Identification and Diagnosis of ADHD among Primary School Children in Ebonyi State Southeast Nigeria: Implications for Effective Classroom Management/Interventions.

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Abstract

This study examined the prevalence of ADHD among primary school children in Ebonyi state South east Nigeria and its attendant classroom management implications for teachers. The study employed descriptive research design survey. The population consists of 7,970 primary school teachers in Ebonyi state. Simple random technique was used to select 630 primary school teachers from both public and private schools drawn from 130 schools. The participants comprise of 230 male and 400 female teachers with teaching experience ranging from 1-30 years. A checklist which was in line with the research questions outlined for the survey on the three hallmark symptoms of ADHD namely inattentiveness, hyperactivity and impulsivity together with the respective behavioral disorders associated with each symptom, teachers awareness of these symptoms and classroom control methods adopted by teachers in handling children with ADHD was constructed and used in gathering information from the respondents. The researchers also used oral interviews to supplement the data obtained via the use of checklist. The data collected was analyzed using percentages. The result showed the prevalence of all the three types of ADHD in the study area with ADHD, combined presentation as the most common recording 50%. Findings also revealed that primary school teachers in the study area are unaware of ADHD symptoms among the children they teach, which resulted in the use of unprofessional classroom behavior modification approach such as spanking, criticism and corporal punishment in the management of ADHD in classrooms. The study recommended among others that epidemiological survey on ADHD should be carried out in Ebonyi state primary school children for effective diagnosis.