

**OPPOSITIONAL DEFIANCE DISORDER AS A PREDICTOR  
OF ACADEMIC PERFORMANCE OF EMOTIONAL AND  
BEHAVIOURAL PUPILS IN PUBLIC PRIMARY  
SCHOOLS KISII COUNTY, KENYA**

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## DECLARATION

I confirm that this study is my original study and has not been submitted to other universities or institutions for accreditation review. This research thesis has been explicitly certified, referenced and cited using the current APA system, with text, data (including spoken language), graphs, images, or tables have been borrowed from other sources, including the internet, these are specifically accredited following the plagiarism prevention regulations.

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## TABLE OF CONTENTS

<b>DECLARATION</b> .....	ii
<b>ACKNOWLEDGEMENT</b> .....	iii
<b>TABLE OF CONTENTS</b> .....	iv
<b>LIST OF TABLES</b> .....	viii
<b>LIST OF FIGURES</b> .....	ix
<b>LIST OF ABBREVIATIONS AND ACRONYMS</b> .....	x
<b>ABSTRACT</b> .....	xi
<b>CHAPTER ONE: CONTEXTUALIZATION OF THE STUDY</b> .....	1
1.0 Introduction.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	5
1.3 The Purpose of the Study .....	6
1.3.1 Objectives of the Study .....	6
1.3.2 Research Questions .....	7
1.4 Significance of the Study .....	7
1.5 Limitations and Delimitations of the Study .....	8
1.5.1 Limitations of the Study .....	8
1.5.2 Delimitations of the Study.....	8
1.6 Assumptions of the Study .....	9
1.7 Theoretical and Conceptual Framework.....	9
1.7.1 Theoretical Framework .....	9
1.7.2 Conceptual Framework .....	11
1.8 Operational Definition of Terms.....	12

1.9 Summary of Chapter One .....	14
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE .....</b>	<b>15</b>
2.0 Introduction.....	15
2.1 Preparedness of teachers in handling pupils with ODD .....	15
2.2 Educational Strategies of managing pupils with ODD in class .....	17
2.3 Influence of ODD on Academic performance .....	19
2.4 Challenges faced by teachers while instructing pupils with ODD .....	20
2.5 Summary of literature reviewed.....	26
<b>CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>27</b>
3.1 Introduction.....	27
3.2 Research Design.....	27
3.3 Location of the Study.....	27
3.3.1 Study Area Description and Map .....	28
3.4 Target Population.....	29
3.5 Sample Size and Sampling Procedures.....	29
3.5.1 Sample Size .....	29
3.5.2 Sampling Procedure .....	30
3.6 Instruments.....	32
3.6.1 Structured Questionnaire .....	32
3.6.2 Interview Guide .....	33
3.6.3 Document Analysis .....	33
3.7 Pilot Study.....	33
3.7.1 Validity of the Research Instruments .....	34
3.7.2 Reliability of the study tools .....	34

3.8 Data Collection and Procedures .....	35
3.9 Data Analysis Procedures .....	36
3.10 Ethical Considerations .....	37
3.11 Summary of Chapter Three.....	38
<b>CHAPTER FOUR: DATA ANALYSIS PRESENTATION AND DISCUSSION</b>	<b>39</b>
4.0 Introduction.....	39
4.1 General and Demographic Information .....	39
4.1.1 Questionnaire return rate and problems experienced during investigation.....	39
4.2 Biographical Information of Class Teachers, Head teachers /Guidance and Counselling Teachers .....	40
4.2.1 Distribution of respondents by gender .....	40
4.2.2 Distribution of Participants by instructing Understanding.....	42
4.2.3 Distribution of ODD pupils .....	43
4.3 Preparedness of teachers to accommodate pupils with ODD behaviours.....	44
4.3.1 Reasons for Lack of Teacher Interventions.....	47
4.3.2 Training and qualification of the Teachers.....	48
4.4 Educational strategies to ensure learning needs of pupils with ODD are met.....	50
4.5 Influence of Oppositional Defiant Disorder Behaviours on Academics .....	53
4.5.1 Academic Performance Rating of Pupils with Odd by Class Teachers .....	53
4.5.2 Scholastic Execution of pupils with ODD .....	56
4.6 Challenges posed by pupils with Oppositional Defiant Disorder in schools.....	58
4.7 Summary.....	63

<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS</b>	<b>64</b>
5.0 Introduction.....	64
5.1 Summary .....	64
5.2 Conclusion .....	66
5.3 Recommendations.....	67
5.4 Suggestions for further Studies.....	68
<b>REFERENCES</b> .....	<b>69</b>
<b>APPENDICES</b> .....	<b>74</b>
Appendix I: Questionnaire for Standard 8 Class Teacher’s.....	74
Appendix II: Interview Guide for Head Teachers .....	79
Appendix III: Questionnaire to Candidate (Class 8) pupils.....	80
Appendix IV: Focus Group Discussion with Standard Eight Pupils .....	81
Appendix V: Document Analysis .....	82
Appendix VI: Observation Checklist.....	83
Appendix VII: Kisii South Sub-County Learners Enrolment as at May 2019 .....	85
Appendix VIII: Approval Letter .....	86
Appendix IX: Authorization Letter.....	87
Appendix X: Research Permit .....	88
Appendix XI: Study Area Map .....	89

## LIST OF TABLES

Table 3.1: Sample Size.....	31
Table 4.1: Distribution of ODD pupils per school and gender .....	44
Table 4.2: Academic level of the Participants .....	49
Table 4.3: Class Teacher Responses on Educational Strategies Provided for ODD pupils .....	50
Table 4.4: Influence of ODD on Academic Performance.....	54
Table 4.5: Challenges Posed by Pupils with ODD According to Standard Eight Class Teachers .....	59
Table 4.6: Challenges Posed by Pupils with ODD According to Pupils Responses.....	61

## LIST OF FIGURES

Figure 1.1: Conceptual Framework .....	11
Figure 3.1: Conceptual Framework .....	28
Figure 4.1: Distribution of class eight class teachers by gender .....	41
Figure 4.2: Distribution of class eight pupils by gender .....	41
Figure 4.3: Distribution of participants by instructing Understanding .....	42
Figure 4.4: Distribution of ODD Pupils.....	43
Figure 4.5: Availability of teacher approach that accommodate pupils with ODD.....	45
Figure 4.6: Reasons for lack of teacher interventions.....	47
Figure 4.7: General academic rating of pupils with ODD .....	56

## **LIST OF ABBREVIATIONS AND ACRONYMS**

EARC	: Educational Assessment and Resource Centre
ECDE	: Early Childhood Development and Education
KCPE	: Kenya Certificate of Primary Education
MOE	: Ministry of Education
MOEST	: Ministry of education science and Technology
NACOSTI	: National Commission of Science, Technology and Innovation
ODD	: Oppositional Defiance Disorder
SNE	: Special Needs Education
SPSS	: Statistical Program for Social Sciences
UNESCO	: United Nations Educational Scientific and Cultural Organization
UNICEF	: United Children Education Fund

## **ABSTRACT**

The aim of this survey was to examine, oppositional defiance disorder as a predictor of academic performance among pupils in public primary schools in Kisii County, Kenya. This research used Descriptive survey research design helped the researcher understand individuals in terms of morality. The Study was delimited to oppositional defiant disorder and how it is affecting academic performance. 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 plans, questionnaires, and observation plans. One primary school was selected for the pilot project to test the validity and reliability of the research tool. Quantitative data was analysed using frequency counts, percentages, and descriptive statistics in the form of tables using SPSS computer programs, and qualitative data was analysed thematically. The survey established that teachers faced many challenges while instructing pupils in public primary schools. Head teachers and other stakeholders revealed that currently there are no intervention strategies in place to address the needs of pupils with oppositional defiance disorders in public primary schools. In conclusion, there were pupils with oppositional defiance disorders behaviours in school and to large extent there were no intervention or management strategies in place and teachers were not adequately prepared to meet the learning needs of these pupils which led to poor scores. The study recommends that the existing school programs should be strengthened to cater for the learning needs of pupils with oppositional defiance disorders and creation of inclusive schools to accommodate pupils with oppositional defiance disorders.

## **CHAPTER ONE**

### **CONTEXTUALIZATION OF THE STUDY**

#### **1.0 Introduction**

This section focused on the foundation to the investigation, statement of the problem, reason for the survey, research goals, research questions, importance of the survey, limitations and delimitations of the investigation, assumptions of the investigation, hypothetical structure, conceptual frame work and functional meaning of terms.

#### **1.1 Background to the Study**

Individuals with Disabilities Education Act (IDEA), (2000), defines emotional and behavioural disorders as characteristics that are exhibited for a significant stretch of time to a certain extent where they influence a kid's instructive exhibition and they can't be clarified by scholarly, tactile, or wellbeing factors. There are many categories of emotionally and behavioural disorders but this study will be limiting itself on only a single externalizing behaviour referred to as Oppositional Defiant Disorder (ODD). ODD is termed as a behaviour that is characterised by hostile, disobedient and refusal to comply that is directed to adults and authorities (Rowe, Maughan and Costello, 2004). Children with ODD are characterised with persistent antisocial and aggressive behaviours, intentional destruction of property, violation of rules and deceitful behaviour. According to the American Psychiatric Association (1994), a child with ODD conditions tends to present behaviours of negativistic, hostile, defiant behaviour which can last for some time. A pupil with ODD in class is probably going to lose temper, contend with teacher or adults, effectively oppose or decline to conform to adults demands or principles, intentionally pester individuals, point the

finger at others for their errors or trouble making, they are unstable or effortlessly irritated by other learners (Paritz & Troy, 2014).

The prevalence rates of 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). A study conducted in Norway revealed the world prevalence ranges from 1% to 11% (Wichstrom, Berg-Nielsen, Angold, Egger, Solheim & Sveen, 2012). In Kenya, a study carried out to determine, the prevalence rate of ODD in Nairobi county revealed the prevalence rates to be 12.1% (Kamau, Kuria, Mathai, Atwoli & Kangethe, 2012).

ODD can be brought about by a blend of social, natural and mental variables. It tends to emerge among families with history of ADHD, substance abuse, those with mood disorders such as depression or bipolar disorder (Kelter, & Pope, 2011). Researches related with brain imaging uncovered that young people with ODD have subtle differences in the part of the cerebrum in charge of reasoning, judgment and drive control which is a biological cause. Studies related with behaviour disorders were done in USA have additionally exhibited that children who show aggressive conduct experience difficulty in precisely recognizing and deciphering meaningful cues from companions and aggressive children will in general observe unfriendly plan in unbiased circumstances. Oppositional Defiant Disorder 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).

Oppositional Defiant Disorder can cause a critical disability in friendly, scholastic or occupational working of a 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. The constant testing of limits and arguments can create a stressful classroom environment. Studies which were done shown that the work of an understudy is to adapt new material and exhibit skill in their insight and utilization of the scholarly material.

In the United States of America (USA), amid the 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 extends and contradicting exercises identified with power. The educators were worried about the manifestations which were meddling with the understudies' capacities to go to addresses, center around assignments adjust to military principles and classroom prerequisites. This investigation was designed to examine symptoms of ODD as likely effects on USA soldier achievement during HCS exercises. The symptoms of ODD conditions were found to be interfering with rules and academic performance in the military college, high school, college and as well as administrative functioning as grown-ups. According to studies, children with

ODD have higher grade retention, poorer class grades, and lesser grade point averages.

A study about ODD was done in Europe in Midwestern metropolitan city which was to look into 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.

These children who formed the study population had one or a combination of ODD characteristics and their performance was below 50%, (Katharine, 2014). In African context a survey was carried in South Africa in 2006 to examine implications of ODD characteristics on the family. The study was done to find out the financial liabilities, academic achievements and vocational outcomes for the EBD children. The focus was on ODD children (Conroy, Dunlap, Clarke & Alter, 2005). Behaviours exhibited by ODD children were investigated and the common behaviours were, looking how the learners do their assignments, how they are executing their daily routines, are they 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. The study noted

that ODD remained persistent throughout the life time which significantly interfered with the pupil's life in school and after school.

In Kenyan situation a survey by Nelima, (2014) which sought to establish the effects of social maladjustment behaviour and how it affects academic performance among children in government sponsored elementary schools in Kasarani sub county was conducted and from the study, there was a little mention of oppositional defiant disorder. It is on this background that the researcher sought to investigate the effects of oppositional defiant disorder on educational achievement among pupils in government sponsored elementary schools in Kisii South Sub County in order to fill the gap which has not been addressed.

## **1.2 Statement of the Problem**

The investigation looked on ODD and how it is affecting academic performance in Kisii south sub County where many children have continued to perform poorly in national examinations because of various factors associated with ODD activities. Reports from the ministry of education are indicated that transition from primary school to secondary school is 60% which means averagely 40% do not proceed to secondary school and this is due to poor academic performance (Gichovi & Karume, 2014). In a regular classroom situation ODD is characterised by pupils being defiant to teachers, others refusing to sit for examinations, refusing to comply with school rules leading to teacher attrition and others achieving low marks because of school absenteeism leading to school drop outs (Akinyi, 2013). Reports from the MOE indicate that many boys who couldn't accomplish marks that couldn't permit them to proceed to secondary schools joined some criminal gangs 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). Researchers Nelima, (2016), and Kamau, (2010) carried out studies on violent behaviour and socially maladjusted behaviour and how they are affecting academic performance in Kasarani sub county and Kiambu County. The study findings revealed that probable factors such as violence and social maladjustments were causes of poor performance among pupils leaving out ODD. Based on this fact, the researcher sought to find out how ODD is affecting educational attainment amongst children in government sponsored elementary schools in Kisii County.

### **1.3 The Purpose of the Study**

The aim of the investigation was to assess the impact of oppositional defiant disorder on academic attainment among pupils in government sponsored primary schools in Kisii County.

#### **1.3.1 Objectives of the Study**

The following aims guided the survey:

- i. To examine the preparedness of teachers in teaching pupils with ODD government sponsored elementary schools in Kisii South Sub County.
- ii. To explore educational strategies of managing pupils with ODD in government sponsored elementary schools in Kisii South Sub County.
- iii. To investigate the levels of educational performance of children with ODD in government sponsored elementary schools in Kisii South Sub County.

- iv. To establish the complications faced by instructors while instructing children with ODD in government sponsored elementary schools in Kisii South Sub County

### **1.3.2 Research Questions**

- i. What is the level of preparedness of teachers in instructing pupils with ODD in government sponsored elementary schools in Kisii South Sub County?
- ii. What are the educational strategies of managing pupils with ODD in government sponsored elementary schools in Kisii South Sub County?
- iii. What is the level of educational performance of children with ODD in government sponsored elementary schools in Kisii South Sub County?
- iv. What are the challenges faced by teachers while instructing pupils with ODD in government sponsored elementary schools in Kisii South Sub County?

### **1.4 Significance of the Study**

The research findings may be of great help to education stakeholders such as MOE, Kisii county Government, school board of management, teachers, parents, community and other researchers. The Ministry of education will benefit by altering educational programs to accommodate the pupils with ODD. The government of Kenya may advise the schools to adopt early intervention measures among the teachers and directorate office in charge of education. To the tutors, the investigation may be valuable because it will create awareness among the teachers. The parents and the community may be made to understand how to identify ODD children and then guide them instead of castigating them and exposing them to criminal justice systems of the society. The study may also be a good foundation for other researchers

who would want carry out studies about the influence of ODD on educational achievements of learners.

### **1.5 Limitations and Delimitations of the Study**

The limitations and delimitations of this investigation are discussed in the subsections 1.5.1 and 1.5.2 below.

#### **1.5.1 Limitations of the Study**

The study was limited due to the fact that many respondents were not willing to come out and share their experiences about handling pupils with OOD in public primary schools. However, this limitation was addressed by the researcher assuring them the findings were only intended for study. The sample size for the survey was small because it primarily looked on those pupils who had been recognized by Kisii Educational Assessment and Resource Centre (EARC). It may be also hard to generalize findings because the findings will only be applicable to Kisii South sub-County.

#### **1.5.2 Delimitations of the Study**

The investigation was delimited to government sponsored elementary schools in Kisii South Sub County. Other Disabilities were also noted and this also may have had an impact on academic performance of pupils directly or indirectly but the research study focused on ODD.

The study was also delimited to ODD and how it is affecting academic performance among standard eight primary school pupils in Kisii south sub county which implied

that the outcomes that were obtained can be applied to all other public primary schools in the county but with caution.

### **1.6 Assumptions of the Study**

The survey assumptions were;

- i. Participants gave accurate data which guided the study.
- ii. The researcher assumed that pupils with ODD were existing and were already identified by adopting a tool on oppositional defiant disorder inventory from the internet.
- iii. Academic performance was affected by ODD in public primary schools.

### **1.7 Theoretical and Conceptual Framework**

This section addresses the theoretical frame work and conceptual frame work.

#### **1.7.1 Theoretical Framework**

The study investigated how Factors affecting academic performance of pupils with oppositional defiant disorder and this study was directed by the Lawrence Kohlberg's theory of moral development, (1971) The study conducted to investigate the relationship of ODD and delinquent behaviour in adolescents by Mrinus and Berthuis (2013) The study showed the relationship between Oppositional Defiant Disorder in a pupil and how the behavioural troubles affect the stages of moral development in school. The moral theory of development tends to view human behaviour and links it with the possible rewards from the immediate group and in this study the immediate group refer to teachers and school authority. This theory considers pupils with ODD

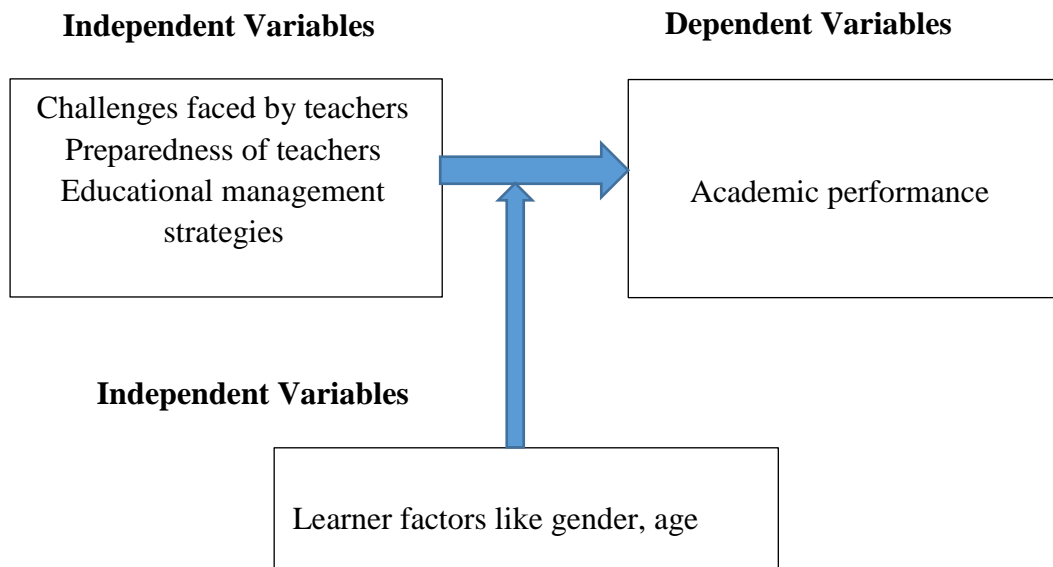
and it explains the effects of certain behaviour when an individual is growing physically, mentally and behaviourally, (Donald & Lolwan, 2007).

Kohlberg accepts that a feeling of capability spurs practices and activities because the stages of moral development have a positive and negative effect on the behaviour of an individual which largely account for one's actions in an academic environment. Behaviour in an individual makes him or her behave in a manner that is acceptable and if it is not acceptable then the individual will have some defiant characteristics (Uba, Makinde, Adejomo & Aldejarria, 2004). Kohlberg's theory is only interested with one excelling in an area of life if one stage of growth and development was managed in a better way by the caregivers but if it was not managed well then it will result to a crisis which will manifest itself as ODD. This study will limit itself to the first five stages of growth and development which Kohlberg describes as punishment and obedience, personal usefulness, conforming to the will of the group, law and order and the fifth is social contract which greatly contributes to the development of behaviours of an individual which play a pivotal role in the ODD (Uba et al., 2004).

The theme from this theory is that behaviour plays a fundamental role in human development in any society successful acquisition of good behaviour skills and academic skills leads to self-assuredness while insufficient acquisition of behaviour skills will lead to poor performance. The theory was applicable to pupils with ODD because the theory explains that the pupil is capable to social principles and marks of good and awful, right or wrong where the theory deciphers the markers in terms of physical results from the community.

### 1.7.2 Conceptual Framework

The figure 1.1 illustrates a conceptual framework that reveals a relationship between the independent variable (Oppositional Defiant Disorder) and the dependent variable (Academic performance). The dependent variables were influenced by the independent variable as described and discussed in figure 1.1 below.



**Figure 1.1: Conceptual Framework** Source: Researcher, 2018

The research reviewed the challenges faced by teachers while instructing ODD pupils, preparedness of teachers in teaching pupils with ODD and educational strategies of managing pupils with ODD as independent variables. The academic performance of pupils will be the dependent variable. This is also influenced by other intervening variables such as gender, age, intelligence and presence or absence of a handicap.

## **1.8 Operational Definition of Terms**

The researcher operationalized the following terms to guide the study some have been conventionally defined and others operationalized for purposes of this research study.

**Academic performance :** This refers to KCPE scores attained by the standard eight pupil in this study academic performance is obtained by looking into the academic scores of standard eight pupils.

**Behaviour:** The way in which a pupil responds towards authorities' instructions. In this research it refers to some of the pupils' responses to directions and instructions.

**Educational Management Strategies:** Other educational adaptations applied by teachers so that learners with oppositional defiant disorders can learn just like their peers.

**Emotional and behavioural disorder EBD:** This is an umbrella term that refers to those undesirable actions or responses and they cannot be explained by either by sensory, health or intellectual factors (Clarizie,1992) and they affect educational performance such that one is recommended for special needs education services.

**ODD Challenges:** Refusal to cooperate with schools authority or administration, in this research these were considered to be actions by Pupils with ODD and how they affected learning in class.

**Oppositional Defiant Disorders:** It is a behaviour problem that is characterised by frequent temper tantrums to authority leading to chronic offending of laws in the society or community (Marlene, 2004).

**Teacher Challenges:** In this study these referred to some of the things teachers find difficult and they interfere with the smooth teaching and learning.

**Teacher preparedness:** Refers to the level of teachers' professional qualifications in this study this was looked at by looking at individual teachers academic qualifications that is, certificate level, diploma level and degree.

## **1.9 Summary of Chapter One**

In the first chapter, the background of the study was discussed, the problems were explained, and the purpose of the study was stated. The purpose of the survey was formulated and the questions of the survey were derived from that purpose. The significance of the study was shown, the limits and limits of the study were shown, the assumptions of the study were shown, the theoretical and conceptual frameworks. Lastly, operational definition of terms is also discussed. The next chapter describes the literature review.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

In chapter one, the study covered the introduction and contextualization of the study and in this chapter, review of related literature addressing the objectives of the survey are discussed. The study objectives are: challenges faced by teachers while instructing pupils with ODD, examining preparedness of teachers in teaching pupils with ODD, Strategies of managing pupils with ODD in school and the fourth objective is the exploring how ODD affects academic performance and finally the summary of the related literature review. This review was guided by the research questions.

#### **2.1 Preparedness of teachers in handling pupils with ODD**

In a study which was conducted in the USA which adopted a historical research design which had 350, high school teachers as the sample. The study sought to establish teachers' preparedness in teaching pupils with ODD in school. The study adopted observation schedules and interview tools as the main tools for collecting data (McEvoy & Welker, 2000).

Mishra, Garg, and Desai, (2014) carried out a cross-sectional study in India among school aged children selected from four different schools in Indore District. A sample of 900 hundred children aged between 6 and 11 years was used. In this study, the preparedness was found to be 7.73%. Further, from a 4-year longitudinal study in Turkey carried out by Ercan, Kandulu. Uslu, Ardic, Yazici, Basay, and Rohde,

(2013), showed that the preparedness among teachers was found to be 3.77%, 0.96%, 5.41% and 5.35% in the first, second, third and fourth waves, respectively.

The study revealed that 45%, of teachers were equipped with necessary intervention strategies so as to enable them support pupils with ODD conditions while the 55 %, had no idea about ODD. Behaviours of pupils with ODD affected teachers, supporting staff and students which eroded positive classroom environments (Gresham, & Gansle, 1992). The researcher noted that there were signs that increased worry for instructors who worked with these pupils (Green, 2002).

A study was done by Muhoro (2015) on investigation of informative procedures upgrading scholarly execution among students with passionate and social problems in Kandara sub area, Muranga region Kenya was done. The survey received expressive study plans both quantitative and subjective strategies were used. The targeted population was 12 primary schools in Kandara sub county total participants were 266. Information gathered was examined utilizing statistical techniques. The findings discovered that in one school with 13, teachers it had 6 P1 teachers, 5 ECDE diploma teachers, 1 Degree holder in SNE and 1 with BED degree. The finding revealed that teachers were not able to handle the EBD learners in school because they dint have the required training (Muhoro, 2015).

The researcher went ahead to establish the strategies of teaching which the teachers used and the findings were, 91.6% prefer peer tutoring, 58.4%, use self-regulated strategy 83.3% of the SNE teachers used IEP to teach. The analysis of educational procedures improving scholarly execution among students with enthusiastic and behaviour issues which was conducted in Kandara in Muranga revealed that teachers

are not working with these EBD learners instead they are left alone to work on their own or learn from their peers. From this review it provides a gap which the proposed study will fill.

## **2.2 Educational Strategies of managing pupils with ODD in class**

In the classroom it can be hard for a teacher to handle pupils with ODD conditions Lorraine, (2013) suggested self-regulation theory which has a number of ways which can be used by students with ADHD, ODD and comorbid conditions to oversee, monitor, record and evaluate their conduct and regulate it for better academic achievements. A study about ODD and self-monitoring technique was conducted by Ohio University in USA which used an online survey to collect data from 51 participants who were in lower primary classes ranging from age 6 to 15 years which included forty eight, males and three, females identified with ADHD, ODD and other conditions and self-observing strategies were utilized and results were recorded (Lorraine, 2013). Study findings demonstrated that every strategy for self-monitoring was not working efficiently since most of the pupils with ODD were not able to regulate their actions and this complicated teaching and learning in class. This leaves a gap to be filled by the proposed study about which will be investigating how ODD is influencing on pupils' educational achievement amongst standard eight pupils in public primary schools in Kisii County.

A study which adopted a statistical approach about positive behaviour interventions used with young children with challenging behaviours and how it impacts on skill acquisition among children was carried out in Ohio University in USA with 73 participants who had ADHD, EBD, SED (severely emotionally disturbed) and autism

(Lorraine, 2013). The researcher adopted correlation research design where data collected from the 73 participants who gave their responses and this information was analysed and demonstrated utilising frequencies and percentages.

It was found out that below 10% were able to change their behaviour for better academic performance. The general findings demonstrated that the positive behavioural intercessions were noted to positively affect a few participants. The review reveals that the researcher targeted different participants with different disabilities and the proposed study will be focussing on oppositional defiant disorders on educational accomplishment of standard eight student in government sponsored elementary schools in Kisii South Sub County.

Elementary classroom teachers are frequently the fundamental sources of a pupil's conduct since they can watch the youngster broadly at various circumstances and in various settings (Kelter & Pope, 2011). The practices of pupils with ODD once in a while leave teachers confounded reassessing their profession decision. A study from the University of Wollongong in USA 2011 focused on teachers' perceptions on students with behavioural disorders in New South Wales. The study utilized survey design and had 4 members 2 late alumni, 1 with three-year experience and 1 educator with 20 years' experience. At the season of the examination every one of the 4 instructors were showing understudies with EBD. The discoveries of the investigation showed that the three less experienced instructors expressed they had gotten no training in their school classes to set them up to arrangement with understudies with EBD. The instructors felt their feelings of anxiety were consistently expanding because of implausible outstanding tasks at hand, extending

educational programs and absence of abilities in managing understudies with EBD. The four instructors agreed that the behavior of students with EBD has an impact on staff, and that effective training is essential. The findings indicated that the teachers lacked goodwill to teach EBD learners. This investigation aimed at all the 89 primary schools in Kisii south sub county unlike the review which shows that the researcher only sampled 4 teachers.

### **2.3 Influence of ODD on Academic performance**

ODD conditions are sometimes accompanied by violent behaviour which can have emotional, physical, behavioural, and academic consequences which may manifest in imperfect educational achievements (Barr & Parent, 2001). In USA, a research about Oppositional Defiance and its implications on educational achievements was done the study mainly targeted high school teachers. The researcher used survey research design to conduct the study (Carl, 2015). Data was collected quantitatively and the researcher found out that 50% indicated that pupils with ODD had significant impairment in achieving academic outcomes. A Case study was done in USA about a child with EBD conditions and his mother. The child's name was Matt and his mother's name was Sandy. Sandy took the child to a general practitioner (GP) and told the practitioner she is not able to manage the behaviour of her son. The practitioner examined the boy and together with the multidisciplinary team and on further examinations the findings revealed that the child failed to match with expectations of his teachers (Loeber, Burke, and Pardini, 2009.) The study further indicated that majority were boys with ODD who could not measure up to the teacher's expectations. The review indicates that the researcher used a case study

approach to obtain data which was analysed quantitatively. The current research used descriptive and correlational research design to collect data. It was analysed both qualitatively and quantitatively.

A study about violent behaviour against women and how it is affecting academics of children in Kiambu county Kenya (Wanjiru, 2016) was conducted using descriptive research methods. A total of 190 respondents participated and they were 100 children, 74 mothers, 12 teachers 12 chief and a child rights officer and the researcher used questionnaires. The findings of the study were that 90% of children who witnessed violence at home repeated the same behaviour in school and these children never attended classes well which later affected their performance. The findings of the researcher were supported by UNICEF report, (2006) which estimates that two hundred and seventy-five million kids worldwide experience savagery in their homes and they end up replicating the same violent behaviour in school which most teachers fail to understand and ending labelling the child as unruly. The review shows that the researcher investigated about violent behaviour among parents and how it is affecting pupil's academic performance and the current study investigated how ODD impacts on the educational achievement among standard eight children in Kisii South Sub County.

#### **2.4 Challenges faced by teachers while instructing pupils with ODD**

A large scale study survey which was done in the Idyllic setting of country Vermont in USA was done and distinct study research configuration was utilized to discover how emotional and behavioural disorders affects pupils' academic performance among kindergarten kids in day care who showed regular hostility to teachers. The

study used a sample size of 150 children and among those who were sampled 14 had signs of aggression and when their performance was analysed findings indicated that they had repeated more than once in lower grade levels. The study findings revealed that emotional and behavioural disorders greatly affected pupil's academic performance (Parritz & Troy, 2014). This review shows that the study was done among preschool levels whose targeted population was 150 and the proposed will be done among standard eight pupils in public primary schools that is creating a gap to be filled.

A case study about the impacts of brutality among youngsters on kids' instructive exhibition in a little rustic town in Canada by Staub, (2006) which the examiners named Notel was completed two years after viciousness cases increased in school when Television was introduced in Notel. The researcher found that the amount of physical violence among school going children increased by 160% and this physical violence was witnessed by teachers who were participants. Boys who watched television and had earlier reported to be having ODD conditions would engage in physical violence in school and this was directed to teachers (Staub, 2006). The review gives a gap to be filled by the research survey in light of the fact that the Kenya case, the survey was conducted in government sponsored elementary schools among standard 8 pupils whom instructors are able to describe their behaviour and rate it.

A study was done at Jantiene School 2015, by Early Child hood and Parenting institute where they measured heart rate variability (HRV) and skin conductance level (SCL) during rest and stress. The study was investigating aggression, anxiety,

attention disorders among children and how they are affecting concentration of learners in class. A sample of 66, ODD/ADHD learners were chosen and 36 normally behaving children were also sampled. The findings indicated that the ODD/ADHD boys were found to have high HRV which made them to be more aggressive and this also significantly interfered with their attention lessening their concentration in class activities. This study created a gap of investigating how ODD among pupils with EBD affects performance of pupils in school.

Connelly (2008) conducted a research about excessive defiance in preschool children and mental health problems in USA. The researchers used a case study to look into 270, children between ages of 3, and 6 years old. This was a survey whereby the research adopted observation and interview schedules to obtain data. The discoveries of the examination uncovered that resistance and investment in class exercises do impact an instructors' plan to convey substance to students. They accumulated data about fits from guardians and kids and were partitioned into four gatherings as indicated by mental manifestations as: No mental finding, significant burdensome turmoil, problematic confusion, discouragement. The preschool children were observed for 3 years using observational techniques and sometimes interviews. The study found out that these children diagnosed with ODD comorbid conditions had extremely aggressive behaviours directed to a caregiver or a teacher. This review reveals that the study was done mainly to find out how ODD learners responded and reacted to teachers without focussing on the academic performance of ODD learners thus the current investigation was conducted in government sponsored elementary schools exploring the influences of ODD conditions and how the conditions are affecting academic performance of learners in primary schools.

An investigation of millions of school and adolescent equity records in USA Texas was done to determine individuals who were adjourned and ousted from government sponsored auxiliary schools and the effect of these evacuations on pupils' scholarly achievement and adolescent framework contribution (American Public Policy Research Institute, 2011). Teachers were in constant conflict with learners because of persistent violation of school rules. The report says that teachers in schools could not condone learners in school who could violate school rules forcing school administration to suspend the learners.

A study was conducted in Texas by the Texas Education Agency, (2008) about how order identifies with pupils' prosperity and adolescent equity association which was also referred to as Texas research. The researchers adopted descriptive and multivariate analysis; data was collected from Texas Education Agency (TEA) which used a target population of 928940, students who were at seventh grade class. The researcher found out that 136592, which is 14.7% of the pupils had no less than one coordinating with record in the adolescent equity data base (Fabelo, 2011).

These students were subjected to juvenile justice system because at one time they had an altercation with teachers compelling school administration to recommend suspension or expulsion from school. The findings were that these students had violated schools code of conduct and the school employees and administrators decided to impose the school rules on them, it was also noted that in Texas those learners who met all requirements for a specialized curriculum administration adjourned at grade 7 of their schooling (Dottie, 2011). The review indicates that there

is a gap and the researcher should investigate and find out which category of disabilities had issues in schools hence the need for this study.

Aggression as indicated by IDEA means overt, frequently hurtful, social cooperation with the aim of causing harm or different disagreeableness upon another individual. It might happen either in countering or without incitement in learners it might happen because of blocked objectives (Wehby, Lane & Falk, 2003).

A research study was done on a depressive temperament and social maladjustments differential impact on the education performance by utilization of children depression inventory (CDI) which is a multi-dimensional tool that incorporates things of social withdrawal, low confidence, behavioural issues and all disguises and externalizes. This was both a subjective and quantitative exploration concentrate with the end goal of triangulation in which descriptive and survey plans were utilized. Child depression was largely affecting academic performance of children which manifested itself by aggression towards teachers. CDI and poor scores in academic performance can be associated with behaviour disorders which were assessed by the behavioural items of CDI instrument. A study sampled a total of 683, adolescents with 368 girls and 315 boys analysed the impacts of burdensome temperament and social maladjustments on education achievements and findings showed that the learners performed poorly (Aluja, 2004).

In the United States of America an investigation was done to find out how aggression profiles from behaviour and psychosocial adjustment to the victims who are teachers. Peer nomination scores for hostility were utilized to arrange 354, children matured between 10-13 years. They were grouped into forceful, non-exploited aggressors and

regularizing contrasts. On investigation it was discovered that some children had some hostility, social and behavioural issue (Schwartz, 1999).

Hostile causalities were portrayed by scholarly disappointment, peer dismissal, and enthusiastic trouble. Aggression can be connected to Kohlberg's theory which postulates that human beings undergo eight psychosocial stages of growth and development and each stage has a substantial role in the personality make up of an individual. The survey focussed on aggressiveness and how it is affecting teachers and the projected survey will be investigating the impact of ODD on elementary school children academic performance in Kisii South Sub County which justifies the need for the proposed study. An investigation on impact of learner involvement on scholastic execution among auxiliary school scholars at Jaramogi Oginga Odinga University Kenya (Ndiewo, Aloka & Raburu, 2016) investigated the influence of learners' involvement with teachers in classroom on learners' educational achievements. The study used correlational design with a target population of two thousand five hundred. Stratified testing was utilized to choose 12 auxiliary schools and simple random inspecting was utilized to choose scholars. An observation schedule and a questionnaire were utilized in information assortment. Study outcomes discovered that learner involvement influenced academic performance. The methodology used in this study was descriptive survey design and correlational investigation method, focusing on EBD and how it is affecting academic performance among secondary school students and the researcher's intention was to establish how ODD among EBD pupils affected academic performance among standard eight primary school pupils.

## **2.5 Summary of literature reviewed**

Literature has been reviewed and the first objective is challenges teachers are facing while instructing ODD learners in class. A study conducted in USA revealed used descriptive research design to investigate frequent aggression behaviour among preschool children and its effects on academic achievement and the current research examined how ODD conditions are affecting pupils' education attainment amongst grade 8 scholars in government sponsored schools in Kisii county. The second objective is preparedness of teachers in teaching children with ODD a study from USA and France was reviewed have been reviewed and the researchers used historical research design and the participants were from high school while this study investigated how ODD is influencing scholarly execution among elementary school pupils in Kisii South Sub County. Objective three was about strategies of managing learners with ODD in class, the review analysed a study which had 51, participants and the researcher used an online survey which used questionnaires to collect data and this survey utilized descriptive method research technique to amass information and it targeted all standard 8 scholars in government sponsored elementary schools in Kisii County. The last objective was to determine the effects of ODD on scholastic execution. The next chapter discuss the research design and methodology.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the research methodology to be used. These include: Survey methods, survey areas, target population, sample sizes and sampling methods, data collection tools and procedures, pilot test, validity and reliability of instruments, data analysis methods, and ethical considerations.

#### **3.2 Research Design**

The study utilized both quantitative and qualitative methodology. The survey embraced a descriptive exploration plan, which is worried about portraying the attributes of a specific individual, or gatherings (Kothari, 2009). The descriptive survey technique, focused on targets detailing, planning information assortment tools, test determination, gathering information, preparing and analysing information and reporting the discoveries (Mugenda & Mugenda, 2003). Descriptive statistics was appropriate for this survey since it empowered the assortment of both subjective and quantitative information from the participants. This study was selected because it requires the collection of information from the sample. Therefore, the results of the survey were created to identify problems, make people aware of ODD problems, help them understand them, and solve problems in school.

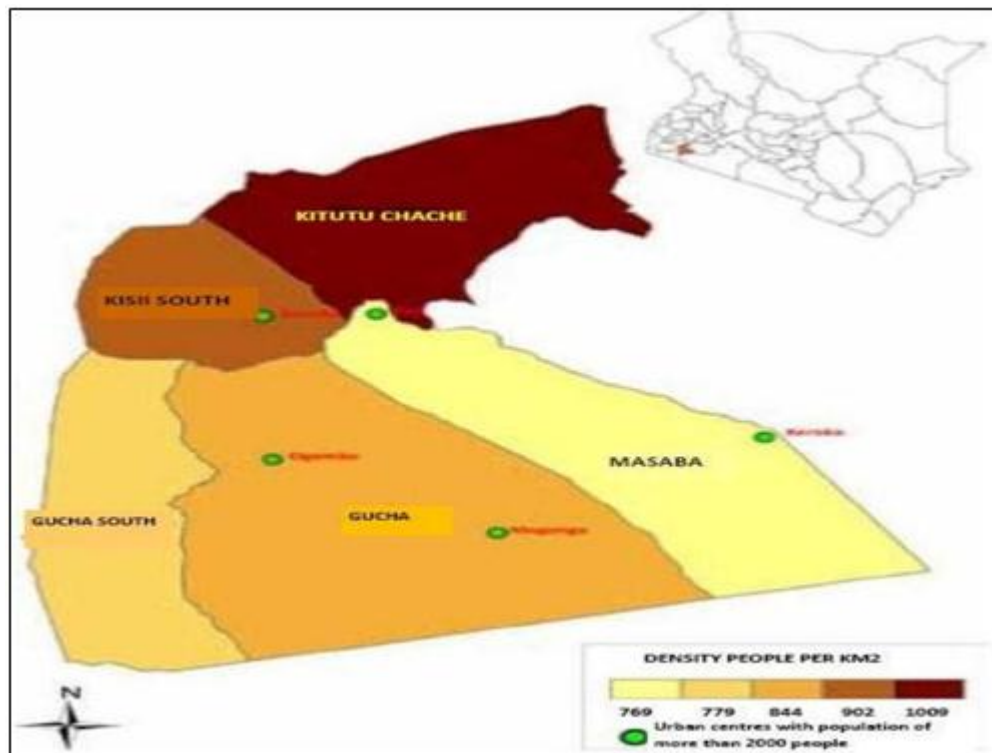
#### **3.3 Location of the Study**

This survey was done in Kisii South Sub-County, Kenya as elaborated in Figure 3.1. The choice of this location was prompted by the findings of Uwezo (2015) on Yearly

Learning Assessment Report which indicated that in Kisii County KCPE performance was 24.83%, which is below the national average of 27.2%. In Skoulos and Georgiana (2007) study, it was pointed to students of ODD have social incapacity, low scholarly productivity, and behavioural disorders more than scholars without ODD.

### 3.3.1 Study Area Description and Map

As indicated by the principal Kisii County Integrated Development Plan 2013-2017. Kisii County is one of the 47 Counties in Kenya. It imparts normal lines to Nyamira County toward the NE, Narok County toward the S and Homabay and Migori Counties toward the W. The Figure below shows Kisii South Sub-County Map according to KNBS 2012.



**Figure 3.1: Conceptual Framework**

Source: KNBS 2012

### **3.4 Target Population**

According to Kisii South Sub-County Educational office as at May 2019, the candidates enrolled were 2557 in 58 public primary schools, which was of interest in this study. The opinion of Head teachers, class teachers Deputy head teachers' guidance and counselling teachers and special needs education teachers were considered vital in identifying challenges in schools accruing from pupils with ODD, preparedness of teachers in teaching those pupils, educational management strategies they employed and overall scholastic execution of the ODD children. The aspects of concern are the target populace (Orodho, 2005) and populace alludes to any gathering of foundations, individuals or articles that have normal qualities (Ogula, 2005).

### **3.5 Sample Size and Sampling Procedures**

This segment depicts how the sample size for the investigation was inferred and the rules used to choose a sample from the total populace recognized.

#### **3.5.1 Sample Size**

Determination of test size depended on Mugenda and Mugenda (2003) that proposed for a sample size of among ten to thirty percent of the designated people for a distinct report. For populace fewer than one thousand, Mugenda & Mugenda (2003) proposed thirty per cent while over one thousand recommended ten per cent individually. The calculation was as outlined:

- a) Public Schools (Suneka Zone 19 schools, Gesero Zone 19 schools and Igonga

Zone 20 schools)

$$n = \frac{30}{100} N$$

Where:  $N$  is the target population (public schools in the Zone) and  $n$  is the sample size

$$\begin{aligned}\text{Suneka: } n &= \frac{30}{100} \times 19 \\ &= 5.7\end{aligned}$$

Which is approximately 6 schools

$$\begin{aligned}\text{Gesero: } n &= \frac{30}{100} \times 19 \\ &= 5.7\end{aligned}$$

Which is approximately 6 schools

$$\begin{aligned}\text{Igonga: } n &= \frac{30}{100} \times 20 \\ &= 6 \text{ Schools}\end{aligned}$$

b) Pupils

$$n = \frac{10}{100} N$$

Where:  $N$  is the total pupil enrolled (Per Zone)

$$n = \frac{10}{100} \times 2557$$

= 255 pupils

Candidates proportions per school

$$n = \frac{1}{3} \times \frac{1}{6} \times 256$$

= 14 pupils per selected school

### 3.5.2 Sampling Procedure

Sampling is a technique, interaction or procedure of picking a sub-bunch from a populace to partake in the investigation (2005). The survey utilized stratified sampling to concoct three layers dependent on the three existing zones in Kisii South

Sub-county namely Suneka, Gesero and Igonga. Simple random sampling technique was utilized to select six schools from each zone to partake in the investigation. Purposive sampling was utilized to choose one class instructor and Head teacher per selected school for the interview. Facing these behaviours and addressing them at school environment is often the responsibility of teachers to reach the objectives of the educational process (Barela, Bernardino, Ana, Feliciano, & Averion, 2018). Also, the study employed a simple random sampling to select 14 candidate pupils per the selected schools and an additional of one candidate from each zone who was the school president and this was done purposively so as to get his or her opinion. Table 3.1 give a detailed summary of the sample size.

**Table 3.1: Sample Size**

Zone	Target No. of Respondents			Target Sample Size		
	C/T	H/T	Pupils	C/T	H/T	Pupils
Suneka	19	19	858	6	6	85
Gesero	19	19	832	6	6	85
Igonga	20	20	867	6	6	85
<b>Grad Total</b>	<b>58</b>	<b>58</b>	<b>2557</b>	<b>18</b>	<b>18</b>	<b>255</b>

Source: Kisii south sub county education office 2019

The administered questionnaires to class teachers and pupils were 18 and 255 respectively. Interviews schedule for Head teachers were done based on every school selected.

### **3.6 Instruments**

The survey employed a combination of information gathering methods. The study used structured questionnaire, interview guide which focused on head teachers and also secondary data was also used. The choice of these instruments facilitated achieving the objectives of the study.

#### **3.6.1 Structured Questionnaire**

The investigation was concerned with views and opinions in relation to the influence of oppositional defiant disorder on academic performance among standard eight pupils in public primary schools in Kisii County. This was accomplished by managing an organized Questionnaire (Appendix I). It included a bunch of foreordained arrangement of inquiries primarily close-ended and open-ended inquiries bound with likert scale to decide the severity of challenges posed by ODD leaners in government sponsored elementary schools and extent of impact on their scholastic execution. It consisted four sections; Part A captured the demographic data such as Respondent gender, teaching experience, training qualification; Part B contained questions on existence and challenges posed by pupils with oppositional defiant disorders in school; Part C administered preparedness of teachers to accommodate ODD pupils; Part D interrogates influence of oppositional defiant disorder on academics. The pupils' questionnaire addressed mainly challenges cause by ODD pupils in school. The researcher involved the candidate class in a friendly interactive dialogue on how certain oppositional defiant behaviours are affecting academic performance and the fellow peers in class by use of directed discussions.

### **3.6.2 Interview Guide**

An in-depth interview guide was utilized to gather information from Head teachers. The key sources were considered for giving a decent appraisal on the influence of oppositional defiance disorder on scholarly execution among understudies in open grade schools in Kisii South Sub-County. An interview Guide (Appendix III) was created to aid in doing these interviews.

### **3.6.3 Focus Group Discussions**

The researcher held a discussion with the sampled standard eight class pupils and the pupils gave their opinion openly and these opinions were captured and some were even audio recorded.

### **3.6.3 Document Analysis**

Ancillary information was gathered through work area and narrative surveys in different asset communities, libraries, and web sources. The ODD determinants data such as the number of public primary schools, enrolment and general academic performance was majorly captured from Kisii South Sub-County Educational office. Other published and non-published study reports for example Journals and Government publications on the same subject were reviewed to enhance the study results.

### **3.7 Pilot Study**

The goal of this assessment was to determine the reliability and validity of the questionnaires and interviews. The instruments were discussed with supervisors who made constructive criticisms and offered useful suggestions for improving some of

the items. A pre-test sample of ten per cent of the total sample with comparative qualities was utilized for the survey. Six (6) class teachers of one of the targeted primary were arbitrarily chosen to fill the questionnaire for this testing and were excluded from the main survey. 15 pupils from the targeted school were also sampled who were given the questionnaire to fill and filling their responses were discussed with the supervisor and their expertise was utilized in adjusting some of the items. This aided in verifying the validity of the tools by examining reactions to inquiries by the class instructors to decide whether every one of the participants got what the inquiries implied. It was during pilot testing that the supervisors noted the obscure items and unclear directions in the questionnaire, which were corrected before the actual survey.

### **3.7.1 Validity of the Research Instruments**

Content legitimacy was finished utilizing the after effect of the pilot study. An examination tool is substantial in the event that it really gauges what it should quantify and the information gathered through it precisely and honestly addresses the respondent's conclusions (Amin, 2005). Legitimacy is the degree to which the consequences of an examination can be precisely deciphered and summed up to different populaces (Cohen, 1988). Bosses were utilized to learn the legitimacy of the things in the survey and their information consolidated in the last arrangement of the exploration instruments.

### **3.7.2 Reliability of the study tools**

As indicated by Mugenda and Mugenda (2003), dependability estimates how much a specialist instrument yields similar outcomes or information after rehashed

preliminaries. The pilot study's reactions were coded and totalled up using SPSS Version 20, which yielded a Cronbach alpha of 0.781 (Appendix iv), qualifying the questionnaire as an appropriate tool. By and large, a questionnaire with  $\alpha$  of 0.8 is considered dependable (Field, 2009).

### **3.8 Data Collection and Procedures**

Preceding information assortment in the field, approval was looked for from graduate school, KU and a grant from the NACOSTI to work with information gathering procedure. The researcher visited the sampled schools to conduct the interviews with the head teachers. The teachers from the sampled schools were also given the questionnaires to respond to as the interviews were going on. Two head teachers were interviewed per day chose and the researcher hired 2 research assistants who students who were doing masters and had the ability to speak well in Kiswahili, English and Gusii dialects smoothly. The research assistants were given 1day seminar on research ethics, information assortment measure, and utilization of information assortment instruments. The preparation additionally elaborates the importance of each question in the questionnaire all things considered. The researcher visited schools, established relationships with head teachers of different schools, and obtained permission from the principals of different schools in the district to collect data from the schools. On the second visit, researcher personally visited and interviewed the principals and their agents of the various schools surveyed. This was done in different weeks at different schools. The researchers spent a week at each school. The questionnaire was sent directly to the class teacher. He taught teachers and explained the concept of ODD. They were asked to follow the instructions in the

letter. The first 14 learners were randomly selected from class 8. The researcher approached them and gave them a questionnaire to answer. After 10 minutes, all learners filled out the questionnaire. The questionnaire was then selected by the learner by the researcher.

The researcher also used FGD to gather the opinions of fellow students. 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 to and 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. Therefore, researcher kept all the records used to go and count. The count chart shows the number and duration of repeated actions. Most often, ODDs were seen in class or while playing in the field, so it's usually easier for colleagues to identify bad behavior first in front of a researcher. And the teacher who sees notices it. Behaviors such as school refusal were identified when the registry was created, rules and ignorance of rebellion could also be identified in school and group work, and were converted to percentages after researcher counted their frequency.

### **3.9 Data Analysis Procedures**

Quantitative information produced using questionnaires was cleaned and verified for precision and consistency prior to being gone into SPSS programming for investigation. 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 scholastic execution among children in government sponsored elementary schools in Kisii County. The outcomes were summed up and introduced 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 and while 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.

### **3.10 Ethical Considerations**

Various moral issues as recognized by Marion and Cohen (2009), were followed during this study. These included; Secrecy, namelessness, keeping away from misdirection, treachery of participants and protection. The respondents were made to sign an informed consent. In the form it was indicated that they were participating voluntarily and they could quit any time if they so wished. They were also made to understand that confidentiality will be held, only pseudonyms were used and hence nobody would be identified by names. Information gathered will only be utilised for survey purpose. To keep the respondents from staying away and retaining data, privacy was guaranteed and namelessness. Use of works of other authors used in any part of the dissertation was also acknowledged.

### **3.11 Summary of Chapter Three**

This chapter has extensively discussed about the research methodology, research instruments and piloting. The chapter has also highlighted how data was collected, analysis and the ethical considerations envisaged in the study. The next chapter will discuss the research findings.

## **CHAPTER FOUR**

### **DATA ANALYSIS PRESENTATION AND DISCUSSION**

#### **4.0 Introduction**

The past sections examined about, contextualization to the investigation survey, audit of related literature, research plan and procedure. This section gives a report of the fundamental discoveries from the investigation whose point was to set up the impact of ODD on the academic performance among standard 8 pupils in public primary schools in Kisii County. This section presents the discoveries, understandings and conversation according to the goals of the investigation relying upon the reaction pace of the exploration devices utilized and the overall segment profile of participants were analysed. Data on preparedness of the teachers in handling pupils with ODD was analysed, also data on educational strategies of managing pupils with ODD was analysed, the data on general academic performance of pupils with ODD were analysed. And lastly data on the challenges caused by pupils with ODD were analysed and reported.

#### **4.1 General and Demographic Information**

##### **4.1.1 Questionnaire return rate and problems experienced during investigation**

Data collection processes was done within Kisii south sub-county. This was done inside the booked occasions with the separate respondents in government sponsored elementary schools. From the reactions the information gathered was considered satisfactory for examination and results got trustworthy. Two significant survey issues experienced by the analyst was deficient filling in of the questionnaires and

different respondents were requesting cash. A portion of the questionnaires needed reactions in specific areas of inquiries posed.

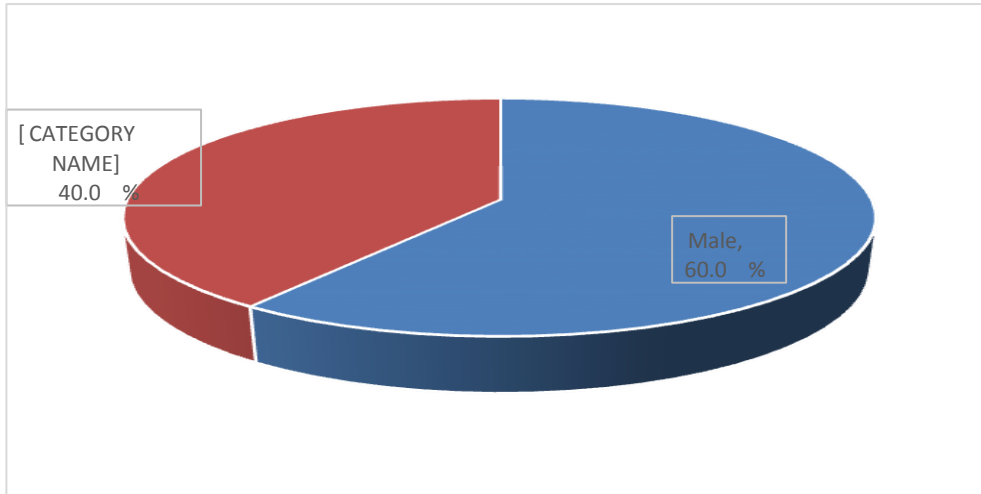
The administered questionnaires to class teachers(C/T) and pupils were 18 and 255 respectively. The response rate was (15) 83.3% out of 18 for class teachers and 243 (95.3%) for the standard eight pupils. Interviews schedules for Head teachers (H/T) from every selected school yielded a response rate of 16 (88.9%) out of 18. This reaction was agent to make educated ends for the survey. As per Mugenda and Mugenda (2003), a reaction rate beneath forty per cent is temperamental, a reaction pace of forty per cent half is poor, a reaction pace of half – sixty per cent is adequate for investigation and revealing, a reaction pace of 60% - 70% is fair, and 70% - 80% is good and above 80% is excellent.

## **4.2 Biographical Information of Class Teachers, Head teachers /Guidance and Counselling Teachers**

This part presents the overall segment data of the participants. They include distribution of respondents by gender, teaching experience and training qualification.

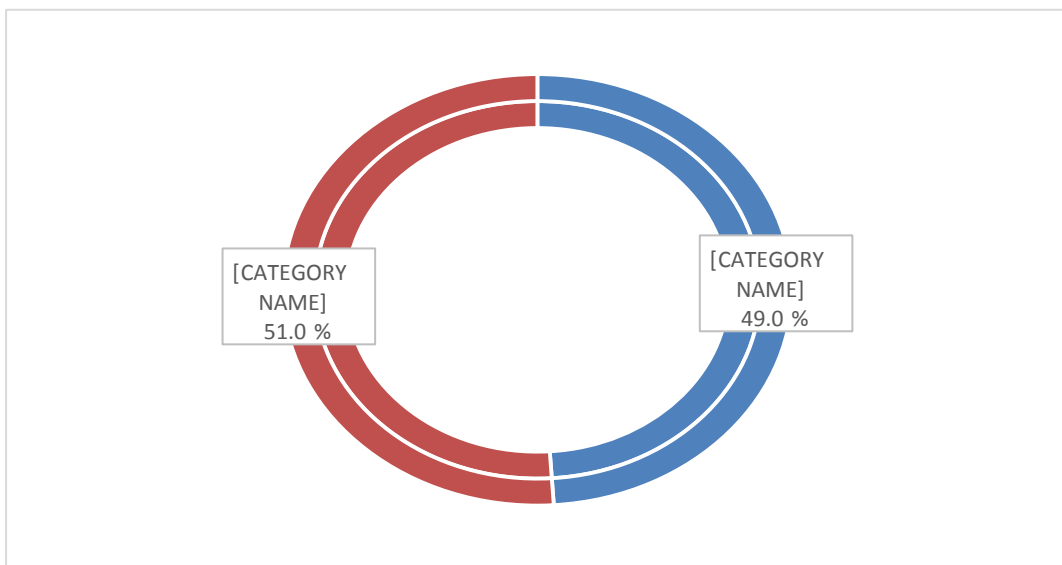
### **4.2.1 Distribution of respondents by gender**

The researcher sought to interview the respondents seeking the views of all gender concerning the influence of oppositional defiance disorder on academic performance among children in government sponsored elementary schools in Kisii County. The rate of response based on gender of class teachers and class eight pupils were as summarized in Figure 4.1and Figure 4.2 respectively.



**Figure 4.1: Distribution of class eight class teachers by gender**

Figure 4.1 above shows the number of respondents of class teachers by gender comprised of 40.0% (6) female and 60.0% (9) Male. From the outcomes of the investigation, the data amassed was representative based on one-third gender rule.



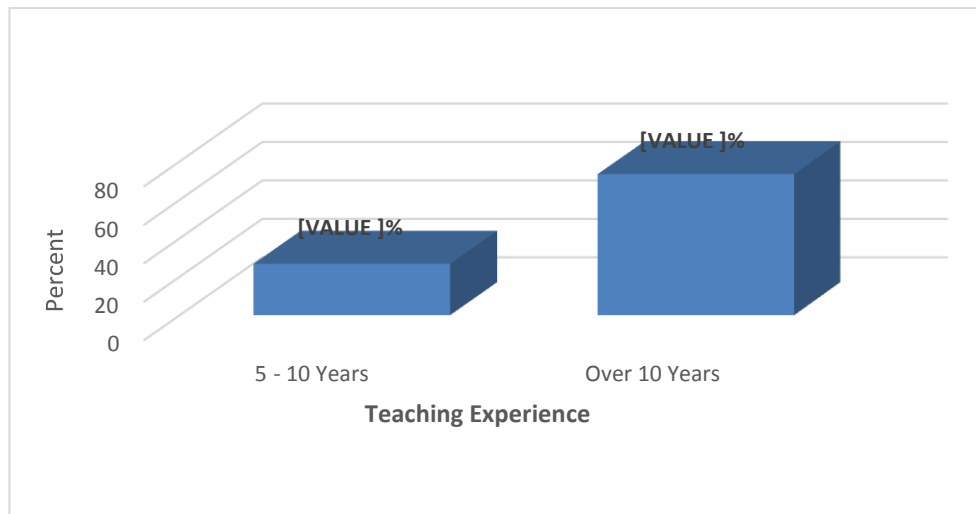
**Figure 4.2: Distribution of class eight pupils by gender**

Figure 4.2 above shows; girls were 124 (51.0%) whereas boys were 119 (49.0%). The findings implied the information collected from the candidate class had gender parity with a ratio of approximately 1:1. This confirmed that we could rely on in

examining the influence of oppositional defiance disorder on scholastic execution amongst children in government sponsored elementary schools in Kisii County (Aluja, 2004).

#### 4.2.2 Distribution of Participants by instructing Understanding

The research considered class teachers' instructing Understanding as the key aspect in this investigation as it informs the study on interaction level with ODD pupils, (Morin, 2001). The teaching experience of the respondents was summarized in Figure 4.3.



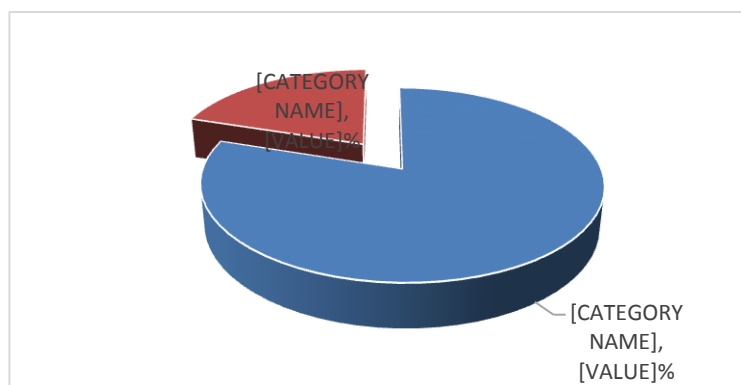
**Figure 4.3: Distribution of participants by instructing Understanding**

Majority of the respondents were experienced instructors and experience was arrived at by considering by the assumption that over 10 years' experience in teaching means the teacher is competent in teaching and the number was 11 which is (73.3%) and 4 (26.7%) over 10 years and 5 – 10 Years of teaching experience respectively. From the outcomes of the survey, majority of the participants interviewed had experience

with pupils and perceived to have information on oppositional defiant disorders in public primary schools.

#### 4.2.3 Distribution of ODD pupils

Study sought to find out the distribution of ODD pupils. The findings come in handy in explaining the existence and gender parity. The results were presented in Figure 4.4 and Table 4.2.



**Figure 4.4: Distribution of ODD Pupils**

Majority of pupils with emotional and behavioural disorders were pupils with ODD and they were ranging from 1 – 5 in a class. For confidentiality purposes the researcher used letters A to represent schools.

**Table 4.1: Distribution of ODD pupils per school and gender**

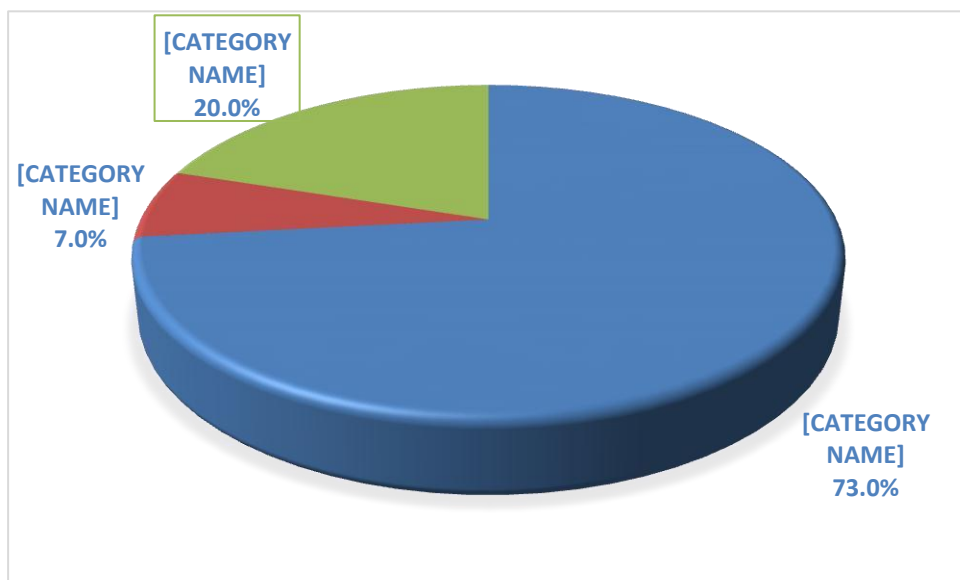
<b>SCHOOL</b>	<b>Boys</b>	<b>Girls</b>	<b>TOTAL</b>
A.	6	2	8
B.	3	1	4
C.	4	1	5
D.	4	2	6
E.	3	2	5
F.	3	0	3
G.	2	1	3
H.	2	2	4
I.	3	2	5
J.	3	2	5
K.	2	1	3
L.	2	2	4
M.	3	2	5
N.	3	0	3
O.	5	3	8
<b>Total</b>	<b>48</b>	<b>23</b>	<b>71</b>
	<b>67.6%</b>	<b>32.4%</b>	<b>100.0%</b>

From table 4.1, the findings revealed that Majority of reported ODD pupils were boys 48 (67.6%) whereas girls were 23 (32.4%). This is support by a study about ODD and self-monitoring technique was conducted by Ohio University in USA which used an online survey to collect data from 51 participants who were in lower primary classes ranging from age 6 to 15 years which included forty-eight men and 3 ladies identified with ADHD, ODD and other conditions and self-checking strategies were utilized and outcomes were analysed (Lorraine, 2013).

### **4.3 Preparedness of teachers to accommodate pupils with ODD behaviours**

This was the first objective of the study which was to examine Preparedness of teachers in teaching pupils with ODD in government sponsored elementary schools

in Kisii County. Preparedness of teachers to handle ODD pupils was key aspect as it may have influenced their academic performance (Green, 2002) The researcher administered a questionnaire to head teachers and their responses were captured (Jones, 2008). The investigator sought to determine tutors preparedness in handling pupils with ODD in an ordinary classroom. They gave details on teacher preparedness towards accommodating pupils with ODD. The respondents indicated that they were using Guidance and counselling or disciplinary actions and others did not have any approach of dealing with these pupils with ODD.



**Figure 4.5: Availability of teacher approach that accommodate pupils with ODD**

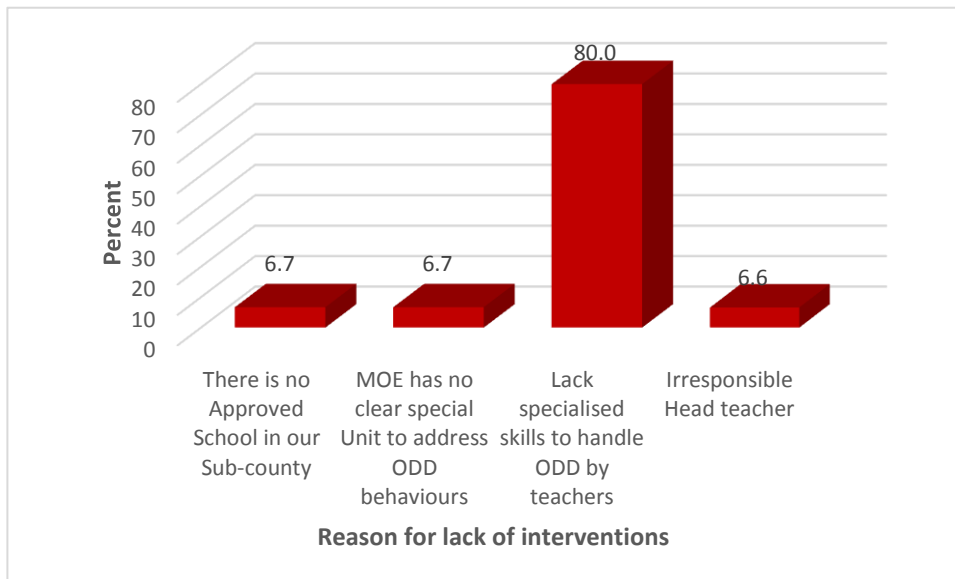
From the interview conducted to the head teachers their responses indicated that 73.0% of the schools had no formal approach of accommodating pupils with ODD in class. 20% of teachers were administering disciplinary measures as a way of dealing with pupils with ODD and 7% were using guidance and counselling approach.

During the research period in one of the schools in Kisii South Sub County the researcher sought to look at teacher preparedness. During one of the one on one interview sessions where the researcher sought to find out teacher's preparedness and this is what some of the respondents had to say:

*Head Teacher: "The fact is that, as a school we are not all that prepared to teach these pupils, teachers who can help these pupils are only using some disciplinary measures to help these pupils .Two in our school we have only 9 teachers who teacher both lower primary and upper primary .This number of teachers cannot handle such cases in school most of them are left alone or subjected to disciplinary actions that scare them .Anyway let them finish school and go away because they are troubling us".*

During the research period two indicators one use of disciplinary action and guidance and counselling stood out to show that many teachers opted not to bother whether pupils with ODD were benefiting from teaching and learning environment. These responses prompted the researcher to find out the reasons for lack of special interventions.

### 4.3.1 Reasons for Lack of Teacher Interventions



**Figure 4.6: Reasons for lack of teacher interventions**

During the research period the teacher's responses prompted the researcher to find out why there were no teacher intervention measures. The standard eight class teachers who took part in the interview stated that there were no special schools to accommodate pupils with ODD 80% of teachers who took part in the interview stated that teachers lacked specialised skills to handle pupils with ODD and 6.7% of the respondents suggested that the Ministry of education has no clear policies to address the plights of pupils with ODD in public primary schools. 6.6 % stated that head teachers were not aware that pupils with ODD needed some special interventions in order for them to overcome this disability. This agrees with a study by Kelter and Pope (2011) who revealed that elementary classroom teachers are frequently the fundamental sources of a pupil's conduct since they can watch the youngster broadly at various circumstances and in various settings. The practices of ODD pupils once in a while leave teachers confounded reassessing their profession decision.

From the meeting meetings with the instructors what came out was that most learning institution organizations have no specific programs of accommodating pupils with ODD. One of the instructors is cited to have expressed that:

*“I don’t think in our sub county we have a school that can accommodate these pupils, even the ministry is not aware that these pupils should go to school and because the ministry has ignored them, in my opinion I think we as teachers in schools have no idea about these ODD pupils”.*

#### **4.3.2 Training and qualification of the Teachers**

The training qualification of the participants is very vital in the survey as it varies the class teachers’ information on the strategies employed to accommodate pupils with ODD and might help in determining their preparedness and general interventions in handling these pupils in public primary schools (Muhoro, 2015). The educational levels of the teachers reflected the status of general training level in primary schools especially the context of Kisii South Sub-County. The investigator sought to assess training and qualification of the participants and by use of questionnaires, the teachers responses indicated their training qualification ranging from certificate in P 1 to Degree The highest training qualification held by the participants were demonstrated in Table 4.3.

**Table 4.2: Academic level of the Participants**

<b>Education Level</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
Certificate in P1	10	66.7
Diploma SNE	1	6.7
Diploma ECDE	2	13.3
Degree	2	13.3
<b>Total</b>	<b>15</b>	<b>100.0</b>

Table 4.2 displays that most of instructors who represent 66.7% had Certificate in P1 followed by 13.3% with Diploma in ECDE, another 13.3% had a Degree and 6.7% with Diploma in SNE. From the outcomes of the survey, most of the participants interviewed had P1 training qualification and their responses revealed that they could not adequately handle pupils with ODD in an ordinary class due to their levels of training (Muhoro, 2015).

During the interview sessions within the teacher when the researcher wanted to find out if teachers are adequately prepared to handle pupils with ODD in class and this is what they had to say about their preparedness.

*“There is no motivation from the government those who went in for an in-service training in SNE have neither been deployed to special schools nor received a salary increment”*

*“Even if you are prepared to teach these pupils with ODD who will recognize your efforts? Nobody cares about teachers wellbeing.”*

The findings corroborate with the findings Gresham and Gansle (1992) who established that teachers were equipped with necessary intervention strategies so as to

enable them support pupils with ODD conditions. Behaviours of pupils with ODD affected teachers, supporting staff and students which eroded positive classroom environments. From these responses the investigator had the option to discover that in the chose public primary schools in Kisii County that partook part in this investigation, the instructive requirements of pupils with ODD are not met and this was based on current responses.

#### **4.4 Educational strategies to ensure learning needs of pupils with ODD are met**

The second objective of the survey was to explore possible educational Management strategies of managing pupils with ODD in Kisii South Sub County. The researcher administered a questionnaire and the table below indicates the findings obtained from class teachers.

**Table 4.3: 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, 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 behaviours.

During physical interview with the principals, the researcher sought to find out the educational strategies they are using to handle pupils with ODD. The head teachers gave out their opinions regarding helping pupils with ODD in school by strengthening of existing school programs like: the disciplinary committee under the Board of Management, guiding and counselling the pupils, referring to area chiefs or community policing groups (*Nyumba Kumi* initiative), Choosing some to take pupil leadership role like prefects or positive behaviour support plan and referring the extreme to approved schools (Kelter & Pope, 2011). During physical interview sessions with the principal this is what the head teacher had to say about educational strategies.

*“First Most pupils with ODD and generally, EBD are not able to be attentive, they cannot concentrate or focus their attention to one activity therefore what happens is that most teachers send them out of class or give them work or which they enjoy outside class work Secondly within our school, the disciplinary committee under the Board of Management, guidance and counselling department, usually refer pupils with ODD to area chiefs or community policing groups (Sungu sungu). But the biggest challenge is that when reported to this group, some even decide to arrest the pupils or call them to public barazas where they are subjected to community punishment.”*

From these interview gatherings with the principal what came out, was that school organisations had zero tolerance to pupils who exhibited ODD characteristics (Barr & Parent, 2001). During one of the center gathering discussions with the pupils where the investigator looked for to find out how their teachers are treating them while in school, and this is what they were recorded saying.

*Pupil One responded as: “Mr Nyabaro (not real name) calls me Bamuriat and every time he punishes me or sends me home to come with my parent when I come to school late, or I don’t do the homework or I fail to pay attention.”*

The researcher noted that the teacher who was given the name Nyabaro was using punishment as an educational strategy.

Researcher’s question: “Do you think the educational strategies teachers are using are helping you to learn in this school

*Pupil two responded as: “My Teacher and my father always tell me that I am the only child who is failing him back at home and therefore the only person who can handle my case is the chief or Chairman.”*

From the focus group discussion with the pupils the investigator was able to find out that, from the chosen public primary schools in Kisii South Sub County who contributed in this survey. The instructive wants of pupils with ODD were not met to a certain degree. This depended on current instructive procedures accommodated these pupils and all the more should be done so that these pupils can realize their academic achievements. This also agrees with the outcomes by Muhoro (2015) who revealed that tutors were not able to handle pupils with ODD in school because they did not have the required training.

#### **4.5 Influence of Oppositional Defiant Disorder Behaviours on Academics**

This was the third objective of the survey and the researcher objectively examined influence of oppositional defiance disorder on scholastic execution among children in government sponsored elementary schools in Kisii County. Class teacher were the main respondents on this though the research sought a balanced opinion from the interview with head teachers.

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

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

**Table 4.4: 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. During one of the one on one interview sessions the class teachers had reactions that likewise brought up something very similar;

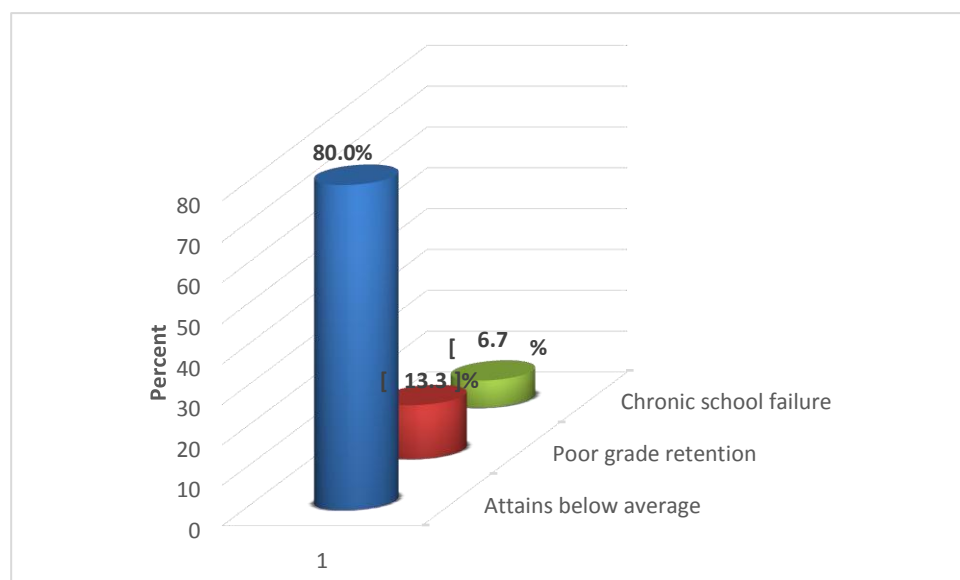
Investigator's inquiry: "How would you rate general academic performance of learners with EBD in your school?"

*Standard Eight Class teacher "Generally the academic performance of pupils with ODD is rated as poor because mostly they struggle to attain marks that will enable them proceed to the next class."*

These responses are reflected in Table 4.5 where a majority of teachers indicated that 86.7% run out of class. This greatly affects their academic performance. The findings are supported by the findings of UNICEF (2006) which estimates that two hundred and seventy-five million pupils worldwide experience ferocity in their families and they end up replicating the same violent behaviour in school which most teachers fail to understand and ending labelling the child as unruly.

#### 4.5.2 Scholastic Execution of pupils with ODD

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 4.7: 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 contract with that of Wanjiru (2016) who 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.

During the exploration time frame in a portion of the schools as the investigator tried to find out scholastic performance of pupils guided by the standard eight class teachers. The scientist had the option to distinguish that a large portion of the understudies with ODD stayed predictable in achieving poor or sub optimal scores as shown from the analysis. During one of the one on one interview sessions a standard eight class teacher had a response that likewise called attention to the equivalent.

Researcher's question: "How would you rate the general academic performance of pupils with ODD in your school?"

*Standard Eight Class Teacher: "Two things, first of all, most pupils with ODD in our school their score is always poor or below average in their general academic performance, with a few who may score slightly above 50% may be after copying from their friends. Secondly majority of these pupils are often moved to the next class not on the basis of their performance but because their parents storm here and demand that their children should proceed to the next class so that when they finish their standard eight they can go to Kirwanda village polytechnic."*

These responses from the teachers coincided with the outcomes of the investigation as it was analysed in figure 4.7. The discoveries on scholastic performance of pupils with ODD from this survey agree with that of Wanjiru, (2016) whose study to found out that students with violent behaviour often have significant academic challenges.

#### **4.6 Challenges posed by pupils with Oppositional Defiant Disorder in schools**

Fourth objective of the survey and the researcher administered a questionnaire to standard eight class teachers about the common challenges posed by pupils with ODD in school. The responses were enumerated and these difficulties were recorded in the table 4.5 below.

**Table 4.5: Challenges Posed by Pupils with ODD According to Standard Eight Class Teachers**

Challenges	A lot		Some		A little		Not at all		Total (%)	
		%		%		%		%		%
They have frequent temper tantrums/easily annoyed	0	0.0	66.7	33.3	0	0.0	15	100.0		
They refuse to comply with school authority i.e. Teachers, prefects and monitors	1	6.7	7	46.7	7	46.7	0	0.0	15	100.0
They indulge in excess argument with teachers	0	0.0	10	66.7	5	33.3	0	0.0	15	100.0
They have aggressive behaviours	1	6.7	9	60.0	5	33.3	0	0.0	15	100.0
They portray destructive behaviour	1	6.7	11	73.3	3	20	0	0.0	15	100.0
They frequently violate school rules	4	26.7	7	46.7	4	26.7	0	0.0	15	100.0
They don't do their homework	3	20.0	9	60.0	3	20.0	0	0.0	15	100.0
refuse to sit for exams	0	0.0	10	66.7	4	26.7	1	6.7	15	100.0
They run away from school	2	13.3	6	40.0	6	40.0	1	100		
They physically injure	1	6.7	10	66.7	4	26.7	15	100		
Skips school with no reason/rampant	20.0	12	80.0	0	0.0	0	0.0	15	100	

From table 4.5 the questionnaire administered to class teachers the findings revealed that some 66.7% have frequent temper tantrums which significantly affect ongoing lessons and a few 33.3% pupils with ODD portray frequent temper tantrums, 46.7% and 46.7% a little refuse to comply with school authority. Majority 66.7% of teachers

admitted that some indulge in excess argument with teachers and 60.0% have aggressive behaviours.

They further indicated that 73.3% of pupils with ODD portray destructive behaviour, 46.7% for some frequently violating school rules with little variations, 60.0% for do not do their homework and 66.7% refuse to sit for exams. Again 40.0% for and 40.0% for usually run away from school, 66.7% physically injure others pupils and finally majority 80.0% for skips school with no reason. The results agree with the discoveries of Parritz and Troy (2014) who revealed that emotional and behavioural disorders greatly affected pupil's academic performance.

During the research period as the researcher was going round interviewing head teachers about the challenges pupils with ODD are posing to teachers. Majority of the head teachers had these responses.

Researcher's Question. What are the challenges pupils with oppositional defiant disorders are causing to teachers in your school?

*Response 1 "Most pupils with ODD tend to be absent from school over long period of time and other teachers unfortunately may not usually accept this behaviour so absenteeism is one of the challenge they are posing to teachers."*

*Response 2 "pupils with ODD engage in physical violence with the teachers especially when teachers threaten to discipline them these behaviours often annoy teachers and as a result the teachers send them out of class."*

These statements agree with that of Staub (1986) who established that absenteeism from school affects academic performance. ODD comorbid conditions who often

engaged in physical violence in school and were sent away from school often affected them because they did not have a good relationship with teachers and their peers.

From the head teaches responses, this prompted the researcher to find out the challenges pupils with ODD are causing to their fellow pupils. The researcher administered questionnaire to standard eight pupils and the findings were summarised in table 4.6 below.

**Table 4.6: Challenges Posed by Pupils with ODD According to Pupils Responses**

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

Serial No	Statement	Agreement scale					
		1	2	3	4	5	TOTAL
1.	The learner being chased out of class			34.6	65.4		100
2.	The teacher and the pupil with ODD often argue much				42.8	57.2	100
3.	The pupil with ODD always disobeys rules ,regulations				77.4	22.6	100
4.	ODD pupils annoying the teachers				56.8	43.2	100
5.	solving cases involving Pupil with ODD				69.1	30.9	100
6.	teacher preparedness in handling a pupil with ODD					67.5	100
7.	ODD is causing a lot of challenges to your career				65	35	100
8.	ODD management With no results				73	27	100
9.	The pupil with ODD deliberately refuses to sit for exam				75	25	100
10.	The pupil with ODD answers questions in class without caring				15	85	100

From the questionnaire administered to standard eight pupils, the findings revealed that 65.4% of the pupils agreed that pupils with ODD have frequent temper tantrums

and this behaviour disrupts on going class lessons. 57.2% indicated that pupils with ODD refuse to comply with Teachers instructions, prefects and even disobey class monitors instructions.77.4% of the pupils indicated that pupils with ODD indulge in excess argument with teachers and this often annoys teachers who sometimes leave class before finishing their lessons .56.8% of the pupils indicated that these pupils have destructive behaviour.69.1% of the pupils Suggested they frequently break school rules .67.5% of the pupils who responded revealed that they refuse to sit for exams without giving any reason. And 60.9% of the pupils agreed that they physically injure others pupils.

The researcher held focus group discussion with Standard Eight pupils from the schools about the Challenges caused by pupils with ODD. These findings proved that these challenges were encountered by many of the teachers in Kisii South Sub-county public schools. From the 19 Focus group discussion many of the pupils had this to say:

The researcher used pictures showing children's actions, behaviours and consequences. The researcher asked this question, from these pictures what do you like? And make sure you say exactly what your friends do when in school.

*Response 1 from a pupil: "I don't like sitting next to .....because he never attends some lessons and sometimes he may refuse to do homework or refuse to come to school, sometimes they run away with your assignment book or even hit you if you threaten to report him to the class teacher."*

*Response 2 from Standard Eight pupil: "They do not obey school rules or sometimes decide to break the rules deliberately so that they can be chased"*

*out class or even tear or break glass windows, Me I won't share a desk with her because she will hit me.''*

*Response 3 from standard Eight Pupil: "one of the pupils who possess the characteristics you have mentioned hit me with a pair of scissors at the back of my leg and I was taken to hospital. He did this when I threatened to report him to the class teacher when he stole my potato from lunch box.'"*

These responses indicated that these pupils with ODD are causing a lot of challenges to both teachers and pupils and this is in agreement with Ndiewo, Aloka & Raburu, (2016) who investigated the influence of pupils' involvement with teachers in classroom on pupils' educational achievements whose studies concluded that pupils' actions and participation in class plays a significant role in their academic performance.

#### **4.7 Summary**

This section has carefully presented the discoveries, understandings and conversation according to the goals of the investigation relying upon the reaction pace of the exploration devices utilized and the overall segment profile of participants were analysed. First data on preparedness of the teachers in handling pupils with ODD was analysed. Secondly data on educational strategies of managing pupils with ODD was analysed. Thirdly, the data on general academic performance of pupils with ODD were analysed. Fourthly, data on the challenges caused by pupils with ODD were analysed and reported. The next chapter presents the summary, conclusion and research recommendations.

## **CHAPTER FIVE**

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

#### **5.0 Introduction**

This section comprises of the survey discoveries, conclusions and recommendations. The ends emerging from the outline of discoveries clear way for recommendations pointed toward investigating the impact of oppositional defiance disorder on academic performance among standard eight pupils in Kisii County, Kenya and finally the suggestions for further investigation.

#### **5.1 Summary**

Chapter one of the study carefully examined the contextualization of the study, chapter two presented the related literature review which distinguished out the gaps and chapter three examined the research methodology and lastly chapter four presented data analysis, data presentation and discussion.

This survey objectively examined the influence of oppositional defiance disorder on academic performance among standard eight pupils in government sponsored elementary schools in Kisii South Sub-County.

The first objective of the study was to examine the preparedness of teachers in teaching pupils with ODD in government sponsored elementary schools in Kisii South Sub County. The findings revealed that majority of the schools has no programs that assist ODD pupils. There was only one special teacher trained in one school we interviewed in Kisii South Sub-County. There was no training offered to the pupils to accommodate their colleagues. The study revealed that the main reason

for lack of interventions was lack of specialized training and the rest was equally contributed by reluctant ministry of education, irresponsible head of institutions and lack of approved schools in Kisii South Sub-county to address the ODD behaviours.

Second Objective of the survey was to explore educational strategies of managing pupils with ODD in public primary schools in Kisii South Sub County. The teachers gave six management strategies of Oppositional Defiant Disorder. First was to using self-monitoring technique, secondly was using positive behaviour support plan, third was using guidance and counselling. Forth was using disciplinary committees, fifth was using area assistant chief.

The third objective of the survey was to investigate the levels of scholastic execution of pupils with ODD in government sponsored elementary schools in Kisii South Sub County. Majority of class teachers strongly agreed that the learner often loses temper, which annoys the teacher and a fewer number agreed that the learners always disobey rules, regulations and request from teachers which annoys teachers affecting their motivation to work. Many admitted, strongly and a fewer number of teachers confirmed that Management strategies employed in their school has not yielded better results. It was noted that majority were undecided on their preparedness to handle a pupil with oppositional defiant disorder in class. In addition, agreed and strongly agreed that ODD pupils were causing many challenges to their career. Majority agreed pupils with ODD deliberately refuses to sit for examinations. The fourth objective of the survey was to establish the challenges faced by tutors while instructing pupils with ODD in government sponsored primary schools in Kisii South Sub County. Class teachers acknowledged that pupils with ODD caused a lot of

challenges to teachers. These findings proved that these challenges were there in all the Kisii South Sub-county public schools and needed urgent interventions. Other challenges caused by pupils with ODD as revealed by Head teachers included; bullying other students, shoplifting/stealing, tattooing their bodies, involved in drug abuse, victims of rape and indulge in love affairs.

## **5.2 Conclusion**

The survey resulted in 4 conclusions which are as follows. First, it was evident from the discoveries that there were pupils with ODD in government sponsored elementary schools in Kisii South Sub-County who portrayed some ODD characteristics to a large extent. And to this extent teachers and schools were not prepared to accommodate pupils with ODD. Secondly there were no clear educational strategies put in place so as to address the educational needs of pupils with ODD in public primary schools. Thirdly Lack of teachers' preparedness, and lack of formal educational management strategies it led to poor academic performance among pupils with ODD in public primary schools some pupils obtaining below average marks in KCPE examinations. 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.

### 5.3 Recommendations

By assessing the influence of oppositional defiance disorder on scholastic execution among children in government sponsored elementary schools in Kisii County, the investigator come up with the subsequent commendations:

- i. The MoE needs to strengthen existing school programs like: the disciplinary committee under the Board of Management, guiding and counselling department, referring to area chiefs or community policing groups (*Nyumba Kumi* initiative), picking some pupils with ODD to take leadership role like monitors and referring the extreme to approved schools this will make the MOE sensitize the teachers about ODD characteristics and possibly prepare them to accommodate pupils with ODD.
- ii. County government in collaboration with national government under the Ministry of Education should promote training of teachers through capacity building seminars focusing on educational strategies of ensuring that learning needs of pupils with ODD are met within the classroom set up.
- iii. The government should consider equipping regular schools with teachers who have knowledge about pupils with ODD in every sub-county to cater for the learning needs of extreme cases of pupils with ODD which will boost their academic performance.
- iv. The government should fast track training teachers on implementation of competence based curriculum which allow pupils to choose between two or more options, because it helps pupils to pick an area of learning which is appropriate to his/her ability thus less leading to fewer teacher challenges.

#### **5.4 Suggestions for further Studies**

Taking into account the gaps recognized by the investigation there is necessity to examine the following areas in detail:

- i. It is necessary to examine effectiveness of teacher preparedness in managing pupils with ODD in public primary schools.
- ii. Using this evaluation there is need in interrogating challenges teachers and parents are facing when managing pupils with ODD.

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## APPENDICES

### Appendix I: Questionnaire for Standard 8 Class Teacher's

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Kindly give your responses to the questions below, the information provided will not be disclosed to any individual it will be used for this research only and after which it will be archived under lock and key or destroyed.

---

#### PART A: DEMOGRAPHIC INFORMATION

Please tick (✓) the choice that is appropriate to you

1. What is your gender?

Male  Female

2. What is your teaching experience?

Below 1 year  1 year- 2 years

3 years - 4 years  5 years – 10 years

10 years and above

3. What is your training qualification?

None  Certificate in P1

Diploma SNE  Diploma ECDE

Degree

#### PART B: CHALLENGES POSED BY PUPILS WITH OPPOSITIONAL DEFIANT DISORDERS IN SCHOOL

1. In your class how many children do you have who have oppositional defiant disorders?

- a) None
- b) 1-5
- c) 6-10
- d) 11-15
- e) More than 15

2. Record the number of ODD Pupils in your class based on gender?

Boys \_\_\_\_\_ Girls \_\_\_\_\_.

3. If any kindly rate as per the behaviours they portray?

**Key:** On a scale of 1-4, where 1: Not at all, 2: A Little, 3: Some, 4: A lot

View on behaviours they portray		Agreement Scale			
		1	2	3	4
a.	They have frequent temper tantrums/easily annoyed				
b.	They refuse to comply with school authority i.e. teachers, prefects and monitors.				
c.	They indulge in excess argument with teachers				
d.	They have aggressive behaviours				
e.	They have destructive behaviours				
f.	They frequently violate school rules				
g.	They don't do their homework				
h.	They refuse to sit for exams				
i.	They usually run away from school				
j.	They physically injure others pupils				
k.	They Skips school with no reason/rampant absenteeism				

**PART C: PREPAREDNESS OF TEACHERS.**

1. Do you have any program in school, which accommodates learners with ODD behaviours?

Yes  No

If Yes, name them

.....  
 .....

2. Does the school have any teacher trained on emotional and behavioural disorders? Yes  No

If Yes, how many .....

**PART D: EDUCATIONAL STRATEGIES USED BY TEACHERS TO ACCOMMODATE LEARNERS WITH ODD**

3. Does your school offer any special needs education related programs to pupils?

Yes  No

4. Do the children with oppositional defiant disorders get any specialised interventions?

Yes  No

a) If yes where do they get it from? list them down

- i. ....
- ii. ....
- iii. ....
- iv. ....
- v. ....

b) If no give the reason

- i. ....
- ii. ....
- iii. ....
- iv. ....
- v. ....

C) In your own opinion tick the Educational strategy that you think can work in your school to ensure pupils with ODD learn.

<b>Educational strategies</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Totals</b>
Self-monitoring Technique					
Positive behaviour support plan					
Guidance and					
counselling					
Using disciplinary committee					
Referring to area chief					
Seeking Sungu Sungu services					

5. In your own opinion, how would you rate the academic performance of ODD pupils?

- a) Attains quality grades
- b) Meet average grades
- c) Attains below average
- d) Poor grade retention
- e) Chronic school failure
- f) School drop out

6. What management strategies do teachers use to help children with oppositional defiance disorders conditions?

- i. ....
- ii. ....
- iii. ....
- iv. ....
- v. ....

## PART D: INFLUENCE OF OPPOSITIONAL DEFIANT DISORDER

### CONDITIONS ON ACADEMICS

1. Indicate your degree of arrangement or conflict with the accompanying assertions by placing a check in the suitable box.

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

Serial No	Statement	Agreement scale				
		1	2	3	4	5
1.	The learner often loses temper which annoys the teacher and chases him or her out of class					
2.	The teacher and the pupil with ODD often argue during lessons interrupting learning					
3.	The pupil with ODD always disobeys rules ,regulations and request from teachers which annoys teachers affecting their motivation to work					
4.	The pupil with ODD deliberately annoys teachers making teachers not to bother to look at the learners work					
5.	The teacher spends most of the time solving cases involving the Pupil with ODD					
6.	As a teacher do you think you are prepared adequately to handle a pupil with ODD					
7.	As a teacher the pupil with ODD is causing a lot of challenges to your career					
8.	Our ODD management strategies has not yielded good academic results					
9.	The pupil with ODD deliberately refuses to sit for exam					
10.	The pupil with ODD answers questions in class without caring					

## **Appendix II: Interview Guide for Head Teachers**

- 1) For how long have you been the Head teacher of this institution?
- 2) What are the challenges pupils with oppositional defiant disorders are causing to teachers/other learners in your school?
- 3) In case of the above (2), what are the interventions you have taken as the head of the institution?
- 4) In what ways are the teachers prepared in managing children with oppositional defiant disorders?
- 5) What are the strategies put in place in ensuring that learning needs of these ODD pupils are addressed?
- 6) What is the general scholastic execution of these children with oppositional defiant disorders conditions? (Cite last years KCPE performance for those who managed to sit for the examinations)

### Appendix III: Questionnaire to Candidate (Class 8) pupils

In your view kindly rate behaviours portrayed by disobedient (ODD) pupils in your school. You may as well add other behaviours not captured and rate appropriately.

**Key:** On a scale of 1-4, where 1: Not at all, 2: A Little, 3: Some, 4: A lot

1. What is your Gender?

Male/ Boy Female/Girl

View on behaviours they portray		Agreement Scale			
		1	2	3	4
a.	There are disobedient (ODD) pupils in our school				
b.	They have frequent temper tantrums/easily annoyed				
c.	They refuse to comply with school authority i.e. teachers, prefects and monitors.				
d.	They indulge in excess argument with teachers				
e.	They have aggressive behaviours				
f.	The have destructive behaviours				
g.	They frequently violate school rules				
h.	They don't do their homework				
i.	They refuse to sit for exams				
j.	They usually run away from school				
k.	They physically injure others pupils				
l.	They Skips school with no reason/rampant absenteeism				

#### **Appendix IV: Focus Group Discussion with Standard Eight Pupils**

The researcher will involve the pupils in a friendly interactive dialogue on how certain oppositional defiant behaviours are affecting academic performance and the fellow peers in class by use of elaborative discussions.

The researcher will use pictures showing children's actions, behaviours and consequences.

Giving relevant stories and giving relevant examples which will help the pupils to open up and share various incidences that have occurred in classroom/school environment then ask them to tick down those oppositional defiant behaviours they have seen in class or in school displayed by their class mates or school mates

Tick those behaviours that he/she normally displays

- |                                    |                          |
|------------------------------------|--------------------------|
| Frequent temper tantrums           | <input type="checkbox"/> |
| Refusal to comply with authority   | <input type="checkbox"/> |
| Excessive argument with teachers   | <input type="checkbox"/> |
| Aggressive behaviours              | <input type="checkbox"/> |
| Destructive behaviour              | <input type="checkbox"/> |
| Frequent Violation of school rules | <input type="checkbox"/> |
| Don't do their homework            | <input type="checkbox"/> |
| Absent during exams                | <input type="checkbox"/> |
| Running away from school           | <input type="checkbox"/> |
| Physically injuring others         | <input type="checkbox"/> |
| Skips school with no reason        | <input type="checkbox"/> |
| Absenteeism                        | <input type="checkbox"/> |

## **Appendix V: Document Analysis**

The researcher will have to request the Deputy head teachers or class teacher to provide the following documents

- (i) Records of KCPE examination reports and internal examinations.
- (ii) Records of books (Black book) where names of oppositional defiant disorders are recorded

## Appendix VI: Observation Checklist

### **DRAW A PERSON: SCREENING PROCEDURE FOR ODD**

AUTHOR; Jack A Naglier, Timothy J .Mc Neish and Achilles N Bardos (1991)

Publisher; Harcourt Assessment Inc

Depiction of the test; the purpose of DAP.SPED is to detect enthusiasm and behavioral problems. This test includes a traditional placement for examining and scoring portraits to assess young people on enthusiastic questions. Experts can identify children at risk of enthusiastic and disturbing influence by comparing the scores obtained from the character's drawings to the scores on the standardization test.

Controlling time 15 minutes

Age 6-17years

The DAP SPED review framework consists of two types of criteria or main types, eight elements of each drawing are reviewed, different layouts for each age group receive a second type of model, each attraction Judged by 47 explicit ones. It was divided into three classes of cuts. Additional ratings do not show the additional ratings, but the additional ratings are clearly shown.

### **STRENGTH OF THE DAP-SPED**

The test unwavering quality is generally high the test manual gives an unmistakable depiction of the scoring framework. The record structure is clear and proficient. The test is psychometrically solid just as effectively and equitably measured.

### **THE BEHAVIOR OBSERVED**

#### **Conduct            SCORES COMMENTS**

Temper tantrums,	1	2	3	4	5	6	7	8
Arguments,	1	2	3	4	5	6	7	8
Non-compliant	1	2	3	4	5	6	7	8
Easily annoyed	1	2	3	4	5	6	7	8
Aggression	1	2	3	4	5	6	7	8
Often angry,	1	2	3	4	5	6	7	8
Spiteful and vindictive	1	2	3	4	5	6	7	8

Claims not to care	1	2	3	4	5	6	7	8
Ignore directives	1	2	3	4	5	6	7	8
Irresponsible	1	2	3	4	5	6	7	8
Plays adults	1	2	3	4	5	6	7	8
Resistance to direction	1	2	3	4	5	6	7	8
Stubbornness	1	2	3	4	5	6	7	8

### **CONCLUSION**

The scores given would give a manual for the seriousness of the conduct problem of the student.

## Appendix VII: Kisii South Sub-County Learners Enrolment as at May 2019

### KISII SOUTH SUB-COUNTY LEARNERS ENROLMENT

#### I. PRE-PRIMARY ENROLMENT

TYPE	BOYS	GIRLS
PUBLIC	2611	2455
PRIVATE	2077	1965
<b>TOTAL</b>	<b>4688</b>	<b>4420</b>

#### 2. PRIMARY SCHOOL ENROLMENT ( PUBLIC SCHOOLS = 58, PRIVATE SCHOOLS = 87)

TYPE	GRADE 1		GRADE 2		GRADE 3		STD 4		STD 5		STD 6		STD 7		STD 8		GRAND TOTAL										
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T									
PUBLIC	1433	1427	2860	1488	1489	2977	1479	1383	2862	1717	1670	3387	1615	1729	3344	1529	1765	3294	1581	1938	3519	1224	1333	2557	12066	12734	24800
PRIVATE	731	786	1517	709	680	1389	636	640	1276	574	531	1105	423	440	863	388	354	742	337	313	650	334	318	652	4132	4002	8194
<b>TOTAL</b>	<b>2164</b>	<b>2213</b>	<b>4377</b>	<b>2197</b>	<b>2169</b>	<b>4366</b>	<b>2115</b>	<b>2023</b>	<b>4138</b>	<b>2291</b>	<b>2201</b>	<b>4492</b>	<b>2038</b>	<b>2169</b>	<b>4207</b>	<b>1917</b>	<b>2119</b>	<b>4036</b>	<b>1918</b>	<b>2251</b>	<b>4169</b>	<b>1558</b>	<b>1651</b>	<b>3209</b>	<b>16198</b>	<b>16796</b>	<b>32994</b>

#### 3. SECONDARY ENROLMENT

TYPE	FORM 1		FORM 2		FORM 3		FORM 4		GRAND TOTAL							
	BOY	GIRL	T	BOY	GIRL	T	BOY	GIRL	T	T						
PUBLIC	1631	1815	3446	1564	1564	1737	3301	1552	1599	3151	1022	1213	2235	5769	6324	12093
PRIVATE	07	03	10	03	03	02	05	04	03	07	25	11	36	39	19	58
<b>TOTAL</b>	<b>1638</b>	<b>1818</b>	<b>3456</b>	<b>1567</b>	<b>1567</b>	<b>1739</b>	<b>3306</b>	<b>1556</b>	<b>1602</b>	<b>3158</b>	<b>1047</b>	<b>1223</b>	<b>2271</b>	<b>5808</b>	<b>6343</b>	<b>12151</b>

#### 4. TERTIARY INSTITUTIONS ENROLMENT

GENDER	SNE	DTE	PTE	BUS	TECH	EODE
MALE	45	15	26			1097
FEMALE	10	7	25			1047
<b>TOATAL</b>	<b>55</b>	<b>22</b>	<b>51</b>	<b>0</b>	<b>0</b>	<b>2144</b>



## Appendix IX: Authorization Letter



**KENYATTA UNIVERSITY  
GRADUATE SCHOOL**

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 020-8704150

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**Our Ref: E55/38743/2016**

**DATE: 31<sup>st</sup> May, 2019**

Director General,  
National Commission for Science, Technology  
and Innovation  
P.O. Box 30623-00100  
**NAIROBI**

Dear Sir/Madam,

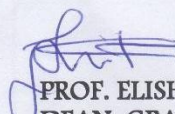
**RE: RESEARCH AUTHORIZATION FOR MR. OKEYO SAMUEL MAUMBA –  
REG. NO. E55/38743/2016**

I write to introduce Mr. Okeyo Samuel Maumba who is a Postgraduate Student of this University. He is registered for M.Ed. degree programme in the **Department of Early Childhood & Special Needs Education**.

Mr. Okeyo intends to conduct research for a M.Ed. thesis Proposal entitled, **“Oppositional Defiance Disorder as a Predictor of Academic Performance among Pupils in Public Primary Schools in Kisii County, Kenya.”**




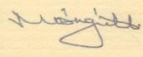

Any assistance given will be highly appreciated.

Yours faithfully,

  
**PROF. ELISHIBA KIMANI  
DEAN, GRADUATE SCHOOL**

JL/eww

## Appendix X: Research permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 215292	Date of Issue: 29/July/2019
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that <b>Mr. okeyo maumba</b> of <b>KENYATTA UNIVERSITY</b>, has been licensed to conduct research in <b>Kisii</b> on the topic: <b>OPPOSITIONAL DEFIANCE DISORDER AS A PREDICTOR OF ACADEMIC PERFORMANCE AMONG PUPILS IN PUBLIC PRIMARY SCHOOLS IN KISHI COUNTY, KENYA</b> for the period ending : <b>29/July/2020</b>.</p>	
License No: NACOSTI/P/19/29	
215292 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

## Appendix XI: Study Area Map

