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Effectiveness of Structured Teaching Programme on Knowledge and Identification of Children with Attention Deficit Hyperactivity Disorder (ADHD) and Conduct Disorder (CD) among Primary School Teachers in Selected Schools of Udupi Block, Karnataka

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"ABSTRACT

A study on "Effectiveness of Structured Teaching Programme on Knowledge and Identification of Children with Attention Deficit Hyperactivity Disorder (ADHD) and Conduct Disorder (CD) among Primary School Teachers in Selected Schools of Udupi Block, Karnataka" was conducted by Ms. Merile Mary Thomas in partial fulfillment of the requirements for the award of Master of Science in Nursing Manipal, Manipal University.

The purpose of this study is to assess the knowledge of teachers and in the early identification of ADHD and CD among school aged children and to aid in determining the effectiveness of the Structured Teaching Programme so that it will further enable the school teachers in early identification, immediate management and prompt referral regarding this problem.

The objectives of the study were to find the effectiveness of Structured Teaching Programme on knowledge of ADHD and CD in school-aged children among primary school teachers and to identify ADHD and CD among school aged children by teachers using VADTRS (Vanderbilt ADHD Diagnostic Teacher Rating Scale)

The conceptual framework of the study was based on Bertalanffy's General System Model (1960). A pre-experimental one group pretest posttest group design was undertaken for the study. The sample consisted of 88 primary school teachers of selected schools of Udupi block, Karnataka.

The three data collection instruments used for the study were demographic proforma, structured knowledge questionnaire on ADHD and CD and Vanderbilt ADHD Diagnostic Teacher Rating Scale (VADTRS). To ensure the content validity of the instruments, the instruments were submitted to seven experts. The instruments were pretested among ten participants and the reliability was also established. The pilot study was conducted among 20 primary school teachers in the month of December 2015 in two schools (Sri Narayanaguru English Medium School, Malpe and Subodhini Higher Primary School, Alevoor) after obtaining the administrative permission from the principal and the study design was found to be feasible for the main study.

Administrative permission was obtained from the Dean, MCON Manipal, the Deputy Director of Public Instructions (DDPI), the Principals of the respective Primary Schools under Udupi block, ethical clearance from the Institutional Ethics Committee of KH, Manipal and informed consent was obtained from the primary school teachers to participate in the research study. The data was collected from 09.01.2016 to 30.01.2016.

The data was analyzed using SPSS version 20.0 package. Descriptive as well as inferential statistics were used to analyze the data.

Majority 49 (55.7%) of the participants were between the age group of 20-40 years and most of the participants 79 (89.8%) were females. Most of the participants 33 (37.5%) were from the urban area of living. Maximum number of participants 57

(64.8%) had a bachelor degree. Most of the participants 54 (61.4%) had 1-10 years of teaching experience. None of the participants had undergone any training on ADHD or CD. The mean pretest knowledge score of primary school teachers on ADHD and CD was 8.78 with a standard deviation of 2.428.

The Structured Teaching Programme was given to the primary school teachers after completing the pretest. There was a significant improvement in the knowledge of primary school teachers regarding ADHD and CD after the Structured Teaching Programme ($t = 13.474, p < 0.001$).

The teachers were also made to identify children with ADHD and CD with the help of a standardized questionnaire, VADTRS that was given to them on the 1st day of pretest and was collected back on the 15th day. The teachers were able to identify a total of six children with ADHD.

There was an association between pretest knowledge scores of primary school teachers with years of teaching experience. There was no association between pretest knowledge scores and age, gender, area of living, educational qualification and the medium of instruction.

Thus the study concluded that the Structured Teaching Programme on ADHD and CD was effective to improve the knowledge and identification of children with ADHD and CD among primary school teachers.

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