



A descriptive study to assess the level of knowledge regarding attention deficit hyperactivity disorder among school teachers in selected schools in kanchipuram district, tamilnadu.

R.Shoba, Bsc
Nursing

Final year B.Sc (N) student, Chettinad College of Nursing, Tamil Nadu, India.

Lisa Leo

Professor, Chettinad College of Nursing, Tamil Nadu, India

ABSTRACT

A descriptive study to assess the level of knowledge regarding attention deficit hyperactivity disorder among school teachers in a selected schools in Kanchipuram district, Tamilnadu. The objectives of this study are to assess the level of knowledge regarding attention deficit hyperactivity disorder among school teacher to associate the level of knowledge on attention deficit hyperactivity disorder with the selected demographic variables among school teachers. The variables were assessing the level of knowledge of school teacher on attention deficit hyper activity disorder. Hypotheses were formulated. The level of significance selected was $p < 0.05$. A descriptive research design was used to achieve the objectives of the study. The study was conducted at Thirupporur Government Boys and Girls Higher secondary school, Kancheepuram District with the sample of 30 teachers selected through Non-probability convenient sampling technique. The investigator used demographic variable Performa, structured questionnaires to collect data. The data collection tools were validated and reliability was established. The data collection for the main study was done. The collected data was tabulated and analyzed. Descriptive and inferential statistics were used.

The finding of the study revealed level of knowledge regarding attention deficit hyperactivity disorder among school teachers were between 40-50 years and it was (53%). Majority of teacher was female 19(63%) Majority of teacher was having B.ED18 (60%). Majority 14(42%) of teachers were having experience >10 years, that majority 30(100%) of teachers were working in government higher secondary school.

KEYWORDS : Knowledge, Attention deficit hyperactivity disorder & School teachers

INTRODUCTION

- ADHD is a neurological disorder that develops during childhood and can persist into adulthood. Although adult ADHD is more common than initially thought, not all children who have these symptoms will go on to have the adult version of the disorder. Childhood symptoms may also change across the lifespan; some fade (e.g., blatant hyperactivity) while others may be expressed differently (e.g., chronic disorganization may result in getting fired from job).
- That can be noticed in the preschool or early grades of school. ADHD affects between 5-12% of the population or about 1 or 2 students in every classroom. Attention-Deficit/Hyperactivity Disorder (ADHD) is a neurobiological disorder that interferes with an individual's capacity to do the following, in developmentally appropriate ways:
 - regulate activity level (hyperactivity)
 - inhibit behavior (impulsivity)
 - attend to the task at hand (inattention)

Children with Attention Deficit Hyperactivity Disorder a condition characterized by inattention, over activity, and impulsivity, are most frequently identified and treated in primary school. Population studies indicate that five percent of children worldwide show impaired levels of attention, as well as hyperactivity. Boys are classified with ADHD approximately twice as frequently as girls and primary school age children approximately twice as frequently as adolescents. ADHD symptoms exist on a continuum in the general population, and are considered as a 'disorder' to a greater or lesser degree depending on the source of identification, (e.g., parent or teacher), perception of extent of functional impairment, diagnostic criteria, and the threshold chosen for defining a 'case.' The developmentally excessive levels of inattention, over activity, and impulsivity characteristic of ADHD are present from an early age. However, preschoolers with early signs of ADHD may also have co-occurring oppositional noncompliant behaviors, temper tantrums, and aggression that overshadow symptoms of inattention and over activity and confound the diagnosis. These behaviors may be given the more general label of a Disruptive Behavior Disorder which includes Oppositional Defiant Disorder and Conduct Disorder as well as ADHD. If not already identified by an early age, preschool youngsters with ODD frequently meet criteria for ADHD by grade.

TITLE

A study to assess the level of knowledge regarding attention deficit hyper activity disorder among school teachers in a selected schools in Kanchipuram district, Tamilnadu.

OBJECTIVES OF STUDY

- To assess the level of knowledge regarding attention deficit hyperactivity disorder among school teacher.
- To associate the level of knowledge on attention deficit hyperactivity disorder with the selected demographic variables among school teachers.

. HYPOTHESIS

H₁-There is a significant association between the level of knowledge regarding Attention deficit hyperactivity disorder among school teachers with selected demographic variable.

REVIEW OF LITERATURE:

School children found to be **11.32%** prevalence was found to be highest among the males (**66.7%**) as compared to females (**33.3%**) the prevalence among lower socioeconomic group was found to be **16.33%** and the middle socioeconomic group was 6.84%. Levels of inattention, hyperactivity, and impulsivity (American Psychiatric Association, 2000) affects **3-5%** of school -age Children **3 to 5%** of children have ADHD— approximately 2 million children in the United States. This means that in a classroom of **25 to 30** children, it is likely that at least one will have ADHD. About **20 to 30%** of children with ADHD also have a specific learning disability. Effective treatments for ADHD are available and include behavioral therapy, social skills training, parent skills training, and medications. ADHD is not just a childhood disorder, it can continue through the teen years and into adulthood

Sheheryarjovindah (2009) has conducted a study on 'Primary school teacher's attitude towards Attention Deficit Hyperactivity Disorder in children'. In 95 teachers. Only **35%** of the teachers said they have received any training in understanding and management Attention deficit Hyperactivity Disorder behavior. More than **60%** of these teachers had limited understanding of the disorder including over-diagnosis and the use of stimulant medication to treat it. The study found that teachers with some form of training were more likely to work in partnership with parents. And teacher played and vital role in the process of diagnosis and managements of Attention Deficit

Hyperactivity Disorder. A thorough review of literature revealed that there were only very few studies carried out to assess the knowledge and attitude of primary school teachers regarding Attention Deficit Hyperactivity Disorder especially in India where 17% of the total world population lives and 4-20% of school children suffer from Attention Deficit Hyperactivity Disorder.

Rebecca L verbeb ,and jamesc. Diperna(2004) have conducted a study on “teacher’s knowledge of attention deficit hyperactivity disorder and treatment acceptability”. Results indicated that teachers’ knowledge of attention deficit hyperactivity disorder, years of teaching experiences with students with attention deficit hyperactivity disorder, and training demonstrated positive relationship with rating of medication acceptability. In addition , teacher’s participation in attention deficit hyperactivity disorder training was positively correlated with knowledge of attention deficit hyperactivity disorder and acceptability of behavior management strategies.

Lisa I. Weyandt, Katherine m. Fulton steve b. Scheman genevieve R. Verdi and kimberly g. Wilson has conducted a study on “assessment of teacher and school psychologist knowledge of attention-deficit/hyperactivity disorder” in 132 kindergartens through 12th grade general education teacher. Special education teachers, and school psychologists responded to a 24-item questionnaire concerning treatment and possible causes of attention deficit hyperactivity disorder. They concluded that school psychologists’ knowledge level of attention deficit hyperactivity disorder would be significantly greater than the knowledge level of special and general education teachers and increased years of professional experience was negatively associated with increased knowledge of attention deficit hyperactivity disorder hyperactivity disorder’.

Mark J. Sciutto ,MarkD.Terjesen ,Allison S and Bender frank(2008) has conducted a study on “Teacher’s knowledge and misperception of Attention Deficit Hyperactivity Disorder within three specific content areas : symptoms /diagnosis , treatment, and general information. The result conclude that teacher’s knowledge on the symptoms /diagnosis of Attention Deficit disorder were significantly greater than Attention Deficit Hyperactivity disorder child, and years of teaching experiences were all positively related to Attention Deficit Hyperactivity disorder knowledge.

JarqueFrenadez S, TarragaMinqueq R, and Miranda (2007) have conducted a study on “teachers knowledge , misconception , lacks concentration Attention Deficit Hyperactivity disorder “. 193 teachers completed the knowledge of Attention Deficit Hyperactivity disorder (KADDS) (Spanish version) , adapted by the authors of this research . general knowledge , symptoms / diagnosis and treatment respectively. Their knowledge correlated positively with experiences , number of hyperactivity pupils in their classrooms , and level of perceived self –efficacy.

RESEARCH METHODOLOGY

RESEARCH APPROACH: Quantitative descriptive approach was adopted for their present study research design: The research design chosen for the study was non experimental descriptive research design. Study was conducted in both boys and girls Government higher secondary and primary schools, Thirupporur ,Kanchipuram District, Tamilnadu among primary school teachers who are satisfying the inclusion criteria. 30 Samples were chosen for the present study. Non-probability convenient sampling technique was used.

Inclusion criteria:

- School teachers who are willing to participate in the study.
- School teachers can understand English / Tamil.

Exclusion criteria: Higher secondary teachers who were not participate in the study

SELECTION AND DEVELOPMENT OF STUDY INSTRUMENTS

In present study the researcher will construct demographic variables Performa, structured questionnaires schedule to assess the level of knowledge on attention deficit hyper activity disorder among the primary school teachers.

SCORING PROCEDURE:

LEVEL OF KNOWLEDGE	SCORE	PERCENTAGE
INADEQUATE	0-10	0-50%
MODERATE	11-15	51-75%
ADEQUATE	16-20	76-100%

ANALYSIS AND INTERPRETATION OF DATA

Table 1: Frequency and percentage Distribution of teachers according to their educational status

Demographical variables	f	%
Educational status		
B.ED	18	60%
M.ED	10	33%
D.T.ED	2	6%
M.P.ED	0	0

Table 1: Depicts the majority of the samples 18 (60%) had B.ED Qualification and only 2(6%) had D.T.ED Qualification.

Table

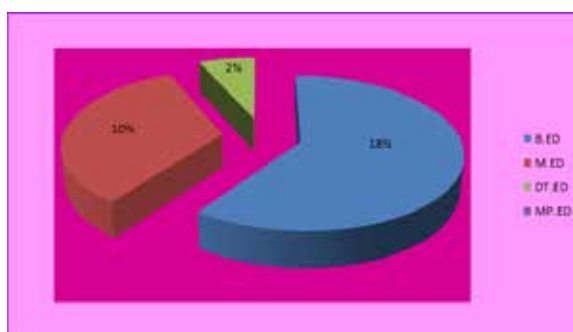


Figure 3: Percentage distribution of samples according to their Educational status.

Mean and standard deviation of knowledge of teachers on attention deficit hyperactivity disorder

Table

S.NO	LEVEL OF KNOWLEDGE	SCORE	MEAN	STANDARD DEVIATION
1.	Adequate	7	15	6.12
2.	Moderate adequate	21		
3.	Inadequate	2		

TABLE

Association of demographic variables of teachers with overall aspect of knowledge regarding attention deficit hyperactivity disorder* **Statistically significant at 0.05 level**

CHARACTERISTICS	CATEGORIES	NO OF SAMPLES	Adequate	Inadequate	Moderate adequate	X ²	P VALUE
Age	20 -30years	3	0	0	3	10.07	12.59
	30-40 years	6	1	0	5		
	40-50 years	10	5	2	10		
	>50 years	5	1	0	3		
Sex	Male	11	3	0	8	10.9	**5.99
	Female	19	4	2	15		
Educational status	B.ED	18	5	2	12	11.94	12.59
	M.ED	10	2	0	7		
	D.T.ED	2	0	0	2		
	M.P.ED	0	0	0	0		
Experiences	3-5 years	4	0	2	8	11.44	12.59
	5-7 years	1	0	0	2		
	7-10 years	11	4	0	4		
	>10 years	14	3	0	9		
Type of school	Government higher secondary school	30	7	2	21	0	3.84
	Private higher secondary school	0	0	0	0		
Source of information	Doctors		0	0	0	7.84	4
	Nurse		0	0	0		
	Friends	24	5	2	15		
	Family members	6	1	0	30		

To determine the association of the level of knowledge on ADHD with the selected variables of school teachers.

There will be a statistically significant association between the level of knowledge on ADHD and the selected variables of school teachers.

Table - reveals that there was significant association between the level of knowledge on ADHD and gender [$\chi^2 = 16.9$], sources of knowledge [$\chi^2 = 7.84$]. Thus the researcher rejects the null hypothesis and accept the research hypothesis.

There was no significant between the level of knowledge on ADHD and age [$\chi^2 = 10.67$], educational status [$\chi^2 = 11.94$], experiences [$\chi^2 = 11.44$], type of school [$\chi^2 = 0$]. Thus the researcher rejects the research hypothesis and accept the research hypothesis

DISCUSSION

Distribution of demographic characteristics of adult shows that maximum of teachers were between 40-50 years and it was (53%). Majority of teacher was female 19(63.3) Majority of teacher was B.ED 18 (60%). Majority 14(42%) of teachers were having experience >10 years. Majority 24(80%) of teachers gained their knowledge through friends. Here it is stated that there is a significant association between level of knowledge with selected demographic variables of the teachers. With regards to the hypothesis H₁ is accepted. In assessing the knowledge of teachers on ADHD, 24(80%) of overall teachers having adequate knowledge. 11(36%) of male teachers having moderate adequate knowledge and 19(63%) of female teachers having adequate knowledge. The mean score of the teachers on ADHD was 15 and the standard deviation of the teachers on ADHD was 6.12. It is seen from the results that the highest mean scores is noticed in the aspect of teachers. The association between demographic variables in related with the knowledge aspects of teachers with aspects of knowledge on attention deficit hyperactivity disorder. It is showed that there is a significant difference between knowledge aspects with sex and source of information at p value <0.05 level of significant.

CONCLUSION- On the basis of conducted research it can be concluded that assessment of attention deficit hyperactivity disorder in school children has an importance in determination of early ADHD complication.

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