

Concepts and Misperception of School Teachers regarding Attention Deficit Hyperactivity Disorder (ADHD)

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ABSTRACT

Attention deficit hyperactivity disorder (ADHD) is a common behavioural disorder that affects a small percentage of school going children. Children with this kind of disorder are hyperactive and may understand what is expected of them but have trouble following through because they can't sit still or pay attention to details. Ultimately, this impairs child's academic and social abilities. A school going child pays much of his/her working time in school; therefore, school teachers are expected to know about ADHD. The objective of research is to study the general concept and misperception of school teachers of Hapur city, Uttar Pradesh. The tool used for analysis is knowledge of attention deficit disorders scale (KADDS) along with other statistical tools. After analysis, it is found that the overall knowledge of ADHD of school teachers is low. The result also shows that the teachers have no training in ADHD and the management of this disorder in the classroom. This is a matter of concern as teachers play a crucial role in the recognition and treatment of ADHD.

Keywords: ADHD, KADDS, Childhood disorder, Child psychology, Child counselling

INTRODUCTION

Attention deficit hyperactivity disorder (ADHD) formerly called hyperkinesis or minimal brain dysfunction is a chronic, neurologically based syndrome. It is one of the most commonly diagnosed childhood disorders. It is estimated to be found in 3-5% of children globally affecting three times as many males as females (Barkley, 1998; DuPaul and Stoner, 1994). It is diagnosed in about 2-16% of school-aged children and 30-50% percent of those in adulthood. This translates into about one student in every classroom (Barkley, 1998; DuPaul and Stoner, 1994). Children with ADHD are usually inattentive, impulsive and hyperactive, and they may have a variety of school-related problems, including difficulty in paying attention, following directions, staying seated, listening and completing assignments (Barkley, 1998; DuPaul and Stoner, 1994). Attention-deficit/hyperactivity disorder is a developmental disorder of self-control. It consists of problems with attention span, impulse control and activity

level. The common causes of this disorder are a genetic disorder, tobacco smoking during pregnancy, lead exposure and head injury. The treatments currently available for ADHD focus on reducing the symptoms which include medication, parent management, psychotherapy individual counselling, cognitive behavioural self-control training education interventions, etc.

OBJECTIVE OF THE STUDY

- i. To study the general concept of teachers about ADHD.
- ii. To study the misperceptions the teachers have regarding ADHD.

LITERATURE REVIEW

Jerome *et al.* (1994) conducted a survey comparing 439 American and 850 Canadian teachers' knowledge and

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