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A Study to Assess the Effectiveness of Planned Teaching Programme on Knowledge Regarding Attention Deficit Hyperactivity Disorder in Children among Primary School Teachers of Selected Schools

Sangeeta M. Satwekar[1], Afreen A. Mangalware[2]

[1]M. Sc (N) Professor, Department of Pediatrics Nursing, College of Nursing, Wanless Hospital Miraj, Dist: Sangli, India
Email: sangeetasatwekar[at]gmail.com
[2]M. Sc (N) Clinical Instructor, Department of Psychiatric Nursing, College of Nursing, Wanless Hospital Miraj, Dist: Sangli, India
Email: afreenmangalware96[at]gmail.com

Abstract: ***Background: Children are the world's most valuable resource and its best hope for future 1. One in 5 children has a notable Psychiatric disorder that should be treated as soon as possible. Attention Deficient Hyperactivity Disorder is becoming most common mental disorder in children and becomes evident in pre-school and early school years. Children with ADHD are normally impulsive, inattentive and hyperactive. School is the unique setting for early detection and effectual management of ADHD. Objectives: 1. To assess the pre-existing knowledge regarding ADHD among primary school teachers. 2. To evaluate the effectiveness of planned teaching program on knowledge regarding ADHD among primary school teachers. 3. To find out association between pre-test knowledge score with selected demographic variables. Methods: A Pre-Experimental, One Group Pre-test and Post-test study design was conducted in selected schools of Sangli District to assess the effectiveness of Planned teaching programme on knowledge regarding Attention Deficit Hyperactivity Disorder among the primary school teachers. Total 60 teachers were selected by using convenient sampling technique. A structured knowledge questionnaire was used to collect the data. Mean, median, and standard deviation value of pre-test and post test knowledge score of teachers were calculated and Chi-square test was used to find the association between pre-test knowledge of teachers on ADHD with selected demographic variables. Results: The mean post test score of teachers was more than the pretest means score the obtained mean difference was 14.53. The standard deviation of pretest was 2.731 and post test was 2.389 respectively. As the obtained 't' value 32.992 was extremely significant at P <0.0001. No significant association was observed between Pre test knowledge score with selected demographic variables. Conclusion: Planned teaching programme was effective in enhancing the knowledge of primary school teachers regarding ADHD.***

Keywords: Attention Deficit Hyperactivity Disorder, PTP, Primary school Teachers

1. Introduction

Attention Deficient Hyperactivity Disorder is becoming most common mental disorder in children and becomes evident in pre-school and early school years. Children with ADHD are normally impulsive, inattentive and hyperactive. Pre-schooler children has a range of school related problem which includes difficulty in paying attention to what is been taught, listening in classroom and completing assignments on time. School is the unique setting for early detection and effectual management of ADHD. For children who are having ADHD to make them function successfully in the classroom relevant and well planned interventional strategies are required[3].

The Global burden of ADHD shows that by the year 2020 childhood neuropsychiatric disorders will increase by more than 50% internationally to become one of the 5th most common cause of morbidity and disability among school going children. Families of children with ADHD are indirectly affected by disorder; parents reported impact on themselves like parental stress, mental health problem among parents, sibling conflict disturbance in family cohesion. Children diagnosed with ADHD have difficulty in maintaining friendship, conflicting relationship with their parents due to problem like stealing, stubborn and demanding behaviour[4]. The need for the study was felt by researcher realizing importance of the issue and to reduce the burden on society. The researcher felt the need to sensify and educate the teachers on ADHD in children, help them to identify children with symptoms of ADHD. A structured teaching programme for teachers will help them to enhance their knowledge hence there is need to assess the effectiveness of planned teaching programme on level of knowledge regarding ADHD among primary school teachers of selected schools.

2. Problem Statement

"A study to assess the effectiveness of planned teaching programme on knowledge regarding Attention deficit hyperactivity disorder in children among primary school teachers of selected schools".

Objectives

1. To assess the pre-existing knowledge regarding ADHD among primary school teachers.
2. To evaluate the effectiveness of planned teaching program on knowledge regarding ADHD among primary school teachers.

3. To find out association between pre-test knowledge score with selected demographic variables.

Hypothesis

H0: There will be no significant effect of Planned Teaching Programme on knowledge regarding ADHD among primary school teachers.

H1: There will be significant difference between pre test and post test knowledge score regarding ADHD among primary school teachers.

H2: There will be significant effect of planned teaching programme on knowledge regarding ADHD among primary school teachers.

H3: There will be significant association between pre test knowledge score regarding ADHD among primary school teachers and selected demographic variables.

3. Methodology

Research Approach: Quantitative research approach.

Research Design: Pre-Experimental, One Group Pre-test and Post-test Design was used for the present study.

Setting of the Study:

The study was conducted in the selected schools of Sangli district.

Accessible Population: The accessible population for the study of primary teachers of selected schools.

Sample Size: 60 primary school teachers.

Sampling Techniques: Convenient sampling technique.

Variables under the Study

Dependent Variables: In the present study the dependent variable is Knowledge regarding ADHD.

Independent Variables: Planned teaching program on ADHD.

Attribute Variables: Personal characteristics which include Age, Gender**,** Education**,** Years of teaching experience**,** pervious knowledge about ADHD**,** If yes, Source of information.

Criteria for Selection of the Sample:

Inclusion criteria:

a. Both male and female primary school teachers.
b. Primary school teachers who are present during the data collection period.
c. Teachers who are teaching children from nursery to 4th std.

Exclusion criteria:

a. Primary school teachers who are not willing to participate in the study.

Description of the Data Collection Tool:

The tool consists of two sections.

Section-A

It deals with socio-demographic data on different variables such as age, gender, education, years of teaching experience, previous knowledge about ADHD, If Yes, source of information.

Section-B

It consists of 30 structured knowledge questionnaire;

Each item has 4 options with one appropriate answer. The maximum score for correct response to each item was 1 and for wrong answer the score was 0. Thus for 30 items, the maximum obtainable score was 30.

Scoring Model:

Each item has 4 options with one appropriate answer. The maximum score for correct response to each item was 1 and for wrong answer the score was 0. Thus for 30 items, the maximum obtainable score was 30.

The scoring for knowledge was catergorized as 0-10 inadequate knowledge, 11-20 moderate knowledge, 21-30 adequate knowledge.

Reliability

In order to establish the reliability of the tool it was administered to10 primary school teachers. To establish the reliability of the structured questionnaire. For item analysis split half method and Karl Pearson correlation, coefficient was used for reliability of knowledge was r= 1. Thus the tool was reliable.

Procedure for Data Collection

A formal written permission was obtained from the authorities of selected schools. The final study was conducted from2nd may 2022. Actual data collection was done on primary school teachers meeting the criteria for study. Written consent was obtained by the authority, ethical members and the subjects. Pre-test was given to the subjects on 2nd may 2022 and knowledge was assessed using structured questionnaires. Educational interventions were administered to the subjects. On 7th day post-test was taken by using same tool. The data was analysed by statistical tests.

Plan for Data Analysis:

In data obtained was analysed using descriptive and inferential statistics. Based on the objectives and hypothesis of the study.

Ethical Consideration:

The study was approved by research committee of institution. Assurance was given to the subjects that anonymity of each individual would be maintained.

4. Results

Section I: This section deals with analysis of demographic data, frequency distribution of subjects with regards to demographic variables. N=60

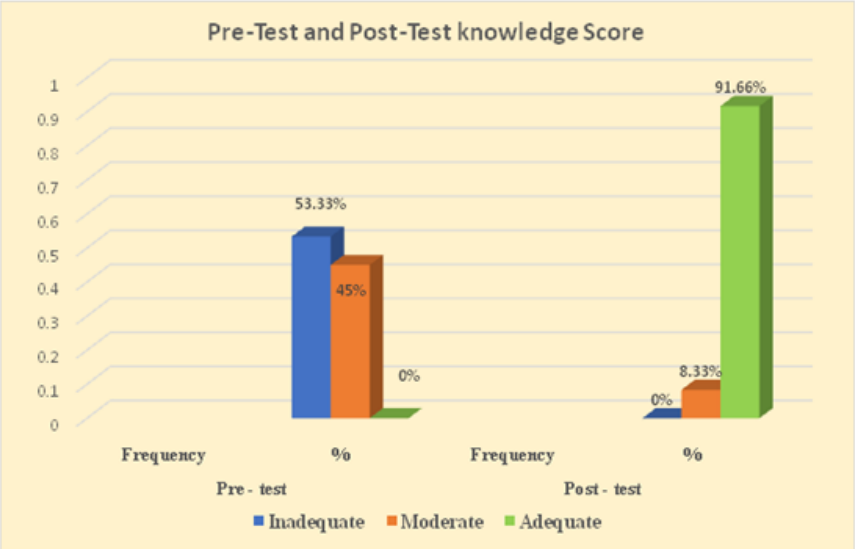
Sr. No	Variables	Groups	Frequency	Percentage
1	Age	22-25	5	8.33%
		26-30	18	30%
		30-35	18	30%
		Above 35	19	31.66%
2	Gender	Male	25	41.66%
		Female	35	58.33%
3	Education	Bachelor Degree	32	53.33%
		Master Degree	28	46.66%
		Doctoral Degree	0	0%
4	Years of Teaching Experience	1-5 Years	6	10%
		6-10 Years	28	46.66%
		11-15 Years	16	26.66%
		Above 15	10	16.66%
5	Previous Knowledge Regarding ADHD	Yes	8	13.33%
		No	52	86.66%
6	If Yes, Source of Information	Media	4	6.66
		Curriculum	3	5
		Through Family	2	3.33%
		Internet	0	0%

Table no. 1 reveals that Majority of primary school teachers (32%) belongs to age group above 35 years, (35%) of teachers were females, (53%) had completed bachelor degree, (46%) had 6-10 years of teaching experience, Majority of primary school teachers (86.66%) had no previous knowledge regarding ADHD, (6.66%) had information of ADHD through media.

Section II: 1. To assess the pre-existing knowledge regarding ADHD among primary school teachers. N=60

Knowledge	Pre-test		Post-test	
	Frequency	%	Frequency	%
Inadequate	32	53.33%	0	0%
Moderate	27	45%	5	8.33%
Adequate	0	0%	55	91.66%

Effectiveness of planned teaching program on knowledge regarding ADHD among primary school teachers.



The above graph Shows that in pre-test majority of primary school teachers (53.33%) had inadequate knowledge and (45%) of teachers had moderate knowledge. Whereas in post-test it shows that majority of primary school teachers (91.66%) had adequate knowledge and (8.33%) teachers were having moderate knowledge regarding ADHD.

Section III:

1. **To evaluate the effectiveness of planned teaching programme on knowledge regarding ADHD among primary school teachers.**

Mean, Standard Deviation, and paired 't' value of knowledge score of Primary school teachers n= 60

		Mean	Standard Deviation	Paired t value	p
Primary school teachers	Pre-test	10.033	2.731	32.992	< 0.0001
	Post-test	**24.566**	**2.389**		

Table no.3 reveals that the obtained over all post test mean score s24.566 was more than the pretest mean score 10.033. The obtained mean difference was-14.53. The standard deviation of pretest was 2.731 and post test was 2.389 respectively. As the obtained 't' value 32.992 was extremely significant at P <0.0001, hence H_1 Hypothesis is Accepted.

Section IV

2. **To find out the association between the pre test level of knowledge score with socio demographic variables among primary school teachers.**

This section deals with Association between the pre-test level of knowledge score with socio demographic variables among Primary school teachers. Chi Square test was used to find out the association. It was found that selected demographic variables such as Age, Gender, Education, Years of teaching experience, and previous knowledge regarding ADHD were not significant with the pre test level of knowledge score at P>0.05. hence the H3 Hypothesis was rejected.

Nursing Implications

The findings of the study have implications on the field of nursing education nursing practice, nursing administration and nursing research.

Nursing Practice

- Structured teaching programme contains information regarding Attention Deficit Hyperactivity Disorder helps to improve the primary school teacher's level of knowledge on ADHD.
- It can be used in various child care centers, under five clinics of the community health centers, to give health education to the parents and the care givers of the children suffering from ADHD.
- It helps in identifying the problems of children suffering from ADHD.
- It provides appropriate information regarding ADHD.

Nursing Education

- The findings of the study can serve as guidelines for the nurse educators for preparing structured teaching programme for student nurses regarding ADHD.
- The nursing students should be made aware about their role in health promotion of the children suffering from Attention Deficit Hyperactivity Disorder and prevention of Attention Deficit Hyperactivity Disorder.

Nursing Administration

- It helps the nursing administrator to prepare structured teaching programme or self instructional educational module regarding ADHD in community and public.
- The study will be a motivation for the budding researchers to conduct similar studies in larger samples.
- Further research works can be conducted with every medical condition to identify most effective knowledge imparting strategies.

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