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OPPOSITIONAL DEFIANT DISORDER AND ITS MANAGEMENT STRATEGIES AMONG GENERAL AND SPECIAL EDUCATION TEACHERS

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Abstract

The current study aimed to identify knowledge of Oppositional Defiant Disorder (ODD) definition, and its management strategies among general and special education teachers of primary school as a main objective, while there were other goals about the effects of job, experience, and level of education on their knowledge of ODD definition, and its management strategies. The study adopted descriptive approach, and design a questionnaire depends on the goals and questions of this study. Moreover, the researcher administrated on (699) female of general and special education teachers. The findings of the study were the level of knowledge of ODD management strategies is high, but the level of knowledge of ODD definition is moderate. The study found statistically significant difference at the level of (0.01) among the average of teacher's responses according to job variable for special education teachers on the total score

of the knowledge of ODD definition. Also, there was significant difference at the level of (0.01) among the average of teacher responses according to experience variable for teachers who have had experience between 5 to 10 years on the total score of the knowledge of ODD definition. However, there were no significant differences among the average of teacher's responses according to the level of education. Training courses and workshops for general education teachers, and some topics for future researches were suggested such as the extent of correlation between ODD and disabilities of special education students.

Keywords

Oppositional Defiant Disorder (ODD), Management Strategies, Knowledge, Teachers, Students, School

1. Introduction

There are many students in school age suffer from deferent behavior disorders, which negatively effect on students' academic achievement, and relationships with their peers and adults as teachers or parents (Landrum, Tankersley, & Kauffman, 2003). Facing these behaviors 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). Oppositional Defiant Disorder (ODD) is one of them while the ODD student shows angary mood, obstinate argumentative behaviors, breach rules, and refuses orders (Calles, 2016). According to Mishar, Garg, & Desai (2014) in Indore city, the prevalence of ODD is 7.73% between primary school students. It is clear from this statistic the high percentage of ODD in primary school, because the effects of this disorder is including the surrounding people of ODD student such as peers, teachers in classroom. ODD is characterized by intended annoyance, arguing with authority symbols like teachers, adviser, or leaders of schools, and strongly refuse to obey rules (American Psychiatric Association, 2013).

The impact of ODD appears on students by behavioral disorders that lead to academic obstacles. In Skoulos, &Georgiana (2007) study pointed to students of ODD have social disability, low academic efficiency, and their behavioral disorders more than students without ODD. These effects of ODD emphasizes the important role of teachers to use appropriate management strategies to deal with oppositional behavior to improve social and anger control skills (Fraser,& Wray, 2008). Enhancing positive discipline also is a significant way to reduce

negative behaviors of ODD students by interactive games, group discussion, and inspirational stories (Barela, Bernardino, Ana, Feliciano, & Averion, 2018). To better dealing with ODD students, it is considerable having enough knowledge about ODD to use management strategies effectively.

2. Literature Review

This part shows the topics relevant to the current research which are ODD definition, symptoms, characteristics, and the most prominent behavioral management strategies can be used by the teachers. The presenting is derived from many resources as articles in journals, books that handle ODD, and the review of The Diagnostic and Statistical Manual-fifth edition (DSM 5).

2.1 Definition of Oppositional Defiant Disorder (ODD)

ODD indicates a pattern of hostility, defiant, obstinate, and negativistic behavior which lasting at least 6 months with showing at least four symptoms of loses temper, angry, vindictiveness, easily annoyed, annoys others, argues with authority figures, refuses requests, blames others for his mistake (American Psychiatric Association, 2013). ODD is child presenting fails to start doing what he/she is asked within one minute after making the request, child fails to finish what he/she is asked to do, and child breach rules of conduct that already taught (Barkley, & Benton, 2013, p.9). There are many characteristics of ODD that appear on students, the importance of them is excessive rejection. ODD children and teenagers demonstrate their unwillingness when adult ask them to comply rules or response requests (Boesky, 2011). Another feature, child or adolescence of ODD become upset when do not get what they want, their reaction reflect in screaming, swearing, or menacing. ODD students lie to avert doing their duties, and blame other people for their faults (Calles, 2016). Furthermore, their status quickly transform from satisfied to upset, resistance to unavoidable things such as eating meal, and arguing loudly about doing the easy mission as the complex one. Also, ODD children look alike anger towered specific people for unclear reasons, ignore matters, annoy others, cannot monitor temper, devastate things, and demonstrate little honor for parents (Barkley, & Benton, 2013).

2.2 Management Strategies of Oppositional Defiant Disorder (ODD)

Management strategies are needed by teachers when there is noise in a classroom as well as ODD students bother their peers or interrupt a teacher while class going on. Likewise, they are

significant to develop student behavior and academic achievement. There are some ODD management strategies that can assist teachers during work with their students.

- Make a positive relationship between teacher and student.
- Allow a student to choose one between two options, because it helps a student to pick an appropriate one to him/her ability.
- Teach students rules of the classroom, also post them on a student desk or the appropriate place for students.
- Improve self-confidence of students by encouraging and emphasizing every good work that they do.
- Train students to employ self-management approach to help monitor and control themselves (Salend, & Sylvestre, 2005).
- Apply a behavioral contract between teacher and student, which content the behavioral expectation, reward, and punishments.
- Train students to become relaxed, comfortable, and flexible especially when their requirements have not implement.
- Apply activities that depend on physical movement to release suppressed power.
- Avoid speaking when student status is oppositional, and talk softly to him/her at appropriate time (Pierangelo,& George, 2008).
- Meet students' needs especially for students who have disability in inclusive classroom as teacher should modify lessons and activities to fit their abilities (Undiyaundeye, 2018).

Applying behavioral management strategies effectively requires understanding the special features of ODD students which is the one of teaching challenges demands (Salend,& Sylvestre, 2005). Moreover, preparation teachers, and employing worthy interventions contribute dealing with ODD students (Jones, 2008). So, the knowledge of ODD and its management strategies are fundamental as corner stone for efficient interaction between teacher and students.

3. Methodology

This aspect is clarifying the method of research that has adopted, and explains the practical processes from the stage of determining the study problem to its applying. In particular, this section focuses on the research issues by showing the main goal, and study questions. Then,

presenting the specific type of approach that have followed, and kind of data collection that have used as well as the characteristics of participants.

3.1 Research Issues

The objective of the study was identifying knowledge of ODD definition, and its management strategies among general and special education teachers of primary school, and the problem of the present study is reflected in the following questions.

- What is the level of knowledge of ODD definition, and its management strategies among general and special education teachers of primary school?
- Are there statistically significant differences between the average responses of the members of the study on ODD knowledge among general and special education teachers of primary school depending on the job variable?
- Are there statistically significant differences between the average responses of the members of the study on ODD knowledge among general and special education teachers of primary school depending on the teaching experience variable?
- Are there statistically significant differences between the average responses of the members of the study on ODD knowledge among general and special education teachers of primary school depending on the level of education variable ?

3.2 Research Approach

According to the questions and objective of the study, the researcher followed the descriptive approach by allocating questionnaire that includes a set of items to measure the extent of knowledge of the participants about ODD and its management strategies. Then, the questionnaire data was entered quantitatively into the statistical program (statistical package for social sciences), followed by the extraction, classification, analysis and interpretation of results.

3.3 Data Collection

To answer the study questions and achieve its objectives, the designed questionnaire was applied as an instrument for study based on theoretical framework and previous studies, and refer to The Diagnostic and Statistical Manual- fifth edition (DSM 5). The questionnaire includes two parts, the first part is about knowledge of ODD definition (12 items), the second part is ODD management strategies (15 items), and the total items is (27). 5 level Likert scale was used for assessment reasons.

3.4 Participants

The total of participants were 699 female of the general education teachers (639), and the special education teachers (60) in Riyadh by quota sampling. To obtain the data from participants, most of them handed in person (432), but the lowest percentage received electronically(267).

Table 1: *The job of participants*

Kind of participants	Repetition	Percentage
General education teachers	639	91.4
Special education teachers	60	8.6
Total	699	100.0

Source: Obtained from result of data analyzing of participants by the Statistical Package for Social Sciences (SPSS).

Table 2: *The year numbers of teaching experience*

Year numbers of teaching experience	Repatriation	Percentage
Less than 5 years	50	7.2
From 5 to 10 years	209	29.9
More than 10 years	440	62.9
Total	699	100.0

Source: Obtained from result of data analyzing of participants by the Statistical Package for Social Sciences (SPSS).

Table 3: *The level of education of participants*

The level of education	Repatriation	Percentage
Teachers preparing Institute	111	15.9
Diploma	121	17.3

Bachelor	445	63.7
Graduate studies (master, doctoral)	22	3.1
Total	699	100.0

Source: Obtained from result of data analyzing of participants by the Statistical Package for Social Sciences (SPSS).

4. Results & Discussions

4.1 Results

To reach the result of the research, the data of the questionnaire and teachers' responses on its items was entered into Statistical Package for Social Sciences (SPSS) for analyzing by using repetitions, percentage, mean, standard deviation, Mann-Whitney test, and Kruskal-Wallis test. The results of the study demonstrated that the level of knowledge of ODD definition among general and special education teachers of primary school is moderate. Among the most prominent items that agreed by teachers were the student blame others when he make a mistake, opposition behavior among students under the age of ten, in addition to the anger of students, and the student do actions for disturbing others, as well as refuse to follow the instructions of adults. However, the findings showed the level of knowledge of ODD management strategies among general and special education teachers of primary school is high. Teachers primarily confirmed items of give brief instructions in calm voice, request to reform properties from students, train students to apply self- control, reinforce student when he abandons the behavior of opposition, and gradually dealing with oppositional behavior from nonverbal to verbal intervention.

Also, the study found statistically significant difference at the level of (0.01) among the average of teacher's responses according to the job variable for special education teachers on the total score of the knowledge of ODD definition. The average rank of special education teachers is (360.34) while the average rank of general education teachers is (239.84). On other hand, there were no statistically significant differences between the averages of teacher's responses according to the job variable on total score of the knowledge of ODD management strategies. The average rank of special education teachers is (347.06) and the average rank of general education teachers is (381.28). In addition, there was significant difference at the level of (0.01)

among the average of teacher responses according to the teaching experience variable for teachers who have had experience between 5 to 10 years on the total score of the knowledge of ODD definition. The average rank of teachers have 5-10 teaching experience years is (385.99), below 5 years teaching experience years is (332.18), and more than 10 years is (334.93). There were no significant differences among the average of teacher's responses according to the level of education. The value of the significance level of dimensions is (0.722) for the knowledge of ODD definition, and (0.523) for the knowledge of ODD management strategies which is greater than (0.5).

4.2 Discussions

The result of the study found the level of knowledge of ODD definition among general and special education teachers of primary school is moderate. This result infer that the teachers may have not face cases of ODD students who do not show all the features of ODD definition or some of other characteristics of the disorder appear to be higher. In DSM-5, at least four symptoms of ODD and its continuity for 6 months is suffice to judge that the student has ODD (American Psychiatric Association, 2013). The second result is the level of knowledge of ODD management strategies among general and special education teachers of primary school is high. This result is similar to the result of Todras (2008) study, which indicated teachers have skills to control misbehavior, and Niels (2014) study showed teachers have moderate knowledge of management strategies of behavior. The explanation of the result may refer to general education teacher have been trained in this area to manage different behavior disorders in general either through workshops, courses or consultations. Special education teachers have studied subjects about basics of managing misbehavior during their undergraduate studies (Dutton, Tillery, Varjas, Meyers, & Collins, 2010).

The finding illustrated that special education teachers have knowledge of ODD definition more than general education teachers. That is could be related to the area of their undergraduate studies, which include some subjects about behavioral disorders and misbehavior management reverse the field of general education teachers that focuses, for example on math or history, rather than on behavior of students. In addition, teacher who have had experience between 5-10 years have knowledge of ODD definition more than teachers of less than 5 years, and teachers who have experience more than 10 years. This may be due to working with students for five years or more is nearly enough to understand the normal behavior and behavior disorder by

searching , reading about, and trying to explain the reasons of behaviors unlike those who have less than five years of experience which is considered as modest. For teachers who have experience more than ten years, that can be due to the teachers' own views, as they may consider the academic aspect as the basis and focus on it as an essential part of their job, and the low motivation of learning plays role in low knowledge of the disorder. The last result of no significant differences among the average of teacher's responses according to the level of education is consistent with the study result of Alkhatib (1993), and Aldokhi & Jarrar (2015).

5. Research Limitations & Conclusion

5.1 Research Limitations

The current study has achieved the desired objectives of teacher's knowledge about the ODD definition and its management strategies, and other goals about the effects of job, experience, and level of education on their knowledge of ODD definition, and its management strategies. That is not mean the research does not contain limitations, so it was planned to have female and male as participants of this study. However, that it was unavailable, because there was the difficulty of implementation refers to gender segregation of education in Saudi Arabia. Also, it was aimed to add more items to the data collection, yet it was not met due to the short of time.

5.2 Conclusion

Comprehending ODD by teachers who are working with ODD students is the first step to efficacious control of the behavior and using ideal intervention strategies. Teachers need more training courses and workshops in this area to have enough knowledge about ODD especially general education teachers based on results of current study, and they have been dealing with the majority of students. For future scopes, it is practical to study obstacles of teachers to get knowledge of ODD as it is mentioned before that general education teachers are lowest than special education teachers. Moreover, searching the extent of correlation between ODD and disabilities of special education students could be useful for all people who communicate with them as special education teachers. In addition, this study depend on descriptive approach as a research method, so it is prospective to adapt different approaches. For examples, studying the effects of training program implementation to improve knowledge level of the teachers about ODD management strategies as well as ODD characteristics and symptoms.

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