Teachers’ accuracy in identifying ADHD status and their intended classroom management strategies for students with and without ADHD: a vignette study in South-Korea and Germany

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Background
The purpose of this study was to investigate Korean and German teachers’ accurate diagnosis and their intentions of using classroom management strategies (CMS) for the hypothetical student depicted in the vignette types.

Participants and procedure
Through a disproportional stratified sampling procedure, matched 264 Korean and 264 German teachers were distributed. Kos (2004)’ eight vignettes were slightly modified due to the different cultural background. SPSS 22.0 was used to analyze the data.

Results
Within a culture, 68.20% of Korean and 48.90% of German teachers were able to correctly identify attention deficit hyperactivity disorder (ADHD) status. Teachers in both countries intend to use emotional support the most, followed by proactive strategies. Across cultures, a significant difference was found between Korean and German teachers with regard to their accuracy in identifying students’ ADHD status. Korean teachers showed higher accuracy than German teachers. Significant differences between the two countries were also observed regarding teachers’ intentions of using corrective and proactive strategies. Korean teachers use more corrective strategies, and German teachers use more proactive strategies. Regarding emotional support, no significant differences were found between Korean and German teachers.

Conclusions
This study can be a preliminary resource for developing a specific CMS for students with ADHD for both countries. It is suggested that the current status of teachers’ specific CMS for students with ADHD should be investigated in order to develop more specialized CMS for these students. It is worth conducting a meta-analysis of this issue to assess the most effective CMS for students with ADHD in the classroom.