



“ASSESS THE KNOWLEDGE REGARDING ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) AMONG PRIMARY SCHOOL TEACHER OF SELECTED SCHOOLS OF BHARUCH DISTRICT WITH A VIEW TO DEVELOP AN INFORMATION BOOKLET.”

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Abstract: **Introduction-**Childhood is the most important stage in the lifetime of human beings. If the behavioral traits and problems of children are not perceived in time and their treatment is delayed it affects the development of personality of the child and impairs the growth of the child. With the passage of time it soon reaches unavoidable proportions and the treatment becomes complicated. A commonly noticed problem among children in the recent times, is attention deficit hyperactivity disorder (ADHD). And treatment of this disorder before the onset of formal education is of great help to mental health of families and society. Attention Deficit hyperactivity Disorder (ADHD) is the most common childhood behavior disorder with an estimated worldwide prevalence of 5%, characterized by severe and impairing difficulties with sustained attention, restless over activity and impulse control. Individuals with ADHD often experience significant, lifelong impairment in academic achievement, employment and social functioning. Moreover impairments related to ADHD cause substantial financial burden, healthcare utilization and familial stress, making early identification and intervention a priority. **Objectives:** To assess the knowledge regarding ADHD (Attention deficit hyperactivity disorders) among primary school teachers. To find out the associations between knowledge on ADHD among primary school teacher and selected demographic variables. To develop an information booklet regarding ADHD. **Methods:** An Quantitative research approach with descriptive and the study was conducted at Faith Calvary School & Prathana School, Bharuch. Sample comprised of 28 primary school teachers. Samples were selected by purposive sampling technique. Data was analyzed using Descriptive and inferential statistics. **Results:** The result of the study has revealed that majority of respondents 64% had average knowledge, 32% respondents had good knowledge and 03 % had poor knowledge regarding Attention Deficit Hyperactive Disorder. Findings of the chi square value were showing that there was no any association between demographic variable and knowledge with Age, Education status, Monthly income, Marital Status, Teaching Experience, age at married, Employment Status regarding Attention Deficit hyperactive Disorder. **Interpretation and conclusion:** The result of the study concluded that majority of primary school teachers have average knowledge about attention deficit hyperactivity disorder.

IndexTerms - Knowledge, Assess, ADHD, Effectiveness

I. INTRODUCTION

Attention Deficit hyperactivity Disorder (ADHD) is the most common childhood behaviour disorder with an estimated worldwide prevalence of 5%, characterized by severe and impairing difficulties with sustained attention, restless over activity and impulse control.(1) Individuals with ADHD often experience significant, lifelong impairment in academic achievement, employment and social functioning. Moreover impairments related to ADHD cause substantial financial burden, healthcare utilization and familial stress, making early identification and intervention a priority.(2) Students with ADHD generally show poor academic outcomes relative to their general cognitive abilities, with greater grade repetitions and increased school dropout rates.(3)

Attention Deficit Hyperactivity Disorder (ADHD) is a condition wherein it is hard for children to control their behaviour and/or pay attention and have problems of attention and of hyperactivity and impulsivity that are more acute and recurrent than those of typical children of the same developmental level. This disorder occurs in some children in the preschool and early school years. Today their diagnosis has increased so much that it is now one of the most commonly diagnosed disorders of childhood.(4)

According to Ramesh p Adhikari (2015) the result suggest that addictive behavior not paying attention to studies getting angry over small issues fighting back dis- obedience and stealing were the most commonly identified behavioural related problems of children with these problem seen as interrelated and interdependent result indicates that community members view the family the strategies reported by parents and teachers to manage child behavioural problems were talking listening consoling advising and physical punishment conduct or behavioural problems related to repeated violation of others rights aggressiveness hyperkinetic impulsive behaviour and missing classes or running away from school A study conducted in five developing countries suggest that 10.5 % of 20.8 % of children in brazil 11.7-13.7% of school age children in srilanka 34-36% of children in Pakistan and 30% of children in India 12 %suffer conduct or behavioural problems school related behavioural problems induced dropping out irregular in school attendance lack of interest in school work and education not completing home work skipping class always failing in exam roaming around during school hours being more interested in playing than studying and always watching television inserted of studying the addiction related problems included smoking cigarette, drinking alcohol and using drugs antisocial behaviour indentified were wandering around the neighbourhood aimlessly stealing speaking rudely threatening others not listening to others and becoming aggressive without reason

II. NEED FOR THE STUDY:

Children are the greatest gift of God to humanity. In India children from nearly 40% of the total population. The promotion of healthy child development has become a major focus of world. A child's academic success is often dependent on his or her ability to attend to tasks and teacher and classroom expectation with minimal distraction.

ADHD is a common childhood disorder affecting approximately five of primary. ADHD is a neurodevelopment disorder with no clear etiopathogenesis owing to unique socio cultural milieu of India and comparing findings with global research. There by, we attempted to provide a comprehensive overview of research on ADHD from India.

III. STATEMENT OF THE PROBLEM:

"A Study Of Assess The Knowledge Regarding Attention Deficit Hyperactivity Disorder (ADHD) Among Primary School Teacher Of Selected Schools Of Bharuch District With View To Develop An Information Booklet."

IV. OBJECTIVES:

- To assess the knowledge regarding ADHD (Attention deficit hyperactivity disorders) among primary school teachers.
- To find out the associations between knowledge on ADHD among primary school teacher and selected demographic variables.
- To develop an information booklet regarding ADHD.

V. HYPOTHESIS:

The hypothesis is tested at a significance level of 0.05:

H0: There will be no significant effect of an information Booklet regarding ADHD on knowledge among primary school teachers.

H1: An information Booklet on ADHD Problems of children will be effective in increasing knowledge of primary school teachers on ADHD problems

VI. LIMITATIONS:

- The study is delimited to Bharuch district
- The study is delimited to primary school teachers from selected school
- The study is delimited to assess only knowledge of primary school teachers regarding ADHD among school going children but not attitude.

VII. METHODOLOGY:

RESEARCH APPROACH: Quantitative research approach.

RESEARCH DESIGN: pre-experimental with One group pre- test- post-test research design

SETTING OF THE STUDY: The investigator selected Prathana School, Faith Calvary school of Bharuch District of Gujarat State as the setting for the present study.

TARGET POPULATION: Primary school Teachers of Prathana School, Faith Calvary school, Bharuch.

ACCESSIBLE POPULATION: Primary school teachers in selected Primary school of Bharuch.

SAMPLE: The sample of the present study was Primary school teachers of Prathana School, Faith Calvary school, Bharuch.

SAMPLE SIZE: The selected sample size is 28.

SAMPLING TECHNIQUE: In this study convenient sampling technique was adopted.

DATA COLLECTION INSTRUMENT:

SECTION-I: SOCIO-DEMOGRAPHIC DATA: It consists of personal data. i.e. Age, Sex, Education status, Monthly Income, Marital Status, Age at Married, Living area, Employment Status, teaching experience and Having a children.

SECTION-II: Comprised items on knowledge regarding Attention Deficit Hyperactive Disorder. Total items were 25 and each items carried one mark. Maximum score of the questionnaire was 25. Investigator gave 1(One) mark for correct answer and 0(Zero) marks for wrong answer

PLAN FOR DATA ANALYSIS: The plan of data analysis is as follows,

- Section I: Socio-Demographic Data of primary school teachers.
- Section II: Distribution of primary school teachers according to their knowledge score.
- Section III: Effectiveness of structured teaching programme on ADHD in terms of gain in knowledge score.
- Section IV: Association of pre-test knowledge score of primary school teachers with selected demographic variables.

VIII. RESULTS AND DISCUSSION

Table 1.1: Descriptive Statics

Sr. No.	Demographic variables	Frequency	Percentage (%)
1	Age		
	20 – 30	14	50.0
	31 – 40	12	42.9
	41 – 50	1	3.6
	50 and Above	1	3.6
2	Sex		
	Male	1	3.6
	Female	27	96.4
3	Education		
	PTC/Bed	11	39.3
	Master Degree	9	32.1
	Bachelor Degree	8	28.6
4	Marital Status		
	Married	19	67.9

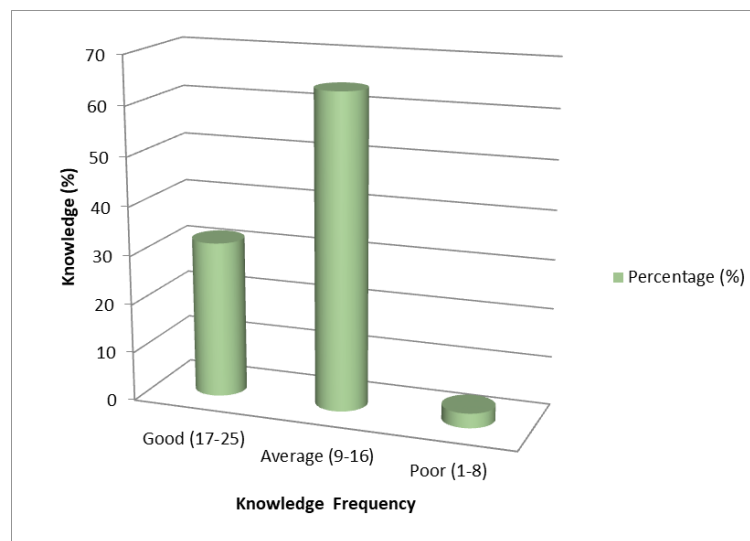
	Widow	1	3.6
	Single	8	28.6
5	Monthly Income		
	Below 10000	23	82.1
	10000 – 15000	5	17.9
6	Type of Family		
	Nuclear Family	10	35.7
	Joint Family	17	60.7
	Extended Family	1	3.6
7	Living Area		
	Urban	20	71.4
	Rural	4	14.3
	Sub Urban	4	14.3
8	Teaching Experience		
	03 or few Years	12	42.9
	04 to 09 Years	16	57.1
9	Employment Status		
	Full Time	23	82.1
	Part Time	5	17.9

Table-1 shows the demographic data of the respondents. In the present study data revealed that respondents between age group of: 20-30 years were 50%, 31-40 years were 42.9%, 41 -50 years were 3.6% and 55 years & Above were 3.6%, according to sex: 1 respondent was male whereas 27 respondents were female, according to educational status: PTC/Bed respondents were 11, Master degree respondents were 9, Bachelor's degree respondents were 8. In Accordance to Marital Status 19 respondents were married, 1 was widow and 8 women were Single. In addition Monthly Income 23 respondents had below 10,000 RS/-, 24 had 10,001 to 15,000 RS/ Monthly Income. In Type of Family 10 respondents have Nuclear family, 17 have Joint family and only 1 respondent have extended family. According to living area 20 respondents were living in Urban Area, 4 respondents were in sub-urban & rural area. In teaching experience 12 respondents having 03 or few years and 16 respondents have 04 to 09 years experience. In addition to employment status 23 respondents were full time and 5 respondents were part time.

TABLE: 2 Frequency and percentage distribution of Primary School Teachers based on Knowledge Score (N=28)

Knowledge Frequency	Frequency	Percentage (%)
Good (17-25)	9	32
Average (9-16)	18	64
Poor (1-8)	1	3
Total	28	100

Table-2 shows that knowledge level of Primary School Teachers regarding Attention Deficit Hyperactive Disorder. Out of 28 respondents 32% had Good knowledge whereas 64% had average knowledge and only 3% had poor knowledge. Thus this table revealed that majority of respondents 64% had average knowledge regarding ADHD



RECOMMENDATIONS:

- A similar study may be conducted in a large scale in order to get broader generalization.
- A similar study may be conducted knowledge and Attitude regarding ADHD among the primary school teachers.
- A comparative study between Illiterate and Literate people can be conducted.
- A comparative study between Primary school teachers of Urban and Rural Area can be conducted on Attention Deficit Hyperactive Disorder.
- A similar study may be conducted to find out Prevalence of ADHD among the Behavioral disorder Patients.
- A similar study may be conducted among the healthcare staff to assess their knowledge, attitude and practice towards ADHD.
- A similar study may be conducted among the relative of ADHD patients to assess their knowledge, attitude and practice towards Patients.
- A study may be conducted to assess the effectiveness of self-instructional module on ADHD.

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