

Teachers' Knowledge about Attention Deficient Hyperactivity Disorder (ADHD) among Student at Primary School in Karbala City

Eitidal Nassir Hussain¹, Qasim Kadhim Ashour², Enas Ahmeed Abdulkarim³

^{1,2}Assist. Lecturer. Pediatric Nursing Department, College of nursing, University of Kerbala, Iraq,

³Assist. Lecturer. Pediatric Nursing Department, College of nursing, University of AL Qadisiyan, Iraq

*Corresponding author: Eitidal Nassir Hussain, Assist. Lecturer. Pediatric Nursing Department, College of nursing, University of Kerbala, Iraq,

Email:ietedal.nasser1204a@conursing.uobaghdad.edu.iq

Submitted: 10 November 2022; Accepted: 13 December 2022; Published: 13 January 2023

ABSTRACT

Introduction: Attention deficit hyperactivity disorder (ADHD) is the most common neurodevelopmental disorder diagnosed in childhood and it is characterized by chronic symptoms of inattention, impulsivity, and hyperactivity that lead to function impairment experienced in multiple daily activity. (Danielson & Melissa, 2016). ADHD is characterized by deficits of executive functions, and that a deficiency in the executive control of emotions is a necessary component of ADHD. According to this theory, the extent to which an individual with ADHD displays a deficiency in behavioral inhibition is the extent to which he or she will automatically display an equivalent degree of deficiency in emotional inhibition (Villemonteix et al., 2014).

Methods: A descriptive (cross-sectional study) was conducted to assess Primary school teacher's knowledge about attention deficient hyperactivity disorder (ADHD) among student at primary school in Karbala city and find out the association between the teachers knowledge toward ADHA and their socio-demographic characteristics. The study started from the period of 27th October 2021 to the 20th of June 2022. A non-probability (convenience) sample of 85 teachers, were purposive. The questionnaire format was designed and composed of two parts: the first part includes two sections that deal with the teacher's socio-demographic characteristics, and source of information about ADHD whereas the second part teacher's knowledge domain, which involves (21 items).

Results :The results of the present study indicated that the majority of studied teachers had low level of knowledge, which was no significant associated with (age of teachers, gender, level of education of teachers, Number of years of service).there was no significant association between Teachers' knowledge and attitudes toward child ADHD and their compliance, and recommended that it is necessary to increasing the public knowledge and awareness about the importance of ADHD by implementing educational programs which can be delivered through mass media, booklets, and primary health care centers staff.

Concludes: Most of the study sample was female (76.5%),The overall assessment of teachers' knowledge is low about ADHD.

Keywords: *Attention deficit/hyperactivity disorder (ADHD), Knowledge*

INTRODUCTION

The mental process (attention) considered as an important role child intellectual growth several of the children may suffer from a deficit in their attention with over activity this condition may lead them to do an inappropriate behavior, for instance, their cannot focus and complete one task & also they cannot sit still, or they do unfocused and, movements are Random & impulsive (Khalil et al., 2019).

ADHD is a common disease among children around the world, but its effects have recently begun to appear among adults. According to the American Institute of Mental Health, this disease affects between 3 and 5% of children, whether in preschool or early stages of basic education. It is possible to diagnose one infected case out of every 25 to 30 children. Thus, the total percentage between 6.5 and 7.9% of children in the basic education stage suffers from hyperactivity and inattention. Males represent the largest proportion of these injuries, as the incidence rate reaches 13.2% of children (APA, Journal of Architecture, Arts and Humanities, 2021).

The estimated of ADHD among elementary school children in Baghdad/Iraq is approximately 10%, in another recent study conducted in Najaf/Iraq on several primary schools, the prevalence rate among school children was approximately 25% according to reports teachers' (Al-Fatlawi & Al-Dujaili, 2019). Teachers play an essential role in supporting children with ADHD and are responsible for implementing the classroom management strategies that are

designed to assist students with the condition achieve social, academic, and emotional success within the school setting (Topkin et al., 2015). There are indications that teachers have limited knowledge about attention deficit hyperactivity disorder (ADHD), despite its high prevalence in childhood and its long-term effects on students such as academic underachievement, reduced self-esteem, and social and behavioral difficulties (Lasisi & Dupe, 2017).

MATERIALS AND METHODS

A descriptive quantitative study design was conducted to identify assess teacher's knowledge about attention deficient hyperactivity Disorder (ADHD) among student at primary school in Karbala City. Data were obtained through face to face interview techniques as method of data collection. The period from (5 March 2022 to the 1 April 2022), interview was conducted with teachers who were work at primary school in Karbala city to fill in the questionnaire after a permission was arranged from Directorate General of Education in Karbala city and an agreement of participation was obtained from the teachers to the interview, after that the researcher explaining the purpose of the study in simple way for the teachers. Each respondent of the teachers has taken nearly 10-15 minutes for the complete questionnaire about assessing teacher's knowledge regarding attention deficient hyperactivity disorder (ADHD).

RESULTS

TABLE 1: Distribution of the Participants According to Their Demographic Characteristics Variable (N=85).

Variables	Groups	F.	%
Age (Years)	25-35	6	7.1
	36-45	28	32.9
	46-55	51	60.0
	Mean (SD) = 25.84 ± 2.53		
Gender	Male	20	23.5
	Female	65	76.5
Educational level of teachers	Diploma	55	64.7
	Bachelor	29	34.1
	Masters and above	1	1.2
Years of experience	< = 12	3	3.5
	13-19	18	21.2
	20-26	35	41.2
	> = 27	29	34.1

F = Frequency; % = Percentage

TABLE 2: Overall assessment of teachers knowledge regarding ADHD

Level of teachers' knowledge	Assess	F.	%	Cumulative Percent
	Low	55	65.0	65.0
	Moderate	13	15.0	35.0
	High	17	20.0	100.0
	Total	85	100.0	

Assessment (<75) Low (L) ;(75.1 -87.5) Moderate (M); (≥87.6) High (H), F: Frequency, %: Percentage.

TABLE 3: Relationship Between the primary school teachers' knowledge and their demographic characteristics Variables.

Demographical characteristics variables	Teachers' knowledge regarding ADHD		
	C.C	Sig.	C.S
Age Groups	0.022	0.214	NS
Gender	0.124	0.744	NS
Educational level of teachers	0.042	0.046	S
Sears of experience	0.087	0.371	NS
Source of information about ADHD	0.078	0.036	S

S: significant at $p < 0.05$, NS: Non Sig, C.C: Contingency Coefficients, C.S: Comparison Significant

DISCUSSION

Discussion of the Demographic Characteristics of Teachers:

The findings of the present study showed in table (1) that most of the studied sample was female and accounted 76.5%. This finding agree with a descriptive cross sectional survey study that was carried out upon (428) teachers by (Alkahtani, 2013) concerned (Teachers' knowledge and misconceptions of attention deficit hyperactivity disorder in Saudi Arabia), they found that the most of the study sample was female and accounted 238 (55.5%). While the findings of the present study disagree with study done by Al-moghamsi and Aljohani (2018). Which aim to identify the elementary school teachers' knowledge about attention deficit/hyperactivity disorder, who reported that most of the participants 215 (51.7%) was male.

Furthermore, more than half of teachers of the present study sample are within (46-55) years. This result is consistent with a descriptive cross sectional study carried out (500) teachers by (Safaan, El-nagar & Saleh, 2017). In their study that aim to (Assess teachers' knowledge about

attention deficit hyperactivity disorder among primary school children in Egypt), they reported that the majority of the participant are within age group of (40-50) and accounted (75%).

In other hand, the result of the present study was not consistent with the study conducted by (Alabd, Mesbah & Alboliteh, 2018) in Hail City concerned the effect of educational program on elementary school teachers' knowledge, attitude, and classroom management techniques regards attention deficit hyperactivity disorder. The study found that the majority of the study sample (65.3%) was within group aged (30-41) years.

The result of the current study that concerning with the educational level of the study sample mentioned that the highest percent of teachers obtained diploma degree and accounted 55(64.7%). These findings are supported by a descriptive analytic study upon 200 teachers conducted by ALMadwah et al. (2020) when they assess knowledge of primary school teachers' about attention deficit hyperactivity disorder in Basra city, they reported that most of the participants have diploma degree and accounted (76%).

the years of experience the present study showed that most of the teachers have experience years within group of (20-26) years in the field of education. This results agree with A cross-sectional descriptive study done by (Topkin and Roman, 2015) among 200 teachers concerned (Attention Deficit Disorder (ADHD): Primary school teachers' knowledge of symptoms, treatment and managing classroom behavior), who found that most of teachers have years' experience more than 20 years and accounted 71(41%). Another study conducted by (Guerra and Brown, 2012) showed that most of teachers 31(29%) have a years of experience within group of (1-5) years. Table 2 Overall Assessment of Teacher's Knowledge regarding ADHD: The results of the study on hand showed that the majority of the studied teachers had a low level of knowledge towards ADHD as shown in table (4-3). These findings agree with a descriptive cross sectional survey study that was carried out upon (200) teachers conducted by ALMadwah et al. (2020). The found that the majority of the sample (50.5%) had poor knowledge about ADHD.

Moreover, across-sectional study done by Aldawodi et al. (2018) among (141) teachers in Riyadh, Saudi Arabia who found that most of the participants had insufficient level of knowledge about ADHD. Table 3 relationship Between the primary school teachers' knowledge and their demographic characteristics: The findings of this study indicated that no significant association was found between teachers' knowledge and their demographical characteristics (gender, age, years of experience). Whereas, the findings of the current study stated that a significant correlations were found between educational level of teachers and source of information about ADHD in table (4-5). This findings agree with a pre experimental study conducted by (Venkateswarlu, Jyothi & Suneetha, 2022). Aim to identify the effectiveness of a video awareness programmer regarding attention deficit hyperactivity disorder among primary school teachers and parents. The found that there is a significant relationship between the primary school teachers pre-test level of knowledge with educational level at P value =8.7. Also, another study done in Jordan by (Sawalha, 2019) who aim to assess the level of elementary school teachers about ADHD. The study did not find significant differences in the

level of knowledge of teachers due to variables of sex and age.

REFERENCES

1. Aldawodi, M., Alfageer, H., Al Queflie, S., Masud, N., Al Harthy, N., Alogayyel, N., ... & Qureshi, S. (2018). Knowledge and attitude of male primary school teachers about attention deficit and hyperactivity disorder in Riyadh, Saudi Arabia. *Journal of Natural Science, Biology, and Medicine*, 9(2), 257-262.
2. Alkahtani, K. D. (2013). Teachers' knowledge and misconceptions of attention deficit/hyperactivity disorder. *Psychology*, 4(12), 963.
3. Al-Fatlawi, D. A. H., & Al-Dujaili, A. H. (2019). Assessment of Attention Deficit Hyperactivity Disorders among Primary School Children in AL-Najaf City. *SCOPUS IJPHRD CITATION SCORE*, 10(01), 1048.
4. Guerra Jr, F. R., & Brown, M. S. (2012). Teacher knowledge of attention deficit hyperactivity disorder among middle school students in South Texas. *RMLE online*, 36(3), 1-7
5. Khademi, M., Rajezi esfahani, S., Noorbakhsh, S., Panaghi, L., Davari-Ashtiani, R., Razjouyan, K., & Salamatbakhsh, N. (2016). Knowledge and attitude of primary school teachers in Tehran/Iran towards ADHD and SLD. *Global Journal of Health Science*, 8(12), 141.
6. Sawalda, A.A. (2019) The level of knowledge of elementary school teachers in Jordan of attention deficit hyperactivity disorder. *Zarqa journal for research and Student in Humanities*. 20(1), 2020
7. Sawalda, A.A. (2019) The level of knowledge of elementary school teachers in Jordan of attention deficit hyperactivity disorder. *Zarqa journal for research and Student in Humanities*. 20(1), 2020
8. Shehata, A., Mahrous, E., Farrag, E., & Hassan, Z. (2016). Effectiveness of structured teaching program on knowledge, attitude, and management strategies among teachers of primary school toward children with attention deficit hyperactivity disorder. *IOSR Journal of Nursing and Health Science*, 5(6), 29-37.
9. Venkateswarlu, C., Jyothi, B. N., & Suneetha, A. (2022). Effectiveness of A Video Awareness Programme regarding Attention Deficit Hyperactivity Disorder among Primary School Teachers and Parents of selected schools in Guntur (Dt), Andhra Pradesh. *International Journal of Advances in Nursing Management*, 10(2), 121-126.
10. Topkin, B., & Roman, N. V. (2015). Attention Deficit Disorder (ADHD): Primary school teachers' knowledge of symptoms, treatment and managing classroom behaviour. *South African Journal of Education*, 35(2), 988-988.