

# ASSESS THE KNOWLEDGE ON ATTENTION DEFICIT HYPERACTIVITY DISORDER AMONG PRIMARY SCHOOL TEACHERS

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**ABSTRACT-** Attention Deficit Hyperactivity Disorder is a childhood developmental disorder. It is a persistent pattern of inattention, hyperactivity or impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development. The objectives of the study are to assess the level of knowledge regarding attention deficit hyperactivity disorder among Government Primary School Teacher and to associate the level of knowledge on Attention Deficit Hyperactivity Disorder with the selected demographic variables among Government Primary School Teachers. Descriptive design was adopted for the study. Convenient sampling technique was used to select the 60 Government Primary School Teachers. The data was collected, organized and analyzed in term of descriptive statistics and inferential statistics. The study results show that among 60 primary school teachers, 70% were female teachers, with respect to their age 33.3% belongs to both 31-40 years and 41-50 years, 86.6% were graduated B.Ed., 46.6% having teaching experience of above 15 years. Out of 60 samples 32(53.3%) had inadequate knowledge, 16(26.6%) had moderate level of knowledge and 12(20%) had adequate level of knowledge regarding Attention deficit Hyperactivity Disorder. The study findings suggest that majority of primary school teachers working in Government Schools had inadequate knowledge regarding Attention Deficit Hyperactivity Disorder and it's is important to educate Primary School Teachers regarding different teaching module for an effective education among Attention deficit Hyperactivity Disorder.

**Keyword:** Knowledge, Attention Deficit Hyperactivity Disorder, Primary School Teachers.

## INTRODUCTION

Attention Deficit Hyperactivity Disorder is a childhood developmental disorder. It is a persistent pattern of inattention, hyperactivity or impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development. These children are highly distractible and unable to contain stimuli. Motor activity is excessive and movements are random and impulsive. It is four to nine times more common in boys than in girls and may occur in as many as 3-7 percent of school age children. Attention deficit hyperactivity disorder affects school performance and interpersonal relationships<sup>1-3</sup>.

The National Survey Of Children's Health, 2003-2011 based on parent interview highlights that 5.1 million children (1 in 11 of age group of 4-7 years) have a current diagnosis of attention deficit hyperactivity disorder: 6.8 percent of children ages 4-10 (one in fifteen), 11.4 percent of children ages 11-14(one in nine), 10.2 percent of children ages 15-17(one in ten)<sup>4</sup>.

Attention deficit hyperactivity disorder was first described by Dr.Hoffman in 1845. Attention deficit hyperactivity disorder has been recognized in some form for at least a century, particularly in children and adolescent. The first well documented clinical description was in series of 20 paediatrics patients reported by physician George Still in London in 1902.In United States, Attention deficit hyperactivity disorder affects from three to seven percent of the population. However, attention deficit hyperactivity disorders

exist through the world. Children with attention deficit hyperactivity disorder have been identified in every country in which this condition has been studied<sup>5</sup>.

The causes of attention deficit hyperactivity disorder include heredity, exposure to toxic substances: researchers have found an association between mothers who smoked tobacco products or used alcohol during pregnancy and the development of behaviour and learning problems in the children. A similar association between lead exposure and hyperactivity has been found. It has been suggested that attention disorders are caused by refined sugar or food additives, or that symptoms of attention deficit hyperactivity disorder are exacerbated by sugar and food additives<sup>7</sup>.

The three main behavioural characteristics associated with attention deficit hyperactivity disorder are inattention, hyperactivity and impulsiveness. Children expose these behaviours more than adults, but if these characteristics continue for six months, it might be diagnosed as attention deficit hyperactivity disorder. Approximately 5 to 10 percent of school age children world-wide have attention deficit hyperactivity disorder. Longitudinal studies reveal that some children who have attention deficit hyperactivity disorder may continue to exhibit their symptoms in adulthood<sup>8</sup>.

Attention deficit hyperactivity disorder has been noted by their parents and teachers as destructive behaviour. When a child exhibits behaviours associated with attention deficit hyperactivity disorder, consequences may include difficulties with school and with forming relationships with his friends. Parents often feel difficulty to manage these children. Attention deficit hyperactivity disorder children are very emotional and loving. Small size class is beneficial for these children as they offer less distraction, allowing them an opportunity to build relationship with teachers and peers<sup>9</sup>.

**Anil Shetty, B. Sanjeev Rai. (2014)** Awareness and knowledge of Attention Deficit Hyperactivity Disorders among Primary School Teachers in India ,the results of the study are 268 teachers were aware of the term ADHD and their knowledge of ADHD ranged from poor to adequate.28 (9%) of teachers had prior training. Only 92 (29%) of the teachers had a good understanding of ADHD<sup>11</sup>.

The objectives of the study are to assess the level of knowledge regarding Attention Deficit Hyperactivity Disorder among Government Primary School Teacher and to associate the level of knowledge on Attention Deficit Hyperactivity Disorder with the selected demographic variables among Government Primary School Teachers. Teachers play a major role in the identification and assessment of children's academic and behavioural problems and if there are delays in diagnosis and treatment it can lead to further complication. Teachers should have enough knowledge to identify and help the children with Psychiatric Disorder like attention deficit hyperactivity disorder. The researcher has investigated the knowledge of Primary School Teachers regarding Attention Deficit Hyperactivity Disorder.

#### **MATERIALS AND METHODS:**

Descriptive design was adopted by the investigator to assess the level of knowledge regarding attention deficit hyperactivity disorder among Government Primary School Teacher and to associate the level of knowledge on Attention Deficit Hyperactivity Disorder with the selected demographic variables among Government Primary School Teachers with a sample size of 60. Non-probability sampling technique was used to select the samples. The Inclusion criteria for the study are the primary school teachers who are willing to participate and who know English and Tamil. Data was collected using structured questionnaire to assess the demographical variables Government Primary School Teachers and Knowledge on Attention Deficit Disorder Scale (KADDS) to assess Knowledge on Attention Deficit Disorder. The project has been approved by the ethics committee of the institution. Informed consent was obtained from the participants before initiating the study. The data was organized and analyzed in term of descriptive statistics and inferential statistics.

**RESULTS:**

The present study results reveal that among 60 Primary School Teachers 30% are Male and 70% are Female, with respect to their age 6.6% belongs to age group of 21-30 years ,33.3% belongs to both 31-40 years and 41-50 years, 86.6% were graduated B.Ed, and 46.6% has teaching experience of above 15 years(Table 1).

**Table -1: Frequency and percentage distribution of demographic variables of Primary School Teachers (N=60).**

S.NO	DEMOGRAPHIC VARIABLES	FREQUENCY	PERCENTAGE
1)	<b>Gender:</b>		
	a) Male	18	30%
	b) Female	42	70%
2)	<b>Age:</b>		
	a) 21-30 years	4	6.6%
	b) 31-40 years	20	33.3%
	c) 41-50 years	20	33.3%
	d) 51-60 years	16	26.6%
3)	<b>Educational Qualification:</b>		
	a) B.Ed	52	86.6%
	b) M.Ed	8	13.3%
4)	<b>Years of Experience:</b>		
	a) 1-5 years	4	6.6%
	b) 6-10 years	8	13.3%
	c) 11-15 years	20	33.3%
	d) Above 15 years	28	46.6%

The present study result depicts that out of 60 samples 32(53.3%) had inadequate knowledge, 16(26.6%) had moderate level of knowledge and 12(20%) had adequate level of knowledge regarding Attention deficit Hyperactivity Disorder. The study result has no association with the demographic variables (Table 2).

**Table-2: Distribution of level of knowledge on Attention Deficit Hyperactivity Disorder among Primary School Teachers.**

S.No	Level Of Knowledge	Sample Number	Percentage
1.	Inadequate knowledge	32	53.3%
2.	Moderate knowledge	16	26.6%
3.	Adequate knowledge	12	20%

**DISCUSSION:**

The present study The study results reveal that among 60 Primary School Teachers 30% are Male and 70% are Female, with respect to their age 6.6% belongs to age group of 21-30 years ,33.3% belongs to both 31-40 years and 41-50 years, 86.6% were graduated B.Ed, and 46.6% has teaching experience of above 15 years. The present is supported by [Rodrigo MD](#), [Perera D](#), [Eranga VP](#), [Williams SS](#), [Kuruppuarachchi KA](#),(2011)The knowledge and attitude of Primary School Teachers in Sri Lanka towards childhood Attention Deficit Hyperactivity Disorder. The results of the study are total of 202 completed questionnaires of 210

distributed were returned. The majority showed good understanding about ill effects of ADHD, teachers' role in management and counterproductive effects of punishment. Three-fourths had a positive attitude towards behavioural therapy<sup>10</sup>.

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#### CONCLUSION

The study findings suggest that majority of primary school teachers working in Government Schools had inadequate knowledge regarding Attention Deficit Hyperactivity Disorder and it's is important to educate Primary School Teachers regarding different teaching module for an effective education among Attention deficit Hyperactivity Disorder.

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#### CONFLICT OF INTEREST:

The Authors declare no conflict of interest.

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