

A STUDY TO EVALUATE THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING LEARNING DISABILITIES OF THE SCHOOL CHILDREN AMONG SCHOOL TEACHERS IN SELECTED SCHOOL AT MORADABAD

Dr. Sheikh Javed Ahmad, Mrs. Pratibha Srivastava, Mr. Minu S R, Ms. Shipra Sachan, Mr. Shahanwaj Khan,

Faculty of Nursing, Rama University, Mandhana, Kanpur, U.P. India

Email Id: dean.nursing@ramauniversity.ac.in

Abstract: This study was conducted to identify the reason of poor learning ability and gap between high I.Q. and low I.Q. level of learning ability. A quantitative research approach was used to evaluate the knowledge regarding learning disabilities of school children and to find out the association between pre test knowledge with selected demographic variables and knowledge data obtained by researcher. The research design adopted for the present study was Pre experimental (one group pre test-post test). The target population for the study was school teachers in Moradabad. Samples were secondary school teachers, sample size was 60 and sampling technique used for this study was purposive sampling. The mean of knowledge regarding learning disabilities in the pretest was 13.75 and in the post test was 22.50 respectively. It revealed that structured teaching programme was found to be effective in improving the knowledge regarding learning disabilities of school children among school teachers. There was a significant difference in the mean scores between pretest and post test in relation to knowledge of school teachers regarding learning disabilities of school children. There was no significant association between the pre test knowledge and demographic variables age, sex, qualification, socio economic status, marital status, religion and previous teaching experience of the school teachers at $P < 0.05$ level. The main conclusion of the study confirmed the effectiveness of the structured teaching programme on knowledge regarding learning disabilities of school children among school teachers.

Key words: Effectiveness, structured teaching programme, learning disabilities, school children, teachers

Introduction

“Let us sacrifice our today so that our children can have a better as tomorrow”- -

Dr. A. P. J. Abdul Kalam.

Children are the future citizens and generation bound of tomorrow's India. The future of our country depends on the mental health and strength of our children. However many children have mental health problems that interfere with normal development and functioning¹.

Spanning roughly 11 years childhoods are marked by dramatic changes in physical, cognitive and social skills and practices. Mental Health during childhood is the achievement of expected developmental, cognitive, social as well as emotional milestones also by securing attachments with satisfying social relationships and effective coping skills². Mentally Healthy children enjoy a positive quality life, function well at home, in school and in their communities³.

Learning disabilities or learning disorders are an umbrella term used for a wide variety of learning problems. A learning disability in child is not a problem

with intelligence or motivation⁴. Kids with learning disabilities aren't lazy or dumb. In fact most of them are just as smart as everyone else. Their brains are simply wired differently. This difference affects how they receive and process information⁵. The most common types of learning disabilities among children involve problems with reading, writing, math, reasoning, listening, and speaking. Learning disabilities among children are often grouped by school area skill set. If your child is in school the types of learning disorders that are most conspicuous usually revolve around reading, writing and math⁶.

Objectives

1. To assess the pre test and post test knowledge regarding learning disabilities of school children among school teachers.
2. To evaluate the effectiveness of structured teaching programme regarding learning disabilities of school children.
3. To find out the association between pre test knowledge regarding learning disabilities of school children among school teachers with their selected demographic variable.

Hypothesis

- H1 - There will be significant difference between pre-test and post-test knowledge scores on learning disabilities of school children among school teacher.
- H2 – There will be significant association between pre test levels of knowledge regarding learning disabilities of school children among school teachers with their selected socio demographic variables.

Methodology

Research approach: A quantitative research approach was used to evaluate the knowledge regarding learning disabilities and to find out the association among the demographic variables and obtained knowledge data by researcher.

Research design: The research design adopted for the present study was Pre experimental (one group pre test-post test).

Target population: The target population for the study was School teachers in Moradabad.

Accessible population: The accessible population for study was school teachers in Pakbara and Mansarovar colony.

Setting of the study: The present study was conducted in A.K. inter college; Pakbara and DIVYA SARSWATI BALIKA inter college, Moradabad.

Sample: Secondary school teachers.

Sample size: Sample size is 60

Sampling technique: The sampling technique used for this study was Purposive sampling.

Inclusion criteria:

- Teachers who were present in school.
- Teachers who were willing to participate.

Exclusion criteria

- Teachers who were busy to conduct examination.
- Teachers who were teaching in class at the time of pre-test.

Dependent variable: Knowledge regarding learning disabilities of the school children among school teachers.

Independent variable: Structured teaching programme.

Development of Tool

The research instrument was developed in English after extensive review of literature and expert opinion. The structured knowledge questionnaire was prepared to assess the knowledge regarding learning disabilities of school children among secondary school teachers in selected schools at Moradabad.

Description of the Tool

The instrument used for data collection was a structured knowledge questionnaire consisted of multiple choice questions, to assess the knowledge regarding learning disability. Researcher constructed a questionnaire, which was further divided in two parts

Part I - Demographic variables

Part II - Include 30 multiple choices question related to knowledge on learning disabilities and the scoring pattern was 1 mark for each correct answer and 0 for every wrong answer. The maximum possible score was 30 and minimum score was 0.

Pre test knowledge was taken with multiple choice question and intervention i.e. structured teaching was given on same day. On 7th day post test was conducted with same multiple choices question.

Knowledge Assessment

Structured questions were used to obtain data from school teachers whose score interpretation was in range (1-30)

1-10 (0-33%) Inadequate knowledge level

11-20 (34-66%) Moderate knowledge level

21-30 (67-100%) Adequate knowledge level

Data Collection Procedure

Permission was obtained by the Principal of A.K. inter college and DIVYA SARSWATI BALIKA inter college, Moradabad for data collection procedure. Collection of data informed consent was taken from secondary school teachers working in above mention colleges for research study purpose.

60 samples were selected by using purposive sampling technique. The main purpose of this study was to identify knowledge level of school teachers regarding learning disabilities and improve their skills in handling the students who had problems to learning. It took 40 minutes to collect the data from the samples and then teaching was given. The collected data was analyzed by

using descriptive statistics frequency, percentage, mean, standard deviation and inferential statistics (chi square, paired 't' test) were used to test the study hypothesis.

Plan for Data Analysis

- Data analysis was done by both descriptive and inferential statistic on the basis of objective and hypothesis of study.
- To compute data, master data sheet was prepared.
- Knowledge of school teachers before and after the structured teaching programme was calculated by mean and standard deviation.
- Effectiveness of structured teaching programme was analyzed by paired't' test.
- Association between demographic variable and pre test knowledge score was determined by chi square test.

Result

The study findings are presented in section as follows:

Section: I Description of demographic variables.

Section: II Data on effectiveness of structured teaching programme on learning disabilities of school children among school teachers.

Section: III Data on association between pre test knowledge regarding learning disabilities of school children among school teachers with their selected demographic variable

Major Study Findings Includes

In section I Description of demographic variables.

- Majority 61.67% of sample age were 20-30 years, 31-40 years of age were 30% and 41-50 years of age were 8.33% ,
- Majority 60% of samples were females and males were 40%;
- Majority of sample graduates were 43.33 %, B. Ed were 40 %, others were 10 % and M. Ed were 6.67 %,
- Majority 53.33% of sample income was below 10,000Rs. / Month, 36.6% had income between 10,000 -15,000 Rs. / month and above 15,000 Rs. / month were 63.33 %
- Unmarried were 35 % and separated were 1.67 %,
- Majority of sample 71.67% were Hindus, Muslims were 25 % and Christians were 3.33 %,

- Majority of sample 43.3% had teaching experience between 1-4 years, 25% had experience between 4-8 years, 1 year were 21.67 % and above 8 years teaching experience were 10%.

Section-II Data on effectiveness of structured teaching programme on learning disabilities of school children among school teachers

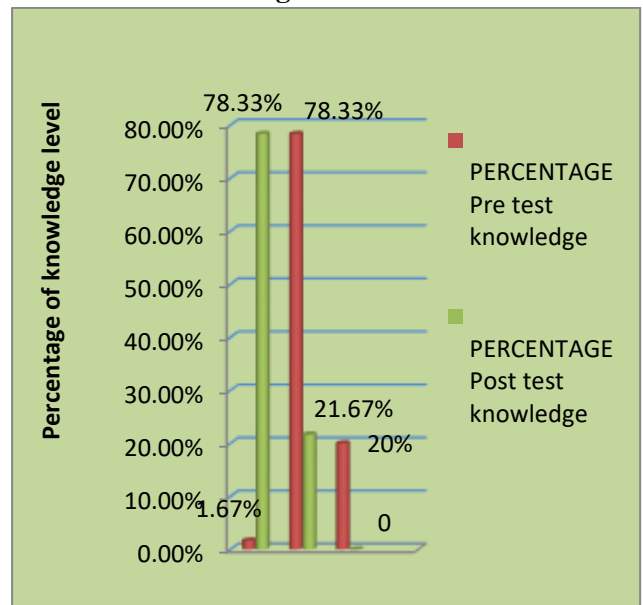


Figure No. 1: Cylindrical graph showing difference between pre test and post test knowledge regarding learning disabilities among school teachers.

Table 1: Comparison over all knowledge score of Mean, Standard Deviation and paired 't' value of Pre-test and Post-test Knowledge Scores of learning disabilities of school children among school teachers

(N=60)

SN	Experimental Group	Mean	SD	t-test
1	Pre test	13.75	2.83	T=23.64
2	Post test	22.50	1.99	

Df=59 at 0.05 level significance

- Regarding the percentage of knowledge on learning disabilities in pre-test, majority of school teachers had moderate(78.33%), inadequate (20%) and adequate knowledge (1.67%) and in post-test greater strength of school teachers had adequate knowledge (78.33%) and moderate knowledge (21.67%)

- Study revealed that the mean and standard deviation of the pre-test and post-test knowledge scores were: 13.75, 2.83 and 22.50, 1.99 respectively. The mean post test knowledge scores was (22.50) which was significantly higher than mean pre test knowledge scores (13.75). The “t” test value i.e. 23.64 was found to be significant at 0.05 level of df 59, Suggesting the effectiveness of structured teaching programme in increasing the knowledge on learning disabilities of school children among school teachers.

Section: III Data on association between pre test knowledge regarding learning disabilities of school children among school teachers with their selected demographic variable.

There was no significant association between pre test knowledge regarding learning disabilities among school teachers with their selected demographic variables such as age, sex, qualification, socio-economic status, marital status, religion, teaching experience.

Discussion

- The study was done to assess the effectiveness of structured teaching programme on knowledge regarding learning disabilities of school children among school teachers in selected school at Moradabad.
- The research design used for the study was pre experimental design. The research approach used for the study was Quantitative evaluator approach conducted in A.K. inter college; Pakbara and DIVYA SARSWATI BALIKA inter college at Moradabad.
- Conceptual framework based on system model was used. A sample of school teachers who met the inclusive criteria were selected for the study using purposive sampling technique.
- The instruments used for data collection were structured knowledge questionnaire. For the first day the pre test was conducted by using the structured knowledge questionnaire on the same day planned teaching programme were given regarding learning disabilities. Post test was conducted by using same tool on 7th day.
- Data analysis was done using descriptive and inferential statistics. Chi-square test was used to find out the association with the demographic variables with pre test knowledge regarding learning

disabilities. Effectiveness of structure teaching programme was assessed by paired ‘t’ test. There was an improvement in knowledge regarding learning disabilities. Validity was done with suggestion of experts. Discussions on the findings were arranged, based on the objectives of the study.

- The present study reveals that majority of samples were in age group of 20-30 years. Higher percent of samples were female. Higher percent of samples regarding qualification were graduates. Majority of sample in socio economic status were 10,000 Rs/month. Majority of sample in marital status were married. Higher percent of sample classified as Hindu. Majority of sample in teaching experience were 1-4 years.
- The first objective of the study was to assess the knowledge regarding learning disabilities. The present study reveals that prior to distribution of structure teaching programme 47(78.33%) had moderate knowledge, 12(20%) had inadequate knowledge and 1(1.67%) had adequate knowledge regarding learning disabilities.
- The second objective of the study was to assess the effectiveness of structured teaching programme on knowledge regarding learning disabilities among school teachers in selected school at Moradabad. The present study confirms that after distribution of planned teaching programme 47(78.33%) had adequate knowledge and 13(21.67%) had moderate knowledge in spite of 47(78.33%) had moderate knowledge, 12(20%) had inadequate knowledge and 1(1.67) had adequate knowledge before getting structured teaching programme. There was an improvement of knowledge after giving structured teaching programme which was statistically significant. There was knowledge enhancement in all areas. There was significant difference between pretest and post test mean scores (pre test 13.75% and post test 22.50%).
- The third objective of present study was to determine the association between pre test knowledge regarding learning disabilities with selected demographic variables. The present study findings revealed that there is no significant association between demographic variable and pre test knowledge at 0.05 level, regarding learning disabilities.

Recommendations

- The same study can be conducted in different Institutions.
- The study can be done in large samples.
- The study can be conducted among health care personnel.

Conclusion

The study found that school teachers in the age group of 20-30 years, female's participant, graduate teachers, economic status below 10,000 per month, married, Hindus and having 1-4 years teaching experience were majority of this study. The main conclusion of the study confirms the effectiveness of the structure teaching programme on knowledge regarding learning disabilities of school children among school teachers. The study findings expressed that most of the school teachers had moderate and inadequate knowledge in pre-test. After giving structure teaching programme majority of school teachers had adequate knowledge regarding learning disabilities.

References

- (1) Agarwal, K.N. "**Pediatrics and Neonatology**" 2nd edition CBS publishers, New Delhi, page no.-253-290.
- (2) Basavanthappa,B.T., "**Pediatric/Child Health Nursing**" 2nd edition 2008, Jain Publishers, page no. - 818.
- (3) Dutta Parul "**Pediatric Nursing**"2nd edition published by Jaypee Brothers Medical Publishers (P) ltd. Page no.115-131,192,885.
- (4) Elizabeth, "**Child Growth and Development**" 5th edition 2004, Tata M.C. Grow Publishers page no.- 85-100, 102, 111-114, 359-360.
- (5) Ghai O.P. "**Essentials Pediatrics**"7th edition, 2003, CBS publishers and distributors Delhi,page no. -39.
- (6) Gupta Piyush "**Essential Pediatric Nursing**" 2nd edition, 2008, published by Satish Kumar Jain page no.-242.

