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PUBLIC PRIMARY SCHOOL TEACHERS' KNOWLEDGE AND ATTITUDE TOWARDS CHILDREN WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER IN ILORIN METROPOLIS

By

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Abstract

The study examined public primary school teachers 'knowledge and attitude towards children with Attention Deficit Hyperactivity Disorder (ADHD) in Ilorin, Metropolis. A descriptive survey research design was employed. The population of the study comprised 3822 public primary school teachers in Ilorin Metropolis..A simple random sampling technique was used to select50primary schools and 357 primary school teachers for the study as suggested by research advisor. Two instruments were used to elicit information, Questionnaire on Primary School Teachers' Knowledge of Attention Deficit Hyperactivity Disorder (QPSKADHD), Questionnaire on Primary School Teachers' Attitude toward Attention Deficit Hyperactivity Disorder (QPSTAADHD). The instruments were subjected to face and content validity by experts in the field of special education with reliability coefficients of 0.77 and 0.72, respectively. Two research questions were answered, and two research hypotheses were tested, data were analyzed using percentage, mean, and t-test. The finding revealed that the knowledge of primary school teachers about children with ADHD in Ilorin, metropolis, was high with a mean score of 3.19; the attitude of the teachers towards ADHD was positive with a mean score of 3.36. It was concluded that the knowledge of primary school teachers about children with ADHD in Ilorin, Metropolis was high, the attitude of teachers towards ADHD was positive. It was recommended that teachers should besensitized onthe need to sustain their level of knowledge about ADHD which was found to be high.

Keywords: Primary school teachers, Knowledge, Attitude, Attention Deficit Hyperactivity Disorder.

Introduction

Children with Attention Deficit Hyperactivity Disorder (ADHD) are those children who have problem in concentrating in classroom, struggle to sit still and pay attention. Some cannot focus long enough to get work done. They also struggle with listening, poororganization, struggle with socialinteractionand difficulty functioning independently which result in their daily activities in school and daily lives. Teachers in school find it difficult to understand these children which affect their attitude towards them.ADHD among children does not need to be cured but managed by teachers that is why Teachers needs to have knowledge about what ADHD is.However, much time and energy a teacher put into their lessons is important and pupils learn best when they are prepared to do so. Therefore, for pupils to receive the most from their teacher's instruction in the classroom, full attentiveness is required. This implies that pupils may not benefit fully from school activities if they are unable to pay attention and are overactive, which are symptoms of Attention Deficit Hyperactivity Disorder (ADHD).

Attention Deficit Hyperactivity Disorder is a common childhood neurodevelopmental disorder that is frequently linked to disruptive classroom behaviour and is one of the most prevalent causes for school psychologists to be referred to as parents (McCarthy, et al., 2012). ADHD is a condition that affects all areas of a child's life, it has been believed that ADHD is a requirement for severe learning challenges (Polanczyk & Rohde, 2007). Affected children have a disorder that not only constitutes a personal "handicap," but is notable for causing secondary dysfunction in the child's educational, and domains. These difficulties include global and specific cognitive disabilities, problems with motor control, conduct and emotional disorders, and social interactional difficulties (Jimoh, 2014).

Three primary characteristics of the disorder are impulsivity, hyperactivity, and inattention (Bradshaw & Kamal, 2013). A youngster who exhibits indications of inattentiveness might have trouble maintaining focus, especially when it is necessary. Additionally, these challenges seem to change and can rely on the environment. Children with attention issues can nevertheless focus on novel and enjoyable things, according to research, despite having concentration problems (Lasisi, et al., 2017). Hyperactivity is the medical term for excessive overactivity, teachers are in a unique position to recognise and refer pupils who exhibit the symptoms of ADHD, which include inattention, impulsivity, and hyperactivity, for further evaluation (Bradshaw & Kamal, 2013). A classroom teacher must be knowledgeable about ADHD in order to correctly identify a child with the condition.

In many countries,teachers find that the most difficult problems to address are those related to pupils' attention and conduct. To diagnose ADHD, teachers are valuable sources of information, and 77% of doctors tried to get a written report from the schools of childrenwho had been recommended for treatment (Sankar, 2017). In addition, teachers play a crucial role in referring pupils for ADHD assessments. Despite this, teachers claim to lack the necessary skills to control disruptive classroom behaviour and instead they rely on ineffective sanctions such as warnings, removal from the classroom, suspension, and parent teacher conferences (Sankar, 2017).
The features of ADHD that were highlighted above indicates that individual saddles with the responsibility of caring for the needs, has core role to play in ensuring that they grow, develop,learn, and achieve maximally like their counterparts. Among the individual who cater for them are teachers. This implies that not all teachers can effectively cater for the needs of these categories of children, but those who were trained with professional skills and knowledge to provide for their needs.In the study of Dessie et al. (2021), it was established that good knowledge about ADHD was significantly associated with participants' educational level of diploma and degree than those having a certificate. It is very important to establish the knowledge of teacher on ADHD specifically among primary school pupils.

Anderson, J. R. (2005).defined knowledgeas an awareness and understanding of something, it describes the knowledge, details, abilities, and wisdom gained via education and life experiences. The concept of knowledge is extremely broad and unbounded, knowledge is the amount of information that can be remembered about a subject. However, there is no doubt that if these teachers do not have high level of knowledge about the children, they will not be able to develop holistically and achieve maximally.
A teacher's attitude toward anything might be described as their likes and dislikes of that thing. It could be neutral, negative, positive.A teacher's tendency toward ADHD and its related behaviours which could be cognitive, emotional, or behavioural can be favourable or bad (Bernstein, Penner, Clarke-Stewar & Roy, 2006). Oskamp and Schultz (2005) contend that attitudes can be created from cognitive, affective, and/or behavioural data about the attitude objects and then manifested as cognitive, affective, and/or behavioral reactions. In an ideal world, teachers should have a positive outlook toward every pupil, regardless of their physical and mental health. Teacher 's attitudes are stronger the more knowledge and experience they have about a problem, as this increases the amount of information accessible to them to inform their assessments and conduct (Kos, Richdale, & Jackson, 2004). This is because school environments compel children to behave in ways that are at odds with the symptoms of the disease, behaviours linked with ADHD, such as inattention, impulsivity, and hyperactivity, are visible in classroom and a lot of the children would become discouraged and might not be able to succeed in life if the teacher do not have a positive attitude toward them. Since most childrenspend their

time in school, they engage with teachers more frequently than they do with their parents or doctors on a regular basis. (Salmelainen, 2002).

Understanding ADHD is important since it affects how people will feel and act toward it, therefore it cannot be undervalued. While someone who lacks expertise might be cautious and seek information, someone who has formed an unfounded view might not do so and might give bad advice (Alamri, 2014). In his study, Garcia (2009) identified a lack of mainstream teacher understanding of ADHD. In a more recent study, Shroff et al. (2017) evaluated Mumbai, India's teachers' understanding and attitudes around ADHD. Their study found that teachers in Mumbai attitude are not encouraged regarding treating ADHD, and this attitude was present regardless of gender. This implies that teachers' attitudes toward ADHD may be influenced by their knowledge of the disorder.

Stronger attitudes, as opposed to weaker attitudes, which tend to be mutable and insignificant, have greater effect over thinking processes and behaviours; they are more enduring and resistant to competing ideas (Adeosun, Ogun, Fatiregun & Adeyemo, 2013). Teachers in highincome nations like Germany showed a more positive attitude toward pupils with ADHD than teachers in low-income nations like Nigeria (Adeosun, 2013; Lee & Witruk, 2016). Therefore, in low-income countries where parents might not have access to information and other resources to aid their children with ADHD, teachers' roles become even more important (Youssef, Hutchinson & Youssef, 2015). Pupils' attention and conduct issues are among the hardest issues forteachers to deal with in many nations. Because of this, teachers' attitudes will affect how they engage with ADHD Pupils, and their unfavourable behaviour might have an adverse effect on pupils' results. Additionally, research has shown that teachers' perspectives about ADHD have a significant impact on children's future academic success, social interactions, and self-esteem (Ntuli, 2014; Alamri, 2014; Alfageer, et al., 2018), specifically based on gender.

Series of studies have been done on teachers' knowledge towards attention deficithyperactivity disorder which include a study conducted by Lata and Mamata (2019) on the knowledge regarding attention deficit hyperactivity disorder of children among school teachers, it was revealed that female teachers were more knowledgeable (68.5%) than the male teachers (31.5%), which may be attributed to the reason that the females have empathy towards children than males and more contact with her children at home. Most of the teachers were teaching more than two subjects in a same or different classroom. This might be due to theless number of teachers available in government schools at developing countries like Nigeria, so a single teacher had to cover multiple subjects.Despite the literature emphasis on knowledge and attitude, studies have shown that many teachers still label pupils with Attention Deficit HyperactivityDisorder as dullard, based on this,the study examined primary school teacher's knowledge and attitude towards pupils with Attention Deficit Hyperactivity Disorder in Ilorin Metropolis.

Statement of the Problem

Attention Deficit hyperactivity Disorder ADHD is a common childhood neurodevelopmental disorder that is frequently linked to disruptive classroom behaviour. Over the past ten years, attention deficit hyperactivity disorder has drawn a lot of attention, many researchers have made several efforts to investigate the origins, causes and management of ADHD among primary school pupils. However, due to problematic traits, children with ADHD are more likely to experience academic failure. The majorityof primary school teachers do not have the knowledge, time, or resources necessary for these pupils to excel in the classroom and their attitude towards pupils with ADHD needs to be evaluated.

There are many empirical evidence on ADHD, but little is focused on teachers' knowledge and attitude. Several researchers asserted a connection between pupils' academic performance and unfavourable teachers' attitudes specifically with primary school pupils. It is still unclear how teachers' attitudes and knowledge affect pupils with ADHD because one aspect of teachers' mindset is their belief that if there's no medical documentation indicating a child has ADHD, they may pay less attention to any pupils showing symptoms of the condition if at all they have the knowledge.

To ascertain the extent of teachers' understanding and attitudes towards ADHD in the Nigerian environment, research is still required .Specifically, to the best of researcher's knowledge this type of research has not been conducted in Ilorin metropolis which brought out a gap for the current study It was in relation to this that the researcher examined Primary School Teachers' Knowledge and Attitude towards Children with Attention Deficit Hyperactive Disorder in Ilorin, Metropolis.

Research Questions

The following research questions were answered in the study.

1. What is the knowledge of primary school teachers about children with attention deficit hyperactivity disorder in Ilorin,Metropolis?
2. What is the attitude of primary school teachers towards children with attention deficit hyperactivity disorder in Ilorin,Metropolis?

Research Hypotheses

The following research hypotheses were formulated and tested at 0.05 level of significance for the study.

Ho1. There is no significant difference in the knowledge of primary school teachers about children with attention deficit hyperactivity disorder in Ilorin, Metropolis based on gender.

Ho2. There is no significant difference in the attitude of primary school teachers towards children with attention deficit hyperactivity disorder in Ilorin, Metropolis based on gender.

Methodology

A descriptive survey research design was adopted for the study, the population of the study comprised all public primary school teachers in Ilorin, Metropolis. There are 3822 public schools in Ilorin metropolis (Annual School Census Report2018/2019),the sample size for this study was 357 primary school teachers using (2006 Research Advisor)selected using simple random sampling techniques from 50 randomly selected primary schools from the study area, this led to the selection of 357 primary school teachers that participated in the study. In this study, the researcher designed two instruments that were used for data collection.

The instruments were tagged "Questionnaire on Knowledge of Primary School Teachers' towards Children with Attention Deficit HyperactivityDisorder (QKPSTCADHD) and Questionnaire on Attitude of Primary School Teachers' towards Children with Attention Deficit Hyperactivity Disorder" (QAPSTCADHD). Thetwo instruments had two main sections which are Section A and Section B.Section A elicited information about the respondents' gender, while Section B contained questionnaire itemsfor measuring knowledge and attitude of primary school teachers. Section B contained six items of 4 modified Likert scales of Strongly Agree, Agree, Disagree, and Strongly Disagree. The instruments were subjected to face and content validity,by giving it to experts in Educational Psychology, Test Measurement and Evaluation, and Early Childhood Education.

The comments and suggestions from these experts were put into consideration before the final copies were produced. The reliability of the instrumentswas established by the researcher. To achieve this, the instruments were administered twice to 20 selected primary school teachers who have the same characteristics with the intending respondentswithin the interval of two weeksusing test re-test method and the scores obtained were analyzed using Pearson Product Moment correlation (PPMC). The reliability coefficients of the instruments stood at 0.77 and 0.72 for theQuestionnaire on Knowledge of Primary School Teachers' towards Children with Attention Deficit Hyperactivity Disorder (QKPSTCADHD) and Questionnaire on Attitude of Primary School Teachers' towards Children with Attention Deficit Hyperactivity Disorder" (QAPSTCADHD)respectively.The observed reliability coefficients justified the appropriateness of the instruments for the study and the data collected were analysed using percentage, mean and t-test and the formulated hypotheses were tested at 0.05 level of significance.

Results

Research Question 1: What is the knowledge of primary school teachers about children with attention deficit hyperactivity disorder in Ilorin,Metropolis?

To answer research question 1, responses on the knowledge of primary school teachers about children with attention deficit hyperactivity disorder in Ilorin, Metropolis were summed and subjected to mean analysis. Decisions regarding the level of knowledge of primary school teachers about children with attention deficit hyperactivity disorder in Ilorin, Metropolis was based on the magnitude of the grand mean in relation to four level benchmarks presented as keys underneath

Table1.The result is presented in Table 1.

Table 1: Analysis ofthe knowledge of primary school teachers about children with attention deficit hyperactivity disorder in Ilorin, Metropolis

S/N	From my knowledge of ADHD, does ADHD symptoms child:	SA	%	A	%	D	%	SD	%	Mean
1	easily get distracted	136	38	168	47	39	11	14	4	3.19
2	have issues waiting for his/her turn	121	34	193	54	29	8	14	4	3.18
3	find it difficult to listen when spoken to directly	118	33	189	53	39	11	11	3	3.16
4	characterized with fidgeting hands and feet	143	40	171	48	29	8	14	4	3.24
5	have character of talking excessively	143	40	161	45	43	12	10	3	3.22
6	find it difficult to seat in a place even when it is required	121	34	189	53	32	9	15	4	3.17
	Grand Mean	**130**	**37**	**179**	**50**	**35**	**10**	**13**	**4**	**3.19**

Key:
Low = 0.01 – 1.50
Moderate = 1.56 – 2.50
High = 2.56 – 3.50
Very High = 3.56 – 4.00

Results in Table 1 showed the knowledge of primary school teachers about children with attention deficit hyperactivity disorder in Ilorin, Metropolis. As shown in Table 1, the observed grand mean of 3.19 was within the benchmark of "High". This means that the knowledge of primary school teachers about children with attention deficit hyperactivity disorder in Ilorin, metropolis was high.

Research Question 2: What is the attitude of primary school teachers toward children with attention deficit hyperactivity disorder in Ilorin, Metropolis?

To answer research question 2, responses on the attitude of primary school teachers to children with attention deficit hyperactivity disorder in Ilorin, Metropolis were summed and subjected to mean analysis. Decision as to the attitude of primary school teachers to children with attention deficit hyperactivity disorder in Ilorin, Metropolis was based on the benchmark of 2.50. To achieve this, average of the numerical points for the response options were obtained as (4+3+2+1)/4. In which 4 stands for Strongly Agree, 3 stands for Agree, 2 stands for Disagree, and 1 for Strongly Disagree. Grand mean score of 2.50 and above means positive attitude, while grand mean score below 2.50 was regarded as negative attitude. The result is presented in Table 2

Table 2

Analysis of the attitude of primary school teachers to children with attention deficit hyperactivity disorder in Ilorin, Metropolis

S/N	To control strategy for ADHD symptoms child, the students should be:	SA	%	A	%	D	%	SD	%	Mean
1	given educational interventions	179	50	157	44	4	1	17	5	3.39
2	assisted in terms of technology	171	48	161	45	18	5	7	2	3.39
3	assisted in the improvements of academic and social life	132	37	211	59	4	1	10	3	3.3
4	given a created setting for behavioral expectations	139	39	196	55	4	1	18	5	3.28
5	given enough time for writing of tests	164	46	168	47	21	6	4	1	3.38
6	involved in the creation of learning expectations	171	48	171	48	11	3	4	1	3.43
	Grand Mean	159	45	177	50	10	3	10	3	3.36

Key: Negative Attitude = 0.01 – 2.49; Positive Attitude = 2.50 – 4.00

Results in Table 2 showed the attitude of primary school teachers to children with attention deficit hyperactivity disorder in Ilorin, Metropolis. As shown in Table 2, the observed grand mean of 3.36 was within the benchmark of a “positive attitude”. This means that the attitude of primary school teachers toward children with attention deficit hyperactivity disorder in Ilorin, metropolis was positive.

Hypothesis 1: There is no significant difference in knowledge of primary school teachers about children with attention deficit hyperactivity disorder in Ilorin, Metropolis based on gender.

Table 3: T-test analysis of difference in knowledge of primary school teachers about children with attention deficit hyperactivity disorder in Ilorin, Metropolis based on gender.

Gender	No.	Mean	Std.	t-value	df	p-value	Remark
Male	158	19.44	3.61				
				1.79	355	0.12	Not Significant
Female	199	18.03	2.88				

Table 3 shows the calculated t-value of 1.79 and p-value of 0.12 in which the p-value is greater than 0.05 level of significance (0.12 > 0.05). Since the p-value of 0.12 is greater than the 0.05 level of significance, the null hypothesis is accepted. This means that there is no significant difference in knowledge of primary school teachers about children with attention deficit hyperactivity disorder in Ilorin, Metropolis based on gender.

Hypothesis 2: There is no significant difference in the attitude of primary school teachers to children with attention deficit hyperactivity disorder in Ilorin, Metropolis based on gender.

Table 4: T-test analysis of difference in the attitude of primary school teachers towards children with attention deficit hyperactivity disorder in Ilorin, Metropolis based on gender.

Gender	No.	Mean	Std.	t-value	df	p-value	Remark
Male	158	20.39	3.55				
				1.27	355	0.27	Not Significant
Female	199	19.92	2.79				

Table 4 shows the calculated t-value of 1.27 and p-value of 0.27 in which the p-value is greater than 0.05 level of significance (0.27 > 0.05). Since the p-value of 0.27 is greater than the 0.05 level of significance, the null hypothesis is accepted. This means that there is no significant difference in the attitude of primary school teachers to children with attention deficit hyperactivity disorder in Ilorin, Metropolis based on gender.

Discussion of Findings

This study examined Primary School Teachers' Knowledge and Attitude towards Children with attention deficit hyperactivity disorder in Ilorin, Metropolis. The finding of the study revealed that the knowledge of primary school teachers about children with attention deficit hyperactivity disorder in Ilorin, Metropolis was high.This means that majority of the teachers have relatively high knowledge of attention deficit hyperactivity disorder. This result contradicts

that of Garcia (2009) who observed that the teacher knowledge related to ADHD was low. The variation observed in the result of this study and that of Garcia (2009) might be due to differences in study location and the sampled population.

The result of the study also showed that the attitude of primary school teachers to children with attention deficit hyperactivity disorder in Ilorin, Metropolis was positive. This means that the disposition of many of the sampled teachers towards ADHD was positive. This result is possible when the teachers properly relate with the ADHD children. This result refuted that of Adeosun (2013) who reported that teachers in low-income countries, like Nigeria, had a more negative attitude toward Pupils with ADHD than teachers in high-income countries.

The result of this study further showed that there was no significant difference in knowledge and attitude of primary school teachers about children with attention deficit hyperactivity disorder in Ilorin, Metropolis based on gender. This means that gender is immaterial in the determination of knowledge and attitude of primary school teachers about children with attention deficit hyperactivity disorder. This result is in line with that of Shroff et al. (2017) who assessed teachers' knowledge andattitude of ADHD in Mumbai, India, and found that teachers' knowledge and attitude were independent of gender.

Conclusion

Based on the result and discussion of the study, it was concluded that the knowledge of primary school teachers about children with attention deficit hyperactivity disorder in Ilorin, Metropolis was high; the attitude of many of the sampled teachers towards ADHD was positiveand that the knowledge andattitude of teachers towards ADHD was independent of gender that is gender did not play a role in influencing teacher's knowledge or attitude about ADHD in this study.

Recommendation

Based on the result and conclusion of the study. It was recommended that:

1.Teachers should be sensitized on the need to sustain their level of knowledge about ADHD which was found to be high.

2.There should be periodic campaigns to promote positive attitudes toward children with ADHD. This will help in sustaining the attitude of teacherswhich was found to be positive.

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