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RESEARCH ARTICLE

A STUDY TO EVALUATE THE EFFECTIVENESS OF SELF - INSTRUCTIONAL MODULE ON KNOWLEDGE REGARDING LEARNING DISABILITIES OF PRIMARY SCHOOL CHILDREN AMONG PRIMARY SCHOOL TEACHERS OF SELECTED SCHOOLS AT INDORE, M.P.

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ABSTRACT

Today's children are tomorrow's citizens. They are in a continuous process of growth and development. Any alteration in its course lead to developmental disorders of learning. The learning disability plays a significant role as a silent handicap among children. It is estimated that 4-5% of students in school have learning disability. Hence my study is "a study to evaluate the effectiveness of self instructional module regarding learning disabilities of primary school children among primary school teachers Vidya sagar school at Indore, M.P Advanced academy at Indore, M.P. As there are no specific test to identify children with learning disability, health professionals have to rely mainly on teacher's report for its diagnosis. Previous studies have proved that teacher's towards such children have great influence towards their recovery.

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INTRODUCTION

A teacher is responsible to integrate all round development of a child. Like a gardener, they Provide all suitable conditions for students best growth According to Mahatma Gandhi, "Education means an all round drawing out of the best in child and men – body, mind and spirit". Only an efficient and an understanding teacher can identify the capacities, strength and weakness to innate in each student. Learning disabilities, or learning disorders, are an umbrella term for a wide variety of Learning problems. A learning disability is not a problem with intelligence or motivation. Kids with learning disabilities aren't lazy or dumb. In fact, most are just as smart as Everyone else. Their brains are simply wired differently. This difference affects how they Receive and process information. Trained teachers who have positive attitude and practical knowledge concerning. Individual needs (physical, emotional and intellectual) and problems can Prevent and manage emotional and psychosocial problems of young children. A learning disability (LD) is a neurological disorder that affects the brains ability to receive, process store and respond to information. The term learning disability is used to describe the seemingly unexplained difficulty a person of at least average intelligence has in acquiring basic academic skills. These skills are essential for success at school and at work and for Coping with life in general. LD is not a single disorder. It is a term that refers to a group of Disorders. Learning is the primary activity of childhood and represents the principal development task for school age children. Learning disabilities are lifelong conditions and although they will not go away, they donot have to stop a persion from achieving his or her goal. In addition approximately a third of people wih LD also have attention deficit hyperactivity disorder, which makes it difficult for them to concentrate , stay focused or manage their attention on specific task.early identification is vital in helping a child to succeed academically, as well as socially regardless of the situation understanding the specific challenges and learning strategies to deal with LD directly at every stage can alleviate a lot of fructration and make successful living much easier. Today's children are tomorrow's citizens. They are in a continuous process of growth and development. Any alteration In its course lead to developmental disorders of learning. The learning disability plays a significant role as a silent handicap among children. It is estimated that 4-5% of students in school have learning disability. Hence my study is "a study to evaluate the effectiveness of self instructional module regarding learning disabilities of primary school children among primary school teachers Vidya sagar school at Indore,

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M.P Advanced academy at Indore, M.P. As there are no specific test to identify children with learning disability, health professionals have to rely mainly on teacher's report for its diagnosis. Previous studies have proved that teacher's towards such children have great influence towards their recovery.

The researcher during school health programs noticed that all the students were forced to follow the same syllabus irrespective of their difference in the capacity to learn. Students who were weak in their scholastic behind their poor performance. Without knowing that poor performance can be a brain disorder, teachers were ill-treating them, which in turn further reduced their confidence. Similarly no attempt was made to identify and faster their capabilities in other fields. Hence, researcher felt that it is important to understand the knowledge and attitude of teachers towards the child's disabilities. Moreover, related studies were found to be very few in Indian setting. This observation inspired the researcher to select this topic for the study.

Objectives of the study

1. To assess the pre test and post test knowledge of experimental and control group of teachers regarding learning disabilities.
2. To compare the pre test and post test knowledge of experimental and control group of teachers regarding learning disabilities.
3. To compare the post test knowledge of experimental and control group of teacher regarding learning disabilities.
4. To find out significant association between knowledge of experimental and control group of primary school teachers and selected demographic variables regarding learning disabilities.

Hypothesis

H1- There will be significant difference between the pre-test and post-test knowledge score of experimental group.

H2- There will be significant relationship between the pre-test and post-test knowledge of control group.

H3- There will be significant difference between the post-test knowledge of experimental group and control group of primary school teachers.

H4- There will be significant association between the knowledge score of school teachers regarding learning Disabilities and selected demographic variables

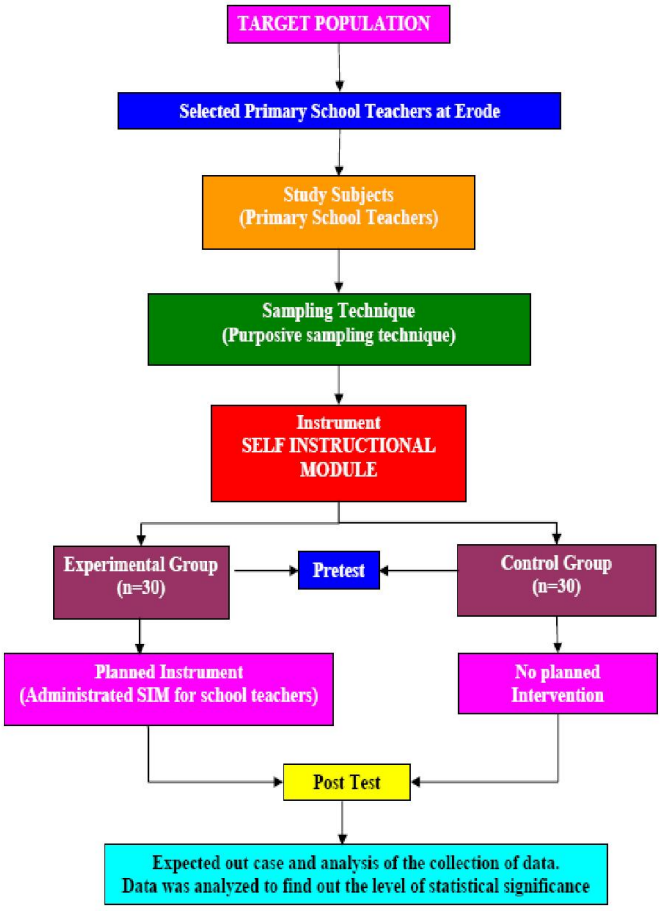
Methodology

The research design adopted for this study was quasi experimental design and research approach adopted for this was to evaluative the educative approach. The sample size was 60 teachers. In this, 30 teachers were selected for experimental group and 30 for control group by purposive sampling method. Teachers were selected in selected schools at Vidya sagar school at Indore, M.P Advanced academy at Indore, M.P. Data was collected by using structured questionnaire, this consists of two sections.

Section I – Demographic variables
Section II – Questionnaire regarding knowledge.

An attempt had been made to study the knowledge of primary school teachers using SIM under control and experimental group. After converting the qualitative information of the knowledge and into quantitative one the average score are obtained from the respondents on the various dimensions like

Schematic representation of the study design



Demographic profile

N=60

Demographic variables		Group				Total
		Experiment		Control		
		n	%	n	%	
Age	20-25 yrs	5	16.7%	9	30.0%	14
	26-31 yrs	10	33.3%	13	43.3%	23
	32-37 yrs	10	33.3%	5	16.7%	15
	>40 yrs	5	16.7%	3	10.0%	8
Gender	Male	10	33.3%	4	13.3%	14
	Female	20	66.7%	26	86.7%	46
Educational Qualification	Teacher Training	24	80.0%	18	60.0%	42
	B.Ed	5	16.7%	11	36.7%	16
	M.Ed	1	3.3%	1	3.3%	2
Years of Experience	1-5 yrs	7	23.3%	15	50.0%	22
	5-10 yrs	14	46.7%	7	23.3%	21
	>10 yrs	9	30.0%	8	26.7%	17
Marital Status	Married	23	76.7%	20	66.7%	43
	Unmarried	7	23.3%	10	33.3%	17
Child Psychology in Curriculum	Yes	21	70.0%	16	53.3%	37
	No	9	30.0%	14	46.7%	23
Attended in service education	Yes	19	63.3%	12	40.0%	31
	No	11	36.7%	18	60.0%	29
Experience in Teaching children with learning disability	Yes	14	46.7%	19	63.3%	33
	No	16	53.3%	11	36.7%	27

general knowledge, introduction, meaning, incidence, causes, types, clinical manifestations, diagnostic evaluation, management of learning disability, effect of learning disability, role of teacher, prevention of learning disability and the effectiveness of SIM program obtained.

Table shows the experimental group and control group of primary school teachers demographic variables, for those who have participated in the following study. Statistical analysis shows that there is no statistically significant difference between experimental and control group. It means both groups are similar. It was calculated using Pearson chi-square test/Yates corrected chi-square test. From the above table following findings are obtained, Descriptive analysis also termed as percentage analysis was performed for each questionnaire mainly to ascertain the distribution of the respondents under each category.

Learning disabilities knowledge score (experiment)

Overall knowledge score (experiment)

	No. of questions	Min – Max score	Pre Test Knowledge		Post Test Knowledge	
			Mean score	percentage	Mean score	Percentage
Overall Mean Score	40	0 - 40	16.6	41.50%	33.3	83.25%

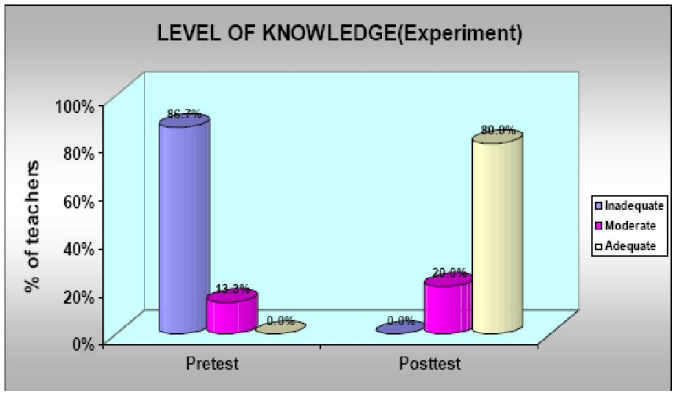
Table shows the experiment group of primary school teachers pre-test and post-test overall knowledge score on learning disabilities. In pre-test, primary school teachers scored only poor score but in post-test, they scored adequate score on learning disability questions. Overall knowledge shows, they improved their knowledge from 41.50% to 83.25%.

Pre-test and post-test overall level of knowledge for experiment group

Level of Knowledge	Pre test	Post Test
Inadequate	26(86.7%)	0(0.0%)
Moderately Adequate	4(13.3%)	6(20.0%)
Adequate	0(0.0%)	24(80.0%)

< 50% inadequate knowledge = 0 – 20 score
51 -75% moderately adequate knowledge = 21 – 30 score
76-100% adequate knowledge = 31 -40 score

Cylinder diagram shows distribution of level of knowledge among of the experimental group of primary school teacher



Part-II: Control group

Learning disabilities knowledge score (control)

	No. of questions	Min – Max score	Pretest knowledge		posttest knowledge	
			Mean score	%	Mean score	%
General Knowledge	3	0 -3	1.17	39.00%	1.50	50.00%
Introduction	3	0 -3	0.87	29.00%	1.07	35.67%
Meaning	5	0 -5	2.53	50.60%	2.67	53.40%
Incidence	3	0 -3	0.60	20.00%	0.73	24.33%
Causes	2	0 -2	0.77	38.50%	0.93	46.50%
Types	5	0 -5	2.00	40.00%	2.17	43.40%
Clinical Manifestation	2	0 -2	1.03	51.50%	1.07	53.50%
Diagnostic Evaluation	5	0 -5	2.67	53.40%	2.80	56.00%
Management of Leaning Disability	8	0 -8	4.07	50.87%	4.27	53.38%
Effect of Leaning Disability	2	0 -2	0.63	31.50%	0.80	40.00%
Role of teacher	1	0 -1	0.57	57.00%	0.60	60.00%
Prevention of Leaning Disability	1	0 -1	0.33	33.00%	0.50	50.00%

Overall knowledge score (control)

	No. of questions	Min – Max score	Pre Test Knowledge		Post Test Knowledge	
			Mean score	Percent-age	Mean score	Percent -age
Overall Mean Score	40	0 - 40	17.2	43.00%	19.1	47.75%

Table shows the control group of primary school teachers pre-test and post-test overall knowledge score on learning disabilities. In pre-test, primary school teachers scored only poor score and in post-test, they scored inadequately on learning disability questions. Overall knowledge score shows, there is not much improvement in their knowledge from 43.00% to 47.75%.

Level of knowledge (control)

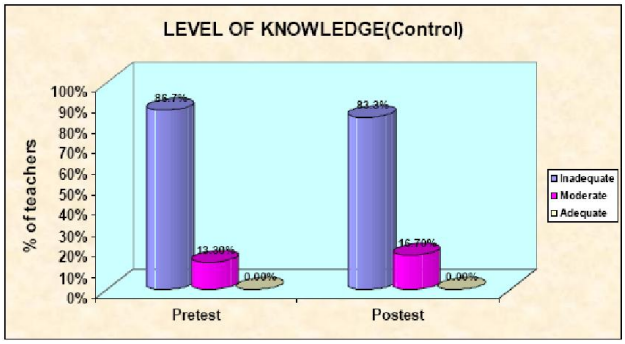
Table 7. The pre-test and post-test overall level of knowledge for control group

Level of Knowledge	Pre test	Post Test
Inadequate	26(86.7%)	25(83.3%)
Moderately Adequate	4(13.3%)	5(16.7%)
Adequate	0(0.0%)	0(0.0%)

< 50% inadequate knowledge = 0 – 20 score
51 -75% moderately adequate knowledge = 21 – 30 score
76 -100% adequate knowledge = 31 -40 score

Table compares the pre and post-test knowledge score. It shows there is a significant difference between pre-test and post-test score of primary school teachers' knowledge on all aspects of learning disability. It was analyzed using student's paired t-test.

Cylinder diagram shows the pre-test and post-test overall level of knowledge for control group



Comparison of pre-test and post- test knowledge of experimental and control group of teachers regarding learning disabilities

Part I: Experimental group

Comparison of pre-test & post-test knowledge score (experiment)

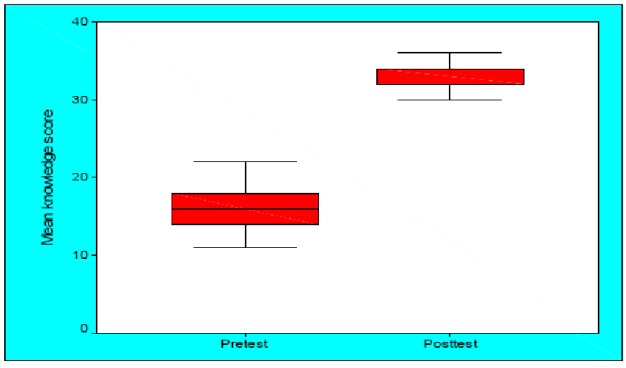
Knowledge	Pre test		Post Test		't' test value
	Mean	SD	Mean	SD	
General knowledge	0.93	0.83	2.80	0.41	t=10.91*
Introduction	1.00	0.95	2.23	0.68	t=5.40*
Meaning	2.00	1.14	3.97	0.72	t=8.85*
Incidence	1.03	0.81	2.27	0.78	t=6.11*
Causes	0.83	0.79	1.50	0.57	t=3.36*
Types	2.17	1.18	4.27	0.69	t=7.82*
Clinical Manifestations	0.80	0.76	1.47	0.63	t=4.32*
Diagnostic Evaluation	2.43	1.04	4.20	0.76	t=7.91*
Management	3.57	1.50	7.17	1.05	t=10.77*
Effects	0.83	0.75	1.77	0.50	t=5.63*
Role of teacher	0.57	0.50	0.90	0.31	t=3.01*
Prevention	0.43	0.50	0.77	0.43	t=3.02*

Determination of overall knowledge score (experiment)

	No. of teachers	Pre test Mean + SD	Post Test Mean + SD	Paired 't' test
Overall Knowledge score	30	17+3.03	33+2.01	23

Table shows the comparison of overall knowledge score. On an average primary school teachers are improved their knowledge from 16.6 to 33.3 on learning disability or we can say, in pre-test they are able to answer only 17 questions, in post-test they are able to answer up to 33 questions. This improvement is statistically significant. It was analysed using student 's paired t-test.

Box Plot compares the experimental group primary school teacher's pre-test and post-test knowledge score on learning disability



Part II: Control group

Comparison of pre-test & post-test knowledge score (control)

Knowledge	Pre test		Post test		't' Test Value
	Mean	SD	Mean	SD	
General knowledge	1.17	1.02	1.5	0.94	t=1.51**
Introduction	0.87`	0.86	1.07	0.64	t=1.23**
Meaning	2.53	0.78	2.67	0.76	t=1.93**
Incidence	0.60	0.62	0.73	0.58	t=1.94**
Causes	0.77	0.68	0.93	0.52	t=1.15**
Types	2	0.95	2.17	0.79	t=0.84**
Clinical Manifestations	1.03	0.41	1.10	0.66	t=0.52**
Diagnostic Evaluation	2.62	0.84	2.80	0.76	t=1.71**
Management	4.07	0.94	4.27	0.78	t=1.79**
Effects	0.63	0.61	0.80	0.55	t=1.3**
Role of teacher	0.57	0.50	0.60	0.50	t=0.25**
Prevention	0.33	0.48	0.50	0.51	t=1.72**

Table Compares the pre and post-test knowledge score, it was analysed using student's paired t-test. It shows there is no significant difference between pre-test and post-test score of primary school teacher's knowledge on learning disability.

Determination of overall knowledge score (Control)

	NO. of teachers	Pre test Mean + SD	Post Test Mean + SD	Paired 't' test
Overall Knowledge score	30	17+2.06	19.13+2.11	1.93

Box Plot compares the control group primary school teachers' pre-test and post-test knowledge score on learning disability

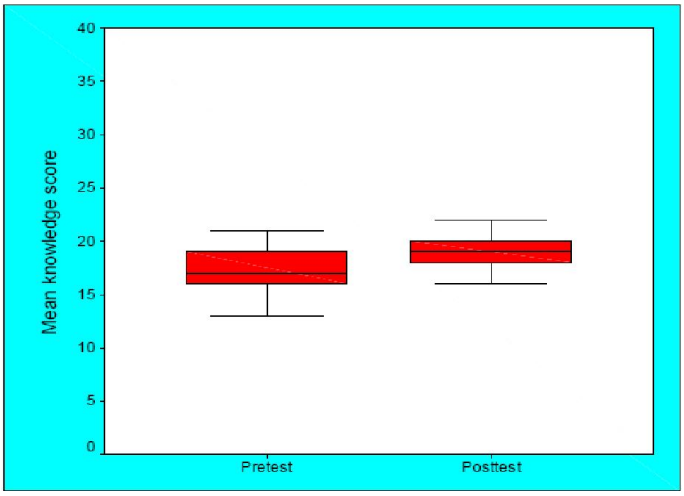


Table shows the comparison of overall knowledge score. On an average primary school teachers are improved their knowledge from 17.23 to 19.13on learning disability or we can say, in pre-test they are able to answer only 17 questions, in post-test they are able to answer up to 19 questions This improvement is statistically not significant. It was analysed using student's paired t-test.

To compare the post-test knowledge of experimental and control group of teacher regarding learning disabilities comparison of experimental & control group overall knowledge score

Knowledge	Experimental Group		Control Group		't' Test value
	Mean	SD	Mean	SD	
Pre Test	16.60	3.04	17.23	2.06	0.94**
Post Test	33.30	2.02	19.13	2.11	26.57*

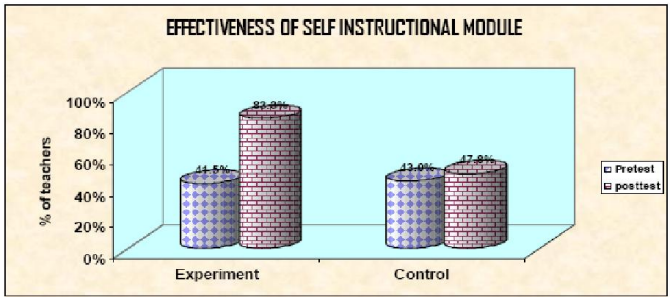
Comparison of experiment and control group of knowledge score was analysed using student's independent t-test. In pre-test, there is no significant difference between experiment and control group, but after SIM, it is observed significant difference between experiment and control groups.

Effectiveness of self instructional module

		Pretest	Posttest	% of Difference	Net Benefit
Knowledge	Experiment	41.50%	83.25%	41.75%	**41.75%**

Table shows the effectiveness of the SIM considering the overall score, teachers gained 41.75 percent more knowledge on learning disability, after the administration of SIM. Thus, 41.75 percent of knowledge gain is the net benefit of this study, which indicates the effectiveness of SIM.

Cylinder diagram compares the experimental and control group primary school teachers pre-test and post-test knowledge score on LD



Find out significant association between knowledge of experimental and control group of primary school teachers and selected demographic variables regarding learning disabilities

Association between pre-test level of knowledge and their demographic variables (Experiment Group)

		Pre test				Total	Chi Square test
		Inadequate		Moderate			
		n	%	n	%		
Age	20 – 30 yrs	12	80	3	20	15	8.05*
	>30 yrs	14	93.3	1	6.7	15	
Gender	Male	8	80	2	2	10	0.58**
	Female	18	90	2	10	20	
Educational Qualification	Teacher training	21	87.5	3	12.5	24	8.05*
	B. Ed/M. Ed	5	83.33	1	16.66	6	
Years of Experience	0 – 10 yrs	17	80.9	4	19.1	21	1.98**
	>10 yrs	9	100	0	0	9	
Marital Status	Married	21	91.3	2	8.7	23	1.83**
	Single	5	71.4	2	28.6	7	
Child psychology on curriculum	Yes	17	81	4	19	21	1.98**
	No	9	100	0	0	9	
Attended in service education	Yes	17	89.5	2	10.5	19	0.35**
	No	9	81.9	2	18.2	11	
Experience in teaching children with learning disabilities	Yes	12	85.57	2	14.3	14	10.87*
	No	14	87.5	2	12.5	16	

***- Significant** - Non significant**

Table shows the association between socio-demographic variables and the pre-test level of knowledge among experimental group teachers. It was calculated using Pearson chi square test/Yates corrected chi square test. Demographic variables such as age (χ^2 Value-8.05), educational qualification (χ^2 Value-8.05) and experience in teaching children with learning disabilities (χ^2 Value-10.87) were found to have a significant association with the pre-test knowledge level of the respondents. The obtained χ^2 Values were greater than the table value at 0.05 level of significant. Hence, the hypothesis there will be a significant association between the demographic variables (Age, Educational qualification and experience in teaching children with learning disabilities) and the pre test knowledge levels of the respondents. Other demographic variables did not show any significant association with the knowledge levels of the respondents, hence the hypothesis there will be significant association between the demographic variables (Gender, Years of Experience, Marital Status, Child psychology on curriculum, Attended in service education) and the pre test knowledge levels of the respondents was rejected.

Association between pre-test level of knowledge and their demographic variables (control group)

		Pre test				Total	Chi Square test
		Inadequate		Moderate			
		n	%	n	%		
Age	20 – 30 yrs	19	86.4	3	13.6	22	0.02**
	>30 yrs	7	87.4	1	12.5	8	
Gender	Male	4	100	2	0	4	0.01**
	Female	22	84.6	2	15.4	26	
Educational Qualification	Teacher training	14	77	3	22.2	18	3.08**
	B. Ed/M. Ed	12	100	1	20	12	
Years of Experience	0 – 10 yrs	19	86.4	4	13.6	22	1.66**
	>10 yrs	7	87.5	0	12.5	8	
Marital Status	Married	18	90	2	10	20	0.58**
	Single	8	80	2	20	10	
Child psychology on curriculum	Yes	12	75	4	25	16	2.16**
	No	14	100	0	0	14	
Attended in service education	Yes	10	83.3	2	16.7	12	0.19**
	No	16	88.9	2	11.1	18	
Experience in teaching children with learning disabilities	Yes	17	89.5	2	10.5	19	13.3*
	No	9	81.8	2	18.2	11	

Table shows the association between socio-demographic variables and the pre-test level of knowledge among control group teachers. Experience in teaching children with learning disabilities was found to be associated with the knowledge score of the teachers. The chi square value obtained (13.3) is greater than the table value at 0.05 level of significance. Hence the hypothesis was accepted and there is a significant association between the knowledge score and Experience in teaching children with learning disabilities of the control group respondents. Other demographic variables did not show any significant association with the knowledge levels of the respondents, hence the hypothesis there will be significant association between the demographic variables (Gender, Years of Experience, Marital Status, Child psychology on curriculum, Attended in service education) and the pre test knowledge levels of the respondents was rejected.

DISCUSSION

This chapter discusses the main findings of the research study and reviews that in relation to the findings from the result of the present study. For this study, the data was obtained

regarding learning disabilities among of children among the teachers in selected schools at Indore, M.P.

Statement of the problem

"A study to evaluate the effectiveness of self - instructional module regarding learning disabilities of primary school children among primary school teachers of selected schools at Indore, M.P"

Objectives of the study

1. To assess the pre-test and post test knowledge of experimental and control group of teachers regarding learning disabilities.
2. To compare the pre-test and post test knowledge of experimental and control group of teachers regarding learning disabilities.
3. To compare the post-test knowledge of experimental and control group of teacher regarding learning disabilities.
4. To find out significant association between knowledge of experimental and control group of primary school teachers and selected demographic variables regarding learning disabilities.

1.To assess the pre-test and post test knowledge of experimental and control group of teachers regarding learning disabilities

Table revealed that the level of knowledge regarding learning disability in experimental group. During pre-test was inadequate knowledge was 26 (86.77%) of subjects moderately adequate knowledge was 4 (13.3%) of subjects, No adequate knowledge was 0 (0%) whereas, during the post-test the level of knowledge adequate 24 (80%) of subjects and moderately adequate knowledge 6 (20.00%) of subject and inadequate knowledge 0 (0.0%) after the self-instructional module. Table showed that the level of knowledge in control group during pre-test inadequate knowledge among 26 (86.7%) of subjects, moderately adequate knowledge among 4 (13.3%) of subjects, adequate knowledge was 0 (0.0%). In post-test the level of knowledge score was inadequate knowledge among 25 (83.3%) of subjects, moderately adequate knowledge among 5 (16.7%), adequate knowledge was 0 (0.0%) in control group of primary school teachers knowledge inadequate.

2.To compare the pre-test and post test knowledge of experimental and control group of teachers regarding learning disabilities

- Based on the above objective of the study, to assess the knowledge regarding learning disability in relation to findings of the pre-test study a significant increase in the post knowledge score after the administration of self-instructional module.
- Table revealed the comparison of pre-test and post-test knowledge score in experimental group in pre-test mean score and standard deviation was 16.6±3.03 respectively and post-test mean score and standard deviation was 33.3±2.01. The P value was 22.61 and P=0.001, in these primary school teachers have improved their knowledge from 16.62 to 33.3 on learning disabilities.
- Table shows the comparison of pre-test and post-test knowledge score was in control group in this pre-test mean score and standard deviation was 17.23±2.06 and post-test mean score and standard deviation was 19.13±2.11 and t=1.93, P=0.06 in this the primary school teachers lightly improved their knowledge.

3.To compare the post-test knowledge of experimental and control group of teacher regarding learning disabilities

The table 12 revealed that the comparison of experimental and control group knowledge score and in pre-test there is no significant difference between experimental and control group. But, after self - instructional module it is observed significance difference between experimental and control group.
Table 13 revealed the pre-test knowledge score was 41.50% and post-test knowledge score was 83.25%. The teachers gain 41.75% more knowledge on learning disabilities after the administration of self -instructional module. This 41.75% of knowledge gain is the net benefit of this study, which indicates the effectiveness of self - instructional module.

4. To find out significant association between knowledge of experimental and control of primary school teachers and selected demographic variables regarding learning disabilities:

(i) Association between pre-test level of knowledge and their demographic variables (experimental)

Table shows the association between socio demographic variables and the pre-test level of knowledge score among experimental group of teachers and none of the demographic variables are significantly associated with their knowledge score.

(ii) Association between the pre-test level of knowledge and their demographic variables (Control group)

Tables shows the association between socio demographic variables and the pre-test and post-test level of knowledge among the control of teachers. None of the demographic variables is significantly associated with their knowledge score.

Conclusion

The findings of the study were need of nurse to conduct training programme regarding learning disabilities among the primary school teachers. The study revealed that the level of knowledge regarding learning disability was low among school teachers in control group. They concluded that need for providing knowledge on learning disability is an important strategy utilize teachers as effective contributors towards child health services.

Nursing implication

The findings of the study have implications on the field of nursing education, nursing practice and nursing research.

Recommendations

1. A similar study can be undertaken on a large scale for making a more valid generalization.

2. A comparative study can be arranged among teachers in urban and rural schools
3. A study can be done to analyze for practice of teachers towards learning disabled children.
4. An experimental study to evaluate the effectiveness of planned teaching program on learning disability can be undertaken.
5. A similar study can be arranged for parents of school children.

Suggestions for further study

1. Periodic revision of the teacher's training program and recommend for the incursion of more practical knowledge regarding learning disabilities.
2. Periodic assessment of teachers' knowledge regarding health related problems of school children to be conducted.
3. A study can be carried out to evaluate the efficiency of various teaching strategies like pamphlets. Leaflets and computer assisted instruction on learning disability.
4. The teaching and learning disabilities can be included in curriculum of teaching training programme.
5. A concentrated effort should be made to increase the awareness among the school teachers regarding their role in school health service

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