

A Study to Assess the Effectiveness of Video Assisted Programme On Knowledge Regarding ADHD (Attention Deficit Hyperactivity Disorder) In Children Among Primary School Teachers of Selected School of Mehsana District

Abhishek Jain¹, Monika Parmar¹, Dinkal Patel²

¹Principal Of Mother Teresa College of Nursing, Gothava

²Asst. Professor of Mother Teresa Nursing College Gothva

³M.Sc. Nursing Student (Mental Health Nursing) Mother Teresa Nursing College Gothva

Corresponding Author:

Dr. Abhishek Jain, Principal of Mother Teresa College of Nursing Gothva

E-mail:

abhijain49@yahoo.com

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Abstract

Introduction: Attention-deficit/hyperactivity disorder (ADHD) is one of the most common mental disorders affecting children. Symptoms of ADHD include inattention (not being able to keep focus), hyperactivity (excess movement that is not fitting to the setting) and impulsivity (hasty acts that occur in the moment without thought). ADHD is considered a chronic and debilitating disorder and is known to impact the individual in many aspects of their life including academic and professional achievements, interpersonal relationships, and daily functioning (Harpin, 2005). ADHD can lead to poor self-esteem and social function in children when not appropriately treated (Harpin et al., 2016). Adults with ADHD may experience poor self worth, sensitivity towards criticism, and increased self-criticism possibly stemming from higher levels of criticism throughout life (Beaton, et al., 2022). Of note, ADHD presentation and assessment in adults differs; this page focuses on children.

Methodology: A Pre- experimental (one group pre-test post-test) research design was adopted for collecting the data from 60 Sample using a Structure knowledge questionnaire comprising 30 questions.

Results:

After the given of video assisted program in majority of 70% of the primary school teachers had Good knowledge, 30% of the primary school teachers had Average knowledge. In data analysis the mean of pre-test score was 8.56 and mean of post-test score was 22.9. The mean difference was 14.34. Post-test mean was more than pre-test mean, which indicates the effectiveness of video assisted program regarding ADHD in children among primary school teachers. The standard deviation of pre-test knowledge score was 4.32 and post-test knowledge score was 4.20. The calculated 't' value is 16.40, the DF value was 59 and table value was 2.00 and that is significant. Calculated chi square value was significant with Gender and Year of Experience.

Conclusion: Knowledge regarding ADHD in children among Primary school teachers with increase in the level of knowledge of the regarding ADHD in children..

Introduction:

Attention-deficit/hyperactivity disorder (ADHD) is one of the most common mental disorders affecting children. Symptoms of ADHD include inattention (not being able to keep focus), hyperactivity (excess movement that is not fitting to the setting) and impulsivity (hasty acts that occur in the moment without thought). ADHD is considered a chronic and debilitating disorder and is known to impact the individual in many aspects of their life including academic and professional achievements, interpersonal relationships, and daily functioning (Harpin, 2005). ADHD can lead to poor self-esteem and social function in children when not appropriately treated (Harpin et al., 2016). Adults with ADHD may experience poor self-worth, sensitivity towards criticism, and increased self-criticism possibly stemming from higher levels of criticism throughout life (Beaton, et al., 2022). Of note, ADHD presentation and assessment in adults differs; this page focuses on children. An estimated 8.4% of children and 2.5% of adults have ADHD (Danielson, 2018; Simon, et al., 2009). ADHD is often first identified in school-aged children when it leads to disruption in the classroom or problems with schoolwork. It is more commonly diagnosed among boys than girls given differences in how the symptoms present. However, this does not mean that boys are more likely to have ADHD. Boys tend to present with hyperactivity and other externalizing symptoms whereas girls tend to have inactivity. Attention-deficit/hyperactivity disorder (ADHD) is the most common neurodevelopmental disorder in children, with an estimated worldwide prevalence around 5%. Although it has for a long time been considered a childhood disorder, it is now established that impairing ADHD symptoms persist in adulthood in a sizeable portion of cases (around 65%), although there is variability in the estimate due to methodological heterogeneity across studies. As for other mental health conditions there has, over the past two decades, been an increasing body of research on ADHD. Reasons for this increase include: increased recognition of the impact of ADHD on functioning; advances in research methodology and technology; and interest from pharmaceutical companies. ADHD is a common neurodevelopmental disorder that typically appears in early childhood, usually before the age of seven.

ADHD makes it difficult for children to inhibit their 2 spontaneous responses—responses that can involve everything from movement to speech to attentiveness. We all know kids who can't sit still, who never seem to listen, who don't follow Instructions no matter how clearly you present them, or who blurt out inappropriate comments at inappropriate times. Sometimes these children are labeled as troublemakers, or criticized for being lazy and undisciplined. However, they may have ADHD.**OBJECTIVES:**

1. To assess pre-test knowledge regarding ADHD in children among primary school teachers.
2. To evaluate the effectiveness of video assisted programme on knowledge regarding ADHD in children among primary school teachers.
3. To find out the association between post-test knowledge score with their selected demographic variables.

HYPOTHESIS:

H1: There will be a significant difference in a pre-test and post-test score on ADHD in term of knowledge among primary school teachers.

H2: The mean post-test knowledge score of primary school teachers in selected school of a video awareness program on ADHD will be significantly higher than their mean pre-test knowledge as evident from the structured knowledge questionnaires.

METHODOLOGY:

The general research design and techniques used to carry out the study are explained in this section. it contains information about the population, sample, sampling, strategy ,study approach, setting, data collection tools, and data processing processes.

Research Approach : Qualitative Research Approach

Research Design: Pre-Experimental One Group Pre-Test Post-Test Research Design.

Setting : Primary Teachers At Selected School Of Mehsana District . **Sampling Technique :** Non-Probability Convenient Sampling Technique

Inclusion Criteria :

1. Primary school teachers who are available at the time of data collection. .

2. Teachers from both gender are included.
3. Primary school teachers who have completed at least their diploma, B.ed, D.Ed, or master degree in teaching

Exclusion Criteria :

- Who are not available at the time of data collection will be excluded.
- Primary school teachers who are sick and absent.

Tool:

- Section A: Demographic variables
- Section B : Knowledge Questionnaires

Validity & Reliability:

- Content validated by experts

- Reliability (Karl Pearson's Formula)= 0.83
- Data collection procedure:
- Institutional permission obtained
- Informed consent taken
- Data collected through structured questionnaire

Ethical Consideration:

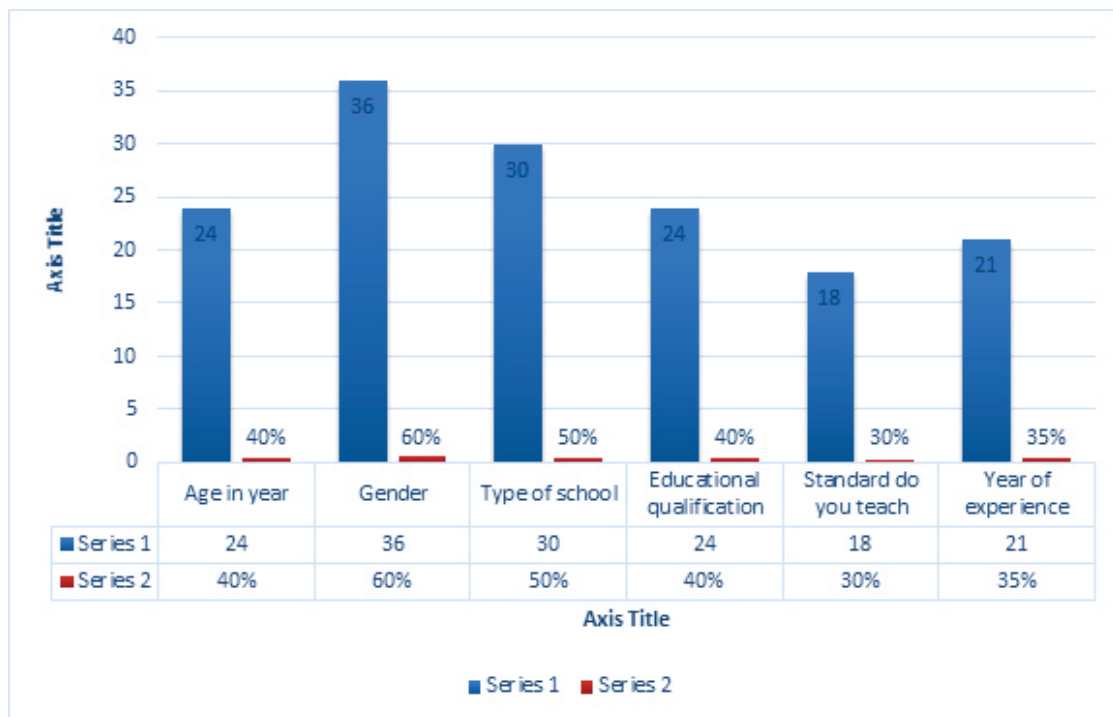
- Confidentiality maintained
- Participation voluntary

Results:

Descriptive and inferential statistics were used to analyze and display the gathered data in line with the goal of the study . Starting with the distribution of participant demographic factor , the result are arrange under the following section.

Table-1Demographic Variables (N= 60)

Variable	Frequency	Percentage
Age in year	24	40%
Gender	36	60%
Types of school	30	50%
Educational Qualification	24	40%
Standard do you teach	18	30%
Year of experience	21	35%



Knowledge score level

Level of knowledge score	Pre-test		Post- test	
	Frequency	Percentage	Frequency	Percentage
Poor knowledge	43	71.6%	0	0
Average knowledge	17	28.4%	18	30%
Good knowledge	0	0	42	70%
Total	60	100	60	100

RESULT SUMMARY :

- Majority (70%) had good knowledge
- 30% showed average knowledge
- Significant relationship found between pre-test and post-test.

DISCUSSION :

The finding of the study indicate that most primary school teachers possess moderate knowledge regarding ADHD in children ,which is consistent with previous research studies. However ,a smaller proportion demonstrated comprehensive understanding.

The study also revealed that a majority of primary school teachers had a good knowledge toward ADHD in children ,which is encouraging for future health care promotion. However , the presence of average and poor knowledge suggest the need for further awareness programs.

The significant association between pre-test and post-test indicates **that** improving knowledge can lead to more favorable attitudes toward ADHD in children .

CONCLUSION :

The study conclusion that Teacher have moderate knowledge and generally positive attitudes regarding ADHD in children. However , educational intervention are necessary to enhance knowledge and address misconception .

RECOMMENDATION :

- A similar study can be replicated on a large sample to generalize the findings.
- A similar study can be conducted to find the differences in the knowledge level of the

primary school teachers on the basis of various institutional settings such as government and private institutions, state board and matriculation school.

- A similar study can be conducted to find differences in the knowledge level of the primary school teachers working in the schools located in urban and rural areas.
- A similar study can be conducted to find differences in the knowledge level, attitude and practice.

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Conflicts of interests: There is no conflict of interest

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