

ORIGINAL ARTICLE

Effectiveness of Planned Teaching Program on Knowledge Regarding Attention Deficit Hyperactivity Disorder among Nursing Students

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ABSTRACT**Background:**

- ADHD or Attention Deficit Hyperactivity Disorder, is a common childhood disorder concerning with the narrowed attention span and increased activity of the child, posing significant obstruction for the child to learn and cope with the surrounding.
- The intensity of the disorder fades with time but till then, understand the child and acknowledging their condition, is important for both the parents and the care providers

Aim:

- This study was conducted to assess the effectiveness of planned teaching on Attention Deficit Hyperactivity Disorder among Third Basic B.Sc. Nursing students in a selected nursing college

Objectives:

- The objective of the study was: To assess the pre-test knowledge regarding attention deficient hyperactive disorder among the nursing students
- To assess the post-test knowledge regarding attention deficient hyperactive disorder among the nursing students
- To assess the effectiveness planned teaching program on knowledge regarding attention deficient hyperactive disorder among Nursing Student
- To find the association between selected background variables and post-test knowledge regarding attention deficient hyperactive disorder among nursing students.

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Material:

- In this study effectiveness of Planned teaching on knowledge regarding ADHD among nursing students were assessed using structured questionnaire on knowledge regarding ADHD.
- The research design used was one group pre-test and post-test pre-experimental design. The knowledge regarding ADHD was assessed before and after Planned Teaching.
- The conceptual framework of the study was based on Roy's Adaptation model.
- The study was conducted among 30 students of third Basic B.Sc. Nursing of selected nursing college using random sampling technique. The data was collected and analysed based on objectives of the study using descriptive and referential statistics.

Result:

- Mean Value of pre-test was 10.7 which increased to 23.33 in post test. The study revealed that the Planned teaching increased the knowledge on Attention Deficit Hyperactivity Disorder in Third Basic B.Sc. Nursing Students in selected nursing college.

Conclusion:

- The effectiveness of the planned teaching was independent of all background and baseline data except attending a seminar/ lecture and having a parent as a medical professional.
- The study concluded that the planned teaching program can be vital for imparting proper knowledge among Nursing Students.

KEYWORDS

Planned Teaching • ADHD • Attention Deficit Hyperactivity Disorder • Third Basic B.Sc. Nursing • Nursing Students • Selected Nursing College

INTRODUCTION

Attention Deficit Hyperactivity Disorder a neurological disorder that develops during childhood and can persist into adulthood. Although adult Attention Deficit Hyperactivity Disorder is not common, not all children who have these symptoms will go on to have the adult version of the disorder. Childhood symptoms may also change across the lifespan; some fade (e.g., Hyperactivity) while others may be expressed differently (e.g., chronic disorganization may result in getting fired from jobs). Because Attention Deficit Hyperactivity Disorder often "looks" different in kids and adults.¹

Attention Deficit Hyperactivity Disorder is a condition that becomes apparent in some children in the preschool and early school years. It is hard for these children to control their behaviour and/or pay attention. It is estimated that between **4 to 12 percent of**

children have Attention deficit hyperactivity disorder. This means that in a **classroom of 25 to 30 children**, it is likely that **at least two** will have Attention deficit hyperactivity disorder.²

Attention deficit hyperactivity disorder is one of the most common childhood disorders. Approximately **4-12% of school-aged children** have the disorder. Prevalence rates seem to vary by community, with some research indicating that larger cities may have rates as high as **20-25%**.¹

Attention deficit hyperactivity disorder produces symptoms that are characterized by distractibility, hyperactivity, poor impulse control, and forgetfulness. The "*attention deficit*" component of Attention Deficit Hyperactivity Disorder refers to inattention, or difficulty focusing for long periods and being easily distractible. The "*hyperactivity*" portion of Attention Deficit Hyperactivity Disorder is used to describe behaviour that is restless, agitated, and difficult to resist.¹

OBJECTIVES OF THE STUDY

- To assess the pre-test knowledge regarding attention deficient hyperactive disorder among the nursing students.
- To assess the post-test knowledge regarding attention deficient hyperactive disorder among the nursing students.
- To assess the effectiveness planned teaching program on knowledge regarding attention deficient hyperactive disorder among Nursing Student.
- To find the association between selected background variables and post-test knowledge regarding attention deficient hyperactive disorder among nursing students.

HYPOTHESIS

- **H₁:** There will be significant difference between pre-test and post-test level of knowledge regarding **Attention Deficit Hyperactive Disorder** among 3rd year basic B.Sc. nursing student at selected nursing college.
- **H₂:** There will be significant association between post-test knowledge regarding **Attention Deficit Hyperactive Disorder** among 3rd year basic B.Sc. nursing student at selected nursing college and their selected background factors.

Table 2: The Schematic Representation of Research Design

Population	Setting	Tool	Independent Variable	Dependent Variable
Students of Basic B.Sc. Nursing in Selected College	Selected College	Structured questionnaire to assess the effectiveness on knowledge regarding Attention Deficit Hyperactivity Disorder	Planned Teaching on Attention Deficit Hyperactivity Disorder	Knowledge Gained

Inclusion Criteria:

1. The Nursing Student those who are present at the time of the study.
2. The Nursing Student those who are willing to participate in the study.
3. The Nursing Student who know to read and write Marathi

Exclusion Criteria:

Students who are sick and not willing to participate in the study

RESEARCH METHEDOLOGY

- In this study effectiveness of Planned Teaching on knowledge regarding ADHD among nursing students were assessed using structured questionnaire on knowledge regarding ADHD. The research design used was one group pretest and post-test pre-experimental design. the knowledge regarding ADHD was assessed before and after Planned Teaching. the conceptual framework of the study was based on Roy's Adaptation model.
- In the present study the base measure was the knowledge score and experimental variable was the planned health teaching depicted as 'x'. Thus, the research design can be present as:

Table 1: One Group Pre-test/Post-test Quasi Experimental Research Design

Pre-Test	Health Teaching	Post-Test
Day 1	Day 1	Day 7
K1	X	K2

- Key:
 - K₁ = Pre-test Knowledge
 - X = Health teaching treatment variable
 - K₂ = Post-test Knowledge

Tool Preparation:

The structured questionnaire includes 3 sections:

Section I: This section includes 5 items seeking profile of sample.

Section II: This section includes 6 items seeking information on baseline characteristics of sample.

Section III: This section included 30 items to assess the knowledge of students regarding Attention Deficit Hyperactivity Disorder.

SCORING KEY

Table 3: Scoring Key

Level of knowledge	Marks
Poor	0-10
Average	11-20
Good	21-30

CONTENT VALIDITY AND RELIABILITY

The content validity of the tool was previously established as it was standardized tool. The reliability of the tool was tested using Karl Pearson method and co-relation co-efficient of the questionnaire was found to be more than 0.8, hence the tool was found to be reliable

RESULT

The major findings of the study are presented under the following headings:

1. Finding related to background factors of Third Basic B.Sc. Nursing

A. Demographic variable

- **Age**, majority of students that is 24 (80%) were of age group 20 to 21 and others that is 6 (20%) were of age group 22 to 23, none of the students were of 19 years or above 23 years.
- **Gender**, majority of students that is 18 (60%) were females and 12 (40%) were males
- **Occupation of Parents**, majority of student's parents that is 20 (66.7%) were in non-medical profession and 10 (33.3%) were in medical profession.
- **Type of Family**, majority of students that is 25 (83.3%) were from nuclear family and other 5 (16.7%) were from joint family and none of students were from extended or divorced family.

B. Background variable

- **Have read about Attention Deficit Hyperactivity Disorder**, majority of students that is 16 (53.3%) have not read about Attention Deficit Hyperactivity Disorder and others that is 14 (46.7%) have read about

Attention Deficit Hyperactivity Disorder

- **Have you read about Attention Deficit Hyperactivity Disorder in**, majority of students that is 15 (93.75%) read about Attention Deficit Hyperactivity Disorder in book and other 1 (6.25%) read about Attention Deficit Hyperactivity Disorder in a newspaper.
- **Have attended lecture on Attention Deficit Hyperactivity Disorder**, majority of students that is 22 (73.3%) have not attended lecture on Attention Deficit Hyperactivity Disorder and other 8 (26.7%) have attended lecture on Attention Deficit Hyperactivity Disorder.
- **Have attended any workshop / conference on Attention Deficit Hyperactivity Disorder**, majority of students that is 25 (83.3%) have not attended any workshop/conference on Attention Deficit Hyperactivity Disorder and other 5 (16.7%) have attended any workshop/conference on Attention Deficit Hyperactivity Disorder.
- **Have watched any video on Attention Deficit Hyperactivity Disorder**, majority of students that is 25 (83.3%) have not watched video on Attention Deficit Hyperactivity Disorder and other 5 (16.7%) have watched video on Attention Deficit Hyperactivity Disorder
- **Have seen any child with Attention Deficit Hyperactivity Disorder**, majority of students that is 26 (86.7%) have not seen a child with Attention Deficit Hyperactivity Disorder and other 4 (13.3%) have seen a child with Attention Deficit Hyperactivity Disorder.
- **Have provided nursing care to a child with Attention Deficit Hyperactivity Disorder**, majority of students that is 26 (86.7%) have not provides nursing care to a child with Attention Deficit Hyperactivity Disorder and other 4 (13.3%) have provided nursing care to a child with Attention Deficit Hyperactivity Disorder.

4. Finding related to the knowledge regarding Attention Deficit Hyperactivity Disorder prior to implementation of Planned Teaching Program.

- Majority of Students that is 21 (70%) have average knowledge regarding, Attention Deficit Hyper Activity Disorder
- Only 9 (30%) students had poor knowledge regarding, Attention Deficit Hyper Activity Disorder

5. Finding related to the knowledge regarding Attention Deficit Hyperactivity Disorder after implementation of

Planned Teaching Program.

- Majority of Students that is 19 (63.3%) have average knowledge regarding, Attention Deficit Hyper Activity Disorder
- Only 11 (36.7%) students had good knowledge regarding, Attention Deficit Hyper Activity Disorder

6. Finding related to effectiveness of Planned Teaching Program in enhancement of the knowledge regarding Attention Deficit Hyperactivity Disorder among Third Basic B.Sc. Nursing.

Table 4: Mean, SD and Paired t Value of Pre-test and Post-test among Third Basic B.Sc. Nursing Students

	Mean	Standard Deviation (SD)	t- value	P-value
Pre-test	10.7	3.14	18.42	12.71 (P<0.05) S
Post test	23.33			

- There was a significant improvement in the post test knowledge after the Planned Teaching on Attention Deficit Hyperactivity Disorder.
- The increase in the knowledge regarding Attention Deficit Hyperactivity Disorder in the post test

was affected by Planned Teaching,

7. Finding related to association of Selected Background Factors and post-test level of knowledge regarding Attention Deficit Hyperactivity Disorder among Third Basic B.Sc. Nursing

Table 5: Association of Selected Background Factors and Post-Test Level

Demographic Variables	Post-test knowledge score				Chi-square χ^2
	Average		Good		
	Frequency	Percentage	Frequency	Percentage	
Age					
20-21	16	53	8	27	$\chi^2=0.56$ dif.= 1 N S
22-23	3	10	3	10	
Gender					
Male	6	20	6	20	$\chi^2=1.15$ dif.= 1 N S
Female	5	16.7	13	43	
Occupation					
Medical	0	0	10	33.43	$\chi^2=8.66$ dif.= 1 S
Non-Medical	11	36.67	9	30	
Type of Family					
Nuclear	9	30	16	53	$\chi^2=0.03$ dif.= 1 N S
Joint	2	7	3	10	

Demographic Variables	Post-test knowledge score				Chi-square χ ²
	Average		Good		
	Frequency	Percentage	Frequency	Percentage	
Have you read about Attention Deficit Hyperactivity Disorder?					
Yes	4	14	12	40	χ ² =1.98dif.= 1 N S
No	7	23	7	23	
Where have you read about Attention Deficit Hyperactivity Disorder?					
Book	4	25	11	69	χ ² =0.354dif.= 1 N S
Newspaper	0	0	1	6	
Have you attended lecture on Attention Deficit Hyperactivity Disorder?					
Yes	0	0	8	26	χ ² =6.29dif.= 1 S
No	11	37	11	37	
Have you attended any workshop / conference on Attention Deficit Hyperactivity Disorder?,					
Yes	5	8	5	8	χ ² =3.45dif.= 1 N S
No	11	37	14	47	
Have you watched any video onAttention Deficit Hyperactivity Disorder?					
Yes	2	7	3	10	χ ² =0.027dif.= 1 N S
No	9	30	16	53	
Have you seen any child with Attention Deficit Hyperactivity Disorder?					
Yes	0	0	4	13	χ ² =2.78dif.= 1 N S
No	11	37	15	50	
Have you provided nursing care to a child with Attention Deficit Hyperactivity Disorder?					
Yes	0	0	4	13	χ ² =2.78dif.= 1 N S
No	11	37	15	50	

The obtained chi-square value 0.56 ($P < 0.05$), $\chi^2 = 1.51$, $\chi^2 = 8.66$, $\chi^2 = 0.03$, $\chi^2 = 1.98$, $\chi^2 = 0.354$, $\chi^2 = 6.29$, $\chi^2 = 3.45$, $\chi^2 = 0.027$ and $\chi^2 = 2.78$, regarding Age, Gender, Occupation of parents, Type of Family, Read About, Read In, Attended A Lecture, Attended Workshop /Conference, Watched Video, Have Seen and Treated Children with Attention Deficit Hyperactivity Disorder respectively.

- The association between the post-test level of knowledge with the background variable were not significant in relation to Age, Gender, Type of Family, Read About, Read In, Attended Workshop / Conference, Watched Video, Have Seen and Treated Children With Attention Deficit Hyperactivity Disorder.

- The association between the post-test level of knowledge with the background variable were significant in relation to Occupation of Parents and Attending a Lecture.

DISCUSSION

The purpose of the study was to assess the Effectiveness of Planned Teaching Program in enhancing the level of knowledge regarding Attention Deficit Hyperactivity Disorder among Third Basic B.Sc. Nursing Students of selected college.

Results of this study have been discussed on the basis of the study objectives:

Objective 1: To assess the pre-test knowledge regarding attention deficient hyperactive disorder among the Third Basic B.Sc. nursing students.

The obtained Pre-test level of Knowledge Score indicated that majority of Students that is 21 (70%) have average knowledge and only 9 (30%) students had poor knowledge regarding Attention Deficit Hyper Activity Disorder.

Objective 2: To assess the post-test knowledge regarding attention deficient hyperactive disorder among the Third Basic B.Sc. nursing students.

Majority of Students that is 19 (63.3%) have average knowledge and only 11 (36.7%) students had good knowledge regarding Attention Deficit Hyper Activity Disorder.

Objective 3: To assess the effectiveness planned teaching program on knowledge regarding attention deficient hyperactive disorder among Third Basic B.Sc. Nursing Student.

There was a significant improvement in the post test knowledge after the Planned Teaching on Attention Deficit Hyperactivity Disorder. The increase in the knowledge regarding Attention Deficit Hyperactivity Disorder in the post test was affected by Planned Teaching.

Objective 4: To find the association between selected background variables and post-test knowledge regarding attention deficient hyperactive disorder among Third Basic B.Sc. nursing student:

- The association between the post-test level of knowledge with the background variable were not significant in relation to Age, Gender, Type of Family, Read About, Read In, Attended Workshop / Conference, Watched Video, Have Seen and Treated Children With Attention Deficit Hyperactivity Disorder.
- The association between the post-test level of knowledge with the background variable were significant in relation to occupation of parents and attending a lecture.

NURSING IMPLICATIONS

The present study was conducted to determine the effectiveness of structure teaching program on knowledge regarding Attention Deficit Hyperactivity Disorder

The findings of the study have valuable implications towards nursing education, nursing practice, nursing administration, and nursing research.

Nursing Education

- The in-service education should be conducted to improve the knowledge and skills of nurses.
- Nursing education helps the nurses to gain adequate knowledge, skills and attitude to fill their duties and responsibilities in nursing field.
- Nurse educators can educate the students about management of children Attention Deficit Hyperactivity Disorder and for this nurses need to update their knowledge through regular in-service education.

Nursing Practice

- The extended and expanded role of professional nursing emphasizes preventive and promotive aspect of health.
- Nurses are key person of health team who play a major role in health promotion and maintenance, nursing research studies are usually not intended in pursuing knowledge simply for the sake of knowledge.
- It is practicing profession so the researcher generally integrates findings into practice.
- The investigator as a nurse felt nurse should develop skills regarding how to diagnose and treat Attention Deficit Hyperactivity Disorder among the children in his/her care.

Nursing Administration

- The present study reveals that nurses did not have knowledge regarding Attention Deficit Hyperactivity Disorder.
- Special endeavours can be taken up by nursing administrator and educators to develop curriculum to produce the skilful nurses to handle children with Attention Deficit Hyperactivity Disorder it with primarily.
- The nursing administrator should organize in service education program

to nursing personnel regarding Attention Deficit Hyperactivity Disorder.

Nursing Research

- Research essentially is problem solving approach.
- There is wide scope of conducting research study in depth by using tools in order to assess the knowledge on Attention Deficit Hyperactivity Disorder.
- The researcher found that literature regarding the assessment of knowledge on home care management to Indian context is inadequate.
- Research studies can also be conducted on practice of Attention Deficit Hyperactivity Disorder.

LIMITATIONS

- The findings of the study were limited to 30 Third Basic B.sc Nursing students at selected nursing college.
- The attempt was not made to follow up to measure the retention of knowledge after post test

RECOMMENDATIONS

- A similar study can be conducted on larger sample for wider generalizations.
- True experimental study can be conducted to assess the effectiveness of Attention Deficit Hyperactivity Disorder.
- An explorative study should carried out the various problems
- A planned teaching programme study can be conducted to assess the effectiveness of knowledge regarding of Attention Deficit Hyperactivity Disorder.
- The similar study can be conducted on staff nurse it will be more useful compare to student while dealing with of Attention Deficit Hyperactivity Disorder Child.

SUGGESTIONS

- In service educational programs can be organised for the nursing staff in the hospital on quality care for children suffering from Attention Deficit Hyperactivity Disorder by the health agency.

- The study reveals that the most of the students had poor knowledge regarding Attention Deficit Hyperactivity Disorder Child and suggest conducting regular educational implications for enhancement of level of knowledge.

CONCLUSION

The following conclusions were inferred from the findings of the study:

- The pre-test level of knowledge regarding Attention Deficit Hyperactivity Disorder was poor.
- After the implementation of Planned Teaching Program the post-test level of knowledge regarding Attention Deficit Hyperactivity Disorder has enhanced.
- The implementation of Planned Teaching program for enhancement of level of knowledge was effective.
- The effectiveness of the Planned Teaching program was independent of the most background factors except from being from a family with people in medical profession and having attended a lecture before.

DECLARATION OF NO CONFLICT OF INTEREST

The authors of this study declare no conflict of interest in the execution, analysis, or publication of this research. No financial, professional, or personal affiliations influenced the study's outcomes or the Planned Teaching program's effectiveness. This research was conducted solely for academic purposes to enhance knowledge of ADHD among Nursing Students.

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ETHICAL CLEARANCE STATEMENT

This study titled *"To assess the effectiveness of planned teaching program regarding Attention Deficit Hyperactivity Disorder among Third Basic B.Sc. Nursing Students of selected nursing college"* was conducted with strict adherence to ethical research practices. The research protocol was reviewed and approved by an appropriate institutional ethics committee. Participants were informed about the purpose,

procedure, and expected outcomes of the study. Informed consent was obtained from participants and their guardians, ensuring confidentiality and voluntary participation. The study was designed to avoid any physical or psychological harm to participants and followed all ethical guidelines for research involving human subjects.

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