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A descriptive study to assess the knowledge of primary school teachers about the attention deficit hyperactivity disorder (ADHD) at the selected schools of district Sri Muktsar Sahib, Punjab

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Abstract

Attention Deficit Hyperactivity Disorder (ADHD) is one of the most common mental disorders that develop in children and becomes apparent in the pre-school and early school years. According to WHO 2020, childhood neuropsychiatric disorders will increase by more than 50% internationally to become one of the five most common causes of morbidity and disability among children. ADHD is becoming a serious public health problem affecting a large number of children and adults. Generally in developing countries more and more children are brought into every section of the school in which 15-20% of students who are not able to maintain satisfactory collateral progress and lack of ability to successfully navigate the educational system cause serious problems for children and their parents. A child's academic success is often dependent on his or her ability to attend to tasks, and to teacher and to teacher and to fulfill classroom expectation with minimal distraction. Such skill enables a child to study well. This study helps to evaluate the knowledge regarding ADHD in children among primary school teachers in district Sri Muktsar Sahib, Punjab.

Aim of the study: 1) To assess the level of knowledge of primary school teachers about attention deficit hyperactivity disorder. 2) To improve the knowledge about Attention Deficit Hyperactivity Disorder among primary school teachers. 3) Associate the knowledge of primary school teacher with selected demographic variables.

Material and Methods: A non-experimental descriptive study was conducted on 40 teachers studying in selected school of Punjab. Data was collected through structured questionnaire.

Results: Fifty five percent primary school teachers in district Sri Muktsar Sahib, Punjab showed moderate level of knowledge about ADHD in which 87.5% female teachers belonged from urban area (57.5%) with great educational backgrounds. The most important source of their s ADHD knowledge has been the media (35%), curriculum (30%) and Internet (30%).

Conclusion: From the results it may be concluded that the primary school teachers has moderate knowledge of ADHD and their source of knowledge has been media, curriculum and Internet. To increase the awareness about ADHD in schools will need to start reasonable educational events by collaborating with hospital, medical colleges and nursing collages through onsite events, social media and internet.

Keywords: ADHD, primary school teachers, attention deficit hyperactivity, hyperactivity disorder

Introduction

Every children as young as 2 years old have the cognitive capacity to interpret the physical and psychological states of others, the emotional capacity to affectively experience the other state, and the behavior repertoire that permits the possibility of trying to alleviate discomfort in others. A child of three or four considered a preschooler and they are different from toddlers in that they are developing the basic life skills, independence and knowledge that they will need as they enter their school years. Preschoolers are learning many new skills and stretching their cognitive abilities. These are the capabilities underlie each and every children. When children do not act in a way consistent with these capacities, we might therefore, come to a very different conclusion that they have some psychological problems.

Now days, Attention Deficit Hyperactivity (ADHD) is one of the most common mental disorders that develop in children and becomes apparent in the preschool and early school years ^[1]. The global burden of disease indicated that by the year 2020, childhood neuropsychiatric disorders will increase by more than 50% internationally to become one of the five most common causes of morbidity and disability among children.

Attention Deficit Hyperactivity disorder is becoming a serious public health problem affecting a large number of children and adults. It is persistent and debilitating in attention, over activity and impulsivity. The variable incidence of Attention Deficit Hyperactivity disorder, which ranging from 2% to 16% [2] Attention Deficit Hyperactivity disorder is diagnosed much more often in boys than in girls. It is very important to know more about Attention Deficit Hyperactivity disorder because it can have a significant social impact on person's live, causing disruption at school, work or home and in relationships.

Today's Children are tomorrow's citizens of the world. There is a great to emphasize on children these days because of that a very substantial proportion of the world's population, 35-45% constitutes young children. The future of our country depends on positive mental health of our young people. Childhood and adolescent psychiatric disorder remain prevalent around the globe with prevalence estimates of around 12% [3]. An understanding of the mental and emotional development of children is essential [4].

Education is one of the most important aspects of human resource development. The inability to successfully navigate the educational system can cause serious problems for children and their parents. There are many reasons for children to underperform at school such as, medical problems, below average intelligence, specific learning disability, and attention deficit hyperactivity disorder (ADHD), emotional problems, psychiatric problems, poor home environment etc [5].

A child's academic success is often dependent on his or her ability to attend to tasks, and to teacher and to teacher and to fulfill classroom expectation with minimal distraction. Such skill enables a child to study well [6].

Need of the study

The apparent lack of knowledge regarding attention deficit hyperactivity disorder and effective interventions among main stream classroom teachers it is important to further

study teacher knowledge assessment related to children with attention deficit hyperactivity disorder.

Aim and Objectives

The aim of the study to assess the knowledge of primary school teachers about Attention Deficit Hyperactivity Disorder in selected schools of district Sri Muktsar Sahib, Punjab.

To improve the knowledge about Attention Deficit Hyperactivity Disorder among primary school teachers.

Materials and Methods

The setting for the present study was conducted in Government Primary Schools of District Sri Muktsar Sahib, Punjab. Selected by convenience sampling technique. 1. Dashmesh Public School, Badal Sri Muktsar Sahib 2. Sanatan Dharam Senior Secondary School, Malouts3. Guru Teg Bahadur Public Senior Secondary School, Malout

Target population

The target population was teachers of selected primary schools of District Sri Muktsar Sahib, Punjab.

Sample size and sampling technique

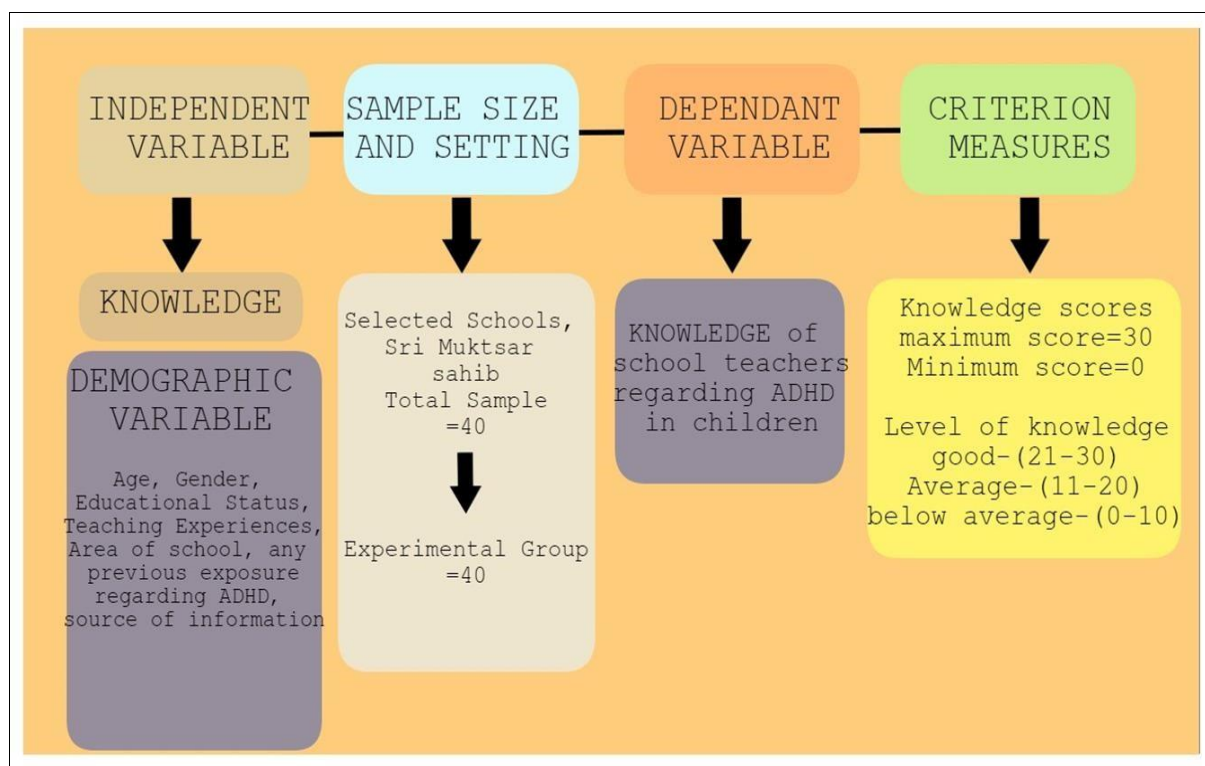
The sample size for the study was 40 teachers of selected schools of Sri Muktsar Sahib, Punjab. Non-probability convenient sampling technique was used to select the samples.

Sample Inclusion criteria

1. School teachers who were willing to participate in the study
2. School teachers who were present during the data collection

Exclusion criteria can't understand English

Tools used for data collection Self-structured Questionnaire's.



Discussions

The findings are discussed in relation to the objectives, need for the study and related literature of the study. It is presented in line with the objectives of the study the problem stated as, "A descriptive study to assess the knowledge of primary school teachers about Attention Deficit Hyperactivity Disorders in selected schools of district Sri Muktsar Sahib.

The present day study design was non- experimental in nature conducted over 15/4/2022 to 30/4/2022. Data were collected from 40 primary school teachers from selected schools of District Sri Muktsar Sahib, Punjab, by using structured knowledge questionnaire to assess the knowledge regarding ADHD in children. The findings of present study have been discussed with the reference to objectives with the findings of the study. Both the objectives are met.

To assess the knowledge of primary school teachers about Attention Deficit Hyperactivity Disorder is supported by the findings shown in table and figure which reveal that during conduction of study 4(10%) have adequate knowledge, 22(55%) have moderate knowledge and 14(35%) have inadequate knowledge. In the study, mean knowledge score of school teachers is 11.88 and standard deviation is 4.38. Results of this study in association to object first are support by a study of Stone 2003^[7].

To improve the knowledge about Attention Deficit Hyperactivity Disorder among primary school teachers is supported by Bos, C. S, *et al* (2007)^[8]. Who conducted a descriptive study to assess the knowledge and attitude towards Attention Deficit Hyperactivity Disorder among elementary school teachers. A sample size of 196 elementary teachers was gathered and they were administered self-report questionnaire on Attention Deficit Hyperactivity Disorder. The study results shows that 77.6% teachers believes that students with Attention Deficit Hyperactivity Disorder experiences difficulty in making relation with the class mates, and knowledge of teachers about this disease are relatively low. Based upon the criteria it was interpreted that school teacher had moderate level of knowledge regarding ADHD in children.

Conclusion

There is a need for extensive and intensive research in the early diagnosis of ADHD among primary school children. It opens a bigger venue for innovative methods of malnutrition management, development of education criteria for teachers to find out the students with ADHD.

Further research studies are needed to study the effects of a structured teaching programs among primary school teachers disseminating the findings of the research through conferences seminars and publishing in nursing generals and promote the effective utilization of research findings. Nursing students should actively conduct the research in this field so as to become aware of latest issues and thus to identify the problems of primary school children and its early prevention to reduce the morbidity rate.

Recommendations

On the basis of the findings of the this study following recommendations have been made as "A similar study can be replicated on a large sample to generalize the findings."

Limitations of the study

- The researcher faced difficulties because of the busy

schedule of school teachers.

- Small number of sample subjects leads in limiting the generalization of the study.

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