



# A Descriptive Study To Assess The Effectiveness Of Structured Teaching Program On Knowledge Of Primary School Teachers Regarding Attention Deficit Hyperactivity Disorder (Adhd)

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## Abstract

The study aimed to assess the effectiveness of a structured teaching program (STP) on the knowledge of primary school teachers regarding Attention Deficit Hyperactivity Disorder (ADHD). A quantitative descriptive research design was used among 50 primary school teachers from selected schools in Bhucho Mandi, Bathinda, Punjab. Data were collected using a structured questionnaire – the Knowledge of Attention Deficit Disorder Scale (KADDS). Results revealed that the mean pre-test knowledge score was 19.04 and post-test was 31.12, showing a significant improvement ( $p < 0.001$ ) after the STP. Findings indicate that structured educational interventions significantly improve teachers' understanding of ADHD, which is essential for early identification and classroom management of affected students.

## Keywords

Structured Teaching Program, ADHD, Knowledge, Primary School Teachers, Education, Intervention

## Introduction / Background

Attention Deficit Hyperactivity Disorder (ADHD) is one of the most common neurodevelopmental disorders of childhood, characterized by persistent inattention, hyperactivity, and impulsivity. Teachers play a vital role in early recognition and support of children with ADHD, yet studies reveal gaps in teachers' understanding of the condition. In India, ADHD prevalence among school-aged children ranges between 2% and 28.9%, underscoring the need for awareness among educators. Structured Teaching Programs (STPs) are effective tools to enhance teacher knowledge and promote positive classroom management strategies.

## Methodology

A quantitative descriptive research design was adopted. The study was conducted among 50 primary school teachers selected through convenience sampling from Bhucho Mandi, Bathinda. The tool used was the Knowledge of Attention Deficit Disorder Scale (KADDS), consisting of 36 items. Data collection involved pre- and post-tests surrounding an intervention consisting of a structured teaching program focused on ADHD definition, causes, symptoms, and classroom management strategies. Data were analyzed using descriptive and inferential statistics, including paired t-test to evaluate the effectiveness of the program.

## Results

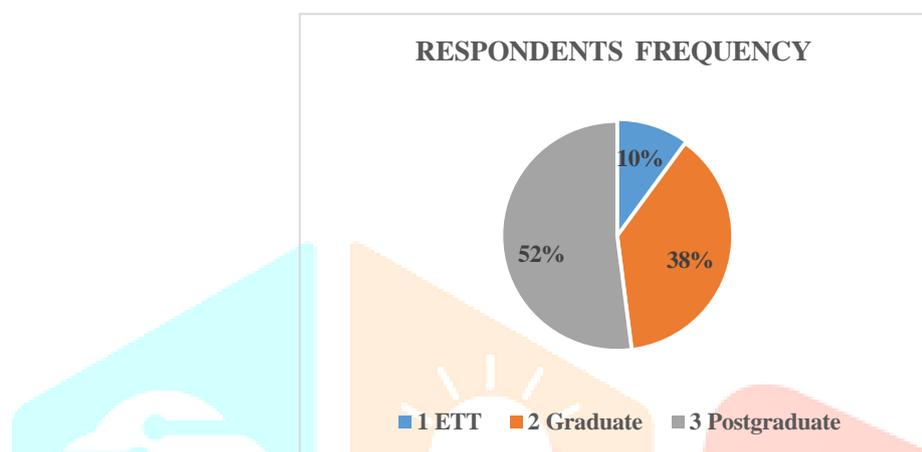
The pre-test mean knowledge score was 19.04 (SD = 6.7), and post-test mean was 31.12 (SD = 4.4). The calculated paired t-value was 17.41 at  $p < 0.001$ , indicating a highly significant improvement. Most participants (48%) had average knowledge in the pre-test, while 88% achieved good knowledge in the post-test. No significant association was observed between knowledge gain and demographic variables such as age, gender, or qualification.

**Table 1: Frequency distribution and percentage of Pre test and Post test knowledge level regarding attention deficit hyperactivity disorders among primary school teachers.**

Knowledge level	Pre-test		Post-test	
	Frequency	Percentage	Frequency	Percentage
Good	05	10%	44	88%
Average	24	48%	04	08%
Below Average	21	42%	02	04%

The above table depicts the knowledge level 10% Primary School Teachers had good Knowledge in Pretest whereas, 88% Primary School Teachers had good Knowledge had good Knowledge in Post test.

**Fig 1: Percentage distribution of Primary School Teachers according to Educational qualification**



The above figure shows primary school teachers maximum 52% were postgraduate and minimum teachers 10% were qualified in elementary teacher training (ETT).

### Discussion

The study demonstrated that structured teaching programs are effective in enhancing teachers' knowledge regarding ADHD. Similar findings have been reported by Liji et al. (2022) and Suman (2023), who found significant post-intervention gains among teachers. Increasing teachers' awareness can lead to better classroom interventions, early referral, and improved learning outcomes for students with ADHD. These results emphasize the need for integrating ADHD education into teacher training curricula.

### Conclusion

The structured teaching program effectively improved teachers' knowledge regarding ADHD. Teachers are key agents in early detection and management of ADHD in educational settings. Ongoing professional development programs focusing on behavioral and neurodevelopmental disorders are recommended.

### Recommendations

1. Regular workshops and training sessions for teachers on ADHD management.
2. Inclusion of ADHD and behavioral disorders in the teacher education curriculum.
3. Collaborative initiatives between schools and healthcare professionals for early intervention.
4. Conducting large-scale studies with diverse populations to generalize findings.

### References

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