

Effectiveness of Structured Teaching Programme on Knowledge Regarding Early Identification and Prevention of Attention Deficit Hyperactivity Disorder among the Primary School Teachers in Selected School at Bengaluru

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Abstract: ***Introduction:** Attention- Deficit Hyperactivity Disorder [ADHD] is a chronic condition that affects millions of children and often continues into adulthood. ADHD includes a combination of persistent problems, such as difficulty in sustaining attention, hyperactivity and impulsive behaviour. Children with ADHD, may also struggle with low self- esteem, troubled relationships and poor performance in school, symptoms sometimes lessen with age. However, some people never completely outgrow their ADHD symptoms. But they can learn strategies to be successful. **Objectives:** To assess the knowledge regarding attention deficit hyperactivity disorder among the primary school teachers. To evaluate the effectiveness of structured teaching programme on knowledge regarding attention deficit hyperactivity disorder among the primary school teachers. To find association between pertest knowledge with selected demographic variables. **Result:** In the process of Data Collection 83.3% had inadequate knowledge on attention deficit hyperactivity disorder, 10% had moderate knowledge an attention deficit hyperactivity disorder, 6.7% had adequate knowledge an attention deficit hyperactivity disorder among primary school teachers.*

Keywords: Assess, knowledge, attention deficit hyperactivity disorder, primary school teachers

1. Introduction

Attention Deficit Hyperactivity Disorder [ADHD] is a psychiatric condition that has long been recognized as affecting children's ability to function. Individuals suffering from this disorder show patterns of developmentally inappropriate level of inattentiveness, hyperactivity or impulsivity. Although there used to be two different diagnoses of Attention Deficit Disorders Vs Attention Deficit Hyperactivity Disorder, the DSM IV combined this into one disorder with three sub-types: Predominantly inattentive, Predominantly hyperactive, or combined type. The symptoms begin at a young age and usually include lack of attention, lack of concentration, disorganization, difficulty completing tasks, being forgetful and losing things. These symptoms should be present before the age of 12 have lasted six months, and interfere with daily life activities in order to be labelled as 'ADHD'. This must be present in more than one setting (that is at home and school, or school and after school activities). It can have large consequences including social interactions, increased risk behaviours, loss of jobs, and difficulty achieving in school.

According to the last review by 2019, it is estimated that the worldwide prevalence rate of ADHD is between 6 and 7 % among the population under age 18, slightly higher than the 5.3% estimated in the another study from 2017. Although ADHD is configured as the most frequent neuro-development disorder, few studies offer prevalence estimates regarding mental health pathologies such as ADHD in Chile, while a variety of strategies to detect, diagnose and treat pathologies in health and education areas have emerged. Rendering to that

study, the prevalence of ADHD in Chile is 10.3% among children age 4- 18, with the highest prevalence in the ages four to eleven (15.5 % nationally and 18.7 % in Santiago) representing one of the highest prevalence in the world 2018. Change in life due to modernization advances in technology and communication system. The Attention- Deficit Hyperactivity Disorder and temper tantrum can be emotionally and physically exhausting for both parent and child in this situation parent has not yet developed and understanding of their child's condition and therefore experience confusion and frustration over the issues of why their child seems to be so out of control compared to other children they may know.

So, the teachers are most important component of the school that actually nourishes the child with intellectual and morality it has been noted and proved the various research study that many times teachers are unable to understand emotional aspects with she or he goes through therefore the researchers find the need to assess and improve the knowledge regarding Attention Deficit Hyperactivity Disorder.

A cross-sectional research study was conducted to assess prevalence of attention deficit hyperactivity disorder among 3253 primary schools in Kancheepuram district children aged between 8 and 11 years were enumerated from the selected six schools after obtaining informed consent from their caregivers. The presence of ADHD was assessed using lonners teacher parent rating scale given to caregivers and teachers and confirmed with the diagnostic and statistical manual of mental disorders – 5 criteria of ADHD. The analysis revealed the overall prevalence of ADHD to be 8.8%. The sub types of

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ADHD were categorized as 124 (43.3%) for attention type, 124 (43.3%) for hyperactive type, and 38 (13.2%) for combined type of ADHD.

A study was conducted to assess the knowledge and misperceptions about Attention Deficit Hyperactivity Disorder [ADHD] among school teachers in Mumbai, India. A total of 106 teachers from 12 English – Medium schools completed the knowledge of Attention Deficit Disorder Scale and a demographic questionnaire overall the teachers lacked adequate knowledge of ADHD with only 49 % of the responses being correct. Repeated measures ANOVA results indicated that the teachers scores on the three sub scales of the measure were significantly different ($F=7.96$, $P<0.1$) with the score being highest on the symptoms sub-scale. In conclusion teachers in Mumbai needed training on general information and treatment of ADHD, with a focus on correcting common misperceptions that they have with regards with ADHD.

A cross sectional, descriptive, population-based study was carried out to assess the knowledge of ADHD among college students in Chandigarh India. The population in this study is students from various medical, dental, commerce and arts, engineering colleges of the city. The students who were 18-25 years of age. A total number of 237 students were recruited in this study. Majority of the participants were females (157) belonged to 18- 20 years age group from 237 students 13 were positive. It was detected through questionnaire

A cross- sectional descriptive, population-based study was carried out to assess the knowledge of ADHD among 6- 12 aged children in Nairobi. The population in this study is 240 children, were recruited in this study. The sample size was estimated based on the previous studies and considering the time frame of present study. Sampling technique used in the study was non- random convenience sampling. These entities using the most conveniently available people on study participants.

A cross sectional, descriptive, population-based study was carried out to assess the knowledge of ADHD among 8 to 12 aged children in Delhi. The population in this study is 280 children, were recruited in this studying. The sample size was estimated based on the previous studying and considering the time for 10 percent study. Sampling technique us in the study was non-random convenier sampling. These entities using the most convenier available people on study participants.

2. Objectives

- 1) To assess the knowledge regarding attention deficit hyperactivity disorder among the primary school teachers.
- 2) To evaluate the effectiveness of structured teaching programme on knowledge regarding attention deficit hyperactivity disorder among the primary school teachers.
- 3) To find association between pre-test knowledge with selected demographic variables.

Hypothesis:

H1: There will be a significant difference between pretest mean scores regarding dependent variables.

H2: There will be a significant association between post-test knowledge scores and selected demographic variable of primary school teachers.

Research Design

The research design used for the present study was pre-experimental one group pre-test post-test design only.

Variable

- **Independent Variable:** Knowledge regarding attention deficit hyperactivity disorder
- **Dependent Variable:** Structured teaching programme
- **Socio-demographic Variable:** Age, Gender, religion, education
- **Research Variable:** Knowledge level of primary school teachers.
- **Attribute Variable:** Age of primary school teachers, education level of primary school teachers, previous knowledge of attention deficit hyperactivity disorder.

Setting of the Study: The study was conducted at Grace International School, Bengaluru-45. This setting is selected because of max availability and feasibility to conduct the study under ethical clearance.

Population: Target population: Primary school teachers. Accessible population: Primary school teachers at Grace International school, Bengaluru

Sampling: Convenient sampling technique is used to select the sample based on inclusion and exclusion criteria.

Sample: The sample consists of primary school teachers who fulfil the inclusion criteria.

Sample Size: Sample size consists of 30 primary school teachers

Criteria for Selection of Sample: Sampling criteria specifics the characteristics that the sample in population must possess to be included in the study or excluded from the study.

Inclusion Criteria

- Willing to participate in the study
- Who are present during data collection

Exclusion Criteria

Primary School teachers

- Those who are knowledge regarding attention deficit hyperactivity disorder
- Who had working experience in the structured teaching programme.

The Findings of data has been finalized and organized in accordance with the plan for data analysis. These are presented under the following sections.

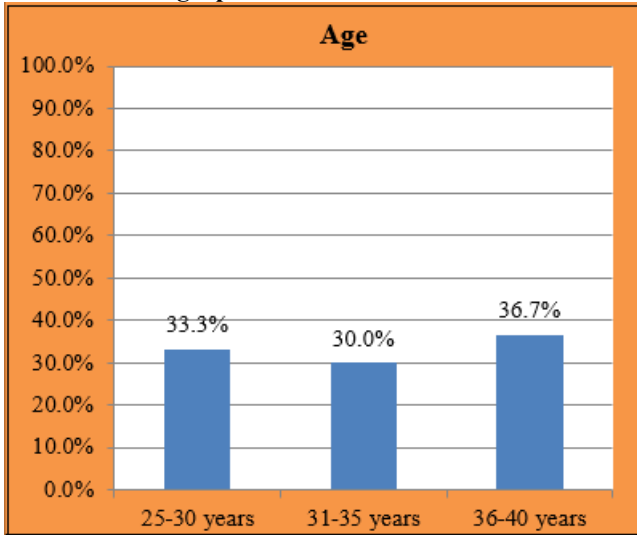
Section-I: Demographic characteristics of teachers.

Section-II: Knowledge level of teachers regarding attention deficit hyperactivity disorder through pre and post- test.

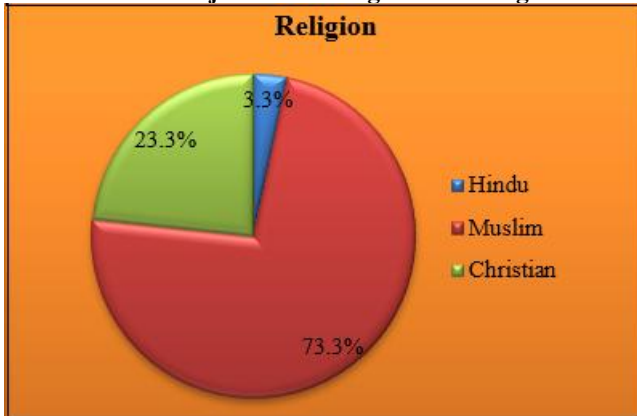
Section-III: Comparison of pre- test and post- test knowledge regarding Attention Deficit Hyperactivity Disorder.

Section-IV: Association of the post -test knowledge scores with the demographic variables of teachers.

Section I: Demographic Characteristics of Teachers

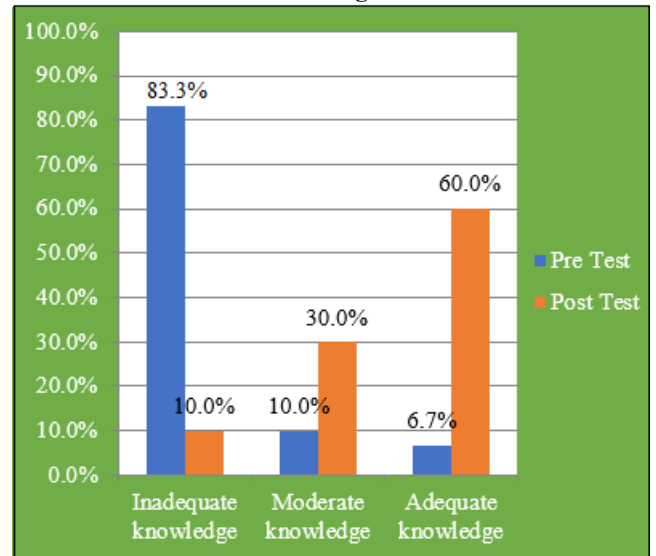


Distribution of subjects according to their religion



Section II: Knowledge Level of Teachers regarding the Attention Deficit Hyperactivity Disorder

Pretest and Post- Test knowledge level of the teachers.



Section III: Comparison of the Knowledge Level of Teachers, N = 30

	Mean	S D	Mean Difference	t Value	Df	Inference
Pre test	9.43	5.805	12.9	10.018	29	S
Post test	22.33	4.054				

Section IV: Association Between Knowledge of Teachers and the Selected Demographic Variables

Variables	Below Median	Median and above	Chi square	Df	P value (0.05)	Inference
1. Age in years						
a. 25-30 years	5	5	0.069	2	0.966	NS
b. 31-35 years	4	5				
c. 36-40 years	5	6				
2. Gender						
a. Male	7	8	0	1	1	NS
b. Female	7	8				
3. Religion						
a. Hindu	1	0	1.745	2	0.418	NS
b. Muslim	9	13				
c. Christian	4	3				
4. Educational status						
a. B.Ed	9	11	0.067	2	0.967	NS
b. M.Ed	3	3				
c. M.Sc	2	2				
5. Years of experience						
a. 1-10 years	5	8	1.566	3	0.667	NS
b. 11-20 years	5	5				
c. 21-30 years	3	3				
d. 31-40 years	1	0				
6. Previous source of information						
a. Mass media	6	10	4.085	3	0.252	NS
b. Peer group	6	2				
c. Friends and relatives	2	3				
d. Others	0	1				

3. Implication

1) Nursing Practice

- At community level the nurses should provide awareness regarding computer vision syndrome among the primary school teachers.
- Nurses need to have knowledge on computer vision syndrome.

2) Nursing Education

The head personnel should be aware of computer vision syndrome. The community nursing curriculum should provide knowledge for primary school teachers on computer vision syndrome. The knowledge should be frequently updated in the curriculum.

- Active participation of community nurses by providing educational package.

3) Nursing Administrations

- Commonly nursing administration can be collaborated with public health workers and community nurses to disseminate information regarding computer vision syndrome.

4) Nursing Research

Nursing research plays an important role in community health nursing. Nursing research improves community expertise personnel knowledge and helps to implement changes to provide excellence in community nursing care and helps to locate additional resources. Therefore, nurses must be vigilant and should adopt skills based on new scientific way.

- It is essential to identify present lack of knowledge regarding computer vision syndrome to identify extend of information to be given.
- Nurses have a major role to provide adequate awareness to selected primary school teachers regarding computer vision syndrome.

4. Recommendations

Based on the Findings of the Study the Following recommendations are made:

- A similar study can be undertaken with a large group of sample to generalize the findings.
- Similar study can be undertaken with the control group.
- Similar study can be done in any other settings.

Major Findings of the Study

- 1) Majority 36.7% belongs to the age group of 36-40 years, 33.3% belonged to the age group of 25-30 years and remaining 30% belongs to the age group of 31-35 years.
- 2) Majority 50% of the subjects were males and remaining 50% were females.
- 3) Majority 73.3% of the subjects belongs to Muslim, 28.3% were Christian and remaining 3.3% were Hindu.
- 4) Majority 66.7% of the subject had B.Ed qualification, 20% had M.Ed. qualification and remaining 13.3% them had M.sc qualification.
- 5) Majority 43.3% of the subjects had 1-10 year of experience, 33.3% of them had 11-20 year of experience, 20% has 21-30 year of experience and remaining 3.3% has 31-40 year of experience.

- 6) Majority of the teachers 53.3% had mass media as their source of information, 26.7% of them had peer group, 16.7% had friends and relatives as their previous source of information and remaining 3.3% has information from their source.
- 7) Majority 83.3% of the teachers had inadequate knowledge and 10% had moderate knowledge and 6.7% had adequate knowledge in pretest, after administration of the structured teaching programme 60% of the subjects had adequate knowledge, 30% had moderate knowledge and remaining 10% Had inadequate knowledge regarding attention deficit hyperactivity disorder.

The Study Findings Can Be Summarized As

The existing level of knowledge of selected primary school teachers on attention deficit hyperactivity disorder was found inadequate.

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