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**Exploring the Effectiveness of Teacher Training Programs
in Addressing Oppositional Defiant Disorder (ODD): *The
Case of Newly Recruited EFL Primary School Teachers at
Ain Temouchent.***

An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Didactics and Applied Languages

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Declaration of Originality

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another neither person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

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Date: 11/ 05/ 2025

Dedication

To my dearest treasures in my life,

My parents,

Adorable siblings,

To my cat "*Hassouni*",

And

To my lovely friends.

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First and foremost, all praise and gratitude to Allah, whose guidance and support have enabled me to complete this work, to whom all blessings and achievements are owed.

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Abstract

Teacher training programmes have played a significant role in preparing novice teachers to enter the world of education with the necessary knowledge and skills. In light of this, the current study aimed first to investigate the effectiveness of teacher training programmes for newly recruited EFL primary educators in Ain Temouchent, specifically in addressing oppositional defiant disorder (ODD). Second, to explore EFL teachers' awareness of ODD. Finally, to identify the main challenges newly recruited EFL teachers encountered when dealing with children diagnosed with ODD. Accordingly, a descriptive case study was undertaken employing a mixed-method approach. This included a questionnaire administered to newly recruited EFL primary teachers in Ain Temouchent, along with two types of interviews conducted with one EFL inspector and two psychologists. Based on the study's findings, significant gaps were identified in the psychological and behavioural training of EFL educators in Ain Temouchent. The results revealed that novice teachers had limited awareness of ODD due to the inadequacy of the training programme in addressing the difficulties of behavioural disorders, which led EFL educators to feel unprepared, stressed and frustrated in managing ODD learners. In conclusion, novice teachers in Ain Temouchent did not receive an education programme that covered the essential needs to manage ODD pupils. As a result, the researcher recommended some improvements regarding the structure and content of teacher training programmes to enhance their effectiveness in dealing with ODD learners.

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List of Acronyms

ADHD: Attention Deficit Hyperactivity Disorder

BEST: Behavioural and Emotional Skills Training

CBT: Cognitive Behavioural Therapy

CD: Conduct Disorder

DBD: Disruptive Behaviour Disorders

EFL: English as a Foreign Language

ENS: Ecole Normale Supérieure

ICT: Information and Communication Technology

IEP: Individualised Education programme

ODD: Oppositional Defiant Disorder

PCIT: Parent-Child Interaction Therapy

PD: Professional Development

PMT: Parent Management Training

SEN: Special Education Needs

SLT: Student Learning Time

TEFL: Teaching English as a Foreign Language

General Introduction

General Introduction

Teaching is one of the oldest and most honourable professions in the world. It is not limited to exchanging knowledge, yet it seeks to raise a healthy, creative, and peace-loving generation. In order to build such a generation, educational systems worldwide offer several types of teacher training programmes, such as pre-service and in-service programmes, to assist novice teachers in starting their teaching careers on the right foot.

Algeria is a country undergoing considerable development in various fields. In the field of education, supported by over half a million teachers, Algeria is striving to establish a strong educational system that covers all the needs and objectives of learners. Thus, the Algerian educational system provides training programmes for teachers, including English as a foreign language (EFL) education programmes, to enhance the effectiveness and quality of teaching English as a foreign language.

Despite this, in Algeria EFL trainees face numerous challenges within the classroom environment that can significantly hinder the teaching and learning process. One of these obstacles is the presence of behavioural issues in EFL classrooms such as oppositional defiant disorder (ODD), which is characterised by a frequent, arguing, and defiant pattern of behaviour against authority figures such as parents and teachers. Moreover, there is limited research into how these training programmes prepare EFL novice teachers to address and manage behavioural problems effectively.

This problematic situation pushes the researcher to investigate the role and the effectiveness of the teacher training programmes for novice EFL primary educators in Ain Temouchent Algeria, in dealing with oppositional defiant disorder (ODD) pupils. To achieve this objective, the researcher identified the following research questions:

1. To what extent are novice primary school EFL teachers in Ain

Temouchent aware of ODD among their pupils?

2. How do EFL teacher training programmes in Ain Temouchent prepare novice teachers to manage ODD learners?

3. What are the main challenges novice EFL teachers in Ain Temouchent face when dealing with ODD pupils?

These questions led to the formulation of the following hypotheses:

1. EFL teacher trainees in Ain Temouchent may be unaware of Oppositional Defiant Disorder (ODD) due to the absence of particular instruction dealing with behavioural problems in their teacher training programmes.

2. The focus on pedagogical theory and language teaching approaches rather than behavioural management can indicate that EFL teacher training programmes do not offer sufficient instruction on behavioural diseases like ODD.

3. Novice EFL trainees in Ain Temouchent would encounter significant challenges in managing ODD learners due to insufficient training, which may result in feelings of stress, frustration and even burnout among trainees.

In order to test these hypotheses suitably, the investigator adopted a mixed-method approach within a descriptive case study design. The former was conducted to combine both qualitative and quantitative research methods. At the quantitative level, the researcher administered a questionnaire to 45 participants of EFL primary teacher trainees in Ain Temouchent. However, at the qualitative level, two interviews were undertaken with an EFL inspector and two psychologists. On the other hand, the latter was employed to provide a deep explanation and description of the effectiveness of EFL teacher training programmes in addressing ODD.

The present study comprises three chapters. The first chapter explores the concepts and theories related to the topic of the investigation. It provides a concise overview of oppositional defiant disorder (ODD), highlighting its

symptoms, causes, and treatment options. It also explores various teacher training programmes, emphasising their forms and importance in enhancing educational standards.

In addition, the second chapter covers the methodological process in detail, including research objectives, sample population, data collection tools, data analysis, and a brief discussion about the main results. Finally, The third chapter offers suggestions and recommendations aimed at improving the effectiveness of EFL education programmes in addressing and managing ODD.

CHAPTER 1

ODD and Teacher Training

- 1.1 Introduction
- 1.2 Oppositional Defiant Disorder (ODD)
 - 1.2.1 Definition
 - 1.2.2 Symptoms of Oppositional Defiant Disorder
 - 1.2.3 Etiology of Oppositional Defiant Disorder
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- 1.7 Importance of Integrating Psychological Training into Teachers Training programmes
- 1.8 Conclusion

1.1. Introduction

The prevalence of oppositional defiant disorder (ODD) as a significant behavioural issue in educational settings, especially in primary schools has a destructive impact not only on individual academic performance and social relationships, but also on the general atmosphere of the classroom. In many countries, including Algeria participation in teacher training programmes becomes mandatory, due to their significant role in enhancing teaching skills and providing teachers with various management strategies to address, handle and even prevent students with special behavioural needs such as ODD. However, many novice educators report feeling unprepared to manage disruptive behaviours. These differing viewpoints encourage the researcher to understand the actual effectiveness of current teachers' training programmes in offering adequate knowledge, skills and methods to address ODD.

As a result, the purpose of this literature review is to explore the characteristics and limitations of ODD, investigate the difficulties teachers encounter in managing these behaviours, and to emphasise the vital role of teacher training programmes in preparing educators to address students with ODD.

1.2. Oppositional Defiant Disorder (ODD)

Ogundele (2018, p. 18) describes behavioural disorders as “any abnormal pattern of behaviour which is above the expected norm for age and level of development”. Among these behavioural problems is oppositional defiant disorder (ODD). Children with ODD often struggle with social relationships, which increases difficulties with family, educators, and peers. Moreover, they often face obstacles in succeeding academically and experience strain in their relationship with teachers. Consequently, understanding the origins, causes, symptoms, and prevention of such behaviour is vital for educators. This

knowledge enables novice teachers to foster a positive environment for their students by preparing them with practical strategies to manage these behaviours.

1.2.1. Definition

Oppositional defiant disorder (ODD) is a common type of disruptive behaviour disorders (DBD) which includes conduct disorder (CD) and attention deficit hyperactivity disorder (ADHD). Oppositional defiant disorder (ODD) is defined by the *Diagnostic and Statistical Manual of Mental Disorders Text Revision* (DSM-5-TR) as a pattern of aggressive, argumentative and defiant behaviour that is usually directed toward parents, teachers and authority figures. Ehmke (2025) posits that “ODD is typically diagnosed around early elementary school ages and stops being diagnosed around adolescence”. It means that it usually occurs between 6 years old and a maximum of 12 years old. ODD behaviour is not limited to one setting. However, it can happen in multiple settings, such as at school, at home or with peers, depending on the severity of the condition (American Psychiatric Association, 2022).

1.2.2 Symptoms of Oppositional Defiant Disorder

Most children may occasionally have disagreements with their parents, teachers, and siblings from time to time, which is normal. However, children with oppositional defiant disorder (ODD) do so frequently, persistently, and even violently.

The Diagnostic and Statistical Manual of Mental Disorders, Text Revision (DSM-5-TR), identifies eight specific signs and symptoms of oppositional Defiant Disorder (ODD) among kids, categorised into three distinct groups including angry/ irritable mood, argumentative/ defiant behaviour and vindictiveness. In addition, these behaviours must exceed the typical frequency for the child’s age, gender and cultural background.

The issue of oppositional defiant disorder (ODD) affects not only the child but also his family and relationships. ODD children often do not respond to traditional management behaviour strategies. Rocque (2016, p. 494) reports that “intervention strategies that work with most children, such as time-outs, removal of privileges, and grounding, often do not work with ODD”. Therefore, child’s family can experience frustration and anxiety regarding their child’s challenging situation.

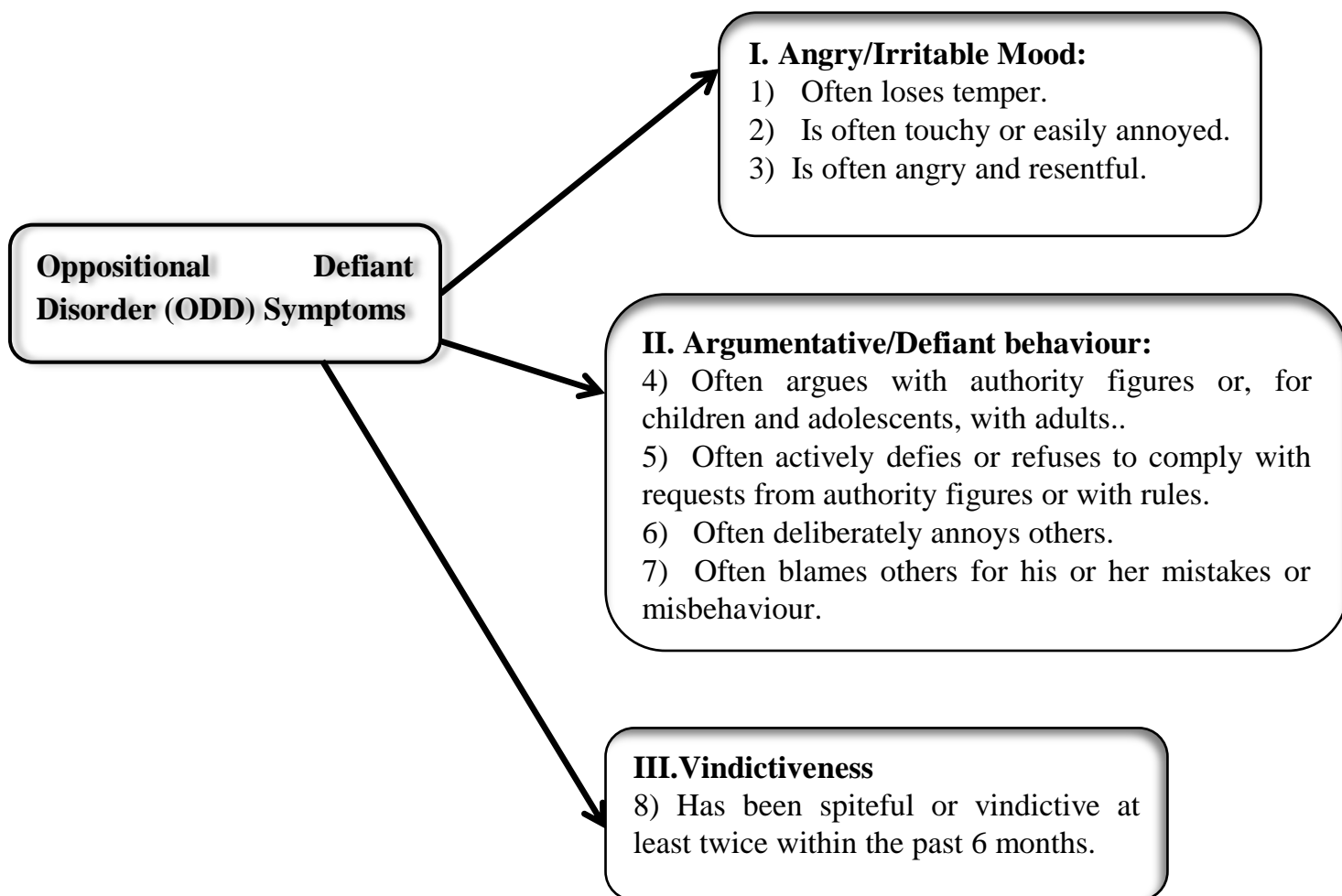


Figure 1.1 Oppositional Defiant Disorder (ODD) Symptoms (Adapted from DSM-5-TR)

The figure shows that oppositional defiant disorder has multiple behavioural types. Firstly, angry/irritable mood revealed emotional instability and increased irritability among pupils diagnosed with ODD. Secondly,

symptoms of oppositional defiant disorder include argumentative behaviour, which involves arguing with authority figures and escalates the conflicts. Finally, children with ODD often exhibit vindictiveness as they struggle to forgive or let go of their emotions.

Overall, the combination of such symptoms can significantly impact the child's social, academic and family life.

1.2.3 Etiology of Oppositional Defiant Disorder

The term "aetiology" or "etiology" refers to the scientific study of the cause or origin of a disease. Most experts did not identify a specific cause of ODD. As cited in Arakelyan (2020) "there's no known clear cause of oppositional defiant disorder". Instead, most psychologists agree that oppositional defiant disorder (ODD) arises from a combination of biological, psychological, and social factors, all of which contribute to an increased risk of its development. Rocque (2016, p. 493) outlines various factors contributing to the development of ODD in children and adolescents.

First, biological factors have an important role in the emergence of ODD behaviours among children, such as having a parent diagnosed with attention-deficit/hyperactivity disorder (ADHD), oppositional defiant disorder (ODD), conduct disorder (CD) or experiencing mood disorders, such as depression or bipolar disorder. Parental substance abuse, impairment in brain areas, smoking during pregnancy, exposure to toxins, and poor nutrition. Second, psychological aspects play a significant role in the increasing of ODD. Having a bad relationship with one or more parents, the negligence or the absence of a parent in a child's life and facing challenges in building social relationships. Moreover, social factors can lead to ODD among children. These include growing up in a poor or chaotic living environment, inadequate supervision or living within unstable family situations such as divorce or frequent moves.

Overall, the development of ODD cannot be attributed to a single cause; instead, its origins are complex and stem from a combination of various contributing factors.

1.2.4 Treatment of Oppositional Defiant Disorder

There is no universal treatment or solution for children and adolescents suffering from ODD. However, Hood et al. (2015, p. 157) confirm that “treatment of ODD should be focused on non-pharmacologic approaches as psychopharmacology is relatively ineffective for the core symptoms of ODD”. The most effective treatment strategies are customised to meet the unique needs and behavioural challenges of the child, considering factors such as age, gender, cultural background, and the condition's severity. “Parenting practices are the most amenable and easily approached target in the management of ODD” (Ghosh et al., 2017, p. 361), highlighting the importance of parents' encouragement and support in a child's behaviour, which can effectively reduce ODD symptoms.

First, *Parent Management Training* (PMT) programmes are among the most helpful techniques clinicians use to evaluate and help parents understand, manage and reduce their children's misbehaviour, including cases such as ODD. PMT methods employ operant conditioning strategies, such as rewards and punishments, to encourage adaptive behaviour, and reduce disruptive behaviours (Hood et al., 2015, p. 158). In addition, *Cognitive Behavioural Therapy* (CBT) is another widely used strategy for decreasing misbehaviour symptoms among children, as it mainly emphasises modifying negative behaviours. By encouraging balanced thinking and enhancing the ability to manage stress effectively (Nakao et al., 2021, p. 1). This type of psychotherapy includes techniques, such as journaling, problem-solving and relaxation training. Moreover, school-based programmes are crucial in managing children with behavioural difficulties. The *Individualised Education programme* (IEP),

adopted in numerous countries, assists teachers in recognising and addressing their students' academic and behavioural needs.

On the other hand, If these techniques do not have any effectiveness on a child's behaviour and the severity remains the same, here we can rely on medicament. Ghosh et al. (2017, p. 363) state that “when aggression of an oppositional child cannot be managed psychosocially, pharmacotherapy can be combined to have better results”. Medications such as methylphenidate and atomoxetine may be used in these cases.

1.3 ODD in The Educational Context

Learners diagnosed with ODD often exhibit uncooperativeness in their learning process due to their misbehaviour of aggression and annoyance with people in authority. These behaviours can disrupt the learning of both the students themselves and their classmates, adding strain to the educational environment. The role of teachers in these cases is significant to manage these behaviours. Effective strategies must be implemented, such as cultivating strong relationships with students to build trust and establish a positive learning environment. Collaboration with parents and psychologists is crucial in providing comprehensive support for students with ODD and teachers. Implementing *Individualised Education programmes* (IEPs), which serve as crucial “frameworks within the educational landscape, designed to address the diverse learning needs of students with disabilities” (Ranbir, 2024, p.187), can address the unique needs of ODD learners and facilitate a more effective learning and teaching experience.

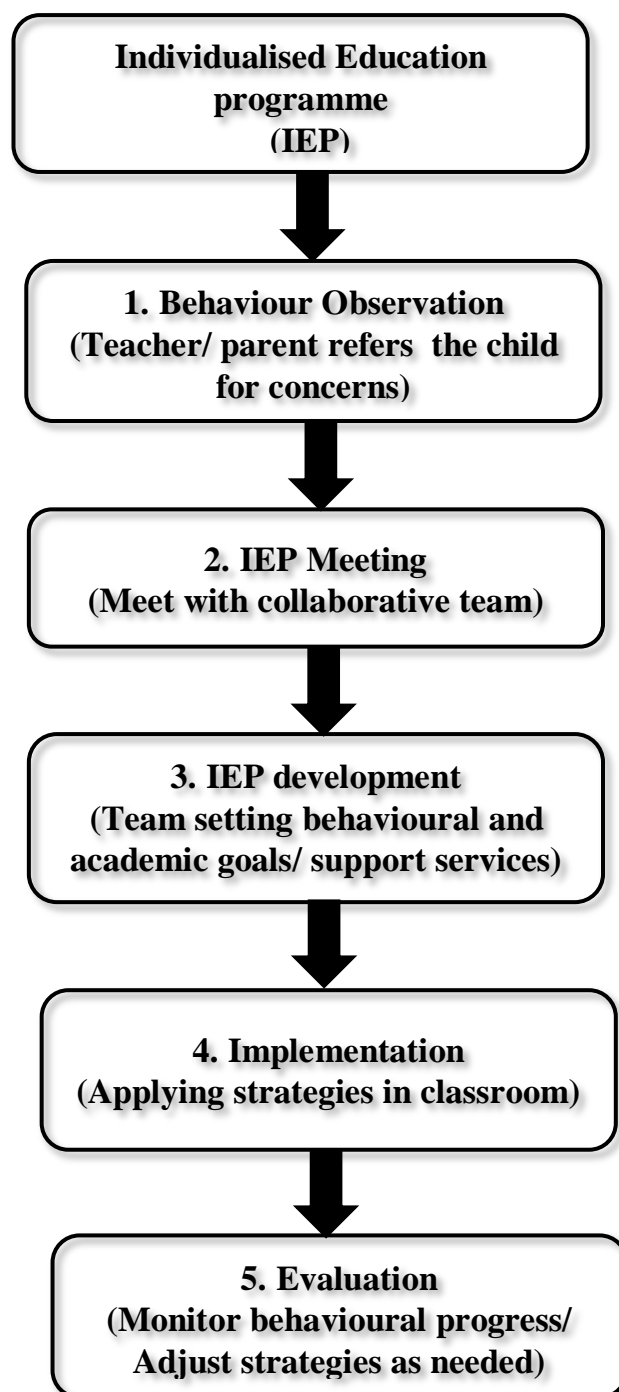


Figure 1.2 The (IEP) Process Supporting Teachers in Managing Misbehaviour

The figure above reveals the process of the Individualised Education programme (IEP) to help novice teachers identify and manage disruptive students. First, the teacher or parent identifies the issue. In addition, the teacher organises a meeting with parents to develop an Individualised Education

programme (IEP) according to the child's needs and implement it after refining it to achieve student improvement academically and behaviourally.

1.3.1 Prevalence of Oppositional Defiant Disorder in Schools

The prevalence in medical studies refers to the frequency of a condition within a population. It is calculated by dividing the number of individuals who have the disease by the total number of individuals in the population (Noordzij et al., 2010)

The prevalence of ODD among children in the world varies depending on the age, gender and cultural background. According to the (DSM-5-TR), the prevalence of oppositional defiant disorder is reported to be 3.3%, which is considered to be high compared to other behavioural disorders among children and adolescents. A study conducted by Mushtaq et al. (2015) explored the prevalence of ODD among 4th and 5th-grade pupils in Pakistan. The results indicate an overall prevalence of approximately 5.8%, with 7.6% observed in boys and 3.8% in girls. Another meta-analysis by Sacco et al. (2021) examined the prevalence of ODD across five European countries: Spain, England, Denmark, Austria, and Turkey. The findings reveal a 1.9% prevalence in Europe, indicating that the prevalence of ODD among primary children in Europe is higher than among secondary school students.

To sum up, the prevalence of ODD differs depending on factors like region, age, and gender, emphasising its importance as a common behavioural disorder in educational settings.

1.3.2 Impact of ODD

Oppositional Defiant Disorder (ODD) can significantly disrupt the educational process, hindering both learning and teaching and creating considerable challenges in the classroom environment.

1.3.2.1 On Learners

Learners diagnosed with ODD face unique challenges that can affect their learning experiences. First, pupils with ODD often struggle to manage their emotions due to ODD symptoms such as anger and irritable mood, making it challenging for students to engage in classroom activities. These disruptive behaviours hinder not only the students' own academic progress but also that of their classmates and teachers, fostering an unfavorable learning atmosphere. Moreover, students with ODD often face significant challenges in following classroom instructions. Their inclination to defy authority and exhibit disruptive behaviour can lead to recurring conflicts with teachers and school administrators. These conflicts may hinder their ability to grasp essential concepts, as their resistance to participating in structured learning activities limits their engagement and progress.

In addition, learners with oppositional defiant disorder (ODD) may face challenges in social relationships. In schools, they may struggle to build friendships with peers and teachers, which can increase feelings of isolation and anger. Paap et al. (2013, p. 4) find that as the number and severity of ODD symptoms increased, the link between peer problems and prosocial behaviour became weaker. This evidences that children exhibiting more intense symptoms of oppositional defiant disorder (ODD) may struggle to engage in positive social interactions, leading to increased difficulties in making healthy relationships. As a result, ODD learners may face difficulties controlling their learning journey, which can significantly influence and decrease their academic performance (Hasan, 2023).

1.3.2.2 On Teachers

The effect of oppositional defiant disorder (ODD) on educators can be significant both professionally and emotionally. Teachers can face many

challenges in managing a class with ODD. First, students with ODD often exhibit behaviours that are somewhat difficult to address and manage, such as aggression, social interactions disability and negation to follow instructions. This can negatively impact the teaching process by leading to frequent disruptions and making it difficult for teachers to achieve their classroom objectives, with more wasting time on behavioural management than on focusing on the teaching. Second, such behaviours from ODD students make the teaching process challenging, leading to increased exhaustion for teachers, potentially increasing feelings of frustration, stress, and even burnout.

1.3.3 Classroom Management and Behavioural Disruptions

Effective classroom management plays a vital role in creating a positive learning environment and minimising student disruptions. Santhanam (2022) defines classroom management as the process in which teachers ensure classroom lessons run smoothly, even in the face of disruptive student behaviours. An effective learning environment requires a variety of strategies and techniques.

According to Babadjanova (2020., pp. 281-282) :

Effective management in the classroom might focus largely on "compliance," which includes some rules and strategies that teachers may use to make sure students are sitting in their seats, following directions, listening attentively, etc. — a more encompassing or updated view of classroom management extends to everything that educators may do to facilitate or develop student learning. It would consist of such factors as behaviour, like a positive attitude, happy facial expressions, motivating statements, the respectful and honest treatment of student and so on, environment.

There are two perspectives on classroom management offered by Babadjanova (2020). In traditional classrooms, compliance focuses primarily on having students sit correctly and follow instructions. However, in modern classroom management, controlling students' behaviour is not the only objective. It prioritises the establishment of an engaging learning environment by enhancing students motivation and fostering trust and respect among students.

Disruptive behaviours refer to the hostile actions by students that interrupt the teaching and learning process. Vongvilay et al. (2021) have identified various types of disruptive behaviours in classroom settings, including:

- eating in class
- bringing another child to class
- monopolising class discussions
- disrespect for others' opinions
- chatting or talking while the teacher or another speaker is presenting
- sleeping or reading unrelated material
- making deafening noises
- arriving late or leaving early
- using mobile phones or pagers
- neglecting personal hygiene
- refusing to follow faculty directions

Several factors contribute to misbehaviour among pupils in the classroom: the environment (friends and society), poor learning (laziness and difficulty with English) and psychological needs (power, freedom and fun). (Vongvilay et al., 2021).

1.3.4 Managing ODD in EFL Classroom

Building a positive learning environment is one of the responsibilities of educators. However, many novice teachers face challenges especially when working in a classroom with behavioural disorders including ODD. As Jones (2017, p. 2) states that, teachers feel afraid of working in such a classroom because “... treatments for ODD involve time-intensive therapy programmes with the parents and family” which is beyond the teacher’s control. However, research has identified many techniques and strategies to manage ODD in a classroom. Gonser (2021) outlines six effective methods for teachers to manage ODD. These are summarised as follows:

a. Calmness and consistency: reacting with aggression often escalate the negative behaviour. Instead, being calm and respecting students reinforce teacher’s authority and emotional control.

b. Positive behaviour reinforcement: this approach encourages the repetition of appropriate behaviour and strengthens student-teacher relationship.

c. Understanding the factor: by identifying the leading causes and signs of ODD children, educators can provide effective intervention strategies.

d. Establishing a safe space for evaluation: this technique allows ODD students to understand themselves and recognise their misbehaviour.

e. Providing choices: this makes students feel autonomous. By asks the teacher if they prefer to complete the task independently or with guidance.

f. Building Connection: a deep relationship can foster trust and lead to understanding the causes of their actions.

1.3.5 Challenges Faced by Teachers In Managing ODD

EFL novice teachers encounter various obstacles when dealing with disruptive pupils. Dincer (2022) outlines five diverse challenges that novice educators often face, among which is “student misbehaviour”. It is considered as one of the main obstacles that make classroom management a difficult task. Aondoakaa and Okechukwu (2022) outline difficulties faced by teachers with ODD pupils. They are summarised as follows :

- disruptive noise in class
- bullying other pupils during lessons
- leaving the classroom without permission
- interrupting the teacher during lessons
- preferring isolation from peers
- being angry when asked questions
- shouting answers during exams
- distracted during lessons
- having poor problem-solving skills

These ODD challenges disrupt lesson progress and create a hostile learning environment in the classroom.

1.3.6 Importance of Positive Reinforcement

Positive reinforcement is considered a crucial classroom management technique to encourage desirable behaviours among students. It involves rewarding students after their exhibition to a positive behaviour that a teacher desires to occur again. According to Ackerman (2025), positive reinforcement refers to the “introduction of a desirable or pleasant stimulus after a

behaviour’’. EFL teachers can use positive reinforcement in various ways such as: praise, token rewards, stickers, candy, positive notes, and even clapping. There are two types of reinforcement, positive reinforcement and negative reinforcement. Positive reinforcement is the condition of rewarding after good behaviour. However, negative reinforcement removes unpleasant stimuli after a desired behaviour is displayed. They both aim to encourage and increase a student positive behaviour using different techniques but many researchers confirmed that positive reinforcement is more effective than negative reinforcement. Ackerman (2025) reports that positive reinforcement can help teachers change students’ misbehaviour using five reinforcement schedules, including:

- a. **Continuous schedule:** reinforce every time the behaviour occurs
- b. **Fixed Ratio:** reinforce after a set number of times (3 times)
- c. **Fixed Interval:** reinforce after a set amount of time (every week)
- d. **Variable Ratio:** reinforce after a random number of occurrences
- e. **Variable Interval:** reinforce after a random amount of time

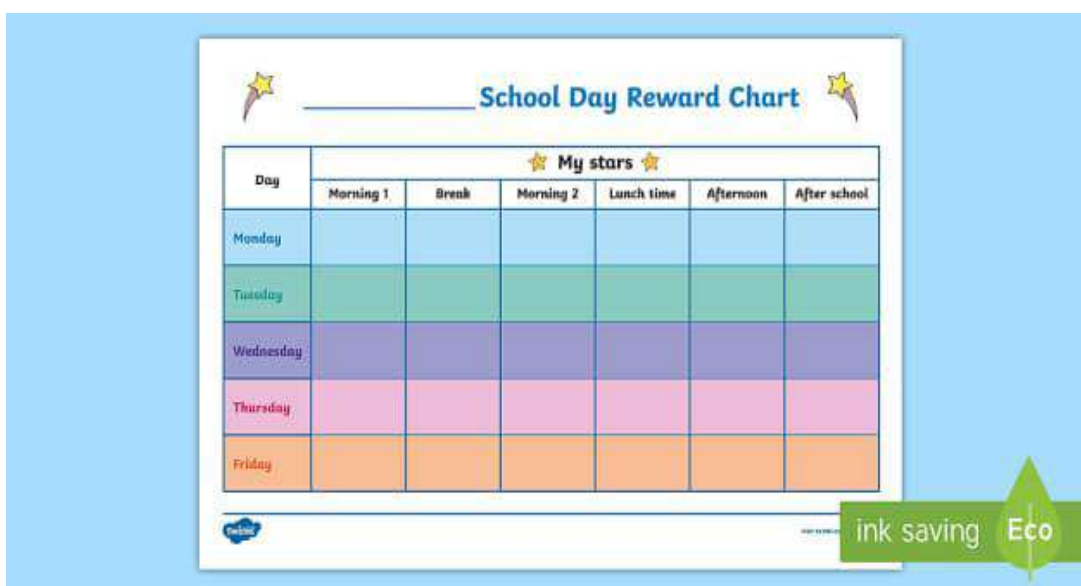


Figure 1.3 School Day Reward Schedule (Adapted from Twinkl)

1.4 Teachers' Training programmes

The concept of training holds a great importance in numerous job fields. In the field of education training refer to “ the professional preparation of teachers including all aspects of teacher development” (Merbouh, 2003). Teacher training is a systematic learning process that prepares educators enhancing their teaching skills including teaching methods, lesson planning and classroom management.

1.4.1 Importance of EFL Teacher Training programmes

Teaching English as a foreign language means that English is taught and learned by non native individuals. This fact reveals many challenges EFL educators and students may encounter when acquiring English language.

Demir (2017) reports three main challenges EFL educators face when teaching English. The student-related challenges are revealed in three cases. First, when the EFL students lack motivation and engagement in learning English. Moreover, EFL students may encounter difficulties in speaking or shyness to express their thoughts in English so they use L1 rather than the target language. Additionally, EFL teachers encounter obstacles due to EFL learners' underdeveloped autonomous skills.

Secondly, teachers themselves face difficulties, particularly in managing disruptive behaviour. When teachers speak English as non-native speakers, students might not take them seriously, which can escalate disruptions. This situation can contribute to teacher frustration and burnout, especially when combined with a lack of experience and pedagogical knowledge.

Finally, Demir (2017) identifies Institutional challenges, which are mainly about the problem of EFL crowded classrooms that hinder the effectiveness of communicative activities, games and discussions.

The question which arises systematically, whether there is a process that can help EFL teachers in overcoming these challenges. Moussek (2021) asserts that effective teacher training is crucial for developing passionate, talented, and skilled educators who provide high-quality education and promote successful learning experiences.

These training programmes benefit both experienced and novice teachers offering a combination of theoretical knowledge and practical strategies that improve their teaching effectiveness. Teacher training includes both pedagogical and psychological techniques, which help EFL educators in planning lessons, managing classrooms and comprehending students' behaviour. Teacher training should not only focus on knowledge but also consider the emotional aspects of students' learning experiences (Moussek, 2021).

In this regard, Richards and Farrell (2005) outline the goals of any training programmes. These are:

- Developing effective strategies for starting a lesson
- Acquiring textbook adaptation techniques to address students' needs
- Grasping the skill of combining engaging group activities into a lesson
- Educating trainees on the use of effective questioning techniques
- Learning the integration of visual aids and different resources in the classroom
- Exploring techniques to evaluate learners' performance

1.4.2 Types of Teacher Training

In the modern era, educators have access to various types of training programmes that can support them throughout their careers, including pre-service and in-service training.

1.4.2.1 Pre-service

Pre-service teacher education programmes refer to the academic courses tailored to prepare future teachers. It provides them with theoretical knowledge and skills. It is delivered in the university journey before entering the world of teaching. Accordingly, pre-service teacher programmes can be considered as the first step in a teacher's professional development. The quality of training provided by pre-service teacher education programmes influences teachers' practices, effectiveness, and commitment to their careers (Eren & Tezel, 2010). This sheds light on the importance of good education quality in the training delivered to students in order to strengthen their confidence and preparedness. However, if the training is weak and is not provided in depth knowledge about the approaches, techniques, pedagogy and so on, future teachers may encounter challenges and feel unprepared to their profession practice.

According to Ben Osmane (2021, p. 48), effective EFL pre-service education is divided into three main components including, subject knowledge, theoretical understanding; and pedagogical skills.

The first component emphasises a comprehension of subject matters related to the English language such as literature, discourse analysis, sociolinguistics and phonology. Pre-service EFL training should also provide theoretical knowledge of the teaching and learning process including methods, approaches, and strategies.

The final component involves developing pedagogical skills delivered in practical pre-service training (practicum) To apply the knowledge they acquire in a real classroom setting teachers. Ulvik & Smith (2011, p. 520) note that “the main objective of the practicum is to provide the student-teachers with authentic hands-on experience in teaching”. So the practicum facilitates trainees to comprehend the “how” and helps them bridge the gap between theory and practice in their training.

However, in the Algerian educational context, both higher schools of teachers and universities' pre-service training trainees encountered many difficulties in practicum. Benkheddoudja (2023, p. 898) identified some of the ENS practicum challenges including the insufficient duration of the practicum as it last for one month and difficulties in classroom management such as time management and control behaviour which is because of the lack of experience in the teaching profession. Moreover, Ben Osmane (2021, p. 53) posits that student teachers at Mostaganem university reported that the practicum experience is mainly based on obtaining grades (TD marks). They expressed a need to transmit their theoretical knowledge in real classroom environments. This shows a significant disconnect between theoretical knowledge and practical application in pre-service training within the Algerian context, which needs to be addressed.

1.4.2.2 In-service

In-service teacher training refers to various courses and programmes that allow educators improve their teaching skills and stay update to modern teaching methods and curriculum changes. In-service teacher training is a continuous process of professional development for educators. Alfaidi & Elhassan (2020, p. 192) emphasise the vital role of in-service training programmes in enhancing teachers' professional development as way to:

- Create flexible teaching/ learning environment
- Provide motivation and encouragement for trainees
- Encourage creativity and innovation in teaching and learning processes
- Assist teachers in acquiring new techniques and instructional skills
- Develop the leadership skills of teachers

Aside from enhancing teaching practices, in-service teacher training addresses specific areas where teachers may lack expertise or confidence. As stated by Osamwonyi (2016, p. 83), “in-service education is designed to fill the gap of professional inadequacies of a serving teacher”. Similarly, Omar (2014, p. 06) agrees that in-service training should systematically identify employee needs. Following this process, training programme objectives and activities can be established. The significance of the content and materials in this programme to effectively delivering the course. This highlighted that these programmes are not only for upgrading knowledge but also for strengthen the weaknesses and addressing the needs of the teachers. In-service training can be conducted by different modes and methods such as: lectures, workshops, seminars and conferences.

In the Algerian context, many teachers are aware of the importance of participating in training programmes to enhance their professional development and improve their learners achievements as well. However, Medour (2017, p. 74) deduces that some EFL teachers have doubt about the effectiveness of these programmes especially among students as they do not observe any progress in their language proficiency. Furthermore, EFL trainees emphasise that the effectiveness of in-service training also depends on external factors, including the socio-cultural context of learners, their attitudes towards learning English, and regional differences, especially in southern Algeria.

1.4.3 The Role of Training in Managing Classroom Behaviour

Pre-service and in-service training programmes often aim to prepare teachers with the necessary strategies to establish a positive learning environment and address behavioural challenges using effective techniques.

In their study Korb, Selzing-Musa, and Skinner-Bonat (2016) examined the impact of training on educators knowledge of successful classroom management. They found that teacher’s classroom management application

became more efficient and proactive after their participation in in-service training. Before the training, commonly mentioned management strategies were counseling (50%), promoting active involvement (50%) and respecting students (45%). While most teachers used proactive methods, up to 45% resorted to reactive strategies, such as punishment and physical discipline. However, after the in-service training the most frequent techniques including setting clear rules (80%), preparing lessons (60%), Consistently apply consequences for student misbehaviour (75%), and the reliance on physical punishment significantly decreased (-25%). These findings revealed the importance role of in-service teacher training in helping educators applying positive classroom management strategies, and abandon traditional punitive methods.

Another study that support these results is Carlson et al. (2011), who explore the impact of group training in the Incredible Years Teacher Classroom Management programme on preschool teachers. Their results indicated that there were considerable enhancements in the application and perceived effectiveness of positive classroom management techniques from before training to the post-training and follow-up stages in in-service training. These improvements signify that the training successfully facilitated long-term changes in behaviour management strategies. Consequently, such professional development programmes are essential for enhancing the quality of classroom management in educational environments.

1.4.4 Gaps in Training programmes for Addressing Student Misbehaviour

As classrooms become diverse, EFL teachers may encounter many challenges academically, and behaviourally. It is the responsibility of the teachers to manage their classes and address students' misbehaviour. Nonetheless, an increasing number of studies indicate a notable lack of teacher

training programmes in preparing teachers to handle behavioural disorder in the classroom. Freeman et al. (2013, p. 106) note that “ many teachers do not receive adequate classroom management training prior to beginning their teaching careers and feel unprepared for the demands of managing student behaviours in their classrooms”. This in fact, supports the idea that many pre-service teachers trainees may not feel prepared to handle students behaviour because they have not had sufficient exposure to the training content.

The pre-service training content do include courses of classroom management. However only some of the training programmes provide education of evidence-based classroom management strategies. This gap may leave many teachers especially the novice ones insufficiently equipped to implement effective management strategies in a real classroom setting. Effectively, this emphasises the need for in-service training. State et al.(2019) highlight the importance of continuous in-service training for both general and special education trainees as traditional teacher preparation programmes often fail to adequately equip educators with the skills needed to manage challenging behaviours.

Accordingly, Ghedeir (2021, p. 96) confirms that current in-service programmes in Algeria are primarily standardised, providing confined flexibility to meet the specific needs of classrooms or the unique requirements of newly recruited EFL teachers. Therefore, this method of training EFL Algerian novice teachers may pose challenges for managing behavioural disorders such as Oppositional defiant disorder. The training requires more specialised behaviour management.

The main challenges of training in Algerian educational context is the content, the duration, and the reliance on theory and marginalization of application. As a result these training limitations considerably increase the gap in providing EFL teachers with useful methods to address behavioural issues.

1.5 Teachers' Perspectives on Behavioural Challenges

When entering a classroom novice teachers may have high expectation and excitement to their first experience. As time goes on, they will uncover a wider range of personalities, needs, and even behaviours issues among their students, which make them feel somewhat anxious, especially if they have not received training to manage and handle these unwanted behaviours. Teachers' perspectives on challenging behaviour in the classroom are shaped by a variety of factors.

Gidlund (2018, p. 55), confirms that “teachers’ attitudes towards including students with SEN in the classroom vary depending on the degree of disturbance the particular type of SEN can cause the other students in the classroom”. *Special Education Needs* (SEN), which is defined as an educational programme designed to facilitate learning for individuals who exhibit behavioural disorders which require additional support and adaptive pedagogical methods. This means that students with behavioural issues have a negative affect especially when these misbehaviours influence the classroom environment. Besides, that younger educators generally have more positive perspectives towards inclusive strategies in their classroom, due to their modern training. Similarly, Alter et al. (2013) highlight that teachers may consider student off-task behaviour such as, walking around the classroom, daydreaming and talking without permission as more serious than it seems at the beginning because it often leads to more difficult types of behaviours as verbal disruptions. Behavioural challenges, particularly those seen as disruptive, can significantly impact teachers' daily practices and shape their attitudes toward students with these needs.

1.5.1 Experiences of Novice Teachers

The experiences of novice teachers in managing student behaviour often differ significantly from those of experts. Due to the lack of teaching experience, novice teachers may have various challenges in managing their classroom and handling disruptions. Sezer (2017, p. 209) affirms that novice teachers frequently face behavioural disruptions in their classrooms. Due to the various disruptive behaviours they often observed in their students. Among these practices, using mobile phones during class, distraction, neglecting homework, and behaving off-topic. In addition, novice teachers attitudes are explained both positively and negatively. Towards their students misbehaviour. This implies that such behaviours may encourage novice educators to be more aware and knowledgeable about their students' needs, use modern and engaging teaching strategies, ask for advice from experienced colleagues, and benefit from teachers training programmes. Conversely, unexperienced teachers may struggle of anxiety, stress, thoughts of leaving their job ,and feelings of frustration. Furthermore, novice teachers may utilise two different approaches to manage their students disruptive behaviours namely conciliatory approaches and punitive methods.

a. Conciliatory approaches

- showing tolerance
- trying to understand the causes of such behaviours
- establishing clear rules of the classroom
- seeking help from experience educators
- communicating with the disruptive student
- ignoring minor misbehaviours
- paying attention to student's actions

- meeting student' parents
- consulting school counsellors
- giving additional responsibilities to students

b. Punitive methods

- informing school administrators
- referring cases to the disciplinary board
- submitting complaints to parents
- giving extra homework
- imposing punishments
- delivering warnings
- showing firmness
- addressing issues discreetly

1.6 Collaboration of Teachers, Psychologists, and Parents on ODD

ODD is characterised by persistence towards authority figures such as: teachers, psychologists and parents as they often face struggles and obstacles to handle such behaviour. Yet, by working together these three actors can achieve significant results in addressing and managing ODD. First, the role of teachers in managing ODD children occurs in the classroom environment. EFL educators have the option to implement various types of strategies including positive reinforcement, negative reinforcement, setting clear rules...etc.

Consequently, psychologists can play a crucial role in the prevention of ODD and guidance to teachers and family. Therapists diagnose if the child exhibit at least four symptoms of Oppositional defiant behaviour (DSM-5-TR). The majority of psychotherapists identify two types of intervention to manage

ODD. The first type is *cognitive behavioural therapy* (CBT) which is a form of psychological treatment that help the child understand and recognise his behaviours. The second type is widely used *parent management therapy* (PMT). Effectively, Tee-Melegrito (2023) outlines five PMT programmes that can be used in a psychotherapy sessions of ODD:

- **Incredible years:** offers 13-16 week course designed for parents and children, emphasizing effective child management strategies.
- **Positive parenting programme (Triple P):** provides guidance and training programmes for parents and children.
- **Defiant teens:** based on cognitive psychological books like “Your Defiant Teen”.
- **Behavioural and emotional skills training (BEST):** helps parents to comprehend the basic of effective behavioural management strategies.
- **Parent-child interaction therapy (PCIT):** involves coaching sessions with a parent and child in a playroom.

However, if the severity of ODD symptoms remains the same or increases, the psychotherapists provide some medication for ODD child taking in to consideration his age and the severity of aggression.

As for parents, they play a significant role at home where ODD symptoms clearly display. According to the article *Managing Oppositional Defiant Disorder (ODD) in Children* (2024) from Holly Hill Hospital, parenting a child with ODD often require several approaches to apply. These are:

- **Establishing clear rules:** creating consistent rules and routines promotes stability and reduces conflicts.
- **Utilizing positive reinforcement:** rewards can encourage children with ODD to follow rules and exhibit appropriate behaviour.

- **Developing communication skills:** guide children with ODD to express their emotions and frustrations in a healthy way.
- **Remaining calm and do not escalate the problem:** managing emotions teaches children by modelling calm behaviour.
- **Seeking support from therapists:** support from experts can offer meaningful insights and encouragement.

By collaboration, teachers, therapists and parents can achieve emotional support and early intervention of ODD children. In order to create a supportive environment for ODD kids that greatly reduce their disruptive behaviours.

1.7 Importance of Integrating Psychological Training into Teacher Training programmes

Among teachers' responsibilities in the classroom is to address the behavioural needs of their students. Therefore, educators need to have a preparation on educational psychology within a training programme. Moreover, Nancholas (2023) indicates that educational psychology “provides valuable insights that can help teachers create educational experiences, measure learning outcomes, and increase student engagement and motivation”. In the same vein, Fei and Oyam (2024), suggest that most teachers report both positive and negative perspectives regarding the effectiveness of their training programme preparation on mental health. Teachers with positive perceptions emphasis the importance and effectiveness of their training in increasing student outcomes. These enhancements include engagement in class activities, decreasing disruptive behaviours, and enhancing academic performance. These results mainly highlight effective teacher training on teachers' and students' positive academic and behavioural achievements.

1.8 Conclusion

To sum up, the literature concerned with ODD reveal its presence in teacher training programmes. These training programmes faced several limitations including insufficient time, inadequacy of its content and the marginalization of practical strategies especially in the Algerian context. All these limitations and gaps had decreased the knowledge about ODD disorder and increased the feelings of anxiety and stress in managing ODD pupils. Therefore, teacher training programmes should focus more on special education by providing effective strategies for educators to understand these behaviours. They had to offer classroom management techniques to create a positive learning environment, ensuring that educators are knowledgeable and well-prepared, which, in turn, leads to well-behaved students.

CHAPTER 2

Research Design And Data Analysis

2.1 Introduction

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2.10 Discussion and Interpretation of the Main Results

2.11 Conclusion

2.1 Introduction

In the previous chapter, the researcher covered a brief theoretical background about oppositional defiant disorder (ODD), exploring its definitions, symptoms, various factors, and its existence within EFL classrooms. In addition, the research author provides a clear explanation about teaching training programmes, focusing on their importance in preparing novice EFL teachers with the necessary knowledge and skills in order to establish an inclusive learning environment.

However, the second chapter provides a detailed explanation regarding the nature of the current research. This chapter highlights the comprehensive design of the study, including the specific methodologies employed, as well as the procedures for data collection and the subsequent analysis of that data. The main aim of this chapter is to offer a holistic comprehension of the research structure and the systematic approach to collecting the information.

2.2 Research Objectives

As part of its commitment to raising the quality of education, the Algerian educational system provides teacher education programmes to improve the quality of teachers and education in the country. In this study, the investigator seeks to explore the effectiveness of training programmes in Ain Temouchent to train newly recruited EFL teachers in primary schools to address and manage ODD effectively. Therefore, the objectives of the current study are to:

- 1) evaluate the effectiveness of EFL teacher training programmes in Ain Temouchent in preparing EFL newly recruited teachers to manage students with Oppositional Defiant Disorder (ODD).
- 2) explore the main challenges newly recruited EFL teachers face in handling classroom behaviours associated with ODD.

- 3) identify effective classroom management strategies for addressing ODD in EFL primary school settings.
- 4) provide recommendations for enhancing teacher training programmes to better address behavioural disorders like ODD.

2.3 Research Method

Following the clarification of the research objectives, the investigator proceeded to develop the study design, aiming to establish a clear and structured roadmap for the investigation. The main goal of this work is to assess the effectiveness of EFL training programmes in preparing novice teachers to manage ODD pupils in Ain Temouchent. Thus, the author adopted a descriptive case study. Mills et al. (2010) believe that the importance of descriptive case study is to “assess a sample in detail and in depth, based on an articulation of a descriptive theory”. This is consistent with the objective of this research, to evaluate in-depth the effectiveness of teacher training programme in addressing ODD. Within the descriptive case study the researcher employed a mixed-method approach

Firstly, The researcher utilised a “mixed-methods approach” by combining both qualitative and quantitative data. In order to get an elaborate, holistic picture of the present study. This is what Morse (2016:13) stated "When a researcher asks a question that cannot be answered using a single method, the research outcome may be improved by using more than that one method". Therefore, adopting this approach (mixed- methods) was to gain deeper insights in this investigation.

Moreover, the research goal is to explore both the effectiveness of teacher training on addressing ODD (numerical data) and to identify teachers' perceptions and challenges (subjective data). So, it is worked to combine these two research methods to address the limitations and leverage the strengths of both methodologies.

Finally, this research employs a convergent parallel design within mixed method approach. Convergent parallel involves both quantitative and qualitative elements in the same phase of research which is based on collecting and analyzing quantitative and qualitative data simultaneously. Afterwards, both findings are compared and interpreted to provide meaningful conclusions.

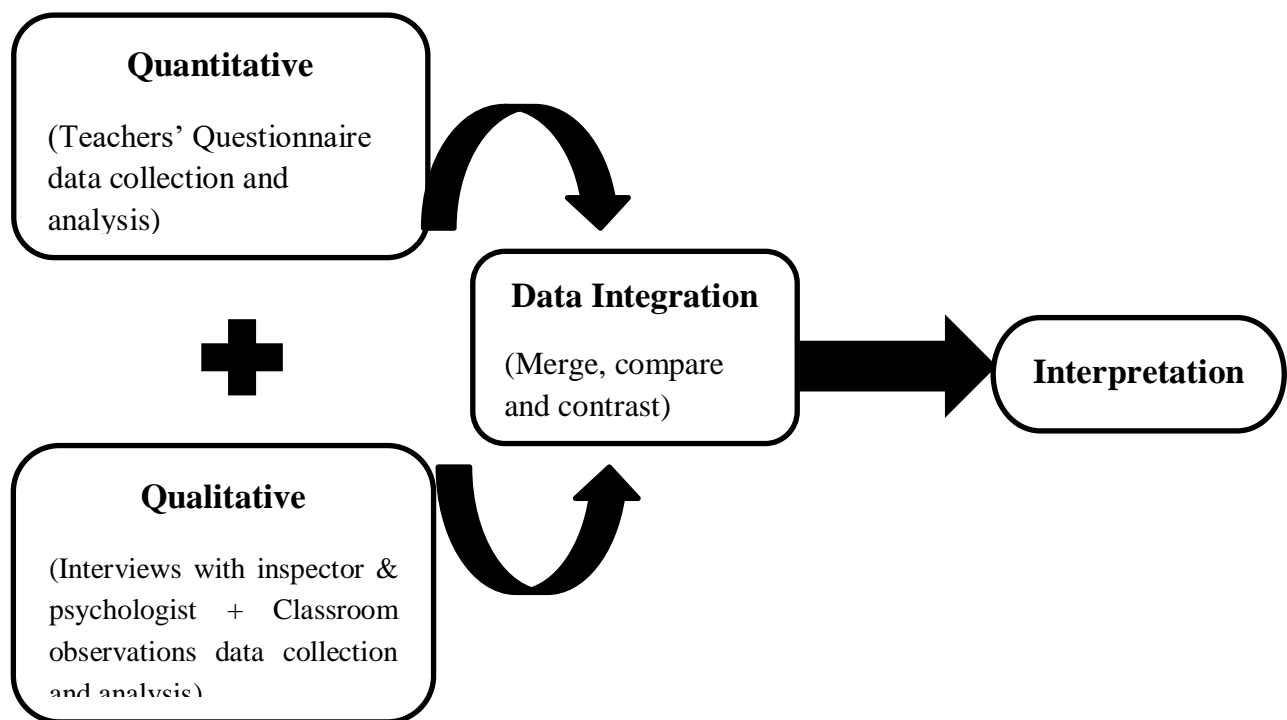


Figure 2.1 Convergent Parallel Mixed-Methods Design (Adapted from Demir and Pismek, 2018:124)

2.4 Sampling

The selection of a sample population is an essential step in conducting research, as it helps to ensure the generalizability of a study. According to Bhardwaj (2019, p. 158), sampling is “a procedure to select a sample from individuals or a large group of population for certain kind of research purpose”. In other words, sampling is considered a process of choosing a small portion of a large group of individuals in order to collect significant data about them. The

present study's sample was 45 newly recruited EFL primary teacher trainees in Ain Temouchent.

2.4.1 Sampling Techniques

The research sample is divided into two main categories, probability and non-probability. First, probability sampling, involves each member of the whole population has a chance of being selected for the sample (Bhardwaj, 2019, p. 158). On the contrary, Taherdoost (2016, p. 22) stated that a non-probability sample technique is not randomly selected, however, a clear explanation of the chosen subset is required. Non-random sample method contained several sub-techniques. Accordingly, Galloway (2005, pp. 860-864) identifies several types of non-random sampling techniques. These are:

- a. **Convenience sampling:** the researcher selected available participants like friends, relatives, and colleagues.
- b. **Purposive sampling:** The researcher employed this type of sampling to select participants that are relevant to the study's objectives.
- c. **Quota sampling:** It is applied to large samples of 2,000 or more, it is an alternative to probability-based sampling methods. (Galloway, 2005., p. 861)
- d. **Snowball sampling:** The researcher can utilise it by requesting initial participants to recommend others who met the study's criteria.
- e. **Self-selection:** "A self-selected sample is simply one in which the respondents put themselves forward for participation in a survey or similar form of research".(Galloway, 2005., p. 863.)

In the present study, the investigator used a purposive sampling technique with non-random sampling type, to ensure that the selected participants met the research objectives effectively.

2.4.2 Sample Population

The selection of a target population should align with the research questions or study objectives to ensure the relevance of collected data. As Willie (2023) confirms that “the identification of the target population is based on the research question or the objectives of a particular initiative”. For example, in educational research, the target population may include students, teachers or administrators depending on the focus of study. The objective is to evaluate how effectively teacher training programmes prepare primary EFL teachers to manage students with Oppositional Defiant Disorder (ODD). To achieve this, the researcher selected teachers, inspectors, and psychologists as sample population.

2.5 Instrumentation

Research instruments or data collections tools are methods used to gather data. Research instrumentation classified into two main categories, quantitative research instrumentation, and qualitative research instrumentation.

According to Pentang (2023):

Researchers (preservice teachers, in-service teachers, teacher educators, and educational leaders) can get high-quality data that can be used to create and test theories in a particular field by selecting and designing the relevant instrument. Furthermore, using reliable and valid quantitative research instruments can boost the credibility of research findings and aid in developing new research questions and hypotheses.

This indicates that, using an appropriate quantitative research instrument play a significant role in creating reliable research data.

On the other hand, qualitative research instruments are employed to “discover reasons for observed patterns, especially the invisible or surprising ones, qualitative designs are needed” (Busetto et al., 2020). In other words, qualitative instruments are adopted in such cases of in-depth information.

In order to achieve reliable and valid data collection the researcher utilised one questionnaire within quantitative instrumentation and two interviews as a type of qualitative research instrument.

2.5.1 Questionnaire

The questionnaire is a research instrument designed to collect relevant information by having participants respond to questions. Either written or spoken inquiries (Sharma, 2022). The questionnaire can contain several types of questions including, open-ended, close-ended, likert scales and multiple choice questions.

The first research instrument used in this study was the questionnaire. On January 30th, 2025, a teacher questionnaire was distributed at Bourgueba Mohammed Middle School in Ain Temouchent to 45 EFL primary teachers who were undergoing training at the school on that date.

The questionnaire consists of four main sections with various question types including (open-ended, closed-ended, and multiple-choice questions...). The first section aims to gather basic information about the teacher (age, gender, teaching experience...etc).

The second section evaluates teachers' overall perspectives and views regarding the efficacy of the training programmes they have participated in by asking them about their level of satisfaction with the training programmes they've received and the effectiveness of the training to enhance classroom management. Moving to the most important section which focus on teachers' experiences and knowledge of Oppositional Defiant Disorder.

The questions outlined in this section are intended to address any gaps in the training programmes related to managing specific behavioural challenges. The final section emphasises on gathering feedback and recommendations from EFL teachers on how to improve teacher training programmes, particularly regarding their effectiveness in preparing teachers to address children with ODD.

2.5.2 Interview

An interview is a dialogue involving two or more individuals, in which one person (the interviewer) asks questions while the other (the interviewee) responds. The interview is a good research instrument tool to gather in-depth information about participants' experiences and perspectives on a particular topic. The most common types of interviews are structured, semi-structured, and unstructured. First, Mueller and Segal (2015), define structured interview as “a standardized list of questions (including follow-up questions), a uniform sequence of questioning, and systematised ratings of the client's responses”. This means that the researcher should organize the interview questions before starting the interview.

Magaldi and Berler (2020:4825), the semi-structured interview is a widely used exploratory method within the social sciences, particularly suited for qualitative research and data collection. As Kallio et al. (2016) affirm that using this approach can create a rich conversational atmosphere. Especially, if a guide is used to conduct the interview. The third type is unstructured interview which is based on open-ended questions that allows the interviewer to ask in-depth inquiries to the interviewee.

For this investigation, the researcher has opted for a semi-structured method. Taking this decision successfully expands the study while allowing for more in-depth examination and clarification through follow-up questions.

2.6 Data Analysis

Data analysis is vital to any research findings and conclusions as it transforms the collected data, into meaningful facts. As cited in Dibekulu (2020:2) “data analysis is changing the collected raw data into meaningful facts and ideas to be understood either qualitatively or quantitatively”. This highlighting the vital role of data analysis in shifting the gathered data into real information. The researcher work on both qualitative and quantitative data analysis.

2.6.1 Quantitative Data Analysis

In simple terms, quantitative data analysis is an objective approach that uses numerical data to describe a phenomenon in a systematic and statistical form. Statistics involves analysing variables to interpret numerical data collected from a sample. It transforms raw numbers into meaningful results or evidence (Kotronoulas et al., 2023). To explain observed phenomena, quantitative researchers categorize, quantify, and create advanced statistical models.

As a quantitative data analysis, the researcher used a questionnaire for teachers in order to collect responses from participants. The data gathered was then systematically organised and analysed using statistics to summarise and achieve valid information.

2.6.2 Qualitative Data Analysis

Qualitative data collection involves gathering information in a verbal or narrative format. According to Stewart (2025):

Qualitative analysis involves examining non-numerical data to identify patterns, themes, and insights. It is widely used in fields such as social sciences, education, and healthcare to understand complex human behaviours, experiences, and interactions. Unlike quantitative analysis,

which focuses on numerical data and statistical methods, qualitative analysis looks into the deeper meaning of data, providing context and understanding that numbers alone cannot convey.

Analyzing qualitative data requires examining its meaningful and symbolic content. It includes non-numerical data such as interview transcripts, notes, recordings, images, and written documents.

The researcher employed this type of data analysis using two semi-structured interviews with one EFL inspector and two psychologists, to explore their answers in-depth.

2.7 Teachers' Questionnaire Analysis

In the questionnaire of this study, the researcher tried to gather data regarding the awareness, preparedness, and challenges faced by newly recruited EFL teachers in addressing Oppositional Defiant Disorder (ODD). In addition, it based on identifying gaps of the current training regarding ODD.

Section One: Teacher Profile

This section contains six (6) questions designed to inquire about EFL teachers gender, age, academic degree, field of study, speciality and their teaching experience.

Question 01 : Teachers' Gender

Table 2.1 Teachers' Gender Distribution

	Gender		Total
	Male	Female	
Number	07	38	45
Percentage (%)	15.55%	84.44%	100%

The table above showed that, the majority of teachers were females (84.44%). Whereas only seven males (15.55%).

Question 02: Teachers' Age

All participants aged between 23 to 45 years old.

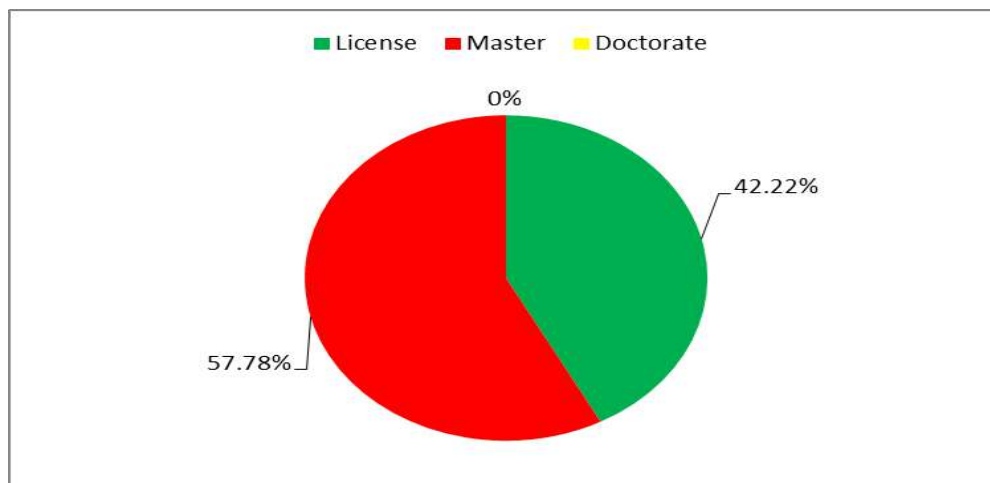
Question 03: Teachers' Academic Background

Figure 2.2 Distribution of Trainees by Academic Degree

(42.22%) of teachers had License degree, and (57.78%) had Masters' degree, while none of them hold a Doctorate degree.

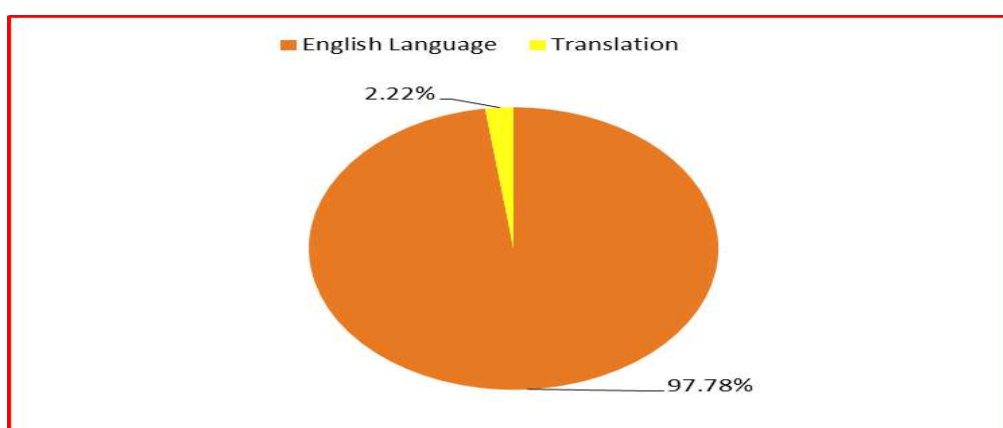
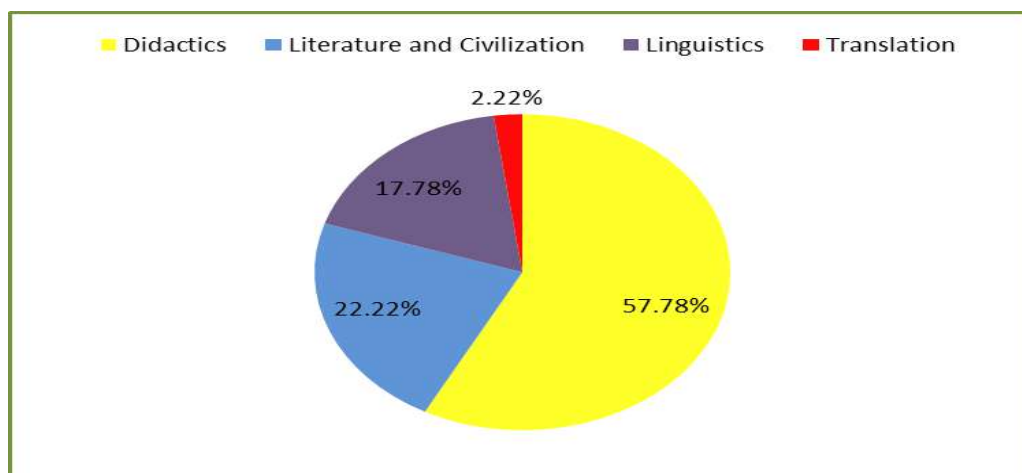
Question 04: Trainees' Field of Study

Figure 2.3 Distribution of Trainees by Field of Study

Regarding this question, the figure shows that (97.78%) of trainees studied English language, while only (2.22%) of them specialised in Translation studies.

Question 05: Teachers' Speciality**Figure 2.4** Distribution of Trainees by Speciality

26 of trainees were specialised in didactics while 11 of them were specialised in Literature and civilization whereas 8 in Linguistics and only one was specialised in Translation.

Question 06: Teaching Experience**Table 2.2** Teaching Experience of Trainees

Possibilities	Number	Percentage (%)
Yes	20	44.44%
No	25	55.55%
Total	45	100%

The results indicate that out of 45 teacher trainees, 20 had prior teaching experience while 25 did not.

Out of 20 teachers 9 of them worked as teachers in primary school. Conversely, only 4 of trainees have taught in a private school. 7 of respondents were divided into middle school, high school and university.

All trainees reported they had teaching experience starting from a minimum of three months to a maximum of three years, and no one had more than three years of experience.

Section Two: General Perceptions of Teacher Training

This part of the questionnaire helps identify strengths and weaknesses in EFL training programme based on teachers' perspective

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This part of the questionnaire helps identify strengths and weaknesses in EFL training programme based on teachers' perspectives.

Question 01: Trainees Participation in Teacher Training programmes

Table 2.3 Trainees Participation in Teacher Training programmes

Option	Number	Percentage
Yes	45	100%
No	0	0%

This indicates that all trainees 45 participated in the teacher training programme and the training was compulsory.

Question 02: Type of Teacher Training programme

Table 2.4 Type of Teacher Training programme

Option	Number	Percentage
Pre-service Training	0	0%
In-service Training	45	100%

(45) of respondents attended In-service training and no one participate in pre-service training.

Question 03: Duration of Teacher Training programme

22 of teachers attended the training programme less than 1 month while 7 of them engage in it for 1-2 months whereas 4 has been participated for 2-3 months and 12 of trainees their attendance lasted more than 3 months.

Table 2.5 Duration of Teacher Training programme

Option	Number	Percentage
Less than 1 month	22	48.89%
1-2 months	7	15.56%
3-3 months	4	8.89%
More than 3 months	12	26.67%

Question 04: Teachers' Motivation

The findings from this inquiry show that 33 of educators are motivated to attend this programme. Conversely, 12 reported a lack of motivation.

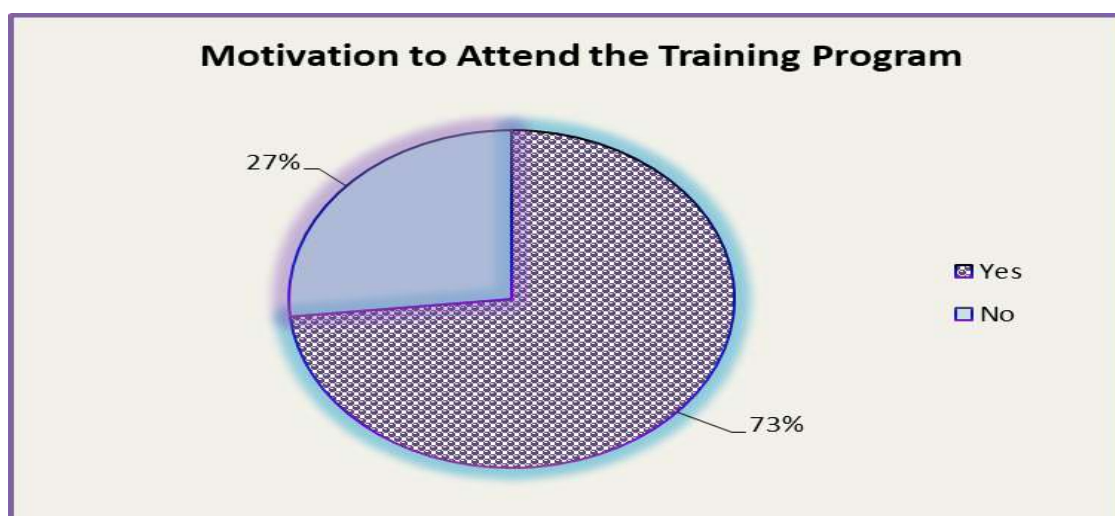


Figure 2.5 Trainees' Motivation to Attend the Training programme

(80%) of trainees expressed that their motivation is behind improving their teaching skills and exploring more teaching professions. On the other hand, 2 reported their lack of motivation comes from the nature of the training programme as it is compulsory.

Question 05: Satisfaction of Teacher Training programme

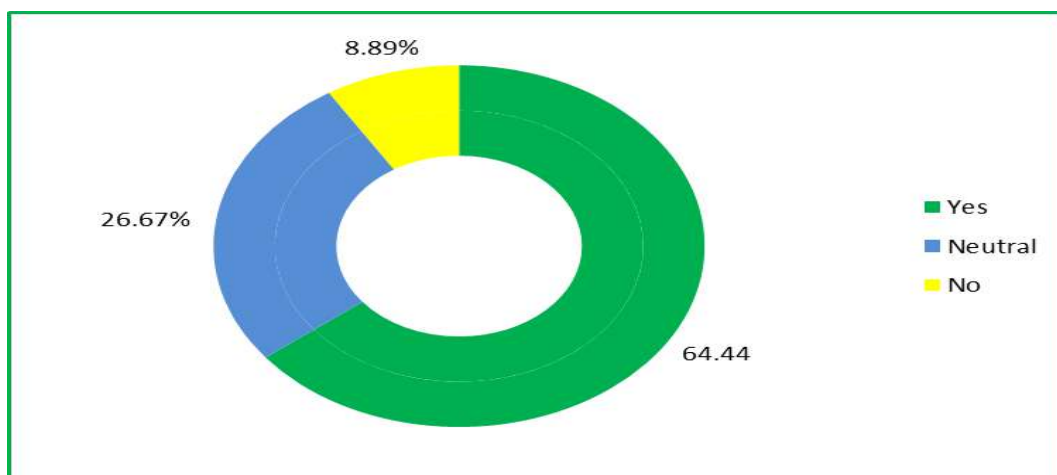


Figure 2.6 Overall Satisfaction with Training programme

The results appeared in figure 2.7 indicates that (64.44%) trainees are satisfied of the overall quality of this programme. However, only 4 expressed dissatisfaction while 12 of respondents remains neutral.

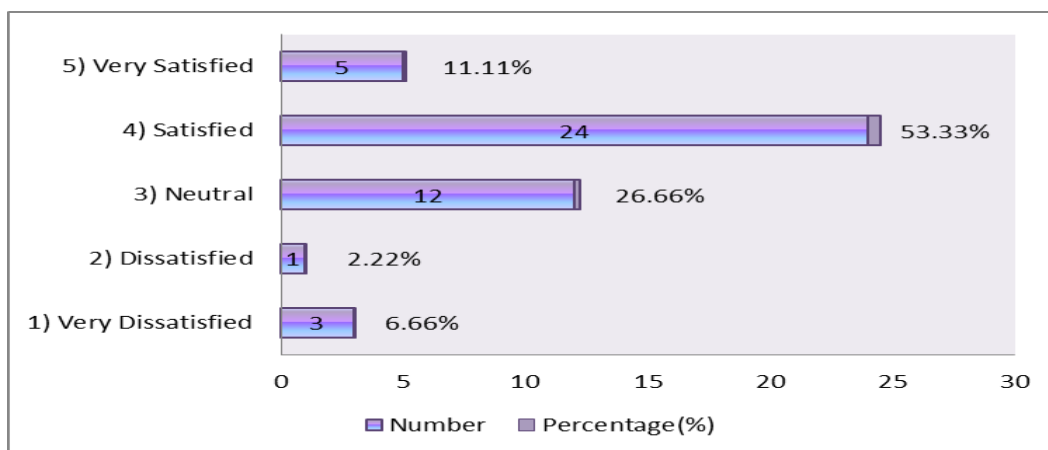


Figure 2.7 Satisfaction Among EFL Teacher Trainees

More than half teachers 24 express their satisfaction with the training programme. Nevertheless, 12 trainees expressed a neutral opinion. On the

other hand, 3 teachers indicated that they were very dissatisfied, and 1 trainee expressed dissatisfaction.

In which one 1 trainee expressed dissatisfaction that this programme did not help him in his career nor address his problems.

Question 06: Training for Classroom Preparedness

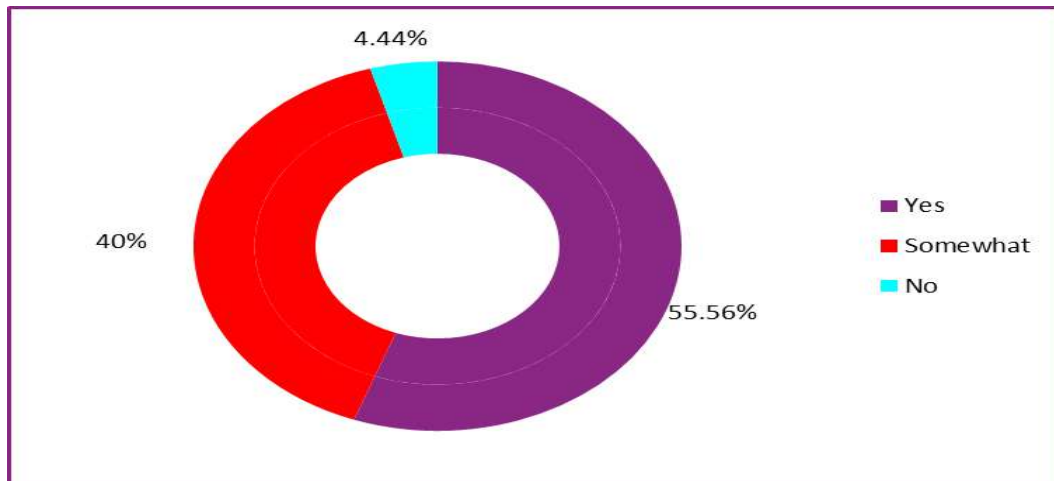


Figure 2.8 Teachers' Training for Classroom Preparedness

In this regard, (55.56%) of educators think that the training programme prepares them for real classroom scenarios. However, (40%) believe that the programme provides only limited preparation, and (4.44%) feel that the programme does not offer actual preparation for classroom situations. As they pointed the need for improvements in every area of the training programme.

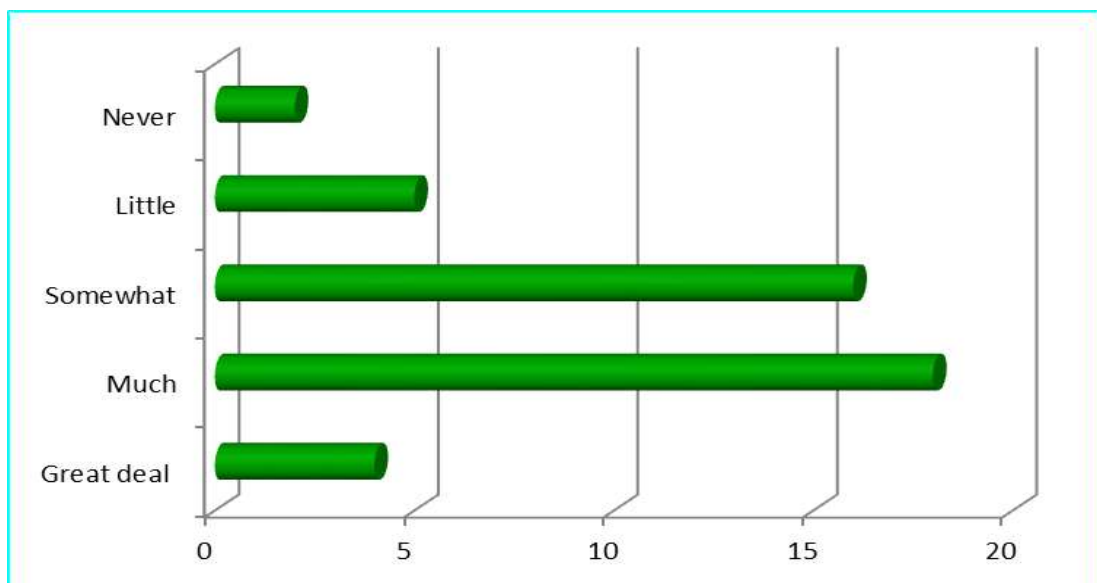
Question 07: Training for Classroom Management Strategies

Figure 2.9 Teachers' Training on Classroom Management Strategies

The bar graph indicates (40%) think that the training programme offers "Much" useful strategies for managing a classroom. While (35.56%) believe it is only beneficial "Somewhat.", 4 feel the training is very effective "great deal" as opposed to 5 who believe it offers "Little" help, and 2 who are convinced it ever provides practical strategies at all "Never".

Most trainees applied strategies from the training to manage classroom behaviour, mainly through pedagogical methods such as games, lesson design, and effective teaching techniques.

Question 08: Training in Managing Classroom behaviour Challenges

This question attempted to identify teachers' perceptions about the effectiveness of the training programme training. As the pie chart shows (77.78%) reported that the programme provides such training. In contrast, (22.22%) indicated that it does not prepare them for such situations.

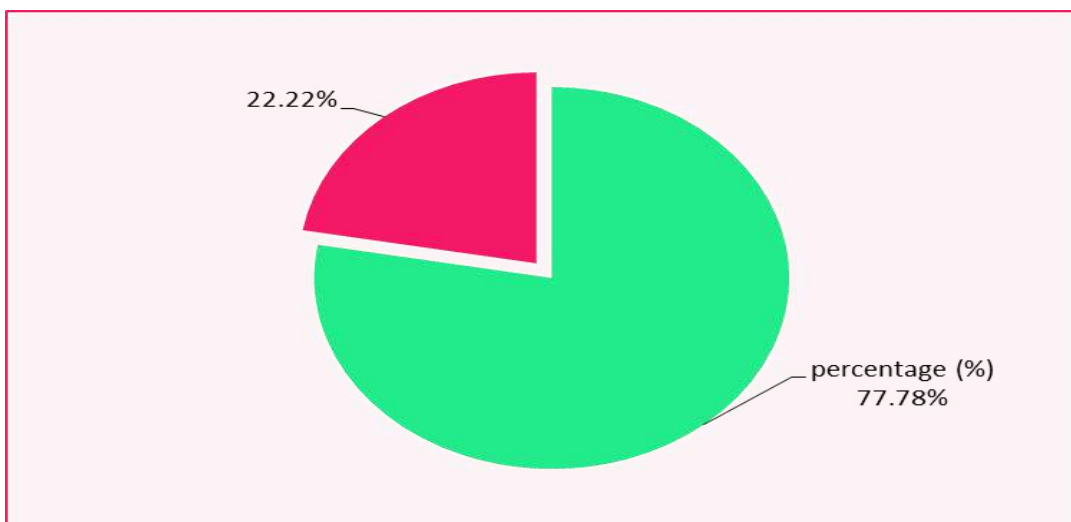


Figure 2.10 Teachers’ Training in Classroom behavioural Challenges

Among behavioural disruptions teachers encounter in class trainees reported were defiance, distractions, noise, and time-wasting.

Section Three: Specific Focus on ODD (Oppositional Defiant Disorder)

The third section of the questionnaire aimed to explore teacher trainees’ awareness and preparedness in dealing with ODD among children.

Question 01: Understanding Oppositional Defiant Disorder (ODD)

The data showed that 38 of respondents are not familiar with ODD. In contrast, only 7 acknowledged being familiar with the behavioural disorder.

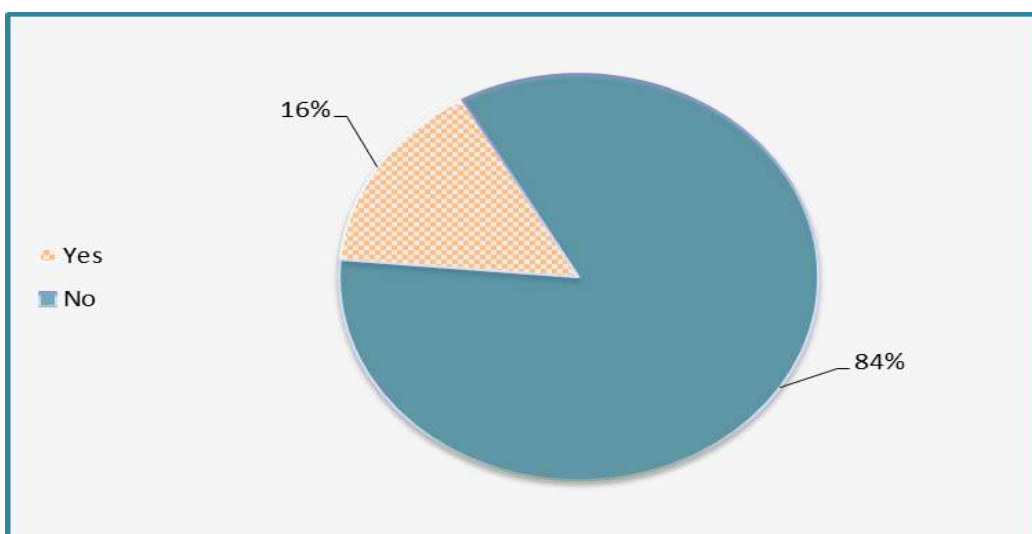


Figure 2.11 Understanding Oppositional Defiant Disorder (ODD)

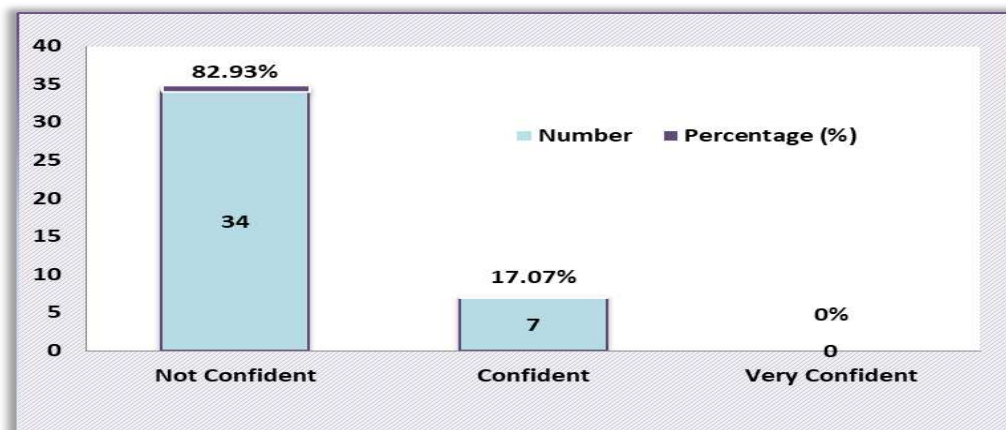
Question 02: Trainees' Confidence in Distinguishing ODD Symptoms

Figure 2.12 Trainees' Confidence in Distinguishing ODD Symptoms

The EFL teachers' feedback demonstrate a lack of confidence in distinguishing ODD symptoms among children. 34 trainees admitted that they were not confident in distinguishing ODD from other classroom misbehaviour. 7 of educators expressed a sense of confidence. While, no one (0%) reported feeling very confident.

Question 03: Strategies for Managing Students with ODD

38 of trainees reported that they had not received any strategies in managing ODD in their training. By contrast, only 5 trainees indicated they had received such strategies.

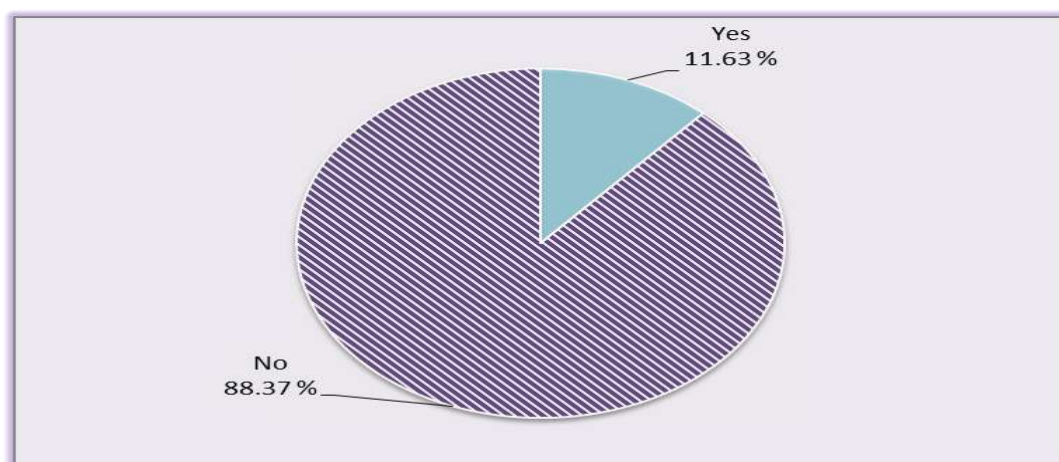


Figure 2.13 Provision of Strategies for Managing Students with ODD

Seven (7) trainees indicated that they had been given strategies for dealing with ODD through this programme and one (1) teacher emphasised the need of classroom management in such training.

Question 04: Trainees' Understanding of ODD Symptoms

As shown in the figure 2.7, (60%) of respondents reported that the training programme did not provide them with clear understanding of ODD symptoms. (26%) believed that the training did not provide them with clear ODD symptoms. 6 felt their understanding of ODD symptoms was Somewhat clear, while none (0%) had a very clear understanding of ODD symptoms.

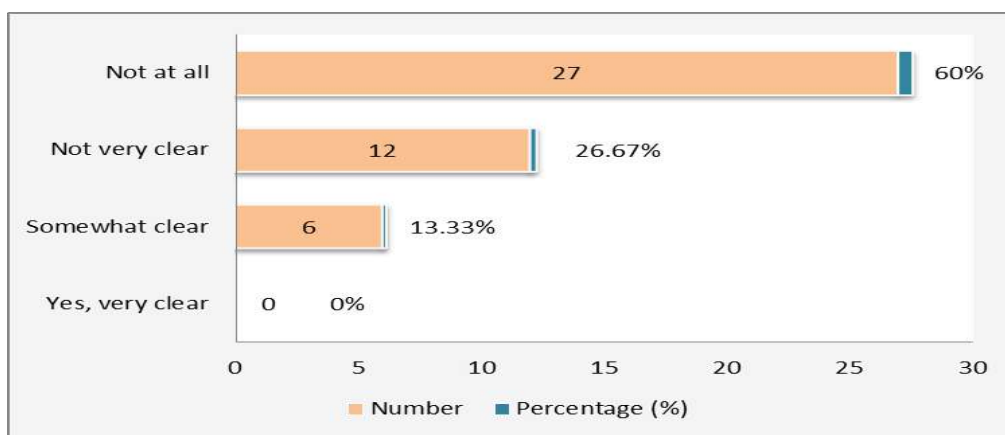


Figure 2.14 Understanding of ODD Symptoms provided by the programme

Question 05: Teachers' Training on Handling ODD

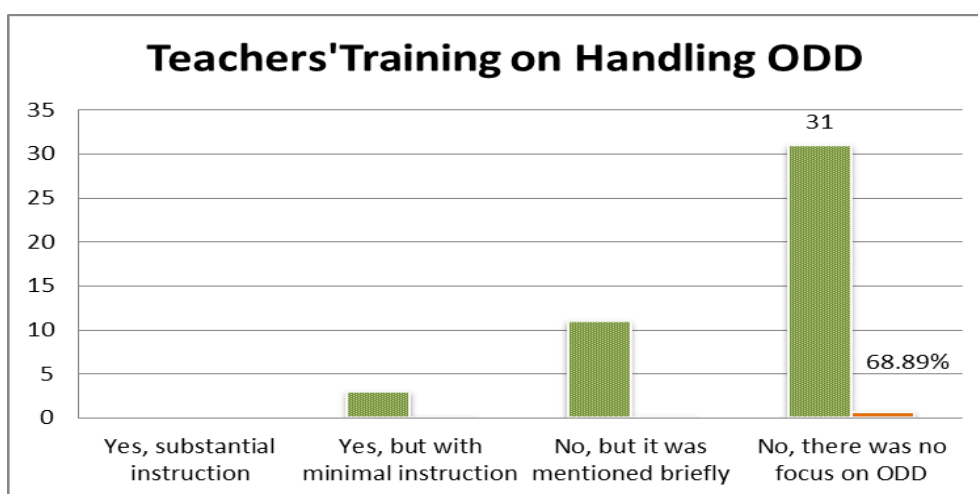


Figure 2.15 Teachers' Training on Handling ODD

none of the respondents received substantial instruction in handling ODD, and 3 reported that they had instruction but it was minimal. While, 11 acknowledged that ODD was briefly mentioned and the vast majority 31 indicated that there was no focus on ODD at all.

Question 06: Experience ODD in the Classroom

Table 2.6 Teachers' Experience with ODD in the classroom

Possibilities	Number	Percentage (%)
Yes	18	40%
No	27	60%
Total	45	100%

(40%) of trainees indicated that they encountered children with ODD in their classrooms. However, (60%) expressed that they have not dealing with these cases inside the classroom.

Some educators used some strategies to deal with ODD. As so of them preferred communication with parents. Others, focus on creating a positive environment within the classroom. In contrast, some trainees using more direct strategies such as excluding the student from group work and using the ignoring method.

Section Four: Suggestions and Recommendations

The researcher aimed to identify the challenges and difficulties teachers face when managing children with ODD and provide some suggestions to enhance the training programme.

Question 01: Challenges in Managing Students with ODD

This first question which aimed to investigate the challenges teachers face when dealing with pupils with ODD. The results showed various difficulties

teachers encounter in managing ODD pupils within the classroom including disruptions, lack of psychological knowledge, and wasting time.

Question 02: Support for Managing ODD

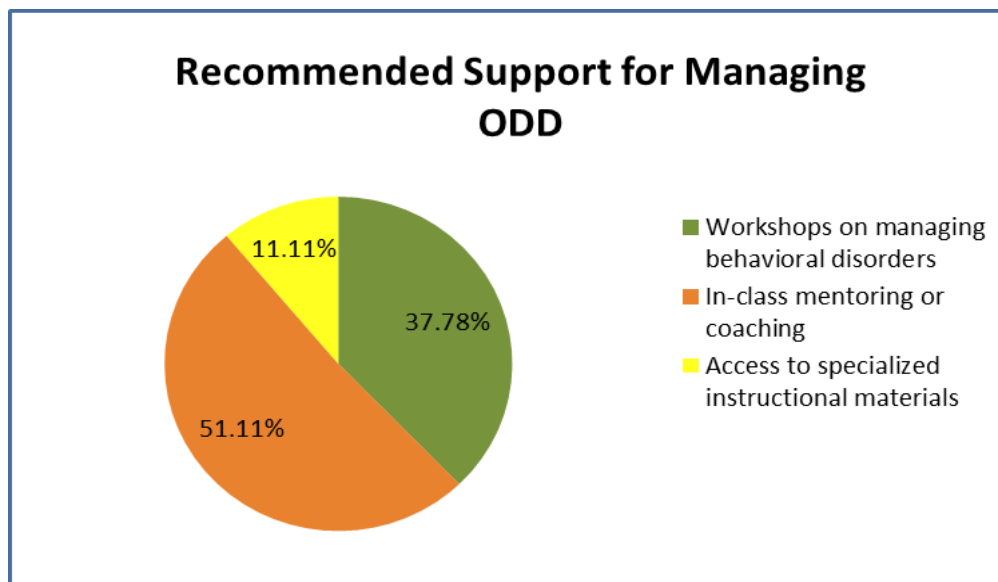


Figure 2.16 Recommended Support for Managing ODD

More than (50%) of trainees preferred in-class mentoring or coaching. The second preference were Workshops with (37.78%), and only 5 trainees select access to specialised instructional materials.

The researcher seeks suggestions from trainees to enhance training programmes on behavioural challenges. Two highlighted the need for real classroom experience. Five recommended collaboration with psychologists for a deeper understanding of these disorders, while three suggested adding a module focused on behavioural issues and practical solutions, and two teachers emphasised incorporating discussions to promote information exchange among educators and their unique cases

2.8 Inspector's Interview Analysis

The researcher sought to obtain a more in-depth and professional view on how effectively current EFL teacher training programmes tackle Oppositional Defiant Disorder (ODD). Therefore, the interview examined the inspector's

views on novice teacher preparedness, and the handling of behavioural disorders like ODD in training. The interview was divided into three sections. These are:

Section One: General Perceptions of Teacher Training

The first part of the interview aimed to evaluate the effectiveness of the training programme, exploring their main components and examines whether this programme provide adequate instructions for handling behavioural issues.

Question 01: Effectiveness of Teacher Training programme

The first question reveals the overall effectiveness of the current programme for novice primary school EFL teachers. The interviewee's response emphasises the structured and varied approach that the training programme offers to primary EFL teachers in Ain Temouchent, including teaching skills, handwriting and lesson planning, course book utilization, etc. So, in general, the inspector expresses that the current training programme is indeed positive and effective among novice educators.

Question 02: Components of EFL Training Curriculum

The EFL teacher's trainer provides the data collector with the main components of the current training curriculum. The curriculum includes several modules such as didactics, educational legislation, professional conduct and psycho-pedagogical.

Question 03: Practical Training for behavioural issues

The inspector admitted that the programme provided both theoretical knowledge and practical application. He emphasised that it is important for them to apply some theories as hands-on activities to bridge the gap between theory and practice.

Section Two: Specific Focus on ODD (Oppositional Defiant Disorder)

This section intend to examine the existence of specific techniques or strategies to manage pupils with ODD and identify gaps within this programme regarding ODD.

Question 01: Inclusion of ODD Strategies in Training

As indicated by the inspector, the current teacher training programme does not include any specific modules or strategies to help teachers manage children with (ODD).

Question 02: Methods for Managing Pupils with ODD

Teachers are advised to adopt appropriate behaviour when interacting with students diagnosed with ODD. However, the inspector acknowledges that there is no significant emphasis placed on specific methods or strategies due to the limited number of such cases.

Question 03: Difficulties with ODD among teachers

According to the interviewees' experience, novice EFL teacher rarely report difficulties in managing children with ODD.

Question 04: Teachers' Training Gaps Regarding ODD

The inspector highlighted that the training programme failed to sufficiently address psychological issues, as its primary emphasised is placed on pedagogical aspects.

Section Three: Suggestions and Recommendations

The last part of the discussion aimed to gather recommendations and suggestions to enhance the teacher training programme in Ain Temouchent.

Question 01: Recommendations for improving Training on ODD

As for this question, the inspector confirmed the importance of offering more knowledge about the integration of behavioural disorders in EFL training programme. By involving educators or psychologists with expertise in behavioural disorders including ODD, a deeper understanding among educators can be ensured.

Question 02: Suggestions for Teacher Training and Classroom Management

The inspector's suggestion highlighted the need for learning and exchanging resources among teachers to address ODD in EFL classes. He shed light on the importance of reading more about the topic of behavioural management, particularly ODD, and takes more advantage of the information available on the internet.

2.9 Psychologists' Interview Analysis

The second semi-structured interview was conducted with two (2) psychologists. The interviews covered ODD characteristics, intervention strategies, and the importance of integrating experts in teacher training to help teachers manage ODD. The two interviews lasted about 20 minutes and were divided into 9 main questions.

Section One: Understanding ODD

The first section of psychologists' interview provided a deep explanation of ODD including, its definition, reasons and how we can differentiate between a normal behaviour and ODD child.

Question 01: ODD Definition and Manifestations

The two psychologists defined ODD as a behavioural disorder characterised by resistance to authority figures, including counsellors, teachers,

or parents, and this resistance can manifest through both verbal expressions and physical actions.

Question 02: Causes of ODD

Respondents indicated that the causes of ODD in children varied including genetic, social, familial, or psychological factors. However, they both agreed that the primary factor often is the parenting style of the child.

Question 03: ODD vs. Normal Challenging behaviour

The first psychologist emphasises that a child with ODD resisted authority, in contrast to a normal child who often follows instructions. While, the second psychologist shed light on the importance of identifying the causes and evaluating the severity and frequency of the symptoms.

Section Two: ODD in EFL Classroom Context

This part of the discussion examined that the impact of ODD in EFL classes. Especially, focusing on newly recruited teachers at primary level.

Question 01: Impact of ODD on Novice Teachers

This question revealed that the impact of ODD on the educational sector, especially novice teachers. Both psychologists agreed that ODD has a negative impact on the teaching process, and created tension in the teacher-student relationship.

Question 02: Psychological Techniques for Managing ODD

The investigator designed this query to identify the psychological strategies teachers can use when dealing with pupils with ODD. One psychologist highlighted that the significance of the positive environment that fostered better behaviour. The other recommend positive reinforcement and behavioural restructuring as effective psychological techniques to manage ODD in classroom settings.

Question 03: Lack of Awareness of ODD and Its Challenges

Both responses strongly agreed that the lack of awareness about these disorders among novice teachers make classroom management more difficult. However, the second answer holds different perspectives. The first interviewee reported that the lack of awareness among teachers leads to frustration, can hinder productivity, and even drive some teachers to leave their profession. The other emphasised that the lack of knowledge led teachers to waste time and fail to create a supportive environment for pupils.

Question 04: Effectiveness of Psychological Techniques

Psychologists confirmed that novice teachers often demonstrate enthusiasm for understanding their students' behavioural needs and their use of psychological techniques frequently led to positive outcomes.

Section Three: Recommendations

This part of the interview allowed the investigator to gather psychologists' view on enhancing teacher training programme and suggested advice to help novice teachers dealing with ODD.

Question 01: The Role of Psychologists in Teacher Training

One psychologist said that in challenging situations, teachers can benefit from training courses in teaching methods and stress management. Another psychologist emphasised that workshops led by psychologists allow teachers to improve their behaviour management techniques. Overall, they both agreed that psychologists can play an important role in training novice teachers and Implementing a psychological counsellor in schools would improve support even further.

Question 02: Advice for Novice Teachers On Handling ODD

The first respondent confirmed that the main important step teachers must do is to build a strong relationship with their pupils because students are more likely to follow the rules and behave accordingly. Second participant expressed that teaching was not only about academic content but also about addressing students' evolving psychological needs.

2.11 Discussion and Interpretation of the Main Results

To gather in-depth and comprehensive data about the effectiveness of the teacher training programme in addressing ODD. The researcher employed a mixed-methods approach that involved using both quantitative and qualitative data instruments. Teachers' questionnaire, and the inspector and psychologists' interviews allowed the researcher to examine the real situation of the current teacher training programme in preparing novice teachers to fully address ODD behaviour among pupils. In addition, it helped the researcher to confirm or disconfirm the research hypotheses.

Based on the first hypothesis, the researcher suggested that EFL teacher trainees might have minimal awareness of Oppositional Defiant Disorder (ODD) due to insufficient training to behavioural disorders in their teacher training programmes. The finding showed that this hypothesis is valid. First, the content of the teacher training programme focused mainly on the pedagogical knowledge and lacking modules that may highlight psychological cognitive educational for novice teachers. Moreover, the teacher training programme did not offer hands-on activities and practical strategies that would raise the level of knowledge and awareness of ODD among EFL educators.

In the second hypothesis, the author suggested that EFL teacher training programme may not provide adequate coursework on behavioural disorders like ODD due to a focus on pedagogical theory and language teaching skills,

rather than behavioural management. The research results confirmed this hypothesis. The current teacher training programme prioritised training on teaching methods and lesson planning over a specific instruction of ODD to provide effective classroom management strategies to handle it.

Concerning the final hypothesis, the researcher suggested that novice EFL teacher trainees would face significant challenges in managing students with ODD. The results valid this hypothesis. As most teachers expressed unpreparedness in dealing with ODD. This was the main fact that led EFL novice teachers in face several challenges when handling ODD including, stress, frustration, and burnout.

Finally, the current teacher training programme did not fully prepare novice teachers to deal and manage behavioural disruptions like ODD effectively. Which requires a deep improvements and adjustments to improve the quality of EFL Teacher training programmes in Ain Temouchen, Algeria.

2.12 Conclusion

To conclude, this chapter highlighted the effectiveness of teacher training programme to address and manage pupils with ODD. The researcher designed different instruments including a questionnaire and two interviews. After analyzing and discussing the collected data, it was confirmed that all the three hypotheses which stated that EFL teachers in Ain Temouchent had limited information about ODD, EFL training does not provide trainees with coursework regarding ODD and EFL teachers often encountered challenges dealing with ODD. Confirming these hypotheses revealed that the current training programme needed to be improved, especially on the psychological aspects to fulfil the teachers' needs regarding behavioural issues regarding ODD. Therefore, the next chapter will provide some recommendations in order to enhance the quality of the teacher training programme for EFL educators in addressing ODD.

CHAPTER 3

Suggestions and Recommendations

3.1 Introduction

3.2 The Importance of Training for Novice Teachers

3.3 Principles for Enhancing Teacher Training programmes

3.3.1 General Enhancements

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3.3.1.2 Enhancing Engagement in Compulsory Training

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3.3.2.2 Strategies for Managing ODD Behaviour

3.4 Technology for Positive Behavioural Change

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3.5.2 Collaboration with School Psychologists and counsellors

3.6 Conclusion

3.1 Introduction

The quality of education is greatly affected by effective teacher training. In the context of EFL teachers training programmes in Ain Temouchent, The data analysis of the teachers' questionnaire, and both semi-structured interviews conducted with the EFL teachers trainer and two clinical psychologists, reveal a clear need for refinement and improvements of the current training programme delivered to EFL primary teachers (especially about ODD integration), and reported several teachers' difficulties in managing ODD inside the classroom.

Therefore, the following chapter will identify valuable suggestions and recommendations to enhance the quality and effectiveness of the EFL teacher training programme. Moreover, it will suggest effective strategies and methods for novice teachers to manage oppositional defiant disorder (ODD). These recommendations should be based on previous research and relevant works of literature instead of only relying on the findings of the current study.

3.2 The Importance of Training for Novice Teachers

Based on the findings of teachers' questionnaire, most EFL trainees in Ain Temouchent show positive perceptions and demonstrating strong motivation regarding their participation in the training programme (see section 2.7). These findings prompt the researcher to investigate the source behind their excitement.

The shift from exciting school as student and entering it as a teacher is a considerable change in a persons' life and career. As a learner, school is a "*Kingdom of knowledge*", place of education and learning. However, as a teacher, a classroom is a "*theater*" where he plays many roles as a guider, evaluator, motivator, creator, etc... These responsibilities and roles make new teachers afraid that they will not be able to manage and build an inclusive

classroom. However, this fear can be reduced and overcome by attending and participating in a teacher training programme. Zemouchi (2021, p. 26) asserts that to encourage high-quality teaching, teacher education and development equip new educators with essential skills to navigate their first year of employment and motivate them for future success .

The significance of training programmes for novices are crucial for providing several foundational types of teaching skills including pedagogical knowledge, classroom management strategies, communication skills and assessments. Teaching training programmes play an effective role in improving pedagogical knowledge skills among novice teachers. It provides them with a holistic understanding of teaching and learning processes, different teaching methods, planning lessons, differentiated strategies to meet students' needs. Sterlite EdIndia Foundation (2025), asserts that teachers can acquire modern instructional, pedagogy approaches and strategies through training programmes for teachers.

Although newly recruited teachers often encounter various difficulties and challenges when managing their classrooms due to their lack of teaching experience, they can gain insightful knowledge and techniques from their training to manage and control their classroom setting. Oliver and Reschly (2007) confirm that “improving the ability of teachers to effectively manage classroom Behaviour requires a systematic approach to teacher preparation and ongoing professional development”. These strategies help novices to establish a positive learning environment and help teachers in performing their duties efficiently.

Furthermore, in today's modern educational era, teachers are responsible for creating an engaging learning environment. This contrasts the outdated view of learners as passive recipients of knowledge, instead, students are now recognised as active participants in the learning process a new educational

techniques rely on interactive learning settings in which students are encouraged to explore, investigate, and develop. With the attendance in such teachers training programmes, EFL trainees can learn how encourage their students to participate, discuss and share their experiences and motivate them to take part in group work.

Additionally, teacher training does not only improve teachers' teaching skills and methods but also provide them with the modern and innovative teaching strategies. By staying updated with the latest trends and achievements in the educational field, it is important and motivational for novice teachers to participate in these programmes. For instance, EFL educators can learn and develop their use of technology and *Information and Communication Technologies* (ICTs) in classrooms to gain new skills in inclusive teaching.

The advantages teacher training offers to novice teachers are rooted from its significance as it provides new teachers with the basic understanding of teaching and learning processes. It raises teachers' self-confidence and efficacy in dealing with classrooms interactions. It allows teachers to share their experiences and thoughts with colleagues and trainers which may help them to expand their circle of acquaintances.

Effectively, the importance and benefits of teacher training programmes are the main factors that motivate novice educators to engage in them. This means that EFL teachers in Ain Temouchent indeed find themselves in this programme i.e the teacher training programme in Ain Temouchent do offer to newly recruited teachers the essential knowledge and approaches to perform their job appropriately. Nevertheless, they do not report a high percentage of motivation in attending this training programme. However, it is not affirmed that this training fully addresses the needs of all EFL teachers.

In this regard, the investigator recommends maintaining the positive aspects of the current training programme while also focusing on

implementing a personalised training for EFL primary teachers. This approach will facilitate for novices to address their strengths and weaknesses since it is based on improving and addressing the unique needs of each teacher despite their diverse backgrounds. This revolutionary approach to teacher education starts with the educators themselves. It relies on the best available research, and provides detailed step-by-step guidance followed by opportunities for professional reflection (Goodwin et al., 2019).

3.3 Principles for Enhancing Teacher Training programmes

As it is mentioned before that it “*cannot be affirmed that this training fully addresses the needs of all EFL teachers*” (see section 3.2). This statement clearly states that the in-service training programme in Ain Temouchent needs some improvements in order to increase the quality of teaching English in primary schools. These changes are classified into two main categories: enhancements in terms of structure and delivery of the current EFL training, and recommendations of specific teachers’ preparation for managing ODD.

3.3.1 General enhancements

Deep improvements often start with enhancing the general structure, due to the fact that solid foundation is crucial for achieving stable progress. This is what is aspired to accomplish in the training programme. The results of the questionnaire indicate that some trainees encounter different difficulties in their participation in this education programme. It is important to recapitulate what the novice educators requested to be more fostered. These recommendation are summarised as follows:

- Duration of training
- The compulsion of training
- Content of training programme

The researcher try to propose meaningful recommendations for each challenge in order to escalate the effectiveness of the programme.

3.3.1.1 Intensive Training Sessions

The collected data from the questionnaire uncovered the insufficient duration of training for EFL trainees, which is held once every 15 days. The limited availability of training sessions is not enough for novice teachers to establish a well-grounded basic theoretical understanding and practice of Teaching English as a foreign language (TEFL). In this case, the researcher recommended raising the number of EFL education sessions in Ain Temouchent.

Improving the frequency and availability of training is crucial. According to Darling-Hammond et al., (2017), “effective PD provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice”. PD means *Professional Development* which involves professional and career improvement through training. This highlights the importance of time in delivering such programmes. An adequate time for teachers training depends on regularity, and the length of each session. The spaced intervals (once every two weeks) of this training delete the frequency and the continuity which may cause a lack of motivation. Besides, student-educators might easily forget what they have learned, and irregular timing decreases collaboration between colleagues and trainers. Furthermore, EFL teachers expressed their dissatisfaction about the long duration of training sessions (they studied for 5to 6 hours a day and they had a break at 10:30 am). This may lead them to mental fatigue and it can hinder their ability to concentrate well.

Considering these drawbacks, the researcher suggests allocating sufficient time for sessions for training new teachers. Mohamed (2006) assumes that the weekly *Student Learning Time* (SLT), or available effective time of learning,

should range between 40 and 55 hours. The duration of effective learning should be classified into four main components: official time contact, guided learning time, self-time study, and time for assessments.

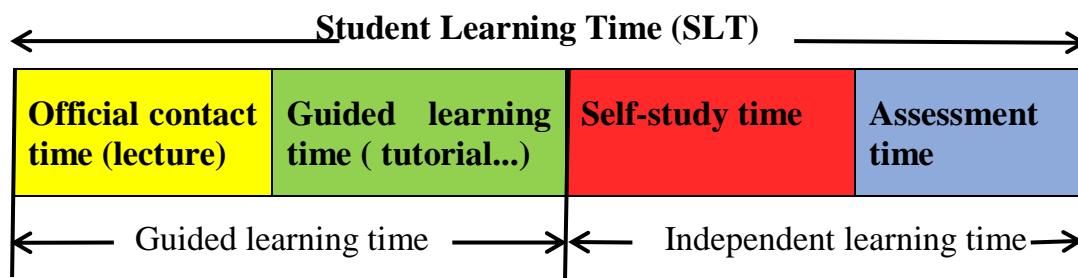


Figure 3.1 SLT Model (Adapted from Mohamed, 2006)

The aforementioned figure illustrates how time may be effectively divided to facilitate the learning process. The researcher advises implementing this successful strategy into an existing training programme to guarantee that the sessions run smoothly and consistently. Official contact time for EFL trainees refers to the educational sessions (lectures, workshops, etc.) which should be cut to no more than three hours per week in order to improve educators' concentration and involvement. In addition, the guided learning period (discussions, practical exercises) must be provided for no more than two hours each session every week, to inspire student-teachers and use real-world classroom techniques. In other words, it is important that one session should be split into two hours of lecture and one hour of various activities to make certain that EFL learners interact with the subject in a time-efficient manner.

Beyond the training hall, language teachers may also enhance their teaching abilities by practising two primary principles: continual self-evaluation for no more than two hours per week, and self-study time when they can read, search, and prepare on their own for no more than six hours every week. When novice educators implement and consistently follow this time management strategy, they are likely to witness a substantial enhancement in their professional growth and career progression.

3.3.1.2 Enhancing Engagement in Compulsory Training

Teachers reported their dissatisfaction with the current scheduling and mandatory nature of the training sessions, citing this may contribute to a decline in their motivation to participate in such programme.

In this case, the obligation of the existing training is not the issue, rather, the investigator suggests making some adjustments and modifications to how the sessions are delivered rather than eliminating the compulsion. As a first step, offering trainees a flexible timetable that takes into account their availability and accessibility, especially during weekends and school holidays. This request will greatly help teachers to attend and participate in such programme freely without time limitations.

Likewise, online sessions are considered as effective way to reduce the amount of face-to-face training sessions. So, it is recommended to schedule some secondary modules online, using various applications such as Google classroom, Google meet, Zoom, power point and so on, in order to, deliver effective training lectures online. In fact, this can be planned in workdays but in flexible timing for every teacher.

Overall, these improvements would boost the programme's efficiency, support, and motivation for new EFL teachers while maintaining its essential obligations. Teachers' participation and presence would increase. They would be satisfied if the current programme's timetable is changed. By integrating online sessions, the capacity of teachers to receive education courses would become easier if conflicting job schedules are avoided. As a consequence, the compulsory nature of the training programme would not be seen as a difficulty yet, as a beneficial aspect of teacher learning.

3.3.1.3 Bridging The Gap Between Theory and Practice

One of the main limitations and obstacles that trainees face during their participation in the present training programme is the gap between theoretical knowledge and practice. The presence of this gap in such programmes restrict the learning process and decreases the effectiveness of teacher education. Therefore, the researcher recommends to bridge the gap between theory and practice in order to acquire effective and holistic understanding of the teaching process. Ounis and Kaouli (2020) claim that EFL student-teacher education programmes in Algeria require an extensive refinement in practice to train educators for actual classroom situations.

The collaboration between teaching schools and teacher training play a crucial role in improving the effectiveness of practice in education programmes. Gravett and Ramsaroop (2015) identify three distinct sub-themes aims to bridge the gap between theory and practice in training programmes.

- a. ***Bridging the gap through student-teachers observing a good practice example of school life:*** first, Gravett and Ramsaroop (2015) come into a point that the gap between pedagogical theory and practice in teacher training can be closed by observation. Novice teachers can acquire and learn fastly effective teaching strategies and techniques through observing good teacher models in schools: how they manage their classroom, interact with their students, and deal with various teaching difficulties. This helps novices to establish a strong understanding of teaching practices and develop their professional identity. However,

School-based participants, including school managers and teachers, agreed that novice teachers who enter the profession lack work-based knowledge and skills derived from apprenticeship experiences. They said that through regular observation and on-site experience, in a

school they have come to know well, student-teachers would/could develop an understanding of the way a school functions.

(Gravett & Ramsaroop 2015:136)

b. Bridging the gap through student-teachers experiencing the ‘real practice of what is happening in schools: the second sub-theme emphasizing the importance of not just observing but also practicing and engaging in teaching in real contexts. By allowing student-teacher to implement and apply their theoretical knowledge in real situations, they can gain essential comprehension about distinct teaching practices and assess its effectiveness in real classes. This method helps to bridge the gap between what training programmes provide to trainees and the real-world application of what really happened in classrooms aiming to create a link between them (Gravett & Ramsaroop, 2015)

c. Bridging the gap through a collaborative relationship: it is obvious that the first and the second sub-themes recommend the significance of observation and involvement in classroom practices. Systematically, these two suggestions need an equal collaborative relationship, purposeful communication, and continuous assessment between all educational stakeholders including trainers, student-teachers and school managers to achieve a holistic understanding of various teaching approaches without neglecting the important role of practice as well.

The investigator suggests another approach to bridge the gap between theory and practice in teacher education, which is “the realistic approach” developed by Korthagen and his colleagues. According to Korthagen, (2001, as cited in Korthagen, 2011) this approach can increase the level of practices in the training programmes and it consists of five principles starting by addressing real-world classroom challenges with teachers, emphasising the importance of student teachers reflecting on their pupils’ needs, emotions, thoughts, and actions. It relies on interaction between teacher trainers and student teachers,

promoting collaboration among educators. The method explores three levels of the professional learning model, assessing its impact on the type of theory provided, and it is rooted in a strong foundation, integrating theory, practice, and various academic disciplines.

Overall, the teacher training programme should cover both theory and practice to ensure an effective understanding of teaching profession and raises trainees engagement and motivation to attend such education programmes.

3.3.2 ODD-Specific Enchantements

The world of education is full of variation between pupils' characteristics, individual needs, and various Behavioural conditions. For this reason, the training programme of EFL educators should fully train and prepare novice teachers to address and manage different Behavioural issues, along with providing them with practical techniques to manage such situations successfully.

3.3.2.1 Raising Awareness about Behavioural Disorders

Data analysis shows that there is a module in Ain Temouchante's present EFL teacher education that addresses students' psychological problems. However, the programme mainly focuses on the instructional aspects. Yet behavioural problems are on the surface. Considering the small percentage of trainees who are aware of oppositional defiant disorder (ODD) among the newly recruited EFL primary teachers in Ain Temouchente, it is strongly encouraged that the degree of both knowledge and practical information regarding behavioural problems, particularly ODD, should be improved and multiplied. As it is explained by Sumeriya et al., (2022, p.36) that “ If school teacher have knowledge regarding emotional and Behavioural problems it will help the teachers to identify problems as early as possible and take remedial measures promptly”. Therefore, the available training programme in Ain

Temouchente should focus and offer more information, content and courses about students Behavioural issues.

In this regard, Richardson and Shupe (2003) outline five components to increase teachers awareness regarding learners Behavioural challenges. These aspects are:

– **Managing Teachers' Emotional Triggers:**

When confronting with behavioural disorders in the learning environment, it is crucial for teachers to first understand the nature and underlying factors behind their own emotional triggers and reactions before delving into the causes of students' emotional and behavioural problems. In other words the awareness starts from oneself, teachers should be aware of their emotional and Behavioural responses when dealing with Behavioural challenges in the classroom. Richardson and Shupe (2003) state that “helping youth with emotional and Behavioural disabilities begins with understanding ourselves, particularly our own emotional processes that occur in the midst of conflict”. In this respect, the EFL education programme should explain the idea of self-awareness to novice teachers, helping them to control and make good decisions in managing misbehaviours.

– **Focusing On Positive Behaviour**

The second component for raising awareness about behavioural issues holds that EFL teachers must neglect negative behaviour and focus on positive behaviour. Shifting the focus to positive behaviours increases students' engagement and promotes rapid recovery. Employing various positive reinforcement techniques, including praise, encouragement, and rewards (see section 1.3.5), enables educators to effectively enhance the strengths and boost the confidence of learners diagnosed with behavioural challenges.

– **Managing Teachers' Stress**

Teaching profession requires a diverse set of skills, strategies, and roles, such as collaborator, assessor, mentor, and facilitator. Teachers working with challenging behaviours often face stress, frustration, and even burnout. Therefore, It is crucial for training programmes for novice EFL teachers to focus on providing them with strategies and techniques to effectively handle their emotional exhaustion.

– **Utilizing Appropriate Sense of Humor**

Taking pupils' behaviours too personally or too seriously could lead to overreacting and raise the danger of exhaustion for teachers (Richardson & Shupe 2003, p. 11). Thus, the student-teacher relationship need to be flexible and strong. By establishing a learning environment full of joy, games, humor and respect, the learners will be more engaging and motivated to participate the learning process. It demands a good treatment when dealing with difficult situations trying to decrease and control students Behaviours by using appropriate sense of humor.

– **Role of Teachers' in Students Life**

The teaching profession is full of problems and responsibilities, but it is essential for educators to realise the important role they play in influencing their students' lives. An inclusive learning environment that serves all students may be fostered and developed by many teachers. Teachers are motivated to work hard toward their goals when they are continuously aware of and understand their value, which ultimately boosts their feeling of self-efficacy.

3.3.2.2 Strategies for Managing ODD Behaviour

Based on the results gathered from the data analysis in the EFL teachers training programme in Ain Temouchente, most trainees expressed that the present programme does not provide them with effective management

strategies for dealing with students diagnosed with (ODD). Therefore, the researcher suggests to offer theoretical and practical strategies for trainees to address and handle several behavioural disorders including oppositional defiant disorder (ODD).

First, the training programme must provide an educational cognitive psychology module about behavioural problems. According to Poulou (2005), “educational psychology is now perceived as an inherent component within teacher training and professional development, having previously been an additional course and often considered irrelevant to teaching practice”. Thus, educational cognitive psychology develops an adequate grasp and beneficial management skills for the different behavioural and psychological issues that new teachers may encounter while educating.

Teacher education programme can provide several courses about educational cognitive psychology theories. Albatrosov (2024) identifies various psychological theories that can be integrated in the training programme facilitating managing various behavioural issues.

– **Behaviourism**

Psychology and education are greatly influenced by behaviourism, leading to the development of behaviour modification and therapy. Its principles inform many current teaching methods, like using learning objectives to clarify specific skills and behaviours expected from students.

– **Cognitivism**

Many teaching processes are influenced by cognitivist ideas, with teachers often lecturing and expecting students to retain information for tests and exams. Despite this, teachers also incorporate activities that promote mental processing, such as self-reflection and problem solving.

– **Constructivism**

Constructivism and teacher education programmes can be combined by offering new teachers courses that assist them in creating proper lessons plans that support a student-centred approach.

– **Experientialism**

By structuring a teacher education programme that is concentrated on assessing teacher work, experiential learning may be included in EFL training programmes. For instance, assessing trainees' previous work experience and providing real-world application that improves their knowledge, expertise, and efficiency will be improved.

– **Social and Contextual**

Such training programmes can incorporate this approach through a session that presents novice EFL teachers with skills to link students' academic content with their social and contextual background.

Hence, all these approaches and theories can be integrated into the current EFL training in Ain Temouchent to provide a comprehensive understanding of educational cognitive psychology and behavioural issues, including Oppositional Defiant Disorder (ODD). First, Behaviourism encourages novice teachers to pay attention to observed conduct and employ positive reinforcement, as well as to replace ODD behaviours with good and healthy ones. Second, the theory of cognitivism can assist newly recruited teachers in learning effective reflection strategies, which can significantly impact their ability to recognise the nature, factors, and effects of ODD among students. In addition, constructivism can be employed as well to teach educators how to deal with ODD by encouraging collaboration and group projects that motivate ODD students to participate in the process of learning. Furthermore, experientialism provides practical learning opportunities that enable kids with

ODD to communicate and engage in a supportive environment. Finally, contextual training enables teachers to better understand the background factors that may contribute to the symptoms of ODD in their learners. of displaying symptoms of ODD.

3.4 Technology for Positive Behavioural Change

Nowadays, technology plays a vital role in many aspects of people's life. The use of technology in the classroom is crucial for improving the learning process and promoting student participation. However, few of inexperienced teachers are aware that they may utilise technology to help students improve their behaviours and encourage good Behaviour as it is stated by Bielefeld (2016) “ technology can be a great tool for reinforcing and therefore promoting positive student behaviour in the classroom”. Students can use technology to assess and self-monitor their behaviours regularly. Teachers can incorporate technology for self-monitor as a way to encourage positive outcomes in two ways: by motivating students and by making data collecting easier (Bielefeld, 2016). Several apps and tools that can be used in classrooms to monitor and improve students’ negative behaviour. These are:

– Focusing on task

The majority of children with behavioural problems may display misbehaviours that face them to lose attention on their assignments. Consequently, educators can utilise the educational app "ClassDojo," which makes it easier for students and teachers to keep track of the duration that students are off-task.



Figure 3.2 “ClassDojo” Virtual Reward (Adapted from Staake, 2021)

– **Positive peer interaction**

Technology can offer useful resources to improve student relationship. One way to encourage ODD pupils to participate in the learning process and form positive relationships with their peers is by including a variety of visual aids, such as pictures, videos, diagrams, flashcards, and posters.

– **Task fulfillment**

Teachers can use a variety of technology-based tactics to make sure students complete their assignments. First, setting a timer to help kids concentrate better on their work. Additionally, teachers can increase student motivation by providing technological rewards like stars, letters of encouragement, and end-of-task awards. Additionally, teachers can include technology into the assignment by using various tools or applications that can make the work easier, such as utilizing "ShowMe" to browse lessons or "Reverb" to record task responses. Additionally, employing an interactive whiteboard may inspire and motivate children to finish their homework.

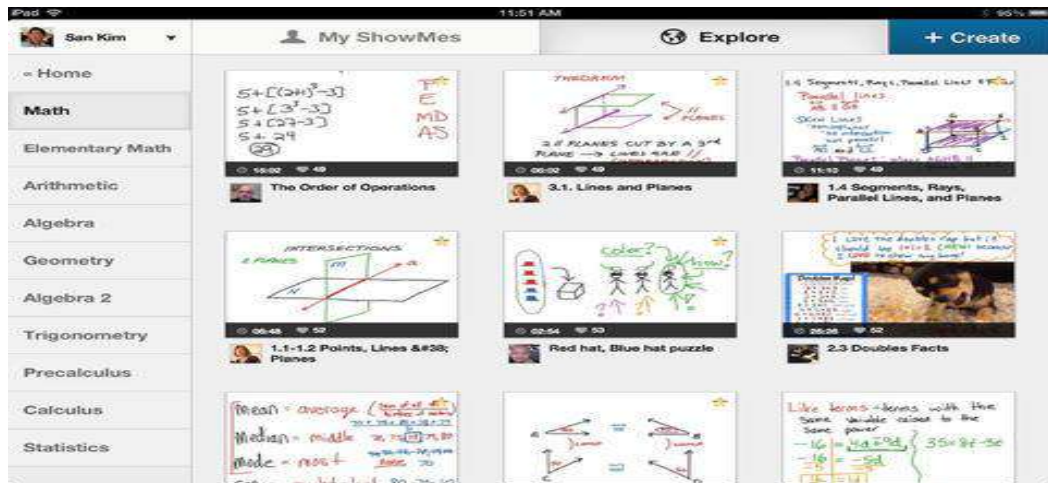


Figure 3.3 ‘ShowMe’ Digital Whiteboards for Students (Adapted from Riley,2023)



Figure 3.4 “ Reverb” voice recording for learners

– Monitoring using tally system

At the end of each lecture, teachers must assess and count the frequency of pupils engagement in misconduct. This approach can assist teachers in tracking students' growth and reinforcing good behaviour. In this case, an application such as "Tally Counter" may be employed.



Figure 3.5 “Tally Counter” Count Students Misbehaviours

3.5 Support of Novice Teachers in Real-Classroom Situations

Teacher education programmes often provide a comprehensive perspective on the teaching profession. However, it does not fully address the obstacles that beginner teachers may face in real classroom situations, such as managing different student needs and dealing with behavioural issues. These real-world difficulties need continual professional development in order to grow and develop as a successful educator.

3.5.1 Management of Emotional and Professional Challenges

The process of confronting and dealing with behavioural disorders in the classroom, leads novice teachers into many emotional and professional difficulties (see section 2.7 and 2.9). As a result, the researcher recommend for the use of some strategies and techniques to overcome these obstacles. According to Insha (2024) , novice teachers can overcome their emotional challenges utilizing several ways including:

- **Self-awareness:** it is based on understanding and recognizing self emotions and interactions.

- **Mindfulness and Stress Reduction:** using techniques to decrease stress such as deep breathing and mediation.
- **Building Positive Relationships:** establishing strong relationships with students and colleagues allowing for successful communication.
- **Seeking Support:** sharing experiences with colleagues and experts to reduce feeling of frustration and loneliness.
- **Setting Boundaries:** balance between the professional and personal life provides a feeling of stability and confidence.

On the other hand, Khalid and Husnin (2019) outline additional strategies that can be applied to enhance the professional identity among new educators. First, seeking help from senior teachers offer to novices practical advice and effective classroom strategies. Moreover, integrating technology can facilitate the teaching process and provide useful tools for classroom management, lesson planning, and gamified teaching.

3.5.2 Collaboration with School Psychologists and counsellors

Based on data analysis of psychologists interview (see section 2.9), both psychologists believe that the collaboration with novice teachers may has an integral positive consequences on both newly recruited teachers and students with behavioural challenges. Thus, the investigator recommends teachers to seek and share experiences with their psychologists in order to establish a healthy learning environment for both teachers and learners.

Accordingly, Knotek, et al., (2002, p. 49) explain that:

It should be recognised that school psychologists already undertake needs assessments, and engage in numerous forms of professional development (i.e., in-services) and administrative leadership (i.e., chairing crisis intervention teams). Given the critical teacher shortage, districts are often

receptive to staff proposals that will support teacher retention. A simple, district-level, needs assessment combined with a proposal may be all that is necessary to gain administrative support for a New Teacher Group. Also, where consultation is already a part of a school psychologist's professional practice, it is possible to start informal, if highly targeted (new teacher) consultation groups.

The collaboration of psychologists and counsellors in teachers education programmes can have a significant impact on teachers' professional development as it helps them comprehend and expand their knowledge on several behavioural problems including their causes, symptoms and most importantly provides new strategies to manage them. This cooperation can improve teachers' emotional progress, increase their confidence, and reduce stress.

3.6 Conclusion

In this concluding chapter, the investigator aimed to provide a set of recommendations that may help improve the EFL teacher training programme in Ain Temouchent and suggested some strategies to help novice teachers prevent oppositional defiant disorder (ODD) in classrooms. First, the researcher highlighted the importance of teacher education and their role to motivate novice teachers. Moreover, it is recommended to apply general improvements for the programme including the duration, the nature of compulsory education, and addressing the gap between theory and practice. Furthermore, some suggestions are given to improve the training programme at the level of offering specific content about behavioural problems, including ODD. The researcher dedicated a section to emphasize the significant role of technology in offering useful tools that facilitate dealing with children with behavioural challenges. After that, the author suggested collaboration between

new teachers and psychologists in order to build a healthy educational setting for students.

General Conclusion

General Conclusion

Oppositional Defiant Disorder is considered as a common type of behavioural disorders among children. It involves various difficult symptoms like arguing, defiance, and even vindictiveness. These behaviours create challenges in the child's academic and social life, leading to frequent isolation. The presence of these behaviours in the classroom leads to many difficulties in the student-teacher relationship. As a result, many teachers are motivated to participate and engage in teacher training programme to gain experience and acquire effective strategies for addressing harmful behaviours in the educational environment.

Consequently, the current study aimed to assess the effectiveness of teacher training programme in preparing newly recruited EFL primary teachers to manage ODD in Ain Temouchent. Moreover, it sought to explore the main challenges EFL novice teachers encounter when handling ODD pupils. In addition, this work tended to identify some classroom management strategies for addressing ODD in EFL classrooms. This investigation also aimed to suggest some recommendations to better enhance teacher training programmes in addressing behavioural disorders including ODD.

Accordingly, the research was divided into three chapters. The first chapter discussed the theoretical background of oppositional defiant disorder (ODD), emphasizing its symptoms, factors, treatment and prevalence in educational setting , proving some classroom management to handle it effectively. In addition, the same chapter provided a literature review about teacher training programmes, its importance, types, and its gaps in identifying disruptive behaviours in classrooms settings. However, the second chapter tackled the entire research methodology including both data collection and analysis. By highlighting the sample population, study design, research instruments and so on. Moreover, the final chapter was devoted to give some

recommendations and suggestions to enhance the quality and content of teacher training programme to improve novice teachers strategies in managing ODD and create inclusive learning environment.

The study's results showed a lack of awareness among EFL novice teachers about ODD which hinder their capacity to deal with such behaviours in their classrooms, In addition, it was discovered that the current teacher training programme in Ain Temouchent did not prepare EFL novice educators with the necessary knowledge and methods to manage ODD successfully. The findings ultimately revealed that novice EFL teachers encounter numerous challenges when managing ODD in classrooms, significantly affecting the overall educational process.

Therefore, these results confirmed all research hypotheses. Based on the first hypothesis, EFL teacher trainees in Ain Temouchent may be unaware of Oppositional Defiant Disorder (ODD) due to the absence of particular instruction deals with behavioural problems in their teacher training programmes. It was approved that EFL trainees did not have a deep comprehension about ODD and its characteristics. Regarding the second hypothesis, the focus on pedagogical theory and language teaching approaches rather than behavioural management can indicate that EFL teacher training programmes do not offer sufficient instruction on behavioural diseases like ODD. It was shown that the current training mainly focus on the pedagogical side like preparing lessons and marginalizing most aspects of educational cognitive psychology which decreases the awareness and knowledge of novice teachers for ODD disorder among students. This fact lead the confirmation of the third hypothesis which stated that novice EFL trainees in Ain Temouchent would encounter significant challenges in managing ODD learners due to the insufficient training. The lack of sufficient instruction about ODD in such training programmes raised the ability to face several obstacles including, stress, frustrations and even burnout.

The research findings prompt numerous additional questions, paving the way for further research. First, the investigator recommends to conduct long attitude studies about teacher training programmes to evaluate the level of knowledge in managing ODD. Moreover, investigate the content of such programmes in order to provide some appropriate enhancement to establish an effective instruction to address ODD. Furthermore, evaluate the effectiveness of current pedagogical training content in handling ODD learners. Another suggestion is to design a specific ODD modules in such training programmes to assess their efficiency in preparing teacher to face behavioural disorders including ODD.

The researcher face some limitations when conducting this research. First, sample size (EFL teachers) was small depending on the overall number of EFL teachers in Ain Temouchent. Second, the topic of the current study was not mentioned and conducted in previous studies which limits the researcher to explore the topic in-depth.

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Appendix (A)

Teachers' Questionnaire

Teachers' Questionnaire

Dear EFL Teacher Trainee,

Thank you for taking part in this master's paper, which aims to exploring the effectiveness of teacher training programmes, particularly in preparing **Newly recruited EFL primary teachers** to address behavioural challenges such as **Oppositional Defiant Disorder (ODD)**. Your insights as a novice teacher trainee in Ain Témouchent are invaluable for identifying strengths and areas for improvement in these programmes.

Your responses will remain anonymous and confidential, and the results will be used solely for academic purposes.

Note: put a tick (√) next to your answer.

Section One: Teacher Profile

- 1) **Gender:** Male Female
- 2) **Age:**years old
- 3) **Academic degree:** License Master Doctorate
Other (please specify).....
- 4) **Field of study:** English Language Translation Studies
- 5) **Specialty:**
- 6) **Did you have prior teaching experience before starting this training programme?**
Yes No

If yes, it was in:

Public Primary school Private Primary school Other (please specify).....

For how many years? year(s)

Section Two: General Perceptions of Teacher Training

7) **Have you participated in a teacher training programme?** Yes No

If yes, the training was: Compulsory Voluntary

8) **What kind of training programme are you currently attending?**

Pre-service training In-service training Other (please specify).....

9) **What is the duration of your attendance at the training programme?**

Less than 1 month 1-2 months 2-3 months More than 3 months

10) **Are you motivated to attend this training programmes?** Yes No

Explain

why?.....

.....

.....
.....
.....

11) **Are you satisfied with the overall quality of the EFL teacher training programme?**

Yes No Neutral

Please rate your degree of satisfaction with the training programme:

(1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Neutral, 4= Satisfied, 5 = Very Satisfied)

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If dissatisfied, please explain why:

.....
.....

.....
.....
12) Does the training programme prepare you for real classroom situations?

Yes No Somewhat

If no, what areas should be improved in this training programme?

.....
.....
.....
.....

13) To what extent do you feel the training programme provides practical strategies for classroom management?

Great deal Much Somewhat Little
Never

Please describe briefly a situation where you applied a strategy or method from the training to manage classroom behaviour.

.....
.....
.....
.....

14) Does the programme train you to address behavioural challenges in the classroom?

Yes No

If yes, specify these behavioural challenges:

.....
.....

Section Three: Specific Focus on ODD (Oppositional Defiant Disorder)

(The term Oppositional Defiant Disorder (ODD) refers to a behavioural disorder characterised by recurrent and persistent displays of anger, irritability, opposition, or vindictive behaviour toward authority figures).

15) Are you familiar with Oppositional Defiant Disorder (ODD)?

Yes No

16) How confident are you in distinguishing ODD symptoms from general classroom misbehaviour?

(1 = Not Confident , 2 = Confident, 3= Very Confident)

1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17) Has the training programme provided you with the necessary strategies to manage students with ODD?

Yes No

If yes, what strategies were suggested?

.....
.....
.....
.....

18) To what extent does the training provide you with clear understanding of ODD symptoms?

Yes, very clear Somewhat clear Not very clear

Not at all

19) Have you received specific instructions on handling students with ODD in your training programme?

Yes, substantial instruction

Yes, but with minimal instruction

No, but it was mentioned briefly

No, there was no focus on ODD

20) Have you encountered students with ODD in your classroom?

Yes

No

If yes, how did you manage their behaviour?

.....
.....
.....

Section Four: Suggestions and Recommendations

21) In your experience, what challenges have you faced when trying to manage students with ODD?

.....
.....
.....
.....

22) What additional support would you recommend to better prepare teachers to handle ODD?

(You may choose more than one option)

- Workshops on managing behavioural disorders
- In-class mentoring or coaching
- Access to specialised instructional materials
- Other (please specify):

23) What do you suggest to improve the teacher training programme to better address behavioural challenges, including ODD?

.....

.....

.....

.....

Thank you once again for your time and valuable input!

Appendix (B)

Inspectors' Interview

Inspectors' Interview

Section One: General Perceptions of Teacher Training

- 1) How would you describe the effectiveness of the current teacher training programme for novice primary school EFL teachers in Ain Temouchent?
- 2) What are the main components of the current EFL teacher training curriculum? (Can you give examples of any specific modules or strategies included?)
- 3) Do you think the programme provide enough practical training for handling behavioural challenges?

SectionTwo: Specific Focus on ODD (Oppositional Defiant

Disorder)

- 4) Do training programmes include strategies or modules to help teachers manage children with behavioural disorders like ODD? If so, how effective are they?
- 5) Are there specific methods or strategies taught during training to help teachers handle pupils with ODD? (If so, can you provide some examples?)
- 6) Based on your experience, how often do novice EFL teachers report difficulties in managing children with behavioural disorders like ODD?
- 7) In your opinion, are there any gaps in the current training regarding ODD? (How could they be addressed?)

Section Three: Suggestions and Recommendations

- 8) What recommendations would you make to improve the current teacher training programmes in addressing behavioural challenges like ODD?
- 9) Do you have any additional suggestions for teacher training and behavioural management in EFL primary school classrooms?

Appendix (C)

Psychologists' Interview

Psychologists' Interview

Section One: Understanding ODD

- 1) Can you explain, in simple terms, what ODD is and how it manifests in children?
- 2) In your opinion, what are the main reasons a child develops ODD? Are they psychological, social, or familial?
- 3) How do you differentiate between a child with ODD and one with normal challenging behaviour?

Section Two: ODD in EFL Classroom Context

- 4) How do you see ODD affecting the education sector, especially novice teachers?
- 5) What psychological techniques can teachers use to deal with children who have ODD in the classroom?
- 6) Do you think the lack of awareness about these disorders among novice teachers makes classroom management more difficult? And what challenges do they face as a result?
- 7) Have you come across situations where novice EFL teachers used psychological techniques to handle students with ODD? Were these techniques effective?

Section Three: Recommendations

- 8) How do you think psychologists should be involved in teacher training programmes to help teachers manage students with ODD?
- 9) If you could offer one piece of advice to novice teachers dealing with ODD, what would it be?

ملخص

في ضوء ارتفاع معدلات اضطراب التحدي المعارض (ODD)، هناك حاجة إلى استراتيجيات إدارة فعالة للسيطرة عليه. تهدف هذه الورقة البحثية إلى تقييم فعالية برنامج تدريب المعلمين حديثي التعيين في تدريس اللغة الإنجليزية كلغة أجنبية في المرحلة الابتدائية في التعامل مع اضطراب التحدي المعارض في عين تيموشنت. تستخدم الدراسة نهجًا مختلطًا، حيث تستخدم استبيانًا شمل 45 متدرِّبًا في تدريس اللغة الإنجليزية كلغة أجنبية ومقابلات مع مفتش واحد في تدريس اللغة الإنجليزية كلغة أجنبية واثنين من الأخصائيين النفسيين. تشير النتائج إلى أن المعلمين المبتدئين يواجهون تحديات في التعامل مع الأطفال المصابين باضطراب التحدي المعارض لأن برامج التدريب الحالية غير فعالة. وبالتالي، يوصي الباحث بتحسين تدريب المعلمين للتعامل مع هذه السلوكيات بنجاح.

الكلمات المفتاحية: اضطراب التحدي المعارض (ODD)، برنامج تدريب المعلمين، المعلمون المبتدئون، اللغة الإنجليزية كلغة أجنبية (EFL)

Résumé

Compte tenu de l'augmentation des cas de trouble oppositionnel avec provocation (TOP), il est nécessaire de mettre en place des stratégies efficaces pour le contrôler. Cet article de recherche vise à évaluer l'efficacité d'un programme de formation destiné aux enseignants d'anglais langue étrangère (EFL) nouvellement recrutés dans le primaire pour traiter le TOP à Ain Temouchent. L'étude utilise une approche mixte, comprenant un questionnaire soumis à 45 stagiaires EFL et des entretiens avec un inspecteur EFL et deux psychologues. Les résultats indiquent que les enseignants débutants rencontrent des difficultés dans la gestion des enfants atteints de TOP, car les programmes de formation actuels sont inefficaces. Le chercheur recommande donc d'améliorer la formation des enseignants afin de traiter efficacement ces comportements.

Mots clés : trouble oppositionnel avec provocation (TOP), programme de formation des enseignants, enseignants débutants, anglais langue étrangère (EFL)

Summary

In light of the rise of oppositional defiant disorder (ODD), effective management strategies are needed to control it. This research paper aims to evaluate the effectiveness of teacher training programme for newly recruited EFL primary teachers in addressing ODD in Ain Temouchent. The study employs a mixed-methods approach, using a questionnaire with 45 EFL trainees and interviews with one EFL inspector and two psychologists. The results indicate that novice teachers face challenges in managing children with ODD because current training programs are ineffective. Thus, the researcher recommends improving teacher training to address these behaviours successfully.

Key words: Oppositional Defiant Disorder (ODD), Teacher Training programme, Novice Teachers, English as a Foreign Language (EFL)