

# Oppositional Defiance Disorder as a predictor of Academic Performance of Pupils with Emotional and Behavioral Disorders in Public Primary Schools in Kisii County, Kenya

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**Abstract-** There are many categories of emotional and behavioral disorders among pupils but this study focused on oppositional defiance disorder and how it is affecting academic performance in Kisii South Sub County in Kisii County Kenya. Target population was 89 primary schools which was purposively selected based on researcher's judgement and familiarity. The researcher selected the samples using stratified random sampling. Data collection methods were interview, questionnaires, observation schedules and FGD. Quantitative data was analysed using frequency counts, percentages, and descriptive statistics in the form of tables using SPSS, and qualitative data was analysed thematically. The study recommends that the existing school programs should be strengthened and emphasis put on creation of more inclusive schools to cater for the learning needs of pupils with Oppositional Defiance Disorder.

**Index Terms-** Academic performance, Educational Strategies, Teacher challenges, Teacher preparedness. Oppositional defiance Disorder.

## I. INTRODUCTION

The prevalence rates of Oppositional Defiance Disorder (ODD) in any population varies between 1.8%, to 16.8%, of any given population but the condition is found to be affecting boys than girls in school going age children (Justine, Monika, Katrin, Klein & Gontard, 2014). In Kenya population it is estimated that, the prevalence rate of ODD is 12.1% (Kamau, Kuria, Mathai, Atwoli & Kangethe, 2012). However in any population ODD can likewise be brought about by poor parental supervision, conflicting order practices and exposure to abuse or community violence (American Academy of Child Adolescent Psychiatry, 2015). ODD can cause a disability and affect working of an individual person (Kronenberger & Meyer, 1996). A pupil in class will tend to be oppositional towards certain adults especially a parent and a teacher and this is frustrating to the adults and teachers (Martha & Brian, 2016). Pupils with ODD will consistently challenge anything that is related to class and school work; they will refuse to do assignments and argue with their peers over something small and end up in a physical fight with others. This behaviour causes a significant impairment on academic performance something which they like.

In USA, a focus groups with scholarly teachers for the Army's Health Care Specialist (HCS), Advanced Individual Training (AIT) programme performs associated with Attention Deficit Hyperactivity Disorder (ADHD) and ODD were distinguished as possibly meddling with troopers coaching (Valerie and Jeny, 2013). The practices included difficulties in concentrating, neglecting to finish assignments and doing contradicting exercises during practices. The symptoms of ODD conditions were found to be interfering with rules and expected achievements in the military college and high school levels. In Europe in Midwestern metropolitan city a study on cognitive processes among ODD pupils and academic performance (John, 2014). Participants was parents and children who could speak English and Spanish. Children who showed symptoms of ODD comorbid were sampled and then they were given a test where they were to observe a screen and comprehend what the speaker was saying. A total of 344, children participated 178 (51.7%), were boys and 166 (48.2%), were girls. The study discovered that poor educational achievement was linked with advanced instructor reports of ODD issues. Higher levels of teacher reported ODD traits were linked to subordinate pre-academic abilities.

In African context a survey was carried out in South Africa in 2006 to examine implications of ODD characteristics on the family. The study focused on the financial liabilities, academic achievements and vocational outcomes for the ODD children. The focus was on common behaviours and how the learners could do their assignments, how they are executing their daily routines, following

school or classroom rules and many other class activities. The behaviours were observed among early childhood children and those above pre-schools and those who have completed school to find out if these behaviours affected their functioning in the society.

In Kenya situation a study was done by Nelima ,(2014) which sought to establish the effects of Social maladjustment behavior and how it is affecting academic performance among school going children in elementary schools in Kasarani Sub County Kenya was done. The study revealed that many school going children tend to have problems with peers .The findings revealed that probable factors such as violence and social maladjustments were causes of poor performance among pupils in Kenya. Reports from the Ministry of Education Kenya indicate that many boys who couldn't attain marks that could permit them to proceed to secondary schools joined some criminal gangs in the village making the community members to subject their families to criminal justices of the society like in the case of some families from Kisii south sub county who were excommunicated forcefully from their ancestral home because their relatives who dropped out of school or never proceeded to secondary school engaged in thuggery activities. (The Standard 22, November 2010).It is on the basis of these findings that the researcher sought to investigate why young men who could be schooling were subjected to criminal justice system of the society due to their ODD characteristics.

## II. MATERIALS AND METHODS

The study was carried out in 18 public primary schools in Kisii County from April 2019 to December 2019. A total of 291 participants participated in the study.

**Study Design:** Descriptive research design.

**Study Location:** The study was carried out in Kisii County in Nyanza province, Kenya. It borders Nyamira county to the North East and South is Narok County, to the West, Migori county . The study was conducted in 18 public primary.

**Study duration:** April 2019 to December 2019.

**Sample size:** 18 Head teachers, 18 standard eight class teachers and 255 Pupils.

**Sample size calculation:** A sample of 291 participants was selected from a total of 2557 targeted participants. Head teachers were purposive selected from the 18 primary schools, 18 standard eight teachers were purposively selected and standard eight pupils were randomly selected.

**Subject and selection method:** The respondents were drawn from special primary school only. Head teachers and teachers were asked to answer questionnaires while parents were given interview guides.

### **Inclusion criteria:**

1. All the 18 head teachers.
2. 18 Standard eight class teachers in the primary schools.
3. Standard Eight pupils 14 pupils from every school.

### **Exclusion criteria:**

1. All regular primary school teachers.
2. All pupils with Oppositional Defiance Disorder.

### **Procedure Methodology:**

After getting clearance and research permit from relevant authorities, the researcher visited the schools under study to establish rapport and sought permission from the administration to be allowed to conduct research in their schools. The researcher then personally distributed the questionnaires to the standard eight class teachers. The respondents were given time to go through the questionnaires and ask questions where they did not understand for clarification before the researcher left. The respondents were also advised not to write their names on the questionnaires. The filled questionnaires were collected after a duration of one month. The researcher also used FGD to gather the opinions of fellow pupils. At some point the researcher could observe physically the behaviour of the pupils mentioned and sometimes walk into the field to check on the behaviour to get the actual results. The researcher worked hand in hand with the teachers and two masters' students who were masters course work .Once the researcher ascertained that the information obtained is adequate, then the researcher moved to the next school and this continued for a period of one month. A month later, the researcher returned to school and collected questionnaires from class teachers

On the second visit to schools, the researcher conducted face-to-face interviews to the head teachers of the schools who were available in the schools under study and also on the same day the sampled standard eight pupils after seeking for permission from the relevant authorities, the pupils were issued with Questioners which they filled without indicating their names and immediately they handed them over to the researcher . The interview was conducted the same day the researcher collected the questionnaires. Information gathered was written down by the researcher audio data was recorded which was later stored under lock and key. The researcher filled observation checklist in outside classroom setting within stipulated period of time.

### **Statistical Analysis:**

Quantitative information produced using questionnaires was cleaned and verified for precision and consistency prior to being put into SPSS programming for investigation. This quantitative data was analysed using content analysis technique through the SPSS software which so after the researcher tallied the frequencies, then the conversion into percentages was done. Descriptive statistics were

then utilized to examine that arrangement of information, as indicated by the targets of the survey, giving the impact of oppositional resistance problem on academic performance among children in public primary schools in Kisii County. The outcomes were summed up and recorded in tables and structured presentations. The themes that emerged from open ended questionnaires and interviews were integrated and that led to the arrival of a common understanding of the respondents’ experiences on ODD. Qualitative data obtained from the Head teachers’ interviews and open-ended parts of the questionnaires was credible, dependable confirmable and transferable due to this fact this information was analysed thematically.

## II. RESULTS AND DISCUSSIONS

### Educational strategies used by teachers in school while instructing pupils with odd

The objective of exploring possible educational Management strategies of managing pupils with ODD in Kisii South Sub County was done by the researcher administering a questionnaire and the table below indicates the findings obtained from class teachers. The class teachers suggested the approaches on the table below.

**Table 4.1 Class Teacher Responses on Educational Strategies Provided for ODD pupils**

| <b>Educational strategies</b>   | <b>Agree</b> | <b>Disagree</b> | <b>None</b> | <b>Totals</b> |
|---------------------------------|--------------|-----------------|-------------|---------------|
| Self-monitoring Technique       | 4(24%)       | 10(63%)         | 2(13%)      | 16(100%)      |
| Positive behaviour support plan | 1(6%)        | 13(81%)         | 2(13%)      | 16(100%)      |
| Guidance and counselling        | 14(87%)      | 2(13%)          | 0(0%)       | 16(100%)      |
| Using disciplinary committee    | 12(75%)      | 2(13%)          | 2(13%)      | 16(100%)      |
| Referring to area chief         | 13(81%)      | 2(12%)          | 1(7%)       | 16(100%)      |
| Seeking Sungu Sungu services    | 12(75%)      | 3(19%)          | 6(10%)      | 16(100%)      |

Table 4.3 displays different educational strategies that are being used in public primary schools that contributed in the investigation for pupils with ODD. From the questionnaire administered the class instructors had three selections for each plan to select from and they were, agree, and disagree, none. 63% of the class teachers hinted that self-monitoring technique will not work as a strategy to reinforce study habits for pupils with ODD (Lorraine, 2013). 4% of the teachers said this strategy was appropriate but with little knowledge on how it will be applied. From the responses the researcher noted that it was the strategy which a few respondents used (Conroy, Dunlap, Clarke & Alter, 2005). Many teachers who represent 87% indicated to use Guidance and counselling in most times during class work. 75% of the class tutors who partook in the investigation showed that their schools choose to administer disciplinary actions as a way of remedying pupils with ODD though with challenges. 81% of class teachers also indicated from the responses that some cases were referred to the area chief were working especially for boys who when threatened with school discipline could resort to man handling teachers. 75% of teachers indicated use of vigilante group “Sungu sungu” as possible strategy when dealing with those pupils with ODD who tend to have violent behaviors. From these findings t gatherings what came out, was that school administrations had zero tolerance to pupils who exhibited ODD characteristics (Barr & Parent, 2001).

### Academic Performance Rating of Pupils with Odd by Class Teachers

This study sought to assess academic performance of pupils with ODD. This indicated the general academic performance of pupils with ODD. The researcher issued questionnaires to standard eight class teachers and the responses were summarised in Table 4.6 below.

Table 4.2 Influence of ODD on Academic Performance

Key: 1: Strongly Disagree, 2: Disagree, 3: Undecided, 4: Agree, 5: Strongly Agree

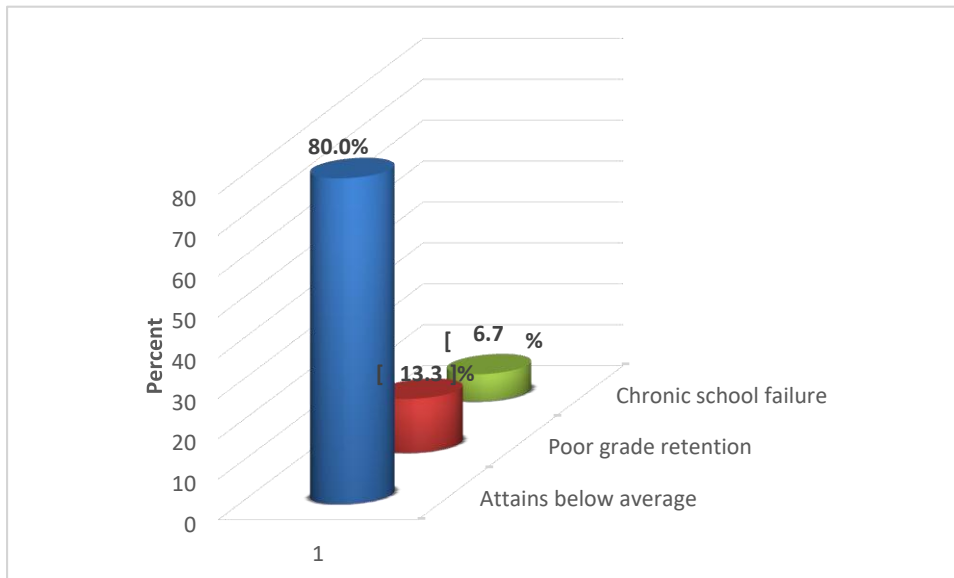
| Serial No | Statement  | Agreement scale |      |      |      |      | TOTAL |
|-----------|--|-----------------|------|------|------|------|-------|
|           |  | 1               | 2    | 3    | 4    | 5    |       |
| 1.        | The learner being chased out of class                        |                 | 13.3 |      |      | 86.7 | 100   |
| 2.        | The teacher and the pupil with ODD often argue much          |                 | 20.0 | 6.7  | 13.3 | 60.0 | 100   |
| 3.        | The pupil with ODD always disobeys rules ,regulations        |                 |      | 6.7  | 40.0 | 53.3 | 100   |
| 4.        | ODD pupils annoying the teachers                             |                 | 6.7  | 6.7  | 53.3 | 33.3 | 100   |
| 5.        | Solving cases involving Pupil with ODD                       |                 | 6.7  | 13.3 | 40.0 | 40.0 | 100   |
| 6.        | Teacher preparedness in handling a pupil with ODD            |                 |      | 80.0 | 5.0  | 15.0 | 100   |
| 7.        | ODD is causing a lot of challenges to your career            |                 | 6.7  | 20   | 40.0 | 33.3 | 100   |
| 8.        | ODD management With no results                               |                 | 6.7  | 13.3 | 33.3 | 46.7 | 100   |
| 9.        | The pupil with ODD deliberately refuses to sit for exam      | 6.7             | 6.7  | 6.7  | 46.6 | 33.3 | 100   |
| 10.       | The pupil with ODD answers questions in class without caring |                 |      | 6.7  | 66.7 | 26.6 | 100   |

Table 4.4 above shows that Majority 86.7% of class teachers strongly agreed that the learner often loses temper, which annoys the teacher and chases him or her out of class; they strongly agree 60.0% and agree 13.3% that the teacher and the learner often argue during lessons interrupting learning. It was also evident that most 53.3% strongly agreed and 40.0% agreed that the learners always disobey rules, regulations and request from teachers which annoys teachers affecting their motivation to work.

Most 53.3% agreed and 33.3% strongly agreed that the learner deliberately annoys teachers making teachers not to bother to look at the learner’s work. The findings show that most 40.0% strongly agreed and 40.0% agreed that the teacher spends most of the time solving cases involving the ODD pupil. Many admitted, 46.7% strongly agreed and 33.3% agreed that the Management strategies employed in their school has not yielded better results.

It was clear that majority 80.0% were undecided about the academic achievement levels of pupils’ ODD class. In addition, 40.0% agreed and 33.3% strongly agreed that ODD pupils were causing many challenges to their career. Majority 46.7% agreed and 33.3% strongly agreed that ODD learners deliberately refuses to sit for examinations. Lastly, class teachers agreed 66.7% that the ODD pupil answers questions without caring. During the exploration time frame in one of the schools as the investigator tried to see scholarly analysis of the pupils. The investigator had the option to recognize that the greater part of the students with ODD stayed predictable in accomplishing poor to average

The investigator sought to find out how pupils with OOD perform in their examinations and therefore the researcher administered a questionnaire to standard eight class teachers heads they had three choices for each achievement to choose from, chronic school failure, poor grade retention and below average. The table shows that the greater part of the reaction on the general scholarly execution of pupils with ODD is below average. Class eight class teachers rated general academic performance of ODD pupils in their classes. The results were presented in Figure 4.7.



**Figure 4.1 General academic rating of pupils with ODD**

Majority 80.0% of the standard eight class teachers indicated that pupils with ODD attain below average. 13.3% indicated poor grade retention and 6.7% chronic school failures who end up dropping out of school. The discovery is in agreement with that of Wanjiru (2016) which revealed that most of the children who witnessed violence at home repeated the same behaviour in school and these children never attended classes well which later affected their performance.

#### IV. CONCLUSION

Research findings revealed that there were no formal educational strategies put in place so as to address the educational needs of pupils with ODD in public primary schools.

There were also poor grade scores or even chronic school failures that ended in school drop outs. Fourth, due to the characteristics posed by pupils with ODD these caused a lot of challenges to teachers and this greatly affected teachers' morale and content delivery which consequently had an impact in pupils' academic performance.

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