

## **CHAPTER III**

### **METHIDODOLOGY**

#### **3.1 Research design**

Exploratory study using qualitative data collection was conducted in this study. Semistructured interview method was utilized as a tool for data collection. The interviews are particularly useful for getting the story behind a participant's experiences. The interview pursued in-depth information around this topic. The present study used open-ended questionnaires for interviewing the self-management strategies and basic knowledge of teachers and guardians about ADHD and the treatment of children with ADHD.

#### **3.2 Setting of study**

Setting of the present study was in Amphur Muang, Samutprakarn province. The primary schools were chosen by purposive sampling method. The primary schools in this study are five schools: Anubanwatpichaisongkarn School, Pranylwaschara School, Watdansumrong School, Bangnangkrenng School, and Watsukakorn School. These schools were selected because they were in the "Special children teaching project". All students from these schools were reviewed to detect behavioral problems such as Autistic, ADHD and Learning disorder.

#### **3.3 Population**

This study has two groups of participants that were guardian of children with ADHD groups and teachers who had children with ADHD in their responsibility. Guardians and teachers, who were taking care children with ADHD at primary schools in Amphur Muang, Samutprakarn provinces were chosen. Guardians of children with ADHD who accepted ADHD treatment in Hospital and their children were studying in the chosen school were recruited. Teachers who workd at five schools in Samutprakarn province and had children with ADHD in their classroom were interviewed.

### 3.3.1 Inclusion criteria

#### *Guardian of children with ADHD*

- a) Guardian who has children with ADHD and accepted ADHD treatment in hospital more than 6 months
- b) Age of children with ADHD is 6 - 12 years old.
- c) Their children study in one of the five chosen primary schools in Samutprakarn province, which were Anubanwatpichaisongkarm School, Pranylwaschara School, Watdansumrong School, Bangnangkreg School and Watsukakorn School.
- d) They must understand Thai language well and had no problem with communication, such as deafness.

#### *Teacher*

- a) Teachers who had students with ADHD in their classroom.
- b) Teachers worked in one of five primary school in Samutprakarn province that are Anubanwatpichaisongkarm School, Pranylwaschara school.
- c) Teachers must have experiences in teaching ADHD children at least 1 year.

### **3.4 Sample Size**

Guardian and teachers participating the study were purposively interviewed. We collected data by indepth interview until reaching the saturation of data. It was found that data were saturated at the sample size of 32 for teacher group and 19 for guardian group.

### **3.5 Data collection method**

We conducted a survey in Samuthprakarn province using purposive sampling method. A face-to-face interview of teachers and guardians of children with ADHD was conducted. Teachers who had ADHD students were requested to participate in the survey. Guardians of children with ADHD were selected with their voluntary to join the survey.

### 3.5.1 Question for preliminary testing about knowledge of ADHD and the treatment

Teacher and guardian were tested about the knowledge of ADHD using questionnaire before starting the interview. Twelve true-false questions are shown below:

1. If pregnant women drink alcohol children will have high risk of ADHD.
2. An infant who has weight below 1,500 gram will have higher chance of developing ADHD than those who has weight above 1,500 grams.
3. Children with ADHD may show symptom only at some place. For example, they will show aggressive behavior when they are at school only. They will not show aggressive behavior at home.
4. There are the same opportunity to get ADHD between boys and girls.
5. Children with ADHD often have concentrating problems. They cannot control themselves and have aggressive behaviors.
6. One of the causes of ADHD is overeaten sweet food. Thus, children with ADHD should not eat sweet food.
7. ADHD can be diagnosed using laboratory test.
8. The most effective ADHD treatment is the combination treatment between stimulant medication and behavior modification.
9. 75 % of children can response to ADHD medication.
10. Side effects of ADHD medication are headache, stomachache, nausea and vomiting.
11. ADHD medicine can make children have good personality and good at learning.
12. ADHD children don't need to get treatments. They get better when they grow up.

### 3.5.2 Questions for interviewing guardian with ADHD children.

Guardians of children with ADHD were individually interviewed by open-ended questionnaires. Items in open-ended questionnaires used to interview were

- a) What was ADHD in your opinion?
- b) How did you know your children have ADHD?

- c) Do you think what were causes of ADHD that effect your children?
- d) Why did you decide to bring your children to get ADHD treatment?
- e) Did you know about ADHD treatment? What did the treatment?
- f) What was the behavior of children with ADHD at home (before and after the acceptability of ADHD treatment)?
- g) How did children with ADHD impact on your family and your life (before and after the acceptability of ADHD treatment)?
- h) What was your quality of life after knowing that your children had ADHD?
- i) Did you have self-management strategies for helping children with ADHD? What were your self-management strategies?

### 3.5.2 Questions for interviewing teachers with ADHD children

Teachers were individually interviewd by open–end questions. Open – ended question used to interview them were

- a) What wss ADHD in your opinion?
- b) Did you know about ADHD treatment? What was it?
- c) What was behavior of children with ADHD in your classroom (before and after ADHD children accepted the ADHD treatment)?
- d) How did children with ADHD impact on your classroom (before and after ADHD children accepted the ADHD treatment)?
- e) What was your quality of life after teaching children with ADHD?
- f) Did you have self-management strategies for helping children with ADHD? What were they?

### **3.6 Data Analysis**

Interview tape recording was first transcribed and organized into the broad categories of demographics, the understanding of ADHD and treatment, influences of ADHD children on their family, teachers and their classroom, quality of life, and self-management strategies. Under these categories, data were presented in frequency, percentage, mean, and standard deviation in order to enable the researcher to include large amounts of textual answer, information or experience and then systematically identify its phenomenon; for example, the frequencies of most used keywords by detecting the more important structures of its content.