

“EFFECTIVENESS OF EDUCATIONAL RESOURCES ON KNOWLEDGE REGARDING SPECIFIC LEARNING DISABILITY AMONG SELECTED PRIMARY SCHOOL TEACHERS.

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ABSTRACT

Introduction: Learning disabilities can affect one’s ability to read, write, speak, spell, compute math, reason and also affect a person’s attention, memory, co-ordination, social skills and emotional maturity. Learning disabilities are common among children and teachers can easily observe the activity and performance of the students during the schooling. Thus; if we familiarize the primary school teachers regarding specific learning disabilities, they will be able to detect it at early stage and offer referral at early life years and child can be treated easily.

Aim of the Study: To assess the effectiveness of structured teaching program on knowledge regarding specific learning disability among selected primary school teachers of Surat district, Gujarat.

Material and Method: One group pre-test and post-test (pre-experimental) design was used to assess the effectiveness of structured teaching program on knowledge regarding specific learning disabilities among selected primary school teachers of Surat district, Gujarat. Convenient sampling technique was used to select 34 samples.

Results: The present study has revealed that majority of (mean 41.263) variables had average knowledge and (mean 34.667) variables had poor knowledge regarding learning disabilities among primary school teachers. Finding of calculated “t” value of knowledge score was 18.022 at <0.0001 level of highly significance which indicates the structured teaching program was effective in improving the knowledge regarding learning disabilities.

KEYWORDS: Knowledge, structured teaching program, learning disabilities.

A learning disability is a neurological condition that interferes with a person’s ability to store, process, or produce information. It can affect one’s ability to read, write, speak, spell, compute math, reason and also affect a person’s attention, memory, co-ordination, social skills and emotional maturity. They are common among children. The prevalence estimate of Specific learning disability varies between 5% and 15%.

There are over 2.4 million individuals that have been diagnosed with a learning disability. In

India at the total the prevalence rate of Specific learning disability was 15.17%; while 12.5% dysgraphia, 11.2% dyslexia, and 10.5% dyscalculia. In Gujarat prevalence of specific learning disability was 9.6%, whereas 7.4% dyslexia, 8.6% dysgraphia, and 7.1% dyscalculia.

Learning disabilities are lifelong, but if educators can identify them appropriately and then deliver specialized instruction so that individuals learn compensatory strategies many individuals are able to overcome their limitations.

Since teachers are the ones who first encounter academic difficulties of children, their knowledge and training on LD is of utmost importance in identifying it at an initial stage. It can prevent the incidence of further mental and social damage by giving them proper remedial education. A teacher plays a vital role in educating and molding a child's personality and behavior through education. Therefore, a teacher should know his or her pupils thoroughly as to their abilities, limitations, capacity, motives, needs and physical development patterns, so that teaching can be made interesting and effective. He/she should know all these through the study of educational psychology. And thus, this can help teacher promote effective education and provide an understanding about individual disabilities

The students are maximally in close proximity with the teachers during the schooling. During these period teachers are the one who can easily observe the activity and performance of the students. Thus; if we aware the primary school teachers regarding specific learning disabilities they will be able to detect it at early stage and referral at early life years and child can be treated easily.

Operational Definitions: Assess: It refers to evaluate the knowledge of primary school teachers regarding learning disabilities by using structured questionnaire. Effectiveness: It refers to evaluate the result of structured teaching program regarding learning disabilities among primary school teachers. Structured Teaching Program: It refers to systematically plan of materials to provide information regarding learning disabilities among primary school teachers.

Learning Disability: It is a neurological condition in that children having difficulty in learning process.

School Teachers: It refers to the professionals who completed their degree in education.

Objective:

- **O1:** To assess the knowledge of primary school teachers regarding Specific learning disability.
- **O2:** To evaluate the effectiveness of structured teaching program among primary school teachers.

Hypothesis:

- **H1:** There will be significant difference between pretest and posttest knowledge score on specific learning disabilities among primary school teachers.

Research Methodology:

Research Approach: Quasi-experimental

Research Design: One Group Pre-test Post-test

O1 X O2

Pre-test Intervention Post-test

Independent Variable: Structured teaching program regarding learning disabilities.

Dependent Variable: knowledge of the school teachers regarding learning disabilities

Sampling:

Target Population: Primary school teachers of Surat district.

Accessible Population: Primary school teachers at selected schools at Surat district.

The study was conducted at selected primary schools at Surat District.

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Sample size: 34 primary school teachers at Surat district.

Sampling technique: Non-probability Convenient Sampling

Sampling Criteria

Inclusion Criteria:

- Both male and female teachers.
- Teachers who are willing to participate in this study.
- School teachers of 1st to 7th grade.
- Samples who can understand the English language.

Exclusion Criteria

- The teachers who are not available during data collection period.
- Teachers who don't understand English language.
- Teachers who are not willing to participate in study.

Delimitations

- Study is limited to Surat district only.
- Study is limited to primary school teachers.

Result and Discussion:

Table1.1: Mean and SD of pretest posttest knowledge score

	N	Mean		SD	
		Pre-test	Post-test	Pre-test	Post-test
Level of Knowledge	34	16.735	38.352	5.154	4.728

Table 1.1 shows the mean value of level of knowledge which 16.735 and 38.352 for pre-test score and post-test score and SD is 5.154 and 4.728.

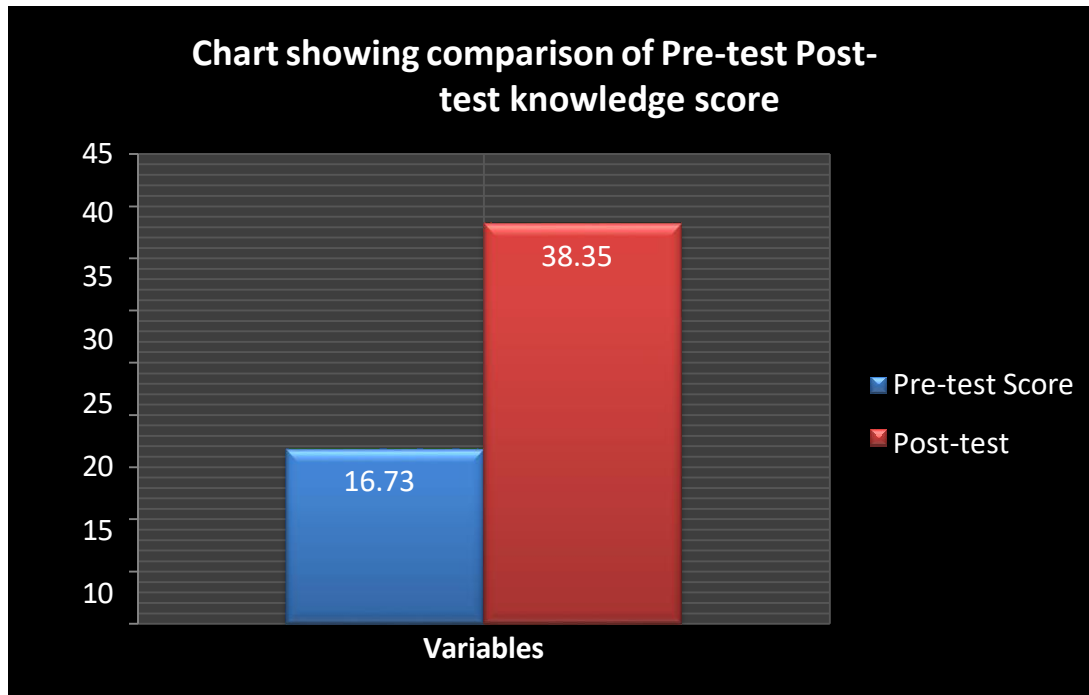


Figure 1: Bar chart shows that Mean values of pre-test and post- test score among sample

Table 1.2: Mean and SD associated with different demographical variables:

Demographic Variables		N	Mean		SD	
			Pre – Test	Post - Test	Pre – Test	Post – Test
Age	25-30 years	7	17.714	40.000	3.352	3.367
	31-35 years	8	16.875	39.750	5.303	3.655
	36-40 years	4	15.500	40.250	1.732	4.992
	>40	15	16.533	36.333	6.490	4.615
Gender	Female	22	16.955	38.045	5.000	5.113
	Male	12	16.333	38.917	5.630	4.078

Educational Qualification	PTC	20	16.500	37.250	5.587	4.833
	B.Ed	7	19.429	39.286	5.127	5.794
	M.Ed	0	-	-	-	-
	Other Degree	7	14.714	40.571	2.752	2.149
Marital Status	Married	27	16.111	37.815	5.139	4.691
	Unmarried	7	19.143	40.429	4.811	4.614
	Widow	0	-	-	-	-
	Divorcee	0	-	-	-	-
Years of Experience	3-8 Years	7	17.857	40.429	4.845	4.198
	8-13 years	5	16.400	40.600	3.847	4.037
	Less than 3 years	3	17.667	39.000	5.132	4.619
	More than 13 years	19	16.263	36.895	5.810	5.109

Table 1.2 shows the mean value and Standard deviation of level of knowledge associated with different demographic variables.

Table 2: Mean and SD associated with Pre-test and post-test knowledge score across different categories of score:

Level of Knowledge	N	Frequency	Mean		SD	
			Pre-Test	Post-Test	Pre-Test	Post-Test
Poor	15	44.12	12.067	34.667	2.404	4.203
Average	19	55.88	20.421	41.263	3.421	2.642
Good	0	0	-	-	-	-

Table 2 shows that frequency, mean value and SD of pre-test and post-test knowledge score among samples.

Mean value of pre-test and post-test knowledge score of samples with poor knowledge score is 12.067 and 34.667 and SD is 2.404 and 4.203 respectively.

Mean value of pre-test and post-test knowledge score of samples with average

knowledge score is 20.421 and 41.263 and SD is 3.421 and 2.642 respectively.

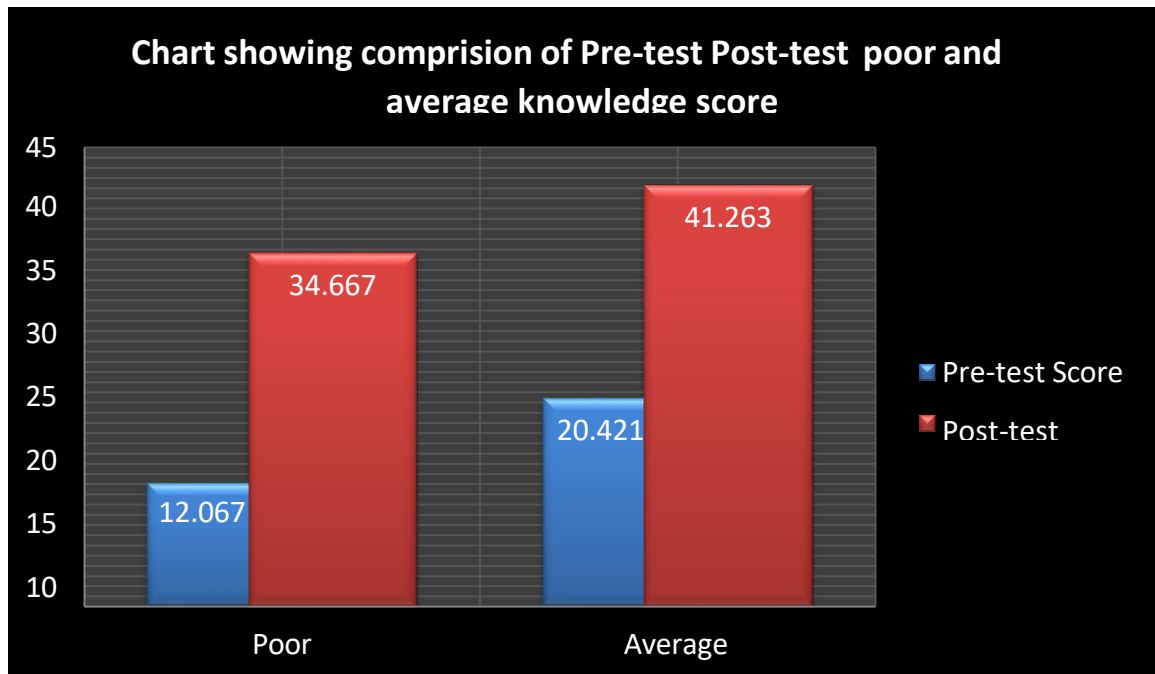


Figure 2: Bar chart shows that comparison of Pre-test Post-test of poor and average knowledge score among samples

Table 3.1: Correlation, t-score and p value between pre test and post test knowledge score among primary school teachers

	N	Mean	SD	r	t score	p value
Pre test	34	16.735	5.154	0.826	18.022	<0.0001
Post test		38.352	4.728			

P<0.0001: HS (Highly Significant)

Table 3 shows the mean value, SD, correlation, t score and p values of pre-test and post-test knowledge score among primary school teachers.

Among 34 samples the mean value of level of knowledge which 16.735 and 38.352 for pre-test score and post-test score and SD is 5.154 and 4.728; correlation was found 0.826; t score was found 18.022 which is significant at <0.0001 level of significance.

Table 3.1.1: Poor Score

	N	Mean	SD	r	t score	p value
Pre test	15	12.067	2.404	0.879	18.077	<0.0001
Post test		34.667	4.203			

P<0.0001: HS (Highly Significant)

Table 3.1.1 shows the mean value, SD, correlation, t score and p values of pre-test and post-test knowledge score among primary school teachers.

Mean value of pre-test and post-test knowledge score of samples with poor knowledge score is 12.067 and 34.667 and SD is 2.404 and 4.203 respectively; correlation was found 0.879; t score was found 18.077 which is significant at <0.0001 level of significance.

Table 3.1.2: Adequate Score

	N	Mean	SD	r	t score	p value
Pre test	19	20.067	3.421	0.479	21.375	<0.0001
Post test		41.263	2.642			

P<0.0001: HS (Highly Significant)

Table 3.2 shows the mean value, SD, correlation, t score and p values of pre-test and post-test knowledge score among primary school teachers.

Mean value of pre-test and post-test knowledge score of samples with poor knowledge score is 20.067 and 41.263 and SD is 3.421 and 2.642 respectively; correlation was found 0.479; t score was found 21.375 which is significant at <0.0001 level of significance.

Discussion:

O1: To assess the knowledge of primary school teachers regarding Specific learning disability.

During the pre-test knowledge assessment. The average scores identified among 34 samples are 16.73 among which 15 samples scored poor score whereas 19 samples scored within adequate range of scores; these values were 12.06 and 20.06 respectively.

Scores associated with different demographical variables are shown in Table – 1.1 and Table 1.2.

During the study no difference were identified across different age groups, gender, years of experience and location of school but minor differences has been identified across the variables like educational qualification and marital status.

It has been identified that comparative to PTC qualified teachers and teachers with other qualifications; B.Ed. qualified teachers are having more knowledge regarding learning disability but these variations can be identified because of vast difference in sample distribution.

It has been also identified that married teachers has low scores than the unmarried one, one of the reasons for this can be of stress related to marital life of lack of timing for updating their knowledge associated with fulfilment of other responsibilities.

O2: To evaluate the effectiveness of structured teaching program among primary school teachers.

H1: There will be significant difference between pretest and posttest knowledge score on specific learning disabilities among primary school teachers.

Among 34 samples; 7 of them belong to age group of 25-30 years their mean value of pretest and posttest knowledge score was 17.714 and 40.000 and SD is 3.352 and 3.367; the correlation was found -0.133; t score was found 12.410 which is significant at <0.0001 level of significance.

Among total samples; 8 of them belong to age group 31-35 years their mean value of pretest and posttest knowledge score was 16.875 and 39.750 and SD is 5.303 and 3.655; the correlation was found -0.245; t score was found 10.045 which is significant at <0.0001 level of significance.

Among total samples; 4 of them belong to age group 36-40 years their mean value of pretest and post-test knowledge score was 15.500 and 40.250 and SD is 1.732 and 4.992; the correlation was found -0.520; t score was found 9.368 which is significant at <0.0001 level of significance.

These values show the moderate negative correlation among pre-test and post-test knowledge score which shows the structured teaching program was found to be effective in delivering the knowledge regarding identification of specific learning disability.

Irrespective of variation in demographic variables the structured teaching program on learning disability has shown the significant impact on improvement in knowledge which will help the teachers to identify the disability at the early stage and give referral for the interventions.

Hence; second hypothesis is proved because there is difference identified among the pretest and posttest score regarding knowledge of specific learning disability.

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