

A QUASI EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME (STP) ON KNOWLEDGE REGARDING ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) AMONG PRIMARY SCHOOL TEACHER'S IN SHYAM SUNDAR JAMUNADEEN INTER COLLEGE , FAZULLAGANJ IN LUCKNOW , U.P.

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Abstract : Background of the study: Attention-Deficit/Hyperactivity Disorder (ADHD) is a highly prevalent neurodevelopmental disorder affecting children, adolescents, and adults worldwide. Despite advances in diagnosis and treatment, ADHD continues to pose significant challenges in education, healthcare, and social functioning Aim: “The aim of the study is to assess the Effectiveness of structured teaching programme regarding Attention Deficit Hyperactivity Disorder (ADHD) among primary school teacher’s in Shyam Sundar Jamunadeen Inter College , Fazullaganj in Lucknow ,U.P.” Objectives: To assess the knowledge regarding Attention Deficit Hyperactivity Disorder (ADHD) among primary school teacher’s in Shyam Sundar Jamunadeen Inter College , Fazullaganj in Lucknow ,U.P.” Methodology- A Quantitative approach with quasi experimental (one-group pre-test post-test design) research approach was used . Non probability purposive sampling was used for select the 60 primary school teachers who were registered in Shyam Sundar Jamunadeen Inter College , Fazullaganj in Lucknow. Self – structured questionnaire was administered with pen and paper method to collect the data. Pre – test sampling was conducted on the same day Structured Teaching Programme was given & after a period of 7 days post – test was observed. Result and findings- Data analyzed by using SPSS version 26 (Descriptive and Inferential Statistics were used mean , median , range , frequency , percentage , standard deviation , chi – square & paired ‘t’ test). The data represented that the mean pre-test knowledge score (6.42 ± 3.7) regarding ADHD among primary school teachers was less than the mean post-test knowledge score (26.07 ± 2.2), also showed the effectiveness of structured teaching programme . Chi square test revealed that there There was no statistical association was found between knowledge score with age , gender , academic education , years of experiences , previous exposure to ADHD related training and source of information Conclusion: the finding of the study reveals that after the implementation of structured teaching programme the knowledge score level was improved. Hence the structured teaching programme was effective.

INTRODUCTION

Attention-Deficit/Hyperactivity Disorder (ADHD) is a highly prevalent neurodevelopmental disorder affecting children, adolescents, and adults worldwide. Attention-Deficit/Hyperactivity Disorder (ADHD) is a **neurodevelopmental condition** that begins in childhood and often persists into adolescence and adulthood. It is defined by a consistent pattern of **inattention, hyperactivity, and impulsivity** that interferes with daily functioning and development. Children with ADHD may struggle to concentrate, complete tasks, or follow instructions, while also displaying restlessness, excessive talking, or acting without considering consequences. Originally, in the **early 20th century**, children with hyperactive or inattentive traits were often described as having “minimal brain dysfunction” or “hyperkinetic reaction of childhood.” These labels reflected limited understanding and were largely based on observable behavior rather than neurological evidence. By the **1960s–1970s**, research began linking ADHD symptoms to neurobiological factors, and stimulant medications like methylphenidate (Ritalin) became widely used, marking the first structured treatment era. In the **1980s–1990s**, diagnostic frameworks matured with the introduction of ADHD in the DSM-III and DSM-IV, which distinguished between inattentive and hyperactive-impulsive subtypes. This period also saw growing recognition that ADHD could persist into adulthood, challenging the earlier belief that children “outgrew” the condition. From the **2000s onward**, ADHD research expanded globally, emphasizing genetics, brain imaging, and environmental influences.

NEED OF THE STUDY.

ADHD affects millions worldwide, with consequences for education, employment, and social functioning. The World Federation of ADHD consensus statement highlights over 200 evidence-based conclusions, emphasizing the disorder's complexity and global impact (Faraone et al., 2021). ADHD is one of the most common neurodevelopmental disorders worldwide, yet it remains underdiagnosed, undertreated, and misunderstood, especially in countries like India where cultural stigma and limited mental health infrastructure create barriers. A strong research base is essential to clarify prevalence rates, identify risk factors, and develop culturally appropriate interventions.

From a clinical perspective, research helps refine diagnostic tools, ensuring that ADHD is distinguished from other behavioral or learning disorders. It also guides the development of effective treatment strategies, including pharmacological and behavioral approaches, tailored to diverse populations.

From a social and educational standpoint, studies are needed to understand how ADHD affects academic performance, peer relationships, and family dynamics. This evidence can inform school-based interventions, teacher training, and parental support programs.

3.1 Population and Sample

A population is the entire aggregation of cases that meet designated set off criteria, the need of defining population for research project rise from the requirement to specify the group to which the end result of the study is applied.

For the present study population consisted of primary school teachers working in Shyam Sundar Jamunadeen Inter College , Fazullaganj , Lucknow , (U.P.)

In the prevailing study, the sample size will be 60 primary school teachers .

3.2 Data and Sources of Data

Instruments, developed to gather necessary data for study were divided in three sections:

Section A: Description of the demographic Performa.

Section B: To assess the knowledge regarding Attention Deficit Hyperactivity Disorder (ADHD) among primary school teachers at Shyam Sundar Jamunadeen Inter College , Fazullaganj , Lucknow,.

Section C: To assess the effectiveness of structured teaching plan

Data were collected from 02 March 2026 to 30 March 2026 at Shyam Sundar Jamunadeen Inter College , Faizullaganj , Lucknow ,U.P. after obtaining ethical permission from management. It turned into finished on 60 primary school teachers respectively, through a purposive sampling technique.

3.3 Theoretical framework

Variables of the study contains dependent and independent variable. The study used pre-specified method for the selection of variables.

RESEARCH METHODOLOGY

The methodology section outline the plan and method that how the study is conducted. This includes Universe of the study, sample of the study, Data and Sources of Data, study's variables and analytical framework. The details are as follows;

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The prepared research tool along with problem statement, objectives, operational definition, criteria checklist were distributed to 5 experts from Mental Health Nursing, 3 from psychiatrist and 1 from English expert and 1 from Hindi expert for content validation. The item level content validity index (CVIs) for demographic variable ranged from 1 to 0.8 & the scale level CVI using the averaging approach was 0.83. The item level content validity index (CVIs) for structured knowledge Questionnaire ranged from 1 to 0.8 & the scale level CVI using the averaging approach was 0.93. Reliability was found out by using test – retest method for knowledge and the tool was found reliable ($r = 0.94$).

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Conceptual Framework Based on the **General Systems Theory by Ludwig von Bertalanffy**.

General Systems Theory by Ludwig von Bertalanffy. A transdisciplinary framework that examines how systems, whether natural or social, operate and interact the theory predicts that behavior and symptoms in ADHD result from the interplay between individual predispositions and the surroundings.

General System Theory focuses on four main areas :

- Input
- Throughput
- Output
- feedback

1. Input

This includes

- Demographic Data: - In this study age, gender, educational qualification, year of experience, previous exposure to ADHD training, source of information etc. included in demographic data.
- Pre – test knowledge :- In this study pre test knowledge should be assessed before implementing STP.
- STP :- In this study Structured Teaching Plan prepared on the basis of Definition, causes, symptoms, treatment, medications, therapies, facts about ADHD.

2. Throughput

This includes

- Implementation of (STP) :- Structured Teaching Plan implemented by using A.V. Aids (chart paper, pamphlets, lesson plan, PPT) etc.
- Teaching Strategies :- teaching should be done by lecture cum discussion method.
- Learning Activities :- active learning from samples should be found.

3. Output

This includes

- Post- Test Knowledge Scores on ADHD:- post – test knowledge score was compared with pre test -test knowledge score to found effectiveness of STP
- Increased Awareness :- After implementing STP samples had increased knowledge.

4. Feedback

This includes

- Teacher Feedback :- It found teachers had given positive feedback.
- Suggestions :- After post test suggestions had given to samples to increase awareness regarding ADHD.

3.4 Statistical tools

This section elaborates the proper statistical/econometric/financial models which are being used to forward the study from data towards inferences. The detail of methodology is given as follows.

3.4.1 Descriptive Statistics

Frequency and Percentage distribution of socio-demographic variable.

Age:

majority i.e. 20 (33.3%) of the participants were belongs to 24-25 years, 15 (25.0%) were belongs to 20-21 years, 15 (25.0%) were belongs to 22-23 years and 10 (16.6%) were belongs to 26 year and above.

Gender wise

majority 32 (53.3%) of the participants were female and remaining 28 (46.6%) of the participants were male.

Educational Qualification wise

majority i.e. 34 (56.6%) of the participants were post graduate, 26 (43.3%) were graduate.

Years of Experiences wise

majority i.e. 21 (35.0%) of the participants have the experience of 7-9 years, 20 (33.3%) have experience of 4-6 years, 10 (16.6%) have experience of 0–3 years and remaining 09 (15.0%) have experience of More than 9 years.

Previous Exposure to ADHD related training wise

majority i.e. 56 (93.3%) of the participants were having previous exposure to ADHD-related training and remaining 04 (6.6%) of the participants were having No previous exposure to ADHD-related training.

Source of information wise

majority i.e. 36 (60%) of the participants have family problem and remaining 24 (40%) of the participants have mass media as source of information

3.4.2 Frequency and percentage distribution of pre-test knowledge score regarding ADHD among primary school teachers

S.No	Level of knowledge	Frequency F	Percentage %
1	0-10 – Poor Knowledge <33%	00	00
2	11-20- Average Knowledge 34-66%	03	05
3	21-30- Good Knowledge 67-100%	57	95

- Table represented that majority of, 57 (95 %) primary school teachers had good knowledge regarding ADHD and 03 (05 %) primary school teachers had average knowledge regarding ADHD .

3.4.2.1 Paired t- test

The data represented that mean pre-test knowledge score (6.42 ± 3.7) regarding regarding ADHD among primary school teachers was less than the mean post-test knowledge score (26.07 ± 2.2), hence it shows the effectiveness of structured teaching program regarding ADHD among primary school teachers.

3.4.2.2 Chi Square test

There is no statistical association was found between knowledge score with age , gender , academic education , years of experiences and previous exposure to ADHD related training , source of information.

3.4.3 COMPARISON WITH SIMILAR STUDY

- The objective of my study was to evaluate the effectiveness of STP on knowledge regarding ADHD by comparing pre-test and post-test knowledge scores. - The sample size was 60 primary school teachers and sampling technique was Non-probability (Purposive sample technique) . IBM SPSS 26 software is used for data statistical analysis. - The data represented that mean pre-test knowledge score (6.42 ± 3.7) regarding regarding ADHD among primary school teachers was less than the mean post-test knowledge score (26.07 ± 2.2), hence it shows the effectiveness of structured teaching program regarding ADHD among primary school teachers. - It shows the effectiveness of structured teaching program on knowledge regarding Attention Deficit Hyperactivity Disorder (ADHD) among primary school teachers.	- This finding was similar to the study conducted by M. Karthik..The objective of this study was to find out the effectiveness of structured teaching programmed on Attention Deficit Hyperactivity Disorder,. - The sample size was 40 primary school teachers. and sampling technique was . convenience sampling. IBM SPSS software is used for data statistical analysis. - The post-test knowledge score (13.95) of primary Schools teachers were found to be significantly higher than there means pre-test knowledge score (6.625) as evident from “t” value ($t=14.3$ $p<0.001$) level. - This study concluded The STP was highly effective in improving knowledge and developing a positive attitude among primary school teachers .
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IV. RESULTS AND DISCUSSION

4.1 Effectiveness of structured teaching program regarding ADHD among primary school teachers

n= 60

Observation	Mean $\pm$ SD	SE	Paired t value	Table value at Df	Significance
Pre test	6.42 $\pm$ 3.7	.55	35	“t”df(59) =2.00	.000 = p< 0.05
Post test	26.07 $\pm$ 2.2				

the mean pre-test knowledge score (6.42 $\pm$ 3.7) regarding ADHD among primary school teachers was less than the mean post-test knowledge score (26.07 $\pm$ 2.2), hence it shows the effectiveness of structured teaching program regarding ADHD among primary school teachers

The calculated t value was (t=35.00) more than the table value (t=2.00). hence there is significance difference in the mean pre-test and post- test knowledge score. Therefore , Research Hypothesis (H₁) is accepted.

4.2 To find the association between pre- test knowledge score regarding ADHD among primary school teachers with their selected demographic variables

Table 11 : depicts that association of socio-demographic characteristics with pre-test knowledge score **regarding ADHD among primary school teachers** with their selected demographic variables

There is no statistical association was found between knowledge score with age , gender , academic education , years of experiences , previous exposure to ADHD related training and source of information . **Therefore Research Hypothesis (H₂) is rejected.**

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