

**PREVALENCE OF EMOTIONAL AND BEHAVIOURAL DISORDERS  
AMONGST UNDERGRADUATES STUDENTS IN PUBLIC  
UNIVERSITIES**

**BY**

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**DEPARTMENT OF EDUCATIONAL EVALUATION AND  
COUNSELLING PSYCHOLOGY  
FACULTY OF EDUCATION  
UNIVERSITY OF BENIN**

**APRIL, 2024**

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**A PROJECT PRESENTED TO THE DEPARTMENT OF EDUCATIONAL  
EVALUATION AND COUNSELLING PSYCHOLOGY, FACULTY OF  
EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, EDO STATE IN  
PARTIAL FUFILMENT OF THE REQUIREMENTS FOR THE AWARD  
OF BACHELOR OF SCIENCE (B.Sc.) (Ed). IN SPECIAL EDUCATION**

**APRIL, 2024**

## **CERTIFICATION**

We, the undersigned, certify that this research project was carried out by **Divine Eboseluimen IRIOGBE** with matriculation number **EDU1904349** in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City in partial fulfilment of the requirements of the award of Bachelor of Science (B.Sc.) (Ed.) in Special Education.

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## **DEDICATION**

This project is dedicated to God Almighty from whom all knowledge, wisdom and intelligence comes.

## ACKNOWLEDGEMENTS

With profound gratitude, the researcher acknowledges, God Almighty, who gave her the courage and fortitude to handle all the activities culminating in the writing of this project. Though there was much hurdles and challenges, the flawless God raised dependable succours to take her plight and helped her through.

Sincere thanks foremost goes to my project supervisor Dr. M. N. Igbineweka, for his unflinching support, direction and assistance which helped her in making this research work a reality. In spite of all the commitments, he had the patience to guide and constructively offer corrections that made it a success. To the Head of Department Dr. (Mrs.) M. U. Orheruata and all the lecturers of the Department of Educational Evaluation and Counselling Psychology, University of Benin, for their support and inspiration in one way or the other. God bless you all.

Worthy of special mention are my loving parents; Mr. And Mrs. Emmanuel Iriogbe who supported and, encouraged her financially, morally and spiritually which enabled her to successfully complete this programme. They never left her side throughout the process and gave her strength and hope when she thought of giving this up. They provided her a great sense of enthusiasm and perseverance in continuing this research. Without their love and assistance, emotional and financial support, this research would not have been made possible. To her relatives particularly her two oldest brothers, Engineer Ebinehita Iriogbe and Efeose Iriogbe as well as her lovely Aunt, Ms. Oferi Okoko, for their altruistic actions and benevolence towards the research process. Without their magnanimity, commitment and financial support, the completion of this project would not have been possible. She offers all her deepest gratitude.

To the students struggling with Emotional, Behavioral Disorders (EBD's) who give the researcher valuable insight and willingly contributed significantly in

the outcome of this research, she wouldn't have done it without all your collective efforts. Thank you.

To her friends who helped her in finishing this project, aiding in the methodology process by sharing as many questionnaires as possible, the researcher really appreciates all your help, words of advice and continuous moral, emotional, and financial support. Thank you and God bless you all.

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## **ABSTRACT**

This study was designed to ascertain the Prevalence of Emotional and Behavioural Disorders amongst Undergraduates' Students in public universities using the University of Benin as the case study. Five (5) research questions were formulated to guide the study.

The population of the study deals with undergraduate full time students in the faculty of Education in the University of Benin, which is made up of 8 departments sparsely divided across Ugbowo and Ekehuan Campus of the institution while the respondents were two hundred (200) students randomly selected from four (4) departments in the faculty of education. The research instrument for the study was a Questionnaire titled: The Prevalence of Emotional and Behavioural Disorders Amongst Undergraduates Students Questionnaire (TPEBDAUSQ). The instrument which was distributed to the respondents and collected immediately after completion from respondents.

Findings revealed that emotional and behavioral disorders are prevalent among undergraduate education students at the University of Benin, with isolation stemming from past sexual assault and anxiety due to strike actions being notable emotional issues. On the behavioral front, common disorders include examination malpractice, poor class attendance, disrespect towards lecturers, procrastination, and difficulty concentrating in class. Contributing factors to these disorders include a short academic calendar, challenging lecturers, family distress, and a heavy academic workload. Despite the presence of a Guidance and Counseling Unit at the University of Benin, it has not fully achieved its objectives in addressing these issues effectively. To combat this, the university should enhance awareness of the unit's importance in tackling emotional and behavioral disorders among students, thereby fostering a supportive environment for their well-being and academic success. It was recommended that to enhance to address emotional and behavioral disorders among undergraduate education students at the University of Benin, it's crucial to enhance support services such as counseling and guidance, ensuring they are readily accessible and well-promoted within the university community. Additionally, implementing measures to improve lecturer-student relationships, reduce academic stressors, and foster a culture of respect and inclusivity can contribute to a healthier and more conducive learning environment.

# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

The concept of Emotional and Behavioural Disorders (EBD), falls under the field of Mental Health. It deals with how people think, feel and behave amongst a wide range of social realities, be it in education, business, politics, Leisure and recreation and even within the family (Ogundele 2018). Mental Health refers to a state of cognitive, behavioural and emotional well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. (Peterson 2022)

People sometimes use the term "mental health" to refer to the absence of mental disorders; And also use the term "Mental Health problems or Mental Disorders" to describe or acknowledge the negative impacts mental health conditions can have on people's lives. (Roy B. 2021). Mental health affects daily life, interpersonal relationships and physical health. However, taking good care of one's mental health can maintain a person's ability to enjoy life. Doing so involves striking a balance between life activities, responsibilities, and efforts to achieve psychological resilience. Conditions such as stress, depression, and anxiety are

few of the many factors that activates mental disorders in individuals which can disrupt a person's daily life. (Kauffman & Badar, 2017).

Emotional and Behavioural disorders is an umbrella term that includes psychological disorders impacting students' behavior, emotions, and moods.

Emotional and behavioural disorders (EBD)

can also be classified as either "internalizing" (emotional disorders such as depression and anxiety) or "externalizing" (disruptive behaviours such as ADHD and CD) (Ogundele 2018) Emotional and Behavioural problems including disordered eating behaviour and low self-image are often associated with chronic medical disorders such as atopic dermatitis, obesity, diabetes and asthma, which lead to poor quality of life (Quek YH 2017).

The term Emotional Disturbance is used in the Individuals with Disabilities Education Act (IDEA). The IDEA defines emotional disturbances as a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance; they can be; An inability to learn that cannot be explained by intellectual, sensory, or health factors; An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; Inappropriate types of behavior or feelings

under normal circumstances; A general pervasive mood of unhappiness or depression; A tendency to develop physical symptoms or fears associated with personal or school problems. The IDEA definition is often referred to as vague and lacking any mention of specific negative behaviours e.g., aggression (Smiley et al. 2016).

Emotional and behavioural disorders are also specific mental health disorders that cause extreme difficulties with both emotions and behaviors. They affect an individual's functioning in most or all areas of their life. Emotional and behavioural disorders (E/BD) make it difficult for a child to regulate emotions and make appropriate Behavioural choices in a wide variety of situations (Peterson 2022).

These disorders are related concepts in the realm of mental health, but they refer to distinct aspects of an individual's psychological well-being. Understanding the differences between emotional and Behavioural disorders is crucial for accurate diagnosis and appropriate intervention (Ogundele 2018) Emotional disorders, also known as mood disorders, refer to a category of mental health conditions characterized by disruptions in a person's emotional state, affecting their overall well-being, behavior, and the ability to function in daily life. (Stallman 2020)

Kamberaj (2023) described Emotional disorders as psychological disorders that impair one's ability to cope normally, which leads to inappropriate and exaggerated emotional responses, difficulty in upholding relationships, chronically low mood, and negative physical symptoms like fatigue. These disorders often involve disturbances in mood regulation, ranging from intense and prolonged periods of sadness or irritability to episodes of heightened excitement or mania. Emotional disorders can manifest in various forms and may have a significant impact on an individual's relationships, work, and overall quality of life. Some common types of emotional disorders include: Depressive Disorders; Bipolar Disorders; Anxiety Disorders; Panic Disorder and Eating Disorders among many others.

Behavioural disorders refer to a range of conditions characterized by persistent patterns of behaviors that deviate significantly from socially accepted norms and expectations. While low-intensity, naughty, defiant and impulsive behaviour from time to time, losing one's temper, destruction of property, and deceitfulness/stealing in the preschool children are regarded as normal; extremely difficult and challenging behaviours outside the norm for the age and level of development, such as unpredictable, prolonged, and/or destructive tantrums and

severe outbursts of temper loss are recognized as behaviour disorders (Ogundele 2018).

The John Hopkins Medicine (2023) describes behaviour disorders as one which constitute behaviors that consistently “break the rules,” disrupt the lives of those around them and defy authority. These disorders often manifest in childhood or adolescence and can have a substantial impact on an individual's daily functioning, interpersonal relationships, and overall quality of life. Behavioural disorders encompass a wide spectrum of symptoms and can vary in severity. Sruthi and Allarakha (2022) identified several types of behavioural; disorders such as; Attention deficit hyperactivity disorder (ADHD); Conduct disorder (CD); Oppositional defiant disorder (ODD); Intermittent explosive disorder; and Obsessive-compulsive disorder (OCD).

Adolescence is the age between childhood and adulthood characterized by the rapid levels of biological and emotional change and maturity (WHO 2023). Adolescence is a revolutionary period of sexual development and much influenced by life circumstances and socioeconomic conditions of their environment. Emotional and Behavioural problems are one of the major mental health issues faced by adolescents. (Van Roy et al. 2016)

The transition from Secondary school to university is a pivotal period marked by new found independence, academic pressures, and social adjustments. For many students, this transition can act as a catalyst for the manifestation of emotional and behavioural challenges. These challenges encompass a broad spectrum of disorders, ranging from anxiety and depression to more complex issues such as attention deficit hyperactivity disorder (ADHD) and substance abuse. The intersection of academic stressors, social dynamics, and personal expectations often creates an environment where students are susceptible to the development or exacerbation of these disorders. (Ahern and Tuckett 2017)

Public universities, as institutions tasked with nurturing the intellectual and personal growth of their students, play a crucial role in addressing the mental health challenges that may arise during the academic journey. Understanding the prevalence, risk factors, and manifestations of emotional and Behavioural disorders is essential for designing targeted interventions and support mechanisms (Brownson 2022). By investigating the prevalence of these disorders specifically within the context of public universities, this project aims to identify the unique challenges faced by students in this setting and propose strategies for creating a more inclusive and supportive academic environment. (Rahaj, Lachner 2017)

The mental and behavioural well-being of individuals is important to excelling in their day to day dealing. How people interact, deal, access and approach life issues be it in academics, business, socio-cultural or even religious life plays a long way towards addressing social bond needed for social development (Ogundele 2018). Hence the saying that, “no society can develop beyond its educational system”; which therefore informs the proactive need to maximize the operation of the education sector and series of factors and conditions that limits the ability of the education system to maximize its potentials, to which factors such as emotional and behavioural disorders among undergraduate students in public tertiary institutions is of concern to this study. The study focuses on the Faculty of Education in the University of Benin to investigate cases and causes of emotional and behavioural disorders; with the overall objective of formulating practical trajectories that helps mitigate and address these cases.

### **Statement of the Problem**

The prevalence of emotional and Behavioural disorders among undergraduate students in public tertiary institutions is a critical concern that necessitates careful examination (Olatoye 2021). The academic journey is a transformative period marked by unique challenges, and the impact of emotional and Behavioural disorders on the well-being and academic performance of students of tertiary

institution students with the faculty of education in the University of Benin in view, requires thorough investigation to identify Prevalent emotional and behavioural disorders; its causes; the effectiveness of the guidance and counseling unit to the student community and the role of education administrators in the design of an academic schedule that will not induce disorders in students.

The education system in Nigeria particularly Public Tertiary Institutions is one placed below its peers in other part of the world, and it is often said that Nigerians keep producing half baked graduates despite spending a minimum of four (4) years within the four walls of an institution with the aim of studying and getting the needed sophistication to improve the society . Hence it becomes essential that there is the dire need to identify the presence of prevalent emotional and Behavioural disorders among students. There have been series of cases whereby students in the University of Benin have subjected to series of self harm through attempted and succeeded suicide cases, which have been discovered to be caused by mental disorders coming from academic or relationship issues. It was reported in July 2019 that a University of Benin Student named; Ephriam Imaghodora, a Final Year Student of the Department of Acturial Science, committed suicide by jumping down from the faculty building to his death. (Punch 2019). The cause was rummored to be a case of academic stress that have being accumulated over time.

Identifying the cases of emotional and behavioural disorders in public tertiary institutions that affect maximal academic output in students cannot be said to be enough, it is also important that the causes of these disorders can be accurately identified; by investigating possible causes of these disorders such as; short academic calendars, family status etc.

It is also discovered that many students do not make use of the guidance and counseling units that are made available to address peculiar cases of emotional and behavioural disorders, hence the study is concerned in understanding why there is low usage of these avenue that allows students to meet professionals who are trained to address cases of disorders and what can be done to ensure the effective utilization of the Guidance and Counseling unit provided within the institution to address identified cases of emotional and behavioural disorders.

Finally, the study has identified that the education managements plays a role in the academic design of the institution which affects the students, hence the study is concerned about discovering the missing link in what academic managements are not doing as a proactive means to combat cases of emotional and behavioural disorders within the public tertiary institution settings and what coping mechanism can be inputed in the design of academic calendars to ameliorate the prevalence of

emotional and behavioural disorders among undergraduate students in the Faculty of Education, University of Benin.

### **Purpose of the Study**

The following are presented as the purpose or objective to guide this study;

1. To determine the types and prevalence of emotional disorders experienced by undergraduate students in the Faculty of Education, University of Benin. considering conditions such as depression, anxiety, and mood disorders.
2. To investigate the patterns and prevalence of behavioural challenges among students within the faculty, including disruptive behaviours, oppositional defiance, and attention-related issues.
3. To identify and analyze potential contributing factors to the prevalence of emotional and Behavioural disorders.
4. To evaluate the effectiveness of current support systems and resources available to students within the Faculty of Education in addressing emotional and Behavioural disorders especially counseling services.
5. To provide evidence-based recommendations for the development and enhancement of targeted intervention strategies Education Administrators

can adopt in ameliorating the prevalence of Emotional and Behavioural disorders among tertiary institutions undergraduates.

### **Research Question**

The following are questions are presented for critical solutions;

1. What are the prevalent emotional disorders experienced by undergraduate students in the Faculty of Education, University of Benin?
2. What are the prevalent behavioural disorders experienced by undergraduate students in the Faculty of Education, University of Benin?
3. What are the contributing factors to the prevalence of emotional and Behavioural disorders experienced by undergraduate students in the Faculty of Education, University of Benin?
4. Is there any correlation between emotional and behavioural disorders among students by ages and sex?
5. What intervention strategies can Education Administrators adopt in ameliorating the prevalence of emotional and Behavioural disorders among tertiary institutions undergraduates?

## **Scope of the Study**

The scope of the study is delimited to University Students in the Faculty of Education, University of Benin, Benin City, Edo State. The Faculty of Education is one of the 15 Faculties in the University of Benin.

## **Significance of the Study**

The study on the prevalence of emotional and behavioural disorder is significant to students, staffs, University Management and the government.

To students, the study will help to guide undergraduate students to be conscious of emotional and behavioural disorder in the course of their study; help detect early stages of disorder either within self or among other students; the study will also provide an insight on how undergraduate student can best approach cases of mental and emotional disorder within the the institution and modalities to adopt in addressing them.

To staff, the Study will help to bring understanding to why certain students do not meet up to academic standards, and how the student staff relationship can be reshaped to enable a proper learning environment where student can be able cope with academic activities without breaking down.

The study is also significant to the University management to draw insights that many cases of mental and emotional disorders can come from the academic planning within the institution and how the University management can further develop modalities that can be useful in the causes of emotional and mental disorders among undergraduate students.

Finally, the study is significant to guiding the educational policies of government to be conscious of institutional factors that leads to the prevalence of emotional and behavioural disorders among undergraduate's students such as strike actions and how government polices can be drafted in ways that address the direct and indirect factors that contribute to emotional and behavioural disorders among tertiary institution students

### **Operational Definition of Terms**

**Emotional Disorders:** Emotional disorders as used in this study has to do with issues such as depression, anxiety, eating disorders, bipolar etc.

**Behavioural Disorders:** Has to do with patterned defiant behaviours that are gross violation of acceptable social norms or laws; such as Attention deficit hyperactivity disorder (ADHD); Conduct disorder (CD); Oppositional defiant

disorder (ODD); Intermittent explosive disorder; Obsessive-compulsive disorder (OCD).

**Undergraduate:** Undergraduates as used in this study as to do with active students pursuing a first degree in the university of Benin, with duration that ranges from four (4) to Six (6) years, in other to attain a first degree certificate.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURES**

This section covers the review of relevant literatures and a theoretical framework that fits into the subject matter of study which were discussed under the following headings;

- The Concept of Emotional Disorder
- The Concept of Behavioural Disorder
- Problems of Identification and Definition of Emotional and Behavioural Disorder (EBDs)
- The Nature and Causes of Emotionally and Behavioural Disorders EBDs
- The Impact of Academic Stress on Emotional and Behavioural Disorders in Education Students
- Summary of Reviewed Literature

#### **The Concept of Emotional Disorder**

The concept of emotional disorder refers to a condition characterized by disturbances in an individual's emotional regulation, expression, or experience that significantly deviate from cultural norms and interfere with their daily functioning. Emotional disorders can manifest as a range of symptoms and may impact various

aspects of a person's life, including their relationships, work, and overall well-being.

Price and Woody (2022) stated that Emotional disorders (i.e., depressive and anxiety disorders) are a set of chronic and often recurrent psychiatric disorders that are associated with significant impairment in quality of life, productivity, and interpersonal functioning. These disorders are increasingly conceptualized as neurodevelopmental disorders, as they frequently begin to emerge in childhood or adolescence and exert deleterious effects across the lifespan.

An emotional disorder is a mental disorder in which one's emotions are disturbed to a great extent. It is a psychological condition in which thoughts and emotions are not in the proper state. People may refer to emotional disorders using different “umbrella” terms such as mental disorder, emotional disturbance, Behavioural disorders, or mental illness. Beneath these umbrella terms, there is actually a wide range of specific conditions that differ from one another in their characteristics and treatment.

An emotional disorder is a mental health diagnosis. Having a mental health challenge or a Behavioural disorder is more common than most people imagine. In fact, children are diagnosed with mental health disorders at a rate of 6.8% and at

an even higher rate in adolescence. It is likely that each of us has known someone with a mental health or Behavioural challenge or had one ourselves. Mental health disorders don't discriminate based on age, race, gender, ethnicity, occupation, religion, economic class, or ethnic background. Misconceptions about mental health can contribute to the lack of funding and public support for effective treatment and supports for children and young adults. Families of children with mental health, emotional and Behavioural needs often need to navigate multiple systems to access necessary supports and services. Families and children with emotional disorders/mental health issues may also face additional challenges due to stigma about mental health.

### **The concept of Behavioural Disorder**

Behavioural disorders, also known as conduct disorders, are a common mental health issue that affects individuals of all ages. These disorders are characterized by persistent patterns of disruptive and anti-social behaviors, often leading to significant impairments in social, academic, and occupational functioning. This literature review aims to analyze and synthesize existing research on behavioural disorders, exploring their causes, symptoms, and potential interventions. By examining various studies and theories, this review seeks to provide a

comprehensive understanding of behavioural disorders and shed light on effective strategies for prevention and treatment.

Behavioural disorders encompass a wide range of disruptive behaviors, including aggression, rule-breaking, defiance, and destructiveness. The Diagnostic and Statistical Manual of Mental Disorders (DSM-5) classifies these disorders into two broad categories: oppositional defiant disorder (ODD) and conduct disorder (CD). ODD is characterized by a persistent pattern of anger, irritability, and defiance towards authority figures. CD, on the other hand, involves more severe and persistent antisocial behaviors, such as aggression towards people and animals, destruction of property, and violation of societal norms.

Abraham (2017) identified numerous factors that contribute to the development of behavioural disorders. Research suggests that a combination of genetic, environmental, and psychosocial factors play a role. Genetic studies have identified specific genes associated with aggressive behaviors, indicating a genetic predisposition to behavioural disorders. Environmental factors, such as family dysfunction, exposure to violence, and socioeconomic disadvantages, can also contribute to the development of these disorders. Additionally, psychosocial factors like poor impulse control, low self-esteem, and inadequate social skills further increase the risk of developing behavioural disorders.

Behavioural disorders present many effects, which might fluctuate in seriousness and recurrence. Normal side effects incorporate diligent rebellion, incessant fits, actual hostility, underhanded way of behaving, and dismissal for the privileges of others. These effects can essentially impair an individual's social connections, scholarly execution, and generally speaking prosperity. (Kate 2018). Children with behavioural disorders often experience difficulties in school, exhibit poor academic achievement, and have strained relationships with peers and authority figures. If left untreated, these disorders can persist into adulthood, leading to a higher risk of criminal behavior and substance abuse.

Addressing behavioural disorders requires a multi-faceted approach involving various interventions and treatment strategies. Early intervention is crucial, as it can prevent the escalation of behaviours and minimize the long-term impact. Behavioural therapy, such as cognitive-behavioural therapy (CBT), has shown promising results in reducing disruptive behaviors and improving social skills. Parent training programs, aimed at enhancing parenting skills and promoting positive discipline techniques, have also proved effective in managing behavioural disorders. In severe cases, medication may be prescribed to address co-occurring conditions like attention-deficit/hyperactivity disorder (ADHD).

Behavioural disorders pose significant challenges for individuals, families, and society as a whole. This literature review has provided an analytical overview of these disorders, exploring their definition, causes, symptoms, and potential interventions. By understanding the complex interplay of genetic, environmental, and psychosocial factors, healthcare professionals, educators, and parents can develop targeted prevention and treatment strategies. Early identification and intervention, along with evidence-based therapies, offer hope for mitigating the negative impact of behavioural disorders and improving the overall well-being of those affected. Through continued research and a collaborative effort, we can strive towards a society that supports and empowers individuals with behavioural disorders to lead fulfilling lives.

### **Concepts and Problems of Identification and Definition of Emotional and Behavioural Disorder (EBDs)**

The definition of EBDs may seem very simple but has actually been a matter of contention among experts for many years. One reason for this complication of definition is that there are variations in professional and theoretical orientations, with different goals and classification systems either focusing on presenting symptoms or their causes. The problem is further compounded by the fact that EBD is an umbrella term for different conditions with different causes and

symptoms. However, one of the most widely accepted definitions was proffered by Bower (2018), and has been adopted by governments, such as the United States' Department of Education in the enactment of the IDEA. Bower described five basic characteristics, of which one or more of them had to be manifested to a certain degree, magnitude, or frequency, and over a certain period. The conditions include:

- Inability to learn that cannot be explained by intellectual, sensory, or health factors,
- Inability to build or maintain satisfactory interpersonal relationships with peers or teacher,
- Inappropriate types of behaviour or feelings under normal circumstances,
- General or pervasive mood of unhappiness or depression,
- Tendency to develop physical symptoms or fears associated with personal or school problems.

The observed behavioural problems must have adversely affects on educational performance, social maladjustment, emotional disturbance. Captured in Forness and Knitzer (2017), which stated that the term emotional or behavioural disorder means a disability characterized by behavioural or emotional responses in school programs so different from appropriate age, cultural, or ethnic norms that they

adversely affect educational performance, including academic, social, vocational, or personal skills, and which;

- I. Is more than a temporary, expected response to stressful events in the environment;
- II. Is consistently exhibited in two different settings, at least one of which is school-related; and
- III. Persists despite interventions within the educational program, unless, in the judgment of the team, the child's or youth's history indicates that such interventions would not be effective.
- IV. Emotional or behavioural disorders can co-exist with other disabilities.
- V. This category may include children or youth with schizophrenic disorders, affective disorders, anxiety disorders, or other sustained disturbances of conduct or adjustment when they adversely affect educational performance.

However, issues in this paper limits or confines EBDs to only educational domains, those circumstances that individuals may also suffer from emotional and behavioural problems, different disorders that may be observed both in and out of school such as of the neurodevelopmental disorders, bipolar, schizophrenia spectrum and other psychotic depressive, anxiety, communication and feeding and

eating disorders. All the associated problems making diagnosis far more generalized and difficult.

The Council for Children with & Behavioural Disorders Definition:

The Council for Children with Behavioural Disorders (CCBD) is a Special Interest Division of the Council for Exceptional Children (CEC). The CCBD is an advocacy group for children with emotional and Behavioural disorders and uses the following characteristics to define students with emotional disturbance:

- Hyperactivity (short attention span, impulsiveness)
- Aggression or self-injurious behavior (acting out, fighting)
- Withdrawal (not interacting socially with others, excessive fear or anxiety)
- Immaturity (inappropriate crying, temper tantrums, poor coping skills)
- Learning difficulties (academically performing below grade level) (CCBD, 2022)

The CCBD also points to general categories of psychological disorders, including schizophrenia spectrum disorder, bipolar disorder, depressive disorders, anxiety disorders, obsessive-compulsive disorders, eating disorders, and disruptive, impulse-control, and conduct disorders as causes of this disability category.

## **The Nature and Causes of Emotional and Behavioural Disorders (EBDs)**

Sylvester (2019) in the study; ‘Identification and Management of Emotionally and Behaviourally Disturbed School Aged Children in Nigeria’; posited that there is still no universally consensus definition for EBDs and any definitions are subjected to extensive criticisms and changes. Similarly, it is difficult to say that there is a particular cause of EBDs. However, heredity, brain injuries or chemical imbalances in the brain, diet/nutritional problems, stress/trauma, and other environmental and deep rooted psychological factors, have been associated with EBDs and have been subject to vigorous research. However, there are three major issues in EBDs: disability, deviance, and alienation.

- **The Disability (Medical Pathology)**

The disability perspective reflects a medical point of view in which there is emphasis on internal pathological conditions, such as genetic or hereditary factors, brain injury, or chemical imbalances, at the root causes of EBDs. The implication of this perspective is that treatment and management is primarily the responsibility of medical personnel, especially psychiatrists – although they may be assisted by other professionals like clinical psychologists and social health workers. The major element of treatment in this perspective is drug therapy to control the

presenting symptoms. So teachers need to be sensitive enough to detect which cases are within their purview and which to make appropriate referrals.

- **The Social Deviance Perspective**

The deviance perspective largely emphasizes deviations from socio-cultural norms or the idea that EBDs are the extent to which an individual deviate from the norm, such as constant breaking of the societal rules and regulations. The social deviance occurred when an individual's behaviours are outside the limits considered appropriate by society, the situation can be labeled mentally disturbed or, in the case of children, emotionally and Behaviourally disordered. Research findings have identified two broad categories of such deviations which are classified under externalizing or internalizing behaviours. Externalizing behaviours (also called under controlled behaviours) include acting-out behaviours, fighting, temper tantrums, verbal and physical aggression, disobedience, destructiveness, language or communication difficulties. The other category of deviation labeled as internalizing or over controlled behaviours include depression, and social withdrawal. Any child or even adult may have problems in both functional areas. For example, a person might be abnormally aggressive (externalizing) and depressed (internalizing) at the same time. However, there is some uncertainty as to what actually constitutes deviance due to cultural relevance and differences in

social norms. Norms do vary from one culture to another as the same person who may be regarded as disordered in one community may be regarded as normal in another community. For example, behaviours such as fighting, truancy, or use of profane language may be regarded as deviant in one community but considered normal in another community. Every community sets limits to what they consider appropriate or deviant behaviour, and all these are also related to factors such as age, gender, social class, or education. Treatment of conditions considered as social deviance can be carried out by anyone who is directly engaged with the child, especially teachers who spend most part of the day with the children and can teach them socially appropriate behaviours and conduct.

- **The Alienation (Psychological) Perspective**

The alienation perspective to understanding EBDs is largely a reflection of individual cognitive processes that are at the bottom of their emotional and behavioural problems. This is a psychological stance that is largely based on humanistic viewpoints that regard individual's ability to fulfill or actualize their potentials through constructive living and behaving in acceptable manners. EBDs is developed when they are frustrated in their inability to fulfill their potentials and when societal conditions/demands overwhelm or frustrate their quest to achieve self-actualization. Thus, the more a child becomes aware (or sometimes may

remain unaware because of level of cognitive development) of such environmental circumstances that stand in the way of self-fulfillment, the more the child develops feelings of inadequacy, feelings of futility, loneliness, and alienation from society – which eventually manifest in as EBDs or deviance and rebellion. Many children may not necessarily be regarded or labeled as mentally disordered nor engaging in deviant behaviours but may be understood as responding to the harsh demands of a materialistic, mechanistic, and inhumane society. This is usually the case frequently found among minorities in societies or among those who are denied with opportunities of self-actualization. These people can be identified as psychiatrically disordered (disabled) or socially deviant, irrespective of the environmental dangers they are facing. Effective intervention and management of individuals identified through this perspective involve recognizing and acknowledging differences in every individual and their perceptions. The management is largely based on the humanistic approach, such as the Rogerian therapy or client/person-centered therapy, and an extensive focus on the environmental forces affecting the individual.

## **The Impact of Academic Stress on Emotional and Behavioural Disorders in Education Students**

Singh et al., (2022) carried out a study titled; *Academic Stress and Emotional Adjustment: A Gender-Based Post-COVID Study*; in India; the study aimed at assessing the Academic Stress and Emotional Adjustment of male and female secondary school students in Uttar Pradesh, post-COVID-19 pandemic lockdown. A sample of 500 students from various schools in Uttar Pradesh pursuing high school were included in the study. A purposive sampling technique was employed for data collection based on inclusion and exclusion criteria. The Scale for Assessing Academic Stress and the Adolescents Emotional Adjustment Inventory were used to assess the academic stress and emotional adjustment of secondary school students post-COVID-19 pandemic lockdown. The results of the study revealed that there was a significant difference in academic stress and emotional adjustment between male and female secondary school students. A significant positive relationship between academic stress and emotional adjustment was found, which indicates a high level of academic stress perpetuates emotional maladjustment. Furthermore, it was found that the level of academic stress and emotional adjustment were higher among females as compared to males. The study therefore concluded that the extended impact of COVID-19 has led to a

surfeited level of distress propounding that females are more predisposed to academic stress and tend to have poor emotional adjustment than their male counterparts.

Cumming (2017), was recognized for her research by receiving the Student Award in Quantitative Design from the Council for Exceptional Children (CEC), the world's leading special education professional association. CEC, which held its annual conference in Boston, says the award recognizes outstanding research contributions to exceptional children and youth. Cumming conducted a study during the 2015-2016 school year of 79 middle school students in Florida, California and Arizona, roughly half of who were classified as having various behavior disorders. She used self-reported survey tools, including a National Institutes of Health-developed iPad app to assess the kids' working memory, impulsiveness and cognitive flexibility. Teachers also were surveyed to report on students' behaviors. The results showed that students with emotional and behavior disorders had a sizable deficit in these executive functions, had higher peer stress, and use less effective stress regulation when encountering stress at school.

Deng et al., (2022) carried out a study titled *Family and Academic Stress and Their Impact on Students' Depression Level and Academic Performance*; to examine the impact of academic and familial stress on students' depression levels

and the subsequent impact on their academic performance based on Lazarus' cognitive appraisal theory of stress. The non-probability convenience sampling technique has been used to collect data from undergraduate and postgraduate students using a modified questionnaire with a five-point Likert scale. This study used the structural equation modeling (SEM) method to examine the link between stress, depression, and academic performance. It was confirmed that academic and family stress leads to depression among students, negatively affecting their academic performance and learning outcomes.

### **Summary or Reviewed Literatures**

The literature review is divided into 4 part, the first part deals with the theoretical review of Freud *Psychodynamic models of emotional and Behavioural disorders*; the conceptual review of Emotional and Behavioural disorder distinctively and finally, the empirical review on the Impact of Academic Stress on Emotional and Behavioural Disorders in Education Students.

The psychodynamic model of EBD which was pioneered by Sigmund Freud as an offshoot of his work on Psychoanalytical theory. The psychodynamic model of EBD identified key concepts such as the Unconscious mind; Structural Model of the Mind; Defense Mechanism; Psychosexual Development; Object Relations;

Transference and Countertransference; attachment theory and Symbolism and Dreams.

The concept of Behavioural and Emotional disorder was also reviewed as conceptual review distinctively. The chapter also examined the cause and challenges of identifying emotional and Behavioural disorders among young people. While the empirical review was on the Impact of Academic Stress on Emotional and Behavioural Disorders in Education Students; in which three previous studies were represented and reviewed.

## **CHAPTER THREE**

### **METHODOLOGY**

The Chapter described the methodology of the used in the study under the following headings;

- Research Design
- Population of the Study
- Sample Size and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Method of Data Collection
- Method of Data Analysis

#### **Research Design**

Descriptive survey research design was employed. This approach and design were the best most suitable means to better explore the perception go special education administrators in the use of paraprofessionals to aid the learning process of of students with disabilities in Benin metropolis.

### **Population of The Study**

The population of the study deals with undergraduate full time students in the faculty of Education in the University of Benin, which is made up of 8 departments sparsely divided across Ugbowo and Ekehuan Campus of the institution. The population of the faculty of Education as at the 2020/2021 academic session is 7,470. (UNIBEN Student Affairs Division 2022).

### **Sample size and Sampling Technique**

The simple random sampling method was used to derive the sampling size. From the population go study, 200 students will be sampled across 4 departments in the faculty of education;

<b>S/N</b>	<b>Department</b>	<b>Sample</b>
1	Educational Foundation	50
2	Educational Management	50
3	Educational Evaluation and Counseling Psychology	50
4	Vocational and Technical Education	50
	<b>Total</b>	<b>200</b>

## **Research Instrument**

The major instrument used for data collection was a well - structured questionnaire titled “The Prevalence of Emotional and Behavioural Disorders Amongst Undergraduates Students Questionnaire”. The instrument was applied for easy and well-documented information issued to the chosen sample size of the population. The instrument was designed into two section (A and B); Section A deals the data of the respondents such as Gender, Age range, Department, and Religious Background; Section B was divided into 20 Statement formulated using a 4 scaled Likert Questionnaire across the 5 Research Question; The Likert scale is designated with the scale of Strongly Agree (SA) – 4; Agree (A) – 3; Disagree (D) – 2; and Strongly Disagree (SD) – 1.

## **Validation of The Instrument**

The researcher presented the instrument for face validity. The face and content validity of the instrument was done by the project supervisor and two other experts in the Department of Educational Evaluation and Counseling Psychology who read through the items and made useful suggestions which were incorporated into the final copy of the research instrument.

### **Method of Data Collection**

The data was collected using both primary data collection. It was collected through the issuance of a well drafted electronic questionnaire (Google form) distributed to students across the eight (4) departments in the faculty of Education through their social media handles and private message.

### **Method of Data Analysis**

The data collected will be analysed using descriptive statistical method that entails the use of frequency count and simple percentage and the use of Mean average to formulate a decision.

## CHAPTER FOUR

### PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

This chapter presents the analysis of data collected for this study. The presentation and analysis was based on the separate consideration of each research question formulated. The following are the results which are shown in tabular forms and discussed.

#### Data Presentation and Analysis

**Research question one: What are the prevalent emotional disorders experienced by undergraduate students in the Faculty of Education, University of Benin?**

**Table one: Prevalent emotional disorders experienced by undergraduate students in the Faculty of Education, University of Benin**

s/n	Prevalent emotional disorders	Mean	Standard deviation
1	I experience intense panic during examination period as a result of the fear of failure	2.36	1.04
2	I have sometimes been sad without reason during the course of my study in the University	1.53	.97
3	I find myself spending an unhealthy number of hours on social media for entertainment over academic purposes.	2.00	1.15
4	I avoid staying alone with the opposite gender due to past sexual assault experience.	3.02	.85
5	I become very anxious whenever i hear about the possibility of a strike action.	3.29	.678

\*benchmark mean=2.50

The table showed the prevalent emotional disorders experienced by undergraduate students in the Faculty of Education, University of Benin. It can be observed that majority of the respondent agreed that they avoid staying alone with the opposite gender due to past sexual assault experience (mean=3.02) and they become very anxious whenever they hear about the possibility of a strike action (mean=3.29). Meanwhile they disagreed that they experience intense panic during examination period as a result of the fear of failure (mean=2.36), have sometimes been sad without reason during the course of my study in the University (mean=1.53) and find myself spending an unhealthy number of hours on social media for entertainment over academic purposes (mean=2.00). Hence the most prevalent emotional disorders are the fear of sexual assault and anxious because of strike.

**Research question two: What are the prevalent behavioural disorders experienced by undergraduate students in the Faculty of Education, University of Benin?**

**Table two: Prevalent behavioural disorders experienced by undergraduate students in the Faculty of Education, University of Benin**

s/n	Items	Mean	S.D
1	Examination Malpractice is a Behavioural disorder common among students in the Faculty of Education	3.09	.93
2	Poor attitude towards class attendance is common among students in the faculty of Education	2.76	.96
3	Lack of Respect for lecturers and constituted authorities is common among students in the faculty of Education	3.39	.66
4	Procrastination is common amongst students in the Faculty of Education	2.87	.86
5	I find it difficult to concentrate or pay attention in class over long hours	3.02	.88

\*benchmark mean=2.50

The table two showed the prevalent behavioural disorders experienced by undergraduate students in the Faculty of Education, University of Benin. It was observed that majority of the respondents agreed that examination Malpractice is a Behavioural disorder common among students in the Faculty of Education (mean=3.09), poor attitude towards class attendance is common among students in the faculty of Education (mean=2.76), lack of Respect for lecturers and constituted

authorities is common among students in the faculty of Education (mean=3.39), procrastination is common amongst students in the Faculty of Education (mean=2.87) and they find it difficult to concentrate or pay attention in class over long hours (mean=3.02). These shows that the prevalent behavioural disorders are examination malpractice, poor attitude towards class attendance, lack of respect of lecturers, procrastination and difficult to concentrate or pay attention in class.

**Research question three: What are the contributing factors to the prevalence of emotional and Behavioural disorders (EBDs) experienced by undergraduate students in the Faculty of Education, University of Benin?**

**Table three: Contributing factors to the prevalence of emotional and Behavioural disorders (EBDs) experienced by undergraduate students in the Faculty of Education, University of Benin**

S/N	Items	Mean	S.D
1	Short academic calendar causes Emotional and Behavioural Disorders among students in the faculty of Education	3.44	.60
2	Difficult Lecturers aggravate already existing mental disorders in students which affect their ability to cope with academics	3.21	.91
3	Students from financially unsupportive families are more likely to develop emotional and behavioural disorders	1.32	.83
4	Students from families with distressed conditions such as divorce and abusive cohabitation are prone to Emotional and Behavioural Disorder	2.65	.96
5	Increased academic workload due to disruption of academic calendar from University strike actions contribute to emotional and behavioural disorders among students	2.84	2.34

\*benchmark mean=2.50

The table three showed that contributing factors to the prevalence of emotional and Behavioural disorders (EBDs) experienced by undergraduate students in the Faculty of Education, University of Benin. It can be seen that majority of the respondents agreed that short academic calendar causes Emotional and Behavioural Disorders among students in the faculty of Education (mean=3.44), difficult Lecturers aggravate already existing mental disorders in students which affect their ability to cope with academics (mean=3.21), students from families with distressed conditions such as divorce and abusive cohabitation are prone to Emotional and Behavioural Disorder (mean=2.65) and increased academic workload due to disruption of academic calendar from University strike actions contribute to emotional and behavioural disorders among students (mean=2.84). Hence the contributing factors are short academic calendar, difficult lecturers, family distress and increased academic workload.

**Research question four: What are the perception of students about the utilization of the Guidance and Counselling unit in the institution as a channel to address emotional and Behavioural disorders (EBDs) in the University of Benin?**

**Table four: Perception of students about the utilization of the Guidance and Counselling unit in the institution as a channel to address emotional and Behavioural disorders (EBDs) in the University of Benin**

<b>s/n</b>	<b>Items</b>	<b>Mea n</b>	<b>S.D</b>
<b>16</b>	Students have little or no trust in the confidentiality of the Guidance and Counselling unit	3.19	.79
<b>17</b>	Students have little understanding and awareness about the presence and usage of the Guidance and Counseling unit	3.44	.70
<b>18</b>	Nigerians, including students, do not believe in the power of therapy and counseling	3.16	.81
<b>19</b>	Students do not have sufficient access to reliable and useful resources (Therapy, Guidance and Counseling) used in addressing emotional and Behavioural problems in the University of Benin.	3.28	.85
<b>20</b>	Symptoms of Emotional and Behavioural Disorders in Students are often misunderstood, ignored or overlooked by other Students and Faculty members of the Faculty of Education	3.35	.68

\*benchmark mean=2.50

The table four showed the perception of students about the utilization of the Guidance and Counselling unit in the institution as a channel to address emotional

and Behavioural disorders (EBDs) in the University of Benin. It can be seen that majority of the respondents agreed that students have little or no trust in the confidentiality of the Guidance and Counselling unit (mean=3.19), students have little understanding and awareness about the presence and usage of the Guidance and Counseling unit (mean=3.44), Nigerians, including students, do not believe in the power of therapy and counseling (mean=3.16), students do not have sufficient access to reliable and useful resources (Therapy, Guidance and Counseling) used in addressing emotional and Behavioural problems in the University of Benin (mean=3.28) and symptoms of Emotional and Behavioural Disorders in Students are often misunderstood, ignored or overlooked by other Students and Faculty members of the Faculty of Education (mean=3.35).

**Research question five: What intervention strategies can the University adopt in ameliorating the prevalence of emotional and Behavioural disorders (EBDs) among tertiary institutions undergraduates?**

**Table five: Intervention strategies can the University adopt in ameliorating the prevalence of emotional and Behavioural disorders (EBDs) among tertiary institutions undergraduates**

<b>s/n</b>	<b>Items</b>	<b>Mea n</b>	<b>S.D</b>
<b>1</b>	The University should improve the awareness of the importance of Guidance and Counselling unit within the University as a means to address Emotional and Behavioural Disorders	3.13	.87
<b>2</b>	The University should design an academic calendar that will not be too much of a burden for students to cope with	1.91	.97
<b>3</b>	The University should organize campaigns and seminars at least once a semester to create awareness and sensitization on Emotional and Behavioural Disorders and how students can address them.	1.94	1.71
<b>4</b>	The University should put in more effort in creating a stigma free environment for students with emotional and Behavioural disorders.	2.21	.98
<b>5</b>	The University should foster a positive and inclusive school climate where all students feel safe, valued, and respected.	2.18	.99

\*benchmark mean=2.50

The table above showed that intervention strategies can the University adopt in ameliorating the prevalence of emotional and Behavioural disorders (EBDs) among tertiary institutions undergraduates. It was observed that majority of the respondents agreed that the University should improve the awareness of the importance of Guidance and Counselling unit within the University as a means to address Emotional and Behavioural Disorders (mean=3.13). They disagreed that the University should design an academic calendar that will not be too much of a burden for students to cope with (mean=1.91), the University should organize campaigns and seminars at least once a semester to create awareness and sensitization on Emotional and Behavioural Disorders and how students can address them (mean=1.94), the University should put in more effort in creating a stigma free environment for students with emotional and Behavioural disorders (mean=2.21) and the University should foster a positive and inclusive school climate where all students feel safe, valued, and respected (mean=2.18). Hence they only agreed on University should improve the awareness of the importance of Guidance and Counselling unit within the University as a means to address Emotional and Behavioural Disorders.

## Discussion of Findings

In of the results obtained from the presentation and analysis of data in Table 1. Study findings for research question one, which is What are the prevalent emotional disorders experienced by undergraduate students in the Faculty of Education, University of Benin. The result showed the prevalent emotional disorders experienced by undergraduate students in the Faculty of Education, University of Benin. It can be observed that majority of the respondent agreed that they avoid staying alone with the opposite gender due to past sexual assault experience (mean=3.02) and they become very anxious whenever they hear about the possiblity of a strike action (mean=3.29). Meanwhile they disagreed that they experience intense panic during examination period as a result of the fear of failure (mean=2.36), have sometimes been sad without reason during the course of my study in the University (mean=1.53) and find myself spending an unhealthy number of hours on social media for entertainment over academic purposes (mean=2.00). Hence the most prevalent emotional disorders are the fear of sexual assault and anxious because of strike.

Findings from research question two which is what are the prevalent behavioural disorders experienced by undergraduate students in the Faculty of Education, University of Benin. The table two showed the prevalent behavioural

disorders experienced by undergraduate students in the Faculty of Education, University of Benin. It was observed that majority of the respondents agreed that examination Malpractice is a Behavioural disorder common among students in the Faculty of Education (mean=3.09), poor attitude towards class attendance is common among students in the faculty of Education (mean=2.76), lack of Respect for lecturers and constituted authorities is common among students in the faculty of Education (mean=3.39), procrastination is common amongst students in the Faculty of Education (mean=2.87) and they find it difficult to concentrate or pay attention in class over long hours (mean=3.02). These shows that the prevalent behavioural disorders are examination malpractice, poor attitude towards class attendance, lack of respect of lecturers, procrastination and difficult to concentrate or pay attention in class.

Findings from research question three, which is what are the contributing factors to the prevalence of emotional and Behavioural disorders (EBDs) experienced by undergraduate students in the Faculty of Education, University of Benin. Table three showed that contributing factors to the prevalence of emotional and Behavioural disorders (EBDs) experienced by undergraduate students in the Faculty of Education, University of Benin. It can be seen that majority of the respondents agreed that short academic calendar causes Emotional and

Behavioural Disorders among students in the faculty of Education (mean=3.44), difficult Lecturers aggravate already existing mental disorders in students which affect their ability to cope with academics (mean=3.21), students from families with distressed conditions such as divorce and abusive cohabitation are prone to Emotional and Behavioural Disorder (mean=2.65) and increased academic workload due to disruption of academic calendar from University strike actions contribute to emotional and behavioural disorders among students (mean=2.84). Hence the contributing factors are short academic calendar, difficult lecturers, family distress and increased academic workload.

Furthermore, Findings from research question four, which is what are the perception of students about the utilization of the Guidance and Counselling unit in the institution as a channel to address emotional and Behavioural disorders (EBDs) in the University of Benin. Table four showed the perception of students about the utilization of the Guidance and Counselling unit in the institution as a channel to address emotional and Behavioural disorders (EBDs) in the University of Benin. It can be seen that majority of the respondents agreed that students have little or no trust in the confidentiality of the Guidance and Counselling unit (mean=3.19), students have little understanding and awareness about the presence and usage of the Guidance and Counseling unit (mean=3.44), Nigerians, including

students, do not believe in the power of therapy and counseling (mean=3.16), students do not have sufficient access to reliable and useful resources (Therapy, Guidance and Counseling) used in addressing emotional and Behavioural problems in the University of Benin (mean=3.28) and symptoms of Emotional and Behavioural Disorders in Students are often misunderstood, ignored or overlooked by other Students and Faculty members of the Faculty of Education (mean=3.35).

In addition findings from research questions five which is what intervention strategies can the University adopt in ameliorating the prevalence of emotional and Behavioural disorders (EBDs) among tertiary institutions undergraduates. Table five above showed that intervention strategies can the University adopt in ameliorating the prevalence of emotional and Behavioural disorders (EBDs) among tertiary institutions undergraduates. It was observed that majority of the respondents agreed that the University should improve the awareness of the importance of Guidance and Counselling unit within the University as a means to address Emotional and Behavioural Disorders (mean=3.13). They disagreed that the University should design an academic calendar that will not be too much of a burden for students to cope with (mean=1.91), the University should organize campaigns and seminars at least once a semester to create awareness and sensitization on Emotional and Behavioural Disorders and how students can

address them (mean=1.94), the University should put in more effort in creating a stigma free environment for students with emotional and Behavioural disorders (mean=2.21) and the University should foster a positive and inclusive school climate where all students feel safe, valued, and respected (mean=2.18). Hence they only agreed on University should improve the awareness of the importance of Guidance and Counselling unit within the University as a means to address Emotional and Behavioural Disorders.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **Summary of the Findings**

The study is premised on the Prevalence of Emotional and Behavioural Disorders Amongst Undergraduates Students in Public Universities, using University of Benin as the area of study; the study was formulated along various objectives which are; to determine the types and prevalence of emotional disorders experienced by undergraduate students in the Faculty of Education, University of Benin; To investigate the patterns and prevalence of behavioural challenges among University of Benin students within the faculty of Education, including disruptive behaviours, oppositional defiance, and attention-related issues; also to identify and analyze potential contributing factors to the prevalence of emotional and Behavioural disorders among faculty of Education students in the University of Benin; The study also sought to evaluate the effectiveness of current support systems and resources available to students within the Faculty of Education in addressing emotional and Behavioural disorders especially counseling services; finally the study sought to provide evidence-based recommendations for the development and enhancement of targeted intervention strategies Education

Administrators can adopt in ameliorating the prevalence of Emotional and Behavioural disorders among tertiary institutions undergraduates. The study was carried out among 200 respondents in the faculty of Education in the University of Benin; which led to the following discovery;

1. Isolation as a result of previous sexual assault, and anxiety derived from strike actions are Prevalent Emotional disorders found among undergraduate Education students in the University of Benin
2. The prevalent behavioural disorders found among undergraduate education students in the University of Benin are; examination malpractice, poor attitude towards class attendance, lack of respect of lecturers, procrastination and difficult to concentrate or pay attention in class.
3. The contributing factors to Emotional and behavioural disorders among Undergraduate education students in the University of Benin are short academic calendar, difficult lecturers, family distress and increased academic workload.
4. The Guidance and counselling unit in the University of Benin has not been able to maximise its objectives when it comes to addressing issues of emotional and behavioural disorders among students in the University of Benin.

5. The University should improve the awareness of the importance of Guidance and Counselling unit within the University as a means to address Emotional and Behavioural Disorders.

## **Conclusion**

In conclusion, the findings of this study shed light on the significant prevalence of emotional and behavioral disorders among undergraduate students at the University of Benin. The data reveals a concerning trend along the issue of sexual assault and strike actions, indicating the need for heightened awareness, proactive intervention, and comprehensive support systems within the university community. Addressing these issues requires collaborative efforts from educators, administrators, mental health professionals, and policymakers to create an environment that promotes psychological well-being and fosters academic success. By acknowledging and addressing the emotional and behavioral challenges faced by students, we can strive towards a campus culture that prioritizes mental health and empowers individuals to thrive both academically and personally.

## **Recommendations**

Based on the findings of the study regarding the prevalence of emotional and behavioral disorders among undergraduate students at the University of Benin, the following recommendations are proposed:

1. University management should implement a comprehensive mental health awareness campaigns to reduce stigma, increase understanding of emotional and behavioral disorders, and promote help-seeking behaviors among students.
2. There is need to expand and promote access to counseling services on campus, including individual therapy, group counseling, and crisis intervention. In view of the findings that students have little or not trust, believe or confidentiality of the Counselling Department; it is essential that the Guidance and counselling Department is adequately designed to ensure that their services are culturally sensitive, confidential, and readily available to all students.
3. The University Management should establish peer support networks or mentoring programs where students can connect with trained peers for emotional support, guidance, and encouragement. These networks can provide a sense of community and reduce feelings of isolation among students experiencing emotional difficulties.

4. The government should provide training for lecturers and staff members on recognizing signs of emotional distress and referring students to appropriate support services. This training should also include strategies for creating a supportive classroom environment that prioritizes mental health and well-being.
5. Strike actions are usually induced by unmet agreement between the government and University workers; this has shown to have significant effect on the emotional and mental wellbeing of University students which creates a domino effect on the mental capacity of the country, half-baked graduates is not beneficial to a country that seeks all round innovation and development from its work force, hence it is essential that the government prioritize education funding and the remuneration of workers to avoid the incessant shut downs of our education centers over unfulfilled agreements.
6. The student bodies and association should facilitate collaboration and partnerships with mental health professionals and community organizations to enhance the range and effectiveness of mental health services available to students. This may include offering workshops, support groups, and specialized interventions tailored to the needs of undergraduate students.

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## APPENDIX

Department of Educational Evaluation  
and Counselling Psychology,  
Faculty of Education  
University of Benin,  
Edo State.

Dear Respondent,

### **LETTER TO REpondENTS**

I am a final year student of department of Department of Educational Evaluation and Counselling Psychology, from the above institution. I am carrying out an Investigation into “The Prevalence of Emotional and Behavioural Disorders Amongst Students in Public Universities” particularly students in the Faculty of Education, University of Benin. The study is purely for academic purposes.

I am soliciting for your co-operation by answering the questions in this questionnaire. The responses are going to be treated as confidential.

Thanks for your anticipated co-operation.

Yours sincerely,

**Divine Eboseluimen Iriogbe**  
**Researcher.**

**QUESTIONNAIRE ON THE PREVALENCE OF EMOTIONAL AND  
BEHAVIOURAL DISORDERS AMONGST STUDENTS IN PUBLIC  
UNIVERSITIES.**

**SECTION A**

**Instruction:** Respondents are humbly requested to approach each item by ticking (✓) in one of the following spaces stipulated below.

**Sex:** Male ( ), Female ( )

**Ages:** 16 - 20 ( ), 21 - 25( ), 26 - above ( )

**SECTION B**

Kindly tick (✓) the option in which you agree with; Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	STATEMENT	SA	A	D	SD
<b>R1</b>	<b>What are the prevalent emotional disorders experienced by undergraduate students in the Faculty of Education, University of Benin?</b>				
<b>1</b>	I experience intense panic during examination period as a result of the fear of failure				
<b>2</b>	I have sometimes been sad without reason during the course of my study in the University				
<b>3</b>	I find myself spending an unhealthy number of hours on social media for entertainment over academic purposes.				
<b>4</b>	I avoid staying alone with the opposite gender due to past sexual assault experience.				
<b>5</b>	I become very anxious whenever i hear about the possibility of a strike action.				

<b>R2</b>	<b>What are the prevalent behavioural disorders experienced by undergraduate students in the Faculty of Education, University of Benin?</b>				
6	Examination Malpractice is a Behavioural disorder common among students in the Faculty of Education				
7	Poor attitude towards class attendance is common among students in the faculty of Education				
8	Lack of Respect for lecturers and constituted authorities is common among students in the faculty of Education				
9	Procrastination is common amongst students in the Faculty of Education				
10	I find it difficult to concentrate or pay attention in class over long hours				
<b>R3</b>	<b>What are the contributing factors to the prevalence of emotional and Behavioural disorders (EBDs) experienced by undergraduate students in the Faculty of Education, University of Benin?</b>				
11	Short academic calendar causes Emotional and Behavioural Disorders among students in the faculty of Education				
12	Difficult Lecturers aggravate already existing mental disorders in students which affect their ability to cope with academics				
13	Students from financially unsupportive families are more likely to develop emotional and behavioural disorders				
14	Students from families with distressed conditions such as divorce and abusive cohabitation are prone to Emotional and Behavioural Disorder				
15	Increased academic workload due to disruption of academic calendar from University strike actions contribute to emotional and behavioural disorders among students				
<b>R4</b>	<b>What are the perception of students about the utilization of the Guidance and Counselling unit in the institution as a channel to address emotional and Behavioural disorders (EBDs) in the University of Benin?</b>				
16	Students have little or no trust in the confidentiality of the Guidance and Counselling unit				

17	Students have little understanding and awareness about the presence and usage of the Guidance and Counseling unit				
18	Nigerians, including students, do not believe in the power of therapy and counselling				
19	Students do not have sufficient access to reliable and useful resources (Therapy, Guidance and Counseling) used in addressing emotional and Behavioural problems in the University of Benin.				
20	Symptoms of Emotional and Behavioural Disorders in Students are often misunderstood, ignored or overlooked by other Students and Faculty members of the Faculty of Education				
<b>R5</b>	<b>What intervention strategies can the University adopt in ameliorating the prevalence of emotional and Behavioural disorders (EBDs) among tertiary institutions undergraduates?</b>				
21	The University should improve the awareness of the importance of Guidance and Counselling unit within the University as a means to address Emotional and Behavioural Disorders				
22	The University should design an academic calendar that will not be too much of a burden for students to cope with				
23	The University should organize campaigns and seminars at least once a semester to create awareness and sensitization on Emotional and Behavioural Disorders and how students can address them.				
24	The University should put in more effort in creating a stigma free environment for students with emotional and Behavioural disorders.				
25	The University should foster a positive and inclusive school climate where all students feel safe, valued, and respected.				

**Thanks for your Response.**