

A Study to assess the Effectiveness of Structured Teaching Program on Knowledge regarding Learning Disability among the Primary School Teachers of Ahmednagar, Maharashtra

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ABSTRACT

The term "learning disability" came to use in 1960. Learning disability is also termed as "specific academic skill order" or "specific learning disability." India's national joint committee on learning disability defines learning disability as heterogenic group of disorder manifested by significant difficulties in the acquisition and use of listening, speaking, writing, reasoning, or mathematical abilities. Quasi experimental research design and evaluatory approach used in the study. The present study was conducted in selected school of Ahmednagar city. The sample was primary school teachers. There are 30 people selected by nonprobability convenient sampling technique by using of structured questionnaire. Study finding revealed that overall(mean score) knowledge of teacher regarding learning disability shows that the highest mean score (16.27: 21.61) which is 55.33% of total score was obtained in the area of management of learning disability. Indicate moderate level of knowledge. The lowest mean score (10.0:30.5) which is 33.33% of the total score obtained in the area of causes which also indicate moderate level of learning disability. There was significant association found between the knowledge and demographic variables like age, educational qualification, and years of teaching experiences. However, highly significant association was found between knowledge of children suffering from learning disability, and significant association was found between knowledge with type of treatment methods.

Keywords: Ahmednagar, Learning disability, Structured teaching program.

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INTRODUCTION

The Hindu philosophy places teacher on a pedestal, even above god. Children spend most part of their working

hours in school with teachers who play an important role in modeling their future. A teacher is responsible for the integrated all round development of a child. Like a gardener, a teacher provides all suitable conditions for their best growth.

The quality of children's life solely depends on the type of family environment, school, and neighborhood. Unhealthy social surrounding can put them into stress and can increase their vulnerability to develop emotional disorders. Mony EH has reported a prevalence rate of 20 to 30% of psychiatric disorders in school children in Indian setting. Among them learning disorder constitutes 3 to 7%.

The term "learning disability" came to use in the 1960. Learning disability is also termed as "specific skill disorder" or "specific learning disability." Indian national joint committee on learning disability defines learning disability as a heterogeneous group of disorder manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities.

The 4th version of *Diagnostic and Statistical Manual of Mental Disorders* refers these disability as learning disorder rather than academic skill disorder, and mentioned under the section called "Disorders Usually First Diagnosed in Infancy, Childhood or Adolescence."

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) record (1998) in European countries the percentage of students learning in special school range between 2.5 and 4.5, and 10 to 15% of the school age population is in special education need, which includes defect of speech, major behavioral disorders, and various forms of learning disability. About 4.5% students in school had been identified as having disabilities.

Ethnic/racial breakdown of student with learning disability underscore the fact that it is serious national problem and cannot attributed to poverty, imagination, or locality.

The previous studies indicate the need for a multidisciplinary approach and employment for the care of children with learning disability. Maximum improvement can be achieved only by the combined effort of medical

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and allied professionals, parents, and teachers. These beliefs permeated and guided the role of teachers from assessment to evaluation. According to National Center for Learning Disabilities, teachers are the essential link between children with learning disorder and the intervention that help them.

There is no student with learning disorder who cannot learn, if a teacher has received appropriate training and is willing to spend time, using his/her expertise to reach and teach that child. It supports the value of team work in all aspects for caring people with learning disability.

MATERIALS AND METHODS

Quasi experimental research design and evaluatory approach used in the study.. This study was conducted on 30 primary school teachers of Ahmednagar, by using purposive sampling techniques. The inclusion criteria for study were teachers who are teaching at 1st to 4th standards and teachers from Zilla Parishad schools only. Ethical approval was obtained from the institutional ethical committees, and official permission was received from authority.

RESULTS

The findings showed that teachers had some knowledge regarding learning disability. Total score of pretest was (45.60%) on a scale of 0 to 30. It shows that majority of (76.67%) teachers have moderate score (8–16); 20% teachers had inadequate knowledge score (1–7); and 3.33% teachers had adequate score (17–25). Effectiveness of structured teaching program came through lesson plan on learning disability in the selected primary schools.

After structured teaching program regarding learning disability, the total mean score of post-test was 20.3 (81.20%) on a scale of 0 to 30. This shows that a majority of (86.67%) teachers have adequate knowledge score (17–25); 13.33% teachers had moderate knowledge score (8–16); and not a single teachers had inadequate knowledge.

The mean posttest knowledge score was 11.4 (45.60%), which is significantly higher than mean pretest score 20.3 (81.20%). The finding of the study shows that mean post-test (20.3) knowledge score is higher than mean pretest knowledge score (11.4). Hence, the research hypothesis is accepted. This indicates that structured teaching lesson plan on learning disability is effective in increasing knowledge score of teachers.

IMPLICATION OF THE STUDY

The finding of the study has implication on the field of nursing education:

- *Nursing education*: It equips nurses with essential knowledge, skill, and attitude for the prevention, promotion, early detection, and management of illness. Knowledge about developmental childhood disorder is important in pediatric, psychiatric, and community nursing.
- *Nursing practice*: Nurses play vital role in health services in all levels of prevention, promotion, and treatment. Their active participation in school health program, by providing direct and indirect care, help to achieve these goals of health services.
- *Nursing research*: Researcher found in literature health research done on learning disability in nursing. So the investigator recommended conducting periodic research on childhood disorder and role of nurse.

CONCLUSION

Conclusions drawn from present study were as follows:

- Structured teaching on learning disability children through lesson plan was an effective method.
- Pretest mean knowledge score of teacher on learning disability was 20.3 (81.20%), and posttest knowledge score was 11.4 (45.60%).
- There was a significant association between the two selected demography variables.

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