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RESEARCH ARTICLE

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A PRE-EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF VIDEO ASSISTED TEACHING ON KNOWLEDGE AND ATTITUDE REGARDING ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) IN CHILDREN AMONG TEACHERS OF SELECTED PRIMARY SCHOOLS, JALANDHAR, PUNJAB

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ABSTRACT

Children's maturation and progress never ends. It's conceivable that if they're given the correct circumstances, they'll bloom into a lovely flower and become better citizens. Research states that 3% to 5% of primary school age kids have ADHD. Due to the amount of times they watch a child's conduct in the classroom, teachers are vital in recognizing and recommending kids with ADHD. The study was done utilizing a quantitative research approach that includes a one-group pre-test and post-test. The non-probability purposive selection strategy was utilized to pick a total of 60 teachers from designated schools in Jalandhar, Punjab. To obtain the information, researchers employed self-structured questionnaire and Likert scale. Pre-test knowledge scores averaged 7.26 (± 2.09), but post-test knowledge scores averaged 26.1 (± 2.63), with a t value of 24.81 suggesting a statistically significant difference at $p < 0.001$. In addition, the study revealed that the average pre-test attitude score was 78.98 (± 2.15), and also the average post-test attitude score was 122.2 (± 5.74), with a calculated 't' value of 21.88, which was very significant at $p < 0.001$. Accordingly, the study demonstrated a substantial difference in post-test knowledge and a positive change in post-test attitudes towards ADHD in children following the implementation of video-assisted instruction on the issue.

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INTRODUCTION

The process of growth and development in children is characterized by its continual nature. If the conditions of the nurturing environment are conducive, it is possible for the offspring to flourish and exhibit exceptional qualities in the future. When children are able to fulfil their needs and reside in an atmosphere that is secure and supportive, they strive to perform optimally. The crucial aspect in the growth of a kid is their mental well-being. Children are capable of effectively fulfilling their responsibilities and duties within the confines of their homes, schools, and communities, provided that they possess sound mental well-being. A potential concern about mental health may occur when a child has difficulties in acquiring social, behavioral, and self-management skills, or when they fail to progress through crucial developmental and emotional stages necessary for effective problem resolution. Based on the findings of a study done by the World Health Organization and the American Psychological Association in 2013, attention-deficit/hyperactivity disorder (ADHD) emerges as the most

often reported pediatric ailment. A significant portion of children's time is allocated to educational settings such as classrooms and other educational institutions. In the educational context, students are expected to adhere to established norms, exhibit proper behavior, actively engage in activities, and refrain from disrupting the learning environment. The teacher's level of responsibility increases and their workload becomes more difficult when faced with pupils diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD). Attention-deficit/hyperactivity disorder (ADHD) has had a significant impact on a substantial number of youngsters worldwide. The prevalence of Attention-Deficit/Hyperactivity Disorder (ADHD) among elementary school students is estimated to range from around 3% to 5% based on clinical diagnoses. The majority of the children's time is allocated to the classroom and other educational environments. In the educational context, students are expected to adhere to established regulations, exhibit proper behavior, actively engage in activities, and refrain from disrupting the learning environment. The teacher's level of responsibility increases and their workload becomes more difficult when faced with pupils diagnosed with Attention-

Deficit/Hyperactivity Disorder (ADHD). Attention deficit hyperactivity disorder (ADHD) has had a significant impact on a substantial number of youngsters worldwide. The prevalence of Attention-Deficit/Hyperactivity Disorder (ADHD) among elementary school students is estimated to range from around 3% to 5% based on clinical diagnoses. The predominant manifestation of Attention-Deficit/Hyperactivity Disorder (ADHD) in children is often seen within the school setting, where teachers play a significant role as the second most influential figure in their lives, after their parents. In order to enhance the identification of children with ADHD at an earlier stage and facilitate the implementation of suitable therapeutic interventions, it is essential to enhance teachers' understanding and attitudes towards ADHD in children. Regrettably, a limited number of studies have shown that instructors often possess insufficient understanding about Attention Deficit Hyperactivity Disorder (ADHD) in children, and exhibit a propensity for significant misperceptions concerning the characteristics, etiology, progression, and associated challenges of ADHD. It is essential for educators to possess precise understanding of Attention-Deficit/Hyperactivity Disorder (ADHD) in order to actively contribute to the evaluation, intervention, and decision-making processes pertaining to children affected by ADHD. The possession of sufficient information about ADHD by a teacher has a discernible impact on their behavior and attitudes towards students diagnosed with ADHD. Teachers that possess a greater understanding of ADHD exhibit more favorable behavior and attitudes towards students diagnosed with ADHD. 18

Need of the study: The prevalence of Attention-Deficit/Hyperactivity Disorder (ADHD) is increasing, and it is a significant contributing factor to scholastic challenges experienced by several kids and educators. According to research studies, it has been said that a prevalence rate of Attention-Deficit/Hyperactivity Disorder (ADHD) among primary school-aged children ranges from 2% to 4%. A study was conducted in India to investigate the prevalence of Attention-Deficit/Hyperactivity Disorder (ADHD) among primary school children. The researchers utilized Conner's Abbreviated Rating Scale, which was administered to both parents and teachers. The findings of the study revealed that the prevalence of ADHD among the participants was 11.32%. Furthermore, the study indicated that ADHD was more prevalent among male students (66.7%) compared to female students (33.3%). The function of school in the psychosocial development of a kid is of paramount importance, since it provides a structured environment where several developmental domains are actively engaged and transformed. Research suggests that it is advisable for parents to prioritize educational therapies over psychiatric interventions for children with ADHD, since seeking psychiatric care is often accompanied by a social stigma. The studies provided compelling evidence supporting the need of doing research aimed at assisting mental health practitioners in developing comprehensive strategies for addressing ADHD in educational environments, including the reconstruction of pertinent information and the establishment of early intervention protocols.

The teachers' understanding of ADHD is crucial not only for their ability to attribute symptoms of attention deficit hyperactivity disorder (ADHD) in a collaborative manner, but also to effectively accommodate the unique characteristics of individual students within the classroom setting and in their interactions with others. The primary significance is in the instructors' capacity to discern the individual needs of each student in order to effectively guide them within the educational environment. The lack of adequate information and incorrect attitudes shown by instructors might potentially lead to irreversible consequences. However, a positive approach characterized by tolerance and support from teachers has the potential to address issues such as poor self-esteem, social isolation, and the deprivation of rights experienced by these children. Hence, it is crucial to cultivate a conscientious understanding and positive disposition towards attention deficit hyperactivity disorder (ADHD), particularly within the teaching profession. There seems to be a lack of awareness among teachers, parents, and educational professionals about attention deficit hyperactivity disorder (ADHD). During my community placement, I have seen the conflation of the ADHD idea

with other concepts. The notion is generally disregarded by parents who assert that they are just reliving their own childhood experiences, while instructors often dismiss it by attributing their actions to the authority they have over youngsters. The major manifestation of Attention-Deficit/Hyperactivity Disorder (ADHD) in children is often seen within the school setting, where teachers play a significant role as the second most influential figure in a child's life, after their parents. Based on the findings from the literature analysis and my personal observations, it is evident that there exists a dearth of understanding among primary school teachers about Attention-Deficit/Hyperactivity Disorder (ADHD) in children. Additionally, primary school teachers tend to exhibit unfavorable attitudes towards children diagnosed with ADHD. The focus of my research project is to shed light on the knowledge and attitudes of primary school teachers about attention deficit hyperactivity disorder (ADHD) in children. The aim is to provide teachers with the necessary understanding to identify children with ADHD at an earlier stage and implement suitable strategies for controlling the disease.

Research problem: A pre-experimental study to assess the effectiveness of video assisted teaching on knowledge and attitude regarding attention deficit hyperactivity disorder (ADHD) in children among teachers of selected primary schools, Jalandhar, Punjab.

Objectives

1. To assess the pre-test knowledge and attitude regarding attention deficit hyperactivity disorder (ADHD) in children among teachers of selected primary schools.
2. To plan and implement video assisted teaching on attention deficit hyperactivity disorder (ADHD) in children among teachers of selected primary schools.
3. To assess the post-test knowledge and attitude regarding attention deficit hyperactivity disorder (ADHD) in children among teachers of selected primary schools.
4. To compare the pre-test and post-test knowledge and attitude regarding attention deficit hyperactivity disorder (ADHD) in children among teachers of selected primary schools.
5. To find out the association of knowledge and attitude regarding attention deficit hyperactivity disorder (ADHD) in children among teachers of selected primary schools with their selected socio-demographic variables.

Review of Literature: Investigator discussed the review of literature under following headings:

1. **Section I:** Literature related to prevalence of Attention deficit hyperactivity disorder in children.
2. **Section II:** Literature related to knowledge of teachers regarding attention deficit hyperactivity disorder in children.
3. **Section III:** Literature related to attitude of teachers towards attention deficit hyperactivity disorder in children.
4. **Section IV:** Literature related to effectiveness of teaching program on knowledge regarding attention deficit hyperactivity disorder (ADHD) in children among teachers.

MATERIAL AND METHODS

Research approach: quantitative research approach was inspected and found suitable for the study.

Study design: Pre-experimental one group pre-test post-test design was used.

Sample size: A total of 60 educators from various primary schools were included in the study.

Sample technique: The technique to draw the sample used was Non-probability purposive sampling.

Development of tool

Part I: Socio-demographic variable Performa to collect the general information of teachers on like age, gender, religion, number of

children, marital status, family income per month, educational status, total work experience as a teacher, previous information regarding ADHD, Have you ever seen any child diagnosed with ADHD during your teaching experience?

Part II: It consisted of a self-structured knowledge questionnaire designed to measure participants' understanding of attention deficit hyperactivity disorder in children.

Part III: It consisted of self-structured Likert scale to gauge the attitudes regarding ADHD.

Data Collection Procedure: The collection of final data occurred subsequent to its authorization by the administration. The researcher provided a description of the study objectives to the participants, ensuring them that their data would be kept confidential and anonymous for the duration of the experiment. Subsequently, the participants provided their informed consent to participate in the study. Before commencing the instructional process, educators were presented with a set of inquiries aimed at assessing their comprehension and attitudes about ADHD. This assessment was conducted via the use of a self-constructed knowledge questionnaire and a Likert scale. On the day of pre-testing, teachers were exposed to organized video-assisted teaching. Videos have shown to be effective in facilitating the acquisition of knowledge pertaining to Attention-Deficit/Hyperactivity Disorder (ADHD), including its many forms and strategies for managing the condition within a school setting for children who have received a diagnosis of this disorder. The duration of the class delivery to the teachers was around 45 minutes. After a span of three days, the instructors were administered a post-test in order to assess their knowledge acquisition and attitudes towards attention deficit hyperactivity disorder (ADHD) in children.

Statistical analysis: Data was gathered and analysed using descriptive and inferential statistics.

having moderately favourable attitude towards attention deficit hyperactivity disorder (ADHD) in children. Mean post-test knowledge score regarding attention deficit hyperactivity disorder (ADHD) in children among teachers 26.1 (± 2.63) with mean percentage of 79.09%. Mean post-test attitude score regarding attention deficit hyperactivity disorder (ADHD) in children among teachers was 122.2 (± 5.74) with mean percentage of 81.4%. Maximum teachers 51 (85%) were having good knowledge regarding attention deficit hyperactivity disorder (ADHD) in children after implementation of video assisted teaching. Maximum of teachers 59 (98.33%) were having favourable attitude towards attention deficit hyperactivity disorder (ADHD) in children after implementation of video assisted teaching. Table 1 indicates that the mean pre-test knowledge score regarding attention deficit hyperactivity disorder (ADHD) in children was 7.26 (± 2.09) and mean post-test knowledge score regarding attention deficit hyperactivity disorder (ADHD) in children was 26.2 (± 2.63). The calculated 't' value was (24.81) which was found to be statistically significant at 0.001 level of significance. Hence, it revealed that the difference in the mean pre-test and mean post-test knowledge score regarding attention deficit hyperactivity disorder (ADHD) in children among teachers was a true difference and not by chance. Table 2 indicates that the mean pre-test attitude score regarding attention deficit hyperactivity disorder (ADHD) in children was 78.98 (± 2.15) and mean post-test attitude score regarding attention deficit hyperactivity disorder (ADHD) in children was 122.2 (± 5.74). The calculated 't' value (21.88) was found to be statistically significant at 0.001 level of significance. Teachers' post-test attitudes toward students with ADHD differed significantly from their pre-test attitudes, indicating that the shift was not due to chance. Association of post-test level of knowledge regarding attention deficit hyperactivity disorder (ADHD) in children among teachers with their selected socio-demographic variables. It was found that the socio-demographic variables such as age (8.18), marital status (14.09), family income per month (11.40), educational status (9.78)

Table 1. Comparison of the teachers' mean pre- and post-test knowledge scores on ADHD in children

Knowledge Score	Mean	SD	Mean difference	df	't'
Pre-test	7.26	± 2.09	18.84	59	24.81***
Post-test	26.1	± 2.63			

Maximum score=33

*** significant at $p < 0.001$

Minimum score=00

Table 2. Comparison of the Mean Pre-test and Post-test Attitude Scores towards Attention Deficit Hyperactivity Disorder in Children among Teachers

N=60					
Attitude Score	Mean	SD	Mean difference	df	't'
Pre-test	78.98	± 2.15	43.22	59	21.88***
Post-test	122.2	± 5.74			

Maximum score=150

***significant at $P < 0.001$

Minimum score=30

RESULTS

Most of schools teachers 25 (41.6%) were in age group of above 40 years, all the schools teachers 60 (100%) were female, 44 (73.33%) teachers were Hindu, 58(96.6%) school teachers were married, majority of teachers 43 (71.66%) had 2 children, 48 (80%) teachers had monthly income 20,001-30,000/-, majority of teachers 49 (81.66%) were postgraduate or above, 53 (88.33%) teachers were having work experience >3 years and 55 (91.66) teachers had no previous information regarding attention deficit hyperactivity disorder (ADHD). Mean pre-test knowledge score regarding attention deficit hyperactivity disorder (ADHD) in children among teachers was 7.26 (± 2.09) with mean percentage of 22%. Mean pre-test attitude score regarding attention deficit hyperactivity disorder (ADHD) in children among teachers was 78.98 (± 2.15) with mean percentage of 52.65%. All the teachers 60 (100%) were having below average knowledge regarding attention deficit hyperactivity disorder (ADHD) in children. Most of teachers 48 (80%) were

and total work experience (11.61) have statistically significant association with the level of knowledge at $p < 0.05$ level. Hence, these variables have influence on the knowledge of teachers regarding attention deficit hyperactivity disorder in children. Association of post-test level of attitude towards attention deficit hyperactivity disorder (ADHD) in children among teachers with their selected socio-demographic variables. It was found that the socio-demographic variables such as age (11.54), marital status (32.77), number of children (33.11), family income per month (8.18) and total work experience as a teacher (8.19) have statistically significant association with the level of attitude towards attention deficit hyperactivity disorder in children at $p < 0.05$ level. Hence, these variables have influence on the attitude of teachers towards attention deficit hyperactivity disorder in children.

CONCLUSION

The study's results indicated a significant improvement in post-test knowledge and attitude scores among instructors addressing

attention deficit hyperactivity disorder (ADHD) in children. This was assessed using a self-structured knowledge questionnaire and a self-structured Likert scale. Therefore, the research reached the conclusion that the use of video-assisted instruction for attention deficit hyperactivity disorder (ADHD) in children had positive outcomes.

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