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**Neha Choudhary**  
Nursing Student (M.Sc.  
Nursing), Department of  
Mental Health Nursing,  
Guru Dronacharya College of  
Nursing, Himachal Pradesh  
University, Shimla, Himachal  
Pradesh, India

## **A descriptive study to assess the knowledge regarding attention deficit hyperactivity disorder (ADHD) among primary school teachers in selected schools of district Kangra, Himachal Pradesh**

**Neha Choudhary**

### **Abstract**

**Background:** Attention-deficit/hyperactivity disorder (ADHD) is one of the most common chronic mental disorders that can affect school-aged children. Primary school teachers play an essential role in the assessment of children's behaviors and can be the first ones to identify children with ADHD. Adequately knowledgeable school teachers can play an essential role in early detection and proper treatment of children with attention-deficit/hyperactivity disorder (ADHD) at school.

**Methodology:** Quantitative research approach with descriptive research design had been adopted for the study and convenient sampling technique was used. Total 100 Primary school teachers were taken for the study. Data was collected with the help of Self structured knowledge questionnaire.

**Results:** Findings of the study clearly depicted that the primary school teachers had average knowledge regarding Attention Deficit Hyperactivity Disorder (ADHD). Socio-demographic variable i.e. types of school was significantly associated with knowledge level in primary school teachers and other socio demographic variables i.e. age, gender, educational qualification, experience, teachers having children, type of family and source of information were not significantly associated with the knowledge level of primary school teachers. The mean test knowledge score was 16.63.

**Conclusion:** The purpose of study was to assess the knowledge regarding Attention Deficit Hyperactivity Disorder (ADHD) among primary school teachers. From the result of the study it was concluded that the primary school teachers had average knowledge regarding Attention Deficit Hyperactivity Disorder (ADHD). On the basis of the research findings an informational booklet on Attention Deficit Hyperactivity Disorder (ADHD) was developed and disseminated to the subjects.

**Keywords:** Attention-deficit hyperactivity disorder, ADHD, primary school teachers, knowledge

### **Introduction**

Attention deficit hyperactivity disorder is a behavioral developmental disorder. It is primarily characterized by the "co-existence of attention problems and hyperactivity, with each behavior occurring infrequently alone". Attention deficit hyperactivity disorder (ADHD) is the most commonly studied disorder in children, affecting about 3% to 5% of children globally and diagnosed in about 2% to 16% of school age children. It is a chronic disorder with 30% to 50% of those individuals diagnosed in childhood continuing to have symptoms in to childhood <sup>[1]</sup>.

Children with attention deficit hyperactivity disorder (ADHD) often have been noted by their parents and teachers as destructive misbehaved and dullards. This often leads to the resentment of the students by the teacher. In addition parents often feel disgusted to manage such children the very thought of inattentiveness among such children distances them from their normal counter parts in the social often they got blamed for no reason. The problems faced by these children are difficult but not insurmountable. In order to achieve his or her full potential he or she should receive help, guidance and understanding from teachers and the public education system <sup>[3]</sup>.

### **Aim of the Study**

To assess the knowledge regarding Attention Deficit Hyperactivity Disorder (ADHD) among primary school teachers in selected schools of District Kangra, Himachal Pradesh.

**Corresponding Author:**  
**Neha Choudhary**  
Nursing Student (M.Sc.  
Nursing), Department of  
Mental Health Nursing,  
Guru Dronacharya College of  
Nursing, Himachal Pradesh  
University, Shimla, Himachal  
Pradesh, India

### Objectives

- To assess the Knowledge Regarding Attention Deficit Hyperactivity Disorder (ADHD) among Primary School teachers in Selected Schools by using self structured knowledge questionnaire.
- To find the association of knowledge regarding attention deficit hyperactivity disorder (ADHD) with their selected socio demographic variables.
- To provide informational booklet regarding Attention Deficit Hyperactivity Disorder (ADHD) among Primary School teachers.

### Data Collection Procedure

Data collection was formal procedure that researcher develops to guide the data collection in a standardized fashion.

### The data was collected using the following steps

- 1) Formal permission was obtained from the Principal of

Guru Dharonacharya College of Nursing, Yol Cantt, Kangra, Himachal Pradesh.

- 2) Formal permission was obtained from the BEEOs, Principals of private schools and Headmaster of Govt. Primary Schools of district Kangra, Himachal Pradesh.
- 3) Participants were selected by using convenience sampling technique.
- 4) From the 24 schools 100 Primary school teachers were selected who were available during the time of data collection.
- 5) Primary school teachers were taken as a sample.
- 6) A written informed consent was taken from the study participants through online media (Whatsapp) and offline mode.
- 7) The purpose of the study was explained through phone calls, verbally and online mode (Whatsapp) was taken via Self Structured Questionnaire and Google Forms from Primary School Teachers.
- 8) After the data collection, analysis of the data was done using descriptive and inferential statistics.

**Table 1:** Frequency (f) and percentage (%) distribution of socio demographic variables. N= 100

Scio-Demographic Variables	Opts	Percentage (%)	Frequency (f)
Age (in years)	21-30 Years	20%	20
	31-40 Years	35%	35
	41-50 Years	35%	35
	51-60 Years	10%	10
Gender	Male	22%	22
	Female	78%	78
Educational Status	JBT	54%	54
	Degree	18%	18
	PG	28%	28
Experience (in years)	<5	23%	23
	5-10 yrs	29%	29
	>10	48%	48
Types of School	Private	71%	71
	Govt.	29%	29
Marital Status	Married	83%	83
	Single	16%	16
	Widow/Widower	1%	1
Teachers having Children	Yes	81%	81
	No	19%	19
Types of Family	Nuclear	51%	51
	Joint	49%	49
	Extended	0%	0
Residential Status	Rural	87%	87
	Urban	13%	13
Source of Information	Family & Friends	35%	35
	Mass media	33%	33
	Magazine/Newspaper	15%	15
	Books	9%	9
	Any other	8%	8

Table 1 reveals that the subjects were studied by distribute them into various categories according to their age, gender, educational status, experience, types of school, marital status, teachers having children, types of family, residential status and source of information. The inferences made are:

With respect to age, 20 (20%) primary school teachers were in the age group of 21-30 years, 35 (35%) primary school teachers were in the age group of 31-40 years, 35 (35%) primary school teachers were in the age group of 41-50 years, 10 (10%) primary school teachers were in the age group of 51-60 years.

According to gender, 22 (22%) primary school teachers were males and 78 (78%) primary school teachers were

females.

According to educational status, 54 (54%) primary school teachers were JBT, 18 (18%) primary school teachers were degree, 28 (28%) primary school teachers were PG.

According to experience, 23 (23%) primary school teachers were <5 years experienced, 29 (29%) primary school teachers were between 5-10 years experienced and 48 (48%) primary school teachers were >10 experienced.

According to types of school, 71 (71%) primary school teachers were from private schools and 29% primary school teachers were from government schools.

According to marital status, 83 (83%) primary school teachers were married, 16 (16%) primary school teachers

were single and 1 (1%) primary school teachers were widow/widower.

According to teachers having children, 81 (81%) primary school teachers were having children and 19 (19%) primary school teachers were not having children.

According to types of family, 51 (51%) primary school teachers were living in nuclear family, 49 (49%) primary school teachers were living in joint family and 0 (0%) primary school teachers were living in extended family.

According to residential status, 87 (87%) primary school teachers were living in rural area and 13 (13%) primary school teachers were living in urban area.

According to source of information, 35 (35%) primary school teachers were having knowledge from family & friends, 33 (33%) primary school teachers were having knowledge from mass media, 15 (15%) primary school teachers were having knowledge from Magazine/Newspaper, 9% primary school teachers were having knowledge from books and 8 (8%) primary school

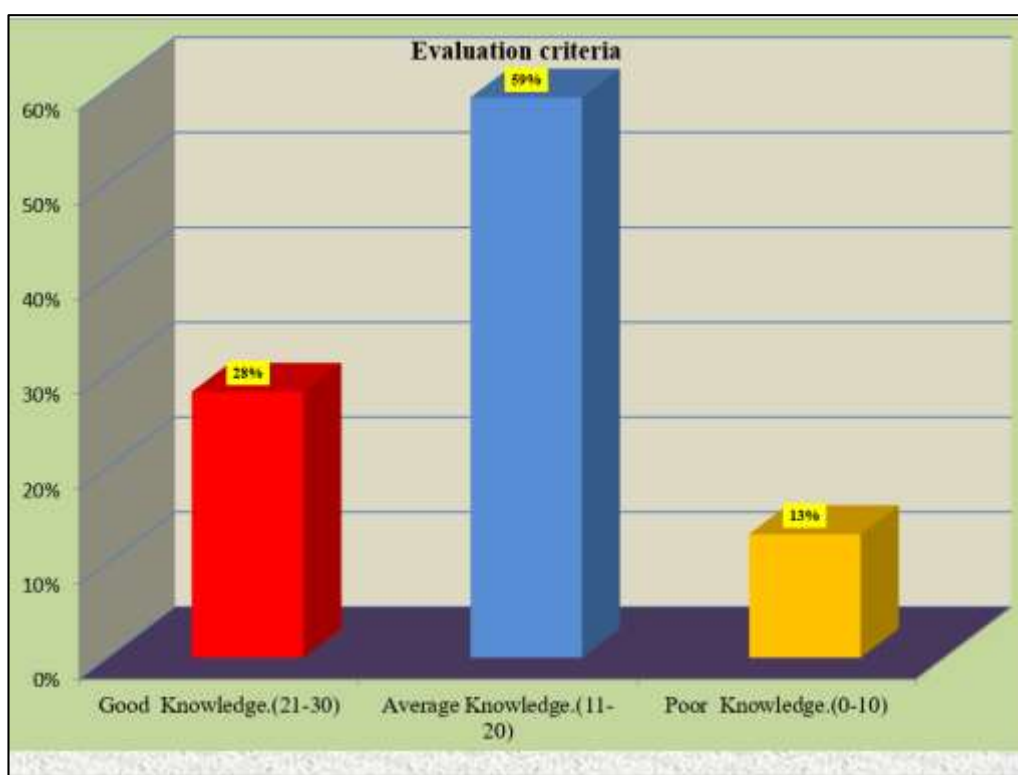
teachers were having knowledge from any other source of information.

**Table 2:** Frequency and percentage distribution of level of knowledge scores of primary school teachers.

N= 100

Criteria Measure of Knowledge Score		
Level of Scores	Percentage	Frequency
Good Knowledge.(21-30)	28%	28
Average Knowledge.(11-20)	59%	59
Poor Knowledge.(0-10)	13%	13
Maximum =30 Minimum=0		

Data presented in the table 2 depicted the frequency and percentage distribution of level of knowledge scores of primary school teachers. Maximum 59% primary school teachers were having average scores, 28% primary school teachers were having good scores and 13% primary school teachers were having poor scores regarding Attention Deficit Hyperactivity Disorder (ADHD).



**Fig:** Bar Diagram showing Level of Knowledge Scores of primary school teachers

This diagram depicted that 59% have average knowledge, 28% have good knowledge and 13% have poor knowledge.

**Table 3:** Mean, median, standard deviation, range and mean percentage of knowledge scores of primary school teachers regarding Attention Deficit Hyperactivity Disorder (ADHD).

N = 100

Descriptive Statistics	Mean	Median	S.D.	Maximum	Minimum	Range	Mean %
Knowledge Score	16.63	17	4.77	25	5	20	55.43
Maximum=30 Minimum=0							

The data depicted in table 4 revealed the mean, median, standard deviation, range and mean percentage of knowledge scores of primary school teachers regarding Attention Deficit Hyperactivity Disorder (ADHD).

Knowledge score showed that mean was 16.63, median was 17, S.D. was 4.77, range was 20 and mean percentage was 55.43.

**Table 4:** Table Showing Association of Knowledge Score and Selected Socio Demographic Variables.

N=100

Demographic Data		Levels (N=100)			Association with Knowledge Score			
Variables	Opts	Good	Average	Poor	Chi Test	P Value	df	Table Value
Age (in years)	21-30 Years	7	11	2	2.282	0.892 <sup>NS</sup>	6	12.592
	31-40 Years	8	21	6				
	41-50 Years	9	22	4				
	51-60 Years	4	5	1				
Gender	Male	5	13	4	0.863	0.650 <sup>NS</sup>	2	5.991
	Female	23	46	9				
Educational Status	JBT	16	30	8	1.482	0.830 <sup>NS</sup>	4	9.488
	Degree	6	10	2				
	PG	6	19	3				
Experience (in years)	<5	6	14	3	0.265	0.992 <sup>NS</sup>	4	9.488
	5-10 yrs	9	16	4				
	>10	13	29	6				
Types of School	Private	17	41	13	6.814	0.033*	2	5.991
	Govt.	11	18	0				
Marital Status	Married	24	49	10	1.256	0.869 <sup>NS</sup>	4	9.488
	Single	4	9	3				
	Widow/Widower	0	1	0				
Teachers having Children	Yes	21	50	10	1.333	0.513 <sup>NS</sup>	2	5.991
	No	7	9	3				
Types of Family	Nuclear	13	34	4	3.400	0.183 <sup>NS</sup>	2	5.991
	Joint	15	25	9				
	Extended	0	0	0				
Residential Status	Rural	26	49	12	1.987	0.370 <sup>NS</sup>	2	5.991
	Urban	2	10	1				
Source of Information	Family & Friends	12	18	5	8.991	0.343 <sup>NS</sup>	8	15.507
	Mass media	11	19	3				
	Magazine/Newspaper	3	10	2				
	Books	0	6	3				
	Any other	2	6	0				

\* Significant at  $p$  value  $\leq 0.05$ <sup>NS</sup> Non significance at  $p$  value  $\leq 0.05$ 

Table 4 depicted that the association between the level scores and socio demographic variables. Based on the objectives Chi-square test used to associate the level of knowledge and selected socio demographic variables. The Chi-square value showed that types of school was significantly associated with knowledge level in primary school teachers i.e.  $X^2 = 6.814$ ,  $df = 2$ . The calculated chi-square value was more than the table value at the 0.05 level of significance.

And there is no significance association between the level of knowledge scores and other socio demographic variables: age, gender, educational qualification, experience, teacher's having children, type of family and source of information. The calculated chi-square values were less than the table value at the 0.05 level of significance.

### Discussion

The purpose of the study was to assess the knowledge regarding Attention Deficit Hyperactivity Disorder (ADHD) among primary school teachers in selected schools of District Kangra, Himachal Pradesh.

This chapter relates the findings of the present study in accordance with the studies done earlier.

The result of the present study shows that the level of knowledge of primary school teachers is average and mean score (16.63). These findings were consistent with the findings of Mrs. Shashi Kiran and Dr. Harvinder Kaur (2020) that only one third of the primary school teachers (32%) had average knowledge while two third (68%) had Poor knowledge about ADHD. None of the participants had

Good knowledge regarding ADHD, Shimla (Himachal Pradesh). Results revealed that only one third of the primary school teachers (32%) had average knowledge about ADHD. The mean score of ADHD knowledge was  $4.87 \pm 1.69$ . Results revealed that only one third of the primary school teachers (32%) had average knowledge while two third (68%) had Poor knowledge about ADHD. None of the participants had Good knowledge regarding ADHD.

These findings were consistent with the findings of Khademi Mojgan, Rajeziyefahani Sepideh, Noorbakhsh Simasadat, Panaghi Leili, Davari-Ashtiani Rozita *et al.* (2016) that teachers achieved average scores for knowledge of and attitude toward both SLD and ADHD. The mean score of ADHD knowledge was 17.28.

### Conclusion

From the result of the study it was concluded that the primary school teachers had average knowledge regarding Attention Deficit Hyperactivity Disorder (ADHD). Types of school is significantly associated with knowledge level in primary school teachers and socio demographic variables i.e. age, gender, educational qualification, experience, teachers having children, type of family and source of information are not significantly associated with the knowledge level of primary school teachers.

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