

The Impact of ClassDojo on Behavioral Problems Among Students with Attention-Deficit/Hyperactivity Disorder (ADHD) in Inclusive Classrooms: Evidence from an International School in Saudi Arabia

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Abstract:

This study aimed to investigate the effect of using ClassDojo in reducing behavioral problems among a sample of mainstreamed students with Attention-Deficit/Hyperactivity Disorder (ADHD) at an international school in Jeddah, Saudi Arabia. A quasi-experimental approach was adopted using a one-group pretest–posttest design. The sample consisted of 20 boys and girls aged 6–9 years. A behavioral observation checklist developed for the purposes of the study was used. It comprised 20 indicators distributed across four domains: aggressive behavior, oppositional behavior toward instructions, disruptive classroom behavior, and social interaction difficulties. ClassDojo was implemented over a six-week period through the recording of behavioral points and the provision of feedback within the classroom environment. Pre-intervention and post-intervention observation results were then compared.

The findings indicate a reduction in the targeted behaviors following the implementation of the program, supporting the potential use of ClassDojo as a supplementary tool for behavior management in inclusive classrooms.

Keywords: ClassDojo; Attention-Deficit/Hyperactivity Disorder (ADHD); behavioral problems; school inclusion.

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1. Introduction

The school inclusion of students with special educational needs has become a priority for educational institutions in pursuit of the principles of equality and equal opportunities. This includes children with Attention-Deficit/Hyperactivity Disorder (ADHD). However, this approach faces several challenges, including the emergence of behavioral difficulties that may hinder the education of these students in inclusive classrooms. In this context, it is important to investigate the effectiveness of technological tools and programs, such as ClassDojo, in supporting the behavior of mainstreamed children and reducing behavioral difficulties that may impede learning or affect their social interaction within the school environment.

ClassDojo supports classroom behavior management and communication between educational staff and families. It was first introduced in 2011 as an educational technology tool designed to support positive discipline and enhance learner motivation. The application is based on a digital points system through which teachers award points to students for desirable behaviors, such as participating in classroom activities, cooperating with classmates, completing tasks, maintaining classroom discipline, and showing respect for teachers and peers. Points may also be deducted when undesirable behaviors occur, such as interrupting lessons or failing to follow classroom rules. These points are displayed immediately on a visible screen through cartoon characters representing individual students. This feature facilitates immediate feedback and may motivate students to comply with classroom rules (Williamson & Piattoeva, 2020). The points are also displayed directly to parents or guardians.

The program links behavior to clearly defined criteria, such as participation in activities, cooperation with peers, task completion, and respect for classroom rules. Teachers can use this mechanism to reinforce desirable behaviors and monitor behaviors requiring additional support. This may help students better understand behavioral expectations and contribute to a more organized classroom environment. Nevertheless, the benefits of the platform depend on how it is implemented, the clarity of the criteria used, the extent to which individual differences are taken into account, and the protection of students' privacy.

Some studies have examined the use of ClassDojo in classroom management, the promotion of positive behavior, and communication between schools and families. Other studies have discussed critical issues associated with digitally recording behavior and the implications for monitoring and discipline within educational settings. This divergence highlights the importance of examining the program in

specific educational contexts rather than assuming that it is universally or equally effective for all student groups.

Accordingly, the present study seeks to examine changes in the level of behavioral problems among a sample of mainstreamed students with ADHD at an international school in Jeddah by comparing behavioral observation results before and after the implementation of ClassDojo. The study aims to contribute to the academic discussion on the use of digital support tools for behavior management in inclusive classrooms, while taking into account the limitations of the research design employed.

2. Problem

Inclusive education aims to ensure equitable learning opportunities for all students by providing instruction within shared classroom environments that accommodate diverse learning needs. Achieving this goal, however, depends largely on teachers' ability to implement effective classroom behavior management practices, particularly when teaching students with Attention-Deficit/Hyperactivity Disorder (ADHD). Students with ADHD often experience persistent difficulties in sustaining attention, regulating their behavior, and controlling impulsive responses. Consequently, they may exhibit a range of challenging classroom behaviors, including noncompliance with teacher instructions, disruptive conduct, limited social interaction, and, in some cases, oppositional or aggressive behaviors. Such behaviors can disrupt the learning environment and hinder the effectiveness of instruction in inclusive classrooms.

A substantial body of research has identified classroom behavior management interventions as evidence-based practices for supporting students with ADHD. For instance, Al-Salaymeh and Altawalbeh (2023) examined the effectiveness of the ClassDojo application in improving the behavior of elementary school students in private schools in Jordan using a quasi-experimental design. Their findings demonstrated that the application significantly increased positive behaviors while reducing negative behaviors, highlighting its effectiveness as a classroom management tool for fostering a more positive learning environment (Al-Salaymeh & Altawalbeh, 2023, p. 290). MacLean-Blevins and Muilenburg (2013) suggested that ClassDojo promotes students' self-regulation by providing immediate reinforcement for appropriate behaviors. Similarly, Krach, McCreery, and Rimel (2017) reported that ClassDojo enables teachers to monitor, document, and manage student behavior more systematically and efficiently than traditional classroom management methods. Other studies have also indicated that the application can be incorporated into behavioral reinforcement strategies to increase classroom engagement and improve students' behavioral outcomes. In addition, Bahçeci (2019) investigated the

impact of ClassDojo on enhancing communication and interaction among teachers, students, and parents. Implemented over one academic semester, the study employed questionnaires for teachers, students, and parents, together with semi-structured interviews with students. The findings showed that ClassDojo promoted positive student behaviors, strengthened parental involvement in monitoring students' learning, and was perceived by participants as an effective tool for improving classroom management and school–home communication.

Despite these encouraging findings, existing research on ClassDojo has primarily focused on students in general education settings or on heterogeneous groups of students with special educational needs. Consequently, empirical evidence regarding its effectiveness for students with ADHD in inclusive classrooms remains limited. Furthermore, little is known about the effectiveness of this digital behavior management tool across different educational contexts, particularly within the Saudi educational system.

Given this research gap, further investigation is warranted to determine whether ClassDojo is effective in reducing disruptive behaviors among students with ADHD in inclusive classrooms. Accordingly, the present study examines the effectiveness of the ClassDojo application in reducing behavioral problems among students with ADHD in inclusive settings. By providing empirical evidence on the use of digital behavior management tools, this study seeks to contribute to improving inclusive educational practices and supporting the development of more structured, responsive, and effective classroom environments.

Does the use of an interactive digital platform such as ClassDojo contribute to reducing disruptive behaviors among students with Attention-Deficit/Hyperactivity Disorder (ADHD) in inclusive classrooms?

3. Hypotheses

3.1. General Hypothesis

There are statistically significant differences between participants' scores on the behavioral observation checklist before and after the implementation of ClassDojo, in favor of the post-intervention measurement.

3.2. Sub-hypotheses

1. There are statistically significant differences between participants' pre- and post-measurement scores in the **aggressive behavior** domain, in favor of the post-measurement.

2. There are statistically significant differences between participants' pre- and post-measurement scores in the **oppositional behavior toward instructions** domain, in favor of the post-measurement.
3. There are statistically significant differences between participants' pre- and post-measurement scores in the **disruptive classroom behavior** domain, in favor of the post-measurement.
4. There are statistically significant differences between participants' pre- and post-measurement scores in the **social interaction difficulties** domain, in favor of the post-measurement.

4. Study Objective

This study aims to identify changes in the level of behavioral problems among students with Attention-Deficit/Hyperactivity Disorder (ADHD) in inclusive classrooms following the implementation of ClassDojo at an international school in Jeddah, Saudi Arabia.

5. Significance of the Study

5.1. Theoretical Significance

The theoretical significance of this study lies in the following:

- Contributing to Arabic-language literature on the use of digital tools to manage behavioral problems among students with ADHD.
- Highlighting the use of positive reinforcement and digital feedback in inclusive educational environments.

5.2. Practical Significance

The practical significance of this study lies in the following:

- Providing practical indicators regarding the potential use of ClassDojo as a supplementary tool for monitoring targeted behaviors in inclusive classrooms.
- Helping teachers consider more structured approaches to defining behavioral expectations and monitoring students' responses.
- Highlighting the importance of training teachers to use digital tools within an integrated behavior-management plan that takes individual student needs into account.

6. Definition of Key Concepts

6.1. ClassDojo Application

ClassDojo is a digital classroom-management platform used to reinforce positive behaviors, provide immediate feedback, and facilitate communication among teachers, students, and parents. The application enables teachers to reinforce desirable behaviors through a points-based system, document behaviors requiring improvement, and share performance reports with parents, thereby supporting classroom management and student engagement in the educational process (MacLean-Blevins, 2013; Krach, McCreery, & Rimel, 2017).

ClassDojo provides several educational functions that contribute to classroom management and the promotion of positive behavior. Teachers can award positive points for behaviors such as following classroom rules, active participation, cooperation, and task completion. They can also record negative points for undesirable behaviors. Each student's profile includes a daily record of positive and negative behaviors, allowing teachers, students, and parents to monitor behavior over time and make decisions based on documented information.

The application also provides direct communication channels between school and family, strengthening the partnership between them. This enables parents to participate more actively in monitoring their children's progress and supporting behavioral change and academic and behavioral development.

Operational definition of the effect of ClassDojo: In this study, the effect of ClassDojo refers to the extent of change in participants' scores on the behavioral observation checklist between the pre- and post-measurements following at least six weeks of using the application. The direction of change is determined by comparing the total score and the scores across the four behavioral domains, based on the statistical test used.

6.2. Attention-Deficit/Hyperactivity Disorder (ADHD)

The American Psychiatric Association (2013) defines Attention-Deficit/Hyperactivity Disorder (ADHD) as a persistent pattern of inattention and/or hyperactivity-impulsivity that is inconsistent with an individual's developmental level and causes significant difficulties in academic, social, or occupational functioning.

ADHD is commonly described in three presentations:

- **Predominantly inattentive presentation:** Characterized by behaviors such as daydreaming, difficulty maintaining focus, and forgetfulness.
- **Predominantly hyperactive/impulsive presentation:** Characterized by excessive movement, interrupting others, and difficulty remaining in one place.
- **Combined presentation:** Characterized by symptoms of both inattention and hyperactivity-impulsivity.

Students with ADHD in inclusive classrooms: Students with ADHD may experience challenges in academic and social inclusion. These challenges may include difficulty following classroom rules and procedures, being distracted by environmental stimuli, weaknesses in self-regulation and time management, and difficulty sustaining attention. Impulsive behaviors may also occur, such as interrupting teachers or peers, answering before a question has been completed, and having difficulty waiting for one's turn.

Some students may exhibit disruptive or aggressive behaviors that affect learning and classroom interactions. Addressing these challenges requires evidence-based strategies tailored to each student's individual needs.

6.3. Disruptive Behaviors

Disruptive behaviors are recurring maladaptive behavior patterns that interfere with teaching and learning and negatively affect the classroom environment. They may include physical or verbal aggression, repeated interruptions, failure to comply with classroom rules, and failure to complete tasks or withdrawing from activities prematurely. These behaviors present challenges for teachers in inclusive classrooms because they may interfere with classroom management and positive interactions (Barkley, 2015).

Operational definition of behavioral problems in this study: In this study, behavioral problems refer to behaviors that may impede students' participation in learning activities or negatively affect classroom organization and interaction. They are assessed across four domains:

- **Aggressive behavior:** Verbal or physical aggressive behaviors observed through the indicators specified in the checklist.
- **Oppositional behavior toward instructions:** Refusal to follow instructions or failure to comply with directions and classroom rules.

- **Disruptive classroom behavior:** Behaviors that interrupt instructional activities, such as repeated interruptions or distracting behaviors, as specified by the instrument's indicators.
- **Social interaction difficulties:** Observed behaviors indicating difficulties in interacting appropriately with teachers and peers, according to the checklist indicators.

These behaviors are measured using the behavioral observation checklist administered before and after the intervention. Higher scores indicate a greater frequency of the targeted problem behaviors.

6.4. School Inclusion

Inclusive education is an educational approach that seeks to ensure that students with special educational needs are educated in regular classrooms alongside their peers, with the accommodations, support, and services necessary for active participation and learning in a comprehensive and equitable environment (UNESCO, 2020).

7. Materials and Methods

7.1. Research Method and Design

The present study adopted a quasi-experimental approach using a one-group pretest–posttest design. This design was used to examine changes in behavioral problems among students with Attention-Deficit/Hyperactivity Disorder (ADHD) in inclusive classrooms following the implementation of ClassDojo.

The study involved measuring the targeted behaviors before and after the intervention and comparing the results to identify changes in the participants' behavioral observation checklist scores.

7.2. Study Sample

The study sample consisted of 20 boys and girls aged 6–9 years with Attention-Deficit/Hyperactivity Disorder (ADHD), enrolled at an international school in Jeddah, Saudi Arabia.

7.3. Study Procedures

The study was conducted through the following procedures:

- **Preparation:** The behavioral observation checklist was developed by identifying the behavioral domains and indicators to be monitored. The procedures for implementing the intervention and observing the targeted behaviors were also prepared.

- **Pre-intervention measurement:** The participants' behaviors were observed for 15 days before the intervention. The behavioral observation checklist was used to record the frequency of the targeted behaviors during this period.
- **Implementation of the intervention:** ClassDojo was used regularly in the classroom over a period of six weeks. Behavioral points and feedback were provided in accordance with the application's mechanism and the targeted behaviors.
- **Post-intervention measurement:** Following the intervention, the same behavioral observation checklist was administered again to assess the targeted behaviors using the same measurement procedure.
- **Data analysis:** The pre- and post-intervention scores were collected and analyzed. The means of the total scores and the scores for the four behavioral domains were calculated, and the Wilcoxon signed-rank test for related samples was used to examine differences between the two measurements.

7.4. Study Instrument

The study instrument was a behavioral observation checklist developed specifically for this study to assess behavioral problems among students with ADHD in inclusive classrooms.

7.4.1. Checklist Structure

The checklist consisted of 20 behavioral indicators distributed equally across four domains, with five indicators assigned to each domain:

- Aggressive behavior.
- Oppositional behavior toward instructions.
- Disruptive classroom behavior.
- Social interaction difficulties.

7.4.2. Content Validity

The initial version of the checklist was presented to four expert judges to assess the suitability and clarity of its indicators. The wording of the indicators was subsequently adjusted in accordance with their feedback.

7.4.3. Scoring System

The checklist consisted of 20 items, each rated on a five-point scale ranging from 0 to 4, as follows:

Never: 0 - Rarely: 1 - Sometimes: 2 - Often: 3 - Always: 4

Each behavioral domain had a possible score ranging from 0 to 20, while the total checklist score ranged from 0 to 80. Higher scores indicated a greater frequency of the targeted problem behaviors.

7.4.4. Administration of the Instrument

The same behavioral observation checklist was administered before and after the intervention. The school psychologist observed the participants and completed the checklist at both measurement points, while teachers implemented ClassDojo and recorded behavioral points during the intervention period.

7.5. Implementation of the Intervention

ClassDojo was used as a supplementary digital tool to support classroom behavior management. The application's points system and feedback mechanisms were used to monitor and respond to the targeted behaviors.

Positive points were awarded for desirable behaviors, such as following instructions and participating in classroom activities, in accordance with the intervention procedures. Undesirable behaviors were also recorded according to the specified criteria.

The participants' behavioral observation checklist scores before and after the intervention were then compared to identify changes in the four behavioral domains and in the overall level of targeted behavioral problems.

8. Analysis of Results

8.1. Results of the General Hypothesis Test

The general hypothesis states that there are statistically significant differences between the participants' scores on the pre- and post-measurements of the behavioral disorders' observation checklist, in favor of the post-measurement, following the implementation of the ClassDojo program.

To test this hypothesis, the Wilcoxon Signed-Rank Test for related samples was used to compare the participants' scores on the pre- and post-measurements.

The results showed that the mean total score decreased from 54.60 in the pre-measurement to 17.95 in the post-measurement, representing a mean difference of 36.65 points. According to the statistical results reported in the analysis, the difference between the two measurements was statistically significant ($p < .001$), in favor of the post-measurement.

This finding indicates a reduction in the level of the targeted behaviors among the participants following the implementation of the program, thereby supporting the general hypothesis of the study. However, this reduction should be interpreted in light of the quasi-experimental design employed, which did not include a control group that would allow the effect of the program to be isolated from other factors that may have influenced behavior.

8.2. Results of the Sub-Hypotheses

8.2.1. Results of the First Sub-Hypothesis: Aggressive Behavior

The first sub-hypothesis states that there are statistically significant differences between the participants' scores in the aggressive behavior domain on the pre- and post-measurements, in favor of the post-measurement.

The results showed that the mean score for aggressive behavior decreased from 10.20 in the pre-measurement to 3.05 in the post-measurement, representing a mean difference of 7.15 points. According to the statistical analysis reported in the study, the difference was statistically significant ($p < .001$).

This finding indicates a reduction in the observed aggressive behavior scores following the implementation of the program, thereby supporting the first sub-hypothesis.

8.2.2. Results of the Second Sub-Hypothesis: Oppositional Behavior Toward Instructions

The second sub-hypothesis states that there are statistically significant differences between the participants' scores in the oppositional behavior toward instructions domain on the pre- and post-measurements, in favor of the post-measurement.

The mean score for this domain decreased from 13.60 in the pre-measurement to 7.20 in the post-measurement, representing a mean difference of 6.40 points. The statistical results reported in the study indicated a statistically significant difference ($p < .001$).

This finding indicates a reduction in oppositional behavior toward instructions following the implementation of the program, thereby supporting the second sub-hypothesis.

8.2.3. Results of the Third Sub-Hypothesis: Disruptive Classroom Behavior

The third sub-hypothesis states that there are statistically significant differences between the participants' scores in the disruptive classroom behavior domain on the pre- and post-measurements, in favor of the post-measurement.

The results showed that the mean score for this domain decreased from 16.95 in the pre-measurement to 2.60 in the post-measurement, representing a mean difference of 14.35 points. According to the statistical results reported in the study, the difference was statistically significant ($p < .001$).

This decrease indicates a reduction in scores for behaviors that interfere with the organization of classroom activities, as assessed by the indicators in the checklist used, thereby supporting the third sub-hypothesis.

8.2.4. Results of the Fourth Sub-Hypothesis: Social Interaction Difficulties

The fourth sub-hypothesis states that there are statistically significant differences between the participants' scores in the social interaction difficulties domain on the pre- and post-measurements, in favor of the post-measurement.

The mean score for social interaction difficulties decreased from 13.85 in the pre-measurement to 5.10 in the post-measurement, representing a mean difference of 8.75 points. The statistical results reported in the study indicated a statistically significant difference ($p < .001$).

This finding indicates a reduction in the observed social interaction difficulties scores following the implementation of the program, thereby supporting the fourth sub-hypothesis.

9. Discussion of the Results

The study aimed to identify the impact of using the ClassDojo program on reducing behavioral disorders among a sample of mainstreamed students with Attention-Deficit/Hyperactivity Disorder (ADHD) at an international school in Saudi Arabia. The results showed a decrease in the mean scores of the targeted behaviors between the pre- and post-measurements, both in the total score on the behavioral observation checklist and across its four domains: aggressive behavior, oppositional behavior and noncompliance with instructions, disruptive classroom behaviors, and social interaction difficulties.

This suggests that ClassDojo can be considered an effective tool for classroom behavior management and for encouraging children with ADHD to comply with classroom rules.

Negative behaviors, including interrupting the teacher, walking around the classroom, and causing disruption, decreased, while positive behaviors such as participation, attention, and compliance with instructions increased noticeably. These results can be interpreted in light of behavioral learning theory, which emphasizes that immediate and continuous reinforcement of desired behavior, as provided by ClassDojo's mechanisms, increases the likelihood that such behavior will recur.

Williamson & Piattoeva (2020) supported this finding by indicating that ClassDojo is used as a monitoring and motivational tool that promotes students' self-regulation and supports their adaptation to the classroom environment. Manolev &all (2019) also indicated that the application enables teachers to monitor behavior in real time and increases learners' awareness of their behavioral responsibilities, which was reflected positively in reducing disruptive behaviors.

Similarly, Koole et al. (2022) found that digital reinforcement programs based on immediate feedback lead to noticeable improvements in attention and classroom participation among children with ADHD. Thus, the findings of the present study are consistent with previous literature, highlighting the practical value of ClassDojo as a technological tool that supports behavior management in inclusive school environments. This may be because displaying behavioral points to mainstreamed students contributes to increasing their awareness of their own behavior (self-monitoring), particularly if parents participate in reinforcing the positive behaviors displayed to them through the ClassDojo application at home. This may support behavioral change across two environments: school and home.

The study findings also showed that the use of the ClassDojo platform contributed to reducing disruptive behaviors among students with ADHD. Indicators of aggression, excessive movement in the classroom, interrupting teachers and peers, distractibility and lack of concentration, and failure to respect classroom rules decreased.

This finding may be explained by the platform's reliance on immediate positive reinforcement. Students receive immediate feedback about their behavior, which increases the likelihood of desired behaviors recurring and limits undesirable behaviors. In addition, clear behavioral assessment criteria and continuous monitoring help students gradually regulate their behavior and comply with classroom rules.

These findings can also be interpreted in light of Albert Bandura's social learning theory, which emphasizes that learning occurs not only through direct reinforcement but also through observing others' behavior and its consequences. In a classroom environment that uses ClassDojo, students continually observe their peers receiving points and rewards for complying with classroom rules or participating positively. This may motivate them to imitate those behaviors in order to receive similar reinforcement. Therefore, observational learning, alongside positive reinforcement, may contribute to the spread of desirable behaviors within the classroom and the reduction of disruptive behaviors.

The reduction in aggression may also be explained by the reinforcement of positive social behaviors, which provides appropriate alternatives for interacting with peers and teachers and may reduce

the need to engage in aggressive behavior. The decrease in excessive movement in the classroom may be associated with clear behavioral expectations and immediate feedback, which can help students, particularly those with ADHD, gradually regulate their behavior.

Regarding the reduction in interrupting teachers and peers, the reinforcement system may have encouraged students to follow conversational rules and wait for their turns. Meanwhile, continuous feedback may have helped reduce distractibility and lack of concentration by directing students' attention toward the learning task and maintaining their participation. The reduction in failure to respect classroom rules also reflects the potential effect of consistently linking compliance with rules to reinforcement, thereby promoting students' self-regulation.

These findings are consistent with the study by Bahçeci (2019), which indicated that using ClassDojo contributed to improving classroom management, enhancing students' motivation, and strengthening communication between schools and parents, with positive implications for students' behavior in the classroom environment.

The findings are also consistent with the study by AL-Salaymeh and Altawalbeh (2023), which concluded that using ClassDojo contributed to improving the behavior of elementary-school students and reducing undesirable behaviors. These findings highlight the platform as an effective digital tool for behavior modification and for creating a more organized and positive classroom environment.

10. Conclusion

This study shows that the use of ClassDojo is associated with a notable reduction in disruptive behaviors among mainstreamed students with ADHD. This suggests the potential effectiveness of digital reinforcement tools as part of classroom behavior-management strategies.

11. Practical Recommendations

In light of the study's findings and limitations, the following recommendations can be made:

- Using digital tools in a structured educational manner: Encourage teachers to use behavioral monitoring platforms, such as ClassDojo, within clear plans that include observable objectives and specific indicators for monitoring progress.
- Linking reinforcement to individualized goals: Identify targeted behaviors for each student according to their individual needs and developmental and educational levels, while avoiding the use of a uniform system that does not account for individual differences.

- Training teachers: Organize training programs on positive reinforcement strategies, behavior management, instructional adaptation, and the ethical and effective use of digital tools.
- Strengthening collaboration among educational team members: Encourage cooperation between general education teachers, special education teachers, and specialists, and facilitate the exchange of necessary information for behavioral monitoring and the planning of appropriate interventions.
- Involving families when appropriate: Make use of the communication features provided by the platform to support consistency between school and home, while considering the child's privacy and family circumstances and avoiding the assumption that digital communication alone guarantees effective family involvement.
- Addressing ethical considerations: Ensure the confidentiality of behavioral data, avoid using such data to stigmatize students or compare them in educationally inappropriate ways, and provide feedback in a manner that preserves students' dignity and encourages their progress.
- Improving measurement instruments: Use observation checklists for which appropriate evidence of validity and reliability is available, train observers in their administration, and draw on more than one source of information whenever possible.

12. Study Limitations and Suggestions for Future Research

The findings of this study should be interpreted in light of several methodological limitations:

- Sample size and scope: The study was limited to 20 boys and girls from a single international school in Jeddah, which limits the generalizability of the findings to other schools, educational stages, and contexts.
- Research design: The study employed a one-group pretest–posttest design without a control group. This limits the ability to isolate the effect of the program from other factors that may have occurred during the implementation period.
- Measurement instrument: The study used an observation checklist developed for its purposes. The initial version was reviewed by four expert judges, and its wording was revised in accordance with their feedback. However, no reliability coefficient was calculated for the instrument. This calls for caution when interpreting the findings and highlights the need to examine the instrument's psychometric properties in future studies.

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