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A Study to Assess the Effect of Structure Teaching Programme on Knowledge and Misconception of Primary School Teacher Regarding Attention Deficit Hyperactivity Disorder in Children in Selected School in West Bengal

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ABSTRACT

Teachers can play a key role in identifying and supporting student with Attention Deficit Hyperactivity Disorder (ADHD). The purpose of this study to improve teacher's knowledge on attention deficit hyperactivity disorder. Teachers are seen as some of the most valuable sources of information with regard to referral and diagnosis of this disorder. A pre experimental study was conducted at Burdwan district. Sixty (60) teachers was participated in this study. KADDS questionnaire, with a demographic questionnaire was used as instrument to collect the data. Descriptive and inferential statistics were used analyzed the data. Results indicating that teachers were insufficient knowledge before plan teaching program me in terms of nature, symptoms, treatment. In this study plan teaching program me was effective to improved knowledge of primary school teachers regarding attention deficit hyperactivity disorder (ADHD). The value (7.30) was found significant't' (59),$p<0.05$ level. Association was found pre-test knowledge and selected demographic variable like age.

INTRODUCTION

Attention deficit hyperactivity disorder is one of the most commonly diagnosed psychiatric disorders in childhood. The prevalence rate of ADHD to be 3% to 7% among school age children. Most teachers estimated that in every mainstream class room there will be at least one child with ADHD . Child with ADHD have significant problem with inattention, hyperactivity and impulsivity. Which usually cause serious impairment in many areas of functioning. Because of these problematic behaviors, teaching child with ADHD can be a hard task for most teachers. Teachers having knowledge about ADHD that can increase teachers' confidence in teaching and managing child with ADHD. It's stated that' unfortunately, to date, some of the popular debate about ADHD has generated for more heat than light'. The child has problem with attention span, impulsive control and activity level frequently interfere with both class room and social activity. The ADHD support group in this country estimates that 10% of South Africa children experience symptoms associated with ADHD· There were a controversies and

many myth about this disorder apart from the three primary problems of inattention, impulsivity and hyperactivity at the care of ADHD. The child diagnosed with ADHD is of normal overall intelligence or brighter, yet they experience difficulty in applying their intelligence to everyday situations. It is also more likely that they will have learning disability that can result in poor academic performance in 30%-60%.They have speech and language problems, they talk more, shift often one conversation to another. Interrupt others peoples' conversations and start a conversations inappropriately. Their behavior can be unpredictable, hostile and confrontational and it seems they do not learn from their past mistake. The diagnostic criteria in the diagnosis and statistical Manual for Mental disorder IV TR (DSM IV TR) require that the hyperactivity, impulsive or inattentive symptoms should be present in to two setting home / school.This requirement emphasizes the prominence of teachers information in making the diagnosis about ADHD.[13]Based on findings in the literature, "treatment of choice" for ADHD is psycho-stimulant medication, educational interventions, behavior modification procedures, as well as diet manipulation and supplements . Teachers have to cope with more learners in their classes and with more learners with diverse needs.Such as those who have ADHD. To be able to put inclusive education into practice a teacher needs to accommodate and recognize the unique diversities of the children in class, and to do this effectively the teacher needs to be fully informed about these diversities .In creating welcoming and accommodating classrooms for all learners. It is important for teachers to organize their environments according to the diversity of needs of the learners in the class room.

Multiple studies have been done on all the different aspects of this disorder, but very few have examined teachers' knowledge and perceptions of ADHD. Some study showed that the teachers that participated had an average to good general knowledge of ADHD, that few teachers had any training in ADHD and that teachers' overall knowledge improved as a result of teaching a child with ADHD. There has not yet been a study that provides data regarding teachers' knowledge and misperceptions of ADHD in South Africa.

MATERIALS AND METHODS

KADDS Standard scale and demographic variable questionnaire used. Sample size 60 Primary school Teachers Participates. Objectives of the study, to identify the level of knowledge and Misconceptions of the school teachers on ADHD before and after administration of the structure teaching programme. To determine the effect of structure teaching programme of knowledge and Misconceptions of the school teacher on ADHD. To find the association between the level of knowledge of the school teachers on ADHD with selected demographic variables. Purposive sampling technique (Total enumeration) is used to select the subject for the study. School is selected purposely. Teachers are selected convenient methods. The researcher has fully described to participant of the study, the nature of the study and subject's right. Consent is taken from subjects. This indicates the subject's voluntary decision to participate after receiving a full explanation of the study. Privacy of the subject is maintained. There were thirty (38) true false knowledge questionnaire .

The items were constructed based on blue print , among items sixty percent (60%) from knowledge area, thirty percent(30%) from understanding, and ten percent (10%) were from application. The maximum score of knowledge questionnaire was thirty eight (38) and minimum score was zero (0). Pre-test conducted by knowledge structure questionnaire on Attention Deficit Hyperactivity Disorder. A thirty minute teaching programme is arranged through lecture cum discussion method with poster and chart.

On the7th day post –test of knowledge assessed to evaluate the effect of plan teaching programme. All the hypotheses were tested at 0.05 level of confidence.

H_1: -The mean post test knowledge score of the primary school teachers after the administration of structure teaching programme on ADHD is significantly higher than the mean pre test knowledge score as evident from structured knowledge questionnaires. H_2 -There is a significant association between the pre test knowledge level with the demographic variables such as age, religion, educational qualification, experience, source of knowledge regarding ADHD among primary school teacher.

Table-1 Frequency and percentage distribution of pre-test and post-test knowledge scores of primary school teachers on Attention Deficit Hyperactivity Disorder.
n=60

Class interval of knowledge score	Pre test		Post test	
	Frequency	Percentage	Frequency	Percentage
0-8	0	0	0	0
9-12	2	3.34 %	0	0
13-16	11	18.34%	0	0
17-20	17	28.33%	0	0
21-24	28	47%	0	0
25-28	2	3.34%	5	8%
29-32	0	0	22	37%
33-36	0	0	27	45%
37-40	0	0	6	10%
41-44	0	0	0	0

The table 1 shows that the maximum (47%) of the sample were scored in the pre-test within the range of 21-24 and a maximum (45%) of the sample were scored within the range 33-36 in post-test. It shows that there was apparent increases of score in post-test than the pre-test. post-test Mean % score was higher in all areas of planned teaching programme in ADHD as compare to pre-test Mean % of knowledge score the primary school teachers. In post-test associated feature 87.85% was higher than pre-test 45%, symptoms in post-test 87.88% was higher than pre-test 57.45% , in treatment in post-test 84.22% was higher than pre-test 51.22%.

n=60

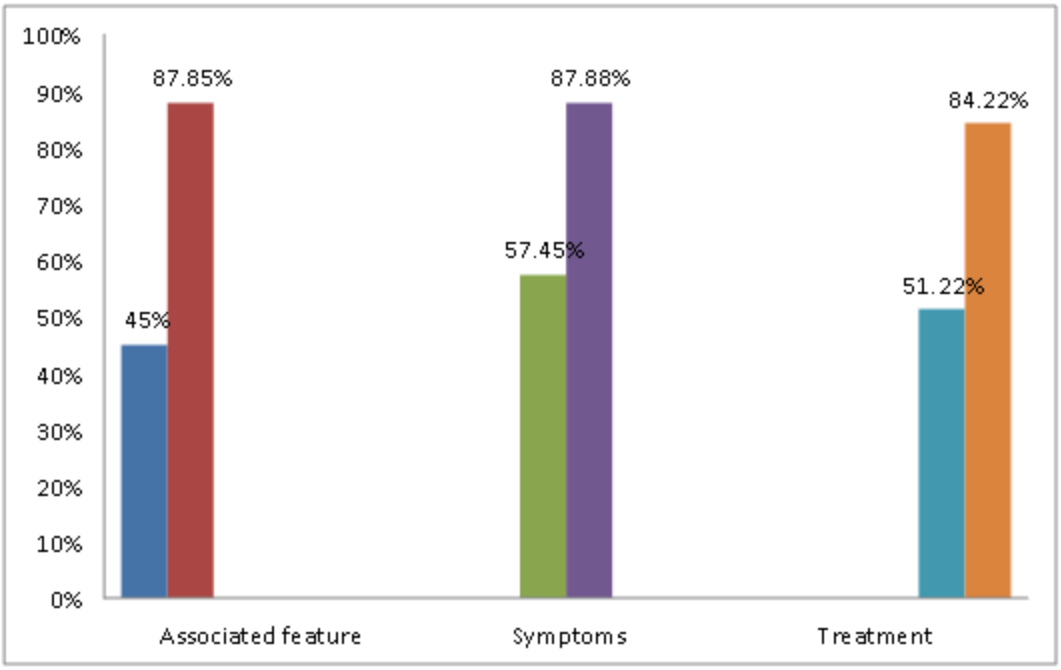


Figure 1: Pre-test and post-test of Mean percentage of knowledge score of difference areas.

The data also show that the post-test Mean % score was higher in all areas of planned teaching programme in ADHD as compare to pre-test Mean % of knowledge score the primary school teachers .In post-test associated feature 87.85% was higher than pre-test 45%,symptoms in post-test 87.88% was higher than pre-test 57.45% , in treatment in post-test 84.22% was higher than pre-test 51.22%.

n=60

Area wise gain % knowledge on ADHD	Mean % Score		Actual gain%	Possible gain%	Modified gain%
	Pre test	Post test			
Associated	48.33	87.85	39.52	51.67	0.76
Feature					
Symptoms	57.40	87.77	30.37	42.6	0.71
Treatment	51.22	84.22	33	48.78	0.67

Table 2 Actual and modified knowledge score related on Attention Deficit Hyperactivity Disorder in different areas of planned teaching programme. The data presented in the table 2 at revels the maximum gain was in the area of associated feature of ADHD (0.76) .Second highest gain was in the area of symptoms (0.71).The lowest score in the area of treatment on ADHD (0.67). Thereby indicating the plan teaching programme was effective to improve the knowledge of primary school teachers on ADHD.

n=60

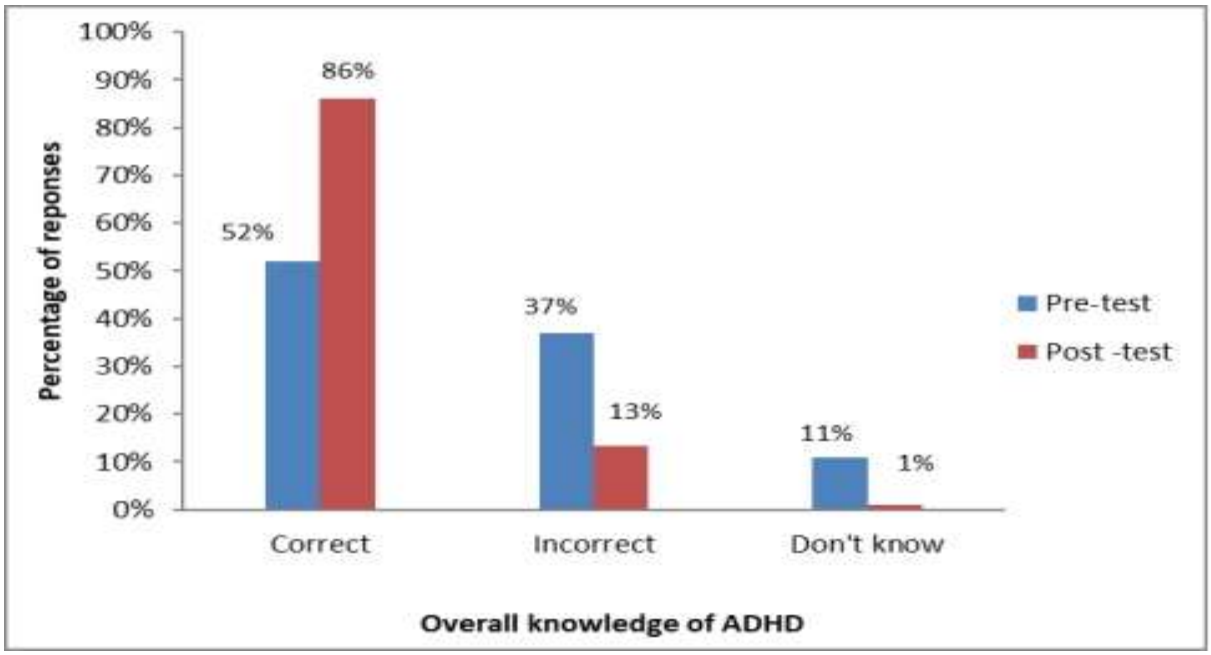


Figure 2 shows that teachers overall percentage score of correct in pre-test (item answered correctly) was 52% which reflect poor knowledge of ADHD than post-test knowledge score 86% .Incorrect responses (item answered incorrectly) higher in pre-test was37% which indicate misconception about ADHD that lower in post –test 13%.Don't know responses (item that teachers admitted they just don't know) percentage was higher 11% in pre-test which point to a lack of knowledge of ADHD among teachers than post –test score 1%.

Finding related to association between the pre-test knowledge score and selected demographic variables.

There is no significant association between pre-test knowledge score and selected demographic variables like sex, educational status, experience, knowledge about ADHD, source of knowledge, regular heath check up in children.

Table-3 Mean, mean difference, and `t` value of pre-test and post-test knowledge score of the primary school teachers on Attention Deficit Hyperactivity Disorder.

n=60

Test	Mean	Mean $_D$	SD_D	't' Value
Pre-test	19.66			
		13.02	13.70	7.30
Post-test	32.68			

t (59)= 02.00 p<0.05 level of significance

Table 3 shows that `t `value 7.30 at 0.05 levels was significant. Hence the investigator failed to accept the null hypotheses HO_1 and also accepted the research hypotheses i.e. the primary school teachers. significantly gain knowledge on Attention Deficit Hyperactivity Disorder after planned teaching

programme and also stating that there is a significant difference between the mean pre-test and post-test knowledge score of primary school teachers on ADHD at 0.05 level of significance. Present study has focused on knowledge and misconception on attention deficit hyperactivity disorder among primary school teachers.

Table – 4 chi square is computed to determine the significance of association between pre-test knowledge score of primary school teachers and selected demographic variables.

n = 60

Sl No.	Variables	Value of Chi square ( )	df	P Value	Significant
1	Age	4.60	1	3.84	Significant
2	Sex	0.24	1	3.84	Not Significant
3	Educational Status	0.13	1	3.84	Not Significant
4	Experience	3.34	2	5.99	Not Significant
5	Knowledge about ADHD	3.35	1	3.84	Not Significant
6	Source of Information	1.14	3	7.82	Not Significant
7	Regular Health Check-up	0.74	1	3.84	Not Significant

$p<0.05$ level The data presented in table 5 find the association between pre-test knowledge score of the primary school teachers and selected demographic variables .The null hypothesis was stated as $H0_2$ – There is no significant association between pre-test knowledge score and selected demographic variables like sex, educational status, experience , knowledge about ADHD, source of knowledge, regular heath check up in children. But there is significant association between pre-test knowledge score and selected demographic variables like age . Here tabulated values (3.84) were lower than the obtained values (4.60) so there is significant association between pre-test knowledge score and selected demographic variables like age.

DISCUSSION

Reviewing literature and comparing percentage of knowledge and misconception with other studies it become evident that present study is almost has similar findings likes other studies. Minneapolis, MN conducted a quantitative study examined the knowledge levels middle school teachers in South Texas have in relation to attention deficit hyperactivity disorder (ADHD).

The study specifically compared teacher knowledge levels among three specific ADHD knowledge areas: (a) general knowledge of ADHD, (b) knowledge of Symptoms /diagnosis of ADHD, and (c) knowledge of treatments for ADHD. The three subscales were measured by the study instrument, Knowledge of Attention Deficit Disorders Scale (KADDS). The sample for this study involved 107 teachers from five predominately Hispanic middle schools in South Texas. The middle schools were in three independent school districts, and data were collected during the 2008–2009 school year. Results indicated that teachers' greatest area of knowledge dealt with identifying the symptoms/diagnosis of ADHD. This study's findings indicated that teachers know the least (M = 46.49, SD = 17.39) about the nature, causes, and outcomes of ADHD. They understood slight more about the treatment of ADHD (M

= 56.92, *SD* = 17.76) and score highest in the area of area of symptoms/diagnosis knowledge (*M* = 66.70, *SD* = 17.88).

Michelle S. Brown , conducted a quantitative study examined the knowledge levels of middle school teachers in Texas have in relation to attention deficit hyperactivity disorder (ADHD). The study specifically compared teacher knowledge levels among three specific ADHD knowledge areas: (a) general knowledge of ADHD, (b) knowledge of symptoms / diagnosis of ADHD, and (c) knowledge of treatments for ADHD. The three subscales were measured by the study instrument, Knowledge of Attention Deficit Disorders Scale(KADDS). The sample for this study involved 107 teachers from five predominately Hispanic middle schools in South Texas

The middle schools were in three independent school districts, and data were collected during the 2008–2009 school year. The general knowledge score was a mean score of 46.49% (*SD* = 17.39). The Symptoms / Diagnosis knowledge score was a mean score of 66.70% (*SD* = 17.88), and the treatment knowledge score was a mean score of 56.92% (*SD* = 17.76).The differences among each of the means were statistically significant at the .05 level (2, 318) < .001, η2 = .180. This study's findings indicated that teachers know the least (*M* = 46.49, *SD* = 17.39) about the nature, causes, and outcomes of ADHD. They understood slight more about the treatment of ADHD (*M* = 56.92, *SD* = 17.76) and score highest in the area of symptoms / diagnosis knowledge (*M* = 66.70, *SD* = 17.88).The overall results for the ANOVA indicated significant differences among the subscale scores, (2, 318) = 34.97, *p*, .001, η2 = .180. The effect size index, η2 = .180, indicated a strong relationship between the knowledge areas measured on the instrument and the scores teachers received for each of the scale.

Keetam D. F Alkahtani, conducted a study on Teachers' Knowledge and Misconceptions of Attention Deficit / Hyperactivity Disorder. Four hundred and twenty-nine (429) teachers participated. The Knowledge of Attention Deficit Disorder Scale (KADDS) along with a demographic questionnaire was used as the survey instruments to collect data. Descriptive statistics and correlation test were used to analyze the data. The overall percentage score of correct responses (items answered correctly) was 17.2% which reflect poor knowledge of ADHD. Incorrect responses (items answered incorrectly) percentage was 23% which indicate misperceptions. The overall knowledge score on ADHD (17.2%) correct, (23%) incorrect, and (59.8%) don't know about Reponses on the KADDS. The result of the correlation analysis was statistically significant (r = 0.311, *p* < 0.01).This result shows a strong positive correlation between teachers' level of knowledge of ADHD and their prior training and experience with ADHD. Pearson correlation analysis was also carried out to examine the relationship between teachers' level of knowledge of ADHD and their level of confidence in teaching a student with ADHD.

The result of the correlation analysis was statistically significant (r = 0.631, *p* < 0.01). This result shows that teachers' level of knowledge of ADHD correlated positively with their level of confidence in teaching a student with ADHD.

Stacey Small, M.A, conducted a survey Attention-Deficit/ Hyperactivity Disorder. General Education Elementary School Teachers' Knowledge, Training and Ratings of Acceptability of Intervention. Seventy-two general education elementary School teachers completed a survey containing demographic information, acknowledge of ADHD questionnaire, and a survey on interventions for students with ADHD. Results indicated that teachers scored an average of 57% correct on the Knowledge of Attention Deficit Disorders Scale (KADDS), scoring statistically significantly higher on the Symptoms/ Diagnosis subscale compared to the General and Treatment subscales. On the Total KADDS, teachers' average score was 57% (Range=17% to 86%). The distribution were approximately normally distributed

(skewness = -0.77, kurtosis=0.67).On the subscales, teachers scored the highest on the Symptoms/ Diagnosis subscale (M=72%, Range=22% to 100%) and scored the lowest on the General subscale (M=51%, Range=13% to 100%).The result of skewness of the subscales ranged from -0.76 to -0.3(General=0.30,Symptoms/Diagnosis=-0.76, and Treatment=-0.52). The kurtosis of the subscales ranged from –0.40 to 0.38 (General=-0.40, Symptoms/Diagnosis=0.37, and Treatment=0.38). It should be noted that each of the subscales was moderately correlated with the other subscales (Range=.52 to .63). ANOVA indicated a statistically significant difference between teachers' scores on the subscales of the KADDS, $F(2,142)=64.77$, $p<.0001$ that indicating participants scored significantly higher on the Teachers' Knowledge on Symptoms/Diagnosis subscale compared to the General and Treatment subscales , but there was no difference on participants' scores on the General and Treatment subscales.

Aglaia Stampoltzis, conducted a study, examines and compares general and special education teachers' knowledge and misconceptions about ADHD. In addition, it seeks to investigate the role of specific demographic variables, such as teaching experience and level of exposure to ADHD, on teacher knowledge .

Two Hundred thirty-four primary school teachers from 20 public school of the area of Athens, Greece completed the ADHD Knowledge Based Questionnaire. Findings suggested that special education teachers are more knowledgeable of issues related to ADHD in comparison to general education teachers. The result of this study. Mean percentage scores and standard deviations for total ADHD knowledge and ADHD knowledge base scales (epidemiology/ definition, symptomatology, etiology and treatment, On average, general education teachers scored 61% on total knowledge, whereas special education teachers scored 71%.samples ' t ' test was conducted. The results revealed significant total difference 't' (232) ¼ –5.44, p , .001 with special education teachers appearing to be more knowledgeable of ADHD issues than their general education colleagues. Special education teachers had significantly fewer misconceptions than general education teachers of the definition of ADHD. Finally, the two teacher groups did not differ in lack of knowledge ("don't know" responses) related to all four ADHD topics: definition (p ¼ .537) , symptomatology (p ¼ .712), etiologic (p ¼ .381), and treatment (p ¼ .549). A series of Pearson correlations were also used to explore the relations among teachers' knowledge of ADHD and two demographic characteristics naming age and teaching experience. Negative correlations were found between age and the score on the treatment subscale (r ¼ –.167,p , .01) and years of teaching and the score on the treatment subscale (r ¼ –.214, p , .001). No other significant correlations were found.

Marian Soroa1,Nekane Balluerka and Arantxa Gorostiaga was conducted a research study on to develop and validate questionnaire to assess the knowledge of primary school teachers on ADHD. The purpose of this study to develop a questionnaire called IRA-AGHNA, to assess infant and primary school teachers knowledge of ADHD . The psychometric properties of the questionnaire were examined in a sample of 752 teachers aged between 20- 64 years. The mean 41.57,SD 9.69) These teachers were selected randomly in the Basque country Navarre. The result suggested that the IRA-AGHN is a valid tool to measure the knowledge of primary regarding Attention deficit hyperactivity disorder. As same as KADDS subscale.

Marsha K. Youssef1, Gerard Hutchinson, and Farid F. Youssef conducted a cross-sectional descriptive survey that made use of convenience sampling designed to assess primary and secondary school teachers' knowledge of and attitudes toward ADHD. Schools were selected by convenience sampling based on a prior relationship of the researchers with a teacher in the school. Overall, teachers from 29

schools took part in the study. Four hundred and forty (440) packages were prepared each containing a letter of instruction, a consent form, and a self-report questionnaire. Prior to answering the knowledge questions, teachers were asked to indicate using a percentage, their perceived knowledge of ADHD. Responses ranged from 0% to 99% with a mean score of 36% (*SD* = 26). Twelve teachers (4%) indicated they had no knowledge of ADHD. Twenty-six questions were used to assess knowledge. In this study Cronbach's alpha score of 0.86 suggesting good to excellent internal consistency in their population. Overall, mean total knowledge score was 11.6 (*SD* = 5.5). This corresponds to 45% of the questions right. Total scores ranged from a minimum of 0 to a maximum of 23 with 12 teachers scoring 0 on total knowledge while 40% of the entire sample had a score of 10 or less. Several factors seemed to influence the total knowledge score. In particular, there was a significant effect of education level, $F(4, 211) = 4.51$, $p < .01$, on the total knowledge score. Teachers with a master's degree scored the highest and those with no formal training beyond secondary school the lowest. Perhaps more significantly, persons who received training in ADHD while teaching scored significantly higher than those who did not, $p < .001$. Having taught someone with ADHD also had a significant effect, $F(2, 270) = 5.6$, $p < .01$, as did the type of school in which the teachers taught, $p < .01$. However, gender did not have an effect on total knowledge scores, $p > .05$. There
was a moderate correlation between teachers' perceived knowledge of ADHD and actual total knowledge score. Pearson's correlation coefficient was 0.48, and this was significant at $p < .001$.

Ms.AnjanaWilliams, Mrs.Grace Singh, Mrs.PriyaJ.P.Narayan, conducted a Quasi experimental Study was a to evaluate the effectiveness of a teaching programme on competency of Primary School Teachers regarding Learning Disabilities among children.

The study was conducted in a Primary School of Bhainyawala, Dehradun. Total 38 teachers were selected who met the inclusion criteria by non-probability, convenience sampling technique. Pre-test was taken by structured knowledge questionnaire, attitude scale and knowledge of skill checklist followed by teaching programme and post- test was taken after 7 days which showed that mean post -test knowledge score (13.7 ±3.2) was higher than the mean pre- test knowledge score (5.4±2.6). Mean post- test Attitude score (31.9±4.7) was higher than the mean pre- test Attitude score (26.6±5.4). Mean post-test knowledge of skill scores (23.1±4.2) was higher than the mean pre-test knowledge of skill scores (17.2±6.6). After post- test the knowledge, attitude and skills of primary school teachers had increased significantly. Hence it is proved that the teaching programme improves the competency of primary school teachers regarding Learning Disability.

NURSING IMPLICATION

Nursing Practice**:** Teachers are not getting any formal education regarding disease in children during their teachers training program. As a result they may have many misconceptions or prejudices regarding some of the serious disease conditions that may affect a child in his academic performance and development. This emphasizes the teaching program on Attention deficit hyperactivity disorder in children and the practice was highly appreciated by teachers. Nurses as a competent health professional have a responsibility to promote the right information about ADHD among children. As awareness program is needed to improve the quality of life, academic performance and social adjustment of ADHD children with the help of school teachers and helping the teachers to acquire a realistic knowledge and more positive attitude towards children with ADHD

Nursing Education**:** In India, only few research studies have been conducted on structured teaching program regarding ADHD in children for school teachers.
16
The study reveals that continued education program in schools for teachers is needed in India. The study also revealed that there is knowledge deficit, regarding causes, symptoms and management compared to other aspects of health and educational program. It emphasizes a great need for research awareness and effectiveness of teaching program regarding Attention deficit hyperactivity disorder in children by the teachers.

Nursing Administration**:** Health personnel play a vital role to provide education to community leaders like teachers to gain knowledge and manage the disease like Attention deficit hyperactivity disorder which affect the future of the child. ADHD education improves the awareness and knowledge in children by the teachers. Necessary in-service education is also important for nurses, health workers and other health personnel to provide health education for Effectiveness of Structured Teaching Program on Knowledge Regarding attention deficit hyperactivity disorder.

Research Nursing: Nursing research is crucial for the effective delivery of health care and for the role and status of the nursing profession. Nursing research is indispensable in the several of the health care such as the hospital and the community. The need for the research among teachers regarding ADHD in children has been recognized. ADHD in Children. Nursing Research will provide nurses the credibility to influence the health policy. It will also help to institute appropriate prevention and intervention strategies to meet the need of specific populations.

CONCLUSION

On the basis of the findings of the present study the following conclusion could be drawn thatthere was a lack of knowledge and misconception among primary school teachers about ADHD.The plan teaching programme was effective in enhancing the knowledge of teachers regarding ADHD. So, it can be said that knowledge of primary school teachers can improve through training that can help in diagnosis and treatment of ADHD in children.

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