

A Study to Assess the Effectiveness of Planned Health Teaching on Knowledge Regarding Attention Deficit Hyperactivity Disorder among Students in A Selected Nursing College

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Abstract

In this study effectiveness of planned health teaching on knowledge of Attention Deficit/Hyperactive Disorder (ADHD) among nursing students was studied using structured questionnaire on knowledge regarding ADHD. The research design used in the study was one group pretest and post test pre experimental design. The knowledge regarding ADHD was assessed before and after the planned health teaching. The conceptual frame work of the study was based on Roy's Adaptation Model. The study was conducted among 30 nursing students of a selected nursing college by using simple random sampling technique. The data was collected and analyzed based on objectives of the study using descriptive and referential statistics. The objectives of the study were to-

1. To assess the pretest knowledge regarding ADHD among nursing students.
2. To assess the post test knowledge regarding ADHD among nursing students.
3. To assess the effectiveness of planned health teaching on knowledge regarding attention deficit hyperactivity disorder among students.
4. To find the association between knowledge regarding attention deficit hyperactivity disorder and selected background variables of the nursing students.

Mean value at pre-test was 13.4 which increased to 27.4 in post-test. The study revealed that the planned health teaching increased the knowledge on ADHD among nursing students. The effectiveness of planned health teaching was independent of the selected demographic data and baseline data. The study concluded that planned health teaching can play a vital role in imparting knowledge to the nursing students.

Keywords: Planned Health Teaching; Knowledge; Attention Deficit Hyperactivity Disorder; Nursing Students.

Introduction

Attention Deficit Hyperactive Disorder (ADHD) is a common mental disorder that begins in childhood and can continue through adolescence and adulthood. It makes it hard for a child to focus and pay attention. Some children may be hyperactive or have trouble being patient. For children with ADHD,

levels of inattention, hyperactivity, and impulsive behaviors are greater than for other children in their age group.

ADHD can make it hard for a child to do well in school or behave at home or in the community. The student can diagnose this anomaly and communicate the same to the parents and teach them about the special nursing care required to provide care to such children.

Objectives

1. To assess the pretest knowledge regarding ADHD among nursing students.
2. To assess the post test knowledge regarding ADHD among nursing students.
3. To assess the effectiveness of planned health teaching on knowledge regarding attention deficit hyperactivity disorder among students.
4. To find the association between knowledge regarding attention deficit hyperactivity disorder and selected background variables of the nursing students.

Research Hypothesis

- H₁: There is a significant difference in knowledge regarding ADHD among nursing students before and after planned health teaching.
- H₂: There is no significant association between knowledge regarding attention deficit hyperactivity disorder and selected background variables of the nursing students.

Methodology

In this study effectiveness of planned teaching on knowledge of ADHD among nursing students was studied using structured questionnaire on knowledge regarding ADHD. The research design used in the study was one group pretest and post test pre experimental design. The knowledge regarding ADHD was assessed before and after the planned health teaching. The conceptual frame work of the study was based on Roy’s Adaptation Model. The study was conducted among 30 nursing students of a selected nursing college by using simple random sampling technique.

Scoring Key

Level of Knowledge on ADHD	Very Poor	Poor	Average	Good	Excellent
Score	Less than 11	11-15	16-20	21-25	26-30

Results

Findings and Interpretations

Findings Related Demographic Data of Nursing College Students

The Inclusion Criteria for Samples were

1. Student who were willing to participate in the study
2. Those who are present on the days of data collection

The Exclusion Criteria for Samples was

1. Students who were studying in first and second year

The data was collected and analyzed based on objectives of the study using descriptive and inferential statistics.

Tool is divided into two parts, Part-1 and Part-2

Part 1- Structured questionnaire on demographic variables, included 2 sections-

Section A: Structured questionnaire on Demographic data of nursing students which consisted of 5 questions.

Section B: Structured questionnaire on baseline data of nursing students which consisted of 5 questions.

Part 2- Structured questionnaire consists of 30 questions related to knowledge of ADHD among nursing students.

Method of Data Collection

The data was collected by the help of structured questionnaire based on demographic variables, and Knowledge regarding ADHD provided to the sample before and after the planned health teaching on ADHD.

Section-A

Table 1 reveals that majority of the samples in the study were in the age group 21-23 years 18(60%), were females 21(70%), belonged to extended family 15(50%), had one sibling 15(50%) and were living in urban are 24(80%).

Table 1: Frequency and percentage distribution of nursing college students according to the demographic data N=30

Age (in years) of Sample	Frequency	Percentage %
18-20 Years	9	30%
21-23 Years	18	60%
24 Years and above	3	10%
Gender		
Male	9	30%
Female	21	70%
Type of Family		
Nuclear	10	33.3%
Joint	5	16.6%
Extended	15	50%
Number of Siblings		
None	2	6.6%
1	15	50%
2	5	16.6%
More than 2	8	26.6%
Area of living		
Urban	24	80%
Rural	6	20%

Section-B

Table 2 reveals that majority of the samples in the study had not heard about ADHD 20 (60.6%), had not seen a child suffering with ADHD 22(73.3%), had not provided nursing care to a child with ADHD

25(83.3%), had not attended any training related to behavioral problems of children 27(90%) and had not been taught about ADHD 22(73.3%).

Finding Related to Pretest Knowledge Regarding ADHD among Nursing College Students.

Table 2: Frequency and percentage distribution of nursing college students according to the baseline data N=30

Characteristics	Frequency	Percentage
1. Have you heard about ADHD		
a) Yes	10	33.3%
b) No	20	66.6%
2. Have you ever seen a child suffering with ADHD		
a) Yes	8	26.6%
b) No	22	73.3%
3. Have you ever provided nursing care to a child with ADHD		
a) Yes	5	16.6%
b) No	25	83.3%
4. Have you attended any training related to behavioral problems of children		
a) Yes	3	10%
b) No	27	90%
5. Have you ever been taught about ADHD		
a) Yes	8	26.6%
b) No	22	73.3%

Table 3: Frequency and percentage distribution of pre test knowledge regarding ADHD among nursing college students N=30

Sr. No	Knowledge	Very poor		Poor		Average	
		f	%	f	%	f	%
1	Pre test	3	10%	22	73.3%	5	16.6%

Table 3 reveals that majority of the nursing college students 22(73.3%) reported poor knowledge, 5(16.6%) reported average knowledge and least 3(10%) reported very poor knowledge regarding

ADHD during the pre test conducted before planned health teaching.

Finding Related to Post Test Knowledge Regarding ADHD among Nursing College Students.

Table 4: Frequency and percentage distribution of post test knowledge regarding ADHD among nursing college students N=30

Sr. No	Knowledge	Very poor		Poor		Average	
		F	%	F	%	F	%
1	Post test	4	13.3%	6	20%	20	66.6%

Table 5: Comparison of mean, standard deviation and 't' value on knowledge regarding ADHD among nursing college students N=30

Sr. No.	Knowledge regarding ADHD	Mean	S.D	't' Value (P < 0.05)
1	Pre test	13.4		
2	Post test	27.4	24.69	2.67 (S)

Table 6: Data related to the association between post test knowledge regarding ADHD and selected demographic variables among nursing college students N=30

Demographic Data	Category	N	Response Knowledge						Chi-Square(X ²)	
			Average		Good		Excellent		Table	Calculated
			N	%	N	%	N	%		
Age	18-20 Years	9	1	11.11	4	44.4	4	44.4	9.49	11.35 S
	21-23 Years	18	3	16.6	1	5.55	14	77.77		
	24 Years & above	3	0	0	1	33.33	2	66.66		
Gender	Male	9	1	11.11	1	11.11	7	77.77	4.99	4.26 NS
	Female	21	3	14.28	5	23.80	13	61.90		
Type of Family	Nuclear	10	1	10	2	20	7	70	9.49	8.73 NS
	Joint	5	1	20	4	80	0	0		
	Extended	15	2	13.33	4	26.66	9	60		
Number of Siblings	None	2	2	100	0	0	0	0	12.59	9.77 NS
	1	15	2	13.33	2	13.33	11	73.33		
	2	5	1	20	1	20	3	60		
	More than 2	8	1	12.5	3	37.5	4	50		
Area of living	Urban	24	3	12.5	5	20.83	16	66.66	4.99	0.10 NS
	Rural	6	1	16.66	1	16.66	4	66.66		

Table 4 reveals that majority of the nursing college students 20(66.6%) reported average knowledge, 6(20%) reported poor knowledge and least 4(13.3%) reported very poor knowledge regarding ADHD during the post test conducted after planned health teaching.

Finding Related to Effectiveness of Planned Health Teaching in Improving Knowledge on ADHD among Nursing College Students

Table 5 reveals that the reported mean post test knowledge 27.4 was higher than the mean pretest knowledge 13.4 (SD=24.69) on ADHD among nursing college students. The obtained 't' value=2.67(P < 0.05) was significant. Therefore the null hypothesis (H₀₁) was rejected and research hypothesis (H₁) was accepted. The study revealed that the knowledge of nursing students regarding ADHD was significantly increased after the implementation of planned health teaching. The increase in knowledge was affected by the planned health teaching on ADHD.

Findings Related to the Association between Post Test Knowledge Regarding ADHD and Selected Demographic Variables among Nursing College Students

Table 6 reveals that the obtained chi-square values - 4.26; 8.73; 9.77; 0.10 (P<0.05) regarding gender, type of family, number of siblings and area of living were not significant. It is inferred that there was no significant association between post test knowledge regarding ADHD and selected demographic data among nursing college students. The effectiveness of planned teaching on ADHD was independent of all demographic data except age.

Findings Related to the Association between Post Test Knowledge Regarding ADHD and Baseline Data among Nursing College Students

Table 7 reveals that the obtained chi-square values- 1.72, 1.14, 0.5, 0.15(P<0.05) regarding whether they had heard about ADHD, seen a child suffering with ADHD, attended any training related to behavioral problems of children, taught about ADHD were not significant. There was no significant

association between post test knowledge regarding ADHD and baseline data except the fact whether they had provide nursing care.

Therefore the null hypothesis (H_{02}) was accepted

and research hypothesis (H_2) was rejected.

It is inferred that the effectiveness of planned teaching on ADHD was independent of majority of the demographic variables.

Table 7: Data related to the association between post test knowledge regarding ADHD and baselinedata among nursing college students N=30

Demographic Data	Category	N	Response Knowledge						Chi-Square(χ^2)	
			Average		Good		Excellent		Table	Calculated
			n	%	n	%	n	%		
Have you heard about ADHD	Yes	10	1	10	1	10	8	80	4.99	1.72 NS
	No	20	3	15	5	25	12	60		
Have you ever seen a child suffering with ADHD	Yes	8	2	25	1	12.5	5	62.5	4.99	1.14 NS
	No	22	2	9.09	5	22.7	15	68.1		
Have you ever provided nursing care to a child with ADHD	Yes	5	0	0	3	60	2	40	4.99	6.16 S
	No	25	4	16	3	12	18	72		
Have you attended any training related to behavioral problems of children	Yes	3	0	0	1	33.3	2	66.6	4.99	0.5 NS
	No	27	4	14.8	5	18.5	18	66.6		
Have you ever been taught about ADHD	Yes	8	1	12.5	2	25	5	62.5	4.99	0.15 NS
	No	22	3	13.63	4	18.18	15	68.18		

Discussion

Dr. Morayo Jimoh-(2014) Knowledge and Attitudes towards Attention Deficit Hyperactivity Disorder among Primary School Teachers in Lagos State, Nigeria.

Attention-Deficit/Hyperactivity Disorder (ADHD) has been described as a common childhood disorder affecting approximately 5% of primary school-aged children all over the world. This has led to studies on the knowledge of and attitudes of teachers towards Attention-Deficit/Hyperactivity Disorder (ADHD) in various countries among which are Australia and Unites States (Kos, 2004; DuPaul & Stoner, 2003; Kos, Richdale & Jackson, 2004). On the contrary, there seems to be a dearth of research on the knowledge of and attitudes of teachers towards Attention Deficit Hyperactivity Disorder (ADHD) among children in Nigeria. To this end, the study investigated primary school teachers' knowledge of and attitudes towards ADHD using two social psychological theories: Theories of Reasoned Action (TRA) and Theories of Planned Behaviour (TPB). Data were collected using a researcher developed questionnaire administered on two hundred and fifty (250) primary school teachers (125 males and 125 females) drawn from 20 primary schools in Lagos State of Nigeria. The analysis of data was done using the t-test and ANOVA. Findings revealed a deficiency in teachers' knowledge of as well as negative attitudes to pupils with ADHD among primary school teachers. It was also found that teachers' level of education, length of service and exposure to training on ADHD all have significant influence on

the perceived knowledge of and attitudes to pupils with ADHD. Based on the findings, it was recommended that ADHD education should be made a compulsory part of teacher education curriculum in Nigeria.

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