



## ASSESSMENT OF THE LEVEL OF KNOWLEDGE REGARDING ATTENTION DEFICIT HYPERACTIVITY DISORDER AMONG SCHOOL TEACHERS

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### INTRODUCTION

Attention deficit hyperactivity disorder (ADHD) is a medical condition characterized by difficulties with inattention, hyperactivity and impulsivity. Attention deficit hyperactivity disorder can have a profound effect on a person's quality of life. Children and adolescent with the disorder often have difficulties with **socialization, school performance and behaviour**. Boys are 2-3 times more likely to be diagnosed than girls. Children whose parents have type 1 diabetes face a 29% higher risk of being diagnosed with ADHD according to new research.

5.1 million Children (8.8% or in 1 in 11) of this age group (**4-7 years**) have a current diagnosis of ADHD. The attention deficit hyperactivity disorder child's school success is often dependent on his or her ability to attend to tasks and teacher and classroom expectations with **minimal distraction**.

When a child exhibits behaviours associated with attention deficit hyperactivity disorder, consequences may include **difficulties with school and with forming relationships with his or her peers**.

The teacher must be firmly in control of the class, while being a sympathetic and warm person. ADHD children generally are very **emotional and loving**. They respond well to praise and individual attention. Negative attitudes can be very harmful, particularly to a child with already **low self esteem**.

Small class size is beneficial for these children as they offer less distraction, allowing them a better opportunity to build relationship with their peers and the teacher.

### Need For the Study

**Sharma (2013)** conducted a study to assess the knowledge regarding ADHD among primary school teachers. The results showed that (13.7%) of teachers were having knowledge about ADHD. (33.3%) teachers were with inadequate knowledge and (8.7%) teachers were with moderate knowledge regarding this aspect. Almost negligible (1.4%) of the teachers had ever heard about ADHD. The knowledge of the primary school

teachers regarding ADHD is very poor and need to be improved.

**Venkat J (2013)** conducted a study of prevalence of attention deficit hyperactivity disorder in primary school children. The results showed that the prevalence of ADHD among primary school children was found to be 11.32%. Prevalence was found to be higher among the males (66.7%) as compared to that of female (33.3%).

### METHODOLOGY

A descriptive explorative design was adopted to assess the knowledge regarding attention deficit hyperactivity among school teachers. in selected school teachers in guduvancheri, kanchipuram district, Tamilnadu. Official permission was obtained from the school authority. The tool used for the data collection consisted of two parts: Part I: Demographic variables and Part II: which is to assess the knowledge on ADHD among the school teachers by structured questionnaire. It consists of 25 multiple choice questions. Validity of the tool was confirmed by consultations and guidance from experts which involved 50 school teachers who fulfill the inclusion criteria were selected using non probability convenient sampling technique. The scoring of the key Inadequate knowledge >50 Moderately adequate knowledge 51-70 and Adequate knowledge >70. The written consent was obtained from the teachers. The collected data was tabulated and analyzed using both descriptive and inferential statistics.

## RESULTS

Table 1: frequency and percentage distribution of demographic variables among school teacher.

S. No.	Demographic Variables	Teachers(n)	Percentage (%)	
1	Age in years	< 25	5	10
		26 - 30	10	20
		33 - 35	8	16
		> 40	27	54
2	Gender	Male	4	8
		<b>Female</b>	<b>46</b>	<b>92</b>
3	Religion	Hindu	46	92
		Muslim	2	4
		Christian	2	4
		Others	0	0
4	Educational Status	Illiterate	0	0
		Middle School Certificate	0	0
		High School Certificate	0	0
		<b>Graduate or Post Graduate</b>	<b>48</b>	<b>96</b>
		Profession of Honour	2	4
5	Monthly Income	Rs.1590 - Rs.4726	0	0
		Rs.4727 - Rs.7877	1	1
		<b>Rs.7878 - Rs.11876</b>	<b>20</b>	<b>40</b>
		Rs.11877 - Rs.15753	10	10
		Rs.15754 - 31506	9	18
		>Rs. 31507	10	20
6	Teaching Experience	1-3 Years	7	14
		<b>4-7 Years</b>	<b>12</b>	<b>24</b>
		8-12 Years	11	22
		> 12 years	20	40
7	Is there any previous knowledge on ADHD	Yes	0	0
		<b>No</b>	<b>50</b>	<b>100</b>

Table 2: frequency and percentage distribution of level of knowledge on attention deficit hyperactivity disorder among school teachers N=50.

S. No	Level of Knowledge Regarding ADHD	No. of Teachers (n)	Percentage distribution (100%)
1	Inadequate Knowledge	33	66
2	Moderately Adequate Knowledge	17	34
3	Adequate Knowledge	0	0

Table 3: association of knowledge on adhd among school teachers with their demographic variables.

S. no.	Demographic Variables	Level of Knowledge regarding ADHD		Chi-Square Value	DF	P-Value	
		Inadequate Knowledge	Moderately Adequate Knowledge				
1	Age in years	< 25	5	0	6.146	3	0.105
		26 - 30	8	2			
		33 - 35	6	2			
		> 40	<b>14</b>	<b>13</b>			
2	Gender	Male	3	1	0.157	1	0.692
		<b>Female</b>	<b>30</b>	<b>16</b>			
3	Religion	<b>Hindu</b>	<b>31</b>	<b>15</b>	0.496	2	0.780
		Muslim	1	1			
		Christian	1	1			
4	Educational Status	<b>Graduate or Post Graduate</b>	<b>33</b>	<b>15</b>	4.044	1	<b>0.044*</b>

		Profession of Honour	0	2			
5	Monthly Income	Rs.4727 - Rs.7877	0	1	2.738	4	0.603
		Rs.7878 - Rs.11876	13	7			
		Rs.11877 - Rs.15753	6	4			
		Rs.15754 - 31506	7	2			
		>Rs. 31507	7	3			
6	Teaching Experience	1-3 Years	6	1	1.867	3	0.601
		4-7 Years	8	4			
		8-12 Years	6	5			
		> 12 years	13	7			

## DISCUSSION

Regarding the age, most of the 27(54%) were in the age group of below 40 years, 10(20%) were in the age group of 26 -30; 8(16%) were in the group of 33-3 ; 5(10%) were in the age group .Considering the gender male 4(8%), female 46(92%). Considering the religion 46(92%) were Hindu, 2(4%) were Christians, 2(4%) were Muslims, none of them were other. Considering the educational status, none of them were illiterate, none of them were middle school certificate; none of them were high school certificate; 8(96%) were graduate or post graduate, 2(4%) were professional honour. Regarding monthly income 7(14%) were Rs 1590-4726, 1(2%) were Rs 4727-7877, 20(40%) were Rs 7878-11876, 10(20%) were Rs 11877-15753, 9(18%) were Rs 15754-31506. Regarding the teaching experience 7(14%) were 1-3 years, 12(24%) were 4-7 years, 11(22%) were 8-12 years, 20(40%) were less than 12 years. Considering the previous knowledge on ADHD all 50(100%) were not having any previous knowledge on ADHD.

The findings depicted that, majority 33(66%) school teachers had inadequate knowledge among ADHD, 17(34%) had moderately adequate knowledge and none of them had adequate knowledge among ADHD.

The results revealed that there was significant association found between knowledge on ADHD among school teachers with educational status ( $p=0.044$ ) but there was no significant association found between knowledge on ADHD among school teachers with other demographic variables such as age, gender, religion, monthly income and teaching experience. The results revealed that there was significant association found between knowledge on ADHD among school teachers with educational status but there was no significant association found between knowledge on ADHD among school teachers with other demographic variables such as age, gender, religion, monthly income and teaching experience.

Hence the hypothesis (Ho1) "There is no significant association between the level of knowledge regarding the attention deficit hyperactivity disorder among school teachers with their demographic variables" was rejected for educational status and accepted for other variables

## CONCLUSION

The present study results concluded that majority of the school teachers 33(66%) had inadequate knowledge among ADHD, 17(34%) had moderately adequate knowledge and no one had adequate knowledge among ADHD.

Teachers indicated that they had very little or no training in ADHD and the management. The teacher had inaccurate about this serious disorder can lead teacher making inaccurate referrals, giving incorrect advice to parents and failing to address the disorder effectively in the classroom.

### Nursing Implication

This section of the research report focuses on nursing implication, which includes specific suggestion for nursing practice, nursing education, nursing administration and nursing research.

The present study has implicated on nursing education in focusing attention on nurse's involvement in giving health education for changing the knowledge regarding ADHD among school teachers.

The study can bring an improvement in the knowledge regarding ADHD of school teachers.

Recent trends in nursing show that nurses play vital role in changing in the knowledge towards ADHD among school teachers by giving more information regarding ADHD.

### Nursing Administration

- Conduct in-service education program on developing the knowledge regarding ADHD.
- Arrange and conduct workshops, conferences, seminars, on ADHD.
- Provide opportunity for nurses to attend the training programs on ADHD.

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