

Knowledge of Attention Deficit Hyperactivity Disorder (ADHD) amongst Primary School Teachers in Government Aided Primary Schools in Bardez-Taluka, North Goa

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INTRODUCTION

The American Psychiatric Association, in 2013, estimated the prevalence rate of ADHD to be 5% among school-age children.

Most researchers state that in every mainstream classroom there will be at least one child with ADHD (Barkley, 2006)

AIMS AND OBJECTIVES

The present study was conducted with 5 key objectives, as follows

1. Assess knowledge of ADHD amongst primary school teachers in the government aided schools in Bardez taluka of North District, Goa.
2. Assess the difference in the knowledge about ADHD amongst primary school teachers in urban and rural areas.
3. Assess change in the knowledge about ADHD amongst primary school teachers after a single training session.
4. Co-relate the knowledge of teachers regarding ADHD with variables like age, qualifications, years of experience, prior training, prior knowledge, having encountered a child with ADHD previously and the teachers being parents themselves.
5. Assess the efficacy of the training program using the Kirkpatrick model.

MATERIALS AND METHODS

LOCATION OF THE STUDY

The study was conducted at the Sethu Centre for Child Development and Family Guidance, Porvorim, Goa over a period of four months from November 2018 to March 2019.

STUDY DESIGN

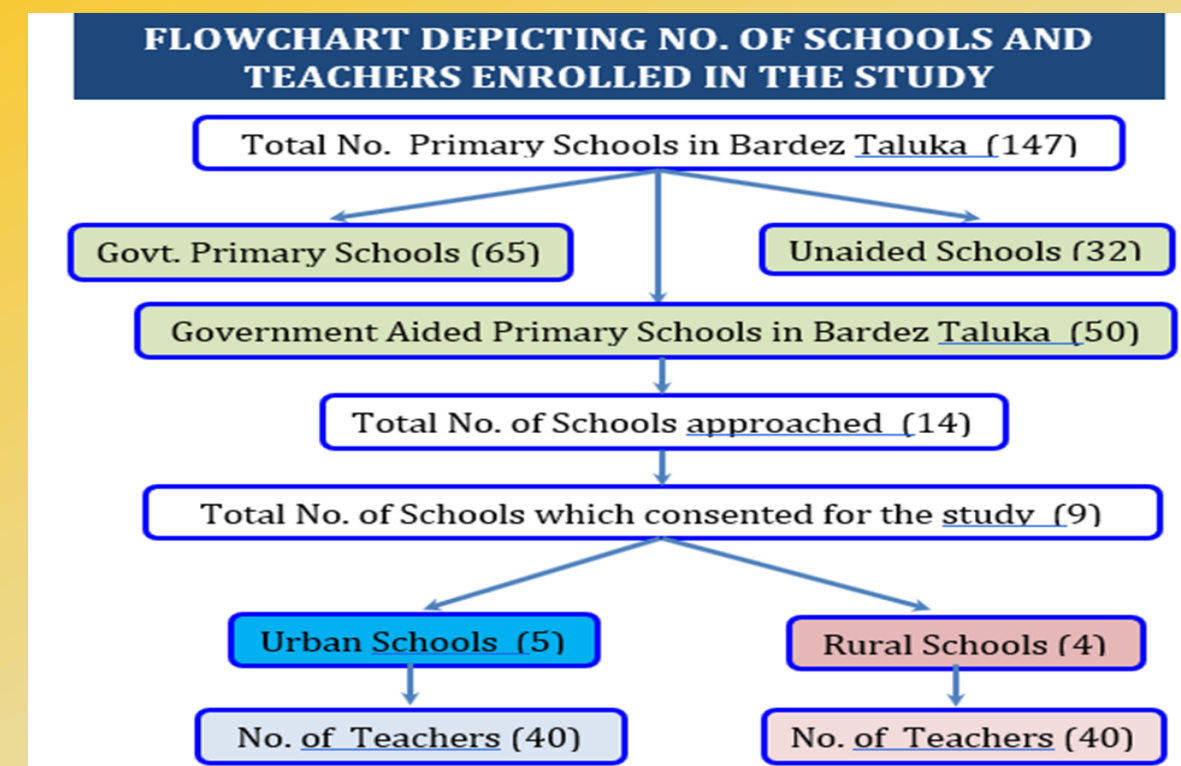
The study is a cross-sectional survey design study. It is an observational study that analyzed data from the representative population at a specific point in time.

POPULATION OF THE STUDY

The study subjects were primary school teachers from urban and rural government aided schools in Bardez taluka of North Goa. Government aided primary schools were chosen for the study as they cater to a vast majority of students in Goa.

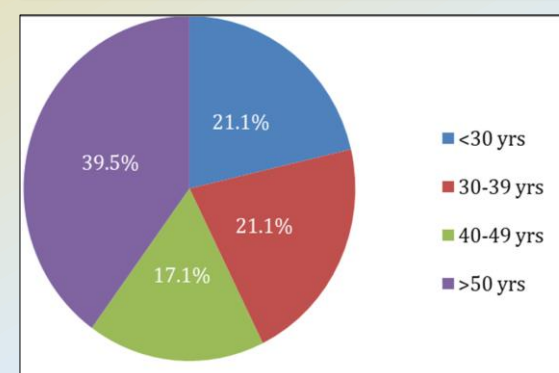
TOOLS FOR DATA COLLECTION

- 1) Socio-demographic data sheet
- 2) Knowledge of Attention Deficit Disorder Scale (KADDS)
- 3) Kirkpatrick evaluation questionnaire (Level 1)

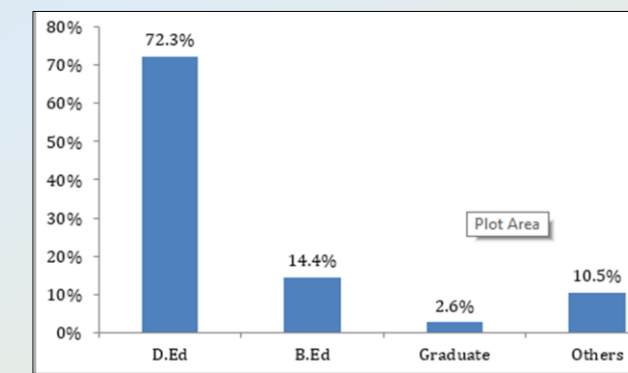


OBSERVATIONS AND RESULTS

Pie Chart showing Age wise distribution of the participants in the study



Bar diagram showing the qualifications of the teachers



Rural and Urban Location: The study had equal number of urban and rural participants (50%, n=40 each).

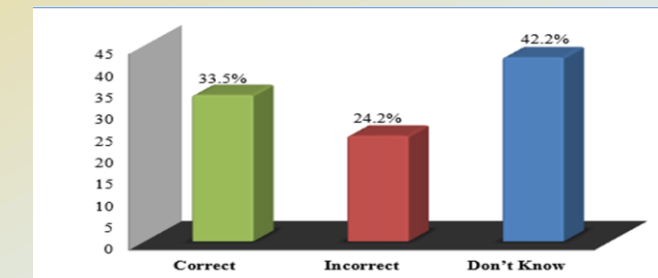
Experience in teaching: Participants reported an average of 17.12 years of teaching experience (range 0.1 - 36 years). The urban school teachers had a greater experience (18.70 years) compared to the rural teachers (14.69 years). Most of the teachers participating in the study were well experienced in their profession.

The sources of their knowledge included newspapers (48.6%) the Internet (42.1%), television (38.1%) informal discussions (28.9%), training programmes (27.6%) and printed material (21%).

Knowledge about ADHD: 45 (59.2%) teachers had prior knowledge about ADHD (Urban:39%, n=19; Rural: 68%, n=26) which was self reported in the demographic questionnaire. **The self reported knowledge of ADHD was found to be more in rural school teachers.**

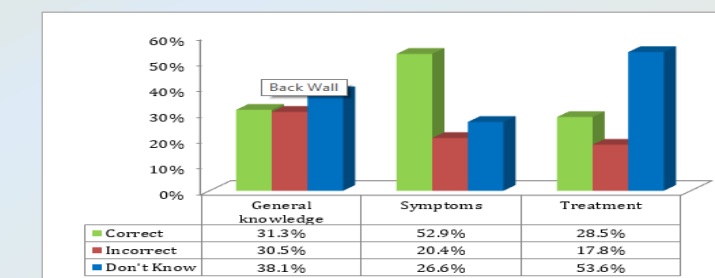
Research Question 1: Do the primary school teachers in government aided primary schools in the Bardez Taluka of North Goa know of ADHD and its impact on the students?

Teachers overall percentage score of the correct, incorrect and don't know responses on the KADDS (Pre-training session)



The pre KADDS result scores indicate that the knowledge of the primary school teachers about ADHD was higher for symptoms and less for the treatment of ADHD.

Percentage of teachers score of the correct, incorrect and don't know responses on all the 3 KADDS subscales (Pre-training session)



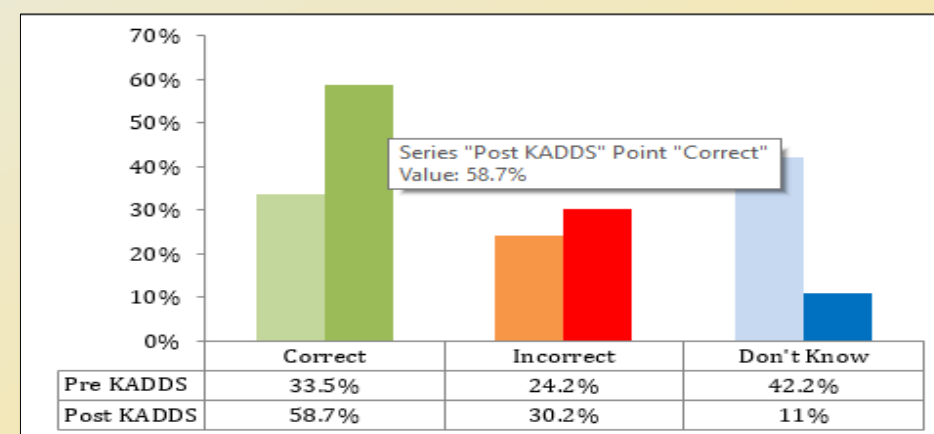
Research Question 2: Is there a difference in the knowledge of ADHD amongst primary school teachers in urban and rural areas?

The Independent t-test for comparison of pre KADDS Scores between Rural and Urban Areas

Area	Mean	Std. Error Mean	t	df	p Value
KADDS PRE	Rural	11.8158±3.50	-.56931	-2.915	.005
	Urban	14.3421±4.02			

The urban primary school teachers had better knowledge about ADHD compared

Research Question 3: Would there be a change in the knowledge of ADHD among primary school teachers after a training session?



Teachers overall percentage score of the correct, incorrect and don't know responses on the KADDS pre and post training session

	Mean	Std. Deviation	Mean	Std. Deviation	t	df	p value
KADDS PRE	13.0789	3.96237					
KADDS POST	22.8947	4.94390	-9.81579	5.49111	-15.584	75	0.000

Paired Sample t-test comparing KADDS pre and post Score

Area	Mean	Std. Error Mean	t	df	p value
KADDS PRE	Rural	11.8158±3.50	-.56931	-2.915	.005
	Urban	14.3421±4.02			
KADDS POST	Rural	23.3421±3.49	-.56734	.787	.434
	Urban	22.4474±6.07			

Table showing Independent t-test for comparison of pre and post KADDS scores between Rural and Urban Areas

There was no significant difference in the knowledge of the rural v/s urban teachers after the training session.

Research Question 4: Is there a correlation between the knowledge of teachers regarding ADHD with variables like age, number of years of experience, qualifications, prior knowledge about ADHD, having encountered a child with ADHD and the teacher being a parent himself/herself?

The KADDS score after the training session was higher for the teachers who had encountered a child with ADHD and had prior knowledge of ADHD. The results did not show any correlation with the other demographic variables.

Research Question 5: Did the training session conducted for the teachers have any impact on them as per the Kirkpatrick model of evaluation (Level 1)?

Table 9: Evaluation of the feedback using the Kirkpatrick model of evaluation (Level 1)

Questions	Avg	Max	Min
The class environment helped me learn	8.773	10	6
I was engaged with what was going on during the session	9.054	10	5
The presentation style of the presenter contributed to my learning experience	9.133	10	6
The activities and exercises aided in my learning	8.891	10	5
I was given adequate examples to help me understand the topic better	9.14	10	6
I will be able to immediately use the strategies I learnt	8.73	10	4
I feel more knowledgeable and confident to understand the need of my students	9.01	10	5
I feel very committed to apply what I learnt during the session	9.06	10	7
I would recommend this programme to other teachers	9.28	10	5

CONCLUSION

- 1) The knowledge of ADHD amongst primary school teachers in the Bardez taluka of North Goa District is overall low. It is highest in the Symptoms subscale compared to the other 2 subscales (General Knowledge and Treatment).
- 2) The urban primary school teachers had better knowledge about ADHD compared to the rural school teachers.
- 3) A 3 hour training session conducted for the teachers about ADHD significantly enhanced their knowledge across all the domains.
- 4) Post training, the rural school teachers showed equivalent increase in knowledge compared to their urban counterparts.
- 5) The age of the teachers, years of experience, qualifications and being a parent did not have effect on the knowledge of the teachers about ADHD.
- 6) Prior knowledge about ADHD through the medium of newspapers and internet and having encountered a child with ADHD aided teachers in the better understanding of the training session.
- 7) The Kirkpatrick evaluation model Level 1 showed that the teachers felt more knowledgeable and confident after the training session.