

## Hyperactivity Disorders: An Assessment of Kindergarten Teachers' Knowledge

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**Abstract.** Background: The symptoms of hyperactivity disorder include unpredictable, involuntary, and inappropriate movements that occur due to organic or psychological factors, as well as attention deficit disorder. Hyperactivity disorder is characterised by physical movements that surpass the normal or acceptable limit. Objective: The aim of the present study is to assess the kindergartens teachers knowledge regarding hyperactivity disorders in children. Methods: This cross-sectional study was carried out at Basrah kindergartens between November 2022 and the start of April 2023. A questionnaire was used to gather data for this study, which involved 60 sample (female) kindergarten instructors. The results were then statistically examined. Results: Sixty percent of the participants in this research were between the ages of 20 and 29. 43.3% possess a diploma in education. Of the participants, 81.7% had not undergone any training courses on hyperactivity condition, and 63.3% have 1–5 years of experience. Conclusion: The study concluded that teachers have adequate knowledge about hyperactivity disorder.

### Highlights:

1. Hyperactivity disorder causes excessive, involuntary, and inappropriate movements.
2. Assess kindergarten teachers' knowledge of hyperactivity disorder.
3. Teachers show adequate knowledge, but training is limited.

**Keywords:** Kindergartens, Hyperactivity, Knowledge. Disorder, Teacher, Assessment

## Introduction

The symptoms of hyperactivity disorder include random, involuntary, and inappropriate movements that occur due to organic or psychological causes, as well as attention deficit disorder and a group of behavioural disorders that manifest as physical movements that surpass the normal or acceptable limit (1,2).

A hyperactive youngster may find it difficult to remain still, which is why they frequently fidget with things, rock in their seats, or repeatedly tap their hands or feet. Peer relationships and academic achievement may suffer as a result of these actions.(3)

There are 1.8 billion children under the age of 15 in the globe, making up 28% of the total population. In addition to playing a critical and formative role in children's cognitive, linguistic, emotional, social, and moral development, kindergartens and schools are increasingly being recognised for their significant contribution to mental health promotion.(4)

Throughout the diagnostic and therapy process, educators, mental health professionals, and medical professionals can all have a part to play (5). Since children who exhibit behaviours become unable to cope with the structured school environment, their peers, and their teacher, teachers are frequently the first people to encounter these behaviours in the classroom and should be able to refer the child for an HD assessment if the child has not yet been diagnosed (6,7).

There is no known study that has examined preschool teachers' awareness of HD, despite the fact that it is a highly common illness that first manifests in the preschool years. Two factors make research on HD and preschool instructors crucial. First of all, as preschool instructors have a significant impact on children throughout their formative years, it is imperative that their knowledge, perspectives, and educational experiences about HD be evaluated. Second, and in a similar vein, the data gathered from these kinds of evaluations ought to be utilised to assist identify professional development requirements. (8)

## **Objective of the study**

1-To assess the kindergartens teachers' knowledge regarding hyperactivity disorders in children.

2-To investigate kindergartens teachers' opinions related to hyperactivity disorders in children.

## **Method**

### **Design of the study**

To evaluate kindergarten teachers' understanding of hyperactivity problems in children in Al Basrah, a cross-sectional study was conducted. throughout the time frame

from early November 2022 to early April 2023. A questionnaire that was randomly given to the instructors of several kindergartens was used to gather the sample.

## **The instrument of the study**

To gauge the kindergarten teachers' understanding of hyperactivity issues in kids, we used an evaluation instrument. After examining a number of research studies, a questionnaire was created to assess their expertise. Following completion, the survey was given out and shown to an expert panel. By creating a questionnaire on the study's topic, the data was gathered. Survey as a Research Study Tool: The survey includes:

Part 1: The first section is the socio-demographic characteristics sheet consisting of (5) items

Part 2 : there were some questions to assess the kindergartens teachers knowledge regarding hyperactivity disorders All teachers answered about (20) questions

## **Setting Of The Study**

This study was conducted on kindergarten instructors in Basrah between the beginning of November 2022 and the beginning of April 2023.

## **The sample of the study**

Sixty instructors participated in the research. The sample used for data collection was chosen using a straightforward random sampling technique.

## **Statistical Data Analysis**

The statistical tool for social sciences, SPSS version 26, was used to analyse the data, which were then reported as frequency and percentage. The correlation between the various variables was evaluated using the mean score and significance.

## Result and Discussion

Table 1 Social-demographic characteristics

<b>Characteristics</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Female	60	100%
	Male	0	0%
<b>Age</b>	20-29	36	60%
	30-39	13	21.7%
	40-49	3	5%
	50-60	8	13%
	Total	60	100%
<b>Education</b>	High school	7	11.7%
	Diploma	26	43.3%
	Bachelor's	21	35%
	Other degrees	6	10%
	Total	60	100%
<b>Experience</b>	1-5 years	38	63.3%
	6-10 years	9	15%
	11-15 years	3	5%
	16-20 years	10	16.7%
	Total	60	100%
<b>Training courses regarding hyperactivity disorder</b>	Yes	11	18.3%
	No	49	81.7%
	Total	60	100%

According to the table 1 all of the participants were Females, the majority of them were under 30 years old. 43.3% of them were have Diploma degree for education. Years of experience for 63.3% of responders were 1-5 years and the majority of them have not taken any training courses regarding hyperactivity disorder.

Table 2. Questions to assess the kindergartens teachers knowledge regarding  
hyperactivity disorders in children

	F	%	F	%	F	%	
Q1 /Do children with hyperactivity tend to go from one activity to another without completing any activity?	14	<b>23.3%</b>	31	51.7%	15	25%	<b>0.98</b>
Q2/Is hyperactivity a disability In children?	28	46.7%	21	35%	11	18.3%	<b>1.28</b>
Q3/ hyperactivity appears in a large percentage in males?	33	55%	13	21.7%	14	23.3%	<b>1.32</b>
Q4/Is hyperactivity disorder caused by neurological disorders?	29	48.3%	12	20%	19	31.7%	<b>1.17</b>
Q5/Do you think that behavioral and drug therapy contributes to controlling the disorder?	24	40%	30	50%	6	10%	<b>1.30</b>
Q6/Do symptoms of hyperactivity disappear when the child reaches puberty?	33	55%	13	21.7%	14	23.3%	<b>1.32</b>
Q7/Do you think hyperactivity Is a chronic disorder?	23	38.3%	13	21.7%	24	40%	<b>0.98</b>
Q8/Does home Isolation help the child to recover?	33	55%	17	28.3%	10	16.7%	<b>1.38</b>
Q9/Do you think that hyperactivity disorder disappears on its own and does not need treatment?	27	45%	5	8.3%	28	46.7%	<b>0.98</b>
Q10/Are genetic disorders a cause of hyperactivity?	35	58.3%	7	11.7%	18	30%	<b>1.28</b>

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Q11/Do children with hyperactivity suffer from boring?	16	26.7%	21	35%	23	38.3	<b>0.88</b>
Q12/Does a person with hyperactivity suffer from lack and difficulty in social relations and difficulty in communicating with others?	18	30%	22	36.7%	20	33.3	<b>0.97</b>
Q13/Do children with this type of disorder suffer from the inability to perform the tasks assigned to them?	37	61.7%	3	5%	20	33.3	<b>1.28</b>
Q14/Does hyperactivity disorder appear In the third year of a child's age?	44	73.3%	5	8.3%	11	18.3%	<b>1.55</b>
Q15/Do people with this disorder suffer from sleep and anxiety disorders?	19	31.7%	30	50%	11	18.3%	<b>1.13</b>
Q16/Is dyslexia and dyscalculia the most common learning difficulties among people with the disorder?	15	25%	21	35%	24	40%	<b>0.85</b>
Q17/Is their nature dominated by violence of all kinds (verbally and physically) with people or animals?	27	45%	10	16.7%	23	38.3%	<b>1.07</b>
Q18/Children with hyperactivity suffer from mood disorders such as depression?	14	23.3%	20	33.3%	26	43.3%	<b>0.80</b>
Q19/Does watching television and using electronics have an effect on the development of the disease?	27	45%	13	21.7%	20	33.3%	<b>1.18</b>

As detailed in table (2), children with hyperactivity tend to go from one activity to another without completing any activity according to the opinions of 51.7% of the participants. 46.7% of the answers agreed that hyperactivity disorder is a disability in children. 55% of the participants agreed that hyperactivity appears in a large percentage in males. 48.3% agreed the fact that hyperactivity disorder caused by neurological disorders. According to the opinions of 50% of the participants, the disorder can be treated with behavioral and drug therapy. And also most of the participants agreed that the symptoms of hyperactivity disappear when the child reaches puberty.

## Discussion

Kindergartens teachers spend a long time at kindergarten with their children They are usually aware of childrens' behaviors in different situations. Therefore, they expected to be the first to observe and detect ADHD among their kindergartens children(15). This study showed that teachers have adequate knowledge about ADHD. As most of teachers answered the questions regarding ADHD in children.

Our study revealed that majority of teachers have'nt taken training courses regarding hyperactivity disorder, only 18.3% had taken it. Similary, a study conducted by Abdullah M. Alshehri, Shehata F. Shehata and Nabil J. Awadalla in Saudi arabia 2020 (12,16).

The Current study revealed that hyperactivity disorder appear In large percentage in males, similar to study carried out on Florida (2021) (13) wich show that 66.4% of the participants agreed that Hyperactivity appears in boys more than girls.As detailed in table 2, 48.3% of the participants agreed that Hyperactivity Is a neurological disorder and that come in agreement with a study carried out in Abha, Saudi arabia in 2022 wich show that 69.1% of the participants think that neurological disorders cause hyperactivity disorder.

According to 43.3% of the teachers knowledge in this study, children with hyperactivity don't suffer from mood disorders such as depression and that disagree with a study conducted by Iranian researchers in Tabriz, IRAN (2017) (10) , 45% of the participants believed that children with hyperactivity dominated by violence of all kinds in their nature similar to a study conducted by Melissa Stormont and Molly Stebbins (2011) wich find that 58% of the participants believed that children with hyperactivity tend to be violent (9). 55% of the participants agreed that home Isolation help the child

to recover and these findings are contrast with a study conducted by Ensherah Almagarbah (2020) (11,17) which findes that more than the half of the participants disagree with the fact that home Isolation is better for the children with ADHD.

## Conclusion

- 1- Our Current study showed that the teachers have adequate knowledge about hyperactivity disorder.
- 2- Hyperactivity Disorder is common in the boys more than girls regarding to the answers of the most participants.
- 3- Majority of teachers believed that hyperactivity disappear when the child reaches puberty.
- 4- Majority of teachers agree with the fact that children with hyperactivity suffer from the inability to perform the tasks assigned to them.
- 5- Watching television and using electronics have an effect on the development of the disorder according to answers of the most teachers.

## Reccomendations

- 1- Paying attention to preparing kindergarten teachers, and developing their cognitive and skill aspects so that they can Recognizing and dealing with ADHD in educational and behavioral aspects.
- 2- Interest in providing training programs and workshops – during service – for kindergarten teachers; With the aim of raising their level of knowledge about hyperactivity disorder and attention deficit hyperactivity disorder, and how to deal with it.
- 3- Enhancing behavioral and pharmacological treatment in hyperactive children to control the disorder.
- 4- Reducing hours of watching TV and video games because this affects the development of hyperactivity disorder in children.

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