



STUDY TO ASSESS THE EFFECTIVENESS OF SELF INSTRUCTIONAL MODULE ON THE KNOWLEDGE REGARDING ATTENTION DEFICIT HYPERACTIVE DISORDER AMONG PRIMARY SCHOOL TEACHERS IN SELECTED SCHOOLS OF JABALPUR CITY

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KEYWORDS :

NEED FOR THE STUDY

“Children must be taught how to think, not what to think.”
— Margaret Mead

Children are the greatest gifts of God to humanity. In India children form nearly 40% of the total population. The promotion of healthy child development has become a major focus of world attention over the last 3-4 decades a lot of research needs to be done in the field, concerning children understanding of issues and how to deal with them effectively. Everyday five days a week, children spend most of their time in classrooms and other school settings. Here they are expected to follow rules, behave in socially appropriate ways, participate in academic activities and not disrupt the learning process or activities of others. The work of the teacher becomes much more demanding when some learners have Attention Deficit *Hyperactive* Disorder (ADHD), as their problems with attention span, impulse control and activity level frequently interferes with activities in the classroom.

ADHD is a problem in modern society. Problems in school performance, as opposed to specific symptoms of ADHD, are common complaints and common reasons for referral to child development centers in India. ADHD affects about 4-12% of school age children in India. WHO declared that as 1 in 5 children in the world have handicap, 8.7% of children are suffering with ADHD. School is the second house of the child where teachers are the second parents, so it is needed for the teachers to know about ADHD in better. Knowledge enhancement of teachers helps in better care and promoting the life of the children.

STATEMENT OF THE PROBLEM

“Study to assess the effectiveness of Self Instructional Module on the knowledge regarding Attention Deficit *Hyperactive* Disorder among primary school teachers in selected schools of Jabalpur city”

OBJECTIVES

1. Assess the pre-test knowledge of primary school teachers regarding Attention Deficit *Hyperactive* Disorder.
2. Assess the post-test knowledge of primary school teachers regarding Attention Deficit *Hyperactive* Disorder after intervention.
3. Evaluate the effectiveness of Self Instructional Module by comparing pre-test and post-test knowledge score.
4. Association between mean pre-test knowledge score of primary school teachers with their selected demographic variables.

ASSUMPTIONS

- Primary school teachers will express their knowledge regarding Attention Deficit *Hyperactive* Disorder.
- Self-Instructional Module increases the knowledge of primary

It deals with the association between mean pre-test knowledge score of primary school teachers with their selected demographic variables.

N=100

S.No	Variables	Poor	Average	Good	Total	df	Chi-value	P-value	Inference
1	Age (Yrs)								
	20-30	40	5	1	46	6	13.321	0.00	MS
	31-35	10	5	0	15				
	36-40	10	1	0	11				

school teachers regarding Attention Deficit *Hyperactive* Disorder.

HYPOTHESES

H1- There will be significant mean difference between mean pre-test and post-test knowledge score regarding Attention Deficit *Hyperactive* Disorder among primary school teachers.

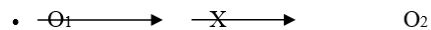
H2- There will be significant association between mean pre-test knowledge score of primary school teachers with their selected demographic variables.

DELIMITATION

- The study is delimited to 100 samples.
- Limited time available for data collection.
- The study is limited to selected primary school teachers of Jabalpur City.

RESEARCH DESIGN

In the present study, pre experimental one group pre-test post-test research design was used to assess the effectiveness of Self-Instructional Module on the knowledge regarding Attention Deficit *Hyperactive* Disorder among primary school teachers in selected schools of Jabalpur city.



O₁: Pre-test knowledge

X: Self-Instructional Module regarding Attention Deficit *Hyperactive* Disorder

O₂: Post-test knowledge

SETTING OF THE STUDY

This study was conducted in selected schools of Jabalpur City that were BMD Hitkarini Girls Higher Secondary School Dixitpura., St. Paul's School, APN secondary school Sadar, Arya boys school, Wisdom valley school, Hitkarini Higher Secondary School, Govind ganj, Govt. Model high school, Govt girls school beohar agh., M.D Public School and M.G.M school Jabalpur.

POPULATION

TARGET POPULATION-

It include primary school teachers in selected schools of Jabalpur city

ACCESSIBLE POPULATION-

It include primary school teachers who were present at the time of data collection

SAMPLE AND SAMPLE SIZE

100 primary school teachers

SAMPLING TECHNIQUE:

Non probability convenient sampling

	41 & above	15	12	1	28				
2	Educational qualification								
	B. Ed	39	6	1	46				
	B.Ed With MSc.	11	5	0	16				
	B.Ed with Mcom	10	4	0	14	6	21.41	0.01	S
	B.Ed with MA	15	3	1	24				
3	Marital status								
	Married	47	16	1	64				
	Unmarried	28	7	1	36	2	20.038	0.000167	S
4	Experience (in years)								
	0-10	50	14	1	65				
	11-20	9	5	1	15	6	65.76	0	MS
	21-30	9	4	0	13				
	31 & above	7	0	0	7				
5	Monthly income (Rs.)								
	1000-4000	30	12	0	42				
	4001-8000	30	8	0	38				
	8001-12000	5	0	1	6	6	23.06	0.006	S
	12001 & above	10	3	1	14				
6	Previous Knowledge								
	Yes	14	12	1	27	2	2.74	0.433	NS
	No	61	11	1	73				

(result significant at 0.05% level of significance)

MS = Most significant

S = significant

NS = not significant

NP = Not possible

MAJOR FINDINGS OF THE STUDY

SECTION I

FINDING RELATED TO DEMOGRAPHIC CHARACTERISTICS OF THE SAMPLE:

1. Out of 100 samples most of the samples were in the age group of 20-30 years. i.e. 46(46%)
2. Majority of the primary school teachers were with B.Ed. qualification i.e. 46(46%).
3. Majority of the sample were married i.e. 64(64%).
4. Most of the samples had experience between 1-10 yrs. i.e. 65(65%).
5. Majority of sample had income between 4001-8000 i.e. 42(42%).
6. Majority of sample not had any previous knowledge of attention deficit hyperactive disorder i.e. 73(73%)

SECTION II

Findings related to knowledge score before administration of self instructional module The result clearly indicated that majority of Primary school teachers 75 (75%) had poor knowledge, 23(23%) had average knowledge and only 2(2%) Primary school teachers had good knowledge regarding knowledge of Attention Deficit Hyperactive Disorder.

Finding related to knowledge score after administration of self instructional module The finding shows that majority of primary school teacher 84(84%) had average knowledge, 10(10%) had good knowledge and 6(6%) had poor knowledge regarding Attention Deficit Hyperactive Disorder.

SECTION III

Findings related to comparison of pre-test and post-test knowledge The finding shows that mean post-test knowledge score (12.46) was apparently higher than the mean pre-test knowledge score (6). The Pre-test score (sd=4.7) was more than that of the post-test score (sd=2.86).

SECTION IV

Findings related to the association between the pre test knowledge scores and the selected demographic variables.

The findings show that the association between knowledge of primary school teachers with demographic variables was statistically tested by applying chi-square test and the variable age of the primary school teachers, education, income, marital status of primary school teachers

were found significant at 0.05 level.

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