefore attempted to investigate how the behavioral problems were affecting the learners.

Table 7: Presents opinions about the effect of behavioral disorders on academic performance

Impact of behavioral disturbance on education of children	Agree	Disagree	Not sure
Pupils with behavioral problems have low academic performance for their age	41	7	2
Internalizing behavioral disorders also have led to pupils academic failure	8	6	36
Pupils with behavioral disturbance have deficits in social skills	45	3	2
Pupils with behavioral disturbance can not therefore cooperate with others	49	1	-
Total number of responses	143	17	40
Total percentage per response	71.5	8.5	20

Source: Field data 2010

From the data collected on the impact of behavioral and emotional disorders in table 7, it was established that the out of the two hundred responses about how the disorders affect learning, forty one of them were in agreement that behavioral disturbances can cause low academic skills, with another eight saying that internalizing emotional disturbances could lead to academic failure. Many of the responses were in support of the statement that pupils with emotional and behavioral disorders lacked social skills. Due to lack of social skills these children can not relate well with their school mates and teachers who teach them in class.

Almost all responses support the view that these pupils can not cooperate with the rest of the pupils.

Social skills are needed by the pupils in schools, if at all they are to benefit from the kind of education provided in primary schools. But in the case of these behavioral and emotional disordered children, this is not possible. Their learning therefore is in question.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The previous chapter analyzed and interpreted data on the causes of emotional and behavioral disorders among primary schools pupils. The variables that were studied included the child's biological and cognitive characteristics; the family characteristics, and the school environment and how they influence emotional and behavioral disorders. Chapter five summarizes, concludes the study and then gives recommendations about the study.

5.1 Summary of findings

Research established that there were some pupils in their primary schools that were understudy, who were experiencing behavioral disorders.

Why children have developed emotional and behavioral disorders?

The causes were divided into biological, psycho-social school based factors.

Biological causes of behavioral and emotional disorders

Among the biological factors which were investigated included disorders such as autism, mental retardation, brain injuries sustained may be after accidents, during birth and malnutrition.

The findings indicated that malnourished children exhibited behavioral disturbances more frequently than the rest. It was also established that those children who were autistic had more chances of being emotionally

and behaviorally disturbance. Hallahan and Kauffman (2000) attributed this to the chemical imbalances and genetic deficits which negatively impact on the social development of this child. Further more some responses highlighted the presence of mental disorder among the pupils in class. This also was named by researchers to affect the behavioral characteristics of young children. Brain injuries such as accidents, as well as during birth or after birth may produce structural damage to the brain or dysfunction such as abnormal electric activity, as earlier on cited by (Haring and McCormick, 1990).

Psychodynamic explanation of what may have caused behavioral disturbance among primary school pupils

Maag (2004) gave a theoretical explanation that deviant behavior was as a result of a conflict between the individual child's personality and some circumstances around him/her. It was established that some of these children had witness and experienced the atrocities of the post election violence. It was also established that some children came from families which were about to break up or which had broken up. Some responses reported child abuse in the homes of these children and some fewer admitted that some of these victims had witness the death of their parents.

Whatever the magnitude of the above mentioned factors, they are responsible for generating a lot of anxiety among the children. This finding best explains Maag's medical disease model which asserted earlier on that behavioral problems are considered to be internal to children. Heward (1992) explains that the disordered personality develops out of the interaction of experience and internal processes which theorists have termed as id ego and ego, which are out of balance.

Gearheart (1992) also explained that if a child is extremely angry with him/herself, peers, teachers, the school, then expressing anger in an acceptable way may serve as a release to this child.

Environmental influences on the learners behavioral and behavioral disorders

Research established that some pupils had learned inappropriate behavior because of what is in their environment. The findings indicate that some children were imitating the bad behaviors of their adults, peers and the society. There was not enough for watching of bad films to be the causes of behavioral and emotional disorders neither did the responses support the statement that inappropriate behavior is caused by children reading bad books and magazines. This finding was attributed to the non availability of televisions and magazine in this society where the result was carried out.

The above finding is best explained by Skinners principles of operant conditioning which asserts that behavior is learned. These principles of operant conditioning can be used to explain the origin perpetuation and modification of normal and abnormal behavior. In this case the children's behaviors have been modified by what they see (Haring and McCormick, 1990).

School factors and emotional and behavioral disorders

Scholar's statements reviewed earlier on in this study, hypothesis that school experience can influence behavioral and emotional disorders. (Gearheart et al, 1992, Frieberg, 2004 and Orlansky, 1988).

Findings in the study revealed that few teachers spent some time with the pupils with behavioral disturbance, counseling them (15). Very few encouraged the other children not to be rude to these pupils. a half of

these teachers could spare time with these children helping them with their academic problems. Lastly a few teachers calmed down the pupils with emotional outbursts during their time of crisis.

The finding exposed the problems which these children were facing out there. No body seemed to understand the plight of these children. Just as Orlansky (1988) cited earlier on, what takes place in the classroom has maintained and actually strengthened deviant behavior patterns. And as Hallahan and Kauffman (2000) also cited, the children's temperament and social incompetence interact with the behaviors of classmates and teachers and have contributed to emotional behavioral problems.

Effects of emotional and behavioral disorders on pupil's academic performance

Findings on this objective revealed that indeed some of the pupils with emotional and behavioral disturbances were performing, not very well in class. In fact this finding concurs with that of Smith and Luckasson (1992). Further findings showed that pupils with internalizing behavior disorders were at risk of academic failure by the time they are identified. The findings further highlighted the deficit in social skills among the pupils with emotional and behavioral disorders. Because these pupils can not effectively interact with the teachers and fellow peers, their academic performance is questioned. The above finding concurs with Lewis and Doorlag (2001) who cited that although most students with behavioral and emotional disturbances may have adequate intelligence as well as acceptable, hearing vision and physical abilities, they often show poor achievement in academic skills.

5.2 Conclusion

The problem of emotional and behavioral disorders among the pupils which we teachers experience in our study groups should not be

underestimated. Teachers should know that they are dealing with beings whose social life is faulty and can disrupt learning of all the children and they themselves. The fact is that they are the potential beneficiaries of free primary education and should therefore be included in the class, like any other child. The teachers should therefore be able to identify and help them accordingly. Another fact that their problems are attributed to a number of factors ranging from, biophysical, psychodynamic and environmental in nature. These children are indeed facing challenges in their schools. They are not learning well because teachers and their peers seem not to understand them.

5.3 Recommendations

Regular teachers must be aware of the various backgrounds of their learners and of powerful influence of background. This awareness must be more important with learners who are behaviorally disordered.. Teachers need to examine the overall patterns of intersections among the individual capabilities and behaviors along with the social and physical environments in which these behaviors take place.

School is the place where children spend the largest portion of their time outside home. Therefore, it makes sense to observe carefully what takes place in schools in an effort to identify other events that may cause problem behavior.

Schools should treat children in the following ways in order to help prevent the development of behavior problems;

Teachers must have a fair attitude towards individual differences in interests and abilities of learners and should not force every child to fit a narrow mold.

Teachers should have appropriately average expectations for behavior and academic achievement, if too low, expectations become self fulfilling prophecies; if too high, and expectations frustrate children.

Teachers should manage a child's behavior consistently. Just as parents being too lax or too rigid encourages disordered behavior, inconsistent school discipline can have the same negative results.

Teachers need to include areas of study that have relevance to the child, not to do so invite truancy or misbehavior.

Reward desired behaviors and do not reinforce inappropriate behaviors from the view point of behavioral psychology, failure to do this contribute to disturbance.

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APPENDICES

Appendix A: Questionnaires for teachers

Dear Fellow Teachers

You are all aware that Kenyan Government has implemented inclusive learning in primary schools, whereby every teacher must carryout instruction relevant to all diverse learners. Among them, are those with behavioral and emotional disorders? I am therefore carrying out this research on those pupils with emotional and behavioral disturbances. Any assistance rendered to me shall highly be beneficial to me and to you too.

Instructions

Please fill in, circle or tick where applicable

1. For how long have you taught in this school?

.....

2. Do you teach children with behavioral disturbances?

Many

Few

None

Factors for behavioral disorders among pupils

3. Do you teach any children with inappropriate behaviors, and have a history of the following factors?

	Agree	Disagree	Not sure
Have sustained any brain injuries whether as a result of accidents or during birth?			
Are autistic			
Are malnourished			
Mentally retarded			

Unresolved conflicts and behavioral disorders

4. Have these very children undergone the following?

	Agree	Disagree	Not sure
Child abuse			
Experienced any kind of war			
Have witnessed the death or illness of their parents			
Are experiencing family instabilities such as divorce			

Environmental influences on pupils' behavioral disorders

5. Do these children behave inappropriately because of the following reasons?

	Agree	Disagree	Not sure
Because of staying in families where the adults are poorly behaved?			
Because their friends and other people in their community are badly behaved?			
Because they watch bad movies on TV			
Because they access bad books and magazines			

School factors and emotional disturbances

6. Do you teach pupils with emotional problems in your class?

Yes

No

7. Do you spend sometime with them counseling them?

Agree

Disagree

8. Do you encourage other children to relate with them well?

Agree

Disagree

Not sure

9. Do you offer them support when they experience an outburst during class?

Agree

Disagree

Not sure

Challenges facing pupils with emotional and behavioral disorders

10. React to the following statements

	Agree	Disagree	Not sure
Pupils with behavioral disorders have low academic performance for their age			
Internalizing behavior disorders have led to pupils academic failure			
Pupils with behavioral disturbance have deficits in social skills			
Pupils with behavioral disturbances can not cooperate with any body			