



## **Causes of Oppositional Defiant Disorders among the secondary School Students in Turkana West Sub County**

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### **Abstract**

*Oppositional defiant disorder (ODD) is multiplicity of dysfunctional behaviours exhibited by students who are not conforming to the societal norms, morals and code of ethics. Oppositional Defiant Disorders among secondary school students has remained a global concern that requires urgent intervention especially in the twenty first century. The causes and detrimental effects have remained elusive for parents, teachers and other stakeholders working with educational sector. It has therefore, remained a great challenge as education partners continue to work hard to determine the causes not only regionally, nationally but also locally as in the case for Turkana West Sub County. This study was conducted with an aim to determine the causes of ODD among the secondary school students. The study was supported by instinct theory of aggression that explains the sources of students' oppositional defiant behaviours, which originate from Eros and Thanatos. The study target population was 1800 secondary school principals, guidance and counselling teachers of the sampled schools, parents and secondary school students, MoEST and child protection officers. The sample size of 328 was arrived at using Yamane Taro formulae. Simple random, convenience and purposive sampling were used to select the respondents in the study. The data was collected using the questionnaire and interviews among other tools of qualitative data collection. Collected data was descriptively analyzed using SPSS (version 21). The findings of the study revealed that poor caring environment, poor socio-economic background, poor relation between students and teachers, peer pressure, parental ignorance was the leading ODD cause. The study recommends that there is need to establish guidance and counselling sections in schools while empowering teachers. Education stakeholders to establish Conducive environmental systems (bio-ecological model) in which individuals work towards ODD management and positive academic performance through reinforcing positive students behaviours in schools.*

**Keywords:** Oppositional Defiant Disorder, Dysfunctional Behaviours, Causes, Secondary School Students

### **INTRODUCTION**

The communities are experiencing a surge of different mental disorders both in frequency and severity (Gadow and Nolan, 2002). One of such mental disorders is Oppositional defiant disorder (ODD), which is one of the leading contributory causes of indiscipline, disobedience, violence, assault, vandalism, rioting, drug and substance abuse in schools, poor students –teacher relations and poor academic performance in schools according to Moody (2018). Defiant according to Lavigne *et al.* (2015)

indicates act of disobeying and rudely defying the rules either from parents and or teachers and not respecting orders while oppositional disorder is an act of being hostile, unfriendliness and opposing to authority figures, act that impairs personal behavioural functioning of physical and mental condition that disorganizes the normal functioning of an individual.

According to Ghosh, Ray and Basu (2017), Oppositional defiant disorder (ODD) is a mental disorder characterized by disruptive behaviour, a pattern of angry and irritable mood, argumentative, and vindictive behaviour. Children with ODD struggle with forming friendships and have problems at schools (Khoury-Kassabri, 2012).

Oppositional defiant disorder (ODD) is a behavioural disorder that affects approximately 3.3% of the population across cultures according to Noordermeer, Luman and Weeda, (2017). It therefore, remains an integration of a chronic aggression, frequent outburst and a tendency to have negative attention-seeking behaviours, ignore and refuse to comply with requests from authorities and purposely irritating others. Lavigne *et al.* (2015) suggests that Oppositional Deviant Disorders delineates overt behaviours which contravenes with both informal and formal application in social environmental system.

According to Riley, Ahmed and Locke (2016), students with ODD display diverse types of indiscipline and maladjusted behavioural disorders that are not only limited to lying, include loss of temper, argumentative, noncompliance with request and rules of grown-ups, deliberate annoyance and blame shifting towards others, violence, dishonesty, disobedience, alcoholism, lesson boycott and pornography practicing. Moreover, McCormick, Cappella and O'Connor (2013) suggest that these students do a lot of vandalism, school arsons, stealing, rioting, confronting and stabbing teachers in schools, lateness to school, drug and substance abuse, insulting, assaulting but also remain unwilling to perform any given task or homework given the by teachers.

According to Ghosh, Ray and Basu (2017), the causes of ODD is associated to factors such as low socio-economic factors, punishment conflicts with parents, suspension from school, lack proper guidance and counselling's services. Moreover, ODD according Riley *et al.* (2016) is also as a result of combined biological psychological and social factors, mood disorders depression, and bipolar disorder, lack of parental supervision structure, inconsistency discipline, community violence and exposure to various forms of abuses. ODD according to Gadaw and Nolan (2002) is thought to be caused by poverty and related disorders, comorbidity and family parental Environment while Lavigne *et al.* (2015) has discussed student school relationship, punishment in schools and biological factors as the contributing factors to ODD

Contributing factors to ODD in most of the Kenya students can also be attributed to existence of bullying and drop out according to Rowe, Costello, Angold, Copeland and Maughan (2010). Exposure to bullying in schools according to Coleman (2008) can increase anxiety. Anxious students have less level of concentration in schools and perceive themselves as less competent in the school setting, in either academics or sports. Anxiety and low self-concept can further result from a lack of social competence and withdrawal that results in further isolation (Asonibare, 2016).

Students with ODD exhibition, students do face serious suspension in schools as punishment and have a problem with oral communication skills and they tend to compensate their language inability to win arguments and modify overt behaviour with defiant disorders and aggressive behaviour. Moreover, suspension affects student's

self-esteem which interferes with student's self-perception and demoralizes students (Asonibare, 2016). Therefore, the suspension is a key factor for students in the development of both juvenile delinquency and school violence.

Powers and Karen (2013) suggests that school suspensions have a huge impact on student's ability to cope with school activities and academics. Accordingly, these students with ODD develop a lot of psychological problems, emotional conflicts, depression that will reduce their concentration in academics, feelings of hopelessness as well as an increased propensity to use violence, a gradual regression in academic progress. According to Al-Taher (2014), students with ODD who are well managed with psychological treatment tend to show more interest in learning, reflect friendly behaviour and improve their long-term scholastic performance while it is opposite to others not well managed.

Asonibare (2016) further elaborates that violence in secondary schools is mainly as a result of ODD and can be aggravated by uncontrolled negative emotions. It is therefore, a pertinent issue that requires an immediate attention due to the damage it causes. The solution and best method of handling ODD students should therefore, be prioritized and accelerated according to Adigeb and Mbua (2015). This according McCormick *et al.* (2013), requires to be a home and school environment-based therapy and starting from parent-child training and then to school. ODD therefore, remain a global problem and has affected many societies.

In Nigeria, a similar study by Adegboyega, Okesina and Jacob (2017) indicated that more than 75% students in Ekiti State had a total disregard for authority and truancy, hostility to others with disorders appearing to be the order of the day. Moreover, a cross sectional study by Gutuza and Mapolisa (2015) in Dodoma in Tanzania showed that a majority of Secondary School students experienced different forms of anxiety disorders during their studies and exams. This anxiety according to Adigeb and Mbua (2015) negatively affects student academic performance, thus students experiencing poor grades in the school.

According to Muthoni and Karume (2014), Oppositional defiant disorder (ODD) has been on an incline among Kenyan school going children. It led to fatal incidents, vandalism of school property, and disruption of teaching and learning process, thus resulted to poor academic performance. According to Idrisi (2016), if students with indiscipline and maladjusted behavioural disorders in schools are not handle correctly, they will then result to assaulting another student's and continue to perform poorly academically. Kamau, Kuria, Mathai, Atwoli and Kangethe (2012) have suggested that the current Kenyan ODD prevalence rate is at 12.1% against the global average of 2%-16% which is high. Parritz and Troy (2014) have suggested that the families of learners with ODD affected in various ways including the disease burden when there is comorbidity, difficulties in dealing with the ODD students' behaviours, progression of ODD to conduct disorder, and ultimately to antisocial personality disorder. The Kenyan societies and homes are therefore, influenced negatively by ODD. According to Muthoni and Karume (2014), most of the Kenyan families do assume that the children will outgrow the misbehaviours. However, ODD symptoms, unlike the typical childhood misbehaviours are more severe and frequent, and persist instead of diminishing with age. ODD according to Dunsmore Jordan, Booker and Ollendick (2012) is diagnosed by the age of 8 years although it could be present in pre-schoolers and adolescents. In Kenya however, due to inadequate facilities and shortage of trained personnel ODD is often missed out.

In the study area, the Turkana West Sub County, some incidents of students with behavioural disorders associated to ODD had recently been mentioned and according to Mutua (2017), this happened when a suspended student in Lokichoggio mixed secondary due to defiant behaviour invaded the school at night and shot dead six other students. An observable trend of defiant behaviours have continued to escalate in many other schools within Turkana West sub County with the causes of it remaining unknown with student -teacher relation being poor, students being antisocial and hiding information about others with ODD problems and at last students get either suspended, expelled and or run away from school themselves. The study was therefore, conceived to determine the causes of ODD in Turkana West -Sub County, Turkana County, Kenya.

### **Theoretical framework**

The research report was to be guided by Instinct Theory of Aggression. This theory according to Blegur, Wasak, Tlonaen and Manggoa (2017) was founded by the psychoanalytic Sigmund Freud in the year 1927. The Theory according to Wilson (2019) suggests that all human behaviour originates from 'EROS', which assist in life procreation and reproduction. Eros and thanatos (death force) are the source of aggression, the force of death or destruction is always directed towards the destruction and termination of life towards hatred, anger and violence towards all sorts of aggressive feelings, actions, dealings and behaviours. Freud held that the death instinct is unrestrained and results in self-destruction. He indicated that through other mechanisms like displacement, the energy of Thanatos including aggression that is redirected out ward so that it serves as the basis for aggression against others instead of destructing the self. In Freud's view aggression originates primarily from the redirection of self-destructive death instinct away from the person towards others. Death or destruction which originates from aggression instinct theory gives rise to hostility, frustration and aggressive behaviours which are the core attributes of ODD in students Aggression and destruction accordingly is common among the secondary school students according to Powers and Karen (2013).

### **METHODOLOGY**

The study was conducted in Turkana West Sub County of Turkana County which is in the North West part of Kenya. It is part of seven Sub-Counties of Turkana County and has seven wards out of the total thirty of Turkana County (World Forestry Centre, 2018). Turkana West Sub County is further subdivided into thirty-six locations with fifty-three sub locations. The seven wards in Turkana West Sub County are Lokichoggio, Nanam, Kalobeyei, Songot, Letea, Lopur and Kakuma. The area covers a total area of 15,444.80km<sup>2</sup> with a population of 239,627 host people and refugees across East and Central African. Turkana West Sub County is a home of the second largest refugee camp in the world named Kakuma Refugee camp with about 88,000 refugees of sixteen different nationalities across Africa. The climatic conditions in Turkana West Sub County is arid and semi-arid and is characterized by warm and hot climate. The temperatures range between 20°C and 41°C with a mean of 30.5°C. The rainfall pattern and distribution are erratic and unreliable with both time and space. There are two rainfall seasons. The long rains during winter usually occur between April and July and the short rains between October and November and ranges between 52 mm and 480 mm annually with a mean of 200 mm.

The researcher used descriptive research design approach in which interrogative and descriptive questions were administered to the participants under study. The total targeted population was 1800 respondents and sampling were done to get adequate representation. The study applied purposive, convenience and simple random

sampling. The school principals, guidance and counselling teachers, MoEST staff and child protection officers were purposively selected to get the required number of access population. Form 1, 2 and 3 were sampled by means of systematic random technique. Parents were sampled using convenience sampling technique where parents were met and interviewed in kraals, villages, markets, water points and villages within the sampled sub locations. The sample size of 328 was arrived at using Yamane Taro (1973) formula with 95% confidence level.

Secondary data for this study was collected through a review of literature information from secondary sources while primary data collected using the questionnaire, key interviews, focus group Interviews, and disguised participant observation.

A pilot test-run was conducted with study research assistants prior to the main data collection and the final questions were amended accordingly. To ensure instruments reliability, the pre-test questionnaire was piloted and administered to Lochoggio and Kalobeyei secondary schools in Sub County, within Lokichoggio and Kakuma regions among which were not captured in the sample of the study to ensure that the instrument was replicated, relied upon and free of errors. Those schools were chosen as the pilot because it was assumed and perceived to be inhabited by the same populations in which ODD students reside. The questionnaire were administered to the principals of the 2 schools, 2 guidance and counselling teachers, and 24 form ones, twos and form three students. The interview schedules were prepared for 50 parents that's 25 parents per sub county zone whose children were in forms one, two and three in those schools. Questionnaire and focus group interviews were administered for teachers and students. The questionnaire used for pre-test were excluded from the final data entry and analysis. The piloting was done to check the suitability and reliability of the tools. Thereafter the instruments errors were corrected after piloting.

In this study the researcher used both face and content validity tests. In faced validity the researcher used a construct questionnaire to ask participants to give own opinions, views and perceptions on the problem raised by the study. The content of the instruments was analyzed by the expert judgments. The instruments were checked by the two supervisors at UOE thoroughly and improved, organized consistently with the research objectives and expected data before taking them to the field. Their feedback was put into consideration.

In this study the researcher used pre-test method during study piloting for the purposes of reliability stability. The researcher tested the stability using test-retest and parallel alternative form reliability testing to enhance the consistency of results. The test scores between participants were made using statistical comparison. This provides an indication of the instrument's reliability. In this study, the Alpha value test of reliability was conducted on ODD Causes for all the respondents at (0.89), this shows the measures were found reliable.

The collected data was edited, coded, arranged, tabulated, and input into an Excel spreadsheet in a standard format to facilitate descriptive analysis using Statistical Package for the Social Sciences (SPSS) software, version 21.

The informed consent was sought from all volunteers' participants before data collection without citation or revealing of the participant's identity, to ensure involvement and confidentiality.

## RESULTS AND DISCUSSIONS

### Results for Demographic Information of Respondents

This section comprised results from data gathered on respondents' general information. The study sought data on sex, education level and occupation of the respondents. The information was considered important in validation and assessment of representativeness of findings.

#### Demographic Information For sex

The study sought for the sex of principals, parents, guidance and counselling teachers and ministry of Education officers. This data was important in showing the gender representation of respondents. Obtained data was analyzed and presented in the table 1 as follows;

**Table 1: Distribution of the Sex of Respondents**

Respondents Measurement	Male		Female		Total
	Frequency	Percentage	Frequency	Percentage	
Children Protection officer	7	38.9%	11	61.1%	18
Principals	4	80.0%	1	20.0%	5
MoEST officers	5	62.5%	3	37.5%	8
Parents	102	52.3%	93	47.7%	195
<b>Total</b>	<b>118</b>	<b>52.2%</b>	<b>108</b>	<b>47.8%</b>	<b>226</b>

Table 1 display that 52.2% of the respondents in the study were male while 47.8% were female. This shows that there was an almost gender parity among study participants. However, sex of respondents varied in some categories like children officers which had more female 61.1% compared to male (38.9%). There was also more male in sex distribution of principals (80.0%) and MOEST officers 62.5%. This imply that most secondary schools are headed by male principals than female. These results agree with County Education Office Report (2021) that showed that male principals in Turkana County West Sub County were 86% compared to female.

#### Demographic information on qualification

The study was interested in the academic qualification of principals, guidance and counselling teachers, child protection officers. This information was summarized in table 2;

**Table 2: Distribution of respondents on academic qualification**

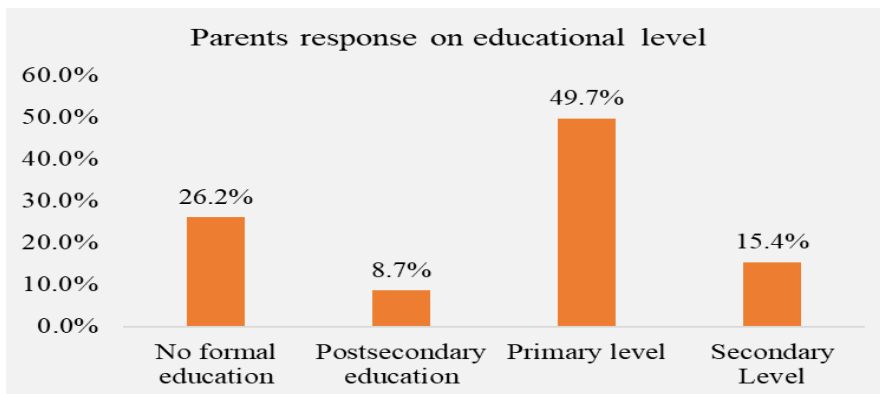
Respondents Measurement	Diploma		Degree		Masters	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Children Protection officer	4	36.4%	4	36.4%	3	27.2%
Principals	1	20.0%	3	60.0%	1	20.0%
MOEST officers	2	25.0%	5	62.5%	1	12.5%
Guidance and Counselling teachers	0	0.0%	8	88.9%	1	11.1%
<b>Total</b>	<b>7</b>	<b>21.2%</b>	<b>20</b>	<b>66.7%</b>	<b>6</b>	<b>18.2%</b>

Results from the analysis displayed an overall majority 66.7% of the respondents were degree holders. Majority 88.9% of guidance and counselling teachers were degree holders, followed by MOEST staffs (62.5%) and principals (60.0%). These results

implied that most of the educational officers had the required qualification to handle academic performance. Results for qualification of children officers show an equal proportion 36.4% for diploma and degree holders with very few 27.2% having master's qualification. These results display a low professional development among children protection officers.

### Parents' educational qualification

Parents were asked to indicate their level of education. The information was believed to be an intervening factor on ODD causes and students' academic performance. The summary of the results is as presented in figure 1.

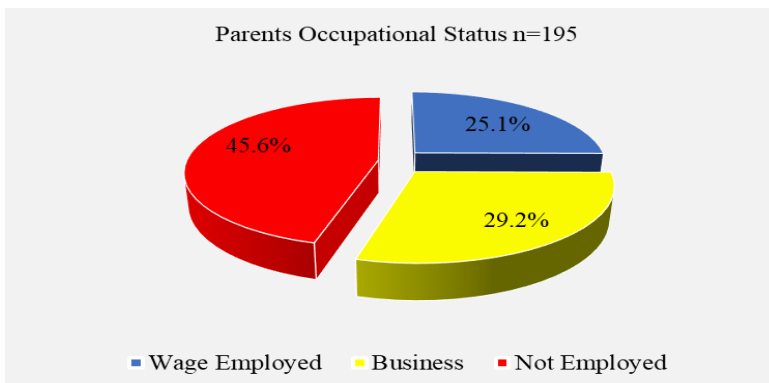


**Figure 1: Parents educational qualification**

The results show majority 49.7% of the parents were in primary level education, this was followed by 26.2% with no formal education, 15.4% with secondary level education and 8.7% with post-secondary education. These results imply that most parents had low educational attainment. The findings agree with UNICEF (2018) report that indicated low literacy level among people aged 35 and above years.

### Parents' occupation

Scholars have argued that parents' occupation can contribute to ODD among children. This study set up to assess the occupation of parents. The data was summarized in percentages and presented as shown in figure 2.



**Figure 2: Occupation of Parents**

Majority 45.6% were not employed followed by 29.2% business while 25.1% were in waged employment. These results imply that most parents in Turkana West were

unemployed. Unemployment could result in low socio-economic status and lack of parental commitment in monitoring and nurturing good behaviours and academic performance for their children.

### **Causes of Oppositional Defiant Disorders among Secondary School Students**

The data was coded using a 5 Likert scale ranging from 1-5; 1=Completely Disagree 2=Mostly Disagree , 3= Slightly Agree, 4 = Mostly Agree, and 5 = Completely Agree for the ODD Causes The data was then analyzed using descriptive statistics by using mean (M) and standard deviation (SD).

### **Child protection officers**

Table 3 presents the responses of Child Protection Officers regarding the cause of Oppositional Defiant Disorder (ODD).

**Table 3: Descriptive Analysis for ODD Causes**

<b>ODD Causes</b>	<b>Mean</b>	<b>SD</b>
Poor socioeconomic	3.73	1.56
Poor family background	3.45	1.44
Home conflict	3.36	.67
Hostile home environment	3.27	.91
Heredity	3.09	1.38
Harsh punishment	3.09	1.30
Drug abuse	2.82	1.83
Buttering	2.64	1.03

The findings of the study revealed that the most common ODD causes as indicated by the Child protection officer were poor socioeconomic and poor family background which scored a mean of 3.73 and 3.45 respectively. Followed by home conflict, hostile home environment, heredity, harsh punishment which scored relatively below 3.5 to 3.0. This indicates that the respondents were neutral concerning these factors but did not rule out the fact that these factors also affect the students. The result also showed further that drug abuse and battering did not affect the students with a mean score of 2.84 to 2.64.

Table 4 presents the responses of Child Protection Officers regarding other additional minor cause of Oppositional Defiant Disorder (ODD).

**Table 4: Frequencies for other ODD Causes**

<b>Other Minor ODD Causes</b>	<b>Frequency</b>	<b>Percent</b>
Peer Pressure	8	29.6
Poor Upbringing	6	22.2
Ignorance	4	14.8
Poor Self-esteem	4	14.8
Poor relation with other students and teachers	3	11.1
Addicted to social media	2	7.4

Result from Table 4 indicate that the majority 8(29.6%) of the respondent agreed that peer pressure was the most common of ODD causes, followed by 6(22.2%) Poor Upbringing. This implies that the peers influenced others badly. 4(14.8%) showed Ignorance, and 4(14.8%) had Poor Self-esteem. The study also indicated that the 3(11.1%) of the students had poor relation with other students and teachers, and 2(7.4%) of the respondent showed that the students were addicted to social media.



## Parents

Table 5 presents the responses parents regarding the major cause of Oppositional Defiant Disorder (ODD).

**Table 5: Parents' views on the causes of ODD**

ODD Causes	Mean	SD
Poor family caring environment	4.19	1.03
Poor socio-economic background	3.59	1.20
Hostile home and school environment	3.44	1.03
Home conflict	3.37	1.19
Heredity	3.35	1.43
Harsh punishment and inconsistent discipline	3.30	1.15
Comorbid of CD, ADHD, mood disorders	3.21	1.16
Buttering and hitting with objects	3.02	1.28
Home drug and substance abuse by parents	3.06	1.52

Results in the table 5 shows that the frequent ODD cause among secondary students was poor family caring environment 4.19(SD=1.03), followed by poor socio-economic background 3.59(SD = 1.20), hostile home and school environment 3.44(SD = 1.15). The study further indicated that harsh punishment and inconsistent discipline, battering and hitting with objects, Home conflict, home drug and substance abuse by parents, heredity, comorbid of CD, ADHD, mood disorders was slightly frequently with a mean score 3.37 – 3.06. Poor family caring environment, socio economic background is therefore, the major factors causing ODD among the students as supported by Wilson (2019) that parental psychopathology factors such as abuse, harsh punishment inconsistent discipline and maternal aggression are all associated with ODD. Moreover, all domestics' problems in the family, unstable family due to divorce and separation, drug and substance, unstable and disturbed home environment, deprived families cause aggressive and intolerable behaviours. Findings completely disagree with home drug and substance abuse by parents as the cause of ODD.

Table 6 presents the responses of parents regarding other additional minor cause of Oppositional Defiant Disorder (ODD).

**Table 6: Frequencies for Other Minor ODD Causes**

	Frequencies	Percent	Cumulative Percent
Peer Pressure	112	22.4	58.6
Imitating another student's bad behaviour	50	10.0	26.2
Polluted environment with all kinds of immorality	97	19.4	50.8
Poor teacher-student relations	43	8.6	22.5
Stress due to parental negligence	34	6.8	17.8
Adolescence	35	7.0	18.3
Social Media addiction	72	14.4	37.7
Teachers Negligence	10	2.0	5.2
Sexually gender-based violence	10	2.0	5.2
Truancy	38	7.6	19.9

The findings show that 62(15.5%) of the respondents indicated that peer pressure was common among the students, followed by 97(50.8%) Polluted environment where people misbehave with all kinds of immoral behaviour. Concerning 72(37.7%) social

media addiction it was noted that it was a common issue that cut across many students in different schools. It was also noted that 50(26.2%) of secondary students liked imitating another student's bad behaviours. 43(10.7%) of respondent indicated that there was a poor teacher-student relation, 34(17.8%) of respondent noted that some causes came as a result of secondary students having stress due parental negligence. A further study revealed that 27(6.7%) of adolescence, 10(5.2%) teachers' negligence, 10(5.2%) sexually gender based violence and 38(19.9%) truancy were some of the causes noted by the respondents.

### Principals' responses on the causes of ODD

Table 7 presents the responses school principals regarding the major cause of Oppositional Defiant Disorder (ODD).

**Table 7: Descriptive Statistics for ODD Causes**

ODD Causes	Mean	SD
Inconsistent punishment	4.20	1.10
Alcoholism/substance abuse at home	4.20	1.10
Irresponsible parents/negligence	4.00	1.22
Conflict at home	3.80	.84
Combination of ADHD, CD, mood disorder	3.80	1.10
Suspension & expulsion	3.60	1.14
Maternal aggression	3.20	.45
Low socio-economic status (poverty)	3.20	1.30
Heredity	3.00	.71

According to the table 7 shows that the respondents mostly agree that inconsistent punishment, alcoholism/substance abuse at home, irresponsible parents/negligence, conflict at home, Combination of ADHD, CD, mood disorder and suspension and expulsion were the major causes of ODD with a mean of (4.20 – 3.60). This result is supported by Powers and Karen (2013) who suggested that school suspensions have a huge impact on student's ability to cope with school activities and academics and accordingly, these ODD students develop a lot of psychological problems and emotional conflict. Regarding maternal aggression, low socio-economic status (poverty) and heredity the respondents were neutral concerning their effects on secondary students.

Table 8 presents the responses of school principals regarding other additional minor cause of Oppositional Defiant Disorder (ODD).

**Table 8: Frequencies for Minor ODD Causes**

Minor ODD Causes	Frequency	Percent
Social Media	1	9.1
Historical Injustices	1	9.1
Ignorance	1	9.1
Age factor	2	18.2
Drug Abuse	3	27.3
Peer Pressure	3	27.3

According to the findings, it was observed that 3(27.3%) drug abuse and peer pressure was common among secondary students. A further study indicated that 2(18.2%) of respondents opined that age factor contributed to ODD causes. The result also shows that 1(9.1%) social media addiction, 1(9.1%) historical injustices and 1(9.1%) ignorance had contributed to ODD causes.

### Guidance and Counselling Teachers opinions on the causes of ODD

Table 9 presents the responses Guidance and Counselling Teachers regarding the major cause of Oppositional Defiant Disorder (ODD).

**Table 9: Descriptive Analysis for ODD Causes**

ODD Causes	Mean	SD
Combination of ADHD, CD, mood disorder	4.22	1.09
Inconsistent punishment	4.22	.83
Alcoholism/substance abuse at home	4.11	1.27
Irresponsible parents/negligence	4.11	.93
Conflict at home	4.00	1.58
Low socio-economic status (poverty)	4.00	1.41
Suspension and expulsion	3.67	1.12
Maternal aggression	3.56	1.13
Heredity	2.89	.93

The findings show that the major ODD causes among the secondary students are Inconsistent punishment and comorbid (combination of ADHD, CD, mood disorder), alcoholism/substance abuse at home, irresponsible parents/negligence, conflict at home, low socio-economic status (poverty), suspension and expulsion, and maternal aggression with a mean score ranging from 4.22 – 3.56. It also evident that the small standard deviation shows how consistent the responses (1.58 – 0.93). The results also disagree that heredity 2.89(SD = .93) causes ODD.

Table 10 presents the responses of Guidance and Counselling Teachers regarding other additional minor cause of Oppositional Defiant Disorder (ODD).

**Table 10: Frequencies for Other ODD Causes**

Other Causes	Frequency	Percent
Retrogressive culture	1	6.7
Terminal diseases	1	6.7
Unfriendly environment	1	6.7
Lack role model	1	6.7
Poor parental care	2	13.3
Negative attitude	2	13.3
Pride	2	13.3
Peer pressure	5	33.3

According Table 10 shows that 5(33.3%) of secondary student were influenced by peer pressure. It was also noted that 2(13.3%) of poor parental care, 2(13.3%) negative attitude, and 2(13.3%) of pride contributed to ODD Causes. Further results revealed that the respondents indicated that 1(6.7%) of retrogressive culture, 1(6.7%) terminal diseases, 1(6.7%) unfriendly environment, 1(6.7%) lack of role model were minor ODD causes.

### Ministry of Education Officers Views on the causes of ODD

Table 11 presents the responses Ministry of Education Officers regarding the major cause of Oppositional Defiant Disorder (ODD).

**Table 11: Descriptive Statistics for ODD Causes**

ODD Causes	Mean	SD
Parental negligence	4.75	.71
Poverty	4.38	.74
Substance abuse	3.50	1.85
Punishment	3.38	1.41
Home conflicts	3.25	1.49
Inconsistent punishment	3.25	1.75
Maternal aggression	3.13	.99
Heredity	2.50	1.41
Comorbid	2.13	.99

According to the MOEST, the major cause of ODD among secondary student was due to parental negligence 4.75 (SD=.71). The respondents mostly agree that poverty 4.38(SD = .74), and substance abuse 3.50(SD = 1.85) contributed to ODD Causes. MOEST remained neutral concerning the issues of punishment 3.38(SD = 1.41), home conflicts 3.25(SD = 1.49), inconsistent punishment 3.25(SD = 1.75), and maternal aggression 3.13(SD = .99) had contributed to ODD Cause. The respondents further disagree that heredity 2.50(SD = 1.41) and comorbid 2.13(SD = .99) contributed to ODD causes. Riley, et al (2016) that asserted that ODD is as a result of combined biological psychological and social factors, mood disorders depression, Although ODD caused by Comorbid factors heredity played little role and environment takes control of major ODD cause.

Table 12 presents the responses of Ministry of Education Officers regarding other additional minor cause of Oppositional Defiant Disorder (ODD).

**Table 12: Frequencies for Other ODD Causes**

Other ODD Causes	Frequency	Percent
Adolescence	5	29.4%
Social Media Addiction	4	23.5%
Peer Pressure	4	23.5%
Teenage Abuse	2	11.8%
Ignorance	2	11.8%

The result in the Table 12 Shows that 5(29.4%) of the respondents found out that majority of Turkana West students were adolescence state. It was also noted that social media addiction and peer pressure were common causes of ODD. Lastly, 2(11.8%) teenage abuse and 2(11.8%) ignorance played also a role in causing ODD among the secondary students.

### CONCLUSION AND RECOMMENDATIONS

The study aimed to investigate ODD causes and it was found that the main ODD causes were poor socio-economic background, parental negligence, drug and substance abuse, conflict at home, inconsistent punishment, and maternal aggression. In addition to the main ODD causes, the respondents were also asked to indicate other ODD causes affecting the secondary students. The study revealed that peer pressure, student's bad polluted environment with all kind's retrogressive cultures, poor teacher-student relations, stress due to parental negligence, adolescence, social media addiction and truancy were other ODD causes.

## RECOMMENDATION

The study recommends that there is need to establish guidance and counselling sections in schools while empowering teachers. Education stakeholders to establish Conducive environmental systems (bio-ecological model) in which individuals work towards ODD management and positive academic performance through reinforcing positive students behaviours. The current study focused on public secondary schools in Turkana West Sub County. Further studies should be conducted focusing on other five Turkana Sub Counties secondary schools to find out the ODD causes across the entire County

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