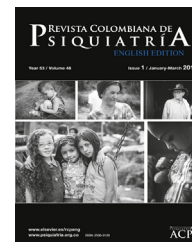




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Original article

Knowledge of ADHD among primary school teachers in public schools in Sabaneta, Antioquia, Colombia ☆,☆☆

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ABSTRACT

Objectives: The aim of this research is to describe the knowledge of attention deficit hyperactivity disorder among primary school teachers through interviews concerning general information, symptoms/diagnosis and treatment, in addition to perceived self-efficacy.

Methods: A cross-sectional, descriptive, population-based study was carried out, involving 62 teachers from public schools in the municipality of Sabaneta. The teachers were evaluated by the Spanish adaptation of the Knowledge of Attention Deficit Disorders Scale, a 36-item estimation scale with three response options (true, false and don't know).

Results: Teachers correctly answered just under half of all the items in the questionnaire (48.52%). Specifically, the most correct answers were on the symptoms/diagnosis subscale (69.35%), followed by the treatment subscale (45.30%) and finally the general information subscale (38.60%).

Conclusions: The data obtained underlines the need for initiatives to be implemented in this area to ensure that it is reflected in new teaching techniques that facilitate the learning and development of children who suffer from the disorder.

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Conocimientos sobre TDAH de los docentes de primaria de colegios públicos de Sabaneta, Antioquia

R E S U M E N

Palabras clave:
TDAH
Docentes
Conocimientos

Objetivos: La presente investigación tiene como propósito describir los conocimientos de los docentes de básica primaria sobre el trastorno por déficit de atención e hiperactividad (TDAH), mediante entrevistas sobre información general, síntomas/diagnóstico y tratamiento, además de la autoeficiencia percibida.

Métodos: Se realizó un estudio descriptivo transversal de tipo poblacional, en el que participaron 62 docentes de colegios públicos del municipio de Sabaneta. Los maestros fueron evaluados mediante la adaptación española de la *Knowledge of Attention Deficit Hyperactivity Disorder (KADDS)*, una escala de estimación compuesta por 36 ítems de 3 alternativas de respuesta (verdadero, falso y no sé).

Resultados: Los docentes contestaron correctamente a poco menos de la mitad de todos los ítems del cuestionario (48,52%). En concreto, fue en la subescala de síntomas/diagnóstico en la que tuvieron más aciertos, con un 69,35%, seguida de la subescala de tratamiento (45,30%) y, finalmente, la de información general (38,60%).

Conclusiones: Según los datos obtenidos, se ratifica la necesidad de realizar intervenciones en este tema, para que esto se vea reflejado en nuevas técnicas de enseñanza que faciliten el aprendizaje y el desarrollo de los niños que padecen el trastorno.

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Introduction

Attention deficit hyperactivity disorder (ADHD) is the most common disorder in child psychiatry. It is characterised by a pattern of symptoms of inattentiveness, hyperactivity and impulsiveness, which are more severe and occur with greater frequency than would be expected for children of the same age.¹ Worldwide, the prevalence is reported to be 5.29%.² In Colombia, studies such as that by Pineda et al.³ found the prevalence to be 11.3%, while in Sabaneta, according to Cornejo et al.,⁴ it is as high as 20.4%. ADHD usually begins during the school years, hence the reason this stage is so important for identifying affected children, and it is precisely the teachers who most often detect it.⁵ A literature review with regard to knowledge about ADHD among teaching staff shows that, in general, training in this area appears to be insufficient. For example, in the study by Jarque et al.,⁶ teachers responded correctly to 42.65% of the items, showing that the degree of knowledge about the subject is not very high. In line with that research, the aim of this study was to describe the knowledge of ADHD among primary school teachers in public schools in the town of Sabaneta in June 2016.

Material and methods

A cross-sectional, descriptive, population-based study was conducted with all primary school teachers in public schools in the town of Sabaneta. The teachers were assessed using the Spanish adaptation of the Knowledge of Attention Deficit Disorders Scale (KADDS), an estimation scale consisting of 36 items with three response options (true, false and don't know). The items are grouped into three subscales:

(a) symptoms/diagnosis of ADHD (9 items); (b) general information about the nature, causes and repercussions of ADHD (15 items); and (c) treatment of ADHD (12 items). The scale also seeks to determine whether or not the teacher has a specialist area, diploma or degree; whether or not they have received training on the disorder, and whether or not they have any experience in the educational field or in the management of children with ADHD. The reliability of the instrument for each of the categories (a–c) is 0.74–0.77. For the whole scale, it is 0.89.⁷ To assess perceived self-efficacy, teachers answered the following question, using a 7-point Likert scale: To what extent do you consider that you can effectively teach a child with ADHD?

To collect the information, a day was arranged with the head teachers of each institution for the teachers to complete the survey. On the agreed day, the teachers were gathered in a room, where they were given the informed consent form and the survey. Before completing the survey, the purpose of the project and the correct way to respond to the items were explained.

Statistical analysis

A univariate analysis was performed; the qualitative variables were analysed by frequency and percentage, and the quantitative variables by measures of central tendency and dispersion.

Results

Of a total of 75 teachers involved in primary education in the public sector, 62 participated in the study (participation rate 82.7%). Of these, 58.06% were aged 41–50 (mean, 45.97 ± 7.61)

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