

# A Study to Evaluate the Effectiveness of Structured Teaching Programme (STP) on Knowledge Regarding ADHD (Attention Deficit Hyperactivity Disorder) of School Children among the Teachers of Selected Schools at Lucknow

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## ABSTRACT

### BACKGROUND OF THE STUDY

Irene M. Loe, MD, Heidi M. Feldman, MD, PhD 2007 Attention-deficit/hyperactivity disorder (ADHD) is associated with poor grades, poor reading and math standardized test scores, and increased grade retention. ADHD is also associated with increased use of school-based services, increased rates of detention and expulsion, and ultimately with relatively low rates of high school graduation and postsecondary education. Children in community samples who show symptoms of inattention, hyperactivity, and impulsivity with or without formal diagnoses of ADHD also show poor academic and educational outcomes. Pharmacologic treatment and behavior management are associated with reduction of the core symptoms of ADHD and increased academic productivity, but not with improved standardized test scores or ultimate educational attainment. Future research must use conceptually based outcome measures in prospective, longitudinal, and community-based studies to determine which pharmacologic, behavioral, and educational interventions can improve academic and educational outcomes of children with ADHD.

### OBJECTIVES

- To evaluate the effectiveness of STP in terms of knowledge regarding ADHD (Attention deficit and hyperactivity disorder) of school children between the experimental group & control group of teachers.

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## MATERIAL AND METHODS

**RESEARCH APPROACH-** A quantitative research approach

**RESEARCH DESIGN-** The study is a true experimental study and adopted the pre-test and post test design.

**POPULATION:** Target population-The study is targeted to the teachers working in various schools at Lucknow district, U.P.

**ACCESSIBLE POPULATION-** The accessible population of the study was the teachers working at various schools of Jankipuram, Lucknow district, U.P.

**RESEARCH SETTING:** The site of the study was selected schools at Jankipuram, and the setting was the teacher's staff room. The setting was selected according to the convenience of the samples and easy accessibilities to each sample by the researcher.

**SAMPLE AND SAMPLE SIZE:** In this study the samples were Teachers working in selected schools of Jankipuram, at Lucknow District. 60 teachers were participated as study participants.

**SAMPLE TECHNIQUE:** For the present study, sampling is done by the Probability sampling technique adapting simple Random type.

## VARIABLES

- Independent variable- Structured teaching programme (STP)
- Dependent variable- The knowledge regarding ADHD (Attention deficit and hyperactivity disorder) of school children among the teachers.
- Other variables- (recognised as demographic variables): age, gender, marital status of teacher, professional education, teaching experience of the teachers.

## DESCRIPTION OF DATA COLLECTION TOOL:

**Part 1: Demographic characteristics:** A demographic Performa (5 items) was developed to collect data on sample characteristics. It include mainly: Age of the teachers, gender, marital status, professional qualification and teaching experience.

**Part 2: Structured knowledge questionnaire:** The structured knowledge questionnaire was consisting of multiple choice questions with four alternatives to each.

## RESULTS AND DISCUSSION

### PRESENT STUDY RESULT

Upon completion of the data analysis of this study it was found that in experimental group mean posttest knowledge score was 13.8 which were higher than the pre-test knowledge score of 10.3. The mean difference obtained was 3.5 and calculated 't' value was 5.3 with df of 29 which was significant as 2.05.

In control group the mean posttest knowledge score was 10.7 which were higher than the pre-test knowledge score of 10.1. The mean difference obtained was 0.6 and calculated 't' value was 33.01 with df of 58 which was significant as 2.02.

This suggests that STP is effective to increase the knowledge among the teachers regarding ADHD (Attention deficit and hyperactivity disorder) of school age children.

### COMPARATIVE STUDY RESULT

A research study done by B.K. Sharma in 2013. The pre-test findings it can be concluded that most of the teachers had poor or average knowledge regarding causes and remedies for poor academic performance of school age children. After administration of the structured teaching programme (STP), knowledge of majority of teachers in the experimental group considerably increased to a higher score, whereas in the control group the pre-test and post-test scores remained approximately similar. Comparison between pre-test score & post-test scores of samples from control and experimental group.

## MAJOR STUDY FINDING INCLUDE

- In section 1, in experimental group, among the teachers of school going children most of the were 30-34 years of age, 12(40%), gender of teachers male, 57(17%), marital status of the teachers married, 20(67%), professional qualification of the teachers B.Ed., 16(53%), teaching experience of the teachers 2-5 years of age, 19(63%)

In section 1, in control group, among the teachers of school going children most of them were 25-29 years of age, 14(47%), gender of teachers male and female, 15(50%), marital status of the teachers married, 18(60%), professional qualification of the teachers B.Ed., 18(60%), teaching experience of the teachers 2-5 years of age, 14(47%)

- In section 2, in experimental group, pre-test knowledge scores of school teachers were 57% poor, 43% average and 0% excellent while in post-test the knowledge score of school teachers were 53% average, 37% excellent and 10% poor.

In control group, pre-test knowledge scores of school teachers were 57% poor, 43% average and 0% excellent while in post-test the knowledge score of school teachers were 47% average, 47% poor and 6% excellent.

- In section 3, In experimental group the mean post test knowledge score was 14.8 which were higher than the pre-test knowledge score of 11.4. The mean difference obtained was 4.5 and calculated 't' value (paired t- test) was 5.3 with df of 29 which was significant as 2.05. Calculated 't' value (unpaired t-test) was 33.01 with df of 58 which was significant as 2.02.

In control group the mean post test knowledge score was 10.7 which were higher than the pre-test knowledge score of 10.1. The mean difference obtained was 0.6.

- In section 4, In experimental group, the association between pre-test knowledge with selected demographic variables that is age, gender, professional qualification, teaching experiences non- significant and marital status of the teachers is significance. Hence H2 is accepted.

In control group, there is no significant association between the knowledge on causes and remedies for poor academic performance of school children among the control group with their selected demographic variables. Hence H2 is not accepted.

**TABLE: EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME REGARDING ADHD (ATTENTION DEFICIT AND HYPERACTIVITY DISORDER) OF SCHOOL CHILDREN AMONG SCHOOL TEACHERS.**

(N1=30), (N2=30)

Group	Pre-test/ Post-test	Mean	Standard deviation	Mean difference	't' value	df
Experimental Group	Pre-test	11.4	2.06	4.5	5.3	29
	Post-test	14.8	2.79			
Control group	Pre-test	10.1	3.6	0.6	33.01	58
	Post-test	10.7	3.017			

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In control group the mean posttest knowledge score was 10.7 which were higher than the pre-test knowledge score of 10.1. The mean difference obtained was 0.6 Calculated 't' value (unpaired t-test) was 33.01 with df of 58 which was significant as 2.02.

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