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TEACHERS' HUMANISTIC ROLE REGARDING STUDENTS' EMOTIONAL DISTURBANCE

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ABSTRACT

Students suffering from emotional disturbance become prey to hyperactivity, sluggishness, learning difficulties, loneliness, negative/ low self-concept, no discussion approach, conflicts, aggression, fight, self-injuries, irresponsibility, disobedience, and too conformity or too much order. The humanistic teachers deal with emotionally disturbed individuals as respectable human beings, diagnose their problems and powers minutely, treat them accordingly, give them due attention individually, guide them properly, and develop their self-concept successfully to reach the zenith of success in practical and professional life. The present study was conducted on perceptions of Subject Specialists about teachers' humanistic role regarding students' emotional disturbance, and the study was completed in the Higher Secondary Schools of District Dera Ismail Khan, Khyber Pakhtunkhwa. The study was descriptive, and the required data were collected through a questionnaire. The total population of the study was 369 SS teachers, and the sample of the study was 261 SS teachers who were selected through the simple random technique for data collection. The calculated data revealed that the respondents' perceptions were not positive about the use of the humanistic approach in emotionally disturbed students' cases, and their perceptions did not contain a significant difference in this regard. It was concluded that the teachers had neglected the use of the humanistic approach in emotionally disturbed cases at the school level, so it was suggested to incorporate a humanistic approach in classroom teaching techniques, curriculum, and teaching-learning process to prepare emotionally disturbed students through special education for a better tomorrow.

Key Words: Humanistic Approach, Special Education, Emotional Disturbance



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INTRODUCTION

George Albee introduced special education for emotionally disturbed children and adults to make them well-adjusted in social and practical life, as it was the health condition that affected internal personal relations, learning, feelings, behaviors, and social life too (Albee 1968).

Humanistic teachers are the true followers of students' student-centered teaching approach, and they work to develop self-esteem in students to make them effective learners, successful social personalities, excellent communicators, essential members of society, and hard workers for humanity because they teach students that human behavior depends on the situation rather than individual traits. They deal with special students as respectable human beings, diagnose their problems and powers minutely, treat them accordingly, give them due attention individually, guide them properly, and develop their self-concept successfully to reach the zenith of success in practical and professional life (King, 2003).

Special education is a very vast field, and those students who suffer from behavior problems are labelled as the emotionally disturbed students in special education jurisdictions. They need special attention to achieve success in the field of learning under the dynamic role of humanistic teachers to get a normal status. Those teachers who give special consideration to all students, especially to the special students They are special therapists in the field of education with the distinctive qualities of counselors. They bring those students into the circle of effective learning who face inability or difficulty in learning and remain at the tail due to a lack of personal relationship with their teachers and peers (Cullinan & Sabornie, 2004).

Students suffering from emotional disturbance face social withdrawal, depression, compulsiveness, fearfulness, hypersensitivity, secretiveness & phobic avoidance, and these indirectly contribute to developing behavioral disorders that lead towards inconsistency between behaviors and goals. The proper use of the reactive approach based on respondent learning theory has been recommended as the proper and apt solution for emotional disturbance to reach the status of a well-adjusted emotional and behavioral match (Center, 2017). Brain disorders, heredity, diet, stress, and economic status are some causes of the emotional disturbance in students, but humanistic teachers have the magical rod to diagnose students' emotional disturbance, level of disturbance, and remedies of disturbance, and proper timing as well to get better and profound results (Thomas, 2019).

Statement of the problem

Emotionally disturbed students are found in all societies of the world, and they need special education along with special care to get ready for a balanced life, so the current study was launched to find out and compare “the perceptions of subject specialists about teachers' humanistic role regarding students' emotional disturbance”. The study helped throw light on the major problems faced by the emotionally disturbed students, along with the solutions offered by humanistic teachers in various educational institutes regarding disabled students.

The objective of the study

The main objective of the current study was to disclose and compare “the perceptions of Subject Specialists about teachers' humanistic role regarding students' emotional disturbance”.



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Research Question / Research hypothesis of the study

The following lines contain the research questions and hypotheses of the existing research study.

What were the perceptions of Subject Specialists about teachers' humanistic role regarding students' emotional disturbance?

H₀: There is no significant difference between the perceptions of male and female Subject Specialists about teachers' humanistic role regarding students' emotional disturbance.

Research studies reveal that students suffering from emotional disturbance become prey to hyperactivity, sluggishness, learning difficulties, loneliness, negative/ low self-concept, no discussion approach, conflicts, aggression, fight, self-injuries, irresponsibility, disobedience, and too conformity or too much order (Henderson, Klein, Gonzalez & Bradley, 2005).

LITERATURE REVIEW

Stop Hyperactivity

Attention deficit or hyperactivity is a mental health disorder that has affected old people, youth, and children across all boundaries of the world, and this problem has created challenges for those who are diagnosed individuals, but also for those who are living around them. Negative impacts have been observed on their family life and social relations, so teachers, caregivers, siblings, parents, guardians, and other family members give a considerable amount of time to handle the behavioral management of affected individuals towards a positive and healthy family life (Goodman, Mitchell, Rhodewalt, & Surman, 2016).

A student's academic achievement depends on his level of attention to classroom activities and minimum distraction from learning procedures to reach the highest points of excellence in education but hyperactivity, impulsivity, and inattention are the major symptoms of attention deficit so humanistic teachers are competent enough to keep students attentive in classroom activities to enable them to acquire the necessary information, to complete the assignments, to achieve the desired goals, to pass the examinations and to get the required academic success without any disturbance (Forness & Kavale 2001).

2.46 million American children were estimated to be hyperactive patients, and more boys than girls were affected by this condition (Kazimi, Sadruddin & Zehra, 2013). To select and implement the instructional activities, the humanistic teachers are required to understand the unique needs and powers of the students; to diagnose the causes of inattentiveness; to select the appropriate and suitable practices to reach the destination without wasting time, money, and human resources (Jackson 2004).

There is a close relationship between teachers' knowledge of Attention Deficit Hyperactivity Disorder and classroom management of special education, but researches reveal that teachers' knowledge is limited in this regard because they scored 61% in the knowledge of classroom management behaviors questionnaire. The results lead to the recommendation that the teachers may be provided opportunities to enhance their knowledge about the specific aspect to guide the needy special students properly without wastage of time (Kos, Richdale & Hay 2006). It was revealed that teachers became more confident and motivated to educate the ADHA students through adopting the appropriate classroom behaviors to keep them engaged till the achievement of goals or completion of the educational process (Muskens, Velders & Staal 2017).



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Defeat Sluggishness

Students with below-average cognitive abilities take a longer period than their peers to understand new concepts and ideas, and they show poor performance in classroom activities (Billeter, Kalra & Loewenstein, 2011). They feel difficulty when abstract concepts are presented without direct relevance to everyday life experiences, and they remain poor in doing word analysis, using grammar rules, using effective communication, and maintaining concentration on complex ideas. Humanistic teachers become humanistic denominators of learning in the classroom; they use operative strategies to hold the dignity of all students individually; they deal students with caring conscientiousness; they attract both heads and hearts of the learners; they make their attitudes positive toward learning; they develop a very positive learning atmosphere in the class; they work for independent learning; they develop their curiosity for learning and ultimately make them successful in personal, social, academic, practical and professional life (Bodang & Lengkat, 2021).

Overcome Learning Difficulties

Humanistic teachers create comfortable, welcoming, and safe environments for emotionally disturbed students in their classrooms to guide them towards overcoming learning difficulties. They meet their specific needs thoroughly. They try to keep the students attentive in class through their practical involvement in different activities to overcome their problems in the process of learning. They overcome the difficulties of emotionally disturbed students through physical activities, proper spaces in the classrooms, good lighting, positive rapport, deep trust, excellence, consistency, matchless planning, and humanistic care (Vaughn, Bos & Schumm, 2007).

Deal Loneliness

Researches reveal that the cases of social loneliness were fewer than the cases of emotional loneliness, and both were the result of emotional disturbance. Emotional loneliness or deficiency in intimate friendship was prevalent in students of all educational institutes, especially in university students, and it leads towards multimorbidity, causes mortality and suicidal actions, so all human-loving teachers must focus on special cases to control the loneliness among emotionally disturbed students to make them ready for a better tomorrow.

Promote Social Skills

Students with disabilities are less socially skilled than their normal peers, and humanistic teachers take much pain to increase the social skills of emotionally disturbed students to save them from the bad effects of low social status. Researches reveal that there is a strong relationship between students' social competence and academic achievements, and social competence is based on talking, questioning, reasoning, arguing, discussing, and compromising techniques in various social situations. Emotionally disturbed students are at risk of rejection by their peers, so teachers give special attention to their social aspect to make them successful in the academic procedure, social, practical, and professional life (Nowicki, 2003).

Promote Self-Concept

Bullying, negative perception, academic problems, and social issues affect the self-concept of emotionally disturbed students in the class, and humanistic teachers work to develop their potential in all aspects, especially thinking about the individuals about their



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selves. Students with negative self-concept often meet failures, while students with positive self-concept remain successful, happy, and optimistic. Fair attention, appreciation, extreme care, proper respect, friendly environment, internal motivation guidance, and all other necessities are achieved with Maslow's humanistic learning theory by humanistic teachers who promote the self-concept of emotionally disturbed students to the maximum level to attain maximum success (Zakaria & Tahar, 2017).

Conflict Management

Conflicts are inevitable in all schools, especially where emotionally disturbed students study, who are directly the victims of their peers in the teaching-learning process. Clash of interests, ethnicity, disorderliness, disagreement, and pandemonium are the causes of conflicts and fights in classrooms. Emotionally disturbed students meet these situations mostly and directly, and effective teachers play a very special role in teaching them conflict management techniques for balanced dealings in academic life. Human knowledge is transmitted from one generation to the next, and humanistic teachers play a very pivotal role in guiding students properly to tackle ticklish and conflict-related situations effectively (Goodman, 2021).

Stop self-injury

Emotionally disturbed students engage in self-harm/self-injury, and humanistic teachers are well aware of their approach in this regard, so they help needy students artfully. Shocks, helplessness, sadness, fear, weeping spells, and negative thoughts lead them towards various acts of self-harm, and humanistic teachers give them full attention and extra time to keep them under control, so they save them from all types of self-injuries. It is recommended by various studies that teachers may be given proper training in the field of guidance and counseling so they respond to students during stress, despair, and emotional disturbance (Dowling & Doyle, 2017).

RESEARCH METHODOLOGY

Research Design

The present study was conducted to discover and compare "The Perceptions of Subject Specialists about Teachers' Humanistic Role Regarding Students' Emotional Disturbance," so the study design was descriptive to cover the recent picture of good teachers' performance to deal successfully with the emotionally disturbed students in educational institutions. It is an observational research design to get data from a large and scattered sample without influencing it in any way, and it has focused on describing a demographic segment clearly for better understanding. It is quantitative in its type, and it has collected the data through the appropriate use of a questionnaire with closed-ended questions about the uncontrolled variables of the study.

Research Population

A large collection of individuals and items with the same qualities remaining in the main focus of a research study is termed the population of the study. In the present study, the population was the Subject Specialists teaching in the Government Higher Secondary School located in the jurisdiction of Dear Ismail Khan. The following table illustrates the figures of the population used in the present research study.



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Table No.1 The population of the Study

Gender	Subject Specialists
Male	265
Female	104
Total	369

(REMIS, 2017-18)

Sample of the Research Study

Following the table of Krejci & Morgan (1970), the researcher drew the true representative sample from the total population. Suitable and representative sampling technique saves time; provides value; reduces the chances of error; and provides worth to the research outcomes. The simple random technique was used in the present study, and the sample is described in the following table.

Table No.2 Sample of the Research Study

Gender	Subject Specialists
Male	168
Female	93
Total	261

Items included in the research tool

A questionnaire containing 8 items mentioned below with a five-point Likert Scale was developed by the researcher himself in light of related literature. The developed tool was further validated with the opinion of subject experts, and then it was used, having a 0.901 Cronbach's Alpha value, to gather the required data from the respondents to conclude the research data collection process successfully.

Teachers stop hyperactivity in students

They deal with sluggish students actively.

They help students with learning difficulties.

They successfully deal with students suffering from emotional loneliness.

They promote social skills in students.

They develop the self-concept of students.

They teach them conflict management.

They keep them away from self-injuries.

The researcher himself distributed the questionnaires among the respondents and received back 164 questionnaires from the male Subject Specialists and 88 from the Female Subject Specialists. The data from 252 questionnaires were properly collected to reach the results of the present study.

Validity of the Research Tool

The research tool was developed in light of a related literature review to ensure proper soundness, and the soundness & accuracy of the tool had been further confirmed with the valuable suggestions of 12 education experts.

Reliability of the Research Tool

The internal consistency of the tool was measured with the application of Cronbach's Alpha, and the following table displays the reliability value of the tool.



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Table No.3: Reliability of the Research Tool

Questionnaire	No. of Questions	Alpha
Teachers' Role Regarding Students' Emotional Disturbance	08	0.901

Statistical Analysis

The collected data were analyzed properly to meet the objectives of the present study, so the percentage and mean were employed to find out the perceptions of Subject Specialists about teachers' humanistic role regarding students' emotional disturbance, and a t-test was also used to compare the perceptions of male & female subject specialists about the topic mentioned above.

Table#4: Displaying Comparison of Subject Specialists' Perception about Teachers' Humanistic Role Regarding Students' Emotional Disturbance

S#	Effects of Emotional Disturbance	SS Teachers	Mean	S.D	C.V	t-Calculated	t-tabulated	P-value
	Teachers stop hyperactivity in students	Male	2.52	0.53	21.03	0.8624	±1.96	0.3892
		Female	2.58	0.52	20.50			
	They defeat their sluggishness	Male	2.71	0.96	35.42	0.5143	±1.96	0.6074
		Female	2.64	1.15	43.57			
	They eradicate their learning difficulties	Male	3.10	1.29	15.16	0.7709	±1.96	0.4414
		Female	2.97	1.25	11.07			
	They remove their emotional loneliness	Male	3.01	0.9416	31.28	0.8520	±1.96	0.395
		Female	2.99	1.04	34.78			
	They promote their social skills	Male	3.76	1.03	27.39	0.3649	±1.96	0.7154
		Female	3.81	1.05	27.55			
	They develop their self-concept	Male	2.41	1.07	44.40	0.2129	±1.96	0.8316
		Female	2.44	1.06	43.44			
	They teach them conflict management	Male	2.81	0.9097	32.38	0.1651	±1.96	0.8690
		Female	2.79	0.9291	33.30			
	They keep them away from self-injuries	Male	2.47	0.9933	40.21	0.3216	±1.96	0.748
		Female	2.51	0.8354	33.28			

Results

The response rate of male & female Subject Specialists about teachers' role regarding stopping hyperactivity in students was 2.52 & 2.58, respectively, which shows that teachers were not giving importance to this problem of an emotional disturbance at the higher secondary school level. T- Calculated value 0.8624 and P-Value 0.3824 reveal that there was no significant difference between the perceptions of male and female subject specialists regarding stopping hyperactivity caused by an emotional disturbance in students to enable them to have a balanced academic & practical life.

The response rate of male & female Subject Specialists about teachers' role regarding



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dealing with sluggish students actively was 2.71 & 2.64, respectively, which shows that teachers were not giving much importance to this problem of an emotional disturbance at the higher secondary school level. T- Calculated value 0.5143 and P-Value 0.6074 reveal that there was no significant difference between the perceptions of male and female subject specialists regarding dealing with sluggish students who were affected by the emotional disturbance to enable them for a balanced academic & practical life.

The response rate of male & female Subject Specialists about teachers' role regarding helping students in learning difficulties was 3.10 & 2.97, respectively, which shows that teachers were giving some importance to this problem of an emotional disturbance at the higher secondary school level. T- Calculated value 0.7709 and P-Value 0.4414 reveal that there was no significant difference between the perceptions of male and female subject specialists regarding helping students in learning difficulties who were affected by the emotional disturbance to enable them for a balanced academic & practical life.

The response rate of male & female Subject Specialists about teachers' role regarding dealing with students suffering from emotional loneliness was 3.01 & 2.99, respectively, which shows that teachers were giving some importance to this problem of an emotional disturbance at the higher secondary school level. T- Calculated value 0.8520 and P-Value 0.395 reveal that there was no significant difference between the perceptions of male and female subject specialists regarding dealing with the students suffering from emotional loneliness who were affected by the emotional disturbance to enable them for a balanced academic & practical life.

The response rate of male & female Subject Specialists about teachers' role regarding promoting social skills in students was 3.76 & 3.81, respectively, which shows that teachers were giving importance to this problem of an emotional disturbance at the higher secondary school level. T- Calculated value -0.3649 and P-Value 0.7154 reveal that there was no significant difference between the perceptions of male and female subject specialists regarding promoting social skills in students who were affected by the emotional disturbance to enable them for a balanced academic & practical life.

The response rate of male & female Subject Specialists about teachers' role regarding developing self-concept of students was 2.41 & 2.44, respectively, which shows that teachers were giving no importance to this problem of an emotional disturbance at the higher secondary school level. T- Calculated value -0.2129 and P-Value 0.8316 reveal that there was no significant difference between the perceptions of male and female subject specialists regarding developing the self-concept of students who were affected by the emotional disturbance to enable them for a balanced academic & practical life.

The response rate of male & female Subject Specialists about teachers' role regarding teaching students conflict management was 2.81 & 2.79, respectively, which shows that teachers were giving no importance to this problem of an emotional disturbance at the higher secondary school level. T- Calculated value 0.1651 and P-Value 0.8690 reveal that there was no significant difference between the perceptions of male and female subject specialists regarding teaching them conflict management who were affected by the emotional disturbance to enable them for a balanced academic & practical life.

The response rate of male & female Subject Specialists about teachers' role regarding keeping students away from self-injuries was 2.47 & 2.51, respectively, which shows that teachers were giving no importance to this problem of an emotional disturbance at the higher secondary school level. T- Calculated value 0.3216 and P-Value 0.748 reveal that there was no significant difference between the perceptions of male and female subject specialists regarding keeping them away from self-injuries who were affected by



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the emotional disturbance to enable them for a balanced academic & practical life.

Table#5: Displaying Comparison of Subject Specialists' Perception about Teachers' Humanistic Role Regarding Students' Emotional Disturbance

S#	Title of the Research Paper	SS Teacher	Mean	S.D	C.V	t- Calculated	t- tabulated	P-value
	Perception of Subject Specialists about Teachers' Humanistic Role Regarding Students' Emotional Disturbance	Male	2.85	0.965 6	33.88	0.078	±1.9 6	0.9378
		Female	2.84	0.979 3	34.48			

The response rate of male & female Subject Specialists about teachers' humanistic role regarding students' emotional disturbance was 2.85 & 2.84, respectively, which shows that teachers were giving little importance to the problem of an emotional disturbance at the higher secondary school level. T- Calculated value 0.078 and P-Value 0.9378 reveal that there was no significant difference between the perceptions of male and female subject specialists regarding Students' Emotional Disturbance to enable them for a balanced academic & practical life. These values confirm that the null hypothesis had been accepted.

Findings

It was found that the perceptions of subject specialists about teachers' humanistic role regarding students' emotional disturbance were not positive. It means that the teachers' humanistic role was not appropriate regarding students' emotional disturbance, so they were not contributing something humanistic to the field of special education for the betterment of humanity.

It was found that there was no significant difference between the perceptions of male & female subject specialists about teachers' humanistic role regarding students' emotional disturbance. It means that the perceptions of male and female respondents were nearly alike, which showed that both male and female teachers were not providing anything noteworthy to the emotionally disturbed special education cases.

Discussion

Most of the teachers don't know the problems of emotionally disturbed students in an educational setting, so they remain inattentive to provide them proper care and help in education to be successful in their specific field (DAKOTA, 2016). Research Studies confirmed that students with emotional disturbance require additional care from their teachers and counselors to achieve success, but often they don't receive the required care for solving their problems (Miller & Rainey, 2008). The success of strategies used for problems solution depends on skills and complete awareness of teachers; feasibility of school environment; cooperation from the school administrators, support from the community, and commitment from parents but often the students with emotional disturbance could not get all supporting hands from all directions to achieve success in all walks of life (Lane, Carter, Pierson & Glaeser, 2006). The findings of the present study also confirm that teachers don't have deep expertise in this field and don't have proper exposure to its problems and techniques, so they don't give due attention and care



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to the students with emotional disturbance to make them successful.

Conclusion

It is concluded that nearly all respondents have the same perception about teachers' humanistic role regarding students with emotional disturbance in educational institutes. According to their perceptions, teachers don't fulfill their needs; they don't stop their hyperactivity; they don't defeat their sluggishness; they don't remove their emotional loneliness; they don't develop their self-concept; they remain unsuccessful in stopping their self-injurious actions because they teach them as students and never treat them as respected humans.

Recommendations

All measures may be taken by all concerned departments to convince the teachers that students are first human beings, then students.

Seminars, conferences, and workshops may be conducted to train the teachers to guide and teach the students with emotional disturbance through a humanistic approach for a better tomorrow.

Suggestions for Future Researchers

Future researchers may use the qualitative research method; they may do the study in other parts of the world; they may do the study at primary school, middle school, high school, college, or University level; they may work on the perceptions of other stakeholders, and they may study the remaining variables of emotional disturbance in their respective studies.

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