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Full Length Research Paper

Oppositional defiant and conduct disorder in Ekiti State Secondary Schools, the effect on learning

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This study is concerned with finding out the effect of oppositional defiant and conducts disorder on learning in Ekiti state secondary schools. 600 senior secondary school 3 (SS3) students that were selected using simple random sampling technique constituted the sample for the study. A self designed instrument titled 'oppositional defiant and conduct disorder (ODCD)' was used in gathering data for the study. The validity and reliability of the instrument was ascertained using an appropriate technique. A research question was raised and answered in the study. The two hypotheses raised and tested in the study were accepted in their null form. Descriptive and inferential statistics were adopted in analyzing the data collected. Findings from the study revealed that the effect of appositional defiant and conduct disorder is negative on learning in Ekiti State secondary schools. It was also revealed that demographic factors like gender and age did not cause any significant difference among the respondents. Recommendations were made based on the findings.

Keywords: oppositional, defiant, conduct, disorder

INTRODUCTION

A psychosexual developmental theorist, Sigmund Freud (1953) once reported that oral, anal, phallic and latency stages are the inevitable post-natal stages in the life of every living being. Also Erik Erikson (1963) a notable and influential psychodynamic (psychosocial) theorist in addition to Freud's submission also stressed it further that each of the post natal stages of life exposes an individual to some key pressure. The growth or decline in individual facing these pressures depends on the approach given to it.

Researches recently revealed that some biological limitations, Psychological struggles as well as some minor environmental stresses may offer many opportunities for dysfunction, particularly at the secondary school stage-adolescence. Some common psychological difficulties in pubescence are considered to be life span. Among these are attention deficit/hyperactivity disorders (ADHD) as well as oppositional defiant and conduct disorder. Fiyifolu (2011)

reported that the pace of discipline in Ekiti State secondary schools had reduced considerably and hence an increase in the manifestation of unacceptable behaviour that could be rooted in somatoform .Going by Nigerian guidance and councilors' consistent report; more than 75% Nigeria College students have a total disregard for authority. Truancy, gangsterism as well as hostility to self and others appear to be the order of the day. This behaviour, according to Gideon (2009) contradicts the modus operandi in the teaching and learning environment. Researches by Clinton and Thadius (1963) reported that such a behaviour or the whole lot of behaviour is sourced in oppositional defiant and conduct disorder (ODCD) Steve (2001) opined that ODCD is hereditary and that parents with an average level of intelligent quotient of about 130 and above may likely have the trait in the chromosome. The level at which learners qualify for ODCD diagnosis may vary from culture to culture, depending on what is considered as a

point of deviation from the acceptable school/classroom behaviour standard.

However, notwithstanding the possible difference in the diagnostic level, the effect of ODCD is negative in teaching and learning environmental (Richerdson, 1999). Reports showed that approximately 42% percent of students with poor learning habit consistently display symptoms of ODCD. Such students argue repeatedly with school authorities (teachers in particular), feel great anger and resentment, ignore adult rules and request and a lot of other behaviour that could antagonise good learning. Conduct disorder (CD) may be more severe than oppositional defiant disorder (ODD) in that the cruelty and hostility in the former is relatively deeper than as it is in the later. Adolescents living with this disorder steal, rape, skip school and deliberately threaten, harm or even kill their victims (Rose 2011)

The problem

It is observed that some secondary school adolescents are unnecessarily rebellious, disobedient, vandalistic, cruel and sadistic. Segilola (2009) described the college students of nowadays as quintessence of disrespect and disloyalty to higher authority in the teaching and learning environment. The in-school misdemeanors on the part of some older adolescents degenerate to public hooliganism and lawlessness like over speeding, drug addiction, abortion, bank robbery, pick pocketing and a lot of other terrible activities outside school. Researches by Lucky and Biggy (1999) described the aforementioned behaviour as the manifestation of oppositional defiant and conduct disorder (ODCD). Reports are inconclusive on the contribution of ODCD to learning while a school of thought claimed that ODCD is peculiar to intelligent college students, another school of thought claimed that ODCD is hazardous, inimical and adherently dangerous to teaching and learning, hence this study.

Research Question

What is the effect of oppositional defiant and conduct disorder (ODCD) on teaching and learning?

The null hypotheses tested at 0.05 level of significance in this study are:

Ho1 there is no significant difference in the perceived effect of ODCD on learning based on gender.

Ho2 there is no significant difference in the perceived effect of ODCD on learning based on age.

RESEARCH METHOD

This study is a survey research design. 600 respondents were selected as the sample for the study using simple

random sampling technique. The population of the study consisted of 91417 students in the 183 public secondary schools in Ekiti state as at the time this research was conducted.

Ten (10) out of the existing sixteen (16) local government areas in Ekiti state were sampled using simple random sampling technique. Two secondary schools were selected from each of the 10 selected local government area. 30 students were selected from each of the 20 school selected using purposive, proportional and stratified random sampling techniques The strata for selection was based on gender. The final sample for the research study consisted of 320 male and 280 female students. The instrument used for this study was a self designed questionnaires titled 'oppositional defiant and conduct disorder (ODCD). The instrument was validated making use of an appropriate technique. The reliability was ascertained using cronbach alpha estimate at $r = 0.75$ which was considered high enough. The two sectioned self designed questionnaire contained 20 items that explore ODCD and its effect on learning. The data collected with this instrument were analysed using both descriptive and inferential statistical tools. Any mean score of 2.55 and above was considered as a positive effect of ODCD on learning while otherwise indicated negative effect, frequency count and percentages were used to answer the research question while mean was used in testing the two hypotheses

RESULTS

Research Question

What is the effect of oppositional defiant and conduct disorder (ODCD) on teaching and learning?

The table 1 revealed that the effect of ODCD on learning is negative. Only 19 (3%) of the 600 (100%) respondents gave affirmative (Positive) answer.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the perceived effect of ODCD on learning based on gender.

From table 2 below, it would be observed that both male and female respondents have negative reaction about the effect of oppositional defiant and conduct disorder. The mean score below 2.55 indicates negative preference while 2.55 and above indicate positive. The mean of 1.21 in "sadistic interaction with playmates" is the highest mean score. It is yet not up to half of the required mean score of 2.55 to make it positive. Gender therefore does not make any difference in deciding the effect of ODCD on learning.

Hypothesis 2: there is no significant difference in the perceived effect of ODCD on learning based on Age.

Table 1 Showing the frequency and percentage of the effect of ODCD according to the respondents.

| RESPONSES | FREQUENCY | PERCENTAGE |
|----------------|-----------|------------|
| POSITIVE (YES) | 19 | 3 |
| NEGATIVE (NO) | 581 | 97 |
| TOTAL | 600 | 100 |

Table 2 Mean Distribution Of Students' Response Based On Gender.

| ODCD SYMPTONS | | MALE | | FEMALE | |
|---------------|-------------------------------------|------|----------|--------|----------|
| | | MEAN | REMARK | MEAN | REMARK |
| 1. | Ignoring rule given by authority | 0.04 | NEGATIVE | 0.02 | Negative |
| 2. | Losing temper without provocation | 0.09 | Negative | 0.06 | negative |
| 3. | Unnecessarily angry | 1.02 | Negative | 0.09 | negative |
| 4. | Hostility to self and group | 0.09 | Negative | 0.07 | negative |
| 5. | Sadistic interaction with playmates | 1.21 | Negative | 0.90 | negative |

Table 3 Mean Distribution of Students Responses Based On Age

| ODCD SYMPTONS | | ABOVE 18 YEARS | | BELOW 18 YEARS | |
|---------------|---|----------------|----------|----------------|----------|
| | | MEAN | REMARK | MEAN | REMARK |
| 6 | Unnecessarily Aggressive | 1.11 | NEGATIVE | 1.09 | Negative |
| 7 | Absent From School Without Permission | 0.99 | Negative | 1.41 | Negative |
| 8 | Coming Late Of School Consistently | 0.84 | Negative | 1.09 | Negative |
| 9 | Perpetually Restless In Classroom | 0.41 | Negative | 0.99 | Negative |
| 10 | Asking The Teacher So Many Irrelevant Questions | 0.25 | Negative | 0.72 | Negative |

From table 3 above, it would be understood that the respondents below and above age 18 years had the same opinion about the effect of ODCD on learning. The opinion about the effect is negative as all mean scores in each of the items are below 2.55. This implies that age of the respondents did not cause any significant difference in their perception of the effect of ODCD on learning.

DISCUSSION

From data analysis, it was found that the effect of ODCD is negative on learning. This may be due to the fact that the attributes of ODCD as itemized on the table seem not to agree with conditions under which effective learning could take place. Also, the fact that obedience to authority is another surest means to fast learning may make learning impossible where it (obedience) is lacking as in the case of students living with oppositional defiant and conduct disorder (ODCD). This finding agrees with Tokunbo (2001) in the report that ODCD is a learning disorder in the pre pubescence and adolescence stages.

Also revealed in the finding is that gender and age do not have any significant influence in deciding the effect of ODCD on learning. This contradicts Pope's report (1999) that male suffers chronic ODCD in the pre pubescence stage of postnatal development and hence are more backward in learning than their female counterparts. Olutola (2006) also reported that the younger adolescents are more involved in ODCD than the older adolescents and the report of this study disagrees with that assertion.

CONCLUSION AND RECOMMENDATION

It was concluded in this study that oppositional defiant and conduct disorder has a negative effect on learning. It was also revealed that demographic variables like age and gender did not cause any significant difference in the effect of ODCD. Based on the research findings, the following recommendations are suggested.

1. Orientation should be given unto fresh pubescent on the havocs of oppositional defiant and conduct

disorder (ODCD).

2. A good counselling unit should be put in place in all the secondary schools in Ekiti State whereby the college counsellors would be made to lay emphasis on the need for acceptable behaviour within and outside the school premises.

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