

An Exploratory Study to Assess the Knowledge and Classroom Management Regarding Children With Attention Deficit Hyperactivity Disorder Among Primary School Teachers : A Narrative Review

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Abstract

Introduction: Attention deficit hyperactivity disorder is one of the most widely studied neuro-developmental disorders in children. The behavior associated with ADHD may be first observed by teachers and they play a pivotal role in the identification of ADHD. *Aim:* The aim of this narrative review is to find information on the Knowledge and Classroom Management regarding Children with Attention Deficit Hyperactivity Disorder among Primary School Teachers. *Methodology:* Types of studies- Cross-sectional study, Descriptive study. Types of participants- Primary School teachers. Setting- Primary Schools. Outcomes- This narrative review result has appeared that Knowledge and Classroom Management regarding Children with Attention Deficit Hyperactivity Disorder among Primary School Teachers.

Keywords: ADHD; Attention Deficit Hyperactivity Disorder; Knowledge; Classroom Management; Primary school children; Primary School Teachers; Primary Schools.

Introduction

Children are the greatest gifts of God to humanity. Attention Deficit Hyperactivity Disorder is the most common behavioural disorder of childhood and generally thought to account for the majority of referral for mental health treatment [1]. Children with ADHD are usually inattentive, impulsive and hyperactive. These children have a variety of school related problems including difficulty in paying attention, listening in the classroom and completing assignments [2].

School is the unique setting for the early detection and effective management of ADHD. For children with ADHD to function successfully within

the classroom setting, appropriate and efficient intervention strategies are required [3]. Teachers need a broad knowledge about this condition in order to understand the needs of the children and to plan effective behavior modification strategies [4].

A Descriptive cross-sectional study was done to assess the knowledge of Primary school teachers regarding ADHD among children. 47 teachers who were selected by convenient sampling technique from three randomly selected primary schools. Data was collected by self prepared tool. Result shows that most of the teachers 62% had average knowledge regarding ADHD [5].

A descriptive study was done to Assess the Knowledge and Attitude of School Teachers Regarding Attention Deficit Hyperactivity Disorder in Selected School at Gwalior (M.P). Based on objectives of the study, knowledge questionnaire consists of 30 items and attitude questionnaire tool consists of 15 items on attention deficit hyperactivity disorder were prepared. Non experimental descriptive research approach & Convenient sampling technique was used.

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Materials and Methods

Figure 1 Shows that prisma flow diagram of narrative review

Results

Out of 60 school teachers who were teaching in schools (1st standard to 5th standard) in a selected school knowledge and attitude relation was assessed by various statistical test and the association between the knowledge and attitude scores with selected demographic variables was computed by using χ^2 statistics. The result showed that there is positive relation of knowledge and attitude scores on ADHD [6].

A cross-sectional study was done to assess the primary school teachers' knowledge of the symptoms and management of children with ADHD in their Classroom. A self administered questionnaire was used to collect data from a sample 200 teachers at 28 public schools in Kimberley. The data was analyzed by making use of frequencies and mean score. The results show that the majority of teachers are knowledge about the symptoms and diagnosis of ADHD but average knowledge about Classroom Management and their features. Although the majority of teachers received training on ADHD, their knowledge about evidenced-based classroom interventions for ADHD can be improved.

A Descriptive study was done in Mohali to assess the level of knowledge regarding ADHD among primary school teachers in selected schools of district Mohali with a view to develop information booklet. A quantitative approach with descriptive design was adopted. By purposive sampling technique 100 primary school teachers were selected from selected schools of district Mohali. Modified knowledge of attention deficit disorders scale (KADDS) was used to collect data from primary school teachers in selected schools of district Mohali. Findings of the study showed that majority 42% of the sample were in the age group of 35-44years, 60% of the samples were females, 71% of the sample had done B.Ed, 50% of the sample were having more than 5years of working experience, 83% of the sample were from government organization, 56% of the sample did not have any previous knowledge regarding ADHD, 15% of the sample have source of information through television, 87% of the sample have not seen any child diagnosed with ADHD. The majority of primary school teachers had poor

level of knowledge 56%. The study concluded that there was significant association between levels of knowledge with previous knowledge regarding ADHD and have you seen any child diagnosed with ADHD [7].

A descriptive study was done to assess the effectiveness of seminar for school teachers on management of attention deficit children at selected schools in Morena. An evaluatory research approach with one group pretest posttest design was employed among 30 primary school teachers selected by purposive sampling technique and by administrating need assessment opinionnaire. Data was collected by administrating a structured knowledge questionnaire before and after seminar. Result of this study showed that mean post test knowledge score, i.e. 17.40 than mean pretest knowledge score, i.e. 11.07 of primary school teachers. The difference in knowledge score was statistically significant at 0.05 level (t test = 7.3). The study concluded that Association between knowledge score and demographic variables found non significant in both pretest and posttest. It was concluded that seminar was effective in terms of gain in knowledge [8].

A cross-sectional descriptive study was done to identify Attention Deficit Hyperactivity Disorders among primary school children in the state of Qatar. A total of 2,000 primary school children in the state of qatar. A total of 2,000 primary school students, ages 6 to 12 were selected, and 1,541 students (77.1%) gave consent to participate in this study. An Arabic questionnaire was used to collect the socio-demographic variables and a standardized Arabic version of the Conner's Classroom Rating Scale for ADHD symptoms. Of the students surveyed, 51.7% were males and 48.3% were females. The results revealed that 112 boys (14.1%) and 33 girls (4.4%) scored above the cut off for ADHD symptoms, thus giving an overall prevalence of 9.4%. Children who have a higher score for ADHD symptoms have school performance poorer than those with lower scores ($p = 0.03$). the study concluded that ADHD is found to be a common problem among school children in Qatar [9].

Findings

The systematic search was done by formulating the terms Knowledge and classroom management of ADHD in relation to the integrative with all it's synonyms and also according to search database. A manual PUBMED and Google scholar search was done through Google search engine. An addition of

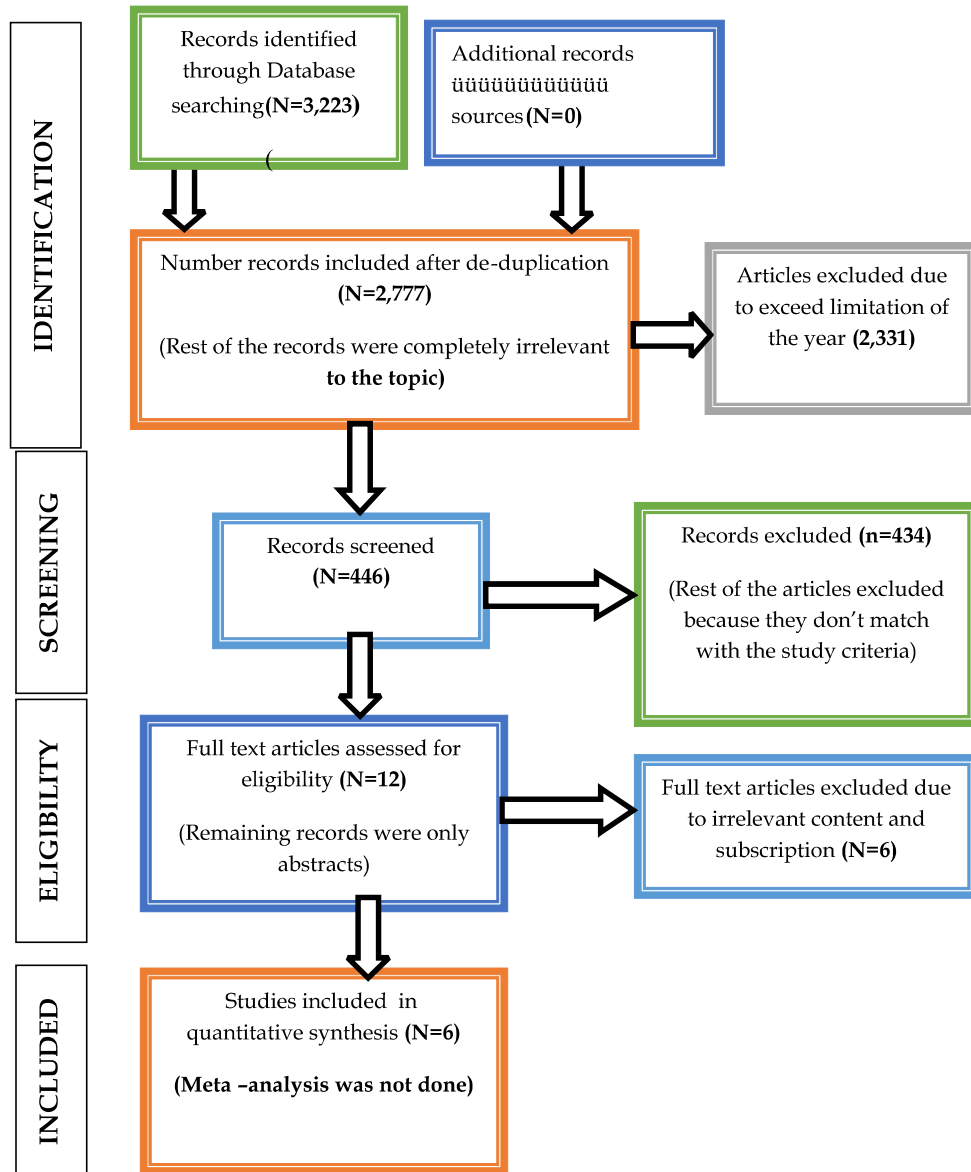


Fig. 1: Prisma flow diagram of narrative review

6 articles was found in the database. Initial search recovers 3,223 articles over which 2,331 articles were rejected due to irrelevancy. 446 selected manually and 434 articles were rejected as a result of replication in the database. Replication was removed and reviewed 12 articles for acceptability. 6 more studies were rejected because of unreachable of the full text. Hence 6 articles were screened which includes quantitative study.

Discussion

These findings are supported by a study conducted by Sumedha Chhetri, Sadhana, Monika

Khampa *et al.* [5] as a Descriptive Cross-sectional study. It was reported that most of the teachers 62% had average knowledge regarding ADHD. And also supported by a study conducted by Beryl Topkin [10] as a descriptive study. It was reported that majority of teachers are knowledge about the symptoms and diagnosis of ADHD but average knowledge about Classroom Management and their features. Although the majority of teachers received training on ADHD, their knowledge about evidenced-based classroom interventions for ADHD can be improved.

Conclusion

This study concluded that majority of the Primary School Teachers have Average knowledge and Average Classroom Management regarding Children with Attention Deficit Hyperactivity Disorder. The findings highlight that the Researchers can play a significant role to educate the Primary School Teachers regarding ADHD and Classroom Management.

Source of Funding: Self-Funding

Conflict of Interest: Nil

Ethical Clearance:

Obtained permission from

- Prior permission was obtained from the ethical committee of Sharda University.
- Informed written consent was taken from each participant under the study. Objective of the study was maintained with honesty, privacy, confidentiality and anonymity.

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