



## International Journal of Innovative Research in Health Science

Published: June 2026

Volume 2, Issue 6, Pages 4 - 6

DOI: <https://doi.org/10.63349/ijirhs.202629>

### Research Article

# Descriptive study to assess the knowledge on mental health problems (hyperkinetic disorder and depressive disorder) of school Children among school teachers in selected schools at Lucknow

Muneeswari

<sup>1</sup> Professor cum Principal, Dr.Achal Singh Yadav Institute of Nursing and Paramedical Sciences, Lucknow.

Author Designation: Professor,

\*Corresponding author: Muneeswari

#### Abstract:

**Background:** Mental health disorders in childhood have a negative impact on the academic performance, behaviour and social development of children, especially hyperkinetic disorders and depression. **Methodology:** The methodology used in this study was quantitative descriptive; where the population of study was 40 Primary School Teachers of selected schools in Lucknow and those teachers were selected by the technique of Purposive sampling. A pretested and validated structured questionnaire (Cronbach's  $\alpha = 0.73$ ) was used to collect data. Descriptive data was used to summarise demographic characteristics and levels of knowledge whilst the chi-square test was used to assess the association between knowledge and selected demographic data. **Results:** More than half (52.5%) suffered from inadequate knowledge, 42.5% of moderate knowledge and 5.0% of adequate knowledge about hyperkinetic and depressive disorders. Most participants were female (85.0%), aged 26–30 years (52.5%), and held a B.Ed. qualification (45.0%). There was a significant association of previous identification of a child with a mental health problem with knowledge level ( $\chi^2 = 3.909, p < 0.05$ ), while age, gender, educational qualification, teaching experience, nature of employment and source of information were not significantly associated with the knowledge level ( $p > 0.05$ ). **Conclusions:** The level of knowledge about hyperkinetic and depressive disorders as perceived by the Primary school teachers was inadequate. Structured educational programmes are recommended, along with regular training to increase teachers' awareness, improve early identification and referral of children with mental health conditions.

**Keywords:** Mental Health Problem, School children, hyperkinetic disorder.

### INTRODUCTION

Proper mental health is essential for a child's growth and development, directly influencing their academic performance, social interactions, and emotional well-being. Teachers are key stakeholders in promoting children's mental health and schools offer an ideal place for early identification and management of mental health issues.

Many of the most common childhood mental health conditions such as hyperactivity disorder (ADHD), depression, anxiety and emotional and behavioral disorder, affect a large number of children of school age all over the world. If not diagnosed or treated, these frequently lead to inattention, impulsiveness, learning problems, school absences, behaviour difficulties and lower grades.

The rates of mental health disorders are on the rise among children in India, which points to the need of being more alert of the school teachers. Although teachers have a key role in observing the onset of behaviour and emotional changes, there is a lack of understanding about the factors, signs, diagnosis and intervention for children's mental health disorders among many teachers. This often results in a lack of timely detection, proper support, and/or inappropriate responses from affected children.

A number of studies have noted primary school teachers' lack of awareness of ADHD and depression. Study in Iran, Saudi Arabia, India, Colombia and Iraq show that there is little knowledge about these disorders among teachers and they show willingness to be trained in early identification and class management.

The understanding of educators is crucial, since their recognition and timely action can significantly influence children's growth and academic success. This study aimed to assess the effectiveness of a structured education program in enhancing primary school teachers' understanding of hyperactivity and depressive disorders to improve the identification and referral of children with mental health difficulties.

### METHODOLOGY

The type of research used in the study was quantitative research with a descriptive research approach aimed at determining the knowledge of primary school teachers in hyperkinetic and depressive disorders. The research was conducted with 40 primary school teachers from chosen schools in Lucknow using a non-probability purposive sampling method.

The teachers who were on duty in the schools selected and could understand English were included, those who were on leave during data collection and those who refused to participate were excluded.

The data was collected and analyzed by both descriptive and inferential statistics. Participants' knowledge was determined in accordance with predetermined scoring matrix as adequate, moderately adequate or inadequate.

Descriptive data was used for summarizing all the demographic characteristics and level of knowledge, and the paired t-test was used to determine the effectiveness of the information pamphlet. In order to find out relationships between the knowledge levels and selected demographic variables, chi-square test was applied.

## RESULT

The demographic characteristics of the participants are displayed in Table 1. Most teachers were aged 26–30 years (52.5%), female (85.0%), and held a B.Ed. qualification (45.0%). 45.0% had less than two years of teaching experience and 77.5% were temporary workers. There was a high percentage of those who had never experienced a child with a mental health problem before (65.0%) and the key source of information was social media (52.5%).

Table 2 reveals that 52.5 % of the teachers possessed poor knowledge, 42.5 % possessed moderate knowledge and 5.0 % possessed good knowledge on hyperkinetic and depressive disorder.

Table 3 shows that there was no significant relationship between knowledge level and age, gender, educational qualification, teaching experience, nature of employment and source of information. But the identification of a child with mental health problem in the previous years was statistically significant with knowledge .

## DISCUSSION

The present study assessed the knowledge of 40 primary school teachers regarding hyperkinetic and depressive disorders. More than half of the participants (52.5%) had inadequate knowledge, 42.5% had moderately adequate knowledge, and only 5.0% demonstrated adequate knowledge, indicating limited awareness of childhood mental health disorders.

Most participants were aged 26–30 years (52.5%), female (85.0%), had less than two years of teaching experience (45.0%), and were temporarily employed (77.5%). The majority (65.0%) had never identified a child with a mental health problem, while social media (52.5%) was the primary source of information.

Previous experience in identifying a child with a mental health problem was significantly associated with better knowledge ( $\chi^2 = 3.909$ ,  $p < 0.05$ ). However, age, gender, educational qualification, teaching experience, nature of employment, and source of information showed no significant association ( $p > 0.05$ ).

Overall, the findings highlight the need for structured training programmes to improve teachers' knowledge and strengthen early identification and referral of children with mental health disorders.

## CONCLUSION

Based on the results of the study, it can be pointed out that the overall knowledge of the primary school teachers about hyperkinetic and depressive disorders is insufficient. The only factor that was significantly associated with knowledge was the previous experience in identifying children with mental health problems. These results highlight the importance of frequent awareness campaigns, structured training, and ongoing education for teachers to enhance their capacity to recognize and respond to mental health challenges among children and support their education, fostering early intervention and improved outcomes.

## REFERENCES:

1. American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.). American Psychiatric Publishing.
2. World Health Organization. (2022). World mental health report: Transforming mental health for all. World Health Organization.
3. Polanczyk, Guilherme V., Salum, Giovanni A., Sugaya, Luisa S., Caye, Arthur., & Rohde, Luis Augusto. (2015). Annual research review: A meta-analysis of the worldwide prevalence of mental disorders in children and adolescents. *Journal of Child Psychology and Psychiatry*, 56(3), 345–365.
4. Danielson, Melissa L., Bitsko, Rebecca H., Ghandour, Reem M., et al. (2018). Prevalence of parent-reported ADHD diagnosis and associated treatment among U.S. children and adolescents. *Journal of Clinical Child & Adolescent Psychology*, 47(2), 199–212.
5. Sayal, Kapil., Prasad, Varsha., Daley, David., et al. (2018). ADHD in children and young people: Prevalence, care pathways, and service provision. *The Lancet Psychiatry*, 5(2), 175–186.
6. Loades, Maria E., Chatburn, Eleanor., Higson-Sweeney, Natasha., et al. (2020). Rapid systematic review: The impact of social isolation and loneliness on the mental health of children and adolescents. *Journal of the American Academy of Child & Adolescent Psychiatry*, 59(11), 1218–1239.
7. United Nations Children's Fund. (2021). The state of the world's children 2021: On my mind—Promoting, protecting and caring for children's mental health. UNICEF.
8. Kutcher, Stan., Wei, Yifeng., & Morgan, Catherine. (2015). Successful application of a Canadian mental health curriculum resource by classroom teachers. *Child and Adolescent Psychiatry and Mental Health*, 9, 1–11.
9. Wei, Yifeng., Hayden, Jacqueline A., Kutcher, Stan., & Zygmunt, Amanda. (2013). The effectiveness of school mental health literacy programs to address knowledge, attitudes, and help-seeking among youth. *Early Intervention in Psychiatry*, 7(2), 109–121.
10. National Institute for Health and Care Excellence. (2018). Attention deficit hyperactivity disorder: Diagnosis and management (NG87). National Institute for Health and Care Excellence.

**Table 1: Distribution of Demographic Characteristics of the Participants (N = 40)**

Demographic Variable	Category	Frequency (n)	Percentage (%)
Age (years)	26–30	21	52.5
	31–35	9	22.5
	36–40	9	22.5
	Above 40	1	2.5
Gender	Male	6	15.0
	Female	34	85.0
Educational Qualification	BTC	5	12.5
	B.Ed	18	45.0
	M.Ed	3	7.5
	Other	14	35.0
Teaching Experience	Less than 2 years	18	45.0
	4–6 years	14	35.0
	7–13 years	6	15.0
	More than 13 years	2	5.0
Nature of Employment	Permanent	9	22.5
	Temporary	31	77.5
Previously Identified a Child with Mental Health Problem	Yes	14	35.0
	No	26	65.0
Source of Information	Television	10	25.0
	Newspaper	7	17.5
	Friends	2	5.0
	Social Media	21	52.5

**Table 2: Frequency and Percentage Distribution of Knowledge Levels Among Primary School Teachers (N = 40)**

Level of Knowledge	Frequency (n)	Percentage (%)
Inadequate Knowledge	21	52.5
Moderately Adequate Knowledge	17	42.5
Adequate Knowledge	2	5.0

**Table 3: Association Between Knowledge Level and Selected Demographic Variables Among Primary School Teachers (N = 40)**

Demographic Variable	$\chi^2$ Value	p-value	Inference
Age	1.88	>0.05	Not Significant
Gender	0.37	>0.05	Not Significant
Educational Qualification	1.55	>0.05	Not Significant
Teaching Experience	1.18	>0.05	Not Significant
Nature of Employment	0.611	>0.05	Not Significant
Previously Identified a Child with Mental Health	3.909	<0.05	Significant
Source of Information	0.048	>0.05	Not Significant

**Cite this article as:** Muneeswari, Descriptive study to assess the knowledge on mental health problems (hyperkinetic disorder and depressive disorder) of school Children among school teachers in selected schools at Lucknow. *International Journal of Innovative Research in Health Science*, 2(6), 4-6