

## A Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge Regarding Selected Learning Disorders

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### Abstract

Learning disabilities, or learning disorders, are an umbrella term for a wide variety of learning problem. The most common types of learning disabilities involve problems with reading, writing, math, reasoning, listening, and speaking. The Aim and purpose of this study were to describe the roles and responsibilities of special education teachers (sets) and the challenges they encountered as they attempt to educate their students with learning disabilities in elementary schools Method used in the present study is a pre-experimental research design (one group pre-test post design) was used in the study. The pre-test was administered through a structured questionnaire depicted as  $O_1$  and then the structured teaching given depicted as X. A post-test was conducted using the same structured questionnaire depicted as  $O_2$ . The interventional evaluative the approach was used in this study .this approach was selected because the research study aimed to evaluate the intervention (structured teaching programme) in improving the knowledge of school teachers in selected schools regarding selected learning disorders in children. The findings of the study are discussed as pre-test shows that 61.67% had good knowledge, 3.33% had very good knowledge, 31.67% had an average level of knowledge, 3.33% were poor in their knowledge. Post-test shows that 60% of subjects had very good knowledge 33.33% had a good score, 5% of subjects had an excellent score, 1.67% was average knowledge. So study can be concluded as it can be seen that the structured the teaching programme was effective in enhancing knowledge of primary school teachers of the city.<sup>2</sup>

**Keywords:** Learning disorder; Knowledge; Structured teaching programme; Children.

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### Introduction

Learning is essential to replenish knowledge. In the light of knowledge explosion, it is assumed that a student gains one fourth knowledge directly from the teacher, another one-fourth through his effort, next one fourth from experiences and the remaining one fourth will remain unfilled not only during the student period but also throughout the life.

In India, around 13 to 14% of all schools children

suffer from a learning disorder. Unfortunately, most schools fail to lend a sympathetic ear to their problems as a result; these students are branded as failures. The reported prevalence in India ranges from 1.6%-15%, varying based on age-range, survey method, a tool used, and region of the country.<sup>7-10</sup> A cross-sectional study conducted in Chandigarh (n = 3600, grade 3 and 4 students) reported 3.08% of children with a diagnosis of LD. Another study using informal assessment, conducted in five

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schools in Jaipur (n=1156, children 6-13 years of age) reported 12.8% with LD (21.6%, 15.5% and 22.3% of children with dyslexia, dyscalculia and dysgraphia, respectively) It is our responsibility to ensure bright future for today children so that tomorrow society will benefit. As a teacher, providing the best help to children with learning difficulties can be challenging, particularly in mainstream education where there are heterogeneous learners. Alongside the guidance you will receive from the government and your school's curriculum, here are some of the best tips towards creating an all-round positive learning experience - both in mainstream and special schools.<sup>4</sup>

#### *Myth vs. Reality about Learning Disabilities*

- MYTH: Dyslexia is caused by vision problems.

FACT: Dyslexia is not tied to visual deficiencies. It is actually a neurological condition that affects how the brain receives, processes, and responds to language.

- MYTH: A child has dyslexia if he or she reverses letters in reading and writing.

FACT: "Reversals or inversions of letters are common until second grade," Callaway says. "Beyond that, it doesn't mean the child is dyslexic,"

- MYTH: Students with dyslexia have low intelligence.

FACT: On the contrary, these students typically have average or above-average intelligence. Like other kids with learning disabilities, students with dyslexia have a gap between their potential learning (for instance, measured by a higher IQ score) and their actual achievement (lower than expected).

- MYTH: Students with dyslexia are lazy.

FACT: "What I hear over and over [from students] is that others don't realize it takes them so much longer to do assignments," Berninger says. "In many cases, they're actually more motivated because they have to work so much harder."

"When you have a child who is truly capable, you can mistake their low performance as a lack of effort. But with dyslexia, it's so far from it," O'Rourke says

- MYTH: Students can't overcome dyslexia and won't learn as much as their peers.

FACT: While children with dyslexia won't outgrow the condition, they can make great strides. Busbice says the best instructional programs are "sequential, explicit, research-based, and

multisensory." Tryon advocates for the Orton-Gillingham approach, which meets all of the above criteria.<sup>5</sup>

#### **Materials and Methods**

The study was conducted in primary school teachers as the samples. In the present study pre-experimental research design (one group pre test post design) was used in the study. Pre test was administered by means of structured questionnaire depicted as  $O_1$  and then the structured teaching given depicted as X. a post test was conducted using the same structured questionnaire depicted as  $O_2$ . The study design is depicted as under. (Table 1)

**Table 1:** Pre-Experimental Research Design (One Group Pre Test Post Design).

Pre Test	Intervention	Post Test
DAY 1	DAY 1	DAY 7
$O_1$	X	$O_2$

The investigator planned to analyses the data in the following manner.

*Data analyses is done by:*

1. Descriptive statistics in that mean, standard deviation and percentage for assessing knowledge regarding selected learning disorders in children among teachers
2. Inferential statistics in that paired t test used to assess the effectiveness of structured teaching programme ,unpaired t test and one way ANNOVA is used for association between knowledge and demographic variables

#### *The Major Findings of the Study*

Distribution of school teachers according to their demographic characteristics in terms of frequency and percentage.

1. The analysis of the demographic variables of the study samples gives an idea about the general characteristics of the total teachers of the selected schools of the city. The demographic data in relation to age shows that most of them i.e 40% were belonging to 31-40 years, 35% belonging to 41-50 years,21.7% of 20 to 30 years ,3,3% of samples were of 50 years and above respectively
2. Distribution of school teachers according to gender reveals that all of them were female's .i.e 100% samples were females.

3. Distribution of school teachers according to their religion shows that most of the samples were Hindu 77.3%, Christian were in 18.3%, Muslims and Buddhist were 3.3%, and others 1.7 in percent.
4. Distribution of school teachers according to their type of the family reveals that 50% from joint family, nuclear was 48.3%, extended were 1.7% respectively.
5. Distribution of school teachers according to their educational status shows that (42)70% were educated upto postgraduate, post graduate were 14 i.e 23.3%, the diploma holders were 4 i.e 6.7 in percent no others education was observed.
6. Distribution of school teachers according to their years of experience shows that 23.3% of them had experience up to 5 years. 30% had 6-10 years, and 26.7% samples had 11-15 years of experience, 20 samples had more than 15 years of experience.
7. Distribution of school teachers according to their residence was at urban 93.3% i.e. 56 samples and at rural was rural was 6.7% i.e. 4 samples respectively.
8. 88.3% of school teachers were aware and 11.4 were unaware about learning disorders.
9. Distribution of school teachers according to their source of information shows that 35.85 had information from their curriculum, 26.42% from mass media, 22.64 from friends and 15.64% from family member, no health worker was the source of information about learning disorders for the samples

Assessment of pre-test knowledge source of school teachers regarding learning disorders in children

The findings showed that 37 (61.67%) had good knowledge, 19 (31.67%) had average knowledge, 2, i.e 3.33% had poor knowledge, and 0% had excellent level. The minimum score in pre-test was 5 and maximum was 21.

Assessment of post-test knowledge scores of school teachers regarding selected learning disorders in children.

The above findings show that in 3.33% of the teachers in pre-test had poor level of knowledge score, 31.67% in pre-test and 1.67% in post test had average level of knowledge score, 61.67% in pre test and 33.33% in post test had good level of knowledge score, 3.33% in pre test and 60% in post test had very good and 5% of the teachers in post

test had excellent level of knowledge score.

Evaluation of effectiveness of structured teaching programme on knowledge regarding selected learning disorders in children among teachers.

The findings show that the tabulated value for  $n=60-1$  i.e. 59 degrees of freedom was 2.00. The calculated value was 11.44 respectively for the knowledge regarding selected learning disorders in children calculated. The calculated 't' value i.e. 11.44 are much higher than the tabulated value at 5% level of significance for overall knowledge score of teachers which is statistically acceptable level of significance.

Association of knowledge score in relation to demographic variables of the samples.

There was significant association of knowledge score with teacher's years of experience.

## Discussion

The present study was conducted to assess the effectiveness of structured teaching programme on knowledge regarding selected learning disorders in children among teachers working in selected schools of the city

The findings of the study are discussed as:

Majority 40% subjects were from the age group of 31-40 years. 100% subjects were female, 73.3% were Hindus, 26.7 subjects were having experience up to 11-15 years 93.3% reside at urban part of the city, 88.3% subjects were aware about learning disorders in children, 35.85% subjects had source of information from their curriculum. Pre-test shows that 61.67% had good knowledge, 3.33% had very good knowledge, 31.67% had average level of knowledge, 3.33% were poor in their knowledge. Post test shows that 60% subjects had very good knowledge 33.33% had good score, 5% subjects had excellent score, 1.67% was average knowledge. It means structured teaching programme was effective in post test, there was an association with teachers' years of experience therefore knowledge score is associated with their demographic variable.

## Conclusion

After the detailed analysis, this study leads to the following conclusion:

The school teachers do not have 100% knowledge regarding selected learning disorders in children. There was a significant increase in the knowledge

of subjects after the administration of structured teaching programme. to find the effectiveness of structured teaching programme student 't' test was applied and t value was calculated, post test score was significantly higher at 0.05 level than that of pre test score. thus it was concluded that structured planned teaching programme on selected learning disorders in children among teachers was found effective as a teaching strategy. Hence based on the above cited findings, it was concluded undoubtedly that the written and taught material by the investigator in the form of structured teaching programme helped to improve school teacher's knowledge on selected learning disorders in children.

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