

Knowledge and Awareness of ADHD among Middle-Aged Adults

Dr. Dhruvi Bankimbhai Jani¹, Dr. Mansee Desai²

¹1st Year MPT Student, ² Lecturer and PG Guide;
J.G College of Physiotherapy, Gujarat University, Ahmedabad, India.

Corresponding Author: Dr. Dhruvi Bankimbhai Jani

DOI: <https://doi.org/10.52403/ijhsr.20240411>

ABSTRACT

Background: Attention-deficit/hyperactivity disorder is a profound disorder and is diagnosed more frequently among pediatric population. The need of study is to determine knowledge and awareness of ADHD among middle aged adults.

Introduction: Studies of ADHD knowledge have showed consistently that society hold several specific misconceptions about ADHD. Attention- Deficit/Hyperactivity Disorder (ADHD) is one of the most common disorders identified by a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequently displayed and more severe than is typically seen in individuals at a comparable level of development.

Methodology: This study included 150 middle aged adults from Ahmedabad based on inclusion and exclusion criteria. Adults from 25 to 35 years of age were included. The outcome measure used for it is Knowledge of attention deficit disorder scale (KADDS) was filled by 150 individuals and was submitted through google form.

Result: Data was analyzed by using Microsoft Excel version 2016. Results showed that out of 150 sample size, there is 34% knowledge and awareness of ADHD among middle aged adults. Results showed that there is less awareness of ADHD among community.

Conclusion: The study showed that there is strong need to bring awareness of ADHD among community.

Keywords: ADHD, Knowledge and awareness, KADDS, Physiotherapy.

INTRODUCTION

Three to five percent of children are affected by attention deficit hyperactivity disorder (ADHD), a neurodevelopmental condition whose symptoms frequently persist into adulthood. Although the general public believes that ADHD is an over diagnosed disorder, researchers disagree, and there is compelling evidence that ADHD is underdiagnosed in many nations across the world⁶.

ADHD, or attention-deficit/hyperactivity disorder, is one of the most prevalent mental illnesses among children. The following

factors make an accurate diagnosis of ADHD difficult to achieve: many of the issues related to ADHD are also present in other childhood behavioral disorders. Many times, developmental and psychiatric issues coexist with ADHD. Children with ADHD are a diverse group whose symptoms change depending on the environment, the caretaker, and the difficulty of the task. Some studies have questioned the validity and usefulness of the ADHD. Nevertheless, using a thorough multimodal evaluation with input from a multidisciplinary team can

improve the capacity to make an accurate differential diagnosis of ADHD³.

India's quick economic growth and rising literacy rates are progressively raising awareness of ADHD. Based on multiple research, the prevalence of ADHD is between 5 and 10 percent. The range in prevalence estimates for ADHD is substantial; 102 studies with a total of 171,756 people from throughout the world and 303 complete test articles were analysed; the pooled prevalence was 5.29 percent⁵.

Childhood ADHD issues can cause significant cognitive and behavioral impairment that impacts social behavior, academic performance, and family life. These problems are linked to increased rates of criminal activity, job loss, addiction, suicidality, and strained relationships in adulthood. Untreated ADHD can have significant negative effects on the economy and society, even if evidence-based therapies have been demonstrated to successfully manage symptoms. Consequently, early diagnosis and detection are crucial⁶.

MATERIALS & METHODS

Following approval from the institutional ethical committee, an observational study was conducted using purposive sampling on

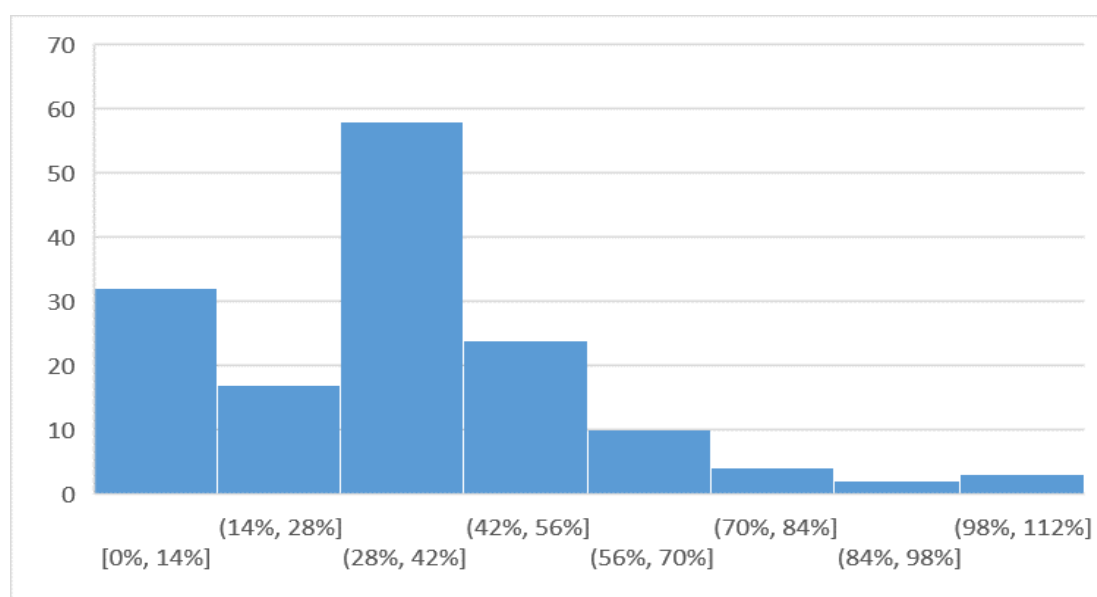
people falling under age group of 25 to 35 years who were willing to participate. People who were not willing to participate and who were mentally retarded were excluded from the study.

The duration of the study was one month, during which 150 data points were collected among various areas of Ahmedabad through an online google form. The google form questionnaire consisted of demographic details and the Knowledge of Attention Deficit Disorders Scale.

The 39 items, KADDS consists of questions which assess knowledge of Attention deficit hyperactivity disorder. 1 point was given for correct answers and 0 for incorrect ones and gaps in knowledge. Thus, the possible scores ranged from 0, for the lowest level of knowledge to 39, for the highest. For reliability analysis of KADDS, internal consistency was first calculated, producing a Cronbach's alpha of 0.71.

RESULT

The result was carried out by using Microsoft Excel version 2016. Data was collected from various areas of Ahmedabad. Results showed that out of 150 sample size, there is 34% knowledge and awareness of ADHD among middle aged adults. Results showed that there is less awareness of ADHD among community.



DISCUSSION

Results showed that there is strong need to bring awareness of ADHD among community. In common, community does not consider ADHD to be a disorder that needs to be recognized, diagnosed and treated. Given that ADHD is a chronic disorder and that comorbid psychiatric problems frequently coexist with it tend to develop later in life and get worse as a kid gets older. Teens with ADHD will undoubtedly have a harder time developing the logical, hypothetical deductive reasoning and abstract thinking skills that are expected of them in the classroom.

Bernfolt et. al (2007) conducted a systemic review and conclude that considerable lack of accurate knowledge, issues with services and difficult communication between multiple stakeholders were also found to be barriers to access to care for ADHD. Semi structured interviews conducted with UK and Belgium clinicians (2012) investigating decision making in the management of ADHD also reported issues around multidisciplinary communication and the lack of clear, operationalized guidelines and services⁶.

In a study conducted in Romania, 189 kindergarten and elementary school teachers' knowledge of three areas—general information, symptoms, and treatment—was assessed. When it came to the symptoms and diagnosis part, the teachers did the best. Their performance was improved by their prior exposure and teaching expertise. Many teachers have misconceptions and biases about ADHD, a descriptive cross sectional study was conducted among 202 school teachers in Sri Lanka, only a minority had adequate knowledge about ADHD. Eighty percent of school teachers believed that parents were to be blamed for the child's ADHD. Most people thought that these kids' disruptions were intentional and malevolent. Instructors may have a tendency to overstate ADHD in the classroom and label challenging students as having unusual behavior. In one study, teachers determined that 23.97 percent of their kids fit the

criteria for ADHD. The study found that teachers' perceptions of which pupils have the illness are influenced by factors such as class size and culture. Parents and instructors may have different perspectives on children's ADHD. In a Kuala Lumpur study, the dependability of 410 students, 37 instructors, and 367 parents from seven schools in reporting symptoms of ADHD was examined. Weak connections were found across the various participant groups⁵. These earlier investigations have shown that there are various misconceptions about ADHD among Most people thought that these kids' disruptions were intentional and malevolent. Instructors may have a tendency to overstate ADHD in the classroom and label challenging students as having unusual behavior. In one study, teachers determined that 23.97 percent of their kids fit the criteria for ADHD. The study found that teachers' perceptions of which pupils have the illness are influenced by factors such as class size and culture. Parents and instructors may have different perspectives on children's ADHD. In a Kuala Lumpur study, the dependability of 410 students, 37 instructors, and 367 parents from seven schools in reporting symptoms of ADHD was studied and weak correlations were found across the various participant groups.

CONCLUSION

This study concludes that there is less knowledge and awareness of ADHD among middle aged adults. Thus, there is strong need to bring knowledge and awareness of ADHD among community. Awareness regarding ADHD helps the younger individuals to plan a proper care and facilities. Proper care and treatment can improve quality of life, behavioral pattern, social interaction and sustainability for children suffering from ADHD.

Declaration by Authors

Acknowledgement: All the faculty members and principal sir who assisted us are truly appreciated by the authors. A sincere thanks to everyone who participated

in the research and for their immense support and active involvement.

Source of Funding: None

Conflict of Interest: The authors declare no conflict of interest.

REFERENCES

1. Hofer SB. Self-perceived and actual knowledge of Attention-Deficit/Hyperactivity Disorder: A comparison between graduate students in medicine, mental health, and education. University of Houston; 2010.
2. See LC, Chung CC, Chao KY, Lin SR, Hou CL, Lin HF. Development and evaluation of the validity and reliability of a questionnaire to determine knowledge about attention deficit/ hyperactivity disorder (ADHD). Taiwan Journal of Publish Health/Taiwan Gong Gong Wei Sheng Za Zhi. 2015 Jun 1;34(3).
3. Scitutto MJ, Terjesen MD, Frank AS. Teachers' knowledge and misperceptions of attention-deficit/hyperactivity disorder. Psychology in the Schools. 2000 Mar;37(2):115-22.
4. Bussing R, Zima BT, Mason DM, Meyer JM, White K, Garvan CW. ADHD knowledge, perceptions, and information sources: Perspectives from a community sample of adolescents and their parents. Journal of Adolescent Health. 2012 Dec 1;51(6):593-600.
5. Shetty A, Rai BS. Awareness and knowledge of attention deficit hyperactivity disorders among primary school teachers in India. International Journal of Current Research and Review. 2014 May 1;6(9):30.
6. French B, Perez Vallejos E, Sayal K, Daley D. Awareness of ADHD in primary care: stakeholder perspectives. BMC family practice. 2020 Dec;21:1-3.
7. Guerra Jr FR, Brown MS. Teacher knowledge of attention deficit hyperactivity disorder among middle school students in South Texas. RMLE online. 2012 Jan 1;36(3):1-7.

How to cite this article: Dhruvi Bankimbhai Jani, Mansee Desai. Knowledge and awareness of ADHD among middle-aged adults. *Int J Health Sci Res.* 2024; 14(4):64-67. DOI: <https://doi.org/10.52403/ijhsr.20240411>
