

Research Article

Effectiveness of Planned Teaching Programme on Knowledge regarding Specific Learning Disabilities of School Going Children

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A B S T R A C T

Background: Up to 5% to 10% of seemingly normal school children have hidden disabilities in India. School children spend their more time with their respective school teachers. Teachers' have a significant role in the scenario. Hence, the study was done to assess effectiveness of planned teaching programme on knowledge of teachers.

Methods: The methodology used in the present study is a pre-experimental approach. A one group pretest and post test research design was used with objectives. The study was carried among 60 primary school teachers in St. Mary Champion H.S. School, Indore, MP, India in April 2018. The researcher used self-structured questionnaire as tool for assessment of knowledge regarding selected learning disabilities. Content validity of tool was ensured by verifying it with the expert. Data collection was analyzed by using descriptive and inferential statistics.

Result: The results reveal that in the pretest, 14 (23.3%) school teachers obtained inadequate grade, while 46 (76.7%) school teachers obtained moderately adequate grade. In the posttest, 2 (3.3%) school teachers obtained moderately adequate grade, while the rest 58 (96.7%) obtained adequate knowledge grade. The pretest knowledge score was 13.15, while the posttest knowledge score was 24.83. The difference was found to be statistically significant ('t' value = -21.524, df=59, p value = 0.001, Significant), showing a higher posttest knowledge score in comparison to the pretest knowledge score.

Keywords: Assess, Nurse, Learning Disability, School Going Children, Primary School Teacher.

Introduction

National Joint Committee on Learning Disability defines Learning Disability as a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities.¹

Karande reported that up to 5% to 10% of seemingly normal school children have hidden disabilities in India. Among that 80% of those have dyslexia.²

Wagner purports that the teachers rapport with a learning disabled child is proved to be vital in helping the child succeed. According to learning disability services, students

can greatly benefit when the teacher takes a little time and thought to accommodate these needs.³ An estimation from India states that more than five students in every normal-sized class do have learning disabilities.⁴

Teachers play very important role in early diagnosis of mental health problems, giving reference to medical personal and also promotion of mental health among children in their schools. School children spend their more time with their respective school teachers.

From the preceding information and reviews and owing to the fact there are few studies on the subject, the need for assessing the effect of planned teaching for teachers regarding learning disabilities was felt to increase their awareness. Hence, this study was undertaken for assessment of the effectiveness of planned teaching among teachers regarding identification and management of learning disability in school children and to find association between pre-test knowledge of primary school teachers and demographic variables.

Objectives

- To assess the pretest knowledge score of primary school teachers regarding learning disabilities.
- To assess the post test knowledge score of primary school teachers regarding learning disabilities.
- To evaluate the effectiveness of Structured Teaching Programme on knowledge of teachers towards learning disabilities.
- To find out the association between pretest level of knowledge with selected socio-demographic variables.

Method and Material

The methodology used in the present study is a pre-experimental approach, a sub type of quantitative approach was adopted for the present study a one group pretest and post test research design was used with objectives.

The study was carried among 60 primary school teacher in selected school of Indore. The researcher used self-structured questionnaire to collect demographic, self-structured questionnaire for the assessment of knowledge regarding the selected learning disabilities. Content validity of tool was ensured by verifying it with the expert. The pilot study was carried on with 10 primary school teacher to refine methodology and to find out the feasibility of the study. The tool was found to be reliable. The reliability was calculated by Split half and Karl Pearsons correlation coefficient formula. The reliability of tool was calculated and 'r' found to be +0.98 which is statistically significant. For knowledge assessment and. The purpose was to determine the clarity of items, presence of ambiguous items and to ensure the reliability and feasibility of the tool which was statistically reliable for the present study.

Ethical Consideration

Before conducting this study, permission letters were taken by authorized body of St. Mary Champion H.S. School, Indore, MP, India. Consent was also signed by participants in study. Confidentiality was maintained by assigning. A Code to each subject.

Statistical Analysis

The data analysis was done by using descriptive statistics and inferential statistics.

Descriptive Statistics

The demographic variables were analyzed by using frequency and percentage.

Inferential Statistics

The effectiveness of structured teaching programme regarding learning disabilities and association between demographical variables were analyzed by using 't' test and χ^2 respectively.

Result

Table 1, shows the distribution of school teachers according to demographic variables.

Results reveal that in the pretest, 14 (23.3%) school teachers obtained inadequate grade, while 46 (76.7%) school teachers obtained moderately adequate grade (Table 2).

In the posttest, 2 (3.3%) school teachers obtained moderately adequate grade, while the rest 58 (96.7%) obtained adequate knowledge grade. The pretest knowledge score was 13.15, while the posttest knowledge score was 24.83. The difference was found to be statistically significant ('t' value = -21.524, df=59, p value = 0.001, significant) (Table3).

Table 2, shows the distribution of school teachers according to pretest and posttest knowledge grading.

There were 30 questions in the knowledge questionnaire. Only 1 option was correct for each question. 1 mark was given for every correct answer and 0 mark was given for wrong answer. These marks were further graded as Inadequate (1-10); Moderately adequate (11-20) and Adequate (21-30).

Table 3, shows the comparison of pretest and posttest knowledge score.

The pretest knowledge score was 13.15, while the posttest knowledge score was 24.83. The difference was found to be statistically significant ('t' value = 21.524, df=59, p value = 0.001, Significant), showing a higher posttest knowledge score in comparison to the pretest knowledge score.

Table 4, shows the association between demographical variables with pre test knowledge score.

Table 1. Distribution of primary school teachers according to demographic variables

S. No.	Demographic Variables	Number	Percentage
1.	Age		
	26-30 years	9	15.0
	31-35 years	15	25.0
	36-40 years	23	38.3
	Above 40 years	13	21.7
2.	Sex		
	Male	33	55.0
	Female	27	45.0
3.	Qualification		
	TTC	21	35.0
	B.Ed.	13	21.7
	M.Ed.	0	0.0
	Degree	26	43.3
4.	Years of Experience		
	Less than 3 years	13	21.7
	4-6 years	21	35.0
	7-10 years	18	30.0
	11-13 years	8	13.3
5.	Nature of employment		
	Temporary	17	28.3
	Permanent	43	71.7
6.	Previously identified child with problems of learning disabilities		
	Yes	18	30.0
	No	42	70.0
7.	Attended any conference, workshop before on learning disability		
	Yes	16	26.7
	No	44	73.3
	Total	60	100.0

Table 2. Distribution according to pretest and posttest Knowledge grading

S. No.	Knowledge Grading	Pretest Grade		Posttest Grade	
		No.	%	No.	%
1.	Inadequate (1-10)	14	23.3	0	0.0
2.	Moderately adequate (11-20)	46	76.7	2	3.3
3.	Adequate (21-30)	0	0.0	58	96.7
	Total	60	100.0	60	100.0

Table 3. Comparison of mean pretest and posttest knowledge score

Knowledge Score	No.	Mean	SD	't' value	P-value
Pre-test	60	13.15	3.31	21.524, df=59	0.001*
Post-test	60	24.83	2.15		

Paired 't' test applied. P-value = 0.001, Significant.

There was no statistically significant association seen between demographic variables and and pretest knowledge showing that pretest knowledge grade is independent of the variable "attended any conference, workshop" on learning disability of the school teachers.

There was a statistically significant difference seen between the mean pretest and posttest knowledge score, hence the hypothesis "There will be significant difference between pretest and post knowledge score at the 0.05 level of significant" is accepted.

Discussion

The study indicated that primary school teachers are in need for knowledge about learning disabilities. The results showed that the intervention was helpful in improving the posttest knowledge grade of the school teachers.

The results showed a higher posttest knowledge score in comparison to the pretest knowledge score. The effectiveness of the STP on knowledge of primary school teacher about learning disabilities was evident from the post test score of the primary school teacher.

Table 4. Association of demographical variables with pre test knowledge score

S. No.	Age	Pretest Knowledge Grade			χ^2 value	P-value
		Inadequate (1-10)	Moderately adequate (11-20)	Adequate (21-30)		
1.	Age					
	26-30 years	3	6	0	0.629, df=3	0.890, NS
	31-35 years	3	12	0		
	36-40 years	5	18	0		

	Above 40 years	3	10	0		
	Total	14	46	0		
2.	Sex					
	Male	8	25	0	0.034, df=1	0.854, NS
	Female	6	21	0		
	Total	14	46	0		
3.	Qualification					
	TTC	5	16	0	0.004, df=2	0.998, NS
	B.Ed.	3	10	0		
	M.Ed.	0	0	0		
	Degree	6	20	0		
	Total	14	46	0		
4.	Years of Experience					
	Less than 3 years	4	9	0	4.990, df=3	0.173, NS
	4-6 years	3	18	0		
	7-10 years	3	15	0		
	11-13 years	4	4	0		
	Total	14	46	0		
5.	Nature of employment					
	Temporary	3	14	0	0.429, df=1	0.513, NS
	Permanent	11	32	0		
	Total	14	46	0		
6.	Previously identified child with problems of learning disabilities					
	Yes	6	12	0	1.437, df=1	0.231, NS
	No	8	34	0		
	Total	14	46	0		
7.	Attended any conference, workshop before on learning disability					
	Yes	5	11	0	0.764, df=1	0.382, NS
	No	9	35	0		
	Total	14	46	0		

The findings of other research studies are consistent with these findings which showed that STP is effective in enhancing knowledge of primary school teacher.

Walter conducted a study on reducing behavioral problems in early care and education programme among 144 school teachers in Tolland Pre School. It showed that 76% of the teachers improved their ability to identify children in need of mental health referral, and 88% reported that education programme reduces the likelihood suspensions and expulsion. Hence, STP helped in enhancing the knowledge of study group.⁵

A study by Bhanwara described that the planned teaching is effective in increasing the knowledge regarding learning

disabilities. The study was conducted in selected schools of Pune city. The result was teachers received adequate knowledge regarding learning disabilities.⁶

A study indicated that the majority of the primary school teachers had inadequate awareness regarding learning disabilities and 10% had moderate level of awareness, whereas in the post-test, 7.5% had moderate level of awareness and 92.5% had adequate level of awareness. The authors concluded that planned teaching program is an effective method in enhancing the awareness of primary school teachers regarding the care of awareness of learning disabilities.⁷

However, contrary to the results of our study, the authors

found a significant association of knowledge of primary school teachers with demographic variables such as class involved in teaching.⁷

In a study by by Arifa and Siraj no significant association was found between demographic variables and attitude of teachers towards learning disability similar to this study.⁸

Conculsion

From the observations, we can conclude that there was a statistically significant improvement seen in knowledge score after intervention. Thus intervention was very helpful in improving the knowledge score of the primary school teacher. We find no association between demographic variables and the knowledge score. To conclude intervention was very helpful in improving of the primary school teacher regarding learning disabilities.

Conflicts of Interest: None

Referances

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