

**INVESTIGATION OF THE INFLUENCE OF SOCIAL EMOTIONAL BEHAVIOUR ON  
THE LEARNING OF MATHEMATICS FOR LEARNERS WITH INTELLECTUAL  
DISABILITIES IN INCLUSIVE SCHOOLS IN KAJARA COUNTY  
IN NTUNGAMO DISTRICT**

**BY**

**NUWAMANYA DASAN**

**1161-07184-04121**

**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENT FOR THE AWARD OF BACHELOR OF SCIENCE WITH  
EDUCATION OF KAMPALA INTERNATIONAL UNIVERSITY**

**MARCH 2019**

### DECLARATION

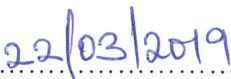
I, Nuwamanya Dasan, Registration number 1161-07184-04121 hereby declares that this my own original work that has never been submitted for the awards of certificate, diploma or bachelor degree in any University or any higher institution of learning.

I also declare that all the materials cited in this research study which are not mine has been dully acknowledged by the supervisor.

Signature.....

NUWAMANYA DASAN

1161-07184-04121

Date.....

## APPROVAL

This research report entitled “Investigation of the Influence of social emotional behavior on the learning of Mathematics for learners with intellectual Disabilities in inclusive schools in Kajara county in Ntungamo district” has been submitted to Kampala international University, Department of arts and sciences in the college of education with my approval as a supervisor.

Supervisor: MR LAAKI SAMSON

Signature.....

Date.....

## DEDICATION

I sincerely and joyfully dedicate this production to my mother ms. Asiimwe Jackline, my grandfather Mr. Bagame peter, all my relatives plus all my classmates like Abigaba Ronald and many others who helped me in all ways to do this work.

## ACKNOWLEDGEMENT

No writer works in isolation. Work of this nature cannot be carried out without help. Sometimes a single remark or comment from a colleague, lecturer or some other person entirely combats the problem preoccupying one's mind.

First and foremost, I wish to convey my profound thanks to my supervisor MR Laaki Samson for her sincere, kind, industrious and devoted contribution to the production of this dissertation. His supervisory skills and guidance, constructive criticism and academic assistance have aided the materialization of this work.

In a unique way, I appreciate the management and staff of Kampala international University for the distinguished services they have rendered me during the struggle of my academics.

My most profound and distinguished happiness goes to the almighty God whose sustenance and love has enabled me actualized my potentials. He is omnipotent, omniscient and omnipresent.

Indeed, there are always in the world a few inspired people whose acquaintance is beyond price. In this category my grandfather Peter, Dr. Annet kezaabu, my mother ms. Asiimwe Jackline, and my closest friend mr ABIGABA ronald. Am heavily indebted to their immeasurable assistance, untiring help and study guidance offered to me throughout the course.

## **LIST OF ACRONYMS AND ABBREVIATIONS**

ABA	Applied Behavior Analysis
CCBD	Council for Children with Behavioral Disorder
H/Tr.	Head teacher
L	Learner
SEB	Social Emotional Behavior
Tr	Teacher
UPE	Universal Primary Education

## ABSTRACT

This study was conducted to investigate the influence of social emotional behaviors on the learning of mathematics for learners with intellectual disabilities in inclusive schools in Kajara county. The main purpose was to investigate socio emotional behaviors in the learning of learners with intellectual disabilities in inclusive schools in selected areas of Kajara county in Ntungamo district. Socio emotional behaviors refers to a disability characterized by behavior responses in school programs so different from appropriate age, culture or ethnic norms that may adversely affect educational performance, including academic, social, vocational or personal skills. (Forness & Knitzer, 1992). The study was conducted using qualitative research design, data was collected during the month of April 2017, using questionnaires, interviews and observation guides from 28 respondents who included four head teachers. Four teachers and twenty (20) learners. The respondents were obtained using purposive sampling where one teacher who was deemed to have a diploma or a degree in Special Needs from each school was selected. And in schools where teachers could not meet above cited qualification, random sampling was applied. And for the learners, random sampling was also employed. Four schools were used as the representation of all the schools in the Town Council. Then data was analyzed using tables, themes and codes, the findings were summarized and presented in tables with brief descriptions made on each. The study established that learners with Social Emotional Behavior display different behaviors which include, aggression, fight, temper, tantrum, steal to mention but a few. Furthermore, the study found that the effects of SEB on the learning of Mathematics of children with intellectual disabilities include: poor performance, low erythematic problems interpretation of the learners, disruptions during the lessons and negative attitudes exhibited to the learners with SEB. In addition to that the study also established different ways how to deal with SEB among the children with intellectual disabilities which included training of more special needs teachers, using better methods of teaching, show love to learners, provision of guidance and counselling. The study recommends that: Learners with SEB ought to be identified in every class (school) and home by teachers, parents, care givers and psycho educationists respectively. An early intervention is also an ideal, Teachers should work tool and nail in guarding against any challenging behavior a learner is bound to encounter by involving the use of a continuum of teaching approaches In a nutshell behavior modification where different rein forcers are used should be applied and in deemed to be the best way to success.

## Table of Contents

DECLARATION .....	i
APPROVAL.....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
ABSTRACT .....	vi
<b>LIST OF TABLES</b> .....	ix
CHAPTER ONE.....	1
INTRODUCTION .....	1
Background of the Study .....	1
Statement of the Problem.....	6
Purpose of Study.....	7
Research questions .....	7
Geographical scope.....	7
Content Scope.....	7
Significance of Study.....	8
Delimitations of the study .....	8
Limitations of the study .....	8
Definition of concepts.....	8
CHAPTER TWO.....	10
REVIEW OF RELATED LITERATURE .....	10
Introduction .....	10
Conceptual framework.....	10
Social emotional behaviors among children with mental-retardation.....	10
Effects of social emotional behaviors on the learning of Mathematics of children with intellectual disabilities	12
Ways of how to deal with social emotional behaviors among the children with mental retardation .....	13
CHAPTER THREE.....	16
METHODOLOGY .....	16
Introduction .....	16
Research approach.....	16
Target population.....	16
Sampling.....	16
Data collection methods .....	16
Observation Method .....	17



Procedure for Data Collection .....	17
Data Analysis.....	17
Ethical Considerations .....	18
CHAPTER FOUR.....	19
PRESENTATION AND ANALYSIS OF DATA .....	19
Introduction .....	19
Data presentation .....	20
Presentation of findings on Socio Emotional Behaviors among children with intellectual disabilities in schools .....	20
Presentation of findings on effects of Social Emotional Behavior on the learning of Mathematics of children with intellectual disabilities .....	25
Presentation of findings on ways of how to deal with SEB among the children with intellectual disabilities. ....	26
CHAPTER FIVE.....	28
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS .....	28
Introduction .....	28
Discussion of the findings .....	28
Conclusions .....	34
Recommendations .....	35
References.....	36
APPENDICES.....	37
APPENDIX I .....	37
APPENDIX II.....	40
APPENDIX III .....	43
APPENDIX IV .....	44

## LIST OF TABLES

Table 1: Respondents accessibility rate .....	19
Table 2: Categories of respondents and their education levels in Special Needs Education.....	20
Table 3: Social emotional behaviors registered in schools.....	21
Table 4: behaviors exhibited by children with social emotional .....	22
Table 5 ; Problems learners with social emotional behaviors face in schools.....	23
Table 6: Challenges teacher encounter in teaching Mathematics to Children with Social Emotional Behaviors.....	24
Table 7: Challenges teacher encounter in teaching mathematics top children with Social Emotional Behaviors.....	24
Table 8: How do Social Emotional behaviors affect performance or learning of learners.....	25
Table 9: effects of Social Emotional Behaviors on learning of other children.....	25
Table 10: Attitudes do teachers exhibit towards learners with Social Emotional Behaviors .....	26
Table 11: Kind of assistance given to schools on educating learners with SEB .....	26
Table 12: Suggestions given for the improvement of education of learners with SEB .....	27

# CHAPTER ONE

## INTRODUCTION

This chapter presents the background to the study, statement of the problem, objectives of the study, study area, content scope, significant of the study definition of the terms.

### **Background of the Study**

Kanniappan (2006) states, of all living organisms in the world, humans have complex and diverse behaviour. Behaviour is simply what an organism does complexity and diversity since it stems multiple influences and their continuous interactions. Human behaviour is called 'normal', if it falls within the range of expected norms and 'abnormal', when it deviates from the set standard. Behaviour is often viewed as a parameter to assess one's personality. It is considered to be a manipulation of 'mental soundness'. It is therefore rightly said, "Behaviour is to personality what backbone is to body."

Behavioural problems or behavioural abnormalities are nothing but the manifestations of improper/abnormal cognitive and affective functioning. They are the result of interactions among variables such as biological structure and function, inheritance, cognition, social and emotional factors, family, peers, social class, culture and situational setting. Hence behavioral repertoires come in endless varieties and in consequence, behavioural disorders are examined, evaluated and treated from several perspectives. They are also referred to by various labels behavioural disturbances, behavioural dysfunctions, behavioural problems, psychological problem, abnormal behaviour, maladaptive behaviour, impairment, deficiencies, deficit and psychopathology.

Generally, people think that behavioural problem (regardless of the label), like medical disease, has a specific indicator. But this is not so. Instead, guidelines for identifying or diagnosing behavioural disorders are relatively based on making decisions of what or what is not problematic. There is, therefore, no concise and simple way to define and identify disorders functioning. At the same time, it is both possible and meaningful to draw the line between normal and abnormal behaviours based on some practical and ethical issues. Such differentiation is essential for offering appropriate interventional remedial services.

In relation to the above, since man is a social animal and his effective survival depends on how well he or she behaves in different social situations. In this context, any deviation from the accepted normal code of behaviour is considered a social stigma. As a result, the study on behaviour disorders or social emotional behaviours from childhood to adulthood has gained momentum globally. Social emotional behaviour therefore is one of the conditions that have not been clearly identified by educationists and parents, children who fall victims of this condition are not fully attended to in attempt to meet their learning needs which has caused some of them to drop out of schools.

A clear and widely accepted definition of emotional or behavioural disorders is lacking for numerous reasons. First, disordered behavior is a social contrast; no clear agreement exists about that constitutes good mental health. All children behave inappropriately at times. How often, with how much intensity, and for long must a student exhibit problem behaviour before he is considered disabled because of the behaviour?

Second, different theories of emotional disturbance use concepts and terminology that do little to promote meaning from one definition to another. Third, expectations and norms for appropriate behaviour are often quite different across ethnic and cultural groups. Finally, emotional or behavioural disorders sometimes occur in conjunction with other disabilities (most notably learning disabilities), making it difficult to determine whether one condition is an outcome or the cause of the other.

Of the many definitions of emotional or behavioural disorders that have been proposed, the two that have had the most influence are the definition in the Individuals with Disabilities Education Act (IDEA) and one proposed by a coalition of professional associations concerned with children with behaviour problems.

Emotional disturbance is one of the disability categories in IDEA under which a child is eligible to receive special education services. IDEA defines emotional disturbance as:

(1). Condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affect educational performance.

- a). An inability to learn which cannot be explained by intellectual, sensory and health factors.
- b). An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- c). Inappropriate types of behaviour or feelings under normal circumstances.
- d). A general pervasive mood of unhappiness or depression or
- e). A tendency to develop physical symptoms or peers associated with personal or school problems.
- (ii). Emotional disturbance includes schizophrenia.

The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Bower (1982), asserts that schizophrenic children must be included and that socially maladjusted children cannot be excluded. Furthermore, the clause “which adversely affects educational performance” makes interpretation of the definition impossible, unless the meaning of educational performance is clarified. Does educational performance refer only to academic achievement? If so, then children with the behavioral characteristics listed but who achieve on grade level can be excluded.

One of the most widely criticized and controversial aspects of the definition are its exclusion of children who are socially maladjusted but not emotionally disturbed. Some states and localities have started to interpret social maladjustment as conduct disorder, aggressive, disruptive, antisocial behaviour.

The National Mental Health and Special Education Coalition proposed an alternative definition in (1990) that the term emotional or behavioral disorder means a disability characterized by behavioural or emotional responses in school so different from appropriate age, cultural, or ethnic norms that they adversely affect educational performance which includes: academic, social, vocational and personal skills.

Researchers have identified two broad, pervasive dimensions of disordered behaviour: externalizing and internalizing. **Externalizing behaviour** involves striking out against others Furlong et al (2004). **Internalizing behaviour** involves mental or emotional conflicts, such as depression and anxiety Gresham et al, (2004). Some researchers have found more specific

disorders, but all of the more specific disorders can be located on these two primary dimensions.

Credible studies in the United States and many other countries have consistently indicated that at least 6% to 10% of children and youths of school age exhibit serious and persistent emotional/behavioural problems Landrum, (2011). The gap between estimates of prevalence and services by mental health and special education is huge Sostello et al, (2009).

The most common types of problems exhibited by students who are placed in special education for emotional or behavioural disorders are externalizing – aggressive, acting out, disruptive behaviour. Boys out-number girls in displaying these behaviours by a ratio of five to one or more. Overall boys tend to exhibit more aggression than girls do, although anti-social behaviour in girls is an increasing concern Coutinho et al, (2011). Students who exhibit serious antisocial behaviour are at high risk for school failure as well as other negative outcomes Kauffman et al (2009). The causes of social emotional behaviours according to researchers are attributed to four major factors:

1. Biological disorders and diseases.
2. Pathological family relationships
3. Undesirable experiences at school and negative cultural influences.

Although in the majority of cases, no conclusive empirical evidence indicates that one of these factors is directly responsible, some factors might give a child a predisposition to exhibit problem behaviour and others might precipitate or trigger it. That is, some factors such as genetic, influence behaviour over a long time and increase the likelihood that circumstances will trigger maladaptive responses. Other factors (for example observing one parent beating the other) might have a more immediate effect and might trigger maladaptive responses in an individual who is already predisposed to problem behavior.

One of the many goals of Special Education is to give learners with disabilities the opportunity to participate in the least restricting environment so that they receive as much education as possible with the non-disabled learners.

There are many strategies and models, school systems are using to ensure Special Needs education students are participating within the main stream classroom setting; however, the

inclusion model seems to prove to be the most beneficial in the areas of academic achievement and social interaction.

The inclusion model centers on educating students with disabilities in general education setting along with their non-disabled peers. General education teachers do have concerns about teaching students with learning impairments including lack of training, planning time and resources to research is essential to demonstrate how the inclusion model can have positive impacts on academic achievement as well as social interaction among students with disabilities. In its broadest context, inclusion refers to the acknowledgment acceptance and respect of all people regardless of culture, language, ethnicity, religion, beliefs, sexuality, age, disability, gender, social economic background ability, image, all attainment United Nations Education Scientific and Cultural Organization (UNESCO) (1994), the UNESCO document known as Salamanca statement, is a blue print for inclusive societies and schools (Deppeler, Lorman and Sharma (2005).

Salamanca statement UNESCO (1994), defines inclusive schools as one which can accommodate all students regardless of their physical, intellectual, social, emotional, linguistic or all other conditions this should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups.

In Uganda too, the subject of social emotional behaviours (anti-social behaviour) in children and adolescents is widely drawing attention of the educationists, social workers, psychologists, criminologists and mental health professionals. Unfortunately, the literature available is very meager in Ugandan context and such enriched literature is the need of the hour. However, a few Ugandans have taken initiative of examining social emotional behaviours in youngsters and its related consequences.

John, et-al (2017), asserts a total survey of psychiatric symptoms of primary schoolchildren attending three schools in economically distinct areas of Uganda was made. The symptoms were compared with those displayed by primary school aged children committed to a reform school and patients attending a child. Psychiatric outpatient clinic in the same country. Results indicate

that high and low scoring schoolchildren and reform schoolchildren have different family backgrounds. There was good correlation between parents and teachers in identifying, disturbed youngsters and characteristic diagnostic patterns of school and clinic children. The significance of these findings is discussed in terms of the role child psychiatric may play in developing countries.

Articles from African Health Sciences provided here courtesy of Makerere University Medical School (2010) reveal that the overall academic performance of pupils with behavioural disorders was significantly lower than that of those without behavioural disorders. This highlights the importance of periodic assessment of both behavioural and academic record of children in our environment. Teachers are encouraged to pay more attention to those pupils with behavioural disorders by closer supervision of their academic performance.

Okello and Nakimuli(2013), report on war-related trauma exposure and multiple risk behaviours among school going adolescents in Northern Uganda. States adolescents with depression may be at greater risk of increased engagement in multiple risk behaviours. Culturally sensitive and integrated interventions to treat and prevent depression among adolescents in post conflict settings are urgently needed.

Regarding to the above, it is therefore a great concern to the researcher to conduct a study on investigating social emotional behaviors on learning of Mathematics of children with intellectual disabilities in inclusive schools in Kajara county so as to create good relationship among pupils, teachers and the community at large.

The above background motivated me to undertake this study with a view to establish social emotional behaviors, their effects and ways of how to deal with social emotional behaviors on learning of English of children with intellectual disabilities in inclusive schools.

### **Statement of the Problem**

Despite the fact that the government has played the major role in implementing inclusive education through putting up universal primary education and universal secondary education where all learners' needs have to be addressed in an inclusive setting, it has been discovered that learners who exhibit social emotional behaviors are not fully educationally attended to, which affects their learning and development. This has therefore prompted the researcher to



investigate the challenges that are faced by children with social emotional behavior inclusive schools.

### **Purpose of Study**

The study investigated social emotional behaviors on learning of Mathematics for learners with intellectual disabilities in inclusive schools in selected areas of Kajara county in Ntungamo district.

### **Objectives**

1. To examine how children with social emotional behaviors behave in a classroom situation.
2. To explore the effects of social emotional behaviors on the learning of Mathematics of children with intellectual disabilities.
3. To analyze different ways of how to deal with social emotional behaviors among children with intellectual disabilities.

### **Research questions**

1. What are the different ways how children with social emotional behaviours behave in a classroom situation?
2. What are the effects of socio-emotional behaviours on the learning of Mathematics of children with intellectual disabilities?
3. What are the different ways of to how to deal with socio-emotional behaviours among children with intellectual disabilities?

### **Geographical scope**

The study was carried out in Kajara county, covering only one inclusive primary school and three inclusive secondary schools in Ntungamo district. The four schools were; Rwashamaire high school, Kagamba SS, Hill side college and Ihunga primary school.

### **Content Scope**

This study investigated social emotional behaviors, the attitudes and perception of teachers, parents, community in the involvement of learners with social motional behaviors in school activities in

inclusive schools in Kajara county in Ntungamo district.

### **Significance of Study**

Findings obtained from the study about Social Emotional Behaviors will assist the Ministry of education and sports, curriculum developers and designers, curriculum implementers, policy makers, learning and development agencies to develop a curriculum which will cater for all learners including those with social emotional behaviors as well as parents and children to make them aware that learners with social emotional behaviors are not stubborn and indiscipline but they rather require counseling and guidance.

### **Delimitations of the study**

- Proper and adequate guidance from the research supervisor catalyzed the exercise.
- The researcher knew the language of the area, so communication was not a problem
- The schools the study was carried out were near the researcher's village making transport easy.

### **Limitations of the study**

- Meeting the respondents at their convenient time was an impediment to the study although appointments were made in advance.
- Some respondents were very much reluctant to return questionnaires given to them in time.
- The weather conditions were very hostile to the researcher since it was rainy season.
- The cost of producing research report was a problem as the researcher was a private student.

### **Definition of concepts**

#### ***Social emotional behavior***

According to council for children with behavioral disorders (CCBD 2000) it's a disability that is characterized by emotional or behavioral responses in school programmes so different from appropriate age, culture or ethnic norms that the responses adversely affect education performance, including social, vocational or personal skills.

In this study, the term **behavioral**, emotional and social difficulties cover a wide range of educational needs, these include; children and young people with emotional disorders and

conduct disorders or hyper kinetic disorders including Attention Deficit Disorders or Attention deficit and hyperactivity Disorders (ADD/ ADHD). Furthermore, as used in my study, social emotional can also mean behaviors the learners display that interrupt their own learning and the learning of their fellow learners. These behaviors include: beating, pinching, self-mutilation, hunger strike and the like.

**Inclusive education:** inclusive education is an education delivery where learner's needs are addressed in the main stream of education using all the available resources to cater for all learners Okot and Eron (2002).

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

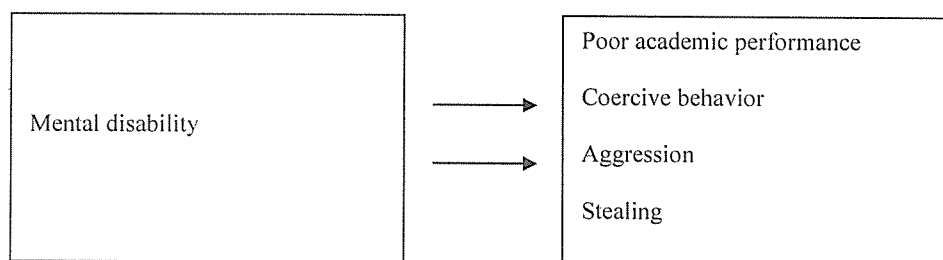
#### Introduction

In this chapter, the researcher focused on what other writers have presented about the nature of Social emotional behaviors among children, their effects and measures which can be taken to minimize them. The research was carried out in the line with the research objectives as stipulated below.

#### Conceptual framework.

##### Independent variable

##### Dependent variable



#### Social emotional behaviors among children with mental-retardation

Rhode et al (1998) says that in practice however, many school districts do not use any systematic method for identifying children with emotional or behavioral disorders, this is because children with emotional disorders identify themselves.

Anti-social children seldom go unnoticed. She says that identification is not a sure thing and it is always more difficult with young children because the behavior of all young children changes quickly and often.

Lane and Menzies (2005), Morris Shah and Morris (2002) claim that there is a danger that some children with internalizing behavior go undetected because their problems do not draw the attention of parents and teachers. The researcher does concur with the above literature reviewed

because majority of parents and teachers tend to consider internalizing behaviors as negligible

Wagner et al (2005) says that children who display patterns of anti-social behavior when entering school run the risk of developing more serious and long- standing behavioral problems as they progress through school and life. Unfortunately, many students with emotional or behavioral disorders experience delay between the onset of the disability and beginning of special educational services.

According to council for children with behavioural disorders (CCBD) children with emotional or behavioral disorders are characterized primary by behavior that falls significantly in two dimensions. Limits a child's chances to take part in and learn from the typical school and leisure activities that children participate in and enjoy. Greshmen et al (1999) says that students with

The most common behavior pattern of children with emotional or behavioral disorders consists of anti-social or externalizing behaviors. Children with externalizing behaviors do the following in the classroom (adopted from Walker 1997).

Get out of the seats	
Tell, talk out and curse	Ignore the teacher
Disturb peers	Complain
Argue excessively	Destroy property
Steal	Do not comply with directions
Lie or fight	Have temper tantrums

Some children with emotional disorders are aggressive

Lack of social interaction

Are withdrawn

Retreat ion day dreams and fantasies

Some are extremely fearful of certain things without reason (phobia)

Frequently complain of being sick or hurt and go into deep bouts of depression King Hyne and Ollendick, (2005).

Maag and Swearer (2005) claim that such behavior internalizing behaviors are often missed when only teacher referrals are used. He says that experts recommend that standardized tests or procedures be used in the identification process.

Sugai et al (2000) say that the externalizing behavior, another very reliable and simple measure that is used to identify students is the number of disciplinary referrals to the principal's office. Greshan et al (1999) and US Department of education (2001) say that students with emotional or behavioral disorders present problems with social skills to themselves, their families, their peers and teachers and also exhibit at least some of the following behaviors in excess;

Tantrums	Noncompliance	Poor academic
Aggression	Coercive behaviors	performance

Town& send (2000) U.S Department of Education (2001 suggest that the current knowledge below can guide educator's actions until more accurate assessment procedures are available, Evaluation measures should come from at least two different settings, Performance in both academic and social skills should be considered. Information about the child should come from different people who play different roles. A variety of methods to assess students' behavior should be used like behavior rating scales, ecological assessment, classroom, observations, interviews, ABC analyses projective tests, social work evaluations psychiatric analyses functional assessment.

The researcher agrees that learners with SEB display different internalizing and externalizing behaviors in school. However, most teachers are unable to identify such a behavior and make informed decisions about them.

### **Effects of social emotional behaviors on the learning of Mathematics of children with intellectual disabilities**

E Sdaile et al (2003) suggest that parents (primarily the mother) of children with learning disabilities experience higher levels of stress than parents of children without learning disabilities. Cullinan (2007) claims that most students with emotional or behavior disorders perform

one or more years below grade level academically.

Trout et al (2004) suggest the following about learners with emotional and behavior disorders

Two - thirds cannot pass competency exams for their grade level. They are more likely to receive grades of D and F than students with other disabilities. Achievement deficits tend to worsen as students grow older. Only one in three leaves high school with a display or certificate of completion compared to 50% of the all students with disabilities and 76% of all youths in general population, 60% drop out of high school.

Kauffman (2010) says that the public takes anti-social behavior as chronic disabling condition that exacts tremendous social and financial costs for society, and little can be done to prevent it.

Cruz and Cullinan (2001) claim that many students with emotional or behavioral disorders have difficulty in developing and maintaining interpersonal relationships.

Walker et al (2009) say that about one third of students with emotional or behavior disorders are arrested during their school years.

Lane (1999) Lane et al (2001) suggest balancing of emotional or behavior disorders with either academic or vocational components is typically not achieved. Ironically research shows that when these students are engaged in academic learning, their disruptive behavior improves as well.

Fitzpatrick and Dowling (2007) say that the role of full time career can therefore result in less time being spent actively participating in social and recreational life style away from carrying responsibilities. Personal relationships may also be strained due to the amount of time that other members of the family can find to spend together.

With all the above literature reviewed, the researcher does concur with the findings and agrees that there are many effects which the learners experienced and come as result of SEB for example, poor performance in academics.

### **Ways of how to deal with social emotional behaviors among the children with mental retardation**

Rush and Frances (2000) edited a special issue of the American journal on mental retardation which

published guidelines on treatment of people with learning disabilities who have mental illness or challenging behavior. These guidelines identified the following interventions: individual and family education behavioral therapy, Applied Behavior Analysis (ABA)

Managing the environment, cognitive behavioral therapy and counseling and psychotherapy. The expert panel who developed these guidelines agreed that the most highly recommended intervention in the almost every situation were ABA, managing environment and individual and family education. Rush and Frances (2002) suggest that medication remain highly used as treatment of people who challenge.

Ager and O' May (2001) state that evidence suggest that behavioral interventions involving inexplicit functional analysis of behavior is the most effective means of assessment and treatment for people with challenging behavior.

Duker and Schaapveld (1996), Paizza et al (1992), Emerson (2001) revealed that there is a vast amount of literature on the use of behavior modification as a means of reducing challenging behavior in people with learning disabilities. Thorndike (1911) and Skinner (1939) put it that the approaches used to modify behavior in individuals are mainly based on operant conditioning, which stems from the classic works. Elder (1996) asserts, although Skinner original work involved experiments on animals, the approaches have been adapted over the years and are used extensively to modify behaviors in people.

Allen (2000) says the two most widely used intervention for challenging behavior are medications and behavioral interventions. Medication remains popular as it exercises control over a person's behavior relatively quick and many family members who feel they cannot cope with the person whose challenges demand a rapid response as they are in crisis. Anti-psychotic medication is prescribed to manage aggression, stereotypical behaviors and hyperactivity in people with learning disabilities.

Naylors and Clifton (1993) claim that cognitive behavioral therapy (remains popular as it exercises control over a person's behavior relatively quickly and many family members who feel they cannot cope with the person whose challenges demand a rapid response as they are in crisis. Anti-psychotic medications are prescribed to manage aggression stereotypical behaviors and hyperactivity



in people with learning disabilities.CBT) may provide means of reducing the incidence of challenging behaviors in some individuals who have learning disabilities.

Cognitive behavioral therapy approaches that have been identified for use with maladaptive children and adults include: relaxation therapy, self-management, social skills training guided mediation, self-instruction and role play.

Beail and Warden (1996) describe the study in which nine men and women with learning disabilities received psychotherapy like CBT, for those individual who have reached a high enough cognitive development level, psychoanalytic, psychotherapy may offer a useful intervention. Findings were supportive of psychotherapy in raising client's self-esteem and reducing psychological disturbance which is the case of the clients in the study where there is aggressive behavior.

Me Gee (1985a, 1985b) and MCGee et al (1987) state that the basic assumptions are encouragement of bonding between carer and clients, communication relationship harmony with the client and rejection of the use of punishment interventions on the ground related to human rights. Collins (1999) reported that challenging behaviors in people with learning disabilities where they existed in isolation and that such problem is almost invariably associated with individual's environment. Making changes to the environment is a very powerful strategy in helping people who challenge.

Fox (2003) suggests that the number of different approaches can be used .one is what fox refers as accommodation, that is changing of a person's environment with an aim of reducing their challenging behavior. Turnbull and Turnbull (1990) suggest that family support is essential if any model is to succeed in supporting this client group in the community. It is unlikely that there will ever be enough resources to provide intense support people with challenging behaviors require (although lobbying for this is essential).

The researcher agrees that all the above literature reviewed is factual issues and it is true that different ways and approaches can be employed to deal with and mitigate SEB among the learners with intellectual disabilities in inclusive schools.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

In this chapter, the researcher presented the description of the research approach, target population, population sampling techniques, instruments of research, data collection and data analysis techniques.

#### **Research approach**

For this particular study, the researcher employed a qualitative approach which is basically descriptive in nature. Taylor and Bogdans (1984), define qualitative methodology as most general to research that produces descriptive data about people's words and their observation behavior.

#### **Target population**

Yuko and Onen (2005), say that target population refers to the total number of subjects' of Interest to the researcher. In this study, the population included; head teachers, teachers and learners. These people were selected because they are the ones who are directly concerned with teaching and learning of learners with intellectual disabilities in inclusive schools.

#### **Sampling**

The researcher used purposive sampling whereby he would select one teacher who is deemed to be a diploma or degree holder in Special Needs Education from each school. In schools where teachers do not meet the above cited qualifications, random sampling was used; on the side of the learners' still random sampling was applied. For head teachers it was purposive sampling by the virtue of the position they hold in their schools. Four head teachers, four teachers and twenty children, this made the total number of respondents twenty-eight.

#### **Data collection methods**

The two methods were used

- Interview
- Observation

Interview was used as a method of data collection. An interview is a kind of conversation between two people Robson (1993). Therefore, an interview is a two-way person conversation, initiated by the interviewer obtaining research related information. Interviews were used because the researcher got the immediate feelings, responses, emotions and attitudes of the respondents. There are three types of interviews; however, this study involved only structured interview whereby questions were set in form of questionnaires and the respondents filled in and semi-structured interview guides whereby interviewer worked out a set of questions in advance but was free to modify their order based upon perception of what seemed most appropriate in the next content of the conversation. Explanation was given on a particular question that seemed to be inappropriate to particular respondents would be left out and additional could also be included.

### **Observation Method**

For the purposes of triangulation, observation as a data collection was used in this study, this enabled the researcher to record that actual behavior in a naturalistic setting and the data provided aided the user with valuable supplementary information.

### **Procedure for Data Collection**

The researcher designed his tools/ instruments and submits them to the supervisor for approval. An introductory letter was given to the researcher by the faculty administrators. This helped to reassure the respondents about the official capacity of the information required.

The researcher then proceeded to his target area of study and asks permission from the head teachers to collect the data from the respondents. The researcher was then introduced to the respondents and set on with the task of data collection after giving instructions.

### **Data Analysis**

The analysis of data took the following procedures. The raw data was sorted out according to the objectives. The analysis of the data was done objective by objective. The data was analyzed following the theme, sub theme and response drawn from the information given by respondents.

The information was then categorized according to the responses. The similar and different responses were identified by coding them. The information was then presented in tables and some of other information was arranged in themes.

### **Ethical Considerations**

For the purposes of obtaining genuine results in the study, all respondents were assured of confidentiality by conducting interviews in an intrusion free environment, assuring the respondents that the information given would not be revealed. The researcher obtained introductory and clearance letters from the office of the Head of department of arts and sciences of Kampala international University. The letter was addressed to the respective authorities to introduce the researcher.

Permissions were the sought from the office of the head teacher of the selected schools before meeting and interacting with the respondents by the researcher.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

This study investigated the influence of Socio Emotional Behaviors on learning of Mathematics for learners with intellectual disabilities in inclusive schools in Kajara county in Ntungamo district. The data collected was analyzed using theme and tables. All these data are presented in table and brief descriptions are made basing on themes and items under the following objectives of the study:

- To examine how children with Socio Emotional Behaviors behave in classroom situations
- To explore the effects of SEB on the learning of Mathematics of children with intellectual disabilities.
- To analyze different ways of how to deal with SEB among children with intellectual disabilities.

**Table 1: Respondents accessibility rate**

Respondents	Targeted number	Number appeared
Head teachers	4	4
Teachers	4	4
Pupils	20	20
Total	28	28

Table 1: the above table indicates a selected respondents and their accessibility to the researcher. The researcher ably met and accesses the targeted respondents in totality because he was able to make an appointment in advanced for interface.

**Table 2: Categories of respondents and their education levels in Special Needs Education**

Education level	Categories of respondents
Degree	Head teacher's no. 1 Teacher's no. __
Diploma	Head teacher's no. 3 Teachers' no. 1
Certificate	Head teacher's no. __ Teacher's no. __

The above table sought to establish some categories of respondents and their education levels in Special Needs Education. This was done as per indicated in appendixes ii and iii section A (b). in the preliminary part of the questionnaires. it was found out that only one (1) out of four (4) head teachers sampled had a degree in education (Special Needs), three (3) head teachers out of four (4) had diploma, and one (1) teacher out of four (4) had diploma in Special Needs Education. None of them had a certificate in Special Needs.

### **Data presentation**

Respondents' opinions and responses were obtained using questionnaires, interview guides and observation was also conducted using observation guides.

These responses were subjected to qualitative data analysis and findings are hereby presented in tabular form using codes under each research objective as below;

### **Presentation of findings on Socio Emotional Behaviors among children with intellectual disabilities in schools**

**Table 3: Social emotional behaviors registered in schools**

Theme	Respondents	Codes	Responses
What kind of behaviors have you registered in your school concerning children with SEB?	head teachers	H/TR 1 H/TR 3  H/TR 2 & H/TR 4	children exhibit aggressive behaviors fighting Stealing Bullying others Abusing others truancy Escaping Pinching others Trespassing They lie They complain They destroy properties

According to the information above, learners with Socio Emotional Behaviors exhibit aggressive behaviors, fighting, stealing, bullying, and abuse others as revealed by H/Tr1 & H/Tr3 and H/Tr 2 as well as H/TR 4 revealed that truancy escaping pinching others trespassing, lying, complaining and destroying properties are the behaviors commonly exhibited by the children in schools.

Connected to the above, teachers were asked to mention “what kind of behaviors do children with Socio Emotional Behaviors exhibit in classroom situations?”

**Table 4: behaviors exhibited by children with social emotional**

Theme	Respondents	Codes	Responses
What kind of behaviors do children with Socio Emotional Behaviors exhibit in classroom situation?	teachers	TR 3 & TR 4  TR 2 & TR 1	fighting lying abusing others ignoring the teacher Have temper and tantrums bullying Stealing Aggressiveness Destructive Escaping pinching others

According to the information in Table 4, children with Socio Emotional Behaviors exhibit fighting, lying, abusing others, ignoring the teachers and have temper and tantrums as hinted on by TR3 & TR4. And then TR 2 & Tr1 put it that bullying, stealing aggressiveness destruction, escaping, and pinching others are the behaviors commonly exhibited by children in classrooms.

With regards to Table 3 and Table 4, the researcher does concur with the above sighted respondents and their responses that Socio Emotional Behaviors prevail in children in schools as per different behaviors mentioned above respectively. And these were confirmed by observation conducted by the researcher through observation guides where the above sighted behaviors were observed.



**Table 5: Problems learners with social emotional behaviors face in schools**

Theme	Respondents	Codes	Responses
What problems learners with Socio Emotional Behaviors face in this school?	head teachers	HTr2, HTr4, HTr3 & HTr1	they are isolated perform poorly Punished rejected
	learners	L11, L2, L3 L12, L6, L15 L7, L17, L5 L16, L10, L19 L9, L18, L13 L20, L14 & L4	isolated punished
		L1 & L8	involved in activities

Basing on the information above, all head teachers from HTr1-HTr 4 revealed that children with Social Emotional Behaviors are isolated, punished, rejected and perform poorly. And all the coded learners apart from L1& L8 said, “We are isolated and punished by the teachers and fellow learners”. Whereas L1 & L8 expressed that, “we are involved in different activities”.

This was in conformity with the researcher especially through observation using observation guide where the researcher found out that the learners were not performing well in academics and non-academic activities especially co-curricular activities and most learners were deemed to be isolated, punished and rejected by their teachers and peers as well.

**Table 6: Challenges teacher encounter in teaching Mathematics to Children with Social Emotional Behaviors**

Theme	Respondents	Codes	Responses
What are the challenges your teachers encounter in teaching Mathematics to children with Social Emotional Behaviors?	head teachers	H/Tr1 & H/Tr 4	Adequate learning aids Don't follow instructions
		H/Tr3 & H/Tr2	Poor concentration Slow learning

According to the information above, HTr1 & HTr4 indicated that inadequate learning aids and failure of learners to follow instructions are most challenging factors teachers encounter in teaching mathematics to children with Social Emotional Behaviors whereas HTr3 & HTr2 put it that it was poor concentration and slow learning of the learners.

Through observation, the researcher came to realize that the learners with Social Emotional Behaviors could hardly pay any attention to their teachers or follow instructions during teaching and learning process.

**Table 7: Challenges teacher encounter in teaching Mathematics to children with Social Emotional Behaviors.**

Theme	Respondents	Codes	Responses
What challenges do you encounter in teaching mathematics to children with Social Emotional Behaviors in inclusive settings?	teachers	Tr3,Tr1,Tr2&Tr4	Disrupts lessons

According to the information given in Table 7, Tr1, Tr2 & Tr4 said disruption of lesson is the most challenge faced in teaching Mathematics to children with Social Emotional Behaviors in inclusive setting. This was confirmed through observation where the researcher observed learner's inattentiveness during the lessons.

## Presentation of findings on effects of Social Emotional Behavior on the learning of Mathematics of children with intellectual disabilities

**Table 8: How do Social Emotional behaviors affect performance or learning of learners**

Theme	Respondents	Codes	Responses
How do Social Emotional behaviors affect performance or learning of Mathematics of children with intellectual disabilities in class (school)?	head teachers	H/Tr1, H/Tr2 H/Tr3 & H/Tr4	poor arithmetic poor performance
	teachers	Tr1, Tr2, Tr3 & Tr4	poor performance
	Learners	L5-L20	don't like Mathematics subject
		L1-L4	like Mathematics

Regarding to the information in Table 8, from head HTr1- HTr4 and from Tr1-Tr4 revealed that poor performance is a leading effect of Social Emotional Behaviors on leaning and performing in Mathematics of children with intellectual disabilities. And from L5-L20 put it that they don't like Mathematics subject compared to L1-L4 who revealed they like Mathematics

This can inevitably be said that the majority of the learners with Social Emotional Behaviors usually encounter a challenge of poor performance most notably in Mathematics.

**Table 9: effects of Social Emotional Behaviors on learning of other children**

Theme	Respondents	Codes	Responses
How do Social Emotional Behaviors affect the learning of other children in this class (school)?	head teachers	H/Tr2,H/Tr3 &H/Tr1	they require more attention than others.
	Teachers	Tr4, Tr3,Tr1	they disrupts lessons

Pertaining to the information in Table 9, from H/Tr1-H/Tr4 revealed that learners with Social Emotional Behaviors requires more attention than other ordinary learners and from Tr1-Tr4 put it learners with Social Emotional Behaviors are so disruptive during the lessons.

This is an indication that learners with Social Emotional Behaviors not only affect their own learning but also affect the learning of others.

**Table 10: Attitudes do teachers exhibit towards learners with Social Emotional Behaviors**

Theme	Respondents	Codes	Responses
What attitudes do teachers exhibit towards learners with Social Emotional Behaviors in teachers this school?	head teachers	H/Tr1,H/Tr2 H/Tr3 & H/Tr4	negative attitude
	Teachers	Tr1,Tr2,Tr3& Tr4	negative attitude
What attitude do learners without SEB exhibit to those with SEB ?	learners	L1-l6 L17-L20	negative attitude positive attitudes

With regards to the information in Table 10, from H/Tr1-H/Tr4, from Tr1-Tr4 and from L1-L16 hinted, negative attitudes is exhibited to the learners with SEB by both teachers and the learners without SEB. And then from L17-L20, revealed that no negative attitudes exhibited against them.

Since the majority of the respondents express that negative attitudes is exhibited to learners with SEB basing on the responses and the respondents above, this conveys a signal that learners with SEB are prone to both physical and psychological tortures in inclusive schools. This was observed via observation guide where the learners were seen ignored and isolated by their teachers and their peers during lessons and games.

#### **Presentation of findings on ways of how to deal with SEB among the children with intellectual disabilities.**

**Table 11: Kind of assistance given to schools on educating learners with SEB**

Theme	Respondents	Codes	Responses
What kind of assistance do you parents get in this school on educating learners with SEB?	head teachers	H/Tr2,H/Tr1 & H/Tr3	financial support from U.S.E funding
	Teachers	H/Tr4 Tr1,Tr3&	U.P.E funding only financial support from parents
		Tr2U.S.E Tr4U.PE	funding funding only

According to the information given in Table 11, from H/Tr1-H/Tr3 revealed that they get assistance from parents in terms of finance and Universal Secondary Education (U.S.E) funding from government and only one head teacher that is H/Tr4 four out of four head teachers gets only U.P.E funding as an assistance to his school. Whereas T1-T3 also put it they get assistance like financial support from parents and U.S.E funding from government and one that is Tr4 out of four teachers mentioned they only get U.P.E funding.

This implies parents play a pivotal role and they are indispensable in the education of children with SEB because they support schools both financially and materially.

**Table 12: Suggestions given for the improvement of education of learners with SEB**

Theme	Respondents	Codes	Responses
What suggestions do you give for the improvement of education of learners with SEB in inclusive schools?	head teachers	H/Tr1,H/Tr3 & H/Tr4 H/Tr2	training of more SN teachers use better teaching methods
	Teachers	Tr3&Tr1	use better teaching methods
	Teachers	Tr2 &Tr4	training of more Special Needs
	Learners	L1-L20	needs to be loved

Concerning the information in Table 12, H/Tr1,H/Tr3 &H/Tr4 put it there is a need of training of more teachers in the field of Special Needs and H/Tr2 advocated for the use of better methods of teaching , whereas Tr3 and Tr1 also advocate for the use of better methods of teaching. And then Tr2 as well as Tr4 advocated for the training of more teachers in the field of Special Needs. And for the case of learners said, “we need to be loved by both our teachers and parents.”

The researcher does concur with the above suggestions sighted by the respondents due to the fact that they are deemed to be profoundly paramount on the education of learners with SEB in inclusive schools.

## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

This study investigated the influence of Socio Emotional Behavior on the learning of Mathematics for learners with intellectual disabilities in inclusive schools. This was in light with research problem investigation of the influence of Socio Emotional Behaviors on the learning of Mathematics of learners with intellectual disabilities in inclusive schools in Kajara county. The investigation was set basing on the themes and items under the following objectives of the study.

- To examine how children with Socio Emotional Behaviors behave in classroom situations. To explore the effects of Socio Emotional Behaviors on the learning of Mathematics of children with intellectual disabilities.
- To analyze different ways of how to deal with Socio Emotional Behaviors among children with intellectual disabilities.

#### Discussion of the findings

##### ***Objective one: To examine how children with social emotional behaviours behave in a classroom situation***

The first objective was to examine how children with Socio Emotional Behaviors behave in classroom situations. Data analysis and interpretation of responses from table 3, table 4, table 5, table 6 and table seven revealed the following major findings under this objective. It revealed that the respondent who included the head teachers, teachers that was from HTR1-HTR4 and TR1-TR4 anonymously cited that children with SEB behave as follows: They fight, steal, bullying others, abuse others, escape from school, pinch others, trespass, lie, complain, destroy properties, have temper and tantrums, truant and they are aggressive to other people including their fellow learners.

From what was said above, the researcher confirms the presence of the above mentioned behaviors in inclusive schools in Kajara county. In relation to the above, all respondents who included the head teacher, teachers and learners were asked to mention problems learners with SEB face in their schools. All the head teachers from HTR1-HTR4, all the teachers from

TR10TR4 and all the learners excluding L1-L8 put it that the learners face the problems of isolation, punishment, rejection and poor performance. And only two learners out of twenty that was L1 and L8 expressed that they are involved in school activities.

Since the number of respondents who confessed that children with SEB face problems in schools outweighs that one who confess that learners are involved in school activities and have no problems, this forms the basis to the researcher to point out that children with SEB are prone to all sorts of problems in inclusive schools.

In connection to the above, head teachers were asked to mention challenges their teachers encounter in teaching mathematics to learners with SEB. HTR1 and HTR4 indicated that inadequate learning aids and failure of learners to follow instructions are most striking and challenging factors. Whereas HTR3 and HTR2 put it that it was poor concentration and slow learning of the learners and then from TR1-TR4 said it was disruption of lessons by the learners with SEB.

This was confirmed through observation where the researcher observed learner's inattentiveness during the lesson.

Finding is related to the literature review d as seen below.

Wagner et al (2005), says the children who display patterns of anti-social behaviors when entering school learn the risk of developing more serious and long standing behavior problems as they progress through school and life. Unfortunately, many students with emotional or behavior disorders experience delay between the onset of the disability and the beginning of Special Educational services. According to Council for Children with Behavioral Disorders (CCBD), children with emotional and behavior disorders are characterized primarily by behaviors that falls significantly in two dimension. Limits a child's chances to take part and learn from the typical school or leisure activities that children participate in and enjoy. Greshmem et al (1999), say that student with the most common behavior pattern of children with emotional or behavior disorder consist of anti-social or externalizing behaviors. Children with externalizing behaviors do the following in the classroom (adopted from Walker (1997) get out of seats, ignores the teachers, talk out and curse, disturb peers, complain, destroy properties argues excessively, do not comply with directions, lie or fight have temper, tantrums. Some children with Emotional

Disorders are aggressive, lack social interaction, are withdrawn retraction , day dreams and fantasies, some are extremely fearful of certain thing without reasons (phobias), frequently complains of being sick or hurt and go into deep bouts of depression, Hyne, Ollendick (2005).

Greshan et al (1999), and Us Department of Education (2001), say that students with emotional or behavioral disorders presents problems with social skills to themselves, their families, their peers and their teachers and also exhibit some of the following behaviors in excess, tantrums, aggression, non-compliance, cohesive behaviors and poor academic performance.

***Objective two: To explore the effects of social emotional behaviours on the learning of Mathematics of children with intellectual disabilities***

The second objective was to explore the effects of SEB on the learning of Mathematics of children with intellectual disabilities. Data analysis and interpretation of response from table 8, table 9 and table 10 revealed the following major findings under this objective. When head teachers, teachers and learners were asked about how SEB affect performance of learning of Mathematics of children with intellectual disabilities in class (school). All the head teachers and teachers that is from HTR1-HTR4 and from TR1-TR4 revealed that poor performance is a striking effect of SEB on learning and performing in mathematics subject of children with intellectual disabilities. This was confirmed when L5-L20 revealed that they don't like Mathematics subject compared to L1-L4 who revealed they like the subject.

This is evident that the majority of the learners with SEB usually face a challenge of poor performance most notably in Mathematics.

When head teachers and teachers were asked how SEB affect the learning of other children in class or school, all head teachers and teachers anonymously pointed out that learners with SEB require more time and attention than other ordinary ones and in addition to that, they put it that they tend to disrupt lessons.

This was evident when the researcher observed a lesson presentation and learners were found not attentive during the lesson and they were disrupting other learners.

This conveys a signal that learners with SEB not only affect their own learning but also affect the



learning of others.

Further more, in Table 10 when the head teachers and learners were asked about attitudes do teachers and learners without SEB exhibit to those with SEB, all the head teachers (HTr1-HTr4) and all the teachers (from Tr 1-Tr 4 ) and the learners from Lr1-Lr16 hinted negative attitudes are exhibited to the learners with SEB by teachers and the learners without SEB. And then only from Lr 17-Lr 20 revealed that no negative attitudes are exhibited against them.

Since the majority of the respondents expressed that negative attitudes is exhibited to learners with SEB basing on the Responses above, this is an indication that learners with SEB are prone to both physical and psychological tortures caused by negative attitudes. This was observed when the learners were seen ignored, isolated by their teachers and their peers during lessons and games.

Findings agree with the related literature reviewed as seen in E.sdaile et al (2003), suggest that parents primarily the mothers of children with learning disabilities experience higher level of stress than parents of children without learning disabilities. Cllinan (2007), claims that most students with socio emotional or behavioral disorders perform one or more years below grade level academically.

Trout et al (2004), suggest the following about learners with Emotional and behavioral disorders, two thirds cannot pass competency exams for their grade level. They are more likely to receive grade of D and then students with other disabilities. Achievement deficits tend to worsen as students grow older. Only one in three leave high school with a diploma or certificate of completion compared to fifty percent of the all student with disabilities and 76 of all youth in general population, 60 % drop out of high school.

Lane (1999), Lane et al (2001), suggest balancing the emotional or behavioral disorders with either academic or vocational components is typically not achieved. Ironically, research shows that when these students are engaged in academic learning, their disruptive behaviors improve as well.

***Objective three: To analyze different ways of how to deal with social emotional behaviours among children with intellectual disabilities***

Objective three sought to analyze different of how to deal with SEB among children with intellectual disabilities

Data analysis and interpretation of responses in references to table 11 and table 12.

According to the information given above, HTR1-HTR3 revealed that they get assistance from parents in terms of finance and IPE funding from Government and one out of four head teachers get only government funding. TR1-TR4 also put it they get financial assistance from parents and government. One teacher out of four teachers mentioned they get government funding.

This implies parents play a pivotal role and they are indispensable in the education of children with SEB because they support schools and their families both financially and materially.

In relation to the above Turnbull and Turnbull (1990), suggest that family support is essential if any model is to succeed in supporting this client group in the community. It is unlikely that there will ever be enough resources to provide intense support to people with challenging behaviors require, although lobbying for this is essential.

Head teachers, teachers and learners were finally asked what suggestions they give for the improvement of education of learners with SEB in inclusive schools. HTR1, HTR3 and HTR4 put it there is a need of training of more teachers in the field of Special Needs Education, HTR2 and TR2 as well as HTR4 advocated for the use of better methods of teaching and the learners revealed that they need to be loved, guided and counseled by both their teachers and parents.

The researcher acknowledges in order to bring up and educate the learners with SEB there must be love, guidance and counseling from both teachers and parents.

Beail and Warden (1996), described the study in which nine men and women with learning disabilities received psychotherapy like CBT for these individuals who have reached a high enough cognitive development level, psycho analytic, psychotherapy may offer a useful intervention.

Findings were supportive of psychotherapy in raising client's self-esteem and reducing

psychological disturbance which is the case of the clients in the study where there are aggressive behaviors. Me Gee (1985a, 1986b) and McGee et al (1987) states that the best assumptions are encouragement of bonding between career and clients, communication relationship, harmony with the client and rejection of the use of punishments interventions on the ground related to human race.

## Conclusions

This study investigated the influence of socio emotional behaviors on the learning of Mathematics of learners with intellectual disabilities in inclusive schools in Kajara county in Ntungamo district.

The research study specifically sought to answer the following research questions.

- What are the different ways how children with SEB behave in classroom situation?
- What are the effects of SEB n the learning of Mathematics of children with intellectual disabilities?
- What are the different ways of how to deal with SEB among children with intellectual disabilities?

The study established different ways how children with SEB behave in classroom situations, they behave as follows: they fight, they steal, lie, argue excessively, disturb peers, tell and talk out and curse, get out of their seats, ignores the teacher, complain, destroy, do not comply with directions, have temper tantrums, aggressive, lack social interaction, are withdrawn, day dream, fearful (phobia), depression, non-compliance, poor academic performance and cohesive behaviors.

More still, the study found out that the effects of SEB on the learning of Mathematics of children with intellectual disabilities. These effects include: poor performance, low arithmetic interpretation of the learner, disruption of the lesson, inattentiveness and negative attitudes exhibited on learners with SEB.

In addition to that, the study also establishes different ways of how to deal with SEB among the children with intellectual disabilities, this include: training of more special needs teachers, use of better teaching methods, show love to the learner and provision of guidance and counseling.

## Recommendations

The study has shown that learners with SEB display different externalizing and internalizing behaviors in inclusive schools, SEB affect learning and development of learners greatly. And there are various ways of dealing with and mitigating the impacts of SEB on learners.

It is against this background that recommendations below are drawn. Despite its limitations, this study should be used to mitigate challenges pertaining SEB in inclusive schools. Basing on generalization of the findings of this study, the researcher recommends that:

- Learners with SEB ought to be identified in every class (school), homes by teachers, parents and psycho educationists respectively.
- In addition to that, teachers should understand the causes of SEB among the learners in schools and at homes.
- All the children should be subjected to educational assessment to establish their educational barriers and their potentials.
- Early intervention is also an ideal a tool and instrumental in dealing with SEB among the learners.
- Teachers should work with tooth and nail in guarding against any challenging behavior a learner is bound to encounter In school by involving these of a continuum of teaching approaches and methods as well.
- Guidance and counseling is also a king pin in address in this matter.
- Involvement of other different professionals through multi-disciplinary should be the way to go.
- Collaboration of different stake holders like teacher parental collaboration ought to be adopted as a solution.
- In a nut shell, behavior modification where different reinforcers are used and applied is deemed to be the best key to success.

## References

- Davison, G.C. & Neale, J. M. (1996), *Abnormal psychology*. New York: Wiley.
- Elsevier (2008) *Learning disabilities towards inclusion*. New York: Churchill Livingstone.
- Enon J. (1998) *Educational research, statistics and measurement*, Kampala: Makerere University.
- Etsey K. (2005) Causes of low academic performance of primary school pupils in the Shama sub-menton of Shama Ahanta East Metropolitan Accra. *Regional conference on education in West Africa, 2005 Accra, Ghana*
- Kanniappan, P. (2006) *Special education series behaviour disorders in children, identification, assessment and intervention strategies*. Darya Ganja, New Delhi (India): Discovery Publishing House.
- Maja T. (2000). *Nigerian education sector analysis: Analytical synthesis of performance and main issues*. Abuja: World Bank.
- Okello, J. & Nakimuli M. (2013, Nov), War related trauma exposure and multiple risk behaviors among school going adolescents in Northern Uganda *Journal of Affective Disorders*, 151(2) 715 – 721.
- Southerland K.S & Singh N (2004) *Learned helplessness and students with emotional or behavioral disorders: Deprivation in classroom behaviors disorders*, 2, 6, 169-181.
- Steinberg, Z & Knitzer J (1992), *Classrooms for emotionally and behaviorally disturbed students: Facing the challenge behavior disorder*, 3, 145-156.
- US Department of Education (1994), *National Agenda for achieving better results for children and youth with serious emotional disturbance*. Washington DC: Author.
- Willey, J. (2017) Psychiatric comorbidity in children. *Journal of Child Psychology and Psychiatry* 8, 10-12
- Yuko W. & Onen D. (2005), *A general guide to writing research proposal and report*, Kisumu; Kenya: Options Printers and publishers.

## APPENDICES

### APPENDIX I

#### QUESTIONNAIRE FOR HEADTEACHERS

Dear Sir/Madam,

Please, you are kindly requested to fill the possible answers to those questions by writing in the blank spaces provided below. Your contribution will be paramount and treated with utmost confidentiality. The outcomes of this study will improve on the services offered to children in this school and the country at large both with and without social emotional behaviours.

#### SECTION A

1(a). Have you ever had any training in special needs education?

Yes ☐ No ☐

If “yes” fill in the table (b) below. If ‘No’ proceed to question C and the rest.

(b). Education level

Attended seminar	Certificate	Diploma	Degree	Others

(c). How many children are in your school?

Girls	
Boys	
Total	

(d). How many children exhibit interruptions in your school?

Girls	
Boys	
Total	

(e). How long have you been in this school?

.....

**SECTION B: How children with social emotional behaviours behave in classroom situation**

2. What kind of behaviours have you registered in your school concerning children with social emotional behaviours?

.....

3. What problems learners with social emotional behaviours face in this school?

.....

4. What are the challenges your teachers encounter in teaching mahematics to children with social emotional behaviours?

.....

**SECTION C: Effects of social emotional behaviours on the learning of mathematics of children with intellectual disabilities**

5. How do social emotional behaviours affect learners' performance in this school especially in learning of mathematics subject?

.....

6. How do social emotional behaviours affect the learning of other children in this school?

.....

7. What attitude do teachers exhibit towards learners with social emotional behaviours in this school?

.....

**SECTION D: Ways of how to deal with social emotional behaviours among children with intellectual disabilities**

8. What kind of assistance do you get in this school on educating learners with social emotional behaviours?



.....  
.....

9. How do parents intervene to promote education of children with social emotional behaviours in inclusive settings?

.....  
.....

10. In your opinion, what suggestions do you give for the improvement of education of learners with social emotional behaviours in inclusive schools?

.....  
.....

**Thank you for your cooperation**

## APPENDIX II

### QUESTIONNAIRE FOR TEACHERS

Dear Sir/Madam,

Please you are kindly requested to fill the possible answers to those questions by writing in the blank spaces provided below. Your contribution will be paramount and treated with utmost confidentiality. The outcomes of this study will improve on the services offered to children in this school and the country at large both with and without social emotional behaviours.

#### SECTION A

1(a). Have you ever had any training in Special Needs Education?

Yes ☐ No ☐

If “yes” fill in the table (b) below. If ‘No’ proceed to question C and the rest.

(b). Education level

Attended seminar	Certificate	Diploma	Degree	Others

(c). How many children are in your class?

Girls	
Boys	
Total	

(d). How many children exhibit interruptions in your class?

Girls	
Boys	
Total	

(e). How long have you taken while teaching children with social emotional behaviours (interruptive behaviours) in inclusive setting?

.....  
.....

## **SECTION B: How children with social emotional behaviours behave in classroom situation**

2. What kind of behaviours do children with social emotional behaviours exhibit in classroom situation?

.....  
.....

3. Which challenges learners with social emotional behaviours face in your class?

.....  
.....

4. What challenges do you encounter in teaching mathematics to children with social emotional behaviours in inclusive setting?

.....  
.....

## **SECTION C: Effects of social emotional behaviours on the learning of mathematics of children with intellectual disabilities**

5. How do social emotional behaviours affect the learning of mathematics for children with intellectual disabilities in an inclusive setting?

.....  
.....

6. How do social emotional behaviours exhibited by learners with intellectual disabilities affect the learning of ordinary learners?

.....  
.....

7. What are the attitudes do learners without social emotional behaviours exhibit to those with social emotional behaviour?

.....  
.....

**SECTION D: Ways of how to deal with social emotional behaviours among children with intellectual disabilities**

8. How do you get assistance in this school?

.....

9. What roles do parents play to promote education of children with social emotional behaviours in inclusive setting?

.....

.....

.....

10. What suggestions do you have for improvement of education of learners with social emotional behaviours in inclusive schools?

.....

.....

.....

**Thank you for your cooperation**

## APPENDIX III

### INTERVIEW GUIDE FOR CHILDREN WITH SOCIAL EMOTIONAL BEHAVIOURS

#### BACKGROUND

Name of the child: .....

Age of the child: .....

Class: .....

Favorite subject: .....

#### How children with social emotional behaviours have in classroom situation?

1. As a learner, how are you taken care of by your teachers at school?  
.....
2. Which play activities do you like sharing with your friends?  
.....
3. What are the challenges you face while interacting and playing with your friends during games time?  
.....  
.....

#### Effects of social emotional behaviours on the learning of English of children with intellectual disabilities

4. Is Mathematics your favorite subject?  
.....

If yes why? .....

If no why? .....

5. How do your friends treat you outside class? .....
6. How do your friends treat you in class? .....
7. How do your teachers treat you during class activities?.....
8. How do your teachers treat you during outside class activities?.....

#### Ways of how to deal with social emotional behaviours among children with intellectual disabilities

9. In your opinion, how would you need to be treated by both teachers and your parents?  
.....
10. Anything more do you want to add? .....

**Thank you for your cooperation**

## APPENDIX IV

### OBSERVATION GUIDE FOR THE LEARNERS WITH SOCIAL EMOTIONAL BEHAVIOURS

Date .....

Class.....

Duration.....

What to be observed .....

**How children with social emotional behaviour behave in classroom situation. (Tick where applicable)**

- They are fearful (phobia). ☐
- Get out of their seats. ☐
- Tell, talk out ☐
- Disturb peers ☐
- Argue excessively. ☐
- Steal ☐
- They lie ☐
- They fight ☐
- Forestry property ☐
- Complain ☐
- Have temper/tantrums ☐
- Do not comply with directions. ☐
- Are withdrawn ☐
- Are aggressive ☐

**Effects of social emotional behaviours on the learning of mathematics of children with intellectual disabilities:**

- Poor performance in academic. ☐
- They ignore the teachers. ☐
- They do not comply with directions. ☐

- Lack of social interaction. ☐
- They are ignored by the teachers. ☐

**Ways of how to deal with social emotional behaviours among children with intellectual disabilities**

- Teachers provide guidance and counseling. ☐
- Behavioural modification. ☐
- Functional analysis of behaviour ☐
- Provision of cognitive therapy approaches. ☐
- Provision of psychotherapy. ☐

**END**