



# A Study To Assess The Effectiveness Of Planned Teaching Programme On Knowledge Regarding ADHD Among Primary School Teachers Of Selected Schools.

**Authors:** 1. Mr. Vishal Daniel Adbale, Department of Mental Health Nursing, Bhonsala Institute of Nursing, Nashik 2. Mr. Mahantesh Dasyal HOD of Child Health Nursing, Bhonsala Institute of Nursing, Nashik.

**Abstract:-** Attention Deficit Hyperactivity Disorder is one of the most common chronic psychological disorders that affects school age children. It is characterised by the impulsivity, hyperactivity and inattention. It has been recognized as affecting child's ability to function and creates difficulties while paying attention. It affects about 5-7 % of children when diagnosed via the DSM-IV criteria, it diagnosed approximately twice as often in boys than girls and 1.6 times more often in men than in women. About 30-50 % of people diagnosed in childhood continue to have ADHD in adulthood, with 2.58 % of adult estimated to have ADHD which began in childhood. **Material and Method:** A quantitative approach Quasi-experimental without control group pre-test-post-test design was adopted to assess the effectiveness of planned teaching programme on knowledge regarding attention deficit hyperactivity disorder among primary school teacher. The general system theory was adopted for conceptual framework. A total 30 primary school teacher were selected by using purposive convenient sampling technique. The instrument used for study is structured-questionnaire which consist of two sections, the first section is of demographic variables of primary school teachers and second section is contain 18 multiple choice questions to assess the knowledge regarding ADHD. The structured teaching program on ADHD was provided through lecture method for a period of 60 minutes. The post-test was given after 8 days. Collected data were analysed by using the descriptive and inferential statistics. **RESULT:-** The knowledge score of selected primary school teachers were poor before structured teaching programme. After the teaching programme 36.66 % has average knowledge and 63.33 % has good knowledge. The effectiveness of structured teaching programme was statistically tested by paired 't' value and the result found to be significant at  $P < 0.001$  level. There is no significant relationship between demographic variables and pre-test knowledge of subject on ADHD.

**Key words:** Attention deficit hyperactivity Disorder, Primary school teachers, Knowledge.

## **Introduction:-**

Attention deficit hyperactivity disorder (ADHD) is a neurodevelopmental disorder characterised by executive dysfunction occasioning symptoms of inattention, hyperactivity, impulsivity and emotional dysregulation that are excessive and pervasive, impairing in multiple contexts, and otherwise age-inappropriate.<sup>1</sup> ADHD symptoms arise from executive dysfunction, and emotional dysregulation is often considered a core symptom. In children, problems paying attention may result in poor school performance. ADHD is associated with other neurodevelopmental and mental disorders as well as some non-psychiatric disorders, which can cause additional impairment, especially in modern society. Although people with ADHD struggle to focus on tasks they are not particularly interested in completing, they are often able to maintain an unusually prolonged and intense level of attention for tasks they do find interesting or rewarding; this is known as hyperfocus.<sup>2</sup>

The precise causes of ADHD are unknown in the majority of cases. Genetic factors play an important role; ADHD tends to run in families and has a heritability rate of 74%. Toxins and infections during pregnancy as well as brain damage may be environmental risks.<sup>3</sup> It affects about 5–7% of children when diagnosed via the DSM-IV criteria, and 1–2% when diagnosed via the ICD-10 criteria. Rates are similar between countries and differences in rates depend mostly on how it is diagnosed. ADHD is diagnosed approximately twice as often in boys than in girls, and 1.6 times more often in men than in women, although the disorder is overlooked in girls or diagnosed in later life because their symptoms sometimes differ from diagnostic criteria. About 30–50% of people diagnosed in childhood continue to have ADHD in adulthood, with 2.58% of adults estimated to have ADHD which began in childhood.<sup>4</sup> In adults, hyperactivity is usually replaced by inner restlessness, and adults often develop coping skills to compensate for their impairments. The condition can be difficult to tell apart from other conditions, as well as from high levels of activity within the range of normal behaviour. ADHD has a negative impact on patient health-related quality of life that may be further exacerbated by, or may increase the risk of, other psychiatric conditions such as anxiety and depression.<sup>4</sup>

## **Problem Statement:**

A study to assess the effectiveness of planned teaching programme on knowledge regarding ADHD among primary school teachers of selected schools in Nashik.

## **Objectives:**

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

## Hypotheses:

**H<sub>01</sub>**-There is a significant difference between pre-test knowledge and post-test knowledge score on attention deficit hyperactivity disorder among primary school teachers after planned teaching programme.

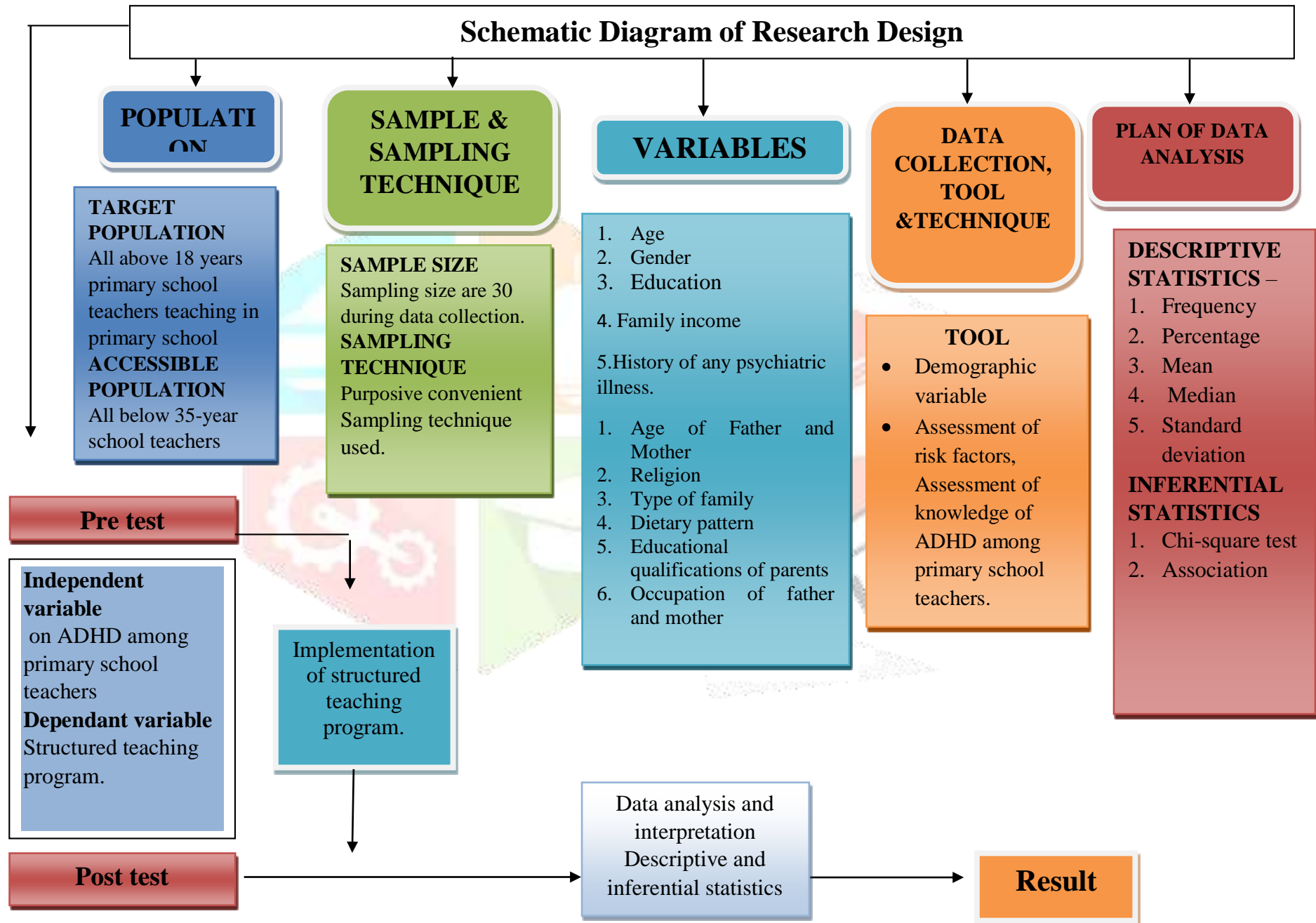
**H<sub>1</sub>** -There is a significant difference between pre-test knowledge and post-test knowledge score on attention deficit hyperactivity disorder among primary school teachers after planned teaching programme.

**H<sub>02</sub>**- There is no significance association between pre-test and post-test.

**H<sub>2</sub>** -There will be significant association between post-test knowledge score with selected socio demographic variables.

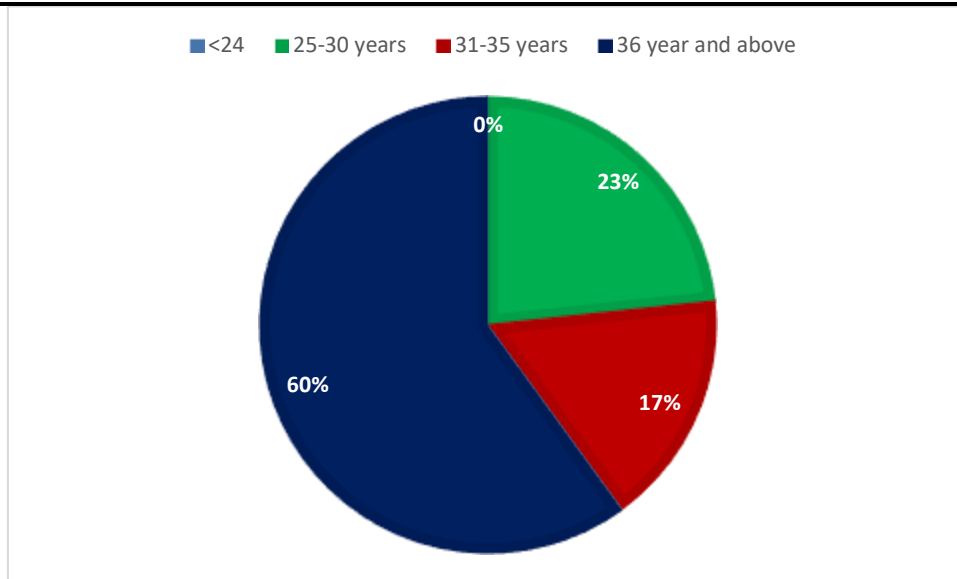
## Material and method:

A Purposive convenient Sampling technique the one group pre-test and post-test design was adopted to assess the effectiveness of planned teaching programme on knowledge regarding ADHD among primary school teachers. The System theory (von bertalanffy 1968) was adopted for the conceptual framework. A total 30 primary school teachers were selected for the study. The instrument used for the study was a structured questionnaire which consist of two sections. The first section consists of the demographic variables of the primary school teachers and the second section consist of 18 multiple choice questions to assess the knowledge regarding ADHD. The effective planned teaching programme was provided through lecture method for a period of 60 minutes. A post-test was given after 7days. The data was analysed using the descriptive and inferential statistical analysis.



**Result:****Frequency and percentage distribution of demographic variables primary school teachers.**

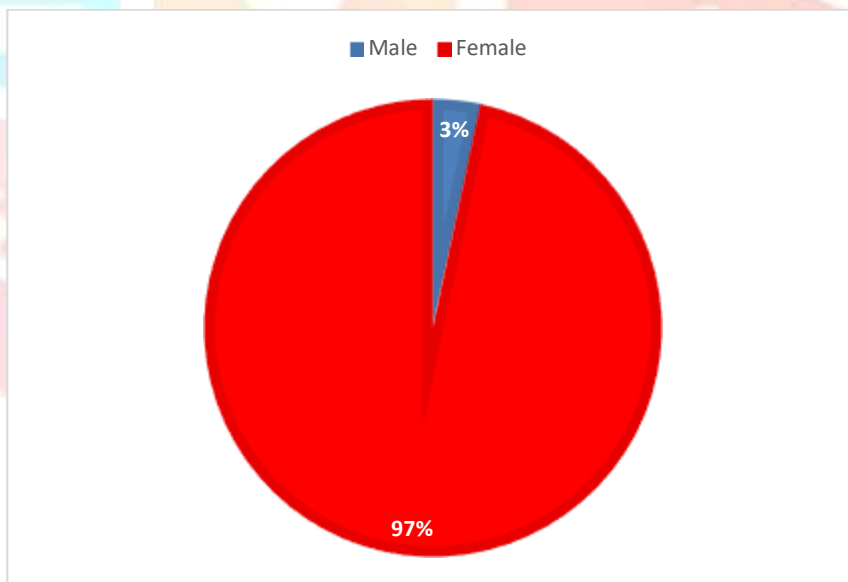
SN	Demographic variables	Frequency	Percentage %
<b>1</b>	<b>Age in year</b>		
	25-30 years	7	23.33
	31-35 years	5	16.66
	36 year and above	18	60
<b>2</b>	<b>Gender</b>		
	Male	1	3.33
	Female	29	96.66
<b>3</b>	<b>Educational qualification</b>		
	B.Ed.	16	53.33
	D.Ed.	9	30
	other	5	16.66
<b>4</b>	<b>Years of teaching experience</b>		
	Less than 5 years	7	23.33
	6 to 10 years	11	36.66
	11 to 15 years	4	13.33
	15 year and above	8	26.66
<b>5</b>	<b>Religion</b>		
	Hindu	29	96.66
	Other	1	3.33
<b>6</b>	<b>Type of family</b>		
	Nuclear	15	50
	Joint	14	46.66
	Extended	1	3.33
<b>7</b>	<b>Previous knowledge on ADHD</b>		
	Yes	10	33.33
	No	20	66.66



**Age in year**

Fig-1. Pie diagram showing percentage wise distribution of primary school teacher according to their age.

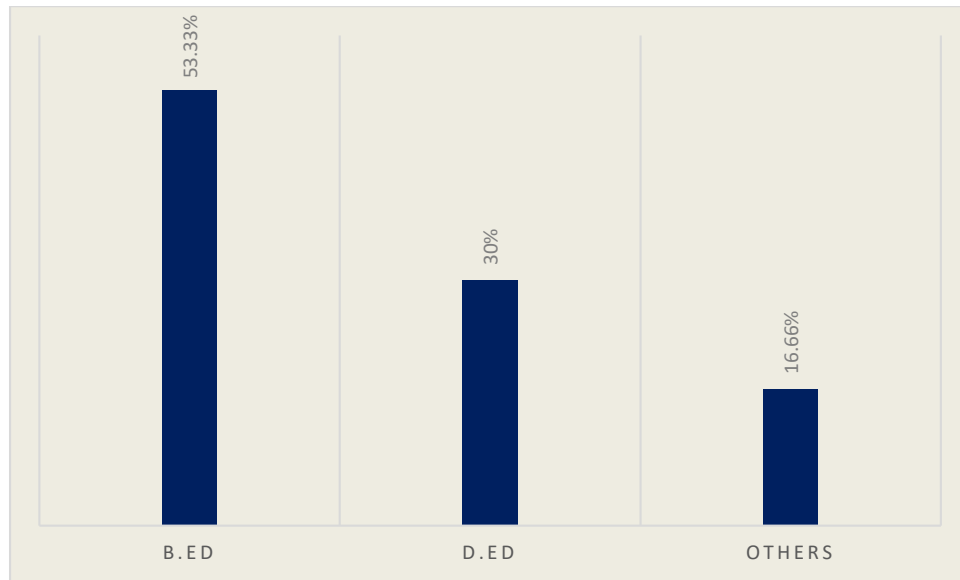
The distribution of primary school teacher according to their age shows the highest percentage (60%) of them were 36 year and above year followed by 23.33% were below to 25-30 years, 16.66% belong to 31-35 years.



**Gender**

Fig 2. Pie diagram showing distribution of primary school teachers

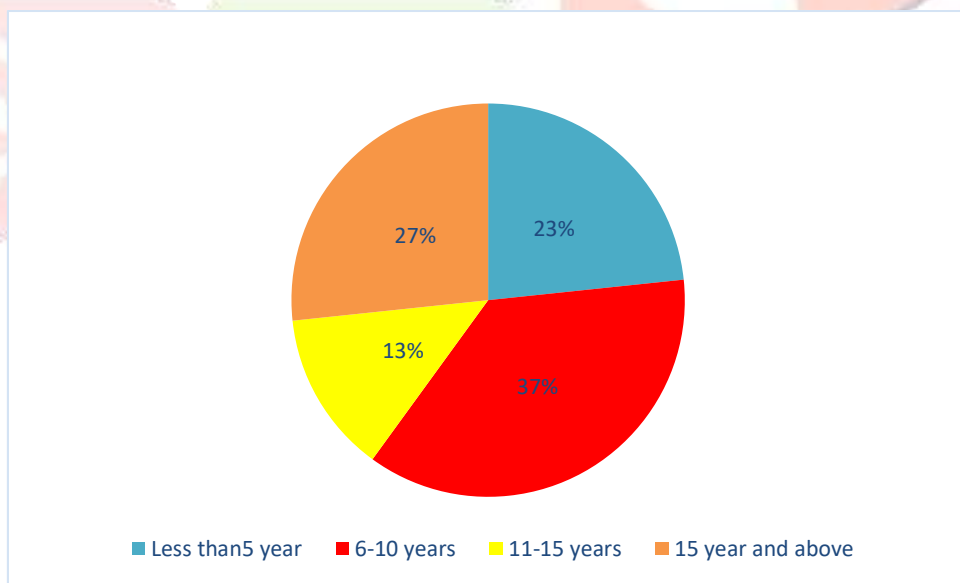
The distribution of primary school teachers according to their gender shows that highest percentage 96.66% were female and 3.33% were male. It seems majority of them were female.



**Educational qualification**

Fig 3.Column diagram showing primary school teachers according to their educational qualification.

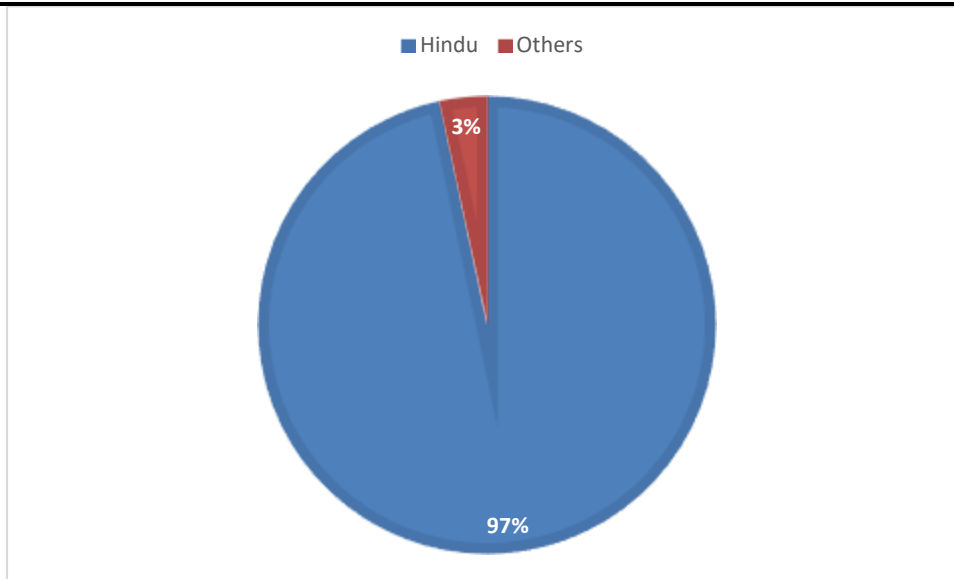
The distribution of primary school teachers according to their educational qualification shows that highest percentage 53.3% were belongs to B.Ed. and 30% belongs to D.Ed. and 16.66% belongs to other educational studies. It seems majority of the teachers from B.Ed. educational qualification.



**Year of experience**

Fig 4.Pie diagram showing the distribution according to their years of teaching experience.

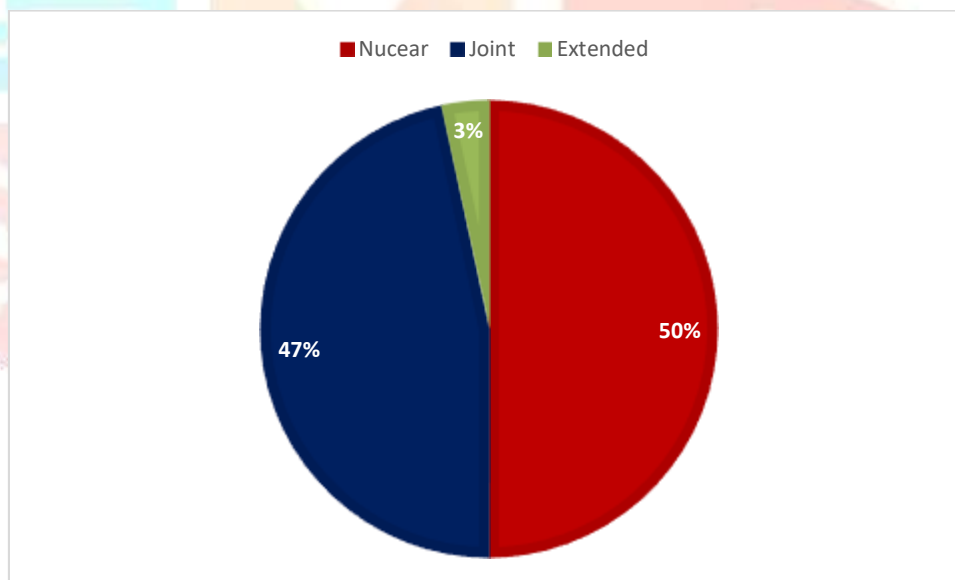
The distribution of primary school teachers according to their years of teaching experience shows that highest (36.66%) were belong to 6 to10 year, percentage (26.66%) belong to 15 years and above, 23.33% were belong to less than 5 years and 11-15 years of experience belongs to 13.33% percentage. It seems that highest teaching experience belong to 6-10 years.



### Religion

Fig 5. Pie diagram showing the distribution of primary school teacher according their religion.

The distribution of primary school teacher according to their religion shows that highest percentage (96.66%) were belong to Hindu region and percentage (3.33%) belong to other religion. It seems that highest percentage of teachers belong to Hindu region.

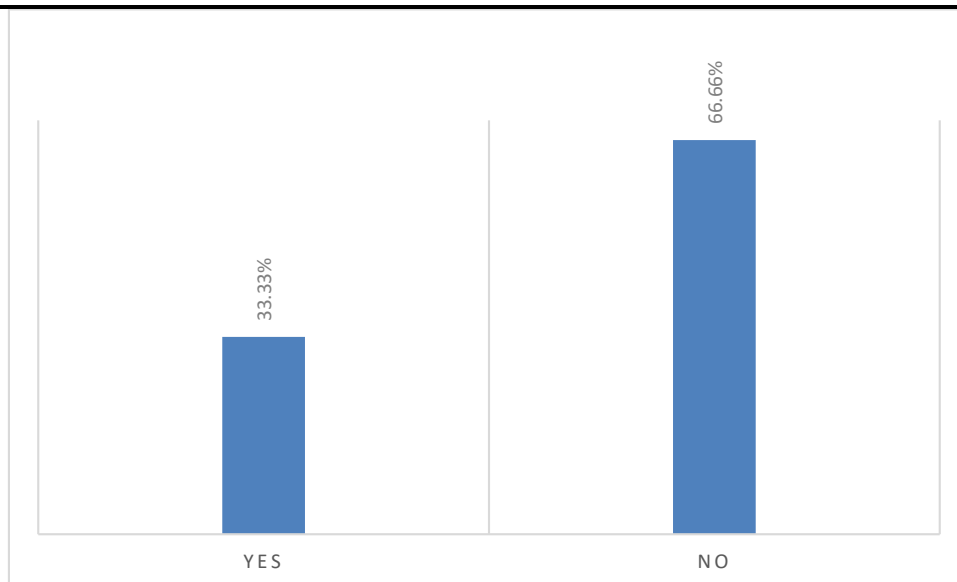


### Type of family

Fig 6. Pie diagram showing the distribution of primary school teacher according to their types of family.

The distribution of primary school teacher according to their types of family shows that highest percentage (50%) were belong to nuclear family, second highest percentage (46.66) were belonged to joint family and minimum percentage (3.33%) were belong to extended family. It seems that there is mixed type of family of were involved in the study.





### Previous of knowledge on ADHD

Fig 7. Column diagram showing the distribution of primary school teacher according to pervious knowledge of ADHD.

The distribution of primary school teacher according to their previous knowledge of ADHD shows that the highest percentage (66.66%) were belong to no any previous knowledge about ADHD and second highest percentage (33.33%) were belong to having a previous knowledge about ADHD.

### Assessment of pertest level of knowledge among primary school teachers.

SN	Level of knowledge	Range of score	Frequency (f)	Percentage (%)
1	Poor	0 to 5	02	6.66%
2	Average	6 to 12	27	90%
3	Good	13 to 18	01	3.33%

The result shows that (6.66%) had poor knowledge, (90%) of the teacher had average knowledge, followed by (3.33%) of the teacher has good knowledge.

**Assessment of post-test knowledge regarding ADHD among primary school teacher.**

SN	Level of knowledge	Range of score	Frequency (f)	Percentage (%)
1	Poor	1 to 5	00	00
2	Average	6 to 12	11	36.66
3	Good	13 to 18	19	63.33

The result shows that improved knowledge level of primary school teacher about ADHD that is (36.66%) have average knowledge and (63.33%) have good knowledge.

**Effectiveness of structured teaching programme.**

SN	Group	Mean	SD	Mean %	't' test
1	Pre test	8.433	2.231	28.1%	9.3076
2	Post test	12.96	1.601	43.2%	

(\*=Significant at the level of alpha 5% NS= non-significant.)

Above table depicts that level of knowledge of the teachers on ADHD shows that the post-test means score was (12.96 ±1.601) which is highest than the pre-test means score (8.433 ±2.23) indicates that the STP was effective in measuring the knowledge level on ADHD, and the 't' value is 9.3076 which is significant at 0.05 level.

**Association between per-test knowledge with selected socio demographic variables of primary school teachers.**

S N	Demograph ic variables	Category	To tal	%	Poor	Averag e	Good	Chi Square	Table value
1	Age in year	25-30	7	23.33	0	1	06	00	00
		31-35	5	16.66	0	2	3		
		36 above	18	60	0	10	8		
2	Education	B.Ed.	16	53.33	0	7	9	1.17	3.841
		D.Ed.	9	30	0	3	6		
		Other	5	16.66	0	01	4		
3	Monthly income	<10000	11	36.66	0	4	7	0.74	3.841
		10000-15000	11	36.66	00	8	3		
		16000-20000	3	10	00	2	1		
		>20000	5	16.66	00	2	3		
4	Type of family	Nuclear	15	50	00	6	9	0.01	3.841
		Joint	14	46.66	00	6	8		
		Extended	1	3.33	00	0	1		
5	Year of experience	Less than 5 years	7	23.33	00	2	5	0.14	3.841
		6-10	11	36.66	00	3	8		
		11-15	4	13.33	00	4	0		
		>15 years	8	26.66	00	3	5		
6	Previous knowledge on ADHD	Yes	10	33.33	00	5	5	00	00
		No	20	66.66	00	7	13		
7	Source of information on ADHD	TV/Radio	11	36.66	00	4	7	0.215	3.841
		Health care professionals	10	33.33	00	1	9		
		Relative/ Friends	7	23.33	00	6	1		
		Newspaper	2	6.66	00	1	1		
08	Occupation	Private	29	96.66	00	12	17	00	00
		Any Other	1	3.33	00	00	01		

(\* = Significant at the level of alpha 5%, NS = non-significant.)

The above table depicts that the socio demographic variables with age, gender, marital status, types of family, area of living and source of information are did not had significant association with the knowledge on ADHD at 0.05 level. It interprets that the demographic variables were not interpreting the awareness level of teachers.

### **Conclusion:**

the knowledge regarding ADHD is essential for all the teachers who are involved in building the future of the children. The present study assesses the knowledge of ADHD in primary school teachers and found that the primary school teachers had poor to average knowledge related to ADHD. After the structured teaching program on ADHD there was a significant improvement in knowledge of the primary school teachers regarding ADHD. This study concluded that the planned teaching program was effective in improving the knowledge of the primary school teachers regarding attention deficit hyperactivity disorder.

### **References:-**

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