

An Investigation into Libyan Teachers' Views of Children's Emotional and Behavioral Difficulties

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Abstract : A great number of children in mainstream schools across Libya are currently living with emotional, behavioral difficulties. This study aims to explore teachers' perceptions of children's emotional and behavioral difficulties (EBD) and their attributions of the causes of EBD. The relevance of this area of study to current educational practice is illustrated in the fact that primary school teachers in Libya find classroom behavior problems one of the major difficulties they face. The information presented in this study was gathered from 182 teachers that responded back to the survey, of whom 27 teachers were later interviewed. In general, teachers' perceptions of EBD reflect personal experience, training, and attitudes. Teachers appear from this study to use words such as indifferent, frightened, withdrawn, aggressive, disobedient, hyperactive, less ambitious, lacking concentration, and academically weak to describe pupils with emotional and behavioral difficulties (EBD). The implications of this study are envisaged as being extremely important to support teachers addressing children's EBD and shed light on the contributing factors to EBD for a successful teaching-learning process in Libyan primary schools.

Keywords : children, emotional and behavior difficulties, learning, teachers'

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