

TEACHERS' PERCEPTION TOWARDS CHILDREN WITH ATTENTION DEFICIT DISORDER IN PRIMARY SCHOOLS IN JOS NORTH LOCAL GOVERNMENT AREA, PLATEAU STATE

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Abstract

Attention-deficit Hyperactivity Disorder(adhd)is The Name Of A Group Of Behaviours Found In Many Children And Adults. Children With Adhd Have Trouble Paying Attention In School Or At Home. Children May Be Much More Active And/or Impulsive Than What Is Usual For Their Age; These Behaviours Contribute To Significant Problems In Relationships, Learning And Behaviour. The Study Aimed To Assess Knowledge And Attitude Of Teachers Toward (adhd). The Study Was Descriptive Cross Sectional Research Design And A Sample Of One Hundred (100) Teachers Were Selected From Five (5) Primary Schools In Jos North Local Government Area Of Plateau State. Questionnaire Was Used As Instrument For Data Collection And The Data Collected In The Study Was Analysed Using Simple Percentage. From The Analysis Of Data Collected, It Was Discovered That The Teachers Had Poor Knowledge Of Attention Deficit Disorder.it Was Also Revealed That Students With Attention Deficit Disorder Learn Best With A Carefully Structured Academic Lesson—one Where The Teacher Explains What They Want Children To Learn In The Current Lesson And Places These Skills And Knowledge In The Context Of Previous Lessons. It Was Also Observed That Children With Attention Disorder Are At Greater Risk For Longer Term Negative Outcomes, Such As Lower Educational And Employment Attainment. A Vital Consideration In The Effective Treatment Of Attention Deficit Disorder Is How The Disorder Affects The Daily Lives Of Children, Young People, And Their Families. The Findings Of The Study Further Revealed That Attention Deficit Disorder Has A Negative Effect On Children's Capability, Overall Performance,causing Low Awareness Level Of A Child Interaction And Communication In The Classroom. Based On The Findings Of The Study, It Was Recommended That,teachers' Knowledge Must Be Improved By Implementing The Educational Program About Adhd. It Was Also Recommended That More Attention Should Be Given To Distinguishing Factors That Predict Symptoms Of Inattention And Hyperactivity And Those That Predict Aggression/ Conduct Problems.

Keywords: Teachers, Perception, Attention, Deficit, Disorder, Children

Introduction

Inattention And Impulsivity Are The Core Symptoms Of Attention Deficit Disorder. A Child's Academic Success Is Often Dependent On Their Ability To Attend To Academic Tasks And Achieve Classroom Expectations With Minimal Distraction. Such Skill Enables A Student To Acquire Necessary Information, Complete Assignments, And Participate In Classroom Activities And Discussions (forness&kavale, 2021). When A Child Exhibits Behaviours Associated With Attention Deficit Disorder, Consequences May Include Difficulties With Academics And With Forming Relationships With His Or Her Peers If Appropriate Instructional Methodologies And Interventions Are Not Implemented.

According To The Us Department Of Education (2014), Children With Attention Deficit

Disorder And Its Associated Conditions Frequently Have Problems At School Including Underachievement, Difficulties With Social Skills And Low Self-esteem. They May Experience Teasing Or Bullying. Because Attention Deficit Disorder Children Look Like Their Peers It Is Not Uncommon To Find Educators Who Consider The Disorder An “excuse” For Immature Behaviour Rather Than The Neurobiological Disorder It Is. Without Intervention, Teachers And Administrators May Simply Label A Child With Adhd As A Troublemaker And If The Condition Is Not Properly Diagnosed And Managed Well In The Classroom, Children Can Become Isolated From Their Peer Group, And Develop Other Problems Such As Depression which Will Affect Their Psychology And Mental Wellbeing..

The Behaviours Associated With Attention Deficit Disorder Change As Children Grow Older. For Example, A Preschool Child May Show Gross Motor Over-activity That Is Always Running Or Climbing And Frequently Shifting From One Activity To Another. Older Children May Be Restless And Fidget In Their Seats Or Play With Their Chairs And Desks. They Frequently Fail To Finish Their Schoolwork, Or They Work Carelessly. Adolescents With Attention Deficit Disorder Tend To Be More Withdrawn And Less Communicative. They Are Often Impulsive, Reacting Spontaneously Without Regard To Previous Plans Or Necessary Tasks And Homework (diller, 2022).

According To Slavin (2012), Attention Deficit And Hyperactivity Disorder Attention Deficit Disorder Is A Chronic, Debilitating Disorder Which May Impact Upon Many Aspects Of An Individual's Life, Including Academic Difficulties, Social Skills Problems, And Strained Parent-child Relationships. Whereas It Was Previously Thought That Children Eventually Outgrow Attention Deficit Disorder, Recent Studies (diller, 2022; Forness & Kavale, 2021) Suggest That 30–60% Of Affected Individuals Continue To Show Significant Symptoms Of The Disorder Into Adulthood. A Child With Attention Deficit Disorder May Be Able To Focus When He Or She Is Receiving Frequent Reinforcement Or Is Under Very Strict Control. The Ability To Focus Is Also Common In New Settings Or While Interacting One-on-one. While Other Children May Occasionally Show Some Signs Of These Behaviours, In Children With Adhd The Symptoms Are More Frequent And More Severe Than In Other Children Of The Same Age (olsen, 2013).

Statement Of The Problem

Poor Concentration, High Levels Of Activity, And Impulsiveness Are Frequent Characteristics Of Normal Preschool Children. Findings By Previous Researchers Showed That Children With Attention Deficit Disorder May Still Stand Out In Nigerian Schools. Although, Associated Difficulties, Such As Delayed Development, Oppositional Behaviour, And Poor Social Skills, May Also Be Present. At This Stage, Parental Stress May Be Huge When A Child Does Not Respond To Ordinary Parental Requests And Behavioural Advice. Targeted Work With Preschool Children And Their Care-givers Has Been Shown To Be Effective In Improving Parent-child Interaction And Reducing Parental Stress.

Researches (olsen, 2013; Diller, 2022) Have Shown That The Perception Of Teachers Working With Preschool Children Is Low, And That Many Of Them Have Little Or No Knowledge Of Working With Children With This Challenge. This Study Therefore Examines The Teachers' Perception Towards Children With Attention Deficit Disorder In Primary Schools In Jos North, Local Government, Plateau State.

Research Questions

The Following Research Questions Were Answered In The Course Of The Study:

1. To What Extent Does Attention Deficit Disorder Affect Pre-school Classroom?
2. To What Extent Does Attention Deficit Disorder Affect The Academic Performance Of Children In Early Childhood Education Classrooms?
3. What Are The Perceived Challenges Of Attention Deficit Disorder Among Pre-school Children?

Methodology

The Study Employed The Descriptive Survey Design. The Nature Of The Problem Was

Duly Considered In The Study. The Population Consisted Of 502 Teachers In The Twenty-two Public Primary Schools In Jos North Lga Of Plateau State. The Researcher Used A Sample Size Of One Hundred (100) Teachers From Five (5) Selected Primary Schools In Jos North Local Government Area Of Plateau State. In Selecting The Sample For The Research, The Researcher Made Use Of The Simple Random Sampling Technique. The Data Collection Instrument Used Was A Questionnaire Designed By The Researcher. The Research Instrument Was Scrutinized And Judged By Experts In Educational Psychology Unit Of The Faculty Of Education, University Of Jos. To Ensure The Reliability Of The Instrument, The Researcher Used The Test-re-test Technique. The Co-efficient Correlation Of 0.87 Was Obtained. A Total Of 100 Questionnaire Were Administered To The Respondents But Only 87 Were Filled And Returned. The Responses To The Questionnaire Items Were analyzed Using Frequency Tables And Simple Percentage Method.

Results

Research Question 1: To What Extent Does Attention Deficit Disorder Affect Pre-School Classroom?

Table 1: effect Of Attention Deficit Disorder In Pre-school Classroom

N	Response Variables	SA	A	SD	D	TOTAL
	Attention deficit disorder makes a child lose concentration in the classroom	52 (59.8%)	24 (27.6%)	4 (4.6%)	7 (8%)	87 (100%)
	A child with attention deficit disorder find it difficult to assimilate easily	38 (43.7%)	36 (41.4%)	7 (8%)	6 (6.9%)	87 (100%)
	Attention deficit disorder can affect a child can cause memory lose in a child	47 (54%)	32 (36.8%)	4 (4.6%)	4 (4.6%)	87 (100%)

Source: Field Survey, 2023

Table 1 Above Reveals That 59.8%(52) Respondents Strongly Agreed And Supported By 27.6% (24) That Attention Deficit Disorder Makes A Child Lose Concentration In The Classroom While 4 (4.6%) Respondents Strongly Disagreed And 8% (7) Respondents Disagreed To The Above Opinion. This Simply Means That Majority Of The Respondents Are In Support Of The Opinion That Attention Deficit Disorder Makes A Child Lose Concentration In The Classroom.

Again, 43.7% (38) Respondents Strongly Agreed That A Child With Attention Deficit Hyperactivity Disorder Find It Difficult To Assimilate Easily; 41.4% (36) Respondents Supported The Opinion While 8% (7) Respondents Strongly Disagreed And 6.9% (6) Respondents Disagreed. This Indicates That A Child With Attention Deficit Disorder Find It Difficult To Assimilate Easily. Another 54%(47) Respondents Strongly Agreed And Supported By 36.8% (32) Respondents That Attention Deficit Hyperactivity Disorder Can Affect A Child Can Cause Memory Lose In A Child While 4.6%(4) Strongly Disagreed To The Stated Opinion And 4.6% (4) Respondents Also Disagreed. This Implies That Majority Are In Support Of The Aforementioned Statement.

Question 2: To What Extent Does Attention Deficit Disorder Affect The Academic Performance Of Children In Early Childhood Education Classrooms?

Table 2:effect Of Attention Deficit Disorder On The Academic Performance Of Children In Early Childhood Education Classrooms

N	Response Variables	SA	A	SD	D	TOTAL
	Attention deficit disorder has a negative effect on children capability and overall performance	41 (47.1%)	28 (32.2%)	11 (12.6%)	7 (8%)	87 (100%)
	Attention deficit disorder cause low awareness level of a child interaction and communication in the classroom	50 (57.5%)	19 (21.8%)	11 (12.6%)	7 (8%)	87 (100%)
	A struggling with attention deficit hyperactivity disorder find it to remember what he or she had learnt	41 (47.1%)	36 (41.4%)	4 (4.6%)	6 (6.9%)	87 (100%)

Source: Field Survey, 2023

Table 2 Above Shows That 47.1%(41) Respondents Strongly Agreed And Supported By 32.2%(28) That Attention Deficit Disorder Has A Negative Effect On Children Capability And Overall Performance While 12.6%(11) Respondents Strongly Disagreed And 8%(7) Respondents Disagreed To The Above Opinion. This Simply Means That Majority Of The Respondents Are In Support Of The Opinion That Attention Deficit Disorder Has A Negative Effect On Children Capability And Overall Performance.

Again, 57.5% (50) Respondents Strongly Agreed That Attention Deficit Disorder Cause Low Awareness Level Of A Child Interaction And Communication In The Classroom; 21.8%(19) Respondents Supported The Opinion While 12.6%(11) Respondents Strongly Disagreed And 8%(7) Respondents Disagreed. This Indicates That Attention Deficit Disorder Cause Low Awareness Level Of A Child Interaction And Communication In The Classroom.another 47.1% (41) Respondents Strongly Agreed And Supported By 41.4% (36) Respondents That A Struggling With Attention Deficit Disorder Find It To Remember What He Or She Had Learnt; While 4 4.6%(4) Strongly Disagreed To The Stated Opinion And 6.9%(6) Respondents Also Disagreed. This Implies That Majority Are In Support Of The Opinion Aforementioned Statement.

Question 3: What Are The Perceived Challenges Of Attention Deficit Hyperactivity Disorder Among Pre-school Children?

Table 3:perceived Challenges Of Attention Deficit Disorder Among Pre-school Children

N	Response Variables	SA	A	SD	D	TOTAL
	Attention deficit disorder in children makes them dull	41 (47.1%)	28 (32.2%)	8 (9.2%)	10 (11.5%)	87 (100%
	Attention deficit disorder makes children perform poorly in their home work	30 (34.5%)	44 (50.6%)	4 (4.6%)	9 (10.3%)	87 (100%
	Attention deficit disorder makes children forget instructions easily	67 (77%)	11 (12.6%)	2 (2.3%)	7 (8%)	87 (100%

Source: Field Survey, 2023

Table 3 Above Shows That 47.1%(41) Respondents Strongly Agreed And Supported By 32.8%(28) That Attention Deficit Disorder In Children Makes Them Dull While 8 (9.2%) Respondents Strongly Disagreed And 11.5%(10) Respondents Disagreed To The Above Opinion. This Simply Means That Majority Of The Respondents Are In Support Of The Opinion That Attention Deficit Disorder In Children Makes Them Dull.

Again, 34.5%(30) Respondents Strongly Agreed That Attention Deficit Disorder Makes Children Perform Poorly In Their Home Work; 50.6% (44) Respondents Supported The Opinion While 4.6% (4) Respondents Strongly Disagreed And 10.3%(9) Respondents Disagreed. This Indicates That Attention Deficit Disorder Makes Children Perform Poorly In Their Home Work.another 77% (67) Respondents Strongly Agreed And Supported By 12.6% (11) Respondents That Attention Deficit Disorder Makes Children Forget Instructions Easily; While 2.3%(2) Strongly Disagreed To The Stated Opinion And 8% (7) Respondents Also Disagreed. This Implies That Majority Are In Support Of The Opinion Aforementioned Statement.

Discussion Of Findings

The Results From The Analysis Of Research Question One Revealed That Children With Attention Deficit And Hyperactive Disorder Lose Concentration In The Classroom, They Find It Difficult To Assimilate Easily Andattention Deficit And Hyperactive Disorder Can Cause Memory Lose Among Children. This Finding Is In Conformity With The Findings Of Zeidner (2018) Who Discovered That Attention Deficit Disorder Has Negative Impact On The Learning Experience Of Children.

The Results Of The Analysis Of Research Question Two Revealed That Attention Deficit Disorder Has A Negative Effect On Children's Capability And Overall Performance In School. It Causes Low Level Of Teacher-child Interaction And Communication In The Classroom. This Finding Corroborates The Findings Of Browers And Tomic (2020) Who Discovered A Negative Impact Of Attention Deficit Disorder On Academic Achievement Of Pupils.

The Results Of The Analysis Of Research Question Three Revealed That Attention Deficit Disorder In Children Makes Them Dull, It Makes Children Perform Poorly In Their Home Work And To Forget Instructions Easily. This Finding Is In Consonance With The Findings Of Diller (2022) Who Discovered That Attention Deficit Disorder Has Negative Impact On The Cognitive Development Of Children.

Conclusion

The Study Concludes That There Is Significant Relationship Between Attention Deficit Disorder And Pre-school Classroom Performance. Attention Deficit And Disorder Is A Chronic, Debilitating Disorder Which May Impact Upon Many Aspects Of An Individual's Life, Including Academic Difficulties, Social Skills Problems, And Strained Parent-child Relationships.

Children With The Disorder Are At Greater Risk For Longer Term Negative Outcomes, Such As Lower Educational And Employment Attainment. Therefore, It Is Concluded That There Is Need For Teachers To Identify And Properly Manage Children With Attention Deficit And Hyperactive Disorder In The Classroom For Adequate Academic Growth.

Recommendations

The Following Recommendations Were Made For The Study:

1. More Attention Should Be Given To Distinguishing Factors That Predict Symptoms Of Inattention And Hyperactivity And Those That Predict Aggression/ Conduct Problems.
2. School Administrators Should Ensure That They Regularly Organize Seminars Aimed At Intermittent Training Of Care-givers On Attention Deficit And Disorder Management Techniques.
3. School Administrators And Teachers Should Ensure That They Do Not Use Corporal Punishment As A Classroom Management On Children With Attention Deficit And Hyperactivity Disorder.
4. Interventions For Children With Attention Deficit Disorder And Learning Difficulties Should Focus On Remediating The Academic Problems.
5. Teachers Should Also Ensure That They Create Positive Learning Environment. When The Classroom Physical Learning Environment Is Conducive, Children With Attention Deficit And Disorder Will Develop A Positive Attitude Towards Schooling And Always Be Attentive In Class During Instruction.

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