

Teachers' Knowledge Regarding Attention-Deficit Hyperactivity Disorder between Pupils at Elementary Schools in Mosul City

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Abstract

The Objective: To assess the knowledge level of teachers' regarding pupils with attention-deficit hyperactivity disorder at Mosul elementary schools.

The Methodology: A descriptive study was applied at Mosul elementary schools in from 18th of January till 4th of June / 2019. The sample involved of (200) teachers working in the selected purposively from elementary schools from Mosul city, (100) teachers from every one side of the city, (10) teachers from each school that selected in this study.

The Result: The socio-demographic characteristic of the study presents that 72% (144) of them females , 35% (70) at age (36-45) years old, 68.5% (137) graduated from institute of teaching , 48% (96) of them have (1-15) years of general experience in the field of teaching, , 81% (162) of them not have any participation in training courses in ADHD between children, 70% (140) of them not have previously reading source of ADHD. The total teachers' knowledge was 75.5 % (151) of them at not acceptable level.

The Recommendations: Continuous extensive special programs, training course and workshops should be design and implement at elementary schools in Mosul City

Keywords: Teachers' knowledge, Attention-Deficit Hyperactivity Disorder in Pupils

Introduction

Attention deficit hyperactivity disorder (ADHD) is represented as physical movements which exceed the normal limit or the acceptable limit, and it shows in the form of a group of behavioral disorders arise as a result of many psychological and organic causes, hyperactivity includes random, involuntary and unsuitable movements appear as a result of organic or psychological causes,

and it is accompanied with an attention deficit (1, 2). Therefore this problem is signified as a very common disorder that result of the diagnosed children pupils' population number with ADHD, there is an abundance of research available on empirically supported methods of identifying and treating ADHD⁽³⁾. In addition, there are professionals from multiple disciplines who aide in diagnosing and treating this disorder⁴. Medical providers, mental health providers, and educators can all play roles throughout the diagnostic and treatment process⁽⁵⁾. The elementary school teachers are the most often that represent the first person have to face these behaviors in the classroom and should be able to make a referral for assessment for ADHD (if the child didn't diagnose yet), because the children with exhibit behaviors become unable to cope with structured school environment, their

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peers and their teachers^(6, 7). Worldwide population of children younger than 15 years is 1.8 billion that is 28% of world population is children pupils. Schools play a crucial and formative role in spheres of cognitive, language; emotional, social and moral development of children, there is now growing recognition that schools have significant role in promoting mental health⁽⁸⁻¹²⁾.

The Objectives of the Study

1. To assess the teachers' knowledge levels regarding attention-deficit hyperactivity disorder between pupils at elementary schools in Mosul City.

2. To find out the relationships between the socio-demographic variables and the teachers' knowledge level regarding attention-deficit hyperactivity disorder between pupils at elementary schools in Mosul city

Material and Method

Design of the study: A descriptive study was carried out at the selected elementary schools in Mosul city to assess the teachers' knowledge level regarding attention-deficit hyperactivity disorder between pupils from 18 of January till 4 of June / 2019.

Sample of the study: The sample consisted of (200) teachers working in the selected purposively from elementary schools from Mosul city, (100) teachers from each side of the city, (10) teachers from each school that selected in this study.

Study tool: The questionnaire was constructed and provided for teachers to assess the knowledge which consists of two parts. The first part concerns the demographic information, while the second part was related to the teachers' knowledge in attention deficit hyperactivity disorders. The first section is the teachers' knowledge regarding ADHD in generals, the second section regarding the sign and symptoms, the third sections regarding causes and diagnosis, the fourth sections regarding general managements of students' children, the fifth section regarding the teachers' role in classroom through dealing with ADHD student's children, lastly the sixth section regarding school role through dealing with ADHD student's children.

Results

The table (1) presents that the teachers' knowledge level results regarding ADHD in the right and left side of Mosul city, the result of the teachers' knowledge regarding ADHD at the two side show that at fail and not acceptable level in all items of the teachers' knowledge questionnaire. The table (2) presents that the teachers' knowledge level results regarding ADHD in the Mosul City that content; the teachers' knowledge result regarding ADHD show that all items of the teachers' knowledge questionnaire at fail level except the total teachers' knowledge at not acceptable level.

Table (1): The Teachers' Knowledge Level Results Regarding ADHD in the Right and Left Side of Mosul City

No	Teachers Knowledge Level	Estimates	The Right Side		The Left Side	
			Feq	%	Feq	%
1.	Teachers' knowledge regarding ADHD in general	Fail	48	48.0	40	40.0
		Not Acceptable	32	32.0	34	34.0
		Acceptable	17	17.0	24	24.0
		Good	2	2.0	1	1.0
		Excellent	1	1.0	1	1.0
2.	Teachers' knowledge regarding sign and symptoms of pupils with ADHD	Fail	56	56.0	46	46.0
		Not Acceptable	29	29.0	42	42.0
		Acceptable	14	14.0	10	10.0
		Good	1	1.0	1	1.0
		Excellent	.0	1.0	1	1.0

		EXCELLENT	GOOD	ACCEPTABLE	NOT ACCEPTABLE	FAIL
3.	Teachers' knowledge regarding the causes and diagnosis of pupils with ADHD	Fail	51	51.0	39	39.0
		Not Acceptable	33	33.0	47	47.0
		Acceptable	16	16.0	10	10.0
		Good	0	0	4	4.0
		Excellent	0	0	0	0
4.	Teachers' knowledge regarding the general managements' of pupils with ADHD	Fail	64	64.0	65	65.0
		Not Acceptable	27	27.0	27	27.0
		Acceptable	6	6.0	8	8.0
		Good	3	3.0	0	0
		Excellent	0	0	0	0
5.	Teachers' knowledge regarding the teacher roles inside the classroom with pupils having ADHD	Fail	60	60.0	62	62.0
		Not Acceptable	34	34.0	31	31.0
		Acceptable	5	5.0	7	7.0
		Good	1	1.0	0	0
		Excellent	0	0	0	0
6.	Teachers' knowledge regarding the school roles with pupils having ADHD	Fail	64	64.0	75	75.0
		Not Acceptable	24	24.0	20	20.0
		Acceptable	11	11.0	5	5.0
		Good	0	0	0	0
		Excellent	0	0	0	0
		Fail	22	22.0	15	14.9

Table (2): The Teachers' Knowledge Level Results Regarding ADHD in the Mosul City

No	Teachers Knowledge Level	Estimates	Feq	%
1.	Teachers' knowledge regarding ADHD in general	Fail	88	44
		Not Acceptable	67	33.5
		Acceptable	41	20.5
		Good	3	1.5
		Excellent	1	0.5
2.	Teachers' knowledge regarding sign and symptoms of pupils with ADHD	Fail	104	52
		Not Acceptable	70	35
		Acceptable	24	12
		Good	1	0.5
		Excellent	1	0.5
3.	Teachers' knowledge regarding the causes and diagnosis of pupils with ADHD	Fail	91	45.5
		Not Acceptable	78	39
		Acceptable	27	13.5
		Good	4	2.0
		Excellent	0	0

Cont... Table (2): The Teachers’ Knowledge Level Results Regarding ADHD in the Mosul City

4.	Teachers' knowledge regarding the general managements' of pupils with ADHD	Fail	129	64.5
		Not Acceptable	54	27
		Acceptable	14	7.0
		Good	3	1.5
		Excellent	0	0
5.	Teachers' knowledge regarding the teacher roles inside the classroom with pupils having ADHD	Fail	124	62
		Not Acceptable	64	32
		Acceptable	11	5.5
		Good	1	0.5
		Excellent	0	0
9.	Teachers' knowledge regarding the school roles with pupils having ADHD	Fail	140	70.0
		Not Acceptable	45	22.5
		Acceptable	14	7.0
		Good	1	0.5
		Excellent	0	0
10.	The Total Teachers' Knowledge	Fail	37	18.5
		Not Acceptable	151	75.5
		Acceptable	12	6.0
		Good	0	0
		Excellent	0	0

Discussion

The finding that present in table (1) shows teachers’ knowledge in the right side of Mosul city, that the teachers’ knowledge regarding ADHD in general are 48.0 % of them at fail level of estimate knowledge level, teachers’ knowledge regarding sign and symptoms of pupils with ADHD are 56.0% of them at fail level of estimate knowledge level, teachers’ knowledge regarding the causes and diagnosis of pupils with ADHD are 51.0 % of them at fail level of estimate knowledge level. The teachers’ knowledge regarding the general managements’ of pupils with ADHD are 64.0 % (64) of them at fail level of estimate knowledge level, teachers’ knowledge regarding the teacher roles inside the classroom with pupils having ADHD are 60.0% (60) of them at fail level of estimate knowledge level, teachers’ knowledge regarding the school roles with pupils having ADHD are 64.0% of them at fail level of estimate knowledge level, and lastly the total teachers’ knowledge of the right side of Mosul city are 71.0% of them at not acceptable level of estimate knowledge level. But the left side of Mosul city shows that the teachers’ knowledge

regarding ADHD in general are 40.0 % of them at fail level of estimate knowledge level, teachers’ knowledge regarding sign and symptoms of pupils with ADHD are 46.0 % of them at fail level of estimate knowledge level, teachers’ knowledge regarding the causes and diagnosis of pupils with ADHD are 47.0 % of them at not acceptable level of estimate knowledge level, teachers’ knowledge regarding the general managements’ of pupils with ADHD are 65.0 % of them at fail level of estimate knowledge level. The teachers’ knowledge regarding the teacher roles inside the classroom with pupils having ADHD are 62.0 % of them at fail level of estimate knowledge level, teachers’ knowledge regarding the school roles with pupils having ADHD are 75.0 % of them at fail level of estimate knowledge level, and lastly the total teachers’ knowledge of the left side of Mosul city are 78.0 % of them at not acceptable level of estimate knowledge level. This result agree with Alkahtani (2013), and Safaan et al. (2017) shows in there study that more than half (59.0%) of the studied primary school teachers had poor total knowledge about ADHD compared to only 10.2% of teachers had good knowledge. demonstrates that two thirds of teachers had

poor knowledge about responses of teachers regarding ADHD treatment subscale followed by responses regarding ADHD general information subscale (52.2%) then responses regarding symptoms & diagnosis ADHD subscale (41.6%).^(14, 15). The teachers' knowledge in the Mosul City that the teachers' knowledge regarding ADHD in general are 44.0 % of them at fail level of estimate knowledge level, the teachers' knowledge regarding sign and symptoms of pupils with ADHD are 52.0 % of them at fail level of estimate knowledge level, the teachers' knowledge regarding the causes and diagnosis of pupils with ADHD are 45.5 % of them at fail level of estimate knowledge level, the teachers' knowledge regarding the general managements' of pupils with ADHD are 64.5 % of them at fail level of estimate knowledge level. The teachers' knowledge regarding the teacher roles inside the classroom with pupils having ADHD are 62.0 % of them at fail level of estimate knowledge level, the teachers' knowledge regarding the school roles with pupils having ADHD are 70.0% of them at fail level of estimate knowledge level, and lastly the total teachers' knowledge of Mosul city are 75.5 % of them at not acceptable level of estimate knowledge level. This result agree with Alkahtani (2013) show in his study that teachers' overall percentage score of correct responses (items answered correctly) was reflects poor knowledge of ADHD. Incorrect responses (items answered incorrectly) percentage was indicate misperceptions of ADHD. Don't know responses (items that teachers admitted they just don't know) percentage was point to a lack of knowledge of ADHD among teachers. Teachers' overall percentage scores of the correct, incorrect, and don't know responses are presented graphically^(14,15).

The Conclusion and Recommendation:

According to the results of the present study, the researchers conclude the teachers of the elementary schools in Mosul city do not have appropriate and adequate knowledge regarding the attention-deficit hyperactivity disorder in pupils. There is no significance correlation between the teachers' knowledge and all demographic characteristics except the training courses. According to the results and conclusion of the present study, the researchers recommend the Ministry of Education, Nineveh Education Directorate and ministry of health, Nineveh Health Directorate to increase joint cooperation between them and focusing on the school health system within the school and health center, also in addition to activating the social researcher system in the

elementary school.

Ethical Consideration: before data collection, an official permission was obtained from the Ministry of Education/ Nineveh Directorate , and Written approval of participants was obtained prior to the start of data collection.

Conflicts of Interest: Nil

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