

A Descriptive Study to Assess the Effectiveness of Structured Teaching Programme (STP) on Awareness of Primary School Teachers Regarding Learning Disorder in Selected Private and Government Primary School of Kanpur District

Dr. Sunil D. C.¹, Harikala², Pallavi Rai³, Ravi Singh⁴, Himanshu Rathore⁷, Krishan Gopal⁸, Sabhya Jacob⁹

Saaii College of Medical Sciences and Technology Kanpur CSJM University, Kanpur, Uttar Pradesh, India

Abstract: ***Purpose:** Learning disorder are a group of developmental disorders which are significant, unexpected, specific and persistent difficulties in the acquisition and use of reading (dyslexia), writing (dysgraphia), mathematical (dyscalculia) abilities. The estimate for learning disorder in 2011–2012 was 8.0 percent for children of ages 3–17, with 4 percent rated as mild and 4 percent rated as moderate or severe so it is teachers utmost responsibility to look after children's under this age with special care and support to not only meet their academic needs but able to come up to their full capacities and exceed in other areas. Therefore, the study titled "A study to assess the effectiveness of structured teaching program regarding awareness on learning disorders among Primary School Teachers of Kanpur." Was undertaken. **Methodology:** A quantitative research approach and pre-experimental design under which one group pre-test and post-test design was used. The research setting was selected areas of Kanpur (Mariyani, Shivrajpur, Naramau, Tatiyaganj, Kalyanpur, chaubepur dist. Kanpur, U.P.). Total 30 teachers were selected with convenient sampling technique. Permission was taken from the school authority who were selected as sample. Self-structured knowledge questionnaire containing 40 questions was used to evaluate the awareness of teachers regarding learning disorder. **Result:** The result depicted that there was significant difference between pretest awareness and posttest awareness score with statistically significant at $p < 0.05$ level. Hence it was inferred that teacher's awareness regarding learning disorder was increased in posttest. **Recommendation:** The study needs to be conducted on services available for children's having learning disorder in primary schools in order to understand their strength and provide them conducive environment.*

Keywords: Teachers, awareness, learning disorder

1. Background of the Study

Children are the eyes of nation. The future of our country largely depends on them so they need to be physically and psychologically healthy. But there have been many psychological, emotional problems are there one of which is learning disorder. Reading and learning are the two things that determine the success of a child during his/her school years. Children have been experiencing problems associated with learning disorders in academic and non-academic areas, which are ignored in the crowded classrooms. Lack of awareness about 'learning disorders' both amongst the parents and the teachers, is one of the reasons for not identifying great talent and potential in school children. Largely teachers are lacking in awareness, appropriate training and experience to identify a young child who is at-risk. The present study is an effort to explore the awareness level of the primary school teachers working in private and government schools of Kanpur.³

Problem Statement-

"A study to assess the effectiveness of structured teaching program among awareness of Primary School Teachers regarding learning disorder in selected school of Kanpur district."

2. Objectives of the study

- To assess the pretest among awareness of primary

school teachers regarding learning disorder.

- To assess the post-test among awareness of primary school teachers regarding learning disorder.
- The find out the effectiveness of structured teaching program among awareness of primary school teachers regarding learning disorder.
- To find out the association of the pre-test score with the selected demographic variables of primary school teachers.

3. Operational Definitions

1) Effectiveness

Effectiveness is the capability of producing a desired result or the ability to produce desired output. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression.⁶

In this study effectiveness refers to the promotion of awareness during tests after the implementation of structured teaching program on learning disorder evidenced by the increased scores in post-test with Questionnaire.

2) Structured teaching program:

Structured teaching program refers to systemically developed instructional program using instructional aide, designed to provide information on any topic.⁷

In this study structured teaching program refers to

providing information to primary school teachers about learning disorder through informational booklet and lecture.

3) Primary school teachers:

Primary school teachers are qualified teacher who enrolled to provide education to students of 1st to 5th standards.

In this study primary school teacher is one who helps children develops reading, learning and writing skills of 1st to 5th standards.

4) Learning disorder:

A learning disorder is an information processing problem that prevents an individual from learning a skill and using it effectively. Learning disorder generally affect people of average or above average intelligence.⁸

In this study learning disorder involves inability to acquire, retain or broadly use specific skill or information resulting from deficiencies in attention, memory, or reasoning and affecting academic performance among children.

5) Awareness:

Awareness is the state of being conscious of something, it is the ability to directly know, perceive, to feel or to be cognizant of events.⁹

In this study awareness is the knowledge about a learning disorder and a concern that we need to be aware that learning disorder do exist and they are neurologically linked disorder.

4. Assumptions

The study assumes that-

- 1) The STP will increase the awareness of primary school teachers regarding learning disorder.
- 2) The awareness gained through STP will prevent the complication of learning disorder.

Delimitations

The study will be limited to-

- 1) Teachers of primary schools from 1st to 5th standards.
- 2) Availability of time of teachers.
- 3) Teachers who are willing to participate.

Hypothesis

H₁: There will be significant difference between pre-test and post-test among awareness of primary school teachers regarding learning disorder after STP.

H₂: There will be significant association between pre-test awareness score and selected demographic variables, at 0.05 level of significance.

The conceptual model used for the present study is Sister Callista Roy's Adaptation theory (Roy and Obloy 1979; Roy 1989). The Roy's adaptation

5. Review of Literature

A study was conducted to find the prevalence of SLD and its determinants among the school-going children in Ernakulam district, Kerala, India. School-going children from the fourth

standard to the seventh standard were included in the study. In this study Multistage stratified cluster sampling was used. The prevalence of SLD was 16.49% (95% CI =14.59-18.37). The prevalence of impairment in reading, written expression, and mathematics was 12.57%, 15.6%, and 9.93%, respectively. Binary logistic regression analysis showed that male gender, low birth weight, presence of developmental delay, family history of poor scholastic performance, and syllabus were independently associated with SLD. The result of this study found that there is a higher prevalence of SLD (16.49%) and certain modifiable determinants of SLD were identified. This study concluded the need for early detection and remedial measures for children with SLD.¹¹

Methodology

6. Research Design

A research design is the systematic plan to obtain answers to research questions. (Sharma, 1990)

The research design selected for the study was **One group pre test and post test** design, a **pre-experimental** research design.

O1 X.....O2

Pre-test (O1) : refers to the pre assessment of awareness of primary school teacher regarding learning disorder

(X): refers to the structured teaching program on the awareness of learning disorder about 30-45 minutes.

Post-test (O2): refers to the assessment of the same after STP using structured questionnaire.

Variables under the study:

Attributes or characteristics that can have more than one variable are known as a variable. In other words, variables are qualities, quantities, properties or characteristics of people, things or situations that change or vary. The variables under this study are:-

Independent variable: -According to Polit and Hungler, (1999) The independent variable is to believe to influence the ideas and behavior.

7. Result

Section I: Description of sample characteristics

The samples were selected through convenient sampling from the selected Private and Government Primary School at Kanpur. The data were analysed using descriptive statistics and presented in terms of percentage.

- 1) Majority (46.7%) of the subjects were in the age group of 25-35 years.
- 2) Majority (73.3%) of the subjects were female.
- 3) Majority (73.3%) of the subjects were married.
- 4) Majority (96.7%) of the sample were Hindu.
- 5) Majority (56.7%) of the sample were from Government school.
- 6) Majority (43.3) of the sample were post graduated.
- 7) Majority (70%) of the sample had previous knowledge.

- 8) Majority (63.3%) of the sample had more than 8 years of teaching experience.
- 9) Majority (50%) of the sample had previous knowledge from school.
- 10) Majority (96.7) of the sample had no family member having learning disorder.
- 11) Majority (77%) of the sample had no in-service education.

Section II: Estimation of pre-test knowledge regarding learning disorder

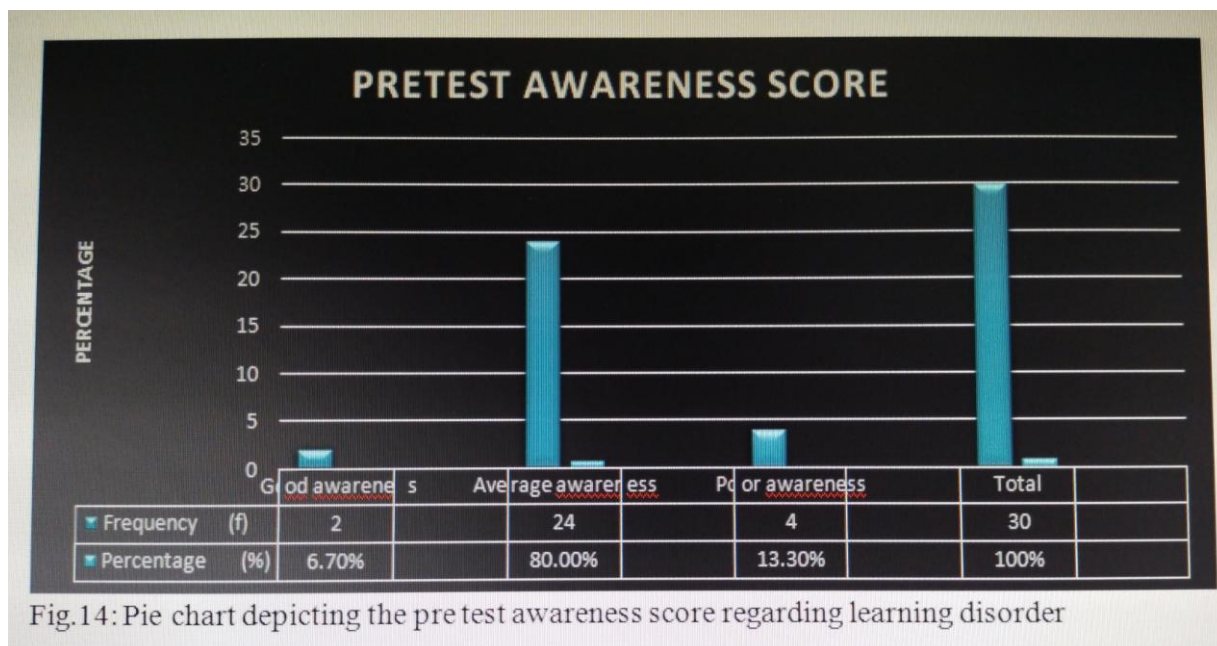


Fig.14: Pie chart depicting the pre test awareness score regarding learning disorder

Pre-test knowledge score were identified according to score of learning disorder by using structured knowledge questionnaire on learning disorder. The identified pre-test awareness score regarding learning disorder revealed that 6.7% had good awareness, 80% had average awareness and

13.3% had poor awareness.

Section III: Estimation of post-test awareness score regarding learning disorder.

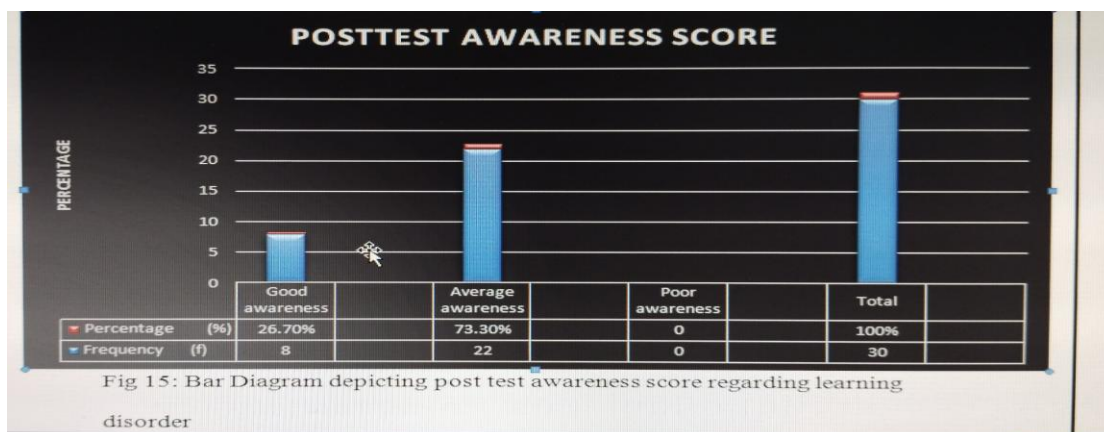


Fig 15: Bar Diagram depicting post test awareness score regarding learning disorder

Post-test awareness score were identified according to score of learning disorder by using structured awareness questionnaire on learning disorder. The identified post-test awareness score regarding learning disorder revealed that 26.7% had good awareness, 73.3% had average awareness and 0% of sample had poor awareness.

pre-test than the mean percentage (67.5%) of post-test. The comparison between the pre-test and post-test awareness had significant difference with- value (4.67) at $p < 0.05$ level of significance.

Section IV: Analysis of effectiveness of STP between pre-test and post-test awareness score regarding learning disorder

The comparison of pre-test and post-test awareness score regarding learning disorder the mean percentage (73%) of

Summary

This chapter presents the analysis and interpretation of data collected from Primary School Teachers to find out their awareness regarding learning disorder. The data were analysed according to the objectives and hypothesis formulated for the study. The comparison pre-test and post-test awareness score regarding learning disorder the mean

percentage (73%) of pre-test than the mean percentage (67.5%) of post-test. In the compare of pre-test and post-test awareness scores had significant difference with t-value (4.67) at $p < 0.05$ level of significance.

The present study helped to gain awareness regarding the learning disorder among primary school children. The result revealed that it was concluded that there was significant difference between pre-test and post-test awareness score regarding learning disorder among Primary School Teachers. Hence the research hypothesis (H1) was accepted and structured teaching programme was effective.

Section V: Association between pre-test knowledge score regarding learning disorder and selected demographic variable.

1) Association between pre-test awareness score regarding learning disorder and age.

There was no significant association between pre-test awareness score regarding learning disorder and age ($X^2_{cal} (3) = 4.933, p > 0.05$) at 0.05 level of significant. Hence the research hypothesis was rejected.

2) Association between pre-test awareness score regarding learning disorder and gender.

There was no significant association between pre-test awareness score regarding learning disorder and gender ($X^2_{cal} (1) = 0.000, p > 0.05$) at 0.05 level of significant. Hence the research hypothesis was rejected.

3) Association between pre-test awareness score regarding learning disorder and marital status.

There was no significant association between pre-test awareness score regarding learning disorder and marital status ($X^2_{cal} (2) = 0.848, p > 0.05$) at 0.05 level of significant. Hence the research hypothesis was rejected.

4) Association between pre-test awareness score regarding learning disorder and Religion

There was no significant association between pre-test awareness score regarding learning disorder and religion ($X^2_{cal} (1) = 1.034, p > 0.05$) at 0.05 level of significant. Hence the research hypothesis was rejected.

5) Association between pre-test awareness score regarding learning disorder and type of school.

There was no significant association between pre-test awareness score regarding learning disorder and type of school ($X^2_{cal} (1) = 0.136, p > 0.05$) at 0.05 level of significant.

Hence the research hypothesis was rejected.

6) Association between pre-test awareness score regarding learning disorder and educational qualification

There was no significant association between pre-test awareness score regarding learning disorder and educational

qualification ($X^2_{cal} (3) = 1.368, p > 0.05$) at 0.05 level of significant.

Hence the research hypothesis was rejected.

7) Association between pre-test awareness score regarding learning disorder and previous knowledge.

There was no significant association between pre-test awareness score regarding learning disorder and previous knowledge ($X^2_{cal} (1) = 0.159, p > 0.05$) at 0.05 level of significant.

Hence the research hypothesis was rejected.

8) Association between pre-test awareness score regarding learning disorder and teaching experience

There was no significant association between pre-test awareness score regarding learning disorder and teaching experience ($X^2_{cal} (2) = 5.045, p > 0.05$) at 0.05 level of significant.

Hence the research hypothesis was rejected.

9) Association between pre-test awareness score regarding learning disorder and sources of knowledge.

There was no significant association between pre-test awareness score regarding learning disorder and sources of knowledge ($X^2_{cal} (3) = 6.667, p > 0.05$) at 0.05 level of significant.

Hence the research hypothesis was rejected.

10) Association between pre-test awareness score regarding learning disorder and any family member having learning disorder

There was no significant association between pre-test awareness score regarding learning disorder and any family member having learning disorder ($X^2_{cal} (1) = 1.034, p > 0.05$) at

0.05 level of significant.

Hence the research hypothesis was rejected.

11) Association between pre-test awareness score regarding learning disorder and in- service education

There was significant association between pre-test awareness score regarding learning disorder and in service education ($X^2_{cal} (1) = 4.658, p > 0.05$) at 0.05 level of significant.

Hence, the hypothesis was proved.

8. Conclusion

The present study helped to gain awareness regarding the learning disorder among primary school children.

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