



ASSESS THE EFFECTIVENESS OF PLANNED TEACHING ON KNOWLEDGE REGARDING ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) AMONG PRIMARY SCHOOL TEACHERS IN MILLENNIUM HIGH SCHOOL, VANASTHALIPURAM, HYDERABAD, TELANGANA.

Mrs. S. Priyanka	M.Sc Nursing final year student, Dept. of Mental Health Nursing, Yashoda College Of Nursing, Saroor Nagar, Hyderabad
Mrs. Lisa leo	Prof, Principal, Dept. of Mental Health Nursing
Ms. D. Hemalatha	Assistant Prof, Department of Mental Health Nursing, Yashoda College Of Nursing, Saroor Nagar, Hyderabad.

ABSTRACT This study was undertaken to assess the effectiveness of planned teaching on knowledge regarding Attention Deficit Hyperactivity Disorder (ADHD) among primary school teachers in a primary school, Vanasthalipuram, Hyderabad, Telangana. The research design used for present study is Pre- experimental one group pretest – posttest research design. The study reveals that during pre-test majority of the samples i.e. 30 (100%) had below average and none of the primary school teachers were performing above average knowledge levels. After administering the Planned teaching there were none of the primary school teachers were performing at below average and 15 (50%) are performing average knowledge levels, 15 (50%) of the primary school teachers were performing above average knowledge level. There was a significant difference in the pre-test and post-test knowledge scores. The finding shows that the post-test knowledge scores were higher than the pre-test knowledge scores; hence the formulated research hypothesis H1 was accepted. There was significant association was found between the knowledge regarding ADHD among primary school teachers with their selected demographic variables with age at the level of $p < 0.05$. Hence the research hypothesis H2 was accepted. It indicates there was higher significant difference in pre test and post test knowledge scores. Hence the planned teaching was effective to enhance the knowledge on ADHD among primary school teachers.

KEYWORDS : Knowledge, ADHD, Primary school teachers.

INTRODUCTION

Children are in continuous process of growth and development. If they are provided with favorable and an enabling environment, they may bloom into an ever fragrant flower, and shine as better citizens in future. Children are born with the desire and capacity to learn. They learn with different ways and different rates. If we can meet their needs, provide a safe and nurturing environment, then can shine at their own best.

Attention Deficit Hyperactivity Disorder [ADHD] is the most common emotional, cognitive and behavioural disorder in children. Symptoms include difficulty in staying focused and paying attention, controlling behaviour and hyperactivity (over activity) ADHD symptoms start before age “12”, and in some children, they are noticeable as early as “3” years of age. It occurs more often in boys than in girls, and behaviours can be different in both. For example, boys may be more hyperactive and girls may tend to be quietly inattentive. The causes and risk factors for ADHD are unknown, but current research shows that genetics play an important role. In addition to genetics, other possible causes including: Brain injury, Premature delivery, Alcohol and tobacco use during pregnancy, Low birth weight, Exposure to environmental [ex; pregnancy at young age].

Three subtypes of ADHD are now recognized as per the DSM-IV criteria, namely the predominantly inattentive, predominantly hyperactive- impulsive and combined types. ADHD also includes learning disability is also termed as “Specific Academic Skill Disorder” or “Specific Learning Disability”. A heterogeneous group of disorders manifested by problem in reading, writing, listening, speech and mathematical performance without the presence of sensory impairment, social and emotional disturbances.

Hyperactivity disorder, which ranging from 2% to 16% and Attention deficit hyperactivity disorder is diagnosed much more often in boys than in girls. It is very important to know more about Attention deficit hyperactivity disorder because it can have a significant social impact on patient's lives, causing disruption at school, work, and home in relationships.

Children with ADHD are a major challenge for teachers and members of caring in family because these children require continuous help to adapt to learning situations. Response of the school personnel to needs of ADHD children determines the successes of these children.

“According to WHO ADHD is a chronic condition marked by persistent inattention, hyperactivity, and sometimes impulsivity.”

NIMHANS overview ADHD is a disorder marked by an ongoing pattern of inattention and/or hyperactivity- impulsivity that interferes with functioning or development. Educational programs for teachers are the most effective therapeutic approach for management of such problems, which allow children to achieve their potentials in such as individuals.

Statement Of The Problem:

Assess the effectiveness of planned teaching on knowledge regarding Attention Deficit Hyperactivity Disorder (ADHD) among primary school teachers in a primary school, Vanasthalipuram, Hyderabad, Telangana.

Objectives:

- To assess the knowledge regarding ADHD among primary school teachers by pre- test.
- To prepare and administer planned teaching on knowledge regarding ADHD among primary school teachers.
- To analyse the effectiveness of planned teaching on knowledge regarding ADHD among primary school teachers by post test.
- To find out the association between post test knowledge scores of teachers with their selected demographic variables.

Hypothesis:

- H1:** There is a significant difference between the pre test and post test level of knowledge regarding attention deficit hyperactive disorder among primary school teachers.
- H2:** There is a significant association between the post test level of knowledge regarding attention deficit hyperactive disorder among primary school teachers with their selected demographic variables.

Research Methodology:

A Pre-Experimental design, one group pretest – posttest design with convenience sampling technique was chosen for the study. The study population comprised of all primary school teachers present in a primary schools Vanasthalipuram. The sample of the study was 30 primary school teachers in selected school, Vanasthalipuram, Hyderabad. The tool to collect the data from the selected samples consists of two sections.

Section A consists of demographic variables which include age, gender, religion, educational status, marital status, residential area, type of family, years of experience in handling primary school children, previous knowledge regarding ADHD and source of information. Section B consists of structured questionnaire to assess

the knowledge of primary school teachers regarding ADHD definition, types, causes, symptoms, diagnosis, treatment, and prognosis. Collected data analyzed by using descriptive and inferential statistics.

RESULTS AND DISCUSSION:

The analysis revealed that demographic variables of samples shows that, majority of primary school teachers were from the age group of 25-30 years 28 (93%) and majority are females 25 (83.3%). Most of the primary school teachers in this sample had a bachelor's degree 18 (60%). Most of the teachers are married 19 (63.3%), while most of them had experience more than 3-6 yrs of years in teaching (43.3%). 93.3% of teachers had no previous knowledge regarding ADHD. All the teachers showed that they from urban area (100%).

The results of the present study show that 50% of the primary school teachers had adequate level of knowledge and 50% had moderately adequate level of knowledge after the planned teaching. Significant association was found between the knowledge regarding ADHD among primary school teachers with their selected demographic variables with Age at the level of $p < 0.05$. n=30

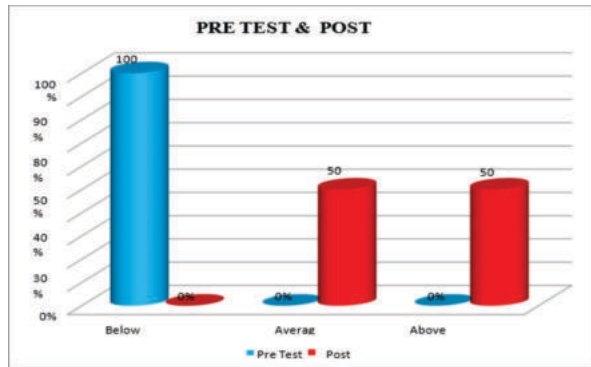


Fig. 9: Comparison of pre test and post test with knowledge scores of primary school teachers

The first objective was: To assess the knowledge regarding attention deficit hyperactivity disorder among primary school teachers by pre test. The result shows that 100% of the primary school teachers were performing below average and none of the primary school teachers were performing average or above average level of knowledge before administering planned teaching. n=30

T-test : Paired two sample		
Parameters	Pre test knowledge scores	Post test knowledge scores
Mean	40.33	85.33
Standard deviation	9.6	6.52
Standard error	1.75	1.19
T- test	28.33	

The third objective was: To analyse the effectiveness of planned teaching on knowledge regarding ADHD among primary school teachers by post test. The results of the present study shows that 50% of the primary school teachers had adequate level of knowledge and 50% had moderately adequate level of knowledge after the planned teaching. The findings shows that the overall pre test mean score was 40.33 and post test mean score was 85.33 the obtained "t" value was 28.33 found greater than the tabulated "t" value. There was a significant difference in the pre test and post test knowledge scores. The findings show that the post test knowledge scores were higher than the pre test knowledge scores. Hence the formulated research hypothesis H1 was accepted. n=30

Age	Posttest Knowledge levels						Grand Total	χ^2
	Below average		Average		Above average			
	F	P	F	P	F	P		
22-25 years	0	0	1	50%	1	50%	2	6.46 @2df S*
5-30 years	0	0	1	4%	27	96%	28	
Grand Total	0	-	2	-	28	-	30	

The fourth objective was: To find out the association between posttest knowledge scores of teachers with their selected demographic

variables. Chi square value was computed to determine the association between the knowledge regarding ADHD among primary school teachers with their selected demographic variables. Significant association was found between the knowledge regarding ADHD among primary school teachers with their selected demographic variables with age at the level of $p < 0.05$. Hence the research hypothesis H2 was accepted.

CONCLUSION:

The findings of this study shows that there was a significant difference in pre test and post test knowledge scores. The pre test mean score was 40.33 and post test mean score was 85.33 paired "t" test was applied to test the significant difference between knowledge scores the calculated value of "t" is 28.33 which is greater than tabulated "t" value. It indicates there was higher significant difference in pre test and post test. Hence the planned teaching was effective to enhance the knowledge on ADHD among primary school teachers.

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