

Evaluating the Impact of an Educational Intervention Program on Teachers' Understanding of Obsessive-Compulsive Disorder in Selected Schools of Srinagar

Perkash Kour^{1*}, Jasleen Kaur²

Abstract

Introduction: As per the ICDS, obsessive-compulsive disorder (OCD) is characterized by a state where the primary symptom involves a subjective compulsion, which one feels compelled to resist, leading to actions, contemplation of ideas, recollection of experiences, or contemplation of abstract topics. While the disorder may start in childhood, it more frequently initiates during adolescence or early adulthood, and affects both men and women equally. The current study sought to assess the efficacy of an educational intervention program on OCD among teachers in selected schools. **Objectives:** The study aimed to evaluate the knowledge and the impact of an educational intervention program on obsessive-compulsive disorder among school teachers. Moreover, it aimed to investigate the correlation between teachers' pre-test knowledge scores and specific demographic factors. The research employed a pre-experimental design, specifically a one-group pre-test and post-test approach. Data were gathered from 30 teachers using a self-structured questionnaire and non-probability purposive sampling. The analysis of the data aligned with the study objectives involved the use of both descriptive and inferential statistics. **Findings:** The study's results indicated that, initially, 24% of participants had poor knowledge, and 76% had good knowledge about OCD in the pre-test. However, after the post-test, 97% demonstrated good knowledge, and only 3% exhibited poor knowledge. A substantial increase of 27.86% in knowledge was observed among teachers who underwent the educational intervention program. **Conclusion:** The conclusion drawn was that the post-test knowledge scores were significantly elevated compared to the pre-test scores following the implementation of the educational intervention program.

Keywords: Effectiveness, knowledge, obsessive-compulsive disorders, teachers, teaching programme

*Author for Correspondence

Perkash Kour
E-mail: perkashkour@gmail.com

¹Associate Professor, Department of Nursing, Madre-e-Meharban Institute of Nursing Science and Research (MMINSR), SKIMS Soura, Srinagar, India

²Student, Department of Medical Sciences, Zainul Haque Sikder Women's Medical College, Dhaka, Bangladesh

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INTRODUCTION

Obsessive-compulsive disorder (OCD) is characterized by the existence of obsessions, compulsions, or a combination of both, with a severity significant enough to result in distress or impairment in various aspects of life, as outlined by the American Psychiatric Association in 2013. People experiencing OCD recognize that their actions are disproportionate or irrational. Despite this awareness, the relief they gain from these behaviours compels them to persist in them. Typical compulsions encompass activities such as hand washing, organizing, checking, praying, counting, and silently repeating words. OCD is a neurobiological condition that typically emerges during adolescence or young adulthood, although

younger children may also manifest symptoms [1–6]. It is the fourth most common paediatric psychiatric disorder in the United States and one third to one half of the adults with OCD report childhood onset. If teachers are to effectively support students affected by OCD, they need to be informed about this complex disorder. However, students with OCD often attempt to keep people, including peers and teachers, unaware, of the disability by trying to hide their symptoms. Yet, these students must deal with their OCD symptoms daily, including the impact on their school work [7–16]. OCD affects adults, adolescents, and children around the world, and most people are diagnosed at the age of 19, more boys than girls. In adults, twelve month prevalence is estimated between 1 and 2.3%. In fact, recent study of 15–17 years olds indicated that the two most common problems resulting from OCD in this age group were school related concentrating on school work and completing homework because OCD behaviour can be easily misunderstood, teachers should learn to recognize. Demographic studies have reported that children and adults above 65 years of age have prevalence of OCD higher among males than females.

OBJECTIVES

1. Evaluate the initial knowledge scores of teachers from the chosen higher secondary school in Srinagar regarding OCD.
2. Evaluate the knowledge scores of teachers from the selected higher secondary school in Srinagar after participating in a planned teaching program on OCD.
3. Determine the impact of the educational intervention on teachers' understanding of OCD at the selected higher secondary school in Srinagar.
4. To determine the association between pre-test knowledge scores regarding OCD among teachers of higher secondary school with their selected demographic variables, gender, residence, marital status, family status, educational qualification, and any previous information.

HYPOTHESIS

- *H1*: The average post-interventional knowledge of teachers about OCD is notably higher than their average pre-interventional knowledge score with statistical significance.
- *H2*: There is a significant association of pre-interventional knowledge score regarding OCD with their selected demographic variables, gender, marital status, residence, educational qualification, and any previous information.

METHODOLOGY

To fulfil the study's objectives, a quantitative research approach, specifically employing a one-group pre-test post-test design, was utilized. The research was conducted at Higher Secondary School Jawahar Nagar in Srinagar, Kashmir. The sample for this study comprised 30 teachers from the aforementioned school. The study employed a purposive sampling technique, specifically a non-probability approach, to select participants. Permission was sought from the school principal to conduct the research, and upon approval, teachers were invited to participate in the study. Consent was obtained in writing, before including them as a sample in the study. Privacy, confidentiality, and anonymity were maintained. The tool for data collection was knowledge questionnaire that consists of 26 items. PPT for organized teaching program on obsessive compulsive disorder was prepared by researcher. The study utilized a pre-experimental design, specifically opting for the one-group pre and post-test design. The study involved selecting a single test group (experimental group) and assessing their knowledge scores before the implementation of the organized teaching program. Following the introduction of the teaching program, the participants' knowledge levels were reassessed after a 7-day period. The assessment of the organized teaching program's effectiveness involved a comparison of pre-test and post test scores concerning the knowledge level of the teachers.

RESULT

Tables 1–4 indicate that there was no noteworthy association observed with selected demographic variables, including age, gender, marital status, family status, and any previous information. The significant association of the pre-test score with demographic variables is rejected, and the null hypothesis is accepted at the 0.05 level of significance.

Table 1. Frequency and percentage distribution of subjects according to demographic variables (n = 30).

Demographic variables	Frequency (f)	Percentage (%)
<i>Age in years</i>		
25–35	14	46.70%
36–44	12	40.00%
45 above	4	13.30%
<i>Gender</i>		
Male	12	40%
Female	18	60%
<i>Marital status</i>		
Married	12	40%
Unmarried	18	60%
<i>Habitat</i>		
Rural	20	66%
Urban	10	33.30%
<i>Family status</i>		
Nuclear	26	86.70%
Joint	4	13.30%
<i>Any previous information</i>		
Yes	2	6.70%
No	28	93.30%

Table 2. Assessment level knowledge of teachers on obsessive compulsion disorder in pre-and post-test (n = 30).

Levels of knowledge	Pre-test (f)	Post-test(f)
Poor (10–18)	7(24%)	1(3%)
Good (19–26)	23(76)	29(97)

Table 3. Comparison of subjects on the basis of pre and post-test mean knowledge score, SD, mean %, median, maximum and minimum of teachers according to their knowledge score.

Domains of knowledge	N	Mean	SD	Median score	Max.	Min.	P-value
Pre-test	30	19.17	3.45	20	26	10	p<0.0001
Post-test	30	27.86	4.20	28	35	16	

Table 4. Association of pre-test knowledge score of teachers with their demographic variables (n = 30).

Variables	Categories	f %	Chi-square	df	p-value	Result
Age	21–30	8(26.6%)	2.098	3	0.552	NS
	31–40					
	> 40					
Gender	Male	12(40%)	0.008	11	1.000	NS
	Female					
Residence	Rural	24(80%)	0.349	41	0.612	NS
	Urban	6(20%)				
Marital status	Married	12(40%)	1.2	1	0.273	NS
	Unmarried	12(60%)				
Family status	Nuclear	26(86.7)	1.677	1	0.915	NS
	Joint	4(13.3)				
Any previous information	Yes	2(6.7%)	1.034	1	0.309	NS
	No	28(93.3%)				

DISCUSSION

In the present study, a total sample of 30 teachers was selected by purposive sampling. The impact of the structured teaching program on knowledge regarding OCD was assessed through the implementation of a paired t-test, comparing the pre-test and post-test knowledge scores. The results indicated that in the pretest, the mean value was 8.69 with a standard deviation (SD) of 3.45, while in the post-test, the mean value increased to 27.86 with an SD of 4.20. A notable statistical disparity was evident in the mean values of the pre-test and post-test knowledge scores. Additionally, there was no significant correlation observed with demographic variables. The present study is consistent with the study done by Giti Shams et al. (2011) on the prevalence of obsessive compulsive disorder in Iran on 909 high school students. In this study, 60% were females in age group of 14–18 years with a mean age 15.92 years. Gender, age, birth order, parents' education, and family income were not statistically significant to OCD symptoms. In 2021, Antonia Chaves et al. conducted a study in Spain that centered on the knowledge and stigmatizing attitudes of teachers related to OCD. The findings indicated that prior to the intervention, 82.1% of teachers had limited knowledge about OCD, but after the intervention, their knowledge improved, leading to enhanced strategies for managing students exhibiting OCD symptoms. Another study by Amita D. Jassi et al. in 2016 in London, UK, aimed to increase knowledge about OCD and provide support for parents and schools. The results revealed that after reading information packs, 127 teachers completed a quiz on OCD, and their knowledge increased [17–21].

CONCLUSION

The study concludes that the educational intervention improves teachers' knowledge significantly. Educators who interact daily with students potentially experiencing the onset of obsessive-compulsive disorder (OCD) possess a distinct opportunity to proactively prevent the development of OCD by facilitating early identification and implementing appropriate interventions. Additionally, they can foster a positive attitude towards OCD among their students. In summary, the initiatives assessed in this study seemed to contribute to an enhanced understanding of obsessive-compulsive disorder among teachers.

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