

Research Article

A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING ADHD IN CHILDREN AMONG PRIMARY SCHOOL TEACHERS IN SELECTED SCHOOLS AT KGF, KOLAR

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ABSTRACT

A child is precious not only to the parents, to the family, community and nation but also to the world at large. ADHD is now recognized as a persistent neuro developmental disorder especially in children. ADHD affects a significant portion of children, with estimates ranging from 2% to 9% in school aged children, and also it can impact daily life, affecting academic performance, social relationship and overall functioning. **Objectives:** To assess the knowledge regarding Attention deficit hyperactivity disorder among primary school teachers in selected schools at K.G.F, Kolar. 2. To evaluate the effectiveness of structured teaching program on knowledge regarding Attention deficit hyperactivity disorder. 3. To find out the association between mean pre-test knowledge of primary school teachers regarding Attention deficit hyperactivity disorder with selected demographic variables. **Methodology:** An evaluative study was conducted among 60 Primary school teachers at selected Primary Schools, KGF, Kolar. Samples were selected using Non-probability; convenient sampling technique. A pre-experimental, one group pre-test post-test design was used for the study. Data was collected by using structured knowledge questionnaire, through structured interview schedule. The data was collected from 11.04.2025 to 21.04.2025 and analysis was done using descriptive and inferential statistics. **Results:** Overall result of the study revealed that out of 60 subjects, Most of the subjects in the pre-test 35 (58%) had average knowledge, 11 (18.33%) had good knowledge and 14 (23.33%) had poor knowledge. In post-test, after STP, 30 (50%) had good knowledge, 10 (16.66%) had average knowledge regarding Attention deficit hyperactivity disorder. Regarding effectiveness of STP, the calculated value of paired 't' value ($t_{cal} = 46.6$) is greater than the tabulated value ($t_{tab} = 2.000$) at 0.05 level of significance which revealed that there was a gain in knowledge after administration of structured teaching programme. Regarding association, there is an association between socio demographic variables with pre-test knowledge scores of primary school teachers. **Conclusion:** The study concluded that, the structure teaching programme was effective in enhancing and upgrading the knowledge of primary school teachers regarding attention deficit hyperactivity disorder.

Keywords: Effectiveness; Structured teaching programme (STP), knowledge Attention deficit hyperactivity disorder, primary school teachers, selected school.

INTRODUCTION

Attention deficit hyperactivity disorder (ADHD) is one of the most common childhood disorders and continue through adolescence and adulthood but also can have a profound effect on a person's quality of life. Children and adolescents with the disorder often struggle with social interaction, academic performance and behavioral issues. It was first described by Dr. Hoffman in 1845.¹ the exact cause for ADHD is unknown but the genetic factors plays an important role in developing

ADHD. A number of specific biological factors are associated with behavioral and developmental problems; mainly they contribute to behavioral and emotional difficulties. In addition to this, The maternal factors are also influences with ADHD, such as prematurity, fetal distress, precipitated/prolonged labour, perinatal asphyxia and Parental exposure to alcohol, tobacco smoke and drugs also has been found to have an impact on neuro-cognitive process and is associated with a variety of behavioral problems.² Attention deficit Hyperactivity Disorder is also known as **Hyperkinetic disorder** that affects many areas of child's functioning most notably self- control of behavior, school achievement and the development of social skills and ability to form positive relationships and it is also associated with

learning difficulties. It may typically begin in early childhood and may persist into adulthood. It is about 5% of children and 2.5% of adults.³ The children with ADHD often experience poorer interpersonal relationships including those with parents and sibling and poor academic achievement compared to typically developing children. These challenges can lead to compromised self-esteem, difficulty with self evaluation and increased negative emotions and it was primarily considered to be a disease affecting the children, but recent studies have proved that the symptoms of ADHD exist among adolescents and adults. While most of the research studies have shown that hyperactivity tends to decrease from childhood to adolescence, but the symptoms such as inattention and impulsivity often remain prominent in adolescents and even to adulthood creating problems in interpersonal and family relationships.⁴

NEED FOR STUDY

Attention deficit hyperactivity disorder is one of the most commonly diagnosed psychiatric childhood disorders. Moreover, international studies have revealed that it affects nearly 8% in US children in the age group of 4 to 7 years.⁵ However, Teachers are the most important component of school, and they actually nourish the child with intellectuality and morality. Therefore, there is a need for assess and improve the knowledge regarding Attention deficit hyperactivity disorder. Early recognition can prevent behavioral problems such as social, emotional problems, delinquency and criminality. In addition to this, early interventions may reduce economical burden of the family and provides valuable sources of information, referral, diagnosis and

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follow up services. Therefore, the structured teaching program helps adequately to prepare the teachers to have sufficient knowledge and skill for identifying a wide variety of symptoms related to ADHD. Hence this study was undertaken to find out the possibility of improving knowledge of primary school teacher.⁶

Population surveys suggest that ADHD occurs around the world in about 5% of children and it is carried to about 2.5% of adults. The reported prevalence rates differ based on the characteristics of the population studied and the techniques used for diagnosis. Numerous international studies have indicated that ADHD affects 5% to 10% of school-aged children.⁷

According to Global a meta-analysis of 175 research studies worldwide on ADHD prevalence in children with the age group of 18 and under found an overall pooled estimate of 7.2% (Thomas et al. 2015). In 2013 United States Census Bureau reported that approximately 1.8 billion people aged 5-19 worldwide. Thus 7.2% of this total population is 129 million-a rough estimate of the number of children worldwide who have Attention Deficit Hyperactivity Disorder (ADHD). Based on DSM-IV screening of 11,422 adults for Attention Deficit Hyperactivity Disorder (ADHD) in 10 countries such as Americas, Europe and the Middle East countries estimates worldwide the average prevalence of adult with ADHD is about 3.4%.⁸

OBJECTIVES OF THE STUDY:

1. To assess the knowledge regarding Attention deficit hyperactivity disorder among primary school teachers in selected schools at K.G.F, Kolar.
2. To evaluate the effectiveness of structured teaching program on knowledge regarding Attention deficit hyperactivity disorder.
3. To find out the association between mean pre-test knowledge of primary school teachers regarding Attention deficit hyperactivity disorder with selected demographic variables.

HYPOTHESIS

- H1-** There is a significant difference between pre-test and post-test knowledge scores regarding Attention deficit hyperactivity disorder in children among primary school teachers.
- H2-** There is a significant association between the pre-test knowledge on primary school teachers regarding Attention Deficit Hyperactivity Disorder with their selected demographic variables.

METHODOLOGY

The research design of the study was pre experimental one group pre-test post test design. the population was primary school teachers, a quantitative research approach was used in this study and the convenient sampling technique was used to select 60 samples from Edens Higher primary school, KGF. The pretest was conducted using structured questionnaire and structured teaching program was given after pre-test on same day. The post test was conducted after 7 days of intervention by using the same questionnaire. The data were analyzed by using descriptive and inferential statistics.

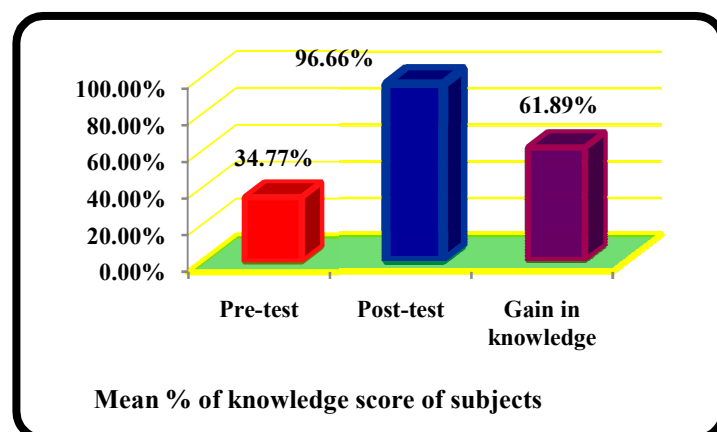
RESULT

Table No 1: Frequency and percentage distribution of knowledge scores of subjects regarding ADHD.

n=60

Mean % of knowledge score of subjects			
Total score	Pre-test	Post test	Gain in knowledge
1800	34.77%	96.66%	61.89%

Table No 1 reveals that the mean percentage of knowledge scores in the pre-test was 34.77% and 96.66% in post test. Hence the total gain in Knowledge is 61.89%.



Graph 1: The column graph represents the mean percentage gain in knowledge of the subjects according to their level of knowledge scores.

DISCUSSION

The research proposal was approved by the dissertation committee prior to pilot study. Permission was obtained from the head of the institution and also from the higher authority of St. Mary's school & Edens primary and high school, KGF. The objective and other details of this study were explained to the participants and consent was obtained to participate in the study. Assurance was given to the study participants on anonymity and confidentiality of the data collected from them. The results of the selected variables are as follows,

Maximum number of subjects 18 (33.33%) were in both 40-45 years age group. Maximum number of subjects 21(30%) belongs to Hindu religion. Maximum number of subjects 40 (66.67%) are females. Maximum number of subjects 25 (41.67%) live in joint family. Maximum number of subjects 18 (30%) are divorced. Maximum number of subjects 38 (68.33%) reside in urban area. Maximum number of subjects 44 (73.33%) have no history of ADHD and Majority of subjects 18(30%) have information regarding ADHD through Health professionals.

The pre-test mean knowledge score was mean 10.43, median 11, mode 12, standard deviation 3.20, and range 11. Whereas the post-test, mean knowledge score was 29, median 29, mode 29, standard deviation 1 and range 3. The overall difference in mean knowledge score was 18.57, median 18, mode 18, standard deviation 2.61 and range 8.

The calculated paired 't' value ($t_{cal} = 46.4^*$) was greater than the tabulated paired 't' value ($t_{tab} = 2.000$). Hence, **H₁ was accepted**. This indicates that the gain in knowledge score was statistically significant

at 0.05 level of significance. Therefore, the Structured Teaching Program was effective in enhancing knowledge regarding ADHD.

The calculated chi-square value was more than tabulated value in case of. Hence there was statistical association between knowledge scores and selected demographic variables i.e. habitat and educational. Hence, H_{2.1} i.e. age, H_{2.5} i.e. Marital status and H_{2.8} i.e. Source of information was accepted. There was no association found with other variables.

CONCLUSION

In the present study,

1. The pre-test had shown that the knowledge of primary school teachers regarding Attention deficit hyperactivity disorder was moderate adequate.
2. The post-test knowledge level of primary school teachers regarding Attention deficit hyperactivity disorder after the administration of structured teaching program had expressed an adequate increase in knowledge.
3. The structured teaching program used in this study was found to be an effective method in improving the knowledge of primary school teachers participated in this study.
4. The association was found between the demographic variables demographic variables such as age, marital status and source of information were significant. Whereas look in to other variables no association was found.

RECOMMENDATIONS

On the basis of findings of the present study the following recommendations were made:

1. A descriptive study can be conducted to assess the knowledge of primary school teachers regarding Attention deficit hyperactivity disorder.
2. An observational study can be conducted regarding the prevalence of Attention deficit hyperactivity disorder in school going children.
3. Structured teaching program can be conducted on all primary school teachers regarding awareness on Attention deficit hyperactivity disorder.
4. An Experimental study can be under taken with control group.
5. A Similar study can be conducted using other strategies like SIM, VAT, booklets and pamphlets.

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