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Effect of nursing intervention on improving intellectual school teachers' performance toward students with epilepsy in Sharqia Governorate, Egypt

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Introduction & Aim: Epilepsy is a major health problem frequently seen among intellectual schools. Students having seizures bother their teachers. The aim of this study was to evaluate the effect of nursing intervention on improving intellectual school teachers' performance toward students with epilepsy in Sharqia Governorate.

Method: A quasi-experimental design was used in this study. A purposive sample composed of 163 teachers from 13 intellectual schools working at least two years. Three tools were used: Tool-1: A self-administered questionnaire consisting of two parts: Part (A) was used to collect data pertaining to socio-demographic characteristics of the teachers. Part (B) involved questions regarding teacher's knowledge about epilepsy. Tool-2: An observational checklist to evaluate teacher's practices regarding management students with epilepsy. Tool-3: To assess attitudes of teachers toward students with epilepsy.

Results: The most of studied teachers were married. Additionally, statistically significant improvements were detected in the teachers' knowledge, practices and attitudes, from pre-sessions to immediately after and 3 months of post sessions where the total mean score of their knowledge increased from 9.61 ± 3.30 in pre-sessions, to 19.35 ± 1.73 immediately post sessions and 18.67 ± 2.61 , at 3 months of post sessions. The total mean score of their practices increased from 3.31 ± 5.081 pre-sessions to 26.72 ± 5.46 immediately post sessions and 24.83 ± 6.71 , at 3 months of post sessions. The total mean score of their attitudes increased from 13.62 ± 2.25 in pre-sessions, to 16.38 ± 1.83 immediately post sessions.

Conclusion: Therefore, it is recommended that, in-service training educational sessions to be carried out periodically among all intellectual school's teachers.