

“A Pre-Experimental Study to Assess the Effectiveness of Structured Teaching Programmed on Knowledge Regarding Attention Deficit Hyperactivity Disorder Among Primary School Teachers in the Selected Schools at Raipur”.

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ABSTRACT

A Pre-experimental study was carried out on 40 primary School teachers in Raipur city of different Schools to find out the effectiveness of structured teaching programmed on Attention Deficit Hyperactivity Disorder. Data collection tool included the knowledge regarding Attention Deficit Hyperactivity Disorder and the planned teaching program. For generating necessary data the knowledge regarding Attention Deficit Hyperactivity Disorder inventory was developed which consisted of 20 multiple choice questions. The reliability of questionnaire was established by the Karl Pearson's formulas and was found to be $r = 0.77$. The pilot study was conducted on 4 samples to check the feasibility and practicability of the questionnaire. The finding of the study shows that majority 19 (47.5%) age were between of 20-30 years. Male and females were 2 (5%) and 38 (95%) sample, 10 (25%) were post graduate, 11 (27.5%) graduate, 18 (45%) diploma, 1 (2.5%) are others. Majority 25 (62.5%) were married. Majority 12 (30%) having teaching experience of 2-3 years. Majority 11 (27.5%) are handled the classes of 3rd standard. Majority 33 (80%) were using source of information from books. The post-test knowledge score (13.95) of primary Schools teachers were found to be significantly higher than there means pre-test knowledge score (6.625) as evident from “t” value ($t=14.3$ $p<0.001$) level.

Key words: Effectiveness, Structured Teaching Programme, Knowledge, Attention Deficit Hyperactivity Disorder, Primary School Teacher

INTRODUCTION

Today's children are tomorrow's responsible citizens of the world. There is a great need to emphasize on children these days because a very substantial proportion of the world's population, 35-45% constitutes young children. The future of our country depends on positive mental health of our young people. However nearly one in five children and adolescents have emotional and behavioral disorder at some point of time in their young lives regardless of their geographic region or socio-economic status. Recent evidence by WHO indicates that by 2020 childhood neuropsychiatric disorders will rise proportionately by over 50% and would be the fifth most common cause of morbidity, mortality & disability among children. Children and adolescent psychiatric disorders remain prevalent around the globe with median prevalence estimates of around 12%. An understanding of the mental and emotional development of children is essential. It is generally noted that in developing countries more and more children are brought into the schools system, but at the same time every section of the schools is likely to have around 15-20% of students who are not able to maintain satisfactory collateral progress. Hence there is a need to deal with behavioral problems at an early stage. Attention Deficit Hyperactivity Disorder is an important childhood psychiatric disability and is well characterized on the diagnostic and statistical manual of mental disorders and International classification of diseases (ICD-10) criteria of psychiatric disorders. Attention Deficit Hyperactivity Disorder is a syndrome first describes by Heinrich Hoff in 1854 since then it has been known by a variety of names like Minimal brain dysfunction, Hyperactivity syndrome, Strauss syndrome, Organic drivenness and Minimal brain damage. Currently the term Attention Deficit Hyperactivity Disorder has been adopted by the American Psychiatric Association (1994).

OBJECTIVES OF THE STUDY

1. To assess the pre-test knowledge of Attention Deficit Hyperactivity Disorder among primary schools teachers.

2. To assess the post-test knowledge of Attention Deficit Hyperactivity Disorder among primary schools teachers.
3. To compare the pre-test and post-test knowledge of Attention Deficit Hyperactivity Disorder among primary schools teachers.
4. To find out the association of pre-test knowledge with their socio-demographic variables.

HYPOTHESIS:-

H1:- There will be significant difference between pre-test and post-test level of knowledge among primary schools teachers regarding Attention Deficit Hyperactivity Disorder.

H2:- There will be significant association between pre-test level of knowledge with selected demographic variables.

METHODOLOGY

Methodology is the significant part of any research study which enables the researcher to project a blue print of the research undertaking.

RESEARCH APPROACH

Quantitative Research Approach

RESEARCH DESIGN

Pre Experimental One group Pre- test and Post- test only Design

VARIABLES

Variables are concepts which can take different values at different situation.

Independent Variable

Knowledge of the Primary Schools Teachers about Attention Deficit Hyperactivity Disorder.

Dependent Variable

Knowledge of the Primary Schools Teachers about Attention Deficit Hyperactivity Disorder.

SETTING

The study was conducted at Pandit Shiveram School Bhavna Nagar, Sankar Nagar, Raipur, and Govt. Primary Abhyas Shala, Sankar Nagar,) Raipur.

POPULATION

Population was all the school teachers working in Govt. Primary Abhyas Shala Sankar Nagar, Raipur and Pandit Shivram School Sankar Nagar, Raipur who met the inclusion criteria during the data collection period.

Sample size:-

40 Primary schools teachers of selected primary schools in Raipur.

Sample technique:-

Convenient sampling technique a top of non-probability sampling approach.

SELECTION & DEVELOPMENT OF STUDY INSTRUMENTS

Data collection tools are the written devices that the researchers used to collect data. The tools were developed according to the objectives, needs, standards of the samples, extensive review of literature, consultation with experts and opinion from faculty members. Based on the objectives of the study a self structured knowledge questionnaire was prepared which had two section.

Section-I :-

Included items related to the demographic variables of the respondents about age, sex, education, marital status, teaching experience, class being handled, source of information.

Section-II :-

Consist of self structured questionnaire to assess the knowledge before & after administering planned teaching programme of Attention Deficit Hyperactivity Disorder

INTERPRETATION

The multiple choice questions were used to assess the knowledge of school teachers regarding detection of attention deficit hyperactivity disorder in children. A score of one (1) was given to each correct response. A score of zero (0) was given to each wrong response. The total score was 40.

Level of knowledge regarding detection of attention deficit hyperactivity disorder categorized as follows:-

Level of knowledge	Score	Percentage
Adequate knowledge	30-40	75-100%
Moderate knowledge	16-29	40-74%
Need to improve knowledge	0-15	0-39%

RESULTS

Section-I

PERCENTAGE DISTRIBUTION OF SAMPLE CHARACTERISTICS-

The finding of the section shows that majority of sample i.e. (47.5%) are in the age group of 20-30 years. Majority (95%) are female. Majority (45%) are in undergraduate group. (62.5%) were married. (30%) having teaching experience of 2-3 years. (27.5%) handled the 3rd standard. (80%) were using books source of information.

TABLE 1: Frequency and percentage distribution of school teachers undergoing structured teaching programme based on selected demographic variables

n=40

S. No.	Demographic Variable	F	P (%)
1.	Age (in years)		
	a) 20-30	19	47.50%
	b) 31-40	10	25%
	c) 41-50	8	20%
2.	Gender		
	a) Male	2	5%
	b) Female	38	95%
	3.	Professional Qualification	
a) Diploma		11	27%
b) Graduate		18	45%
c) Post graduate		10	25%
4.	Marital Status		
	a) Married	25	62%
	b) Unmarried	13	32.5%
	c) Divorced	0	0%
	d) widow	2	5%

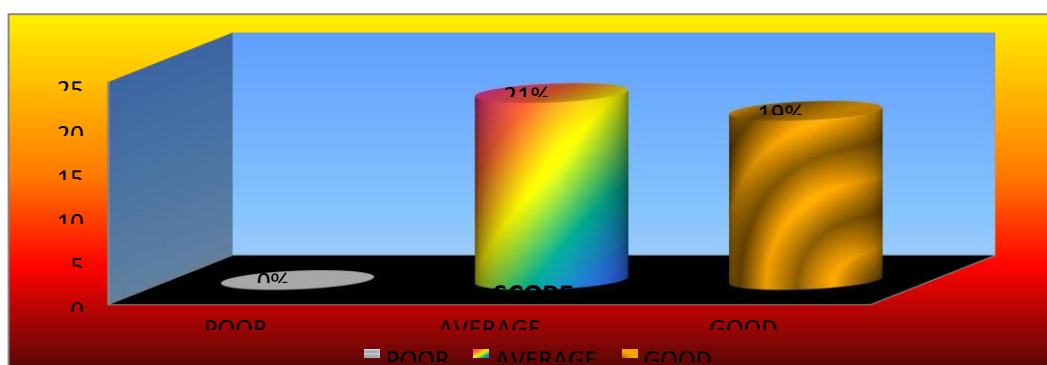
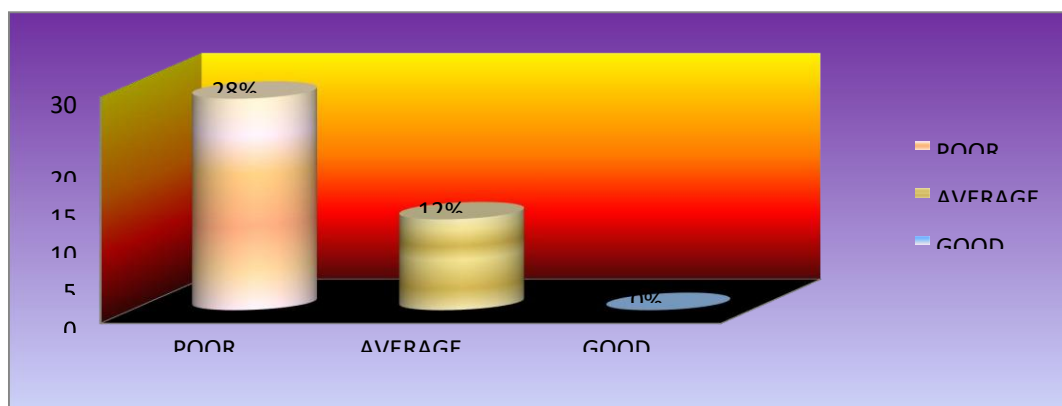
S. No.	Demographic Variable	F	P (%)
5.	Working experience		
	e) 2-3 years	12	30%
	f) 3-5 years	9	22.5%
	g) 5-7 years	4	10%
	h) 7-10 years	3	7.5%
	i) Above 10 years	12	30%

6.	Class		
	a) 1 st class	9	22.5%
	b) 2 nd class	5	12.5%
	c) 3 rd class	11	27.5%
	d) 4 th class	7	17.5%
	e) 5 th class	8	20%
7.	Source of Information		
	e) Book	32	80%
	f) TV	2	5%
	g) Radio	1	2.5%
	h) Health personnel	1	2.5%
	i) Newspaper	3	7.5%
	j) Others	1	2.5%

Section-II

Show that the majority of 70% of teachers were having poor knowledge score (0-7). The mean of the scores obtained by the sample in the pre-test was 6.625 and Standard Deviation was 2.09.

Descriptive statistics- Level of knowledge among school teachers before and after the structured teaching programme			
Knowledge	Mean	SD	Range
Pre-test	6.625	2.09	3-10
Post-test	13.95	2.38	9-19



Section-III

FINDING OF SECTION-III:-

Show that the majority 52.5% of teachers have a average knowledge score (8-14).

The knowledge score of the sample shows a marked increase in the post-test score, which indicate that the planned teaching programme is effective in increasing the knowledge of the sample regarding Attention Deficit Hyperactivity Disorder.

TABLE 3: Paired t test to Assess the Effectiveness of Structured TeachingProgramme.

n=40

MEAN		MEAN DIFFERENCE	STANDARD ERROR	't' VALUE	TABLE VALUE
Pre-test	Post-test				
6.625	13.95	7.325	4.47	14.3	P<0.001

The mean of the scores obtained by the sample in the pre-test was (2.09) and in the post-test it had increased to (13.95) and SD (2.38).

Also the calculated t-value is (t=14.3) which is significantly higher than the table value of (3.55) at (p<0.001) level of significant which means that knowledge score of the sample increased in the post-test phase. This indicates that the planned teaching programme is effective in increasing the knowledge of the sample regarding the Attention Deficit Hyperactivity Disorder.

DISCUSSION

Indicated that maximum subjects in the pre-test were having poor knowledge in the range of (0-7) whereas in the post-test phase maximum subject were having average knowledge in the range of (8-14). This clearly indicates that the level of knowledge in the post-test is higher than in the pre-test phase. This shows that after administering the planned teaching programme, there was an increase in the knowledge level.

The post-test knowledge score (13.95) of primary school teachers were found to be significant higher than their mean pre-test knowledge score (6.625) as evident from "t" value (t=14.3, p<0.001) level. These suggest the effectiveness of planned teaching programme in increasing the knowledge of primary schools teachers regarding Attention Deficit Hyperactivity Disorder. After the intervention is administration of the planned teaching programme. It shows that the sex, age, education, marital status, teaching experience, class being handled and sources of information shows no significant association with knowledge level.

CONCLUSION

After the detailed analysis this study leads to the following conclusion. The planned teaching programme is very effective to increase the knowledge regarding Attention Deficit Hyperactivity Disorder among primary schools teachers. The means of the scores obtained by the samples in the pre-test phase was (6.625) and in the post-test phase. It had increased to (13.95) and standard deviation to (2.38). The knowledge score of the samples show an increase in the post-test score, which indicate that the planned teaching programme is effective in increasing the knowledge of the samples regarding Attention Deficit Hyperactivity Disorder.

CHAPTER- VII

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