

The Power of Psychoeducation: An Effort to Increase Understanding of ADHD Among Parents and Teachers

Fadila Dian Wardani¹, Damajanti Kusuma Dewi²

^{1,2} Universitas Negeri Surabaya, Surabaya, Indonesia
fadila.21065@mhs.unesa.ac.id; damajantikusuma@unesa.ac.id

Abstract: Attention Deficit Hyperactivity Disorder (ADHD) is one of the neurodevelopmental disorders that often occurs in children with a prevalence of 7.2% in children under 18 years of age according to a meta-analysis of 175 global studies in 2015. This high prevalence has not been balanced with the understanding of parents and teachers due to the lack of information, resulting in inappropriate treatment of children with ADHD. Psychoeducation plays an important role in providing accurate information about the symptoms, causes, and treatment of ADHD. We tried to explore the influence of psychoeducation on parents' and teachers' understanding of ADHD. This study used a systematic review method by collecting data from PubMed, ScienceDirect, and Google Scholar. The selected articles were articles published in the last 5 years with a focus on ADHD psychoeducation in children with a population of parents and teachers. Data analysis used the PRISMA model which produced 35 research articles that passed the systematic review. The results showed that psychoeducation can improve understanding, change misunderstandings, improve skills, and provide support for parents and teachers in dealing with children with ADHD. This study emphasizes the importance of structured psychoeducation for parents and teachers in efforts to disseminate information about ADHD.

Keywords: Psychoeducation, Understanding ADHD, Parents and Teachers

1 INTRODUCTION

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder characterized by inattention and hyperactive-impulsive behavior that interferes with an individual's function and development (American Psychiatric Association, 2022). The emergence of this disorder is a major concern for both the medical community and the general public because ADHD is the most common mental health disorder in children (Adiputra et al., 2021). A meta-analysis of 175 studies worldwide showed the prevalence of ADHD in children under 18 years of age was 7.2% (Thomas et al., 2015). The understanding of parents and teachers has not kept pace with the many cases of ADHD in children due to lack of information. This is supported by research conducted by Adiputra et al. (2021) regarding the perception of PAUD teachers about ADHD which shows that teachers still do not understand ADHD and find it difficult to deal with their students. Teachers who have a low understanding of ADHD assume that ADHD can only be treated with medication (Ruziqna, 2022). Shroff et al. (2017) stated that there are misconceptions among teachers about ADHD, such as the assumption that handling the behavior of children with ADHD is by reducing their focus on academic learning. Lack of understanding about ADHD leads to poor judgment of children with developmental disorders, causing parents to be reluctant to seek professional help (Silvana et al., 2020). Children with ADHD are often labeled as naughty or uncontrollable children, even becoming victims of bullying by people around them who do not understand how to interact with those with attention deficit hyperactivity disorder (Gunawan, 2021).

This lack of understanding among parents and teachers results in inappropriate treatment which can hinder child development and worsen existing symptoms (De Jongh & Wium, 2021). Sufficient knowledge in recognizing early child development disorders is needed so that prevention, stimulation, healing, and recovery efforts can be provided appropriately. Improving understanding of ADHD can be done through psychoeducation. Through psychoeducation, parents and teachers can gain a more accurate understanding of the symptoms, causes, and treatment of ADHD.

Psychoeducation has been reported to be effective in increasing parental knowledge of ADHD, compliance with treatment for children with ADHD, and skills in dealing with children with ADHD in a study conducted by Dahl et al. (2020). In line with research conducted (Karunia & Cahyanti, 2016), psychoeducation has also been shown to significantly improve teachers' ability to detect ADHD early in students and intervention skills in the classroom. Psychoeducation about ADHD among parents and teachers can provide appropriate support for children with ADHD so that it can help overcome the challenges faced and improve their quality of life. Based on the description above, the author wants to explore the influence of psychoeducation on the understanding of ADHD among parents and teachers.

2 MATERIALS AND METHODS

This study uses a systematic narrative review method by understanding previous scientific articles to obtain a summary and produce a comprehensive report optically. The compilation of this systematic review is guided by the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) model. There are 4 stages in conducting literature observations based on the PRISMA model, including identification, screening, eligibility, and inclusion. Identification is carried out by determining the eligibility criteria of the articles to be reviewed. Here we present a table of inclusion and exclusion criteria in determining the selected articles:

Table 1. Article Criteria

No	Inclusion Criteria	Exclusion Criteria
1	Publications in 2019 - 2024	Publications before 2019
2	Using English Language	Using other than English Language
3	Full publication	Incomplete publication (only abstract or preliminary study report)
4	Using experimental methods	Using literature study or systematic review methods
5	Specifics related to ADHD psychoeducation in children	General psychoeducational topics
6	Population of parents and/or teachers	Population other than parents and teachers
7	Using a sample of more than 50 participants	Using a sample of less than 50 participants
8	Studies reporting long-term effects	Studies that do not report long-term effects
9	Using validated measuring tools	Using unvalidated measuring instruments
10	Indexed journals	Unindexed journal

The search for articles in this study was conducted on several scientific sources, such as PubMed, ScienceDirect, and Google Scholar by typing the keyword "Psychoeducation ADHD for Parents and/or Teachers" in the Search column. We filtered the database to limit publications from 2014 to 2024. This literature search was conducted in August 2024. Articles obtained through the search were selected based on predetermined inclusion and exclusion criteria. Articles that pass the screening process will be further evaluated for eligibility. Data taken from each study include the title, author, subject, method, and research results obtained. Articles that pass the eligibility stage are then included in the final analysis and reporting.

3 RESULTS

The following are the results of the systematic narrative review research method based on the PRISMA model, with predetermined criteria:

a) Identification Stage

In the identification stage, a search was conducted in several major scientific databases: PubMed, ScienceDirect, and Google Scholar. Using the keyword "Psychoeducation ADHD for Parents and/or Teachers", a total of 400 relevant articles were found in the publication period from 2019 to 2024.

b) Screening Stage

The screening process was carried out by applying the predetermined inclusion and exclusion criteria. At this stage, a number of articles were removed because they did not meet the criteria. The results of this screening stage were 35 articles.

c) Eligibility Test Stage

After screening, the articles that passed were evaluated to ensure that they met the required methodological criteria. At this stage, 35 articles that met all inclusion and exclusion criteria were confirmed.

d) Inclusion Stage

From the 35 articles that passed the eligibility stage, the information extracted included the title, author, research method, population studied, and the main results obtained. Articles that passed the eligibility test stage were then included in the final analysis and reporting to obtain a summary of the results and conclusions.

4 DISCUSSIONS

The findings of this systematic review of 35 articles indicate that psychoeducation has been shown to be one of the most effective interventions in improving parents' and teachers' understanding of ADHD in children and adolescents, as well as in helping them manage the symptoms that arise. From the literature analysis conducted, various studies revealed the positive impact of psychoeducation on individuals who are directly involved in the care and education of children with ADHD.

Effectiveness of Psychoeducation for Parents

Psychoeducation for parents plays an important role in providing them with a deeper understanding of ADHD, as well as the skills needed to help their children overcome the challenges. Studies show that parents who participate in psychoeducational programs tend to be better able to positively manage the behavior of children with ADHD, resulting in a more harmonious parent-child relationship. Psychoeducational programs that focus on improving parenting skills have been shown to reduce stress levels in parents and improve family interactions (Powell et al., 2022). Research by Dahl et al. (2020) also found that parents who gain a good understanding of ADHD are able to identify their children's needs more accurately and provide more appropriate support.

Furthermore, parents' participation in psychoeducation not only helps them improve their parenting skills but also provides them with access to significant social support. A study by (Jiménez et al., 2022) showed that parents who participated in a group psychoeducation program benefited from sharing experiences and strategies with other parents of children with ADHD, which indirectly reduced feelings of isolation and loneliness.

The Impact of Psychoeducation on Teachers and the School Environment

In the school environment, the role of teachers is very important in managing ADHD because they spend a lot of time with children in an academic context. Several studies have shown that psychoeducation provided to teachers significantly improves their ability to recognize ADHD symptoms and apply appropriate strategies in classroom management. A study by Shen et al. (2021) highlighted that teachers who received specific training in ADHD psychoeducation were able to create a more inclusive and responsive learning environment to the needs of students with ADHD.

Furthermore, psychoeducation not only provides theoretical information but also involves teachers in the practical application of ADHD management strategies. Daswananda et al. (2022) reported that a psychoeducational program specifically designed for teachers provided them with skills in modifying teaching methods and using positive reinforcement strategies, which have been shown to be effective in reducing disruptive behavior in the classroom. This study also highlighted that teachers who are equipped with knowledge about ADHD feel more confident in managing students with ADHD and are better able to create a conducive learning environment (Mohammed et al., 2023).

Online Based Psychoeducation

The use of online psychoeducational methods can be an important alternative, especially given the limitations of face-to-face interactions. A study by (Shou et al., 2022) showed that online psychoeducational programs were effective in improving parents' and teachers' understanding of ADHD, despite limitations in terms of personal interaction. In this

context, online psychoeducation has been able to reach more participants, especially in areas that were previously difficult to reach by face-to-face programs.

However, several studies have noted that although online methods provide greater flexibility and access, face-to-face psychoeducation remains superior in building interpersonal relationships and providing deeper emotional support. Chacko et al. (2024) stated that direct interaction allows participants to share experiences more intimately and support each other, which in turn increases the effectiveness of the program.

Long-Term Impact of Psychoeducation

One important finding from the literature is that effective psychoeducational programs typically focus on long-term outcomes. Programs that focus only on short-term interventions are less likely to produce significant outcomes, while programs designed to measure long-term outcomes are more likely to produce meaningful changes in ADHD management (Fernández et al., 2021). Research shows that when parents and teachers receive ongoing support through psychoeducational programs, they are able to manage their child's ADHD symptoms more consistently and strengthen their coping skills as the child develops (Hosseinnia et al., 2024).

Quality of Measurement Tools and Research Validity

Another important aspect of psychoeducation is the quality and validity of the measurement tools used in the study. Studies that use validated measurement tools are more likely to provide accurate and reliable results in evaluating the impact of psychoeducation. For example, a study by Ward et al. (2022) showed that the use of valid psychological measurement tools helped in measuring the level of teachers' understanding of ADHD before and after participating in a psychoeducational program. This allows for a clearer evaluation of the effectiveness of the program.

Several other studies have also emphasized that appropriate measurement tools are essential in ensuring that the impacts measured are not just subjective perceptions, but are supported by objective data. Mundal et al. (2020) found that a psychoeducational program using a validated measurement tool showed significant improvements in ADHD management skills by parents and teachers, providing stronger evidence of the long-term benefits of psychoeducation.

Implications for Future Psychoeducational Program Development

Based on the findings of the 35 articles reviewed, it is clear that there is a need for the development of more focused and sustainable psychoeducational programs. Given that ADHD is a condition that requires long-term management, psychoeducational programs need to be designed to provide ongoing support for parents and teachers. Research by Fernández et al. (2021) emphasizes the importance of designing psychoeducational modules that are accessible over a long period of time, so that parents and teachers can continue to update their knowledge according to the child's development.

In addition, the use of technology in psychoeducation must continue to be developed. A study by Păsărelu et al. (2023) showed that a combination of face-to-face and online methods can be an effective solution in reaching more participants, while maintaining the quality of interpersonal interactions necessary for program effectiveness.

5 CONCLUSIONS

This study identified and analyzed 35 articles that met the inclusion and exclusion criteria related to ADHD psychoeducation. Overall, these findings highlight the importance of ADHD psychoeducation programs in improving the knowledge and skills of parents and teachers in managing children with ADHD. Collaboration between parents and teachers, as well as the selection of appropriate implementation methods, greatly contribute to the success of the intervention. The use of validated measurement tools also ensures objective and accurate results, so that this intervention can continue to be developed and applied widely.

REFERENCES

- Adiputra, I. M. S., Yustikarini, N. L. A., Hana Yundari, A. A. I. D., Trisnadewi, N. W., & Oktaviani, N. P. W. (2021). Persepsi Guru Paud tentang Attention Deficit Hyperactivity Disorder (ADHD) pada Anak Usia Prasekolah (3-6 Tahun). *Jurnal Akademika Baiturrahim Jambi*, 10(1), 9–21. <https://doi.org/10.36565/jab.v10i1.263>
- American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders V-TR*.
- Chacko, A., Merrill, B. M., Kofler, M. J., & Fabiano, G. A. (2024). Improving the Efficacy and Effectiveness of Evidence-Based Psychosocial Interventions for Attention-Deficit/Hyperactivity Disorder (ADHD) in Children and Adolescents. *Translational Psychiatry*, 14(1). <https://doi.org/10.1038/s41398-024-02890-3>

- Dahl, V., Ramakrishnan, A., Spears, A. P., Jorge, A., Lu, J., Bigio, N. A., & Chacko, A. (2020). Psychoeducation Interventions for Parents and Teachers of Children and Adolescents with ADHD: a Systematic Review of the Literature. *Journal of Developmental and Physical Disabilities*, 32(2), 257–292. <https://doi.org/10.1007/s10882-019-09691-3>
- Daswananda, K., Nurvitasari, R., Rizqi, A., & Minsih. (2022). The Role of Teachers in Handling Attention Deficit and Hyperactivity Disorder Children in Elementary School. *Jurnal Pendidikan Inklusi*, 6(1), 58–73.
- De Jongh, M., & Wium, A. M. (2021). Attention Deficit Hyperactivity Disorder: Training Outcomes for Grade R Teachers in an Urban and Semi-rural Context. *South African Journal of Childhood Education*, 11(1), 1–11. <https://doi.org/10.4102/sajce.v11i1.894>
- Fernández, S., Amado Luz, L., Oporto Alonso, M., & Fernández-Andújar, M. (2021). Effectiveness of a Long-Term Training Programme for Teachers in Attention-Deficit/Hyperactivity Disorder on Knowledge and Self-Efficacy. *Mathematics*, 9(12). <https://doi.org/10.3390/math9121414>
- Gunawan, L. (2021). Komunikasi Interpersonal Pada Anak dengan Gangguan Attention Deficit Hyperactivity Disorder (ADHD). *Jurnal Pendidikan, Psikologi, Dan Konseling*, 19(1), 49–68.
- Hosseinnia, M., Mazaheri, M. A., & Heydari, Z. (2024). Educational Intervention of Parents and Teachers for Children with Attention Deficit Hyperactivity Disorder. *Journal of Education and Health Promotion*, 13(1). https://doi.org/10.4103/jehp.jehp_1816_22
- Jiménez, D., Foguet-Boreu, Q., Juvanteny, E. P., & Izquierdo Munuera, E. (2022). Effectiveness of A Psychoeducational Group Intervention Developed by Primary Care Nurses on Symptom Control of Pediatric Patients with ADHD. ADHD parent study. *Health Psychology and Behavioral Medicine*, 10(1), 1176–1189. <https://doi.org/10.1080/21642850.2022.2148672>
- Karunia, A., & Cahyanti, I. (2016). Pengaruh Psikoedukasi tentang Pengetahuan ADHD terhadap Kemampuan Guru dalam Melakukan Deteksi Dini Masalah ADHD pada Siswa dan Keterampilan Intervensi Kelas. *Insan: Jurnal Psikologi Dan Kesehatan Mental*, 1(1), 1–11. <https://doi.org/https://doi.org/10.20473/jpkm.V1I12016.1-11>
- Mohammed, M., Bella-Awusah, T., Adedokun, B., Lagunju, I., & Ani, C. (2023). Effectiveness of a Training Programme on the Knowledge and Perception of Attention-Deficit Hyperactivity Disorder Among Primary School Teachers in Kano, Nigeria. *International Journal of Mental Health*. <https://doi.org/10.1080/00207411.2023.2253397>
- Mundal, I., Gråwe, R. W., Hafstad, H., Cuevas, C. D. Las, & Lara-Cabrera, M. L. (2020). Effects of a Peer Co-Facilitated Educational Programme for Parents of Children with ADHD: A Feasibility Randomised Controlled Trial Protocol. *BMJ Open*, 10(12). <https://doi.org/10.1136/bmjopen-2020-039852>
- Păsărelu, C. R., David, D., Dobrea, A., Noje, A., Roxana, Şipoş, & Predescu, E. (2023). ADHDCoach—A Virtual Clinic for Parents of Children with ADHD: Development and Usability Study. *Digital Health*, 9, 1–11. <https://doi.org/10.1177/20552076231161963>
- Powell, L. A., Parker, J., Weighall, A., & Harpin, V. (2022). Psychoeducation Intervention Effectiveness to Improve Social Skills in Young People with ADHD: A Meta-Analysis. *Journal of Attention Disorders*, 26(3), 340–357. <https://doi.org/10.1177/1087054721997553>
- Shen, L., Wang, C., Tian, Y., Chen, J., Wang, Y., & Yu, G. (2021). Effects of Parent-Teacher Training on Academic Performance and Parental Anxiety in School-Aged Children With Attention-Deficit/Hyperactivity Disorder: A Cluster Randomized Controlled Trial in Shanghai, China. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.733450>
- Shou, S., Xiu, S., Li, Y., Zhang, N., Yu, J., Ding, J., & Wang, J. (2022). Efficacy of Online Intervention for ADHD: A Meta-Analysis and Systematic Review. *Frontiers in Psychology*, 13, 1–9. <https://doi.org/10.3389/fpsyg.2022.854810>
- Shroff, H. P., Hardikar-Sawant, S., & Prabhudesai, A. D. (2017). Knowledge and Misperceptions about Attention Deficit Hyperactivity Disorder (ADHD) Among School Teachers in Mumbai, India. *International Journal of Disability, Development and Education*, 64(5), 514–525. <https://doi.org/10.1080/1034912X.2017.1296937>
- Silvana, M., Akbar, R., & Syahnum, A. (2020). Pemanfaatan Metode Naïve Bayes dalam Implementasi Sistem Pakar Untuk Menganalisis Gangguan Perkembangan Anak. *Jurnal Nasional Teknologi Dan Sistem Informasi*, 6(2), 74–81. <https://doi.org/10.25077/teknosi.v6i2.2020.74-81>
- Thomas, R., Sanders, S., Doust, J., Beller, E., & Glasziou, P. (2015). Prevalence of Attention-Deficit Hyperactivity Disorder: A Systematic Review and Meta-analysis. *Pediatrics*, 135(4), e994–e1001. <https://doi.org/10.1542/peds.2014-3482>
- Ward, R. J., Bristow, S. J., Kovshoff, H., Cortese, S., & Kreppner, J. (2022). The Effects of ADHD Teacher Training Programs on Teachers and Pupils: A Systematic Review and Meta-Analysis. *Journal of Attention Disorders*, 26(2), 225–244. <https://doi.org/10.1177/1087054720972801>