

Coping Strategies Employed In Teaching Students with Attention Deficit Hyperactive Disorder (ADHD) In an Inclusive Classroom, Kwara State, Nigeria

Adedayo ADESOKAN Ph.D

Department of Special Education,
Faculty of Education, Kwara State University Malete, Nigeria
adedayo.adesokan@kwasu.edu.ng or duduskydayo1@yahoo.com
08167515243 or 08077034767

Abstract: *Student with attention deficit hyperactivity disorder exhibits some behavior attributes such as difficulties in sustaining attention, hyperactivity, anxiety and impulse behavior, all these behaviours exhibit cause a lot of stress to the teacher during the teaching and learning process. Hence, teachers need to use different coping strategies when teaching students with attention deficit hyperactivity disorder. This paper therefore explores coping strategies teachers use in teaching students with attention deficit hyperactivity disorder in an inclusive classroom in Kwara State, Nigeria. A descriptive survey research design was adopted for this study, purposive sampling technique was used to select a total of 50 teachers who were the respondent in Kwara State, Nigeria. A questionnaire titled “questionnaire on coping strategies used in teaching students with attention deficit hyperactivity disorder” (QCSTSADHD). The instrument was validated and reliably tested at ($r=0.71$). The findings revealed that coping strategies teachers used in teaching students with attention deficit hyperactivity disorder in an inclusive classroom in Kwara State, Nigeria were self-examination of life styles, support from families, friends, training programs for personal development and resilience, self-control and social support. Lastly, the results showed that gender has significant differences between the coping strategies used male and female teachers teaching students with ADHD in an inclusive classroom in Kwara State, Nigeria. Hence, the study recommended that teachers in Kwara State, Nigeria should manage stress by getting emotional support from more experienced teachers who can give directives on how to manage challenges they are facing.*

Keywords: *coping strategies, attention deficit hyperactivity disorder, Inclusive education*

Introduction

Prior to now, the concept of inclusive education has been in existence, some educators in developed countries are aware of inclusion in their classroom, some welcome them and modify lesson through physical, methods and structures to suit the conditions of diverse special needs learners (Ashi, 2010). Inclusive education strengthens the education body because it caters for the diverse learners. Obi (2008) revealed that the rationale for inclusive education can be seen as the issues where persons with disabilities are not discriminated either based on religion or race or ethnicity or tribe or disability.

Recognition of the rights of a child was acknowledged by Dakar World Education as an expansion of opportunities especially educational opportunities for children especially the disabled, vulnerable and disadvantaged, promotion of innovative programmers that encourage those with special needs and disabilities to help them enroll, attend and successfully complete their programmes in inclusive settings. An inclusive classroom consists of group of heterogeneous learners (learners with disabilities and those without disabilities). Stronge (2002) opined that an environment which promotes mutual respect for students in expressing their thought and feelings should be encouraged by educational researchers and school owners. Also, the learning environment of learners can either improve learners' ability or decrease, as this environment have the tendency of making learners comfortable and promote learning.

The school age of learners has been set by the government in Nigeria as follows: preschool 3-6 years, primary 6-11 years, secondary 11-16 years. Irrespective of this, learners with disability are found in lower classroom than their age group because of their disability which affects their communication, emotional and social skills. Thus, the need for inclusive education as it can support diversity of learners in a given classroom (UNESCO, 2009). Special efforts by classroom teachers is needed for implementation of diversity. Most schools concentrate on the cognitive efforts of learners forgetting the social, emotional, and physical aspect of learners with special needs. A clear and concise attribute of the method used by teachers in an inclusive classroom is need for a successful lesson to take place. In an inclusive classroom, various students are found, these diverse students are not limited to students with; autism, dyslexia, Aphasia, and Attention deficit hyperactive disorder.

Attention deficit hyperactive disorder (ADHD) can be seen as a pattern of inattention, hyperactivity and impulsivity. Children with ADHD maybe hyperactive, unable to control their impulse or have problem trying to pay attention; these behaviours interfere school

work. Educating learners with ADHD poses a great challenge to teachers. Findings have revealed that these teachers experiences various stress when teaching students. Lazarus (2006), opined that special teachers' exhibit higher level of stress than other teachers in the field of education. Finding of Graeper (2010) reported that there is a lot of stress faced by teachers handling learners with ADHD which led to negative interaction. Studies have revealed that learners' behavior, time management and performance assessment are the main causes of stress. Therefore, the stress to special educators and teachers teaching in inclusive classrooms with ADHD students, use several coping strategies to teach students with ADHD.

Coping strategies refers to specific efforts, both psychological and behavioural efforts that the teacher employs to tolerate, reduce and minimize the stress involved during teaching students with ADHD. Lazarus (2006) opined that the coping Strategies employed by a teacher can reduce the effects of stress. Stober and Rennert (2008) broadly grouped coping strategies into two: active and avoidant coping.

Having proper coping strategies, one can say that a teacher can to some extent reduce socio-emotional support and gain mastery in teaching, which can enhance the enjoyment of work (Parker & Martin, 2009). In order to successfully handle stress that is resulted in teaching student with attention deficit hyperactive disorder, teachers use coping strategies to allow them have effective teaching and to reduce stress, among these coping strategies are discussing problem with the students' family, friend or colleagues (Aldrup, Kusmann, & udtke, 2017). It is on this note that the study investigated the coping strategies used in teaching students with ADHD in an inclusive classroom in kwara state, Nigeria.

Statement of the problem

Student with ADHD exhibit some behavior as a result of their attributes which causes stress to the teacher in an inclusive classroom. The attributes exhibited by student with ADHD are not limited to: difficulties in long span of attention, hyperactivity, anxiety, and impulse behavior. All these behavior cause a lot of stress to the classroom teacher. Hence teachers need to employ various coping strategies when teaching such students. This study therefore explores coping strategies a teacher can use in teaching learners with attention deficit hyperactive disorder in Kwara State, Nigeria.

Research Question

1. What are the coping strategies teachers use when teaching students with Attention deficit hyperactivity disorder in an inclusive classroom in Kwara State, Nigeria

Research hypothesis

Ho1: There is no significance difference of coping strategies of inclusive educators teaching students with Attention deficit hyperactivity disorder in an inclusive classroom based in gender

Methodology

This study adopted a descriptive survey research design. The population for the study comprised of all inclusive classroom teachers in Kwara State, Nigeria. The sample comprised of 50 teachers teaching students with attention deficit hyperactivity disorder in both public and private schools in Kwara State, Nigeria. Purposive sampling was used to select the respondents: the reason was that, the respondents have the required attributes. A researcher's designed questionnaire was used in this study titled "questionnaire on coping strategies used in teaching students with attention deficit hyperactivity disorder" (QCSTSADHD). The instrument had two sections, section A which comprised of the demographic information of respondents, while section B is a 4 likert scale format of strongly agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument was validated and reliably tested at ($r=0.71$). Data gathered was analyzed using frequency count, mean and standard deviation for the research question and t.test was used for hypothesis.

Results

Research question 1: what are the coping strategies used when teaching students with Attention deficit hyperactivity disorder in an inclusive classroom in Kwara State, Nigeria?

Table 1: Table showing the coping strategies used when teaching students with Attention deficit hyperactivity disorder in an inclusive classroom in Kwara State, Nigeria

| S/N | ITEM | SA | A | D | SD | MEAN | RANK |
|-----|--|----------|----------|--------|----------|------|-----------------|
| 1 | I prefer using medication to cope with students with ADHD when teaching them | 14(28.0) | 14(28.0) | 9(8.0) | 13(26.0) | 2.6 | 9 th |

| | | | | | | | |
|-------------------|---|----------|----------|----------|----------|-----|------------------|
| 2 | I prefer getting counseling therapy to cope with students with ADHD when teaching them | 18(36.0) | 16(32.0) | 11(22.0) | 5(10.0) | 2.9 | 6 th |
| 3 | I always listen to music and dance to cope with students with ADHD when teaching them | 14(28.0) | 18(36.0) | 13(26.0) | 5(10.0) | 2.8 | 8 th |
| 4 | I prefer being supported by family and friends to cope with students with ADHD when teaching | 20(40.0) | 21(26.0) | 8(16.0) | 1(2.0) | 3.2 | 1 st |
| 5 | I prefer taking part in training programs for personal development and resilience to cope with students with ADHD when teaching | 23(46.0) | 13(26.0) | 12(24.0) | 2(4.0) | 3.1 | 3 rd |
| 6 | I always use self controlling to cope with students with ADHD when teaching | 18(36.0) | 22(44.0) | 8(16.0) | 2(4.0) | 3.1 | 3 rd |
| 7 | I always seek social support to cope when teaching students with ADHD | 17(34.0) | 23(46.0) | 6(12.0) | 2(4.0) | 3.1 | 3 rd |
| 8 | I always use medication exercising to cope with students with ADHD when teaching them | 14(28.0) | 23(46.0) | 7(14.0) | 6(12.0) | 2.9 | 6 th |
| 9 | I always use self examination of life styles to cope when teaching students with ADHD | 16(32.0) | 29(58.0) | 4(8.0) | 1(2.0) | 3.2 | 1 st |
| 10 | I prefer isolation and reflection on solutions to cope with students with ADHD when teaching | 6(12.0) | 21(42.0) | 8(16.0) | 15(30.0) | 2.4 | 10 th |
| Weighted mean 2.9 | | | | | | | |

Table 1 showed the coping strategies teachers used when teaching students with attention deficit hyperactivity disorder in an inclusive classroom in Kwara State, Nigeria. The following shows the coping strategies teachers used when teaching students with ADHD in an inclusive classroom in Kwara State, Nigeria as follows: they prefer using medication to cope with students with ADHD when teaching them (2.6), they prefer getting counseling therapy to cope with students with ADHD when teaching them (2.9), they always listen to music and dance to cope with students with ADHD when teaching them (2.8), they agreed that getting support by the family and friend to cope with students with ADHD when teaching them (3.2), they prefer taking part in training programs for personal development and resilience to cope with students with ADHD when teaching students with ADHD (3.1), they always use self-control to cope when teaching students with ADHD(3.1), they always seek social support to cope when teaching students with ADHD(3.1), they always use medication, exercising to cope when teaching students with ADHD(2.9),they always use self examination of life styles to cope when teaching students with ADHD(3.2) and they do not prefer isolation and reflection on solutions to cope when teaching students with ADHD(2.4). weighted average was 2.9 which is greater than fixed mean 2.5 this shows that some of the items 1 to 9 are the coping strategies teachers used in teaching students with ADHD in an inclusive classroom in Kwara State, Nigeria, where self examination of life style, support from family, friends, training programs for personal development and resilience, self control and social support top the ranking.

Ho1: there is no significant difference between coping strategies used by male and female teachers teaching students with ADHD in an inclusive classroom in Kwara State, Nigeria.

Table 2: Summary if t test showing significant difference between coping strategies used by male and female teachers teaching students with ADHD in an inclusive classroom in Kwara State, Nigeria.

| Variable | Gender | N | Mean | St. Deviation | T cal | df | Sig | Decision |
|-------------------|--------|----|-------|---------------|-------|----|------|----------|
| Coping strategies | Male | 19 | 27.26 | 3.03 | 3.67 | 48 | 0.00 | Sig |
| | Female | 31 | 30.87 | 3.56 | | | | |

From table 2 showed the summary of t test result showing significant difference between coping strategies used by male and female teachers teaching student with ADHD in an inclusive classroom in Kwara State, Nigeria. It was revealed that male teachers had mean 27.26 and standard deviation 3.03 while female teachers had mean 30.87 and standard deviation 3.56, the T cal was 3.67, degree of freedom 48 and significant level 0.00 ($p < 0.05$). This implies that there was significant difference between coping strategies used by male and female teachers teaching students with ADHD in an inclusive classroom in Kwara State, Nigeria. Therefore, the null hypothesis that states that there was no significant difference between coping strategies used by male and female teachers teaching students with ADHD in an inclusive classroom in Kwara State was rejected.

Discussion

The first findings of this study revealed that coping strategies teacher used in teaching students with ADHD in an inclusive classroom in Kwara State, Nigeria, where self examination of life style, supports from families, friends, training programs for personal development and resilience, self control and social support. The reason for this is that teacher was able to cope and perform better with the strategies. The findings corroborates with that of Mapfumo, chisstoko and chireshe (2012), which revealed that low allowance, heavy workload, and shortage of teaching and learning aids are some of the coping strategies used by teachers in handling learners with ADHD.

The second findings shows that there was significant difference between coping strategies used by male and female teachers teaching students with ADHD in an inclusive classroom in Kwara State, Nigeria. This finding is contrary to that of Bibi, Kasmī, Chaundry & Erum, (2015) which revealed that there is no significant difference between the use of coping strategies among male and female teacher. Also, Gandapur, Qureshi, & Khan, (2013) does not support this findings, as it was revealed that there is no gender difference in using the strategies for coping by both male and female teachers.

Conclusion and Recommendation

Coping strategies is an effective strategies that have been done in many research studies to improve the coping skills of teachers teaching students with ADHD. In conclusion, the assessment of coping strategies used by teacher teaching student with ADHD cannot be overemphasized in enhancing coping strategies used by teachers' teaching students with ADHD in an inclusive classroom. It is important to note that coping strategies is effective in coping skills of teachers teaching student with ADHD in an inclusive classroom. Based on the findings, the study recommends that teachers should endeavor to manage stress through emotional support from family and friends

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