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Original Research Paper

Nursing

EFFECTIVENESS OF A VIDEO ASSISTED TEACHING PROGRAMME REGARDING ATTENTION DEFICIT HYPERACTIVITY DISORDER AMONG PRIMARY SCHOOL TEACHERS OF SELECTED SCHOOL

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KEYWORDS :

"The children who need love the most will always ask for it in the most unloving ways"

-Russel Barkley

Biologically, a child is generally a human between the stages of birth and puberty. The legal definition of child generally refers to a minor, otherwise known as a person younger than the age of majority. Child may also describe a relationship with a parent (such as sons and daughters of any age) or, metaphorically, an authority figure, or signify group membership in a clan, tribe, or religion; it can also signify being strongly affected by a specific time, place, or circumstance, as in "a child of nature" or "a child of the Sixties".(Wikipedia, the free encyclopedia, 2014)

Normal behavior in children depends on the child's age, personality, and physical and emotional development. A child's behavior may be a problem if it doesn't match the expectations of the family or if it is disruptive. Normal or "good" behavior is usually determined by whether it's socially, culturally and developmentally appropriate. Knowing what to expect from your child at each age will help you decide whether his or her behavior is normal. (Familydoctor.org editorial staff, 2010)

Parents often have difficulty telling the difference between variations in normal behavior and true behavioral problems. In reality, the difference between normal and abnormal behavior is not always clear; usually it is a matter of degree or expectation. A fine line often divides normal from abnormal behavior, in part because what is "normal" depends upon the child's level of development, which can vary greatly among children of the same age. Development can be uneven, too, with a child's social development lagging behind his intellectual growth, or vice versa. In addition, "normal" behavior is in part determined by the context in which it occurs - that is, by the particular situation and time, as well as by the child's own particular family values and expectations, and cultural and social background. (American Academy of Pediatrics, 2004)

Need for the study

Worldwide population of children younger than 15years is 1.8 billion that is 28% of world population is children. Schools play a crucial and formative role in spheres of cognitive, language, emotional, social and moral development of children. There is now growing recognition that schools have significant role in promoting mental health. Teachers are powerful groups who have in their process of education studied the nature of individual growth. Nearly one in five of children and adolescentswill have emotional and behavioral disorders at some time in their growth. Mental disorders in schools amount to 3.12% in students. (Bhatia M S, Bhasin SK, ChoudharyS and Sidana A, 2000).

In India the knowledge about attention deficit hyper activity disorder among primary school teachers were relatively low. 46.9% of the school teachers agreed that attention deficit hyper activity disorder was due to biological and genetic vulnerabilities. 53.1% of the teachers considered attention deficit hyper activity disorder are the result of parental spoiling. The attitude score towards attention deficit hyper activity disorder children was low; 64.8% of teachers agreed that the same5 disciplinary rules used for all students should also be applied to attention deficit hyper activity disorder students. (Ahuja N, 2004)

Statement of the problem

A study to assess the effectiveness of a video Assisted teaching programmeregarding attention deficit hyperactivity disorder among primary school teachers of selected school in Kanyakumari District.

Objectives of the study

1. To assess the knowledge of primary school teachers about attention deficit hyperactivity disorder before video assisted teaching programme.
2. To assess the knowledge of primary school teachers about attention deficit hyperactivity disorder after video assisted teaching programme.
3. To find out the effectiveness of video assisted teaching programme regarding attention deficit hyperactivity disorder by comparing pretest and post test scores.
4. To determine the association between the knowledge of primary school teachers regarding attention deficit hyperactivity disorder and their selected demographic variables such as age, sex, education, income, total year of experience, place of living, previous knowledge about ADHD and source of information.

Operational definitions

1. ADHD: In this study, Attention Deficit Hyperactivity Disorder is one of the most common childhood brain disorders and can continue through adolescence and adulthood, the symptoms include difficulty staying focused and paying attention, difficulty controlling behavior, and hyperactivity.
2. Effectiveness: In this study, effectiveness refers to improvement in the knowledge level of primary school teachers after giving the video assisted teaching programme which is assessed structured knowledge assessment questionnaire.
3. Video assisted teaching programme: In this study, video assisted teaching programme refers to the systematic video teaching programme given for primary school teachers regarding attention deficit hyperactivity disorder in the subheadings like meaning, causes, signs and symptoms, treatment and management by teachers.
4. Primary school teachers: In this study, the primary school teachers refer to who are teaching up to 5th standard.

Hypotheses

1. H1: There will be a significant difference in the level of knowledge regarding attention deficit hyperactivity disorder among primary school teachers in pretest and post test scores.
2. H2: There will be a significant association between knowledge score about attention deficit hyperactivity disorder with selected demographic variables such as age, sex, education, income, total year of experience, place of living, previousknowledge about ADHD and source of information.

METHODOLOGY

Research Approach

Quantitative research approach was used for this study.

Research Design

The design used in this study was one group pre-test post-test pre experimental design. It is represented as

O1 X O2

O1 - Pre-test to assess the level of knowledge.

X - Video assisted teaching program regarding attention deficit hyperactivity disorder.

O2 - Post-test to assess the effect of video assisted teaching programme.

Variables

Independent Variables : Video assisted teaching programme.

Dependent Variables : Knowledge regarding attention deficit hyperactivity disorder. **Demographic variables :**Age, sex, education, income, total year of experience,place of living, previous knowledge about attentiondeficit hyperactivity disorder and source of information.

Target Population: The target population of the study was all primary schoolteachers. **Accessible Population:** The accessible population of the study was primary schoolteachers of St.Mary's Primary School, Kaliyal

Sample Size

The sample consists of 30 primary school teachers.

Sampling Technique

Purposive sampling technique was used for the study.

Description of the Tool

The tool consists of two sections.

Section A: Socio Demographic Variables

Section B: Structured Knowledge Assessment Questionnaire

Scoring Key

Inadequate Knowledge ≤ 35% (0-7 marks)

Adequate knowledge 35%-70% (7-14 marks)

Good knowledge >70% (14-20 marks)

Data collection procedure

After getting the permission from the correspondent of the school, the main study was conducted in the St. Mary's Primary School Kaliyal. Data was collected during the month of October. 30 primary school teachers were selected based on inclusion and exclusion criteria using purposive sampling technique. The purpose of the study was explained in detail to the selected primary school teachers and the confidentiality of their responses was ensured. The pretest was conducted by using the structured knowledge assessment questionnaire. Questionnaire was distributed by the researcher. They were asked to answer the questions by choosing the correct one. Thirty minutes was given for them. The video assisted teaching programme regarding ADHD was given for 30 minutes. After 7days the post test was conducted by using the same questionnaire.

SECTION I – DEMOGRAPHIC VARIABLES

Frequency and Percentage Distribution According to the Demographic Variables

Demographic Variables	Frequency(F)	Percentage %
Age		
a) 21-30 years	16	53.30
b) 31-40 years	6	20.00
c) 41-50 years	8	26.60
Sex		
a) Male	3	10.00
b) Female	27	90.00
Education		
a)TTC	19	63.30
b) Graduate	7	23.30
c) Post graduate	4	13.30
Income		
a) 5000-10000	7	23.30
b) 10001-15000	15	50.00
c) Above 15000	8	26.60
Total year of experience		
a) Below 5years	13	43.30
b) 5-10years	14	46.60
c) Above 10years	3	10.00
Place of living		
a) Urban	12	40.00
b) Rural	18	60.00
Previous knowledge about ADHD		
a) Yes	30	100.00
b) No	0	00.00
Source of information		
a) Education	29	96.60
b) Mass media	0	00.00
c) Books	1	03.33

SECTION 2: LEVEL OF KNOWLEDGE AFTER INTERVENTION

Frequency and Percentage Distribution of Samples According to their Level of Knowledge before and after intervention

Knowledge classification	Pre test				Post test			
	f	%	M	sd	f	%	M	sd
Inadequate Knowledge	16	53.33	7.2	2.31	0	0	15.4	1.44
Adequate Knowledge	14	46.66			7	23.33		
Good Knowledge	0	0			23	76.66		

In Pretest 53.33% of samples had inadequate knowledge, 46.66% had adequate knowledge and none had the good knowledge. Mean knowledge level for pretest is7.2 2.31. This reveals the samples have adequate knowledge regarding attention deficit hyperactivity disorder before the intervention. In Post test 23.33% of samples had adequate knowledge and 76.66% had good knowledge. Mean knowledge level for post test is15.4 1.44. this indicates that the samples have gained good knowledge regarding attention deficit hyperactivity disorder after the intervention.

SECTION III-STANDARD DEVIATION

This section deals with the effect of video assisted teaching programme regarding attention deficit hyperactivity disorder.

Mean Standard Deviation and 't' values of samples in the group

Group	Mean	Mean Difference	Standard Deviation	't' Value
Pretest	7.2	8.2	2.31	20.5
Posttest	15.4		1.44	

Significant p

It shows that mean knowledge level in pretest is 7.2+2.31 and the mean knowledge level in post test is 15.4+1.44. The 't' value 20.5 is higher than the table value at 0.05 level of significance which is statistically significant.

H1: There will be a significant difference in the level of knowledge regarding attention deficit hyperactivity disorder among primary school teachers in pretest and post test scores are proved. The computed mean pre-test and post-test values of knowledge of ADHD among samples were 7.2 and 15.4 respectively. The calculated 't' value 20.5 was greater than the table value (2.04) and was significant at $p<0.05$ level. Hence, there was a significant improvement in the knowledge of primary school teachers regarding ADHD after the video assisted teaching programme. Thus the hypothesis (H1) is accepted.

H2: There will be a significant association between knowledge score about attention deficit hyperactivity disorder with selected demographic variables such as age, sex, education, income, total year of experience, place of living, previous knowledge

about ADHD and source of information. The study reveals no significant association between knowledge level regarding attention deficit hyperactivity among primary school teachers and any socio demographic variables such as age, sex, education, income, total year of experience, place of living, previous knowledge about ADHD and source of information. Thus the hypothesis (H2) is rejected.

Nursing Implications

The finding of the study has implication on nursing practice, nursing education, nursing research and nursing administration.

Nursing Education

1. In-service education can be given to the nursing personals on the use of various methods of teaching while providing psycho education to the primary school teachers in order to capture their attention.
2. The nursing students must be prepared to provide health teaching by using various teaching methods.

Nursing Practice

1. The findings of the present study help the nurses to identify the importance of psycho education on attention deficit hyperactivity disorder among primary school teachers.
2. Nurses can use various technologies to capture the attention of the primary school teachers while providing health teaching on attention deficit hyperactivity disorder.
3. Nurses can prepare the primary school teachers to choose their method to handle attention deficit hyperactivity students in their carrier.

Nursing Administration

The nurse administrator can encourage the nurses to provide health teaching on attention deficit hyperactivity disorder by using video assisted teaching programmewhich helps to improve the knowledge of primary school teachers regarding attention deficit hyperactivity disorder.

Nursing Research

The findings of the study motivate the nurse researchers to conduct many studies to assess the use of various methods while providing health education to teachers about attention deficit hyperactivity disorder.

Limitations

1. The study was conducted among primary school teachers only.
2. The study was conducted in only one school.
3. The study was conducted only with 30 primary school teachers.

Recommendations

1. A similar study can be conducted with large samples.
2. Studies can be conducted to compare the effect of other different teaching methods on attention deficit hyperactivity disorder.
3. Studies can be conducted to assess the knowledge and practice of school teachers on attention deficit hyperactivity disorder.
4. Studies can be conducted to assess the prevalence of attention deficit hyperactivity disorder among school children.

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