



“A STUDY TO ASSESS THE EFFECT OF PLANNED TEACHING PROGRAMME ON KNOWLEDGE REGARDING ATTENTION DEFICIT HYPERACTIVITY DISORDER AMONG PRIMARY SCHOOL TEACHERS AT SELECTED SCHOOLS OF AHMEDABAD CITY, GUJARAT”

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ABSTRACT

Introduction: Prevalence estimates of Attention Deficit Hyperactivity Disorder show a wide degree of variance, 303 full test articles and 102 studies involving 1, 71,756 subjects worldwide were reviewed and the pooled prevalence was 7.3 %. In India, the prevalence rate of Attention Deficit Hyperactivity Disorder is 11.32 % and in Ahmedabad, is 6.64%

ADHD is one of the most common neurodevelopmental disorders of childhood. It is usually first diagnosed in childhood and often lasts into adulthood. Children with ADHD may have trouble paying attention, controlling impulsive behaviors (may act without thinking about what the result will be), or be overly active.

A primary school teacher is one who helps children develop reading, writing, and learning skills. Primary school teachers play an important role in developing an educational path for students because they are the foundation of learning and transfer knowledge. They are responsible for teaching children from 1st grade to 5th grade.

Background: Primary school age is the period between 6-10 years. Early childhood is the critical period of behavior formation. The school period is an exciting period of transition from limited language ability, primarily sensory motor engagement with the surrounding environment to mastery of communication, a high degree of motor activity and a significant competence in self-regulation, expanding cognitive, behavior and emotional changes and heightened ability to empathize with others.

Objectives: the aim of the was to assess the effect of planned teaching programme regarding Attention Deficit Hyperactivity Disorder among primary school teachers and to find out the association between selected demographic variables with the pre-test knowledge score.

Methods: a Pre-experimental (one group pre-test post-test) design was adopted for collecting the data from 60 samples using a structured self-administered knowledge questionnaire comprising 30 questions which includes knowledge and management domains.

Results: according to the finding, the mean post-test knowledge score was significantly higher than the mean pre-test knowledge score with a mean difference of 8.5. The calculated t’ value (13.492) was greater than the tabulated t’ value (2.00) at 0.05 level of significance. Therefore, the null hypothesis H₀ was rejected and research hypothesis H₁ was accepted and it revealed that the planned teaching programme was effective in increasing knowledge among primary school teachers. The findings also revealed that information related to Attention Deficit Hyperactivity Disorder has significant association with pre-test knowledge score. Hence, the research hypothesis H₂ was accepted.

Bar graph showing the frequency wise distribution of Demographic variables of Primary School Teachers.

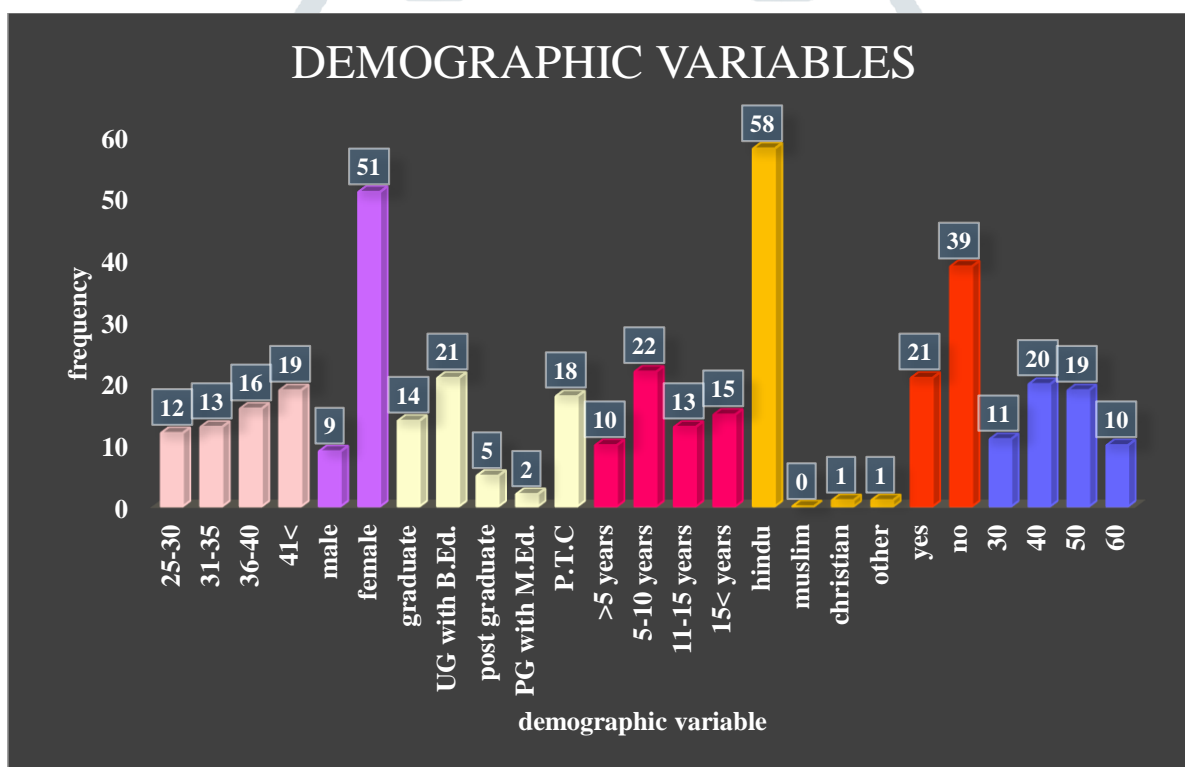


Table 4.2.1 Frequency and Percentage distribution of the pre-test and post-test knowledge score measured by structured self-administered knowledge questionnaire regarding attention deficit hyperactivity disorder.

KNOWLEDGE SCORE	PRE-TEST SCORE		POST- TEST SCORE	
	Frequency	Percentage (%)	Frequency	Percentage (%)
POOR KNOWLEDGE (0-10)	19	31.66%	00	00%
AVERAGE KNOWLEDGE (11-20)	37	61.70%	23	38.33%
GOOD KNOWLEDGE (21-30)	04	6.70%	37	61.67%
TOTAL	60	100%	60	100%

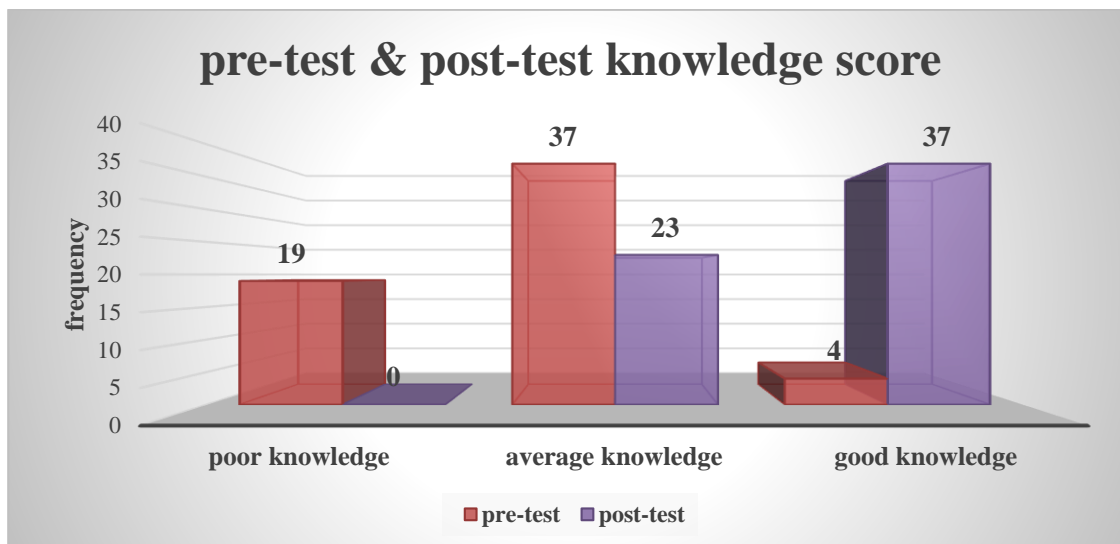
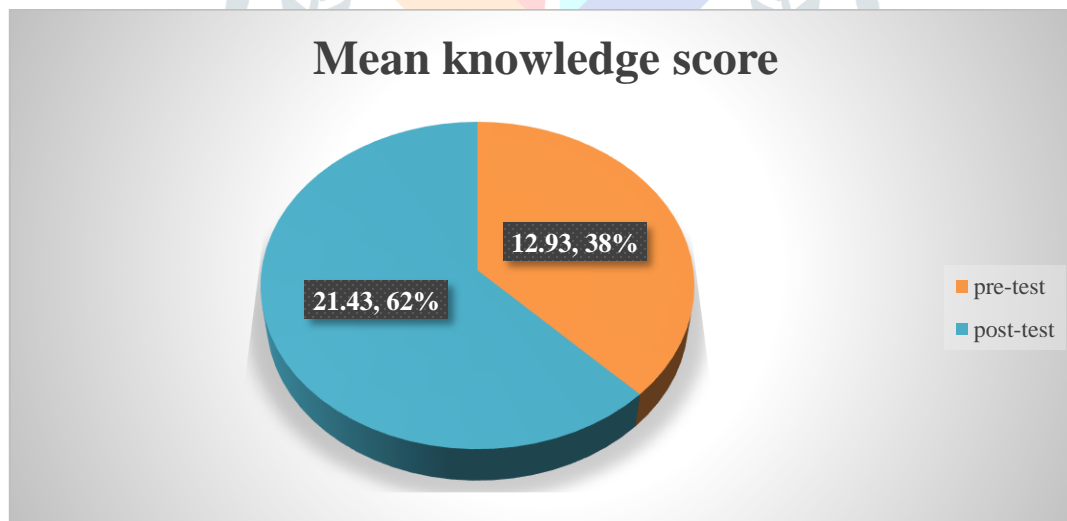


Table 4.3 Mean, Mean difference, Standard deviation (SD) and t’ test value of the pre-test and post-test knowledge scores of samples.

Questionnaire tool	Mean score	Mean difference	SD	Calculated ‘t’ value	Table value	DF	Level of signification
Pre-test	12.93	8.5	4.37	13.492	2.00	59	Significant
Post-test	21.43		3.60				



Association of pre-test knowledge score with selected demographic variables.

SR. NO.	DEMOGRAPHIC VARIABLES		Poor	Average	Good	Calculated value	Table value	Df	Association
1	Age	25-30	4	7	1	2.199	12.59	6	Not significant
		31-35	6	6	1				

		36-40	4	11	1				
		41<	5	13	1				
2	Gender	Male	1	8	0	4.256	5.99	2	Not significant
		Female	18	29	4				
3	Education qualification	Graduate	6	8	0	6.822	15.51	8	Not significant
		UG with B.Ed.	6	12	3				
		PG	2	3	0				
		PG with M.Ed.	0	2	0				
		P.T.C.	5	12	1				
4	Years of teaching experience	<5	4	5	1	6.301	12.59	6	Not significant
		5-10	8	11	3				
		10-15	4	9	0				
		15<	3	12	0				
5	Religion	Hindu	19	35	4	1.286	9.49	4	Not significant
		Muslim	0	0	0				
		Christian	0	1	0				
		Other	0	1	0				
6	Do you have information regarding attention deficit hyperactivity disorder in children ?	Yes	6	11	4	7.978	5.99	2	significant
		No	13	26	0				
7	Number of student in classroom	30	4	7	0	4.059	12.59	6	Not significant
		40	8	10	2				
		50	4	13	2				
		60	3	7	0				

For Age of the samples with the pre-test knowledge scores, the calculated value of chi square 2.199 was less than 12.59, the table value of chi square at the 6 degree of freedom and 0.05 level of significance. Therefore, Age has no significant association with the knowledge of the samples.

For Gender of the samples with the pre-test knowledge scores, the calculated value of chi square 2.456 was less than 5.99, the table value of chi square at the 2 degree of freedom and 0.05 level of significance. Therefore, Gender has no significant association with the knowledge of the samples.

For Education qualification of the samples with the pre-test knowledge scores, the calculated value of chi square 6.822 was less than 15.51, the table value of chi square at the 8 degree of freedom and 0.05 level of significance. Therefore, Education qualification has no significant association with the knowledge of the samples.

For years of teaching experience of the samples with the pre-test knowledge scores, the calculated value of chi square 7.818 was less than 12.59, the table value of chi square at the 6 degree of freedom and 0.05 level of significance. Therefore, years of teaching experience has no significant association with the knowledge of the samples.

For religion of the samples with the pre-test knowledge scores, the calculated value of chi square 1.976 was less than 9.49, the table value of chi square at the 4 degree of freedom and 0.05 level of significance. Therefore, religion has no significant association with the knowledge of the samples.

For information regarding attention deficit hyperactivity disorder of the samples with the pre-test knowledge scores, the calculated value of chi square 7.978 was more than 5.99, the table value of chi square at the 2 degree of freedom and 0.05 level of significance. Therefore, information regarding attention deficit hyperactivity disorder has significant association with the knowledge of the samples.

For number of students in classroom of the samples with the pre-test knowledge scores, the calculated value of chi square 4.059 was less than 12.59, the table value of chi square at the 6 degree of freedom and 0.05 level of significance. Therefore, number of students in classroom has no significant association with the knowledge of the samples.

Conclusion: planned teaching programme regarding Attention Deficit Hyperactivity Disorder was effective in improving knowledge about Attention Deficit Hyperactivity Disorder among primary school teachers. The findings clearly indicate that there is a greater need of awareness regarding Attention Deficit Hyperactivity Disorder.

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