

A Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge of School Teachers Regarding Learning Disorders Among Children in Selected Schools



Nursing

KEYWORDS : Structured teaching programme, School teachers, Learning disability, Children.

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ABSTRACT

Material & Methods: A pre-experimental study was conducted to assess the effectiveness of structured teaching programme on knowledge of school teachers regarding learning disability among children in selected schools at Pune, India from Aug-Sep 2015. A total of 42 primary school teachers participated in the study. A pre-test was conducted followed by the administration of structured teaching programme regarding learning disorders to all the participants. A post-test was then conducted after 7 days using the same pre-test questionnaire. **Background:** In India around 13-14% of school children suffer from learning disorders and this leads to their dropping out of schools at an early age. Out of these, many remain deprived of basic education for rest of their lives. The most closely associated problems with the school drop outs are unemployment, crime and drug addiction. Therefore, learning disability is a stumbling block for the nation's development. Teachers are the ones who come in contact with these children at a very young age. A teacher who is well versed with the common signs and symptoms of learning disabilities will be able to identify it in a child at the earliest and provide him with the support services. **Aim:** To assess the effectiveness of structured teaching programme on knowledge of primary school teachers regarding learning disabilities. **Results:** The study revealed that majority (85.72%) of the primary school teacher's level of pre-interventional knowledge was average and that only 4.76 % had good knowledge level regarding LD's in children. **Conclusion:** The structured teaching programme was effective in increasing the knowledge of the teachers with a highly significant with a p value < 0.0001.

Introduction

Learning disabilities (LD) refer to a number of disorders that may affect the acquisition, organization, retention, understanding, or use of verbal or non-verbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning.

Around 13-14% of all school children suffer from learning disorders in India. One of the major problems due to which a large number of children drop out of schools at an early age is learning disability. Unemployment, crime and drug addiction are some of the most closely associated problems with the school drop outs. Therefore, learning disability is a

stumbling block for the nation's development.

In Census 2011, for the first time in India, people with multiple disability were included and it also recognized diseases like dyslexia and autism as forms of disability. According to the 2011 Census of India, 21.21 million people were reported to have a disability. Among these, persons with visual disability was 18.8%; hearing impairment was 18.9%, speech was 7.5%, mobility was 20.37%, mental retardation was 5.6%, mental illness was 2.7%, any other was 18.4% and those with multiple disabilities was 7.9%.

Teachers are the ones who come in contact with the children at a very young age. A better understanding of LD's will empower the primary school teachers with the knowledge to detect it in their pupil at the earliest. The detection and intervention of learning disability in a child gives him/her a better chance to maximize his/her potential.

Materials and Methods:

A pre-experimental research method was adopted for the study. The study was conducted among primary school teachers from selected schools at Pune, India in 2015. The schools were selected by simple random sampling using lottery method without replacement. A total of four schools were selected among which one school opted out from the study. The subjects were then selected from these three schools by convenient sampling. A total of 42 primary school teachers participated in the study.

Phase I: Assessment of pre-existing knowledge of primary school teachers regarding LD's by administering a pre-test questionnaire.

A structured teaching programme (STP) on LD's was then administered to the primary school teachers.

•Phase II: The effectiveness of STP was evaluated by administering a post-test after 7 days with the same pre-test questionnaire to the primary school teachers who had given the pre-test.

Results

The study revealed that majority (85.72%) of the primary school teachers had an average level of pre-interventional knowledge and only 4.76 % had good knowledge level regarding LD's in children. After the STP 50% of the teachers had good knowledge levels which was highly significant with a p value < 0.0001. The mean scores of pre-test was 9.83(SD2.64) where as the post-test mean score was 13.81(SD3.24).

Table 1: Demographic Data (n=42)

Parameters	No of cases	(%)	
Age (Yrs)	21 – 30	6	14.29
	31 – 40	12	28.57
	41 – 50	12	28.57
	51 – 60	12	28.57
Sex	Male	3	7.14
	Female	39	92.86
Academic qualification	10+2	3	7.14
	Degree	22	52.38
	Post graduation	17	40.48
Professional qualification	D Ed	16	38.09
	B Ed	22	52.38
	M Ed	4	9.52
Year of teaching experience	1 – 5	8	19.05
	6 – 10	7	16.67
	11 – 15	4	9.52
	>15	23	54.76
Any experience of handling children with LD	Yes	9	21.43
	No	33	78.57

Table 2: Pre and Post-test Knowledge Scores

This study was conducted in two phases:•

Knowledge score	Pre-test	Post-test
	%	%
Poor	9.52	0
Average	85.72	50
Good	4.76	50
Total	100	100

The demographic variables did not have any association with the knowledge level even when the teachers had an experience in handling children with LD.

The effectiveness of STP was seen in all aspects of LD's as seen by an increase in knowledge scores in all selected areas of the LD's with highly significant p values (Fig 1).

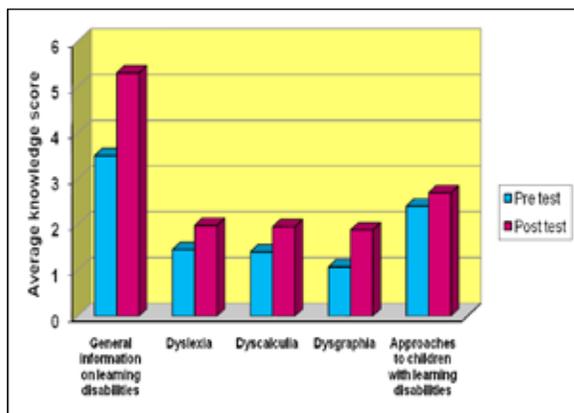


Fig 1: Comparison of Pre and Post-test Knowledge scores in the selected areas of LD's.

The comparison of knowledge levels between the schools revealed that the primary school teachers from the CBSE schools had better pre-interventional level of knowledge than those from the state schools which was statistically significant with a p value <0.0001. Amongst the two state schools, the primary school teachers from the Christian Missionary school had better knowledge scores than the Government school with a p value <0.005.

Discussion

In the present study, comparison of pre-test and post-test knowledge scores revealed a highly significant increase in the post-test scores with a p value of <0.0001.

The findings of the study are in accordance with the study conducted by Pawar S and Mohite V on the effectiveness of Self Instructional Module on knowledge of primary school teachers regarding learning disorders among children where it was found that the existing level of knowledge of primary teachers regarding LD's was average and that the SIM was effective in improving the knowledge level of teachers.

A quasi experimental study conducted by Williams A et al where the knowledge of the teachers was assessed after administering a learning package also has results congruent with the present study conducted by the researcher.

Conclusion

The present study revealed that the STP was effective in improving the knowledge level of primary school teachers irrespective of the syllabus followed by the school.

A guide for teachers was developed on LD's based on

the study findings. This guide was given to the respective schools who participated in the study for further reference by the school teachers.

The teachers who are aware of the symptoms and nature of LD's will be able to recognize this in their students and make relevant interventions and thereby facilitate learning and build capability of the students.

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