



## Special Teachers' Perception on Parental Partnership of ADHD Children

### KEYWORDS

Perception, ADHD, Parental Partnership, Special Teachers.

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**ABSTRACT** *This study is focused on Special Teachers' Perception on Parental partnership of ADHD children. Survey method has been employed to collect the data through questionnaire by adopting random sampling technique. 125 Special teachers working in special schools from Thiruvallur, Chennai and Kanchipuram districts of Tamilnadu, have been chosen as sample for the study. The objectives of the study is to analyze the special teachers' perception on Parental partnership of ADHD children and to assess the special teachers' perception on Parental partnership of ADHD children based on (i) Gender (ii) Type of management. To collect the data about Special Teachers' Perception on Parental partnership of ADHD children, a questionnaire has been developed and collected data from Special Teachers of Government, Government Aided and Private Special Schools. The findings of the study show that there is significant difference in special teachers' perception on Parental partnership of ADHD children with respect to their gender. There is no significant difference among the special teachers' perception on Parental partnership of ADHD children based on Type of management.*

### Introduction

Parents play a crucial role in children's educational success. Parental involvement and collaboration with teachers may lead to enhance the scholastic achievement. Parental involvement has the potential of producing positive outcomes among the children. Teachers benefit from learning about students through the eyes of the family which provides valuable information on how student's can be taught more appropriately and more effectively. The study has been undertaken to study about special teachers' perception of parents in partnering ADHD children. The special teachers' perception greatly provides the picture on parental partnership of ADHD children. This in turn helps the special teachers' to have an enhanced and thorough knowledge to guide ADHD children having behavioral problem.

### Statement of the problem

Special Teachers' Perception on Parental Partnership of ADHD children.

### Review of related literature

**Tejera, et al. (2009)** reported that despite its popularity in the general public little is known among parents about behavioral conditions in Latino children. ADHD in Puerto Rico is considered to have the highest prevalence rates (8 percent) among childhood psychiatric disorders. Puerto Rico use standardized rating scales to obtain information from teachers about a child's behavior at school. The teachers' role was seen as limited to identifying and referring children with ADHD. A sample consisting of 132 teachers residing in the San Juan, (Perto Rico) metropolitan area, who taught grades 1-12 were involved in a study that specifically looked at teacher's knowledge about ADHD (Tejera, Gonzalez, Ramirez et al. 2009). The results of the study indicate that 35 percent of teachers had received previous training about ADHD and 65 percent indicated that they had not received formal training but had attended conferences. Teachers were able to identify more severe forms of ADHD and were largely more tolerant of milder behavioral problems. Almost all teachers in the study were unable to suggest how they would effectively address intervention issues in their classroom. The researchers concluded that though addressing teacher belief systems

and perceptions of the disorder were not studied; prevailing cultural norms could have influenced results.

**Wilcox et al.,(2007)** aimed at analyzing the explanatory models employed by parents whose children have an ADHD diagnosis. It also addressed the relevance of the ADHD diagnostic construct in the Indian setting. Set in a community based center in Goa, this qualitative study used in-depth, semi-structured interviews on 24 parents of children who had an ADHD diagnosis. The key findings indicated that majority of referrals were related to problems in academic performance. Parents recognized that their child had difficulties but did not primarily consult with doctors. Most attributed their child's difficulties to learning and memory difficulties, models which emphasized either volitional or non-volitional nature of the condition or blamed themselves or their spouse. Most parents rejected the biomedical model that they were introduced to at the time of the diagnosis being conveyed to them. The study perceived the respondents' non-acceptance of the medical model as 'resistance' highlighting the polarized views on etiology that dominate ADHD research.

### Operational definition

#### Teachers' Perception:

Teachers' Perception, what teachers believe, may be a determining factor in the degree to which one engages in and successfully performs an activity.

#### Parental Partnership:

Parents who are interested in engaging more deeply with their kids' academics and other activities, and Kid's Teachers and school communities are said to have good involvement and partnership.

A Parenting style in which the needs and demands of the family and the homes are quite "child centered." In terms of the priorities and activities of the adults; education of children is outsourced, but parents are at least equal partners and pro activity involved beyond the call of the outsourcing.

#### ADHD Children:

According to the American Psychiatric Association (APA),

children with attention deficit- hyperactivity disorder show developmentally inappropriate degrees of inattention, impulsiveness, and hyperactivity.

**Need and significance of the study**

Every parent will bring a unique set of values, beliefs, attitudes and background to their children. Family-make up and organization can play an important role in determining how a parent is able to involve. Some parents have large extended families that can provide various kind of support. Most parent have embarked upon a long road to understand their child's condition and how best to meet their own child's needs. The parent who knows the child first and who knows the child best'.

Parental involvement, in almost any form, produces measurable gains in student's achievement and progress ". The concept of parental involvement with the student and the school is a vital one and can produce great rewards for all concerned. For the parents of ADHD children it is real necessity to provide support to their children.

Many parents of children with ADHD quickly become experts out of necessity and are eager to share what they have learned. They generally have read a number of books and articles or attended area support groups on ADHD, such as CHADD (Children and Adults with Attention Deficit Disorders). They can provide valuable resources to a teacher to help him or her better understand how to teach and bring up a child with ADHD. Hence, a study has been undertaken to analyze Special Teachers' Perception on Parental partnership of ADHD children.

**Objectives of the study:**

To analyze the special teachers' perception on Parental partnership of ADHD children.

To compare the male & female special teachers' perception on Parental partnership of ADHD children.

To find out special teachers' perception on Parental partnership of ADHD children based on their type of management.

**Hypotheses of the study:**

There is no significant difference in the male & female special teachers' perception on Parental partnership of ADHD children.

There is no significant difference in the special teachers' perception on Parental partnership of ADHD children based on type of management.

**Method of the study:**

Survey method has been employed in the study. 125 special teachers working in special schools, from Thiruvallur, Chennai and Kanchipuram districts of Tamil Nadu were selected as sample through random sampling technique. The sample distribution has been tabulated.

**Table.1.1**  
**Sample distribution**

TYPE OF MANAGEMENT			GENDER		TEACHING EXPERIENCE			
GOVT	GOVT. AIDED	PRIVATE	MALE	FEMALE	1-5 YEARS	6-10 YEARS	11-15 YEARS	15 YEARS ABOVE
48	21	56	33	92	61	39	9	16
125			125		125			

**Tool used for the study:**

Special Teachers' Perception on Parental partnership questionnaire which has been constructed was used to collect data from Special Teachers.

**Description of the tool:**

The questionnaire was constructed and validated by the investigator under the guidance and supervision of research guide. The questionnaire consists of 37 items under the following dimensions namely Parental Encouragement, Parents Interest towards Learning, Parental Involvement in school work, Parental Introspection, Special Teachers attitude towards Parents on a four point rating scale (Always, Often, Sometimes, Never).

**Pilot study:**

The pilot study was conducted for 50 special teachers to establish reliability and validity of the tool using split half method. The reliability of tool was found to be 0.93 using item total correlation method. Validity of the tool was found to be 0.96.

**Descriptive Analysis:**

**Table.1.2**  
**Level of Special teacher's perception on Parental partnership of ADHD children**

Variable	Level	N	Percentage
Special Teachers' perception	High	19	15%
	Moderate	74	59%
	Low	32	26%

It is inferred from the table 1.2, that the level of Parental partnership of ADHD children is moderate (59%).

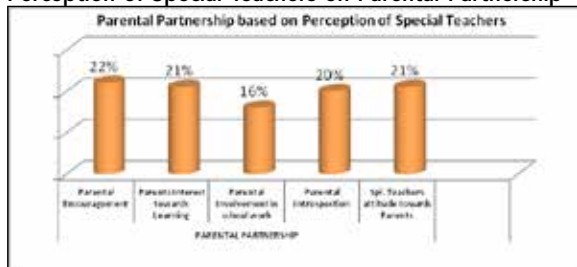
**Table 1.3**  
**Descriptive analysis for Teachers' perception on Parental partnership – Dimension wise.**

VARIABLE	DIMENSIONS OF SPECIAL TEACHERS' PERCEPTION	N	MEAN	S.D	PERCENTAGE
SPECIAL TEACHERS' PERCEPTION ON PARENTAL PARTNERSHIP	Parental Encouragement	125	24.85	4.4	22%
	Parents Interest towards Learning	125	23.92	4.13	21%
	Parental Involvement in school work	125	19.37	2.84	16%
	Parental Introspection	125	22.66	3.36	20%
	Special Teachers attitude towards Parents	125	24.01	3.43	21%
	<b>OVERALL</b>		125	114.83	13.65

**Ranking of Dimensions:** Parental encouragement comes First with 22% followed by Parents Interest towards Learning and Special Teachers attitude towards Parents with

21%. The dimension Parental Introspection has taken Third place with 20% and Parental Involvement in school work with 16% has been placed in Fourth ranking order.

**Figure .1**  
**Perception of Special Teachers on Parental Partnership**



**Inferential Analysis**

**Hypothesis: 1**

There is no significant difference in the male & female special teachers’ perception on Parental partnership of ADHD children.

**Table: 1.4**  
**Showing Special teacher’s perception on Parental partnership:Gender-wise**

Sub variable	Group	N	Mean	S.D	t Value	Level of significance
Gender	Male	33	109.94	15.41	2.45	0.05
	Female	92	116.59	12.6		

From the table 1.4, it is inferred that the calculated ‘t’value was found to be 2.45, which is greater than the table value 1.96. Therefore the null hypothesis is rejected. Hence it is concluded that there is a significant difference between male and female special teachers’ perception on Parental partnership of ADHD children. Female Special teachers’ perception on parental partnership of ADHD children is better, compared to male teachers.

**Hypothesis: 2**

There is no significant difference in the special teachers’ perception on Parental partnership of ADHD children based on type of management.

**Table.1.5**  
**Special teacher’s perception on Parental Partnership: Management-wise (Govt & Aided)**

Dimensions of perception	Type of management	N	Mean	Std. Deviation	t Value	L.O.S
Parental Encouragement	Govt	48	24.94	3.92	1.39	N.S
	Aided	21	26.43	4.5		
Parental interest towards learning	Govt	48	23.15	3.98	1.8	N.S
	Aided	21	25.05	4.19		
Parental involvement	Govt	48	19.13	2.81	0.24	N.S
	Aided	21	18.95	2.77		

Parental introspection	Govt	48	22.17	3.54	1.14	N.S
	Aided	21	23.19	3.2		
Special Teachers attitude towards parents	Govt	48	23.04	3.76	2.71*	0.05
	Aided	21	25.43	2.18		
Overall Parental Partnership	Govt	48	112.42	13.63	1.84	N.S
	Aided	21	119.04	14.09		

\*- indicates significant at 0.05 level.

From the table 1.5, it is inferred that the calculated ‘t’value was found to be 1.84 for overall Perception on Parental Partnership, which is lesser than the table value 1.96. Therefore the null hypothesis is accepted. Hence it is concluded that there is no significant difference between Government and Govt Aided school special teachers’ perception on Parental partnership of ADHD children.

From the above table it is inferred that for the dimensions Parental Encouragement, Parental interest towards learning, Parental involvement and Introspection, there exists no significant difference between Government and Aided school special teachers’ perception on Parental partnership of ADHD children.

For the dimension, Special Teachers attitude towards parents the t-value 2.71 which is significant at 0.05 level, hence it is concluded that there exists significant difference between Government and Aided school special teachers’ perception on Parental partnership of ADHD children for this dimension.

**Table.1.6**  
**Special teacher’s perception on Parental Partnership: Management-wise (Govt & Private)**

Dimensions of perception	Type of the management	N	Mean	Std. Deviation	t Value	L.O.S
Parental Encouragement	Govt	48	24.94	3.92	0.87	N.S
	Private	56	24.2	4.67		
Parental interest towards learning	Govt	48	23.15	3.98	1.26	N.S
	Private	56	24.16	4.19		
Parental involvement	Govt	48	19.13	2.81	1.11	N.S
	Private	56	19.75	2.91		
Parental introspection	Govt	48	22.17	3.54	1.09	N.S
	Private	56	22.89	3.27		
Special Teachers attitude towards parents	Govt	48	23.04	3.76	1.84	N.S
	Private	56	24.32	3.33		
Overall Parental Partnership	Govt	48	112.42	13.63	1.1	N.S
	Private	56	115.32	13.31		

From the table 1.6, it is inferred that the calculated 't' value was found to be 1.10, which is lesser than the table value 1.96. Therefore the null hypothesis is accepted. Hence it is concluded that there is no significant difference between Government and Private school special teachers' perception on Parental partnership of ADHD children.

**Table.1.7**  
**Special teacher's perception on Parental Partnership: Management-wise (Aided & Private)**

Dimensions of the perception	Type of the management	N	Mean	Std. Deviation	't' Value	L.O.S
Parental Encouragement	Aided	21	26.43	4.5	1.89	N.S
	Private	56	24.2	4.67		
Parental interest towards learning	Aided	21	25.05	4.19	0.83	N.S
	Private	56	24.16	4.19		
Parental involvement	Aided	21	18.95	2.77	1.09	N.S
	Private	56	19.75	2.91		
Parental introspection	Aided	21	23.19	3.2	0.36	N.S
	Private	56	22.89	3.27		
Spl. Teachers attitude towards parents	Aided	21	25.43	2.18	1.41	N.S
	Private	56	24.32	3.33		
Overall Parental Partnership	Aided	21	119.05	14.09	1.08	N.S
	Private	56	115.32	13.31		

From the table 1.7, it is inferred that the calculated 't' value was found to be 1.08, which is lesser than the table value 1.96. Therefore the null hypothesis is accepted. Hence it is concluded that there is no significant difference between Aided and Private school special teachers' perception on Parental partnership of ADHD children.

#### Findings of the study:

Based on the Perception of Special teachers on Parental partnership, it is inferred that Parental encouragement and Interest towards Learning has been preferred first and Introspection and Parental Involvement in school work has to be improved

Special teachers' perception on Parental partnership of ADHD children is moderate.

Male and female special teachers' differ significantly with respect to their perception on Parental partnership of ADHD children.

There is no significant difference among the special teachers perception on Parental partnership of ADHD children with respect to school management. Government, Government Aided and Private school Special Teachers' Perception mean value is found to be 112.42, 119.04 and 115.32 which shows that Aided school Special teachers' perception on Parental partnership of ADHD children is better than Government and Private school Special Teachers.

#### Educational Implications:

The study ensures the special teachers' perception provides the importance of parental partnership of ADHD children. Special teachers and parents must have good rapport. Since ADHD children need abundant care and

intervention strategies to overcome their academic difficulties and emotional disturbances. Teachers must have a close follow up of ADHD children along with parents in day to day activities. This will result in better behavioral modification of ADHD and improvement in academics.

#### Suggestions for further study:

A comparative study may be attempted by taking the perception of teachers on parental partnership of special and normal children.

Special teacher's perception on Parental partnership of ADHD can be analyzed by focusing on student teacher relationship.

The perception of special teachers can also be assessed for other variable like learning difficulties of ADHD children.

#### Conclusion:

The special teachers' perception on Parental partnership of ADHD children has been analyzed and found to be moderate. Special teachers' perception on Parental partnership of ADHD children can be enhanced by organizing various training sessions for Teachers and parents to bring up ADHD children as a responsible citizen.

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