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Original Article

A quasi experimental study to evaluate the effectiveness of IEC on knowledge regarding learning disabilities of primary school children among teachers in selected schools at Moga, District

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Abstract :

IDEA'S Definition, "The disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written in an imperfectability to listen, think, speak, read, write, spell or do mathematical calculations are called learning disabilities."

Methodology : The research design used for the study was pre experimental research design. The sample size of the study consists of 30 primary school teachers in selected primary schools of Moga district. Non probability purposive sampling technique was used, the data collection regarding learning disabilities of primary school children.

Result : In pre-test level of knowledge majority 30 (100%) of primary school teacher had moderate knowledge and none of the primary school teachers had inadequate and adequate knowledge. In post-test knowledge level of knowledge, majority 27(90%) of primary school teachers had adequate knowledge, 3(10%) of primary school teachers had moderate knowledge. There was statistically significant association between sex, education, marital status, and experience of primary school teachers and knowledge regarding learning disabilities, primary school children among primary school teachers.

Conclusion : Majority of sample had adequate level of knowledge regarding learning disabilities of primary school teachers. There was increase knowledge regarding learning disabilities of primary schoolchildren among primary school teachers after the administration of structured teaching program.

Introduction :

"The difference between those who fail and those who succeed is largely perseverance. Never quit."

Charles Schwab

Learning disabilities are caused by numbers of factors. These factors include heredity, brain injury, effect of radiation and chemotherapy, malnutrition, affected brain development due to decreased oxygen level, neurotransmitter imbalance, drug abuse during pregnancy, low birthweight babies, premature and prolonged labour.

The learning disabilities have two categories i.e. verbal and non-verbal categories. Verbal learning disabilities have difficulty with words, both spoken and written. The most common and most known verbal learning disability is dyslexia.

The learning disabilities are of following types- Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia and Dysphasia. Dyslexia is a learning difficulty in reading. Basic reading problems occur when there is a difficulty in understanding the relationship between sounds and words.

Dyscalculia is the difficulty in the math. A child with a math based learning disorder may struggle with memorization and organization of numbers, operation signs and number facts. Dysgraphia indicates a struggle to organize thoughts on paper. Dyspraxia refers to problem with movements and co-ordination whether it is fine motor skills or gross motor skills. Dysphasia involves the problem with ability to understand or produce spoken language.

Currently almost 2.9 million school aged children in United States are classified a shaving specific learning disabilities and receive special education. There are often5% of all school aged children in public schools. 3.7% of school aged children have attention deficit hyper activity disorder.

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It has been estimated that 1,19,100,0 people had learning disabilities in England in2011. Itincludes,2,86,000 children (180,000 boys,106,000 girls aged 0-17 years).9,05,000 adults aged18+ (530,000 men and175,000 women) of whom189, 0000 (21%) were known to learning disability service.

Boys are more prone to learning disabilities than girls. In India almost 3 million primary school children (43.8%) have learning disabilities. Learning disabilities in lower income group is more than double in higher class groups.

In 2012, 6,068,802 children have learning disabilities, of these 79,522 (1.3%) receive services for disabilities. In Punjab almost 1-6/1000 newborn have hearing impairment that leads to learning disabilities.

The management of the child with learning disabilities usually involves multiple approach that include counseling, medication, proper class room placement, environment manipulation and sometimes behavioral or psychotherapy for the child. The psycho stimulants are most frequently used for the children with learning disabilities. These drugs also produce some side effects that are nervousness, insomnia, increased blood pressure and decreased appetite.

Objectives

- To assess the pretest level of knowledge regarding learning disabilities of primary school children among teachers.
- To assess the post-test level of knowledge regarding learning disabilities of primary school children among teachers.
- To evaluate the effectiveness of structured teaching programme on knowledge regarding learning disabilities of primary school children among teachers.
- To find out association between post-test level of knowledge regarding learning disabilities of primary school children among teachers with their selected demographic variables.

Hypothesis

All hypotheses are tested at 0.05 level of significance.

H_1 - Therewillbeasignificantdifferencebetweenpre-testandpost-testlevelof knowledge regarding learning disabilities of primary school children among teachers.

H_2 - There will be a significant association between posttest level of knowledge regarding learning disabilities of primary school children among teachers with theirs elected demographic variables.

Results and Organization (Research Findings)

SECTION I : Deals with the frequency and percentage distribution of demographic variables of primary school teachers.

SECTION II : Deals with the level of knowledge regarding learning disabilities of primary school children among primary school teachers in pre-test and post-test assessment.

SECTION III : Deals with comparison of mean, mean difference, standard deviation and 't' value of knowledge score in pre-test and post-test assessment.

SECTION IV : Deals with association between post test level of knowledge regarding learning disabilities of primary school children among primary school teachers and their selected demographic variables.

Section I

Table 1 : Frequency and percentage distribution of demographic variables of primary schoolteachers.

(n=30)

S.No.	Demographic Variables		Frequency(f)	Percentage (%)
1.	Age	a) 25-30 years.	3	10
		b) 31-35 years.	11	36.66
		c) 36-40 years.	8	26.66
		d) Above40years.	8	26.66
2.	Sex	a) Male.	5	16.66
		b) Female.	25	83.33
3.	Education	a) Diploma.	2	6.66
		b) Graduation.	6	20
		c) Postgraduation.	22	73.33

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4.	Marital Status	a) Unmarried.	6	20
		b) Married.	24	80
5.	Religion	a) Sikh.	29	96.66
		b) Hindu.	1	3.33
		c) Muslim.	0	0
		d) Christian.	0	0
6.	Experience	a) Less than 1year.	5	16.66
		b) 1-2 years.	0	0
		c) 3-4 years.	0	0
		d) Above4years.	25	83.33
7.	Specialty in teaching	a) Punjabi.	17	56.66
		b) English.	1	3.33
		c) Math's.	8	26.66 3.33
		d) Science.	1	10
		e) Social science.	3	
	TOTAL		**30**	**100**

Section II

Table 2 : Level of knowledge regarding learning disabilities of primary school children among primary school teachers in pretest and post-test assessment.

(n=30)

Level of knowledge	Pre-test		Post-test	
	(f)	%	(f)	%
Inadequate (1-20)	0	0	0	0
Moderate (21-40)	30	100	3	10
Adequate (41-60)	0	0	27	90
Total	**30**	**100**	**30**	**100**

Section III

Table 3 : Comparison of mean, mean difference, standard deviation and 't' test value of knowledge score in pre-test and post-test assessment.

(n=30)

Measurement	Mean value	Mean difference	Standard deviation	T Testvalue
Pretest	38.4	13.66	5.41	13.9*
Posttest	52.06			df=29

df = Degree of freedom, *significant at 0.05 level.

The above table depicted the comparison of mean, mean difference, standard deviation, and t test value of knowledge score in pre-test and post-test assessment. The mean pre-test value was 38.4, the mean post-test value was 52.06 and mean difference was 13.66, for which the corresponding standard deviation was 5.41 and value was 13.9 at 0.05 level of significance for the degree of freedom 29, which showed that structured teaching programme on knowledge regarding learning disabilities of primary school children was effective.

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Section IV

Table4: The association between the post-test level of knowledge regarding learning disabilities of primary school children among teachers and their Selected demographic variables.

(n=30)

S. No.	Demographic Variables		Level of knowledge							
			Inadequate		Moderate		Adequate			
			(f)	%	(f)	%	(f)	%	X^2	Table Value
1.	Age	a) 25-30 yrs.	0	0	0	0	3	10		
		b) 31-35yrs.	0	0	0	0	11	36.66	3.56	12.59
		c) 36-40yrs.	0	0	1	3.33	7	23.33	3	df = 6
		d) Above 40yrs.								
2.	Sex	a) Male	0	0	2	6.66	6	20		
		b) Female	0	0	3	10	2	6.66		5.99
3.	Education	a) Diploma	0	0	0	0	25	83.33	16.65*	df = 2
		b) Graduation	0	0	0	0	2	6.66		
		c) Postgraduation	0	0	3	10	3	10	11.0	9.49
4.	Marital Status	a) Unmarried	0	0	0	0	22	73.33	07*	df = 4
		b) Married	0	0	3	10	3	10		5.99
			0	0	0	0	24	80		df = 2
									13.3	
									2*	
5.	Religion	a) Sikh	0	0	3	10	26	86.66	0.143	12.59 df = 6
		b) Hindu	0	0	0	0		3.33		
		c) Muslim	0	0	0	0	1	0		
		d) Christian	0	0	0	0	00	0	16.65*	
6.	Experience	a) Less than 1 year	0	0	3	10	2	6.66		12.59 df = 6
		b) 1-2 years.	0	0	0	0	0	0		
		c) 3-4 years.	0	0	0	0	0	0		
		d) Above 4years.	0	0	0	0	0	0		
7.	Speciality in	a) Punjabi	0	0	0	0	2	83.35		
	teaching	b) English					5		0.6723	
		c) Math	0	0	2	6.66		50		15.51 df = 8
		d) Science	0	0	0	0	15	3.33		
		e) Social Science	000	000	100	3.330	1713	23.333.3310		

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*** Significant P<0.05level,df=degree of freedom.**

The above table depicted the level of association between level of knowledge regarding learning disabilities of primary school children among primary school teachers and their selected demographic variables.

There was no statically significant association between age (x^2=3.563), religion (x^2=0.143) and specialty in teaching (x^2=0.6723) and knowledge regarding learning disabilities of primary school children among primary school teachers. Here, the calculated chi square(x^2) values were less than the table value.

Findings of the study

There was no statically significant association between age, religion and specialty in teaching and knowledge regarding learning disabilities of primary school children among primary school teachers. Here the calculated chi square(x2) values were less than the table values.

Conclusion

Majority of sample had adequate level of knowledge regarding learning disabilities of primarys chool teachers. There was increase in knowledge regarding learning disabilities of primary school children among primary school teachers after the administration of structured teaching programme. There was statistically significant association between the level of knowledge and sex, marital status, education, and experience of primary school teachers.

Implications

The findings of the study have implications for the following fields-

Implications to Nursing Practice

- The community nursing personnel are in best position to impart health education to the teacher's in the primary schools.
- The nurse must have time to teach causes, signs and symptoms, types and treatment of learning disabilities to primary school teachers.

Implication to Nursing Education

- The nursing personnel must be trained to impart knowledge to primary school teacher regarding learning disabilities.
- Nursing students must encourage to actively participate in educating primary school teacher regarding learning disabilities.

Implication to Nursing Research

- It is essential to identify at present level of knowledge regarding learning disabilities of primary school children among primary school teachers to know the extent of information necessary to begiven.
- Extensive research must be conducted in this area to identify several more effective methods of education to primary school teachers.

Implications in Nursing Administration

- Nurse administrator should arrange continuing education programme for nursing personnel regarding learning disabilities.
- The nurse administrator should prepare adequate learning material for giving health education to primary school teachers.

Recommendations

- Similar kind of study can be conducted on large population.
- A comparative study can be done between the effectiveness of structured teaching program versus video Assisted Teaching.
- A comparative study can be done to determine the knowledge on learning disabilities between urban and rural are a primary school teacher.

Competing Interest /conflict of Interest (A competing interest also known as a conflict to fine rest can occur when you (or your employer or sponsor)have a financial, commercial, legal or professional relationship with other organizations, or with the people working with them, that could influence your research.

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