

“A STUDY TO ASSESS THE KNOWLEDGE OF GOVERNMENT PRIMARY SCHOOL TEACHERS REGARDING ATTENTION DEFICIT HYPER ACTIVITY DISORDER IN SELECTED GOVERNMENT PRIMARY SCHOOL OF NADIAD CITY”

Nirmal Vaghela¹, Ravi Asari², Rechal Parmar³, Reena Patel⁴, Rinilata Gavnda⁵, Shirley Macwan⁶, Shivangi Mecwan⁷, Smita Khristi⁸, Sujata Vasava⁹, Arpita Vaidya^{10*}

^{1,2,3,4,5,6,7,8,9}Final year Post basic B.Sc. Nursing Students, Dinsha Patel College of Nursing, Nadiad.

¹⁰Associate Professor and Vice Principal, Dinsha Patel College of Nursing, Nadiad

Email: apita.parekh03@gmail.com

DOI: 10.47750/pnr.2022.13.S09.174

Abstract

Introduction: Attention Deficit Hyperactive Disorder (ADHD) has been described by the American Psychiatric Association (APA, 1994) as age-inappropriate inattention, impulsivity, and hyperactivity. Children with attention deficit hyperactive disorder comprise a heterogeneous population with considerable variation across children to the extent in which they demonstrate all symptoms. Attention deficit hyperactive disorder is currently understood largely through a medical perspective, and in that context, the treatment recommended is stimulant medication. Supporting research has found that attention deficit hyperactive disorder is one of the most widely diagnosed disorders of childhood. With this in mind, educators have the responsibility to help each student to be successful in school

Aims: To know the knowledge level of primary school teachers about (ADHD), To find is there a relationship between the knowledge levels of primary school teachers about ADHD and their socio-demographic characteristics, To find there a relationship between the knowledge level of primary school teachers and their experiences about (ADHD).

Objective:

1. To assess the knowledge of government primary school teachers on attention deficit hyperactivity disorder in selected government primary school of Nadiad city.
2. To find out the association between selected demographic variables and knowledge on attention deficit hyperactivity disorder associated between government primary school teachers in selected government primary school of Nadiad city.

Methodology: Research design and setting non experimental cross sectional research design was used Setting is the physical location and condition in which data collection takes place in a study. The study was conducted in the selected government primary schools in Nadiad city.

Prior to data collection written setting permission obtain from District Educational Officer Kheda district and principals of varies selected government primary school at Nadiad city. The sample size considered of 50 teachers in selected government primary schools in Nadiad city.

The tool consists of following

Section A:The demographic variable in that age, gender, diet, monthly family income, educational status, teaching experience, experience in special school ,experience certificate of teaching awareness or information regarding the attention deficit hyperactivity disorder of selected government primary school teachers of Nadiad city..

Section B: The structure knowledge questionnaire was used in this study.

Statistical Analysis used Inferential and Descriptive statistics applied where, data were analyzed by using SPSS software, and Frequency, percentage, tables etc. were used to represent the statistical data in the tables and graph and figure. Chi-square test was used to assess the significant association between the demographic and level of knowledge of government primary school teachers regarding attention deficit hyper activity disorder in selected government primary school of Nadiad city.

Result: Age group 24(48%) were came from 40-49 years. According to the gender the female 37(74%). The eating pattern shows that 29(58%) are vegetarian. Monthly family income in rupees is 23(46%) had Rs.50,000-1,00,000. Educational status of the research group explore that 31(62%) had done PTC. Teaching experience shows that 19(38%) are from 21-30 years. As per the experience in special school

in which 32(64%) has no any special school experience. An experience of teaching in which 34(68%) has no any certificate of teaching experience.

Conclusion: The current study aim to assess the knowledge regarding attention deficit hyper activity disorder among government primary school teachers. There were total 50 government primary school teachers has been selected for the study at selected government primary school Nadiad city. To assess the knowledge regarding attention deficit hyper activity disorder researcher has prepared 25 knowledge questionnaires. The study results shows that (4%) school teachers had good knowledge regarding attention deficit hyper activity disorder, majority of school teachers (80%) had average knowledge and only (16%) had poor knowledge. There is no significant association found between knowledge and selected demographic variables of government primary school teachers. Similar study can be conduct among more samples.

Keywords: Knowledge, Government primary school, Teachers, Attention Deficit Hyper activity Disorder.

INTRODUCTION

In India there is very little systematic research in ADHD in children. The few studies that are available report prevalence rates ranging from 10 to 20%. While the Western world is attending to ADHD issue seriously, in India this has not yet received much attention.[1] Children are the greatest gifts of god to humanity. Attention Deficit Hyperactivity Disorder is the most common behavioral disorder of childhood and generally thought to account for the majority of referral for mental health treatment. ADHD is a frequently diagnosed disorder with a high impact affecting multiple facets of social life.[2]

At first, behaviors associated with ADHD are observed in the classroom setting and the teacher would be the first person to notice the signs and raise concerns about the child. As teachers interrelate with their students on a daily basis and have a key role in identifying, referring, interacting, and also treating children with ADHD, One of the essential elements in the diagnosis, treatment, and management of schoolchildren with ADHD is school teachers.[3] Attention deficit hyperactivity disorder is a disorder of childhood and adolescence characterized by a pattern of extreme pervasive, persistent, and debilitating inattention, over activity and impulsivity.[4] An understanding of the epidemiological aspects of attention deficit hyperactive disorder may provide insight into its distribution and etiology as well as information for planning the allocation of funds for mental health services.[5]

The DSM-5 defines attention deficit hyperactive disorder as a persistent pattern of inattention and hyperactivity-impulsivity the symptoms presenting in two or more settings (e.g. at home, school, or work; with friends or relatives; in other activities) and the symptoms have persisted for at least 6 months to a degree that is inconsistent with developmental level and adversely effects directly on social, academic or occupational functioning. Several symptoms must have been present before age 12 years [6] In Indian, a study conducted in Coimbatore found attention deficit hyperactive disorder prevalence in children to be higher than global estimate, at 11.32%. The highest prevalence is found in ages 9 (at 26.4%) and 10 (at 25%). Further, the study showed that more males (66.7%) were found to have attention deficit hyperactive disorder.[7] identifying areas strength, weaknesses, inaccurate beliefs, and exploring possible links to teacher's characteristics could notify and improve future policies and interventions aimed at understanding, assisting and supporting children with attention deficit hyperactive disorder and their teachers. [8]

Objective:

1. To assess the knowledge of government primary school teachers on attention deficit hyperactivity disorder in selected government primary school of Nadiad city.
2. To find out the association between selected demographic variables and knowledge on attention deficit hyperactivity disorder associated between government primary school teachers in selected government primary school of Nadiad city.

Material and methods

Research Approach:

In this study the evaluative research approach is used. In view of accomplishing the objectives of developing and evaluating the Attention deficit hyperactivity disorder knowledge. This approach was considered most appropriate.

Research design:

Research design and setting non experimental cross sectional research design

Research Variables: There are two types of variables considered under the study as follows

1. Research variable: knowledge on school teachers on Attention deficit hyperactivity disorder.
2. Demographic variable: It is the outcome variable that greatly influence the result of the study is called as extraneous variables in this study extraneous variables are:
 1. Age
 2. Gender,
 3. Stream of education
 4. Socio economical factors
 5. Awareness or information regarding Attention deficit hyperactivity disorder.

Number of Attention deficit hyperactivity disorders patient per year.

Research setting:

“Setting is the physical location and condition in which data collection takes place in a study”.

The study was conducted in the selected government primary schools in Nadiad city.

Target population:

“The entire population in which the researchers are interested and to which they would like to generalize the research findings”.

In this study the target population consisted of government school teacher’s knowledge regarding Attention deficit hyperactivity disorder suffering children in Nadiad city.

Sampling population:

Population is a complete set of persons or objects that possess some common characteristics of interest to the researcher.

Sampling technique:

Sampling is the process of selecting cases to represent and entire population so that inferences about the population can be made.

The process of selecting a portion of the population to represent the entire population. The sample was selected through a non-probability purposive sampling technique.

Sample size:

The sample size considered of 50 teachers in selected government primary schools in Nadiad city.

SAMPLING CRITERIA:

1. Inclusive criteria:

- Teachers who wants to willingly participate in the study.
- All the age groups of teachers.
- People from all gender groups are included.

2. Exclusion:

- Teachers who are not available at the time of data collection will be excluded.
- Teachers who has taken 6 months training for attention deficit hyper activity disorder.

METHODS OF DATA COLLECTION

Demographic data sheet, structured questionnaire were used

Description of the tool:

1. Section A: The demographic variable in that age, gender, diet, monthly family income, educational status, teaching experience, experience in special school ,experience certificate of teaching awareness or information regarding the attention deficit hyperactivity disorder of selected government primary school teachers of Nadiad city..

2. Section B: The structure knowledge questionnaire was used in this study.

Steps of data collection:

The knowledge assessment tool was administering teachers. Time taken by each respondent for filling the questionnaire was average 10 to 15 minutes.

Result

Section-1 Distribution of sample characteristics according to socio demographic variable of participants.

Table No. 1.1 Frequency and percentage distribution of selected demographic variable of attention deficit hyperactivity disorder such as age, gender, diet, monthly family income, education status, teaching experience, experiencing in special school, experiencing certificate of teaching.

Variables		Frequency	Percentage
Age	21-29	0	0%
	30-39	13	26%
	40-49	24	48%
	50-58	13	26%
Gender	Male	13	26%
	Female	37	74%

Diet	Veg	29	58%
	Nonveg	0	0%
	Mixed	21	42%
Monthly Family Income	<10000	1	2%
	10000-50000	13	26%
	50000-100000	23	46%
	100000-150000	13	26%
	>150000	0	0%
Educational status	PTC	31	62%
	B.ED	8	16%
	M.ED	6	12%
	M.A.	5	10%
Teaching experience	1-10 years	9	18%
	11-20 years	14	28%
	21-30 years	19	38%
	31-40 years	8	16%
Experience in special school	Yes	18	36%
	No	32	64%
Experience certificate of teaching	Yes	16	32%
	No	34	68%

Age group 24(48%) were came from 40-49 years. According to the gender the female 37(74%). The eating pattern shows that 29(58%) are vegetarian. Monthly family income in rupees is 23(46%) had Rs.50,000-1,00,000. Educational status of the research group explore that 31(62%) had done PTC. Teaching experience shows that 19(38%) are from 21-30 years. As per the experience in special school in which 32(64%) has no any special school experience. An experience of teaching in which 34(68%) has no any certificate of teaching experience.

Section-2 Assessment of knowledge regarding attention deficit hyperactivity disorder among government primary school teachers.

Table No. 2.1 Frequency and percentage distribution of knowledge score regarding attention deficit hyperactivity disorder among government primary school teachers.

Analysis of knowledge score of ADHD:

Knowledge on ADHD	Frequency	Percentage
Good (17-25 Score)	2	4%
Average (8-16 Score)	40	80%
Poor (0-7 Score)	8	16%
TOTAL	50	100%

The above table showed that 2(4%) had good knowledge, 40(80%) had average knowledge and 8(16%) had poor level of knowledge by the Analysis of the data related to assess the knowledge of government primary school teachers regarding attention deficit hyper activity disorder.

Table No. 2.1 Analysis of knowledge of ADHD of Government primary school teachers as per categorization:

Knowledge on ADHD	N	Minimum	Maximum	Mean	Median	Mode	Std. Deviation
Introduction	50	0.448	5	2.24	2.0	3.0	1.12
Risk factors and causes	50	0.47	2	0.94	1.0	0	0.82
Signs and symptoms	50	0.505	4	2.02	2.0	2.0	1.24
Detection	50	0.42	1	0.42	0	0	0.50
Prevention	50	0.4415	13	5.74	6.0	6.0	2.05
Total Knowledge score on ADHD	50	0.4544	25	11.36	11.50	14.0	3.49

Section-3 Association between the knowledge and selected socio-demographic variables among government primary school teachers regarding ADHD.

Socio-demographic Variables			Knowledge on ADHD			Significance				Remarks
			Good	Average	Poor	Chi Square Calculated	Chi square Tabulated	df	P Value	
1	Age	21-29	0	0	0	2.812	9.49	4	P<0.05	NS
		30-39	0	10	3					
		40-49	2	19	3					
		50-58	0	11	2					
2	Gender	Male	0	10	3	1.273	5.99	2	P<0.05	NS
		Female	2	30	5					
3	Diet	Veg	2	22	5	1.663	5.99	2	P<0.05	NS
		Nonveg	0	0	0					
		Mixed	0	18	3					
4	Monthly Family Income	<10000	0	1	0	2.14	12.59	6	P<0.05	NS
		10000-50000	1	10	2					
		50000-100000	0	19	4					
		100000-150000	1	10	2					
		>150000	0	0	0					
5	Educational status	PTC	2	26	3	4.548	12.59	6	P<0.05	NS
		B.ED	0	6	2					
		M.ED	0	5	1					
		M.A.	0	3	2					
6	Teaching experience	1-10 years	0	7	2	3.782	12.59	6	P<0.05	NS
		11-20 years	0	12	2					
		21-30 years	2	14	3					
		31-40 years	0	7	1					
7	Experience	Yes	0	13	5	3.776	5.99	2	P<0.0	NS

	in special school	No	2	27	3				5	
8	Experience certificate of teaching	Yes	0	14	2	1.287	5.99	2	P<0.05	NS
		No	2	26	6					

Describes association of knowledge regarding attention deficit hyper activity disorder in selected government primary school teachers with their demographic variables. In reference to the association of knowledge regarding ADHD among selected government primary schools teachers with their demographic variables there was no significant association of knowledge score with their variables.

Conclusion:

The current study aim to assess the knowledge regarding attention deficit hyper activity disorder among government primary school teachers. There were total 50 government primary school teachers has been selected for the study at selected government primary school Nadiad city. To assess the knowledge regarding attention deficit hyper activity disorder researcher has prepared 25 knowledge questionnaires. The study results shows that (4%) school teachers had good knowledge regarding attention deficit hyper activity disorder, majority of school teachers (80%) had average knowledge and only (16%) had poor knowledge. There is no significant association found between knowledge and selected demographic variables of government primary school teachers. Similar study can be conduct among more samples.

Conflict of Interest: There is not any conflict of interest between the all authors

Source of Funding: Self-funding

Ethical Clearance: The study was approved by the institutional ethical committee of Dinsha Patel College of nursing, research committee, there are total 9 members. This thesis is approved by ethical committee of Dinsha Patel College of Nursing and a formal written permission was gathered from the authority of or Principal of Institute prior to data collection

Statement of Informed consent: Yes, informed consent form was taken from the participants prior to data collection.

Acknowledgement

Special thanks to all the participants of the study and principals of the selected colleges for provide us permission for data collection.

REFERENCES

- Hasan, Mahewash (2015). Identification of children with attention deficit hyperactivity disorder ADHD and their cognitive profile. Department of Psychology, Sam Higginbottom Institute of Agriculture, Technology and Sciences <http://hdl.handle.net/10603/126553>
- Rodrigo, M. D., Perera, D., Eranga, V. P., Williams, S. S., & Kuruppuarachchi, K. A. (2011). The knowledge and attitude of primary school teachers in Sri Lanka towards childhood attention deficit hyperactivity disorder. *The Ceylon medical journal*, 56(2), 51–54. <https://doi.org/10.4038/cmj.v56i2.3108>
- Hosseinnia, Maede & Mazaheri, MaryamAmidi & Heidari, Zahra. (2020). Knowledge, attitude, and behavior of elementary teachers regarding attention deficit hyperactivity disorder. *Journal of Education and Health Promotion*. 9. 120. 10.4103/jehp.jehp_696_19.
- Thabet AM, Al Ghamdi H, Abdulla T, Elhelou MW, Ostanis P. *Psychiatry*, 2002, 159:1556–62. Attention deficit–hyperactivity symptoms among Palestinian children. *EMHJ* 2010; 16(5):505-10. https://www.researchgate.net/publication/269405145_Attention_Deficit_Hyperactivity_Disorder_ADHD_in_Children_A_Short_Review_and_Literature
- Bibi Leila Hoseini, Attention Deficit Hyperactivity Disorder (ADHD) in Children: A Short Review and Literature December 2014 *International Journal of Pediatrics* 2(4.3):443-450 DOI:10.22038/ijp.2014.3749 (PDF) Attention Deficit Hyperactivity Disorder (ADHD) in Children: A Short Review and Literature (researchgate.net)

6. Safaan, N. A. , El-Nagar, S. A. , & Saleh, A. G. (2017). Teachers' Knowledge about Attention Deficit Hyperactivity Disorder among Primary School Children. *American Journal of Nursing Research*, 5(2), 42-52 Teachers' Knowledge about Attention Deficit Hyperactivity Disorder among Primary School Children (sciepub.com)
7. Millions of Indian Children (and Parents) Struggle with ADHD Posted by D'Laami Ortiz on Apr 20, 2022 11:18:35 AM Millions of Indian Children (and Parents) Struggle with ADHD (neeuro.com)
8. Kadhim Jawad AL Madwah, Assessment of Knowledge of Primary School Teachers' about Attention Deficit Hyperactivity Disorder in Basra City. *Scholars Journal of Applied Medical Sciences* (2020) (PDF) Assessment of Knowledge of Primary School Teachers' about Attention Deficit Hyperactivity Disorder in Basra City (researchgate.net)
9. Suthar DB, Nagar K. A Study To Assess The Effectiveness Of Planned Teaching Programme On Prevention Of Selected Life Style Diseases In Terms Of Knowledge And Attitude Among Male Adults At Selected PHC Of Kheda District. *Indian J Forensic Med Toxicol*. 2021 May 17;15(3):15732. doi: 10.37506/ijfmt.v15i3.15732. PMID: 34434007.
10. Christian A, Nagar K. Understanding Patients Experiences Living with Diabetes Mellitus: A Qualitative Study, Gujarat, India. *J Pharm Res Int*. 2021;33(58A):464-471. doi: 10.9734/jpri/2021/v33i58A34139 . Epub 2021 Dec 15. PMID: 35024509 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7336663/>
11. Selina, C., Anushka, P., Devanshi, P., Dhruvi, B., Jinal, D., Manjari, B., Hiral, V., Janki, P. and Nagar, K. (2021) "Perception and Behavioural Outcome towards COVID-19 Vaccine among Students and Faculties of Nursing Colleges at Gujarat", *Journal of Pharmaceutical Research International*, 33(52B), pp. 120-128. doi: 10.9734/jpri/2021/v33i52B33607.
12. Ms. Shweta Prajapati and Mr. Kailash Nagar (2022) "Safety Education on Knowledge, Attitude and Practice Towards Road Traffic Signs and Regulations Among College Students At, Gujarat", *Journal of Pharmaceutical Negative Results*, pp. 948–958. doi: 10.47750/pnr.2022.13.S04.112.