A Study to Assess the Knowledge on Attention Deficit Hyperactivity Disorder among Primary

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Background
Attention Deficit Hyperactivity Disorder (ADHD) is a common childhood disorder characterized by inattention, hyperactivity, impulsivity and cognitive, behavioural and emotional deficits. It is also closely related to learning disabilities, lack of self control, and social skill deficits. The worldwide prevalence of ADHD varies from 4–20%. Approximately 3–7% of school children will exhibit the symptoms of ADHD. Boys have been diagnosed more than the girls with the rate of 13.2% of boys and 5.6% of girls.

Objective
To assess the knowledge of attention deficit hyperactivity disorder among primary school teachers.

Materials and Method
Descriptive research design had been used. The study was conducted at four primary schools at Kancheepuram district. Convenient sampling technique was adopted and the data was collected by structured interview. Descriptive and inferential statistics was used to analysis of data.

Results
Total of 100 primary school teachers, 60% teachers were in poor and fair knowledge. 40% of teachers had good knowledge of ADHD

Conclusion
Most of the teachers are not aware of the word ADHD and their causes. There was a lack of knowledge on ADHD among primary school teachers.