

# A Pre-Experimental Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge Regarding Attention Deficit Hyperactive Disorder Among Primary School Teachers Working at Selected Schools in Bilaspur, (C.G)

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**Abstract-** Attention Deficit Hyperactive Disorder (ADHD) is one of the most common neurodevelopmental disorders of childhood, often identified during the early school years. Teachers play a vital role in early identification and classroom management of children with ADHD; however, inadequate knowledge among teachers can lead to misinterpretation of behaviors and poor academic outcomes. This pre-experimental study aimed to assess the effectiveness of a structured teaching programme on knowledge regarding ADHD among primary school teachers. A quantitative approach with one-group pre-test and post-test design was adopted. Sixty primary school teachers from selected schools in Bilaspur, (C.G) were selected using non-probability purposive sampling. Data were collected using a structured knowledge questionnaire. The results revealed a significant improvement in post-test knowledge scores, with a calculated t-value of 21.23 at  $p < 0.001$  level, indicating the effectiveness of the structured teaching programme. The study concludes that structured educational interventions are effective in enhancing teachers' knowledge regarding ADHD and recommends regular in-service training programs for school teachers.

**Keywords-** ADHD, Structured Teaching Programme, Knowledge, Primary School Teachers, Pre-experimental Study

## I.INTRODUCTION

Attention Deficit Hyperactive Disorder (ADHD) is a neurodevelopmental disorder characterized by persistent patterns of inattention,

hyperactivity, and impulsivity that interfere with functioning or development. ADHD affects academic performance, social interactions, and emotional well-being of children. Early identification and appropriate classroom management play a crucial role in minimizing its negative impact. Primary school teachers are often the first professionals to observe behavioral patterns suggestive of ADHD. However, lack of adequate knowledge and misconceptions among teachers may delay referral and intervention.

## II.NEED FOR THE STUDY

In recent years, the prevalence of ADHD among school-aged children has increased, creating challenges for educators and healthcare professionals alike. Teachers are expected to manage diverse classroom behaviors while ensuring academic progress. Studies indicate that many teachers possess limited knowledge regarding ADHD, its symptoms, causes, and management strategies. Insufficient knowledge may result in labeling children as indisciplined or academically weak rather than recognizing underlying neurodevelopmental issues. Therefore, empowering teachers through structured teaching programmes is essential to enhance early identification, referral, and effective classroom management. This study aims to bridge the knowledge gap and strengthen the role of teachers in supporting children with ADHD.

III.OBJECTIVES

1. To assess the pre-test level of knowledge regarding ADHD among primary school teachers.
2. To assess the post-test level of knowledge regarding ADHD among primary school teachers.
3. To evaluate the effectiveness of structured teaching programme on knowledge regarding ADHD among primary school teachers.

IV.METHODOLOGY

Distribution Of Subject According to Previous Knowledge Regarding Attention Deficit Hyperactivity Disorder

N=60 PREVIOUS KNOWLEDGE REGARDING ATTENTION DEFICIT HYPERACTIVITY DISORDER	FREQUENCY(F)	PERCENTAGE%
YES	20	33.33
NO	40	66.66
TOTAL	60	100

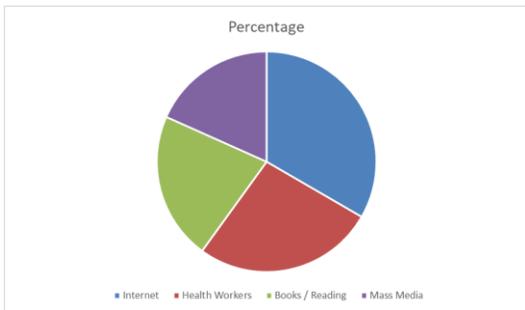


Figure Sources of Previous Knowledge Regarding ADHD

Research Approach: Quantitative approach

Research Design: Pre-experimental one group pre-test and post-test design

Study Setting: Selected primary schools of Bilaspur, (C.G)

Population: Primary school teachers

Sample Size: 60

Sampling Technique: Non-probability purposive sampling

Tool Used: Structured knowledge questionnaire on ADHD

Data Collection Procedure: Pre-test was conducted followed by structured teaching programme. Post-test was conducted after intervention.

Data Analysis: Descriptive and inferential statistics were used.

V.RESULTS

The analysis revealed that majority of teachers had inadequate knowledge during pre-test. Post-test scores showed significant improvement. The calculated t-value (21.23) was greater than the table value (3.47) at  $p < 0.001$  level, indicating that the structured teaching programme was effective.

VI.DISCUSSION

The findings of the study support the effectiveness of structured teaching programmes in improving teachers' knowledge regarding ADHD. Similar findings have been reported in previous studies where educational interventions significantly enhanced awareness and management skills among teachers. Improved knowledge can lead to early identification, appropriate referrals, and better classroom strategies for children with ADHD.

VII.CONCLUSION

The study concludes that structured teaching programme significantly improves the knowledge of primary school teachers regarding ADHD. Continuous professional development programs and collaboration between educators and mental health professionals are recommended to ensure early identification and effective management of ADHD in school settings.

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