



A PRE EXPERIMENTAL STUDY TO ASSESS THE EFFECT OF VIDEO ASSISTED TEACHING ON KNOWLEDGE REGARDING CHILDREN WITH DYSLLEXIA AND ITS MANAGEMENT AMONG PRIMARY SCHOOL TEACHERS IN SELECTED SCHOOL, BHOPAL, M.P.

Mental Health Nursing

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ABSTRACT

Introduction Dyslexia is the specific developmental disorder in children may cause impairment in academic functioning at school, especially when language is affected or impairment in the daily activities. **Method** An evaluative approach is used to observe the effectiveness of teaching methodology regarding children with dyslexia and its management among 60 primary school teachers of Holy family school (Shanti Nagar). Convenience sampling was used. The research design selected for this study was one group pre –test post- test research design. **Result** The reliability of the structured knowledge questionnaire was calculated by split half method and found to be $r=0.89$ which is indicated that tool is highly reliable. The data collected was analysed by using descriptive and inferential statistics. The calculated “t” value of 14.35 at $P<0.05$ level shows that there is a significant difference in knowledge level of primary school teachers. **Conclusion** The finding of the study conclude that Video Assisted Teaching on children with dyslexia and its management was effective in enhancing knowledge level of primary school teachers.

KEYWORDS

INTRODUCTION

Dyslexia is the specific developmental disorder in children may cause impairment in academic functioning at school, especially when language is affected or impairment in the daily activities. It is manifested during the first grade of school. It occurs in 2 to 8% children and is about 2 to 4 times in boys than in girls.

Dyslexia can have an impact on online learning outcome. However few studies have examined the association between dyslexia and online learning effectiveness. This systematic review focused on the effect of dyslexia on online learning effectiveness to conduct research in three major categories-analysis on impact, analysis of dyslexia on online learning and analysis of intervention. (Costa Feroz 2023)

A study was undertaken to probe teachers attitude about dyslexia at South Africa. Four hundred and eight primary school teachers responded to a survey asking about their attitudes toward dyslexia. Teachers expressed strongly positive attitudes toward the construct of dyslexia, with the majority expressing confidence in their ability to support dyslexic pupils. Females held significantly more positive attitudes toward dyslexia than males, but there were no significant differences. Teachers who took the survey before and after teaching demonstrated some small but significant changes in attitude scores over that time. It is proposed that a new breed of teachers may be entering the teaching profession with positive beliefs about their ability to help dyslexic pupils, but who remain unclear as to how this can be accomplished. (L. Hornstra, 2010)

There are just 3500 psychiatrists in India. Three psychiatrist per one million people in India compared to 100 Australia or 150 in developed countries. Over 90% of people with mental illness are cared within their communities by their families and may never even receive a diagnosis. In world there are around 6,00,000 children suffering from dyslexia in India about 2,00,000 population and in our state about 20,000 children are diagnosed with dyslexia. (According to WHO, 2009)

Problem Statement

A pre experimental study to assess the effect of video assisted teaching on knowledge regarding children with dyslexia and its management among primary school teachers in selected school, Bhopal, M.P.

Objectives of the Study

Find out the significant difference between pre-interventional and post interventional level of knowledge regarding children with dyslexia and its management among primary school teachers.

MATERIAL AND METHOD

The theoretical framework of the study is based on modified Imogene M King's Goal Attainment Model. In this study evaluative approach

was used the study is conducted in selected school of Bhopal M.P. The sample consisted of 60 teachers selected through convenience sampling method for structured knowledge questionnaire and video assisted teaching was provided regarding children with dyslexia.

Criteria for Sample Selection

The clearance was obtained from ethical committee and principal of Holy Family school, Bhopal.

Inclusive criteria

- Primary school teachers who were willing to participate in the study.
- Primary school teachers who were present during the data collection.

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Exclusive criteria

Teachers who had special training on children with Dyslexia.

Tools for data collection

Section A : Demographic variables (8 items)

Section B: Structured Questionnaire (32 items)

Section C: Video opinionnaire (10 items)

Structured knowledge questionnaire was used it consists of three part:

A: It consists of 8 demographic variables include: age gender education marital status working experience source of information studies of child psychology for nurses exposure with dyslexic child.

B: Structured questionnaire consists of 32 multiple choice questions to assess the knowledge of primary school teachers regarding children with dyslexia and its management.

C: Video assisted teaching was developed on the bases of review of literature and the objectives stated for knowledge test.

Method of Data collection

A formal administrative approval was obtained from the Principal, Holy Family School, Bhopal to conduct the main study from 6/7/2015 till 18/7/2015. The investigator collected 60 samples that fulfilled the inclusive criteria. Data collection was done within the given period in Holy Family School, Bhopal. The samples were selected using simple random sampling technique. The investigator gave a brief introduction and explained the purpose of the study. Pre-test response was assessed and selected video assisted teaching was administered and after 7 days post-test was done to assess the effectiveness of the video assisted teaching.

Analysis And Interpretation Of Data

The data sheet was prepared in the Microsoft office Excel.

Section 1 Showing frequency and percentage distribution of

demographic variables of primary school teachers

S.NO	DEMOGRAPHIC VARIABLES	FREQUENCY (f)	PERCENTAGE (%)
1.	Age in (years)		
1.1	25-30	12	20
1.2	31-35	16	27
1.3	36-40	18	30
1.4	41 and above	14	23
2.	Gender		
2.1	Male	15	25
2.2	Female	45	75
3.	Education and training		
3.1	TTC	13	22
3.2	D.Ed	15	25
3.3	B.A and B.Ed	15	25
3.4	M.A and M.Ed	17	28
4.	Marital Status		
4.1	Married	30	50
4.2	Single	22	37
4.3	Separated	3	5
4.4	Widowed	5	8
5.	Working Experience		
5.1	Less than 1 year	12	20
5.2	1-2 years	16	27
5.3	3-4 years	18	30
5.4	Above 4 years	14	23
6.	Source of information about Identification of Dyslexia		
6.1	Newspapers	21	35
6.2	Magazines	16	27
6.3	Through video film	12	20
6.4	Personal experience	11	18
7.	Have you studied child psychology during training program		
7.1	Yes	47	78
7.2	No	13	22
8.	Do you have exposure of children with dyslexia in your life		
8.1	Yes	11	18
8.2	No	49	82

Table 2 Showing the frequency and percentage distribution according to the level of knowledge of pre-interventional and post-interventional scores among primary school teachers. N=60

Score	Grading	Pre-interventional score		Post-interventional score	
		Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
1-11	Inadequate	39	65	1	2
12-22	Moderate	16	27	14	23
23-32	Adequate	5	8	45	75

Table 3 Showing the frequency and percentage distribution of video assisted teaching regarding children with dyslexia and its management among primary school teachers. N=60

S. No	Video Opinionnaire	Frequency(f)	Percentage(%)
1.	Satisfactory	48	80
2	Partial satisfactory	12	20
3.	Not satisfactory	0	0

Table 3 Showing the level of video assisted teaching opinionnaire in which majority 80% of the primary school teachers were satisfactory and 20% were partial satisfactory with the video.

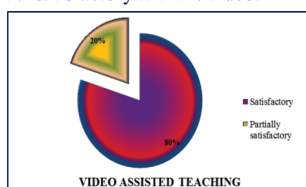


Fig 1: Pie diagram showing the percentage distribution of the

opinionnaire of video assisted teaching**DISCUSSION**

The data collected was analysed by using descriptive and inferential statistics with regard to pre-test knowledge of primary school teachers of selected school have atotal mea score (12.18)and post interventional mean score was (24.96),the positive mean difference shows that Video Assisted Teaching was effective.The calculated “t” value of 14.35 at $p < 0.05$ level shows that there is a significant difference in knowledge level of primary teachers of selected school of Bhopal,M.P.The pre-interventional knowledge scores shows that majority of the primary school teachers 39(65%) had inadequate level of knowledge, 16(27%) had moderate level of knowledge, 5(8%) had adequate level of knowledge .Post-interventional knowledge scores reveals that 45(75%) had adequate level of knowledge 14(23%) had moderate level of knowledge and 1(2%) were reported inadequate level of knowledge. Video assisted teaching opinionnaire shoes that majority 80% of the primary school teachers were satisfactory and 20% were partial satisfactory with the video.

Thus it concluded that the finding suggest that video assisted teaching on children with dyslexia and its management was effective in enhancing knowledge level of primary school teachers.

Limitation

Finding of the study cannot be generalized since it is limited to small sample size in the selected setting.It was restricted to subjective data reported by the subject through structured questionnaire.

Recommendation

The similar study can be concluded amongst all the teachers who were working in school.An experimental study can be undertaken with control group for effective comparison.The study can be conducted on problems faced by children with dyslexia.

CONCLUSION

Video assisted teaching on children with dyslexia and its management was effective in enhancing knowledge level of primary school teachers.

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Conflict of interest

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