Influence of School Involvement, Teachers' Recognition of Attention-Deficit Hyperactivity Disorder and Behavioural Dysfunction among Primary Pupils in Public Schools in Oyo State, Nigeria

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Being a PhD Viva Presentation to the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria

In Partial Fulfilment of the Requirements for the Award of the Doctor of Philosophy Degree (PhD) in Guidance and Counselling

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2025

Certification

This is to certify that Foluso Modupe ORIMADEGUN with matriculation number **LCU/PG/003037** carried out this thesis titled "Influence of School Involvement, Teachers' Recognition of Attention-Deficit Hyperactivity Disorder and Behavioural Dysfunction among Primary Pupils in Public Schools in Oyo State" in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, for the award of Doctor of Philosophy Degree (PhD) in Guidance and Counselling and that this has not been previously submitted.

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Ass. Professor Oluyomi Susan Pitan — **Date**
Head of Department

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Dedication

This work is dedicated to the Almighty God for the gift of life, strength and grace to complete this research and to all Teachers who labour continuously for the growth and development of the young ones.

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Abstract

This study investigates the influence of school involvement, teachers' recognition of Attention-Deficit Hyperactivity Disorder (ADHD) on behavioural dysfunction among primary pupils in Oyo State, Nigeria. A descriptive cross-sectional survey design was employed. The study targeted 22,909 public primary school teachers across 2,411 schools in 33 Local Government Areas (LGAs), using a multistage sampling technique. A total of 1,650 teachers were sampled for this study. Data were collected using the School Involvement, Teachers' Knowledge and Awareness and Attention Deficit Questionnaire (STEKAADQ) (r = 0.5b). Four research questions and two research hypotheses were tested for this study. The data were analysed using descriptive statistics and Multiple Regression analysis at a 0.05 significance level. The result revealed that the perceived level of behavioural dysfunction among primary pupils in Oyo State is high ($\bar{x}$ = 3.43); the level of school involvement with pupils in ADHD is moderate ($\bar{x}$ = 2.56); the level of teachers' knowledge of ADHD is high ($\bar{x}$ = 2.50); the level of teachers' awareness of ADHD is low ($\bar{x}$ = 1.77); there was a significant joint influence of school environment, teachers' knowledge and awareness of ADHD on behavioural dysfunction among primary pupils in Oyo State. $(f(f_{(3.1645)}) = 82.915, Adj.\ R^2 = 0.230, p < 0.05)$; teachers' knowledge contributed highest $(\beta = 0.413, t = 11.520, p < 0.05)$ followed by school environment $(\beta = 0.312, t = 9.630, p < 0.05)$ to behavioural dysfunction among primary pupils in Oyo State. The study concludes that low awareness and limited school involvement hinder effective ADHD management. Teachers recognize ADHD symptoms but lack structured intervention strategies and adequate training. Schools remain passive, dependent on external directives rather than proactive support mechanisms. The study recommends comprehensive teacher training programmes on ADHD intervention, awareness campaigns involving government and NGOs and school-based frameworks for early identification and tailored interventions.

Keywords: ADHD, School involvement, Teacher's recognition, Behavioural dysfunction, Primary school pupils.

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