

The Awareness Level of Inclusive School Teachers in Ghana about the Causes of Children with Emotional and Behavioural Difficulties (EBD)

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Abstract:- Inadequate knowledge, skills and competencies of some Ghanaian teachers and educators tend to make them quite unwilling to manage children with emotional and behavioural difficulties. Some inclusive school teachers do not have enough knowledge about the causes of emotional and behavioural difficulties. Therefore, in many cases children with emotional and behavioural difficulties are not supported to cope with their difficulties. Such children are even sometimes given corporal punishment which adversely affects teaching and learning. Some children do not have a good relationship with their teachers because of the way they are managed. The objective of this research was to assess awareness level of teachers who taught classes that included children with emotional and behavioural difficulties. The researcher surveyed inclusive classroom teachers from four regions in Ghana to assess their knowledge of the factors that cause emotional and behavioural difficulties in children. The data was gathered from 243 teachers. Forty per cent of teachers in each school selected was chosen for the study. The primary data used were obtained using a questionnaire containing both closed and open-ended questions. The test for consistency of the questionnaire items was done by using Cranach alpha and the result was acceptable since the Cronbach coefficient alpha was 0.78. The study revealed that most teachers do not have in-depth knowledge about the causes of emotional and behavioural problems in school children. The study recommends school-based training programmes to help teachers understand the causes of emotional behaviour difficulties in children and how to manage such difficulties.

Keywords: Teachers, awareness, children, emotional and behaviour difficulties.

I. INTRODUCTION

The way children handle emotions can be positively or negatively impacted by their biological makeup, home life, and school environment (Juneau Youth Services, 2017). The management of difficult and disruptive behaviours continue to be an issue in many classrooms (Swinson & Cording, 2002) because children with emotional and behavioural difficulties are found in many classrooms all over the world. Managing these difficult children can be an area of special encounter for educators, educational leaders, teachers and special educators. Children with EBD are among most neglected children with special educational needs in public mainstream schools (Jones, Dohrn & Dunn, 2004). Brownell, Sindelar, Bishop, Langley and Seo (2002) reported that

turnover of special educational needs teachers are associated with many factors including lack of basic knowledge and skills of some newly trained teachers in special education which makes it difficult for them to overcome the challenges associated with the management of EBD children.

Difficult behaviours shown by children do not lead to turnover of teachers in Ghana but the way the behaviours are managed has become a concern for educators and many stakeholders in Education. Teachers often respond that they have to spend too much time on student behaviour problems and so do not have enough time on instruction. According to the teachers, the nature of the behaviours of children with EBD makes it difficult for the teachers to effectively provide the support that such children need (Bullock, 2004). Teachers need to understand the causes and be able to spot behaviour problems that these children exhibit. This will enable the teachers to employ the appropriate intervention strategies to manage inappropriate behaviours in schools. Capacity building for teachers and educators is crucial in this regard. For as Billingsley (2004) noted, inadequate skills and competencies of most teachers and educators make them not very much willing to manage EBD children. Other writers have also noted that general education teachers are expected to provide instruction to children with special educational needs but these teachers may be ill-prepared to meet the needs of the students (Jenkins & Omelles, 2009, Segall & Campbell, 2012).

Some schools in Ghana continue to face behaviour problems. For example, a Ghanaian newspaper, the *Daily Graphic* on Thursday, July 2019 carried a story that Sandema Senior High Technical School in the Builsa North District in the Upper East Region was closed down because of students' demonstration which led to the death of one male student. The students went on a rampage because the members of the school cadet corps allegedly arrested some of the students for flouting some school regulations; and the alleged offenders were punished. The arrest of other students caused by the school cadet corps infuriated some of the students leading to a confrontation between the students and the school authorities.

In 2018, a demonstration staged by students of Kwame Nkrumah University of Science and Technology in Ghana led to the destruction of many properties of the University and the authorities had to close down the University because the students could not control their emotions. This is consistent with what was reported by the Individuals with Disabilities Education Act (IDEA), 2004, that students with Social Emotional Disorder are more likely to present externalizing behaviours (such as destroying property) than internalizing behaviours (such as withdrawal). There are many learners with aggressive behaviours which teachers could not manage well. This is because the teachers who handled them when they were children lacked knowledge and competencies in handling emotional and behavioural difficulties in children.

Definitions and characteristics of Emotional and Behaviour Difficulties

Emotional Disturbance is one of thirteen disabilities outlined in the Individuals with Disabilities Education Act (IDEA), 2004. Section 1912(c) of the Public Health Service Act of the United States of America, as amended by Public Law 102-321 defines children with a serious emotional disturbance as those who are from birth to age of maturity who have had a diagnosable mental, behavioural, or emotional disorder of sufficient duration to meet diagnostic criteria specified within the Diagnostic and Statistical Manual of Mental Disorders (DSM). For the individual to be deemed emotionally disturbed, it must be determined that the child's condition results in functional impairment, substantially interfering with one or more major life activities, such as the abilities to eat, bath, and dress oneself, or the abilities to function effectively in social, familial, and educational contexts.

IDEA (2004) Sec 300.8 (c) (4) defines emotional disturbance as follows:

“...a condition exhibiting one or more of the following characteristics over a long period and to a marked degree that adversely affects a child's educational performance:

- 1) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- 2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- 3) Inappropriate types of behaviour or feelings under normal circumstances.
- 4) A general pervasive mood of unhappiness or depression.
- 5) A tendency to develop physical symptoms or fears associated with personal or school problems;

This definition helps list some of the characteristics of children with emotional and behaviour difficulties. Most definitions of emotional difficulties come with the characteristics that help educators to identify such children. Teachers in inclusive schools in Ghana must have enough knowledge and understanding of the causes of these

difficulties and be professionally prepared to manage these difficulties.

The National Dissemination Centre for children with Disabilities (NICHCY.org, 2019) also explains that emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period and to a marked degree that adversely affects a child's educational performance:

- a) An inability to learn that cannot be explained by intellectual, sensory, or 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.
- e) A tendency to develop physical symptoms or fears associated with personal or school problems.

The first characteristic that children with EBD have is the difficulty to learn. Such children do not do well in academic work and this cannot be explained by intellectual, sensory or health factors. These children also find it difficult to build and maintain a satisfactory relationship with peers and teachers. Most children with emotional and behaviour difficulties in schools are unable to make friends with teachers as well as their colleagues. Another similar characteristic identified by the National Dissemination Centre for Children with Disabilities is that EBD children exhibit inappropriate types of behaviour. These children act out against themselves or their peers as well as exhibiting the urge to harm others or themselves often. They also have low self-esteem.

Depression is also one of the characteristics exhibited by children with EBD. These children are always in a state of unhappiness and tend to exhibit more emotional problems. Again, children with EBD tend to develop fears towards other people and school. The National Dissemination Centre for Children with Disabilities further states that children with EBD are immature. Thus, they exhibit temper tantrums, poor coping skills and inappropriate crying. They are said to be hyperactive. Thus, such children have a short attention span and are impulsive.

Clarizio (1992) and Hinshaw, Lahey, and Hart (1993) have referred to the characteristics of the children with emotional and behaviour difficulties as conduct disorder or behaviour disorder. This disorder is observable as a tireless pattern of the behaviour which is anti-social. Such behaviour includes aggression, defiance, bullying, rule-breaking and many others. These writers have explained that conduct disorder frequently co-occurs with attention deficit hyperactivity disorder (ADHD), reading disabilities, anxiety disorders, and depression.

Children with the most serious emotional disturbances may exhibit characteristics including distorted thinking, excessive

anxiety, bizarre motor acts, and abnormal mood swings. However, when children have an emotional disturbance, these behaviours continue over long periods. Their behaviour signals that they are not coping with their environment or peers. Many children who do not have emotional disturbance may display some of these same behaviours at various times during their development. This could create problems for some Ghanaian teachers if they do not have the skill in identifying children with EBD or do not know the causes and the characteristics of EBDs.

The manifestation of EBD is often dependent on the individual child and the particular environment (Leech & Raybould, 1977). Williams (1999), in a survey of staff in schools in Birmingham found that the most common adjectives used to describe children with EBD were 'disruptive' and 'aggressive'. In a similar vein, Smith and Laslett (1993) explain that using adjectives such as selfish, inconsiderate, unacceptable, unapproachable, remote, demanding and impetuous, adding that these are emotions other people find unpleasant or frightening.

Causes of Emotional and Behavioural Difficulties/Disorders

Human behaviour is so complex that it is often not very easy to isolate a simple cause- and- effect relationship for emotional or behavioural disturbances. An analysis of the causes of emotional and behavioural disorders indicates that these can be linked to both psychological and social factors. Visser and Rayner (1999) identified four main factors, which are organic disorder, psychological problems, mental health problems and delinquency. Zarkowska and Clement (1994) also indicated that the causes of emotional and behavioural problems are from biological, social, emotional and cognitive factors. So according to Zarkowska and Clement (1994), the abnormal behaviour that is usually associated with EBD can be traced back to biological, family and school-related factors.

Biological Factors

A behavioural disorder can have a variety of causes. Emotional disorders of children may be caused by biological factors. Some biological causes may include:

- Physical illness or disability
- Malnutrition
- Brain damage
- Hereditary factors (psychguides.com, 2019).

Some of the causes are believed to be influenced by genetic, neurological, or biochemical factors, singly or in combination. Zarkowska and Clement (1994) explained that biological factors can increase the likelihood of a person developing a behavioural problem. Such factors include organic brain dysfunction, epilepsy, hearing, visual difficulties, and certain temperamental characteristics. It is established that the chemical imbalance in the brain and body could make managing emotions difficult. There are a lot of biological factors that could contribute to emotional disturbance. These include prenatal exposure to drugs or alcohol, physical illness

or disability, an undernourished or malnourished lifestyle, brain damage and hereditary factors (Beacon Media & Marketing, 2007).

Social Factors

Apart from biological factors, social factors also contribute to emotional disorders in children. Thus, the kind of social relation children have affects their behaviour. For example, people who receive poor quality care, or who are rejected by society and their caregivers or by their peers, are more likely to develop behavioural and emotional problems. Rutter et al. (1970) indicated that behaviour problems in middle childhood tend to significantly associate with an excess of social and family background problems, such as marital problems, ill health of the parent, which include physical or mental, or single parenting. This supports the view that the social causes of emotional and behavioural problems are generally due to changes of roles in the home, the school and the society. Unfavourable relations in the home, societal expectations, difficulty in adjusting to members of opposite sex, religious conflicts, school failures and vocational problems are common in most of the developing countries. The effect of family structure and relationships on children's behaviour has been well discussed by many authors. Smith (1998) listing some of the causes, stated that the predisposition and precipitating causes of emotional disturbance might include the interaction of genetics, disease, injury, family relationships, community forces, school influences, and many other factors. Galloway (1985) stated that the school's policies and practices are seen as important factors in aggravating, if not creating, many behaviour problems presented by its pupils, and these policies and practices are perceived as largely determined by pressures from society. Bowman (1985) also echoed that the perceptions of, and responses to pupils' emotional and behavioural difficulties depend to a considerable extent on political and economic constraints on family life, educational policy and professional theories and practices.

Environmental Factors

Environmental factors are considered important in the development of emotional and behavioural disorders in all conceptual models. Dodge (1993) has identified three primary causal factors that contribute to the development of conduct disorder and antisocial behaviour. These are an adverse early rearing environment, an aggressive pattern of behaviour displayed on entering school, and social rejection by peers. The family or home, school, and social environments have a major influence on the behaviour of individuals. One can deduce, therefore, that physical and environmental factors can be causes of heightened emotionality. Smith (1998) supported this by stating that some physical or environmental factors may increase the likelihood of a problem developing. Brown and Chas am (1989) also agreed to this assertion and stated that poor physical conditions may reduce a child's resistance to stress, and thus be a factor in emotional upset. The

importance of the environment cannot be overemphasised because it plays a very important role in the development of a child. Most of these environmental factors can change a child's perception about life, how the child's deals with and works through difficulties encountered.

Conceptual Framework

The conceptual framework (Figure 1) used in this study outlines possible courses of action or preferred approach to an

idea or thought that is considered very useful in understanding why children behave the way they behave and the theoretical perspectives underpinning the causes of most behaviours. Approaches to understanding and managing behaviour have been informed by several different psychological perspectives including behaviourist, cognitivist, ecosystemic, humanistic and psychodynamic theories.

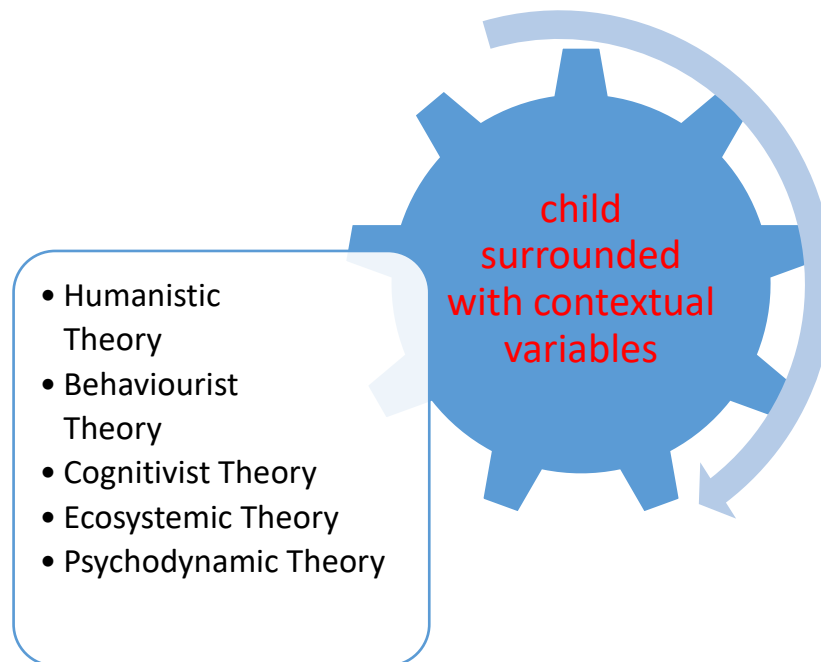


Fig 1: Conceptual Model of Behaviour

Source: Researcher's construct, 2019.

The Humanistic theory focuses on each individual's potential and stressed the importance of growth and self-actualization. The important belief of humanistic psychology is that people are innately good and that mental and social problems result from deviations from this natural tendency. The Humanistic approach is one which helps people to overcome emotional and behavioural difficulties. It focuses on the inner life or subjective experience of the individual. The Humanistic approach emphasizes self-direction, self-fulfillment, self-evaluation, and free choice of educational activities and goals, but the theoretical underpinnings of humanistic models are hard to identify. This was developed from the work of Abraham Maslow (1943) and Carl Rogers (1974).

On the other hand the behaviourist perceive learning and behaviour as described and explained in terms of stimulus-response relationships. Behaviourists believe that children behaviours are a result of their interaction with the environment. According to behaviourist theory, children become conditioned or moulded, to respond in certain ways based on responses like feedback, praise and rewards received by adults or colleagues during the learning process (Stakes and Hornby, 2000; Thorndike, 1932). Learning is described through stimuli and responses. Behaviourists focus on observable events rather than events that occur inside a person's head, such as thoughts, feelings and beliefs.

Cognitivist theory focuses on learning based on how people perceive, remember, think, speak and solve problems. The cognitive perspective differs from the behaviourist perspective. Cognitive psychology acknowledges the existence of internal mental states disregarded by behaviourists. Examples of these states are belief, desire, ideas and motivation (non-observable states).

The ecological systems theory holds that we encounter different environments throughout our lifespan that may influence our behaviour in varying degrees. In this perspective, the emphasis is placed on understanding the context in which social interactions are conducted and the resultant behaviour. As Fontana (1994) noted, such understanding “helps formalize guidelines for analysing and modifying this interaction, which go beyond those simple behaviour modifications” (p.94). These five environmental systems include the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem. Bronfenbrenner (1979) believed that a person's development was affected by everything in their surrounding environment. Psychodynamic theory (sometimes called psychoanalytic theory) explains personality in terms of unconscious psychological processes (for example, wishes and fears of which we are not fully aware), and contends that childhood experiences are crucial in shaping adult personality.

This framework shows that a child should be understood in the context of the family, culture and community they are part of. There is a need to study or analyze the child's behaviour in the context of variables in Figure 1. Adults and educators in the life of the children with special needs should find out if there is anything unusual happening to the child. A clear understanding of children's problems helps educators to develop effective strategies aimed at helping the children. As educators think through what is meant by challenging behaviour they must consider the developmental stages of the child. Other contextual variables and the causes of these behaviour problems. These would be helpful to educators in designing useful strategies to help children with EBD.

Variables of the study

The dependent variable of the study is Teacher's Awareness and the independent variable were biological, social and environmental factors associated with EBD. Teachers' awareness of the causes of EBD was measured by mean and standard deviation while the level of the causal variables were measured by mean, standard deviations and the ANOVA output of the equality of the means of the contextual variables.

Research Hypotheses

The level of awareness of inclusive school teachers about the cause of EBD in children was found out by testing two hypotheses. First to be tested was the null hypothesis (H_0) that:

H_0 : There is no difference in the mean scores of teachers' awareness of biological, social and environmental factors that cause EBD in children.

Against this null hypothesis was the alternative hypothesis (H_1) that:

H_1 : There is a difference in the mean scores of teachers' awareness of biological, social and environmental factors that cause EBD in children.

The second null hypothesis was:

H_0 : There is no difference in teachers' understanding of the cause of EBD.

Against this null hypothesis was the alternative hypothesis that:

H_1 : There is a difference in teachers' understanding of the cause of EBD.

II. METHODOLOGY

The researcher used the descriptive survey method. The data were from teachers in inclusive schools. The teachers were selected from basic schools that was Primary and Junior High Schools which were inclusive schools. It is a growing desire that most professionals helping in the implementation of inclusive education policy should have in-depth knowledge about EBD children. This necessitated the selection of only teachers helping in the implementation of inclusive policy. Inclusiveness is a critical area of the Ghana Education System as well as one of the pillars of Education 2030 strategic plan. Both qualitative and quantitative methods were used to analyse the data collected. The ethical issues and the method regarding the data collection was carefully considered. The respondents were assured of the anonymity of the data collected.

Sample and Sampling procedure

A key issue in designing a descriptive survey is the relationship between a sample and its population (Oppenheim 2001). Based on this premise, the samples were carefully chosen for the study. The data were gathered from 243 teachers in inclusive schools selected from four regions in Ghana. The four regions were Greater Accra, Eastern, Volta and Central Region. Forty per cent of teachers in each school selected was included in the study. In some cases, all the teachers were selected because the number of teachers in those schools were few.

Data Collection tool and procedure

For this research Likert scale questions were used. The questionnaire was piloted before the survey was conducted. The pilot was done in three schools under the Accra Metropolitan Education office. The schools selected were inclusive Primary and Junior High public schools. This was meant to check for clarity of the survey questions, whether the questionnaire covered the areas supposed to cover and also to

check for face validation and the reliability of the questions. To test for consistency of the questionnaire items was done by using Cronbach alpha. The result was favourable since Cronbach coefficient alpha was 0.78.

Data Analysis

All the causal factors were given levels. The mean of the responses of each level was calculated and was represented by x_1, x_2, x_3 , etc. The grand mean/ average of averages was again calculated and was represented by \bar{x} and their mean values provided. The total number of respondents was the

same for all the levels, as such $N_1=N_2=N_3=243$. The one-way ANOVA test was run to test for the equality of means.

III. RESULT AND DISCUSSION

The quantitative data gathered were analyzed using Scientific Package for Social Science (SPSS) computer software. Means and standard deviation were used to determine the teachers' awareness level of the causes of emotional and behaviour difficulties.

Demography of the teachers' profile information is presented in Figures 1 and 2.

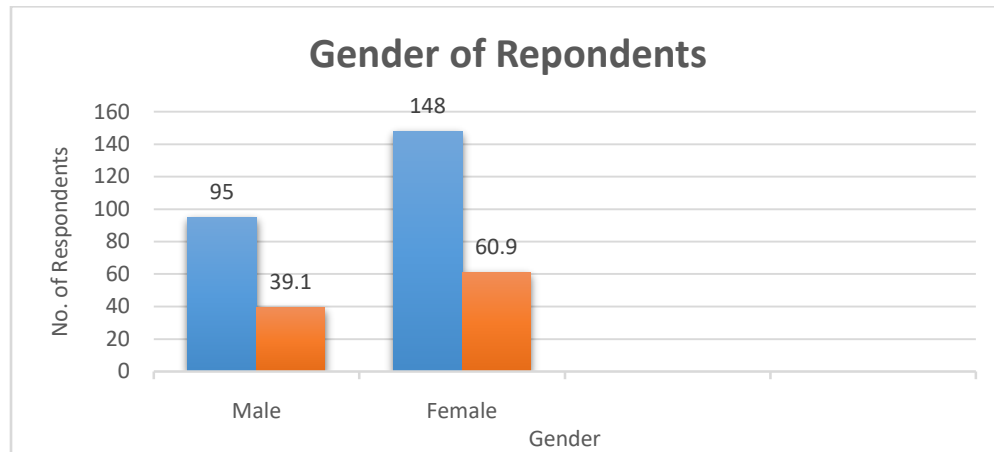


Figure 1: Gender distribution of teachers.

Source: Field data, 2016

Figure 1 shows the gender distribution of teachers who participated in the study. Ninety-five of the respondents representing 39.1 per cent were male and 148, representing 60.9 per cent were female.

Age Distribution of Teachers

Figure 2 presents the age distribution of the teachers involved in the study. The data collected revealed that 52(21.4 %) of survey participants were in the 20 to 30 years age category. Seventy-five of the respondents representing 30.9 per cent were in the 31 to 40 years age category. The majority of the teachers (33.7%) were in the 41 to 50 age category. Only 14% of the respondents were over 50 years.

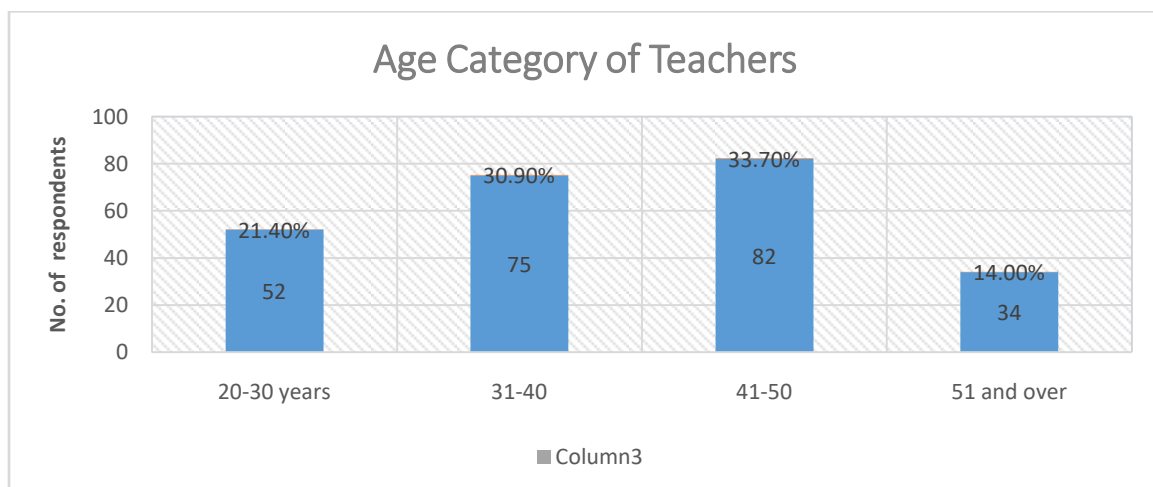


Figure 2: Age Category of Teachers who participated in the study

Source: Field data 2016

Regarding the years of experience of respondents with the Ghana Education Service, Table 1 shows that teachers with 5 years or less experience represented 19.3 per cent of the respondents. Teachers with 6 to 10 years' experience accounted for 19.3 per cent. Teachers with 11 to 15 years' experience accounted for 20.6 per cent of the respondents. Teachers with 16 to 20 and 21 to 25 years of experience represented 17.3 per cent and 8.2 per cent respectively. The rest of the respondents had over 25 years of experience.

Table 1: Years of Experience as Teachers with Ghana Education Service (GES)

Years of Experience as Teachers		
Years	No of Respondents	Per cent
5 years or less	47	19.3
6 – 10	47	19.3
11 – 15	50	20.6
16 – 20	42	17.3
21 – 25	20	8.2
26 – 30	22	9.1
31 or more	15	6.2
Total	243	100.00

Source: Field data 2016

Awareness Level of Teachers about the Causes of EBD

The causes of emotional and behavioural difficulties are categorized into three major factors which are biological, environmental and social. Each factor has levels used to assess the respondents understanding or the awareness of the causes of the emotional and behaviour difficulties (See Table 2, 3, 4, 5, 6 & 7).

Table 2 summarizes the teachers' responses to the causes of emotional disorders about the biological factors. The table 2 indicates that in terms of biological factors, respondents did not agree that genetic and neurological factors are the causes of emotional disorders ($M=2.25$, $S=0.85$; $M=2.38$, $S=0.73$) respectively. On the contrary, the respondents agree that biochemical factors can cause emotional disorders (Mean =2.75, $S= 0.58$). The grand mean of 2.45 and standard deviation 0.72 shows that teachers do not agree that biological factors are the causes of emotional disorders. The work of Zarkowska and Clement (1994) indicates that biological factors can increase the likelihood of a person developing a behavioural problem. For this reason, teachers need to acquaint themselves with these causal factors of EBD.

Table 2: Biological Factors

				FACTOR	Biological Factors		
Levels					Mean	Std.	
Genetic				x1	2.25	0.85	
Biochemical				x2	2.75	0.58	
Neurological				x3	2.38	0.73	
Grand mean				X	2.45	0.72	
				k=3		Nt	729
				N1=N2=N3=243			
				SSB	32.7807		
				MSB	16.39035		
				SSW	385.2156		
					729		
					726		
				MSW	0.5306		
				F	30.89022		
				At ALPHA = 0.05 not all means are equal.			

Source: Field data, 2016

Table 3: ANOVA OUTPUT for Biological Factors

Source	Sum of squares (SS)	Degrees of freedom (df)	Mean sum of squares (MS)	F
Between	32.78	2	16.39	30.89
Within	385.22	726	0.53	
Total	418.00	729		

Source: Field data, 2016.

Table 3 shows the ANOVA output for the biological factors. At the 5 per cent level of significance, there is sufficient evidence to conclude that not all the means are equal ($F_{2/726} = 30.89$). This indicates that teachers lack the knowledge and understanding of the Biological factors that cause emotional disorder. Therefore, the null hypothesis that there is no difference in the mean scores for biological factors is rejected.

Table 4 shows respondents' views concerning if environmental factors can account for emotional disorders. Most of the respondents agreed that an adverse early rearing of children can cause emotional disorder ($M=2.65$, $S=0.70$). On the contrary, respondents disagree with the fact that an aggressive pattern of behaviour displayed on entering school and social rejection by peers are responsible for the cause of emotional disorders ($M=2.26$, $S=0.91$; $M=2.38$, $S=0.86$) respectively. The result is not consistent with Smith (1998) claims that some physical or environmental factors may increase the likelihood of a problem of EBD. The average of averages shows a mean of 2.43 and standard deviation of 0.82, meaning that the respondents do not think environmental factors lead to emotional disorder.

Table 4. Environmental Factors

Environmental Factors	Mean	Std.
An Adverse early (childhood) rearing.	2.65	0.70
Aggressive pattern of	2.26	0.91

behaviour		
Rejection by peers	2.38	0.86
Grand mean	2.43	0.82
SSB	19.3914	
MSB	9.6957	
SSW	493.0919	
MSW	0.67919	
F	14.27539	

Source: Field data, 2016

Table 5 shows the ANOVA output for the environmental factors. There is sufficient evidence to conclude that not all the means are equal ($F_{2/726}=14.28$, $P=0.05$). There were difference in the respondent's understanding of the environmental factors ($F_{2/726}=14.28$, $P=0.05$).

So the assumption is that the means are not the same so the Null hypothesis is rejected.

Table 5: ANOVA OUTPUT for Environmental Factors

Source	Sum of squares (SS)	Degrees of freedom (df)	Mean sum of squares (MS)	F
Between	19.39	2	9.70	14.27
Within	493.09	726	0.68	
Total	512.48	728		

Source: Field data, 2016

The mean values for all the levels of the environmental factor are not the same and that the policy makers need to be concerned with the difference. This suggests that teachers lack the knowledge and understanding of the environmental factors that cause emotional disorder.

Regarding social factors as causes of EBD, Table 6 shows the responses of the respondents. Respondents gave different responses when asked whether social factors account for emotional and behavioural difficulties in children. Majority of the teachers strongly agreed that a disrupted family could cause emotional disorder ($M=2.74$, $S=0.62$).

Table 6: Social factor

Social factor	Mean	Std.
Sense of Frustration and impoverished environment	2.69	0.66
Acting out behaviours	2.50	0.72
Poor nutrition	2.60	0.76
Disrupted family	2.74	0.62
Hopelessness	2.48	0.78
Grand mean	2.60	0.71
K	5	
SSB	12.6603	
MSW	3.165075	
SSW	961.6857	
NT	1215	
NT-K	1210	
MSW	0.794782	

	F	3.98232	

Source: Field data, 2016

This is then followed by a sense of frustration which respondents agreed could cause emotional disorder ($M=2.69$, $S=0.66$). Poor nutrition was also agreed to by respondents that it could cause emotional disorder ($M=2.60$, $S=0.76$). Respondents again agree that acting-out behaviours could cause emotional disorder ($M=2.50$, $S=0.7$). However, they did not agree that hopelessness could cause emotional disorder ($M=2.48$, $S=0.78$). On average, most respondents agreed that social factors could cause emotional disorder ($M=2.60$, $S=0.71$). This in line with Rutter et al. (1970) who said that behaviour problems in middle childhood tend to significantly associate with an excess of social and family background problems, such as marital problems, ill health of the parent, which include physical or mental, or single parenting

The ANOVA OUTPUT in Table 7 indicates that there are differences in the mean values for all the levels of the social factors that cause EBD in children ($F_{4/2010}=3.98$, $P=0.05$).

Table 7: ANOVA OUTPUT for Social Factors

Source	Sum of squares (SS)	Degrees of freedom (df)	Mean sum of squares (MS)	F
Between	12.66	4	3.17	3.98
Within	961.69	1210	0.79	
Total		1214		

Source: Field data, 2016

Though the teachers agree to most the variables under social factors, there is still the need to work to improve the knowledge of the teachers on all the variables.

IV. SUMMARY OF FINDINGS

The research revealed that Ghanaian teachers in inclusive schools do not agree that biological factors, environmental factors and social factors are the major causes of emotional disorders. This is not consistent with what the literature has established, that the causes of EBD are from biological, social and emotional cognitive factors (Clement, 1994). This finding has implications for policy and practice. There are various ways to prevent emotional and behaviour difficulties in children. Educators need to be careful about drugs or alcohol exposure during the pre-natal stage of child development. Parents and teachers need to be able to identify children who faces problems of malnutrition and physical illness and disability. This is so important as Smith (1998) listing some of the causes, stated that the predisposition and precipitating causes of emotional disturbance might include the interaction of genetics, disease, injury, family relationships, community forces, school influences, and many other factors. There are also hereditary factors that teachers must be made aware of so

that they can manage these children well. If teachers are aware of these, they can help EBD children, thus helping addressing the biological factors that may cause emotional and behavioural difficulties as stated by Zarkowska and Clement (1994).

Teachers need to increase the awareness level through training programmes. This will help them to manage their class well to avoid creating a negative environment for EBD children. There are home life and school life issues that cause emotional disturbances in children. Some of them cannot be handled by teachers, for example, low family income, and divorce issues by parents. Rutter et al. (1970) indicated that behaviour problems in middle childhood tend to significantly associate with an excess of social and family background problems, such as marital problems, ill health of the parent, which include physical or mental, or single parenting.

Educators need to be more sensitized on these causal factors, inclusion policy and be able to create a more inclusive environment to help EBD children.

They must also be consistent and conversant with the implementation of rules and regulation in schools. School authorities must try to reward positive behaviour and do not

sit unconcern when negative behaviour are shown by EBD children.

As Galloway (1985) asserted that school's policies are seen as important factors in aggravating many behaviour problems presented by its pupils. There is therefore the need to carefully examine most policies and practices that are largely perceived as determined by pressures from the society. For example where some behaviours are meted out by the use of capital punishment.

There is the need to have a policy on how to invest in the youth and children more especially those from a low-income earners family. Any policy on punishment of undesirable behaviour should be considered from the perspective of the cause of EBD. This can be done if the awareness level of education teachers are improved.

Teacher professional development should include the creation of awareness on the cause of EBD children. The training of special education teachers should be given the needed priority and there should be support in the development of the needed resources for those teachers working in inclusive schools. This will help address the inadequate skills and competencies most teachers and educators lack which do not make them willing to manage EBD children as pinpointed by Billingsley (2004). When this is done, as pointed out by Jenkins & Omelles, (2009) and Segall & Campbell (2012) that general education teachers are ill-prepared to meet the need of EBD students will be a thing of the past.

V. CONCLUSION

If emotional behaviour difficulties are left untreated in childhood, these disorders can negatively affect a person's ability to hold a job and maintain relationships (psychguides.com 2019). Determining the root causes of EBD, would help so many children struggling to cope with difficulties at both home and school environments. Teachers need to have better understanding of the causes of the EBD and be better positioned to help parent and other educators. This could help schools to develop strategies and interventions to reduce behaviour disorders helping children to succeed (Taylor, Allan, Mikolajewski, & Hart, 2012). Understanding the causes and knowing the characteristic of EBD children could facilitate the development of positive intervention strategies that teachers and professional special education teachers could follow to manage the EBD children.

It is evident from the results of this research that teachers need to increase their awareness level about the causes of EBD. The respondents showed some level of agreement on the sense of frustration and impoverished environment under social factors, it is pertinent that the awareness level is increased through in-service training of the teachers.

There have been many cases of student unrest in Ghana but it appears to be the case that the school authorities and the teachers do not have proper intervention strategies to manage a wide array of emotional problems displayed by students. An

emotional behavioural disorder affects a person's ability to be happy, control their emotions and pay attention in school (Psychguides.com, 2019). Children with behavioural disorder may act out or display emotional upset in different ways, which will also vary from person to person. Therefore, education professionals need to have more awareness about the causes and how to identify them to be able to offer them the needed help.

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