A Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge Regarding Attention Deficit Hyperactive Disorder and Temper Tantrum Among Teachers Working in Selected Primary Schools, Tarn-Taran, Punjab

Gagandeep Kaur


Abstract

The global burden of disease depicts that by the year 2020, childhood neuropsychiatric disorders will increase by more than 50% internationally to become one of the five most common causes of morbidity and disability among children. Identifying them early and treating them would reduce the burden of this disorder and may help in the better treatment of the co-morbid conditions in these patients.

The research approach was used is quasi-experimental research design one group pre-test and post-test. The target population for the study was primary school teachers. The total samples under the study were 60 primary school teachers. The data was collected by structured knowledge questionnaire which was designed to assess the knowledge of primary school teachers regarding attention deficit hyperactive disorder and temper tantrum. The results were described by using descriptive and inferential statistics.

Findings related to the assessment of pre-test knowledge regarding attention deficit hyperactive disorder and temper tantrum shows that 5 (8.3%) teachers had inadequate and 7 (11.6%) teachers had adequate and 48 (80%) had the moderate knowledge regarding attention deficit hyperactive disorder and temper tantrum. Findings related to the assessment of post-test knowledge regarding attention deficit hyperactive disorder and temper tantrum shows that 45 (75%) teachers had adequate knowledge, 10 (16.6%) teachers had the moderate knowledge and 5 (8.3%) teachers had inadequate knowledge regarding attention deficit hyperactive disorder and temper tantrum. Findings related to the effectiveness of structured teaching program regarding attention deficit hyperactive disorder and temper tantrum among primary school teachers depicts that, enhancement between the pre-test and post-test was 7.1 and obtained paired ‘t’ test value was 21.5, it was highly significant at level less than 0.05. This shows the effectiveness of structured teaching program. Chi-square test revealed that there was a statistically significant association between knowledge of primary school teachers with their demographic variables.