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A Study To Assess The Effectiveness Of Structured Teaching Programme On Knowledge And Attitude Regarding Attention Deficit Hyperactivity Disorder In Primary School Students Among Teachers At Selected Primary Schools, Indore, Madhya Pradesh

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Abstract

Background: Attention Deficit Hyperactivity Disorder (ADHD) is one of the most common neurodevelopmental disorders among school-aged children, often leading to poor academic performance and behavioral difficulties. Teachers play a crucial role in early identification and classroom management, yet gaps in their knowledge and attitude can delay appropriate support.
Aim: To assess the effectiveness of a Structured Teaching Programme (STP) on knowledge and attitude regarding ADHD among primary school teachers.
Methods: A pre-experimental one-group pre-test–post-test design was used. A total of 100 teachers from selected primary schools in Indore, Madhya Pradesh, were recruited using purposive sampling. Data were collected using a validated knowledge questionnaire (KR-20 = 0.82) and a 5-point Likert attitude scale. The STP included a 60-minute session with audiovisual aids covering causes, clinical features, classroom strategies, and referral protocols. Post-test was conducted after 7 days. Data were analyzed using descriptive statistics, paired t-test, and chi-square test.
Results: The mean pre-test knowledge score was 11.2 ± 3.6, which increased to 21.5 ± 4.1 post-intervention ($t = 18.92$, $p < 0.001$). Positive attitude scores improved significantly ($p < 0.05$). A significant association was observed between pre-test knowledge and teaching experience ($p < 0.05$).
Conclusion: The STP was highly effective in improving knowledge and developing a positive attitude among teachers. Incorporating such educational programs into regular teacher training can enhance early detection and management of ADHD in school settings.

Keywords: ADHD, structured teaching programme, teachers, knowledge, attitude, primary school, Indore.

Introduction

Attention Deficit Hyperactivity Disorder (ADHD) affects approximately 5–7% of school-aged children worldwide. Its symptoms—hyperactivity, impulsivity, and inattention—can interfere with learning and peer relationships. Early identification by teachers can prevent adverse academic and behavioral outcomes. However, several studies report limited awareness among teachers, leading to under-referral and inadequate classroom support. This study was undertaken to evaluate whether a structured teaching programme could bridge this knowledge and attitude gap.

Objectives

1. To assess the pre-test knowledge and attitude of primary school teachers regarding ADHD.
2. To administer a structured teaching programme on ADHD.
3. To assess the post-test knowledge and attitude scores after the intervention.
4. To determine the association between pre-test knowledge scores and selected demographic variables (age, qualification, experience).

Methodology

Design:
A pre-experimental, one-group pre-test–post-test design was adopted to evaluate the effectiveness of the intervention. This design was chosen because it allows comparison of participants' knowledge and attitude before and after the intervention, thereby assessing the impact of the Structured Teaching Programme (STP).

Setting:
The study was conducted in selected primary schools of Indore, Madhya Pradesh, chosen based on accessibility and willingness to participate.

Sample:
A total of 100 primary school teachers were selected through purposive sampling. Inclusion criteria included teachers currently teaching students aged 6–12 years and willing to participate in the study.

Tools for Data Collection:

- **Knowledge Questionnaire:** A 30-item multiple-choice questionnaire covering definition, causes, symptoms, classroom strategies, and management of ADHD. The tool was validated by subject experts, with a Content Validity Index (CVI) of 0.92, ensuring high content adequacy.
- **Attitude Scale:** A 15-item, 5-point Likert scale designed to assess teachers' attitudes toward students with ADHD, with scores ranging from strongly disagree to strongly agree.

Intervention:
The Structured Teaching Programme (STP) consisted of a 60-minute session that included:

- A lecture on ADHD causes, symptoms, and management strategies.
- PowerPoint slides for visual reinforcement.
- A short video demonstration showing classroom management strategies.
- Interactive discussion with question–answer session to clarify doubts.

Data Collection Procedure:

Data collection was conducted in three phases:

1. **Pre-test:** Baseline knowledge and attitude were assessed using the tools.
2. **Intervention:** STP was delivered to all participants in small groups to ensure active participation.
3. **Post-test:** Conducted 7 days after the intervention using the same tools to measure improvement.

Data Analysis:
Data were analyzed using descriptive statistics (frequency, percentage, mean, standard deviation) to summarize knowledge and attitude scores. Paired t-test was applied to compare pre-test and post-test scores, and chi-square test was used to find associations between pre-test knowledge scores and selected demographic variables. Statistical significance was set at $p < 0.05$.

Results

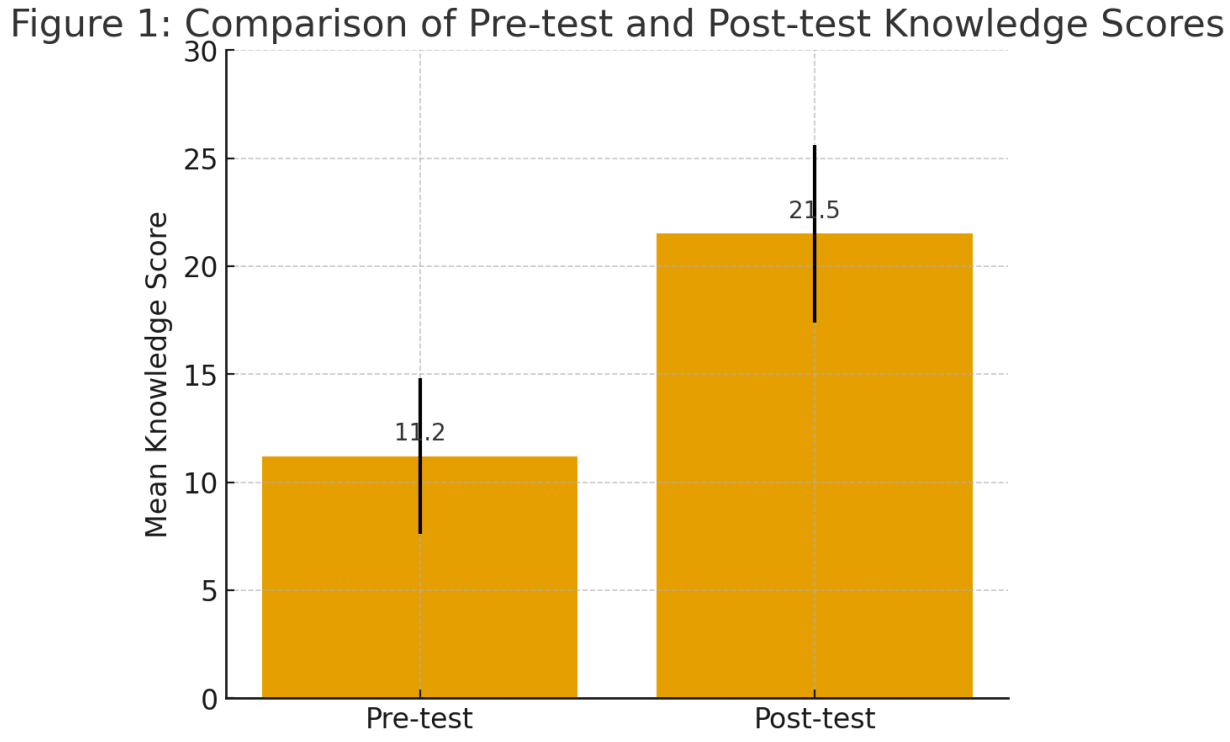
Knowledge Scores

The mean pre-test knowledge score was **11.2 ± 3.6**, which significantly increased to **21.5 ± 4.1** in the post-test. The paired *t*-test revealed a highly significant difference (**t = 18.92, p < 0.001**), indicating the Structured Teaching Programme (STP) was effective in improving teachers' knowledge regarding ADHD.

Knowledge Scores	Mean ± SD	t-value	p-value
Pre-test	11.2 ± 3.6	18.92	< 0.001***
Post-test	21.5 ± 4.1		

***p < 0.001, highly significant

Figure 1: Comparison of Pre-test and Post-test Knowledge Scores



Attitude Scores

Teachers' attitude toward students with ADHD showed significant improvement. The mean pre-test attitude score was **45.3 ± 5.2**, which increased to **57.8 ± 4.9** post-intervention ($p < 0.001$).

Attitude Scores	Mean ± SD	p-value
Pre-test	45.3 ± 5.2	< 0.001***
Post-test	57.8 ± 4.9	

***p < 0.001, statistically significant

Association Between Pre-test Knowledge and Demographic Variables

Chi-square analysis revealed a **significant association** between pre-test knowledge scores and years of teaching experience ($\chi^2 = 7.82$, $p < 0.05$), suggesting that teachers with more teaching experience had slightly higher baseline knowledge.

- **Knowledge Scores:** Mean pre-test score (11.2 ± 3.6) increased significantly to post-test (21.5 ± 4.1) with t = 18.92, p < 0.001.
- **Attitude Scores:** Mean attitude score improved from 45.3 ± 5.2 to 57.8 ± 4.9 (p < 0.001).
- **Association:** Significant association found between pre-test knowledge and years of teaching experience ($\chi^2 = 7.82$, p < 0.05).

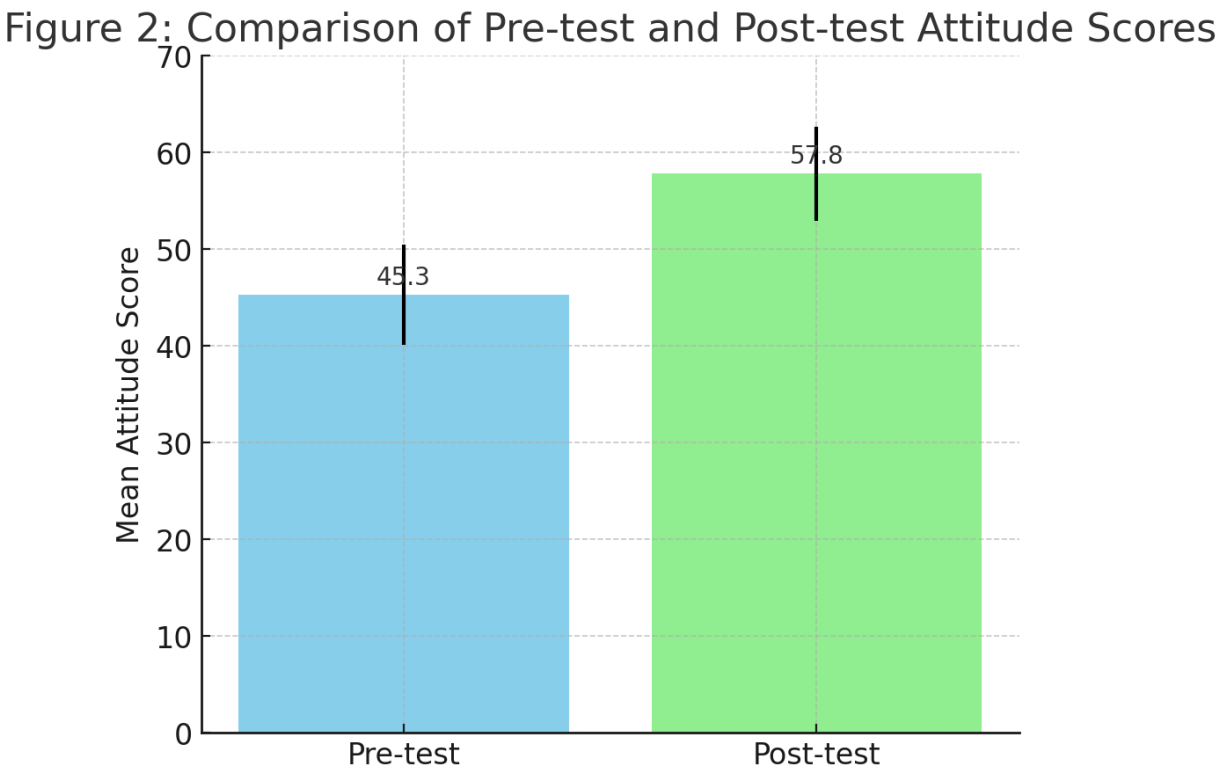


Figure 1: Bar chart comparing pre- and post-test mean scores.

Discussion

The results indicate that structured, focused educational interventions are highly effective in enhancing teachers' understanding of ADHD. These findings are consistent with previous studies that emphasize teacher training as a cornerstone in early detection and classroom management of ADHD. Improved attitude scores suggest that teachers became more empathetic and willing to adopt inclusive teaching strategies after the intervention.

Conclusion

Structured teaching programmes significantly improve both knowledge and attitudes of primary school teachers regarding ADHD. Integrating such modules into pre-service and in-service teacher training is recommended for better academic and behavioral outcomes in children with ADHD.

Implications

- **Nursing Practice:** School health nurses can collaborate with teachers for early screening and referral.
- **Education:** Teacher training institutes should include ADHD modules in their curriculum.
- **Research:** Larger randomized controlled trials can be undertaken to generalize findings.

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