



## Impact of Information, Education and communication module on Knowledge, Attitude and Compliance regarding specific learning disabilities among primary school teachers in selected schools at Arakkonam Taluk

**Mohana Priya K**

Ph.D Scholar, Associate Professor (Pediatric Nursing), GRT College of Nursing, Tamil Nadu.

**Dr. Jain Vanitha**

N.S, Guide, Meenakshi University, Chennai., Principal in GRT College of Nursing.

### ABSTRACT

An experimental study was conducted to find out the impact of Information, Education and Communication (IEC) module on knowledge, attitude and compliance regarding specific learning disabilities (SpLD) among 50 primary school teachers (25 in control & 25 in experimental) selected by multistage random sampling technique at selected schools, Arakkonam. Pretest posttest design adopted. Interview and questionnaire method followed to collect data regarding socio demographic variables, knowledge, attitude and compliance regarding specific learning disabilities. Experimental group of primary school teachers received IEC module. Control group received no intervention. The result shows the knowledge, attitude and compliance of experimental group was significantly better than control group at ( $p < 0.001$ ). The study concluded that IEC module is effective in improving knowledge, attitude and compliance.

**KEYWORDS :** IEC module, Specific learning disability (SpLD), Primary school teachers

### Introduction

Karande, Mehta & Kulkarni (2007), in their study on parental knowledge of specific learning disabilities (SpLD) in India, used the definition of Shapiro and Gallico (1993) that SpLD refers to group of neuro developmental disorders manifesting as persistent difficulties in learning to efficiently read (dyslexia), write (dysgraphia) or perform mathematical calculation (dyscalculia) despite normal intelligence, intact hearing, conventional schooling, and vision, adequate motivation and socio cultural opportunity .

Number of people with disabilities in India is substantial and likely to grow (World Bank report, 2011). Specific learning disability afflicts 5-15% of school going children (Lagae, 2008). Although, the learning disability grows in to a major problem, only a little attention is projected to such invisible disabilities (Sakhuja, 2004).

Karande, Doshi, Thandani & Sholapurwala (2013) stated that commonest cause of PSP (poor school performance-72.76%) in children of western India- Mumbai is the existence of specific learning disability. In addition to the problem of PSP, children with newly diagnosed SpLD experience a significantly compromised state of physical and psychosocial wellbeing (Karande & Venkataraman, 2012).

The prevalence study on Learning Disability conducted at the L.T.M.G. Hospital, Sion, reported that 640 were diagnosed as having a Specific Learning Disability among the total number of 2,225 children visiting the hospital for certification of any kind of disability. (LTMG, 2006).

Singh (2014) said that 15% of school going population in India in dyslexic and emphasizes on integration of remedial education programme in the school system with needed sensitivity, patience and some crusaders for a child to overcome it.

Recently, prevalence of learning disability is on the rise, 42% of special education requirements were utilized for children with learning disabilities (IDEA, 2014).

Research in the area of learning disability in India began only recently (Ramaa, 2000). Students have experienced academic problems associated with SpLD for a long time, but those problems were neglected in the superfluous classrooms (Karanth, 1998). The study of specific learning disabilities is gaining momentum gradually as more number of students experience academic and non academic issues, making it the most widespread disability (Suresh & Sebastian, 2003; Tandon, 2007).

As the realization of severity of the issue hit the future generation of India, government has included SpLD as 13th disability in the rights of persons with disabilities bill 2016, which portrays the importance of the issue in our country.

Saebones & et al. (2015) reported that failure to invest in the education of children with learning disabilities leads to exclusion of millions of children from seeking education followed by exclusion from society, denial of every child's right to education and thereby, increases the poverty over their lifetime. The investment in education should be about preparation of conducive learning environment, competent teachers to handle such children and inclusive educational system.

Assessing the knowledge level of LD among teachers is of critical importance, because one of the barriers encountered by students with disabilities is teachers' inadequate knowledge about the disability and the required types of services (Paul 2000). Researches have also revealed that inadequate knowledge about the disabilities leads to negative attitudes towards persons with disabilities (Saravanabhavan & Saravanabhavan, 2001).

SpLD can be identified possibly at 3 to 4 years of age when children enter preschool and teachers need to be sensitized on how to screen or at least be able to differentiate SLD from other problems of learning (Lingeshwaran, 2013). Government of India should implement intensive and rigorous training to fulfill the educational needs of the Special Needs Children (Kamala & Ramganes, 2013). Teachers are the child's primary contact on their academic journey and an ideal person to detect learning disability of a child, if any. Unfortunately, most of teachers rationalize child's poor academic performance in specific areas of education as a lack of child's interest, laziness, attitude problem or aggression due to their limited knowledge on specific learning disability, which would lead to poor attitude and compliance of teachers to include such children in their classes.

With the growing number of Indian students identified with SpLD, it is only fitting to equip the teachers with knowledge and competency to appropriately diagnose and handle the children with remedial education in main school stream at their earliest. In order to design instructional models to make learning special and efficient one for this special set of students and for the success of inclusive classrooms, the present study aimed to determine the impact of Information, Education and Communication module on knowledge, attitude and compliance regarding specific learning disability among primary school teachers.

**Materials and Methods**

Quantitative research approach is followed using true experimental research design (pretest posttest design). Using Cluster random sampling technique 25 primary school teachers were randomly assigned to experimental group and 25 to control group by lottery method. Formal permission was sought from Principal, GRT College of Nursing and from correspondents of 2 different schools of Vivekananda Vidhyalaya. Data was collected from January 2016 to June 2016. Inclusion criteria comprised only Teachers who teaches children in and under 5th standard and works full time. Exclusion criteria included teachers who already are trained to teach children with SpLD and teach only secondary classes. After explanation and obtaining written consent from teachers, they were randomly assigned to control group and experimental group. The questionnaire was administered to collect data on socio-demographic variables, knowledge, attitude and compliance regarding SpLD from both the groups. Experimental group received intervention-IEC module. Intervention included 1 hour session of LCD power point presentation on specific learning disabilities (SpLD), after which, an information booklet will be given to each participant, for reinforcement. Further, reinforcement will be ensured fortnight through telephone to all the study participants of experimental group. The components included in this teaching module are meaning, risk factors, causes, signs & symptoms, diagnostic evaluation, treatment, prognosis, promotion of learning behavior and remedial education for dyslexia, dyscalculia and dysgraphia. Control group received no intervention. Post test was done after 3 months.

**Results**

Socio demographic data: Majority of the teachers was of age group 21 – 25 years, female, single, with no children, under graduates and had less than 2 years of experience. Chi square test was done to identify the homogeneity of both groups.

Effect of IEC module: In this study the pretest score and posttest score of experimental and control group are compared.

Table: Mean, SD and t-value of knowledge, attitude and compliance score of both groups.

n= 50 (25+25)

VARIABLES	SCORE	Experimental Group			Control Group		
		Mean	SD	t-value	Mean	SD	t-value
KNOWLEDGE	Pretest score	8.36	1.22	42.50	8.60	1.23	1.89
	Posttest score	24.84	1.46		10.32	5.08	
ATTITUDE	Pretest score	15.72	6.88	42.84	14.32	5.66	1.98
	Posttest score	50.52	4.21		20.92	7.55	
COMPLIANCE	Pretest score	2.52	0.51	45.26	2.46	0.49	1.89
	Posttest score	8.92	0.40		2.96	0.56	

This table depicts the following,

1. Pretest mean knowledge score of both the groups were nearly similar (8.36 & 8.60 respectively) whereas the posttest score of experimental group (24.84) is significantly higher than the control group (10.32). The paired 't' test revealed that the score was significant at p <0.001. Hence IEC module was effective in improving the knowledge of teachers

2. Pretest mean attitude score of both the groups were nearly similar (15.72 & 14.32 respectively) whereas the posttest score of experimental group (50.52) is significantly higher than the control group (20.92). The paired 't' test revealed that the score was significant at p <0.001. Hence IEC module was effective in improving the favourable attitude of teachers

3. Pretest mean compliance score of both the groups were nearly similar (2.52 & 2.46 respectively) whereas the posttest score of experimental group (8.92) is significantly higher than the control group (2.96). The paired 't' test revealed that the score was significant at p <0.001. Hence IEC module was effective in improving the positive compliance of teachers.

Association between knowledge, attitude and compliance score and socio demographic variables revealed no statistically significant association between them.

**Discussion**

The present study intended to assess the effectiveness of IEC module on knowledge, attitude and compliance regarding SpLD among primary school teachers. The findings revealed that IEC module was effective in improving knowledge, attitude and compliance of teachers in experimental group when compared with control group at p<0.001.

**Conclusion**

According to the results of present study it is concluded that IEC module is effective, cost effective and best method of education and reinforcement towards improvement in knowledge, change of attitude and bringing in positive compliance regarding SpLD.

**Implications for practice**

Each nurse has a responsibility to look after the wellbeing of the humans and society, as well. Considering the extent of existence of SpLD in our country, nurses who aim to change the societal view especially teachers' view on SpLD contributes to the society's welfare at a greater extent. Since, Prevention of SpLD is uncertain and longer goal to achieve, remediation and special care of children with SpLD in an inclusive school setting must be emphasized amongst teachers to conserve the physical and psychosocial status of such children. IEC module is effective measure in achieving the same.

**Ethical Considerations of the present study**

Ethical clearance was obtained from Institutional Ethics Committee of Billroth hospitals and College of Nursing, Chennai. Informed consent was obtained from the subjects after explaining the study and due importance was given to maintain the confidentiality.

**References**

- Kamala R & Ramganes E (2013). Knowledge of Specific Learning Disabilities among teacher educator in Puducherry. *International Review of Social Sciences and Humanities*, 6(1), pp. 168-175.
- Karande S, Mehta V & Kulkarni M (2007)., Impact of an education program on parental knowledge of specific learning disability. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/17611345>
- Karande S, Sholapurwala R & Kulkarni M (2011)., Managing specific learning disability in schools in India. *Indian Pediatrics*, 48: 515-520.
- Karande S & Kulkarni M (2005). Specific learning disability: The invisible handicap. *Indian Pediatrics*, 42: 315-319.
- Karande S & Venkataraman R (2012). Self-perceived health-related quality of life of Indian children with specific learning disability. *Journal of Postgraduate Medicine* 58(4):246-54
- Lagae L (2008). Learning disabilities: definitions, epidemiology, diagnosis and intervention strategies. *Pediatric clinics of North America*, 55: 1259-68.
- Lingeswaran A (2013). Assessing knowledge of primary school teachers in specific learning disabilities in 2 schools in India. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/24083280>.
- Ministry of law and Justice (Dec 2016). The Rights of Persons with Disabilities Bill 2016. *The Gazette of India*.
- Saebones & etal (2015). Towards a disability inclusive education. Retrieved from <https://en.unesco.org/world-education-forum-2015/incheon-declaration>.
- Saravanabhavan & Saravanabhavan (2010). Knowledge of learning disability among pre-and in-service teachers in India. *International Journal of Special Education*, 25: 133-9.
- World Bank (2011). *World report on disability*. WHO & World Bank. Geneva.