

“A STUDY TO ASSESS THE EFFECTIVENESS OF INFORMATIONAL BOOKLET ON KNOWLEDGE REGARDING ATTENTION DEFICITE HYPERACTIVE DISORDER AMONG GOVERNMENT PRIMARY SCHOOL TEACHERS AT SELECTED GOVERNMENT PRIMARY SCHOOLS IN KANPUR, UTTAR PRADESH”

Priya Pal 1, Renu Goyal 1, Rishita Gangwar 1, Mrs. S. Sumiya *2

1 Student Nurses, Faculty Of Nursing, Rama University, Kanpur

*2 Associate Prof. HOD of FON Department, Faculty Of Nursing, Rama University, Kanpur, Uttar Pradesh, Kanpur, India.

ABSTRACT

ADHD can interfere with a child’s ability to perform in school and capacity to develop and maintain social ‘peer’ relationships. ADHD can increase a risk of drop out of school or having disciplinary problems. ADHD is also associated with an increased risk of having hazardous cigarette smoking and substance abuse. A study to assess the Effectiveness of Informational Booklet on knowledge regarding Attention Deficit Hyperactive Disorder among Government Primary School Teachers at selected Government Primary Schools in Kanpur U.P. The research study conducted in Rama University. The sample were selected by using Non-probability convenience sampling technique. The sample size was 60. The validity and reliability of tools was established. The data was collected by using self-structured knowledge questionnaire. The result of the study showed that the pre-test knowledge score 16(26.67%) had inadequate knowledge, 44(73.33%) had moderate knowledge, 0(0.00%) had adequate knowledge and the post-test knowledge score 0(0.00%) had inadequate, 28(46.67%) had moderate knowledge, 32(53.33%) had moderate knowledge. The post-test mean score (18) was high when compare to the pre-test mean score (12.58). The obtained “t” value 29.91 was greater than the value of df 59 which was $p < 0.05$ level of significant differences between pre-test and post-test of level of knowledge hence the formulated research hypothesis H_1 was accepted. The test revealed that there was no significance association of knowledge with selected socio-demographic variables such as source of information, there was significant with association with age, gender, religion, qualifications and previous knowledge were found non-significant at < 0.005 level of significance. The study concluded that the Informational Booklet was effective and improved knowledge regarding ADHD among Government Primary School Teachers.

Keywords: Attention Deficit Hyperactive Disorder, Informational Booklet, Government Primary School Teachers.

INTRODUCTION

The children of today will grow up to be responsible global citizens. Due to the fact that 35–45% of the world's population is made up of young children, there is a strong emphasis on children. The mental well-being of our youth is critical to the future of our nation. However, regardless of their location or socioeconomic position, about one in five children and adolescents have emotional and behavioural disorders at some point in their early lives. According to recent data from the WHO,

there will be a proportionate increase of more than 50% in childhood neuropsychiatric illnesses by 2020.

For many kids, having high activity levels and short attention spans is just a normal aspect of growing up. While some kids with ADHD just struggle with focus, others only struggle with hyperactivity and impulsivity, and still others struggle with both. Children with ADHD typically outgrow their excessive activity and impulsivity with time, but they frequently still struggle with major issues related to organization, inattention, and distraction.

NEED FOR STUDY

The term "attention deficit hyperactivity disorder" (ADHD) is used to characterize children who exhibit severe difficulties with impulsivity, high degrees of distractibility or inattention, and frequently excessive motor activity. According to worldwide studies (Chamberlain and Sahakian, 2016), attention deficit hyperactivity disorder is one of the most often diagnosed psychiatric childhood disorders, affecting around 8% of American children between the ages of 4 and 7.

Globally, 17 million new cases of attention deficit hyperactivity disorder in children are diagnosed each year. The estimated incidence among school-age children in the United States is 3-7%. It is reported that the incidence in Great Britain is less than 1%. There are 8% to 12% of people with ADHD in the world.

In 2015, the Associated Chambers of Commerce and Industry of India (ASSOCHAM) reported that 4% of children have ADHD. In 2017, 11% of youngsters between the ages of 3 and 17 reported having ADHD. The primary causes of the dramatic increase in ADHD cases are attributed to genetics, nutrition, social interactions, physical attributes, and parental behavior. ADHD affects guys more often than girls. The study "Rising numbers of ADHD kids in metropolitan cities" found that the prevalence increased from 2% to 5.5% among females and from 6% to 11% among boys. In the areas of children's cognitive, linguistic, emotional, social, and moral development, schools are vital and formative. More people are beginning to realize that schools can play a big part in supporting mental health. Teachers are influential groups who have researched the nature of personal development as part of their educational process. At some point during their development, almost one in five children and adolescents will experience emotional and behavioral disorders. 3.12% of students in schools suffer from mental illnesses.

Following a review of these data and earlier knowledge reports and studies, it is evident that a study of government primary school teachers should be conducted through the creation of an informative booklet. in order for all government primary school teachers in Kanpur, Uttar Pradesh's chosen government primary schools to benefit from attention deficit hyperactivity disorder.

PROBLEM STATEMENT:

“A study to assess the Effectiveness of Informational Booklet on knowledge regarding Attention Deficit Hyperactive Disorder among Government Primary School Teachers at selected Government Primary Schools in Kanpur Uttar Pradesh.”

OBJECTIVES OF THE STUDY:

1. To assess the level of knowledge regarding Attention Deficit Hyperactive Disorder among Government Primary School Teachers at selected Government Primary Schools in Kanpur.
2. To assess the effectiveness of Informational Booklet on knowledge regarding Attention Deficit Hyperactive Disorder among Government Primary School Teachers.
3. To find out the association of Pre-test knowledge score regarding Attention Deficit Hyperactive Disorder among Government Primary School Teachers with their selected socio demographic variables.

HYPOTHESIS:

Null hypothesis: -

H₀₁: There is no significant difference between the Pre-test and Post- test level of knowledge scores regarding Attention Deficit Hyperactive Disorder among Government Primary School Teachers.

H₀₂: There is no significant association between the knowledge regarding ADHD with the selected demographic variables of Government Primary School Teachers.

Positive hypothesis: -

H₁: There is significant difference between Pre-test and Post-test level of knowledge score regarding Attention Deficit Hyperactive Disorder among Government Primary School Teachers.

H₂: There is significant association between the knowledge regarding ADHD with the selected demographic variables of Government Primary School Teachers

METHOD AND MATERIALS

RESEARCH APPROACH: -

For the present study, a **Quantitative Evaluative Research Approach** was found to be suitable.

RESEARCH DESIGN: -

Research design is the **Pre- Experimental, One Group Pre- Test And One Group Post-Test Research Design.**

VARIABLES: -

Independent Variable: - In this study, the Independent variable is Informational booklet on knowledge regarding ADHD.

Dependent Variable: - In this study, the Dependent variable is Knowledge level among the Government Primary School Teachers on ADHD.

Demographic Variable: - Here in this study, the Demographic variables are Age, Gender, Religion, Educational qualification, Previous knowledge, source of information regarding ADHD.

POPULATION: -

The population of present study consist all Government School Teachers.

Target Population

In this study, the target population were Government Primary School Teachers in Kanpur, Uttar Pradesh

Accessible Population

Teachers teaches in selected Government Primary Schools of Kanpur, U.P., and who are available at the time of data collection.

SAMPLE

The sample used for this study was selected Government Primary School Teachers who fulfilled the inclusion criteria for this study

SAMPLE SIZE

The sample size of this study consists of 60 Government Primary School Teachers.

SAMPLING TECHNIQUE

In this study, Non-Probability Convenience Sampling Technique was used to select the sample.

INCLUSION CRITERIA

The study includes the primary school's teachers who are-

- i. Government Primary school teachers who understand the English.
- ii. The Government Primary School Teachers who are willing participate in this study.

EXCLUSION CRITERIA

- i. The Government Primary School Teacher who are not available at the time of data collection

METHODS OF DATA COLLECTION

Assessment of knowledge regarding ADHD was done by administering self-structured questionnaire.

Development and description of tools

The tool is assessing the knowledge regarding ADHD by investigator through self-structured questionnaire.

Section I: Socio-demographic variables

Section II: Knowledge assessment: Self-structured knowledge questionnaire.

RESULT AND FINDINGS

Section I: -

The major findings of the study were-

- Majority of Government Primary School Teachers 32(53.34%) were in age group of 41yrs to 50yrs.
- Majority of Government Primary School Teachers 52(86.67%) were females.
- Majority of Government Primary School Teachers 58 (96.66%) belongs to the Hindu religion.
- Majority of Government Primary School Teachers 25(41.66%) were B.Ed.

Section II: -

Assessment of knowledge of the government primary school teachers regarding ADHD according to pre-test and post-test knowledge level.

Table 1: Distribution of government primary school teachers according to the pre-test and post-test level of knowledge on ADHD.

S. No.	Level of knowledge	Pre-test		Post-test	
		F	%	F	%
1.	Inadequate knowledge (0-12)	16	26.67%	00	0.00%

2.	Moderate knowledge (13-19)	44	73.33%	28	46.67%
3.	Adequate knowledge (20-26)	00	0.00%	32	53.33%
Total		60	100%	60	100%

Section III: -

Comparison of pre-test and post-test knowledge level regarding ADHD among Government Primary School Teachers.

Table 2: Comparison of pre-test and post-test level of knowledge regarding ADHD among government primary school teachers.

n=60					
S. No.	Level of knowledge	of Mean	Mean difference	Mean percentage	Standard deviation
1.	Pre-test	12.58		20.96%	2.74
			5.42		
2.	Post-test	18		30%	2.61

Section IV: -

Effectiveness of informational booklet on knowledge regarding ADHD among Government Primary School Teachers.

Table 3: Frequency, mean, mean-difference, paired “t” test of structured questionnaire.

n=60							
S. No.	Level of knowledge	of Mean	Mean difference	S.D.	‘t’ value	Level of significance	
1.	Pre-test	12.58		2.74			
			5.42		29.91	0.05	
2.	Post-test	18		2.61			

Section V: -

Association between the levels of pretest knowledge score with the selected socio demographic variable of government primary school teachers.

The association between pre-test knowledge score with selected demographic variables like Age in years, Gender, Religion, Qualification, Previous knowledge, Source of information. Here, calculated value of chi square was less than table value at 0.05 level of significance. So, there were significant association with religion, qualification and source of information but there was no significance with other selected socio-demographic variables. Hence, positive hypothesis (H₂) was accepted and Null hypothesis (H₀₂) was rejected.

CONCLUSION

Informational booklet was effective in improving the knowledge of Government Primary School Teachers regarding ADHD.

REFERENCES

1. APA AP. Diagnostic and statistical manual of mental disorders. The American Psychiatric Association. 2013.
2. Carol Sheena etal, “Text book of Advanced practice in psychiatric mental health nursing”, 1st edition, Mosby publications, (1999), 468-478.
3. *Elizabeth noland Arnold, “mental health nursing”, W.B. Saunder Company, Philadelphia, (1996), pp694 -698.*
5. Gail W. Stuart Michele T. Iariat, text book.
4. Abeloff MD, Armitage JO, Niederhuber JE, Kastan MB, McKenna WG. Abeloff's Clinical Oncology E-Book. Elsevier Health Sciences; 2008 Jun 30.
5. Townsend MC, Morgan KI. Psychiatric mental health nursing: Concepts of care in evidence-based practice. FA Davis; 2017 Oct 19.
6. Nagarani U. *A descriptive study to assess the problems faced by wives of alcoholic dependents attending in holy cross de-addiction centre at A. Vellodu, Dindigul* (Doctoral dissertation, Jainee College of Nursing, Dindigul).