

## A study to evaluate the effectiveness of video awareness programme on knowledge regarding attention deficit hyperactivity disorder (ADHD) among primary school teachers of selected institution

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### Abstract

**Statement:** A study to evaluate the effectiveness of video awareness programme on knowledge regarding attention deficit hyperactivity disorder (ADHD) among primary school teachers of selected institution.

**Objectives:** To assess the knowledge on attention deficit hyperactivity disorder among primary school teachers and to evaluate the effectiveness of video awareness programme on the knowledge regarding attention deficit hyperactivity disorder. And To find out association between pre-test knowledge score and selected demographic variables.

**Methodology:** evaluative research approach was used with pre experimental one group pretest posttest design population was 50 Primary school teachers, Purposive sampling technique was used for data collection

**Result:** in the present study pre-test level of knowledge regarding attention deficit hyperactivity disorder it reveals that the maximum 34 (68%) had average knowledge and remaining 16 (32%) had poor knowledge on Attention deficit hyperactivity disorder. in the Present study of posttest primary teachers maximum 34 (68%) had average knowledge and remaining 16 (32%) had good knowledge on Attention deficit hyperactivity disorder.

**Keywords:** Evaluative study, video awareness programme, knowledge, attention deficit hyperactivity disorder (ADHD), primary school teachers

### Introduction

I don't like rain I don't like dark clouds Or people laughing at me I want to run Now it's cold outside When those kids laugh at me I'm sad. Storm or scar <sup>[1]</sup>.

Attention –deficit hyperactivity disorder a neurological disorder that develops during childhood and can persist into adulthood. Although adult attention deficit hyperactivity disorder is more common than initially thought, not all children who have these symptom will go on have the adult version of the disorder. childhood symptom may also change across the lifespan; some fade (e.g. hyperactivity) while others may be expressed differently (e.g. chronic disorganization may result in getting fired from jobs). Because attention deficit hyperactivity disorder often “looks” different in kids and adults <sup>[2]</sup>.

Attention deficit hyperactivity disorder is a neurological developmental disorder and is primarily characterized by “the co-existence of attention problem and hyperactivity, with each behavior occurring infrequently alone. ‘while symptom may appear to be innocent and pervasive effects of ADHD symptom can insidiously and severely interfere with one’s ability to get the most out of education, fulfill one’s potential in the workplace, establish and maintain interpersonal relationship, and maintain a generally positive sense of self <sup>[3]</sup>.’”

Attention deficit hyperactivity disorder is of the most common childhood disorder. Approximately 3-7% of school-aged children have the disorder. Prevalence rates seems to vary by community, with some research indicating that larger cities may have rates as high as 10-15 <sup>[4]</sup>.

### Problem statement

“A study to evaluate the effectiveness of video awareness programme on knowledge regarding attention deficit hyperactivity disorder (ADHD) among primary school teachers of selected institution.”

### Objective of the Study

1. To assess the knowledge on attention deficit hyperactivity disorder among primary school teachers.
2. To evaluate the effectiveness of video awareness programme on the knowledge regarding attention deficit hyperactivity disorder.
3. To find out association between pre-test knowledge score and selected demographic variables.

### Inclusion criteria

1. Teachers who were working in selected primary schools.
2. Teachers who were willing to participate in the study.

### Exclusion criteria

1. Teachers who were not present at the time of data collection.
2. Teachers who were busy with their academic work.

### Description of the Tool

Tool was divided into two section, section A and section B

**Section A:** Demographic data of teachers which consisted of 12 questions

**Section B:** Structured questionnaire consist of 30question related to knowledge and management of attention deficit hyperactive disorder.

**Result**

**Section A**

Demographic data of teachers which consisted of 12 questions

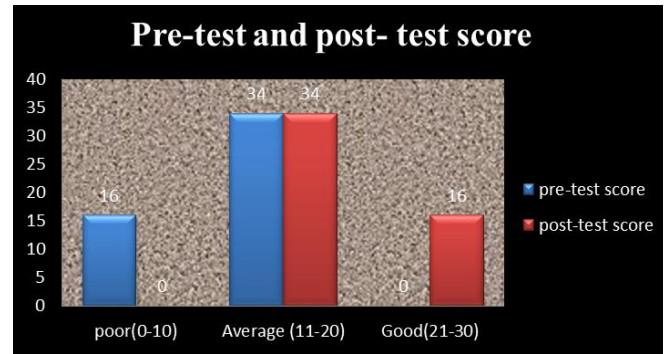
**Table 1:** Frequency and percentage distribution of primary school teachers in relation to demographic variable.

Sr. No	Characteristic	Frequency (f)	Percentage (%)
<b>Age</b>			
1	20 - 30 year	14	28
2	31 - 40 year	16	32
3	41 – 50 year	11	22
4	51 - 60 years	09	18
<b>Gender</b>			
1	Male	29	58
2	Female	21	42
<b>Religion</b>			
1	Hindu	21	42
2	Muslim	08	16
3	Christian	15	30
4	Jain	06	18
<b>Type of family</b>			
1	Joint family	20	40
2	Nuclear family	30	60
<b>Educational level</b>			
1	Undergraduate	10	20
2	Graduate	22	44
3	Post graduate	18	36
<b>Experience</b>			
1	Below 5 year	17	34
2	6-10 year	12	24
3	11-15 year	13	26
4	Above 15 year	08	16
<b>Income</b>			
1	Below 5000	08	16
2	5001-10000	28	56
3	10001- 15000	07	14
4	Above 15000	07	14
<b>Source of information</b>			
1	Mass Media	18	36
2	Electronic Media	11	22
3	Health Professional	12	24
4	Neighbors’, Friends, Family Members	09	18

**Section B**

Section 2:- Knowledge on attention deficit hyperactivity disorder among Primary school teachers.

Section II- Frequency distribution of samples according to their pre-test and post test level of knowledge on Attention deficit hyperactivity disorder among primary school teacher.



**Fig 1**

Reveals that the pre-test– maximum 34 (68%) had average knowledge and minimum 0 had good knowledge and remaining 16 (32%) had poor knowledge on Attention deficit hyperactivity disorder.

In the post test–maximum 34 (68%) had average knowledge and minimum 0 had poor knowledge and remaining 16(32%) had good knowledge on Attention deficit hyperactivity disorder.

Section 3: To evaluate the effectiveness of video awareness programme on the knowledge regarding attention deficit hyperactivity disorder.

**Table 2:** Reveals that the obtained‘t’ value =19.67 is more than the table value at P<0.05 level of significance.

Test	Mean	SD	‘t’ value	Table value	P<0.05
Pre-test	11.64	1.93	19.67	2.01	(S)*
Post-test	19.64	3.72			

\*Significant

The observed mean posttest knowledge 19.64(SD-3.72) was higher than the mean pretest knowledge 11.64(SD-1.93).

Section 4:- Data on association between pretest knowledge on attention deficit hyperactivity disorder and the selected demographic variable of primary school teachers

**Table 3:** Data on effectiveness of video awareness program knowledge on attention deficit hyperactivity disorder among primary school teachers.

Demographic variables	Pre-test knowledge scores				Chi –square value
	Poor		Average		
	F	%	F	%	
<b>Age</b>					
20-30 year	6	12	8	16	2.11 d. f.=3 N.S
31-40 year	3	6	13	26	
41-50 year	4	8	8	16	
51-60 year	3	6	5	10	
<b>Gender</b>					
Male	7	14	22	44	1.95 d. f.=1 N.S
Female	9	18	12	24	
<b>Religion</b>					
Hindu	6	12	15	30	4.5 d. f.=3 N.S.
Muslim	3	6	5	10	

Christian	7	14	8	16	
Jain	0	0	6	12	
Type of family					
Joint family	8	16	12	24	0.99 d. f.=1 N.S
Nuclear family	8	16	22	44	

**Table 4:** Data on association between pretest knowledge on attention deficit hyperactivity disorder and the selected demographic variable of primary school teachers

Demographic variables	Pretest knowledge scores				Chi –square value
	Poor		Average		
	F	%	F	%	
Experience					
Below 5 year	6	12	11	22	0.87 d. f.=3 N.S.
6-10 year	3	6	9	18	
11-15 year	3	6	10	20	
Above15 year	3	6	5	10	
Income					
Below 5000	0	0	8	16	6.49 d. f.=3 N.S.
5001-10000	8	16	20	40	
10001-15000	4	8	3	6	
Above 15000	3	6	4	8	
Education level					
Undergraduate	5	10	5	10	2.37 d. f.=2 N.S
Graduate	5	10	17	34	
Post-graduate	6	12	12	24	
Source of information					
Mass media	7	14	12	24	2.81 d. f.=3 N.S.
Electronic	2	4	8	16	
media	2	4	10	20	
Health professional	4	8	5	10	

D. f. = degree of freedom N. S. = not significant

Table No. 3:- reveals the data on association between pretest knowledge on attention deficit hyperactivity disorder and the selected demographic variable of primary school teachers.

The obtained chi-square value 2.11 ( $P<0.05$ ), 1.95 ( $P<0.05$ ), 4.5 ( $P<0.05$ ), 0.99 ( $P<0.05$ ), 0.87 ( $P<0.05$ ), 6.49 ( $P<0.05$ ), 2.37 ( $P<0.05$ ), 2.81 ( $P>0.05$ ) Regarding age, gender, religion, type of family, experience, educational level, income, source of information were not significant.

**Recommendation**

According to oxford dictionary ‘recommendation means an official suggestion about the best thing to do.’

The present study was conducted to evaluate the effectiveness of video awareness programme on knowledge regarding attention deficit hyperactivity disorder among primary school teachers in the selected institution. The findings of the study have implication in the field of nursing education, nursing practice, nursing research and nursing administration.

In the present research study following recommendation are made,

**Nursing education**

Nursing education is developing rapidly in India and nurse is providing care through base of scientific nursing education. So knowledge and clinical demonstration of its care is part of academic syllabus. It must be included in syllabus and knowledge and practice can be reemphasized for student by making them to attend,

- Seminar
- Conference

**Workshop**

During clinical students get opportunity to care for attention deficit hyperactivity disorder children by giving care so this knowledge will make them confident to care for children and their family and educate them and their family. This research study, methodology, analysis will be a guideline for student nurses in their future.

**Nursing administration**

- Nurse administrator can develop their own hospital policy of attention deficit hyperactivity disorder.
- Nurse administrator can guide the school teachers about attention deficit hyperactivity disorder and their management.
- Nurse administrator would help the staff nurse to update their knowledge about attention deficit hyperactivity disorder.
- Can develop attention deficit hyperactivity disorder care clinic with use of effective audio visual aids, dummy, demonstration practice.
- Can arrange in-service education, conference, workshop and seminar about attention deficit hyperactivity disorder.

**Nursing practice**

Children spend most of their time in school so teachers have a vital role in providing care to the children. Nurses should put their efforts to increase the knowledge of teachers and can influence the community at large and it is an essential step towards better care and helps to reduce educational loss of child of attention deficit hyperactivity disorder. This present study would enable nurses to become war about

attention deficit hyperactivity disorder and its management and motivate them to take care of children with attention deficit hyperactivity disorder which helps in normal growth and development of the child.

### Nursing research

This research study covered knowledge aspect of attention deficit hyperactivity disorder. This study finding can be used as review of literature for future research study and also used as source of information of nursing research.

- The same study can be performed on a large number of samples.
- Stress and problem faced by teachers of primary schools while giving attention deficit hyperactivity disorder care would be assessed.
- Instructional modules can be developed for primary school teachers on attention deficit hyperactivity disorder.
- Effectiveness of video awareness programme on knowledge attention deficit hyperactivity disorder care of children for primary school teachers would be done.

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