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Effectiveness of self-instructional module on knowledge of primary school teacher's regarding attention deficit hyperactivity disorder

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Abstract

ADHD is most common neuro-developmental disorder in children. It is characterized by problems paying attention, Excessive activity or difficulty controlling behavior which is not appropriate for a person's age.

Statement of Problem: An experimental study to assess the effectiveness of self-instructional module on knowledge of Primary School Teacher's regarding Attention deficit hyperactivity disorder in selected schools.

Aims: The aim of study to assess the pre and posttest level of knowledge regarding Attention deficit hyperactivity disorder among primary school teachers.

Setting and Design: Quasi experimental research design was used to assess the knowledge of primary school teacher's regarding Attention Deficit Hyper Activity and the study was conducted in primary schools, Guntur.

Methods and Material: The study was conducted in primary schools. Sample size was 50 primary school teachers of selected primary schools.

Statistical analysis: Structured knowledge questionnaire method was used for statistical analysis.

Results: It reveals that in experimental group pretest mean score was (11 ± 2.06) which is 36.7% where as in posttest mean score was 21 ± 1.8 which is 70%. In control group, the pretest scores was 7 ± 1.2 , which is 23.3% where as in posttest mean score was 13 ± 2.05 which is 30%.

Conclusion: The study revealed that the self-instructional module helps in improving knowledge regarding ADHD among primary school teachers. Thus it can be used as an alternative method to the teachers in increasing knowledge regarding ADHD.

Keywords: Knowledge, ADHD, SIM

Introduction

Attention deficit Hyperactivity disorder is a syndrome first described by Henrich Hoff in 1854. ADHD is a psychiatric disorder of the neuro developmental type ^[1]. It is characterized by problems paying attention, Excessive activity or difficulty controlling behavior which is not appropriate for a person's age. These symptoms begin by age six to twelve, are present for more than six months and cause problems in at least two settings such as school, home or recreational activities. In children, problems paying attention may result in poor school performance ^[2].

The world health organization estimated that it affected about 39 million people as of 2013. ADHD is divided into three sub types. Predominantly in attentive, predominantly hyperactive, impulsive and combined type. Associated disorders such as learning disabilities, Tourette syndrome, oppositional defiant disorder, conduct disorder, mood disorders, Anxiety disorders, obsessive compulsive disorder, substance use disorders, Restless legs syndrome, sleep disorders ^[3].

The cause of most cases of ADHD is unknown however; it is believed to involve interactions between genetic and environmental factors, infection, and trauma to the brain ^[4].

School plays a crucial and formative role inspires of cognitive, language, emotional, social and moral development of children. The knowledge of teachers about ADHD may influence how they communicate with and teach children with ADHD disorder. Based on the review of literature, the researcher found that the school teachers had low knowledge on ADHD. So the researcher felt the need for providing an education to teachers regarding ADHD disorder ^[5].

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Subjects and Methods

Statement of the problem

An experimental study to assess the effectiveness of self-instructional module on knowledge of Primary School Teacher’s regarding Attention deficit hyperactivity disorder in selected schools, Guntur, Andhra Pradesh.

Objectives

- To assess the pre and posttest level of knowledge regarding Attention deficit hyperactivity disorder among primary school teachers of experimental and control group.
- To evaluate the effectiveness of self-instructional module on knowledge of Primary School Teacher’s regarding Attention deficit hyper activity disorder in experimental group.
- To find out the association between posttest knowledge regarding Attention deficit hyperactivity disorder among primary school teachers with their selected demographic variables.

Assumptions

- The primary school teachers may have limited knowledge about Attention deficit hyper activity disorder.
- Self-instructional module will improve the knowledge regarding Attention deficit hyperactivity disorder among primary school teachers.

Methodology

Research approach: Quantitative experimental research approach

Research Design: Quasi experimental research design.

Variables

Dependent variable: Knowledge of primary school teachers.

Independent variable: Self-instructional module.

Demographic variable: Age, Gender, place of residence, Religion, Educational status, Type of employment, Income, Teaching experience in years.

Research setting: The study was conducted in primary schools, Guntur.

Sample size: Sample size was 50 primary school teachers of selected primary schools, Guntur.

Sampling technique: Convenient sampling technique was used for the present study.

Criteria for sample selection

Inclusion criteria: Primary school teachers who were:

- Willing to participate.
- Present at the time of data collection.

Exclusive criteria: Primary school teachers who were not.

- Willing to participate.
- Available at the time of data collection.

Description of tool

Part A: Consisted of 8 items related to demographic data of the sample.

Part B: Consisted of structured knowledge questionnaire.

Scoring key

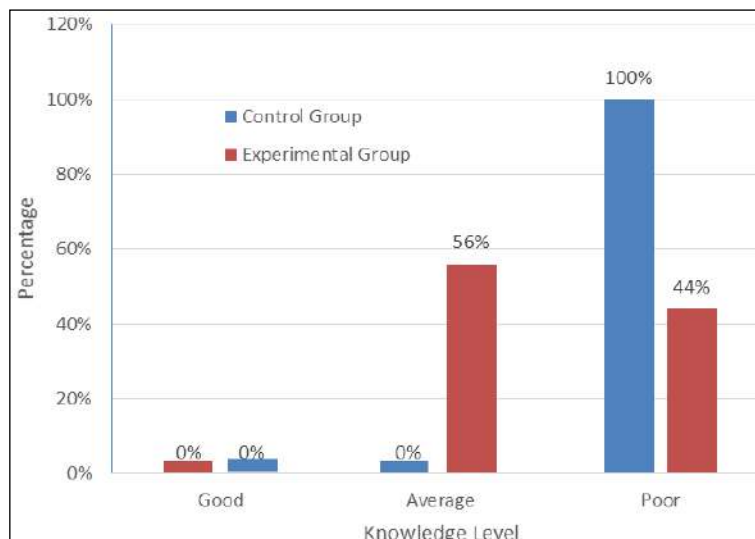
| Knowledge Level | Score |
|-----------------|-------|
| Good | 21-30 |
| Average | 11-20 |
| Poor | 1-10 |

Validity and reliability

The research tool was submitted to experts in the field of nursing and medical. Reliability of the tool was computed by split-half method using Karl Pearson’s co efficient of correlation (r=0.90) hence the tool was found to be reliable and was used for study results.

Results

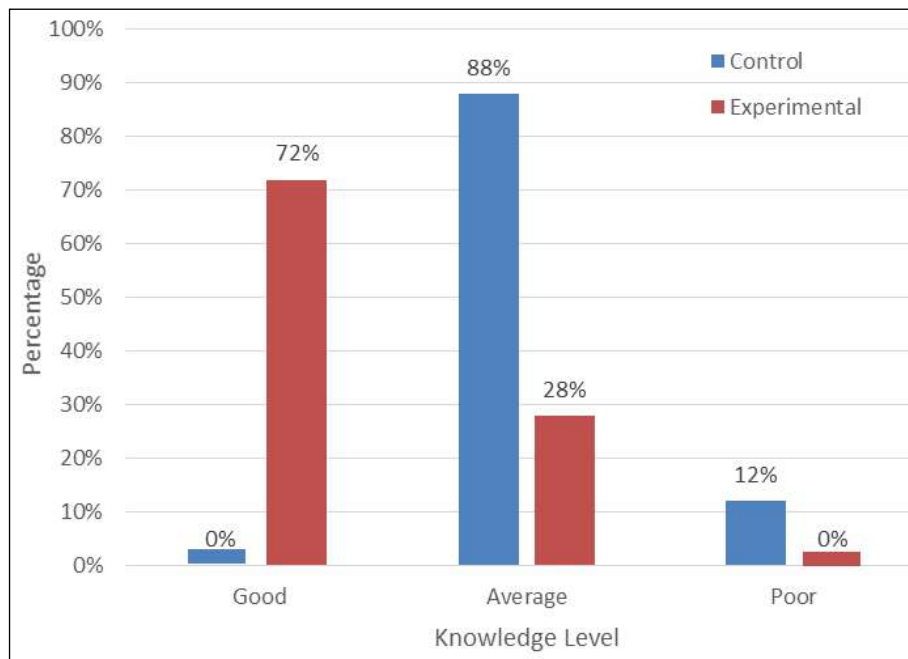
In experimental group Pretest scores of knowledge regarding ADHD among primary school teachers showed that majority of 56% had average knowledge 44% had poor knowledge and 0% had good knowledge. In control group 100% had poor knowledge and 0% had good, average knowledge.



Frequency and percentage distribution of control and experimental group pre-test knowledge among primary school teachers

Post test score of knowledge in experimental and control group of teachers in experimental group 72% had good knowledge 28% had average knowledge and 0% had poor

knowledge. In control group 0% had good knowledge, 88% had average knowledge and 12% had poor knowledge.



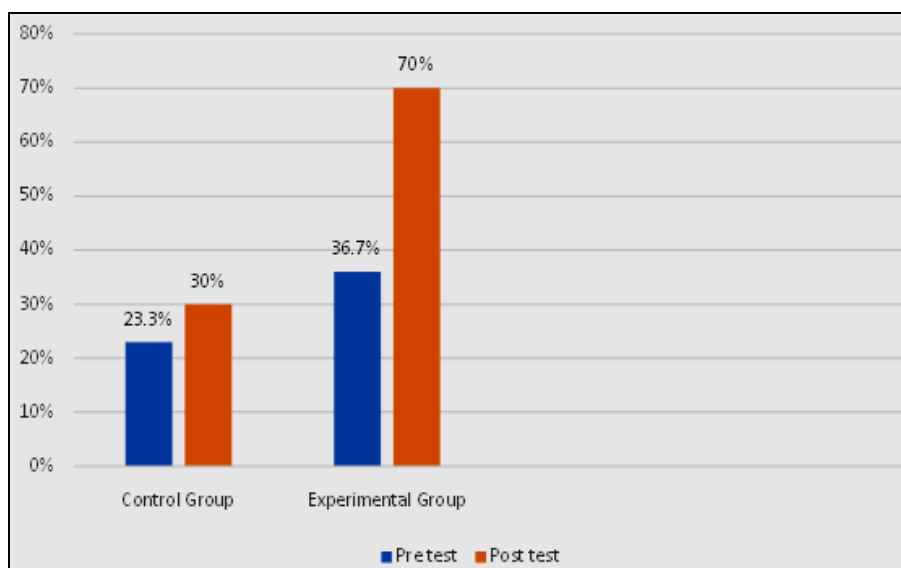
Frequency and percentage distribution of control group and experimental group post-test scores of knowledge among primary school teachers

Paired test was calculated to analysis the effectiveness of self-instructional module on knowledge regarding attention deficit hyperactivity disorder among primary school

teachers. This shows that there was a significant difference in the level of knowledge among control and experimental group.

Comparison of mean, Standard Deviation and mean percentage of knowledge level in control and experimental group pre and post test scores

| Knowledge Level | Maximum Score | Pre-test | | | Post-test | | | Difference in mean% |
|--------------------|---------------|----------|------|--------|-----------|------|--------|---------------------|
| | | Mean | SD | Mean % | Mean | SD | Mean % | |
| Control Group | 30 | 7 | 1.2 | 23.3% | 13 | 2.05 | 30% | 6.7% |
| Experimental Group | 30 | 11 | 2.06 | 36.7% | 21 | 1.8 | 70% | 33.3% |



Mean percentage distribution of control and experimental group pre-test and post test scores of knowledge among primary school teachers

It reveals that in experimental group pretest mean score was (11 ± 2.06) which is 36.7% where as in posttest mean score was 21 ± 1.8 which is 70%. In control group, the pretest scores was 7 ± 1.2 , which is 23.3% where as in posttest

mean score was 13 ± 2.05 which is 30%. It reveals that there was no significance association between the post test scores of control group and experimental group with their selected variables.

Discussion

The majority (60%-56%) of primary school teachers were in the age group of 21-30 years in control group and experimental group and 60%-80% of subjects were males in both groups. 68%-60% were resides in urban area in both groups 48%-48% were belongs to Hindu, Christian, in experimental group. Christian in control group. 76%-100% were graduates in experimental and control group 100% were private employees in both groups 60%-76% were earning monthly income 11,000-15,000. 72% were belongs to 1-5 years of teaching experience in both groups.

It reveals that in experimental group pretest mean score was (11 ± 2.06) which is 36.7% where as in posttest mean score was 21 ± 1.8 which is 70%. In control group, the pretest scores was 7 ± 1.2 , which is 23.3% where as in posttest mean score was 13 ± 2.05 which is 30%.

It reveals that there was no significance association between the post test scores of control group and experimental group with their selected variables.

Nursing implications

A clinical nurse must have adequate skills and knowledge for implementing different methods. Nursing administration service should take an initiation in creating policies or plans in providing education regarding ADHD. A nurse administrator should realize the value of the different methods to improve the knowledge and their use in the nursing field. Nurse has an important role in providing knowledge to the teachers regarding ADHD. Research studies can be conducted with large sample and it is evident from the review of literature.

Conclusion

The overall findings of study revealed that the self-instructional module helps in improving knowledge regarding ADHD among primary school teachers. Thus it can be used as an alternative method to the teachers in increasing knowledge regarding ADHD.

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