ASSUMPTIONS
1. Primary school teachers will express their knowledge regarding Attention Deficit Hyperactive Disorder.
2. Self-Instructional Module increases the knowledge of primary school teachers.
3. Post-test knowledge of primary school teachers after intervention.
4. The association between mean pre-test knowledge score of primary school teachers with self-instructional module.

OBJECTIVES
1. Assess the pre-test knowledge of primary school teachers regarding Attention Deficit Hyperactive Disorder among selected primary schools in Jabalpur.
2. Assess the post-test knowledge of primary school teachers regarding Attention Deficit Hyperactive Disorder after intervention.
3. Evaluate the effectiveness of Self-Instructional Module on the knowledge regarding Attention Deficit Hyperactive Disorder among selected primary school teachers in public school and M.G.M school Jabalpur.

STATEMENT OF THE PROBLEM
Study to assess the effectiveness of Self Instructional Module on the knowledge regarding Attention Deficit Hyperactive Disorder among primary school teachers in selected schools of Jabalpur City.

OBJECTIVES
1. To assess the pre-test knowledge of primary school teachers regarding Attention Deficit Hyperactive Disorder.
2. To assess the post-test knowledge of primary school teachers regarding Attention Deficit Hyperactive Disorder after intervention.
3. To evaluate the effectiveness of Self-Instructional Module on the knowledge regarding Attention Deficit Hyperactive Disorder.

METHODS
The research design was used to assess the effectiveness of Self-Instructional Module on the knowledge regarding Attention Deficit Hyperactive Disorder among primary school teachers in selected schools of Jabalpur City.

SAMPLING TECHNIQUE
It include primary school teachers who were present at the time of data collection. The target population was access population which the study was conducted in selected schools of Jabalpur City. The study was conducted in selected schools of Jabalpur City that include primary school teachers who were present at the time of data collection.

TARGET POPULATION
It include primary school teachers in selected schools of Jabalpur city.

ACCESSIBLE POPULATION
It include primary school teachers who were present at the time of data collection.

TARGET POPULATION:
It include primary school teachers in selected schools of Jabalpur city.

SAMPLING TECHNIQUE:
Non-probability convenient sampling

SAMPLE AND SAMPLE SIZE:
100 primary school teachers.

SETTING OF THE STUDY
This study was conducted in selected schools of Jabalpur City that include primary school teachers who were present at the time of data collection.

SAMPLING TECHNIQUE:
Non-probability convenient sampling

TABLE 1

<table>
<thead>
<tr>
<th>Variable</th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (Yrs)</td>
<td>15-20</td>
<td>21-30</td>
<td>31-40</td>
<td>Total</td>
</tr>
<tr>
<td>Male</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>30</td>
<td>45</td>
<td>90</td>
</tr>
</tbody>
</table>

The study was conducted on 100 samples.

HYPOTHESES
H1: There will be a significant mean difference between mean pre-test knowledge score and post-test knowledge score of primary school teachers.

H2: There will be a significant association between mean pre-test knowledge score and post-test knowledge score of primary school teachers.

RESEARCH DESIGN
In the present study, the experimental group was pre-test post-test design, while the control group was pre-test post-test design.

DELIMITATIONS
The study is limited to selected primary school teachers of Jabalpur City.

KEYWORDS:
Attention Deficit Hyperactive Disorder, Self-Instructional Module, Primary School Teachers, Jabalpur City.
**MAJOR FINDINGS OF THE STUDY**

**SECTION I**

**FINDING RELATED TO DEMOGRAPHIC CHARACTERISTICS OF THE SAMPLE:****

1. Out of 100 samples most of the samples were in the age group of 20-30 years, i.e. 46(46%).
2. Majority of the primary school teachers were with B.Ed. qualification i.e. 46(46%).
3. Majority of the sample were married i.e. 64(64%).
4. Most of the samples had experience between 1-10 yrs. i.e. 65(65%).
5. Majority of sample had income between 4001-8000 i.e. 42(42%).
6. Majority of sample not had any previous knowledge of attention deficit hyperactive disorder i.e. 73(73%).

**SECTION II**

Findings related to knowledge score before administration of self instructional module The result clearly indicated that majority of Primary school teachers 75(75%) had poor knowledge, 23(23%) had average knowledge and only 2(2%) Primary school teachers had good knowledge regarding knowledge of Attention Deficit Hyperactive Disorder.

Findings related to knowledge score after administration of self instructional module The finding shows that majority of primary school teacher 84(84%) had average knowledge, 10(10%) had good knowledge and 6(6%) had poor knowledge regarding Attention Deficit Hyperactive Disorder.

**SECTION III**

Findings related to comparison of pre-test and post-test knowledge The finding shows that mean post-test knowledge score (12.46) was apparently higher than the mean pre-test knowledge score (6). The Pre-test score (sd=4.7) was more than that of the post-test score (sd=2.86).

**SECTION IV**

Findings related to the association between the pre test knowledge scores and the selected demographic variables.

The findings show that the association between knowledge of primary school teachers with demographic variables was statistically tested by applying chi-square test and the variable age of the primary school teachers, education, income, marital status of primary school teachers were found significant at 0.05 level.

**REFERENCES**

**BOOK:**

**JOURNAL:**