

A Study to Evaluate the Effectiveness of A Learning Package on Knowledge and Attitude of Primary School Teachers Regarding Learning Disabilities (Ld) of Children, in Selected Schools of Bengaluru

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Abstract

Background of the study: Learning difficulties are common in early childhood. They appear in the activity of solving learning tasks and assign an inappropriate and ineffective behavior with a low yield. At school, students with learning difficulties are often rejected by their peers or are victims of various forms of bullying.

Objectives: To assess the knowledge and attitude of primary school teachers regarding Learning Disabilities of Children in terms of pre-test knowledge and attitude scores.

Setting and design: This study was undertaken in BGS Public school, Kengeri, Bengaluru. The research design used in this study was the Pre-Experimental one group pre-test post-test design to evaluate the effectiveness of a learning package on knowledge and attitude of primary school teachers regarding learning disabilities (LD) of children.

Sample size: Sample size consists of 50 primary school teachers from BGS Public school, Kengeri, Bengaluru.

Results: Findings reveal that the post-test mean knowledge scores was found higher [mean=15.98, SD of 3.80] when compared with pre-test mean knowledge score value which was 12.14 with SD of 4.16. The statistical paired 't' implies that the difference in the pretest and post-test value was found statistically significant at 5% level ($P < 0.05$) with a paired 't' value of 13.15. With respect to attitude scores of participants, the findings reveal that the post-test mean attitude scores was found higher [mean=64.38, SD of 12.03] when compared with pre-test mean attitude score value which was 54.94 with SD of 14.83. The statistical paired 't' implies that the difference in the pretest and post-test value was found statistically significant at 5% level ($P < 0.05$) with a paired 't' value of 11.27.

Conclusion: Post test results showed significant improvement in the level of knowledge and attitude regarding learning disabilities of children among primary school teachers. Thus, it can be concluded that learning package was effective to increase and update their knowledge and attitude on learning disabilities in children.

Introduction:

Learning is popularly regarded as the process of acquiring of new knowledge, behaviors, skills, values, preferences or understanding, and may involve synthesizing different types of information.¹

If a child is not keeping up with the curriculum at school, or is displaying behavioural problems, they may be facing a learning difficulty. Learning difficulties (LD) are problems that affect the brain's ability to receive, process, analyse, or store information. It's a broad term that teachers, schools and assessors apply to kids who can't meet the "normal" requirements of classroom learning in the same way as others.²

Learning difficulties fall into two categories: Global learning difficulties where the child or pupil has global learning problems and finds all aspects of learning and understanding difficult regardless of how they are taught. These children used to be called "slow learners. Specific learning difficulties where the students are usually bright and of at least average intelligence but have trouble with learning. These are the pupils that far too often get forgotten about or misunderstood and need very careful assessment. They often need to be taught differently from the norm and it is very important that the teacher understands how these kids learn and teaches them appropriately.³

At school, students with learning difficulties are often rejected by their peers or are victims of various forms of bullying.⁴ India is thought to have approximately ninety million people with varying degrees of learning disabilities and an average class in schools has about five students with learning disabilities out of 55 children in the class.⁵ Learning disability refers to a heterogeneous group of disorders manifested by specific and persistent difficulties in the acquisition and use of efficient reading, writing or mathematical abilities despite conventional instructions, intact senses, normal intelligence, and proper motivation and adequate socio-cultural opportunities.⁶

Teachers play an important role in any educational system. Teacher is an artist who moulds and shapes the physical, intellectual and moral powers of children. In any normal school one can find children with mild learning disabilities. Often, the children with severe disabilities enter into the special schools meant for them. But the children with mild learning disabilities are admitted in normal schools. If these disabilities are unnoticed, unanswered, ignored and such children's needs are not met in regular class rooms or special education within the school; we cannot fulfil the aim of universalisation of elementary education and equalisation of educational opportunity. It brings scholastic backwardness in these children.⁷

The multidimensional roles played by the teacher warrant specific competencies in the teacher to be successful in dealing children with learning disabilities.⁸ In India, prevalence of learning disabilities of various types among the student population was reported to be 3-10 per cent and 5-10% in USA.⁹

In one report, administrators from at least five cities stated that education and professional development for teachers was necessary because many teachers were unsure if their students had learning disabilities. Teachers' attitudes towards students with disabilities have a significant impact on their educational experiences and even in identification of such disabilities.¹⁰

Objectives of the study:

1. To assess the knowledge and attitude of primary school teachers regarding Learning Disabilities of Children in terms of pre-test knowledge and attitude scores.
2. To evaluate the effectiveness of learning package on knowledge and attitude of primary school teachers regarding learning disabilities of children by comparing pre-test and post-test knowledge and attitude scores.

3. To find the correlation between knowledge and attitude of primary school teachers regarding learning disabilities of children
4. To find the association between the pre-test knowledge scores of primary school teachers regarding learning disabilities of children and selected demographic variables.
5. To find the association between the pre-test attitude scores of primary school teachers regarding learning disabilities of children and selected demographic variables.

Hypotheses:

H₁: The mean post-test knowledge scores of primary school teachers regarding learning disabilities of children, who have undergone the learning package, will be significantly higher than their mean pre-test knowledge scores.

H₂: The mean post-test attitude scores of primary school teachers regarding learning disabilities of children, who have undergone the learning package, will be significantly higher than their mean pre-test knowledge scores.

H₃: There will be statistical correlation between knowledge and attitude scores of primary school teachers regarding learning disabilities of children

H₄: The levels of knowledge of primary school teachers regarding learning disabilities of children will be significantly associated with their selected personal variables.

H₅: The levels of attitude of primary school teachers regarding learning disabilities of children will be significantly associated with their selected personal variables.

Variable:

Independent variable: Learning package on learning disabilities of children

Dependent variable: Knowledge And Attitude Of Primary School Teachers Regarding Learning Disabilities (LD) Of Children

Demographic variable: It includes age, gender, religion, educational status, class handled by the teacher, years of experience, residential area, source of information regarding specific learning disabilities.

Delimitations:

The study is delimited to primary school teachers who are teaching in selected primary schools at Bangalore.

Research Approach:

Research approach adopted for this study is an Evaluative research approach. This helps to explain the effect of independent variable on the dependent variable.

Research Design:

The research design used in this study was the Pre Experimental one group pre-test post-test design to evaluate the effectiveness of a learning package on knowledge and attitude of primary school teachers regarding learning disabilities (LD) of children.

In this study, pretest and posttest were carried out for assessing the knowledge and attitude of primary school teachers regarding learning disabilities.

Pre test (O₁)	Nursing Intervention (X)	Post test (O₂)
Structured knowledge questionnaire and attitude scale regarding learning disabilities among primary school children	Learning Package on learning disabilities of children	Structured knowledge questionnaire and attitude scale regarding learning disabilities among primary school children

Figure1: Schematic representation of Research Design.

Setting of the study:

This study was undertaken in BGS Public school, Kengeri, Bengaluru.

The setting was selected on the basis of,

- Geographic proximity.
- Feasibility of conducting study.
- Availability of sample.

Sampling Techniques:

In the present study Non probability purposive sampling techniques was used to select primary school teachers from BGS Public school, Kengeri, Bengaluru.

Sample size:

Sample size consists of 50 primary school teachers from BGS Public school, Kengeri, Bengaluru.

Criteria for selection of sample:

Inclusion criteria: Primary school teachers who are:-

Available during the period of data collection.

Willing to participate in the study.

Teachers who are teaching 1st-7th standard students at BGS Public school, Kengeri Bengaluru.

Exclusion criteria: Primary school teachers who are:-

Sick at the time of data collection.

Not willing to participate in the study

Development of the tool:

The tool was prepared after an extensive review of literature and discussion with experts, to assess the effectiveness of learning package on knowledge and attitude regarding learning disabilities of children.

The following steps were carried out while preparing the tool.

- Review of literature
- Preparation of blue-print
- Modification of tool based on expert opinion.
- Finalization of tool in English.

Description of the tool:

The structured questionnaire was divided into 3 parts which consists of demographic data, structured

knowledge questionnaire and structured attitude scale.

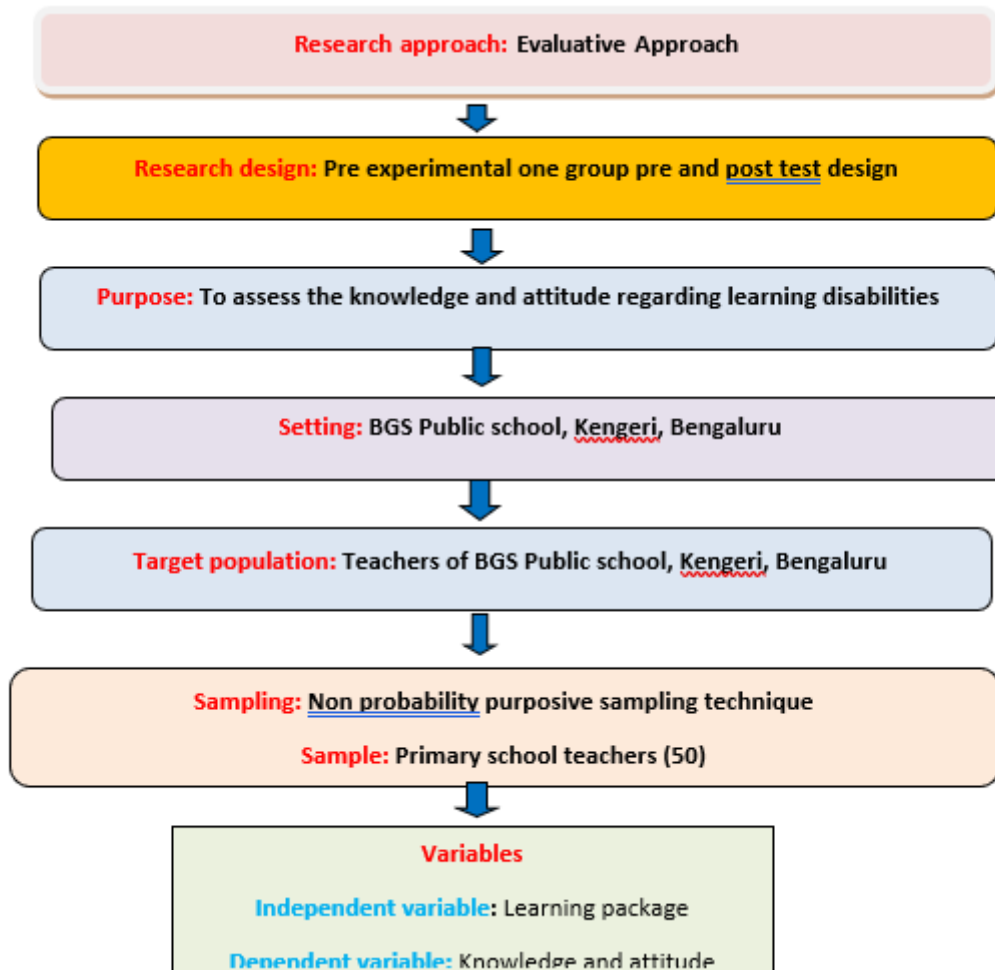
Validation of the Tool:

Content validity of the tool was established by giving it to 6 experts, where 5 are Child Health Nursing experts and 1 statistician. The final knowledge questionnaire includes 30 questions and attitude scale includes 18 items.

Data collection and procedure:

Data collection procedure for main study began from 15.01.2020 to 15.02.2020, After obtaining permission from concerned authority of BGS Public School, Kengeri, Bengaluru and consent from subjects the pre-test was conducted to 50 participants using structured knowledge and attitude scales; approximately 45 minutes were spent for collecting data. The investigator gathered participants in a comfortable room and conducted Pre-Test in selected primary School, Soon after the test, the learning package was administered. On 8th day post-test was given with the same structured knowledge and attitude scale and took about 45 minutes to complete the post-test.

Research Methodology:



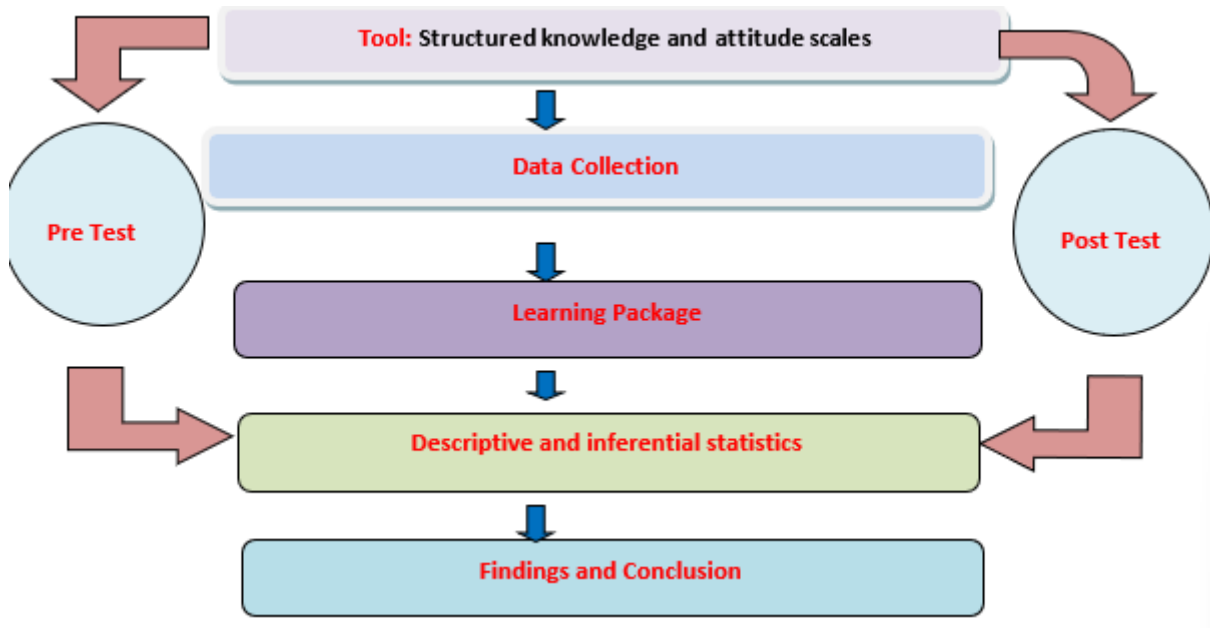


Figure 2: Schematic representation of research Methodology

Table 1: Frequency & Percentage Distribution of Respondents by age, gender, religion, educational status, years of experience, residential area, source of information regarding specific learning disabilities.

n=50

Sl No	Demographic variables	Frequency (f)	Percentage (%)
1	Age (in yrs)		
	a. 20-30	12	24
	b. 31-40	17	34
	c. 41-50	16	32
	d. Above 50	5	10
2	Gender		
	a) Female	34	68
	b) Male	16	32
3	Religion		
	a. Hindu	23	46
	b. Christian	18	36
	c. Muslim	9	18
	d. Others	00	00
4	Educational status		
	a. D.Ed	24	48
	b. B.Ed	26	52

5	Years of experience		
	a. 0-5 years	14	28
	b. 6-10 years	21	42
	c. 11-15 years	10	20
	d. Above 15 years	5	10
6.	Residential Area		
	a) Urban	27	54
	b) Rural	23	46
7.	Source of information		
	a. Formal education	22	44
	b. Books/journals	15	30
	c. Mass media	6	12
	d. Seminar/workshops	7	14

Age: The data presented in Table 1 and Figure 4 shows that, majority 17 (34%) of the respondents belong to the age group of 31-40years, 16 (32%) belong to the age group of 41-50 years, 12(24%) of respondents belonged to 20-30 years and only few respondents 5 (10%) belong to the age group of above 50 years.

Gender: It was observed that the majority 34(68%) of respondents were females and remaining 16 (32%) were males. (Table 1 & Fig 5)

Religion: It is evident from Table 1and Figure 6 that, majority 23 (46%) respondents were belonged to Hindu religion, 18(36%) of respondents were belonged to Christian religion and 9(18%) of respondents were belonged to Muslim religion.

Educational status: The data presented in Table 1 and Figure 7 shows that, majority 26 (52%) of the respondents had B.Ed education and 24(48%) of respondents were had D.Ed education.

Years of experience: It is evident from Table 1 and Figure 8 that, majority 21 (42%) of respondents were had 6-10 years of experience, 14(28%) respondents were had 0-5 years of experience, 10(20%) of respondents were had 11-15 years of experience and remaining 5(10%) of respondents were had above 15 years of experience.

Residential area: It is evident from Table 1and Figure 9 that, majority 27 (54%) respondents were belonged to urban areas and 23(46%) of respondents were belonged to rural areas.

Source of information: With regards to source of information of respondents, Table 1 and Figure 10 shows that, majority 22(44%) respondents source of information was formal education, 15(30%) respondents source of information was books/journals, 6(12%) of respondents source of information was mass media and remaining 7(14%) of respondents source of information was seminar/workshops.

Table 2 Mean, median, mode, standard deviation and range of pre test and post test knowledge scores of Respondents

n = 50

Area of Knowledge	Number of Items	Mean	Median	Mode	Standard deviation	Range
Pre test	30	12.14	12	12	4.16	6-24
Post test	30	15.98	15	12	3.80	11-25

Table 2 reveals pre test knowledge score of respondents regarding learning disabilities among primary school children, It shows that; The pretest knowledge scores respondents mean was 12.14, median was 12, mode was 12 with standard deviation 4.16 and score range was 6-24. The post test knowledge scores respondents mean was 15.98, median was 15, mode was 12 with standard deviation 3.80 and score range was 11-25.

Table 3 Mean, median, mode, standard deviation and range of pre test and post test attitude scores of Respondents

n = 50

Area of attitude	Number of Items	Mean	Median	Mode	Standard deviation	Range
Pretest	18	54.94	55	45	14.83	27-81
Post test	18	64.38	63.50	62	12.03	43-84

Table 3 reveals pretest and post test attitude score of respondents regarding learning disabilities among primary school children, It shows that;

In pre test, respondents mean was 54.94, median was 55, mode was 45 with standard deviation 14.83 and score range was 27-81.

In post test, respondents mean was 64.38, median was 63.50, mode was 62 with standard deviation 12.03 and score range was 43-84.

Table 4 Frequency and Percentage distribution of respondents according to level of Knowledge regarding learning disabilities among primary school children

n=50

Level of Knowledge					
Pre test			Post test		
Poor f(%)	Average f(%)	Good f (%)	Poor f(%)	Average f(%)	Good f (%)
21(42%)	24 (48%)	05(10%)	00	39 (78%)	11 (22%)

The data presented in the **Table 4** depicts the respondent’s level of knowledge during pretest and post test regarding learning disabilities among primary school children; With regard to pre test level of knowledge it shows that, maximum 24(48%) respondents were having average knowledge, 21 (42%) respondents were having poor knowledge and remaining 5(10%) of respondents were having good knowledge. During post-test maximum 39 (78%) of respondents were having average knowledge and 11(22%) of respondents were had good knowledge.

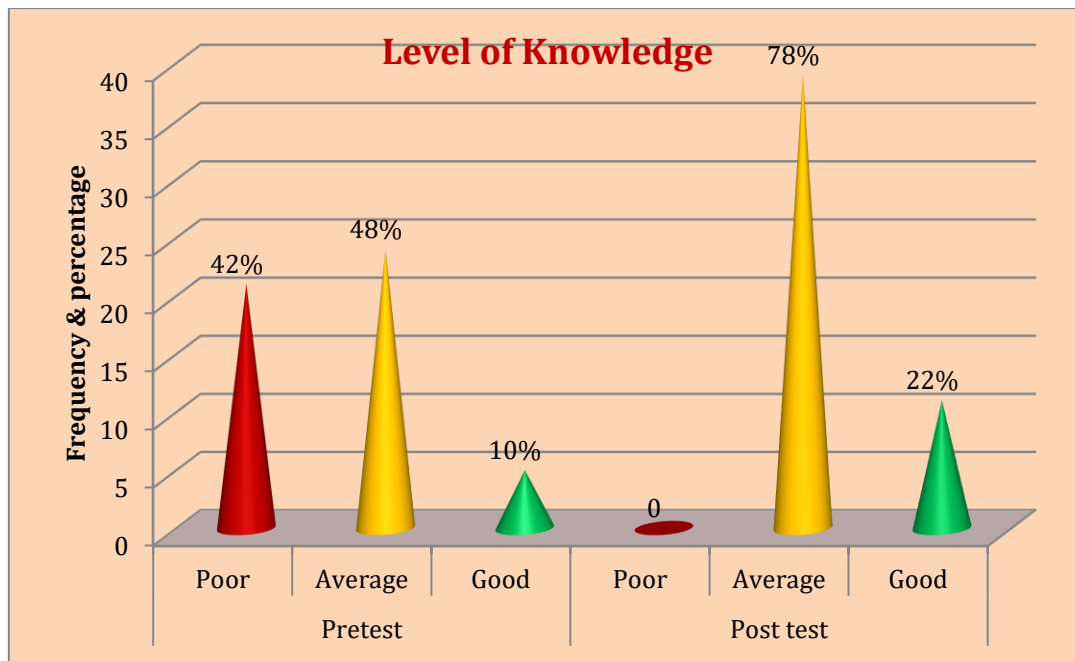


Figure 3: Pre test and post test level of knowledge

Table 5 Frequency and Percentage distribution of respondents according to level of Attitude regarding learning disabilities among primary school children n=50

Level of Attitude					
Pre test			Post test		
Non favorable f(%)	Favorable f(%)	Positive f (%)	Non favorable f(%)	Favorable f(%)	Positive f (%)
8 (16%)	31 (62%)	11(22%)	00	27 (54%)	23 (46%)

The data presented in the Table 5 depicts the respondent’s level of attitude during pretest and post test regarding learning disabilities among primary school children;

With regard to pre test level of attitude it shows that, majority 31(62%) respondents were having favorable attitude, 11(22%) of respondents were having positive attitude and remaining 8(16%) of respondents were having non favorable attitude.

During post-test maximum 27 (54%) of respondents were having favorable attitude and 23(46%) of respondents were had positive attitude.

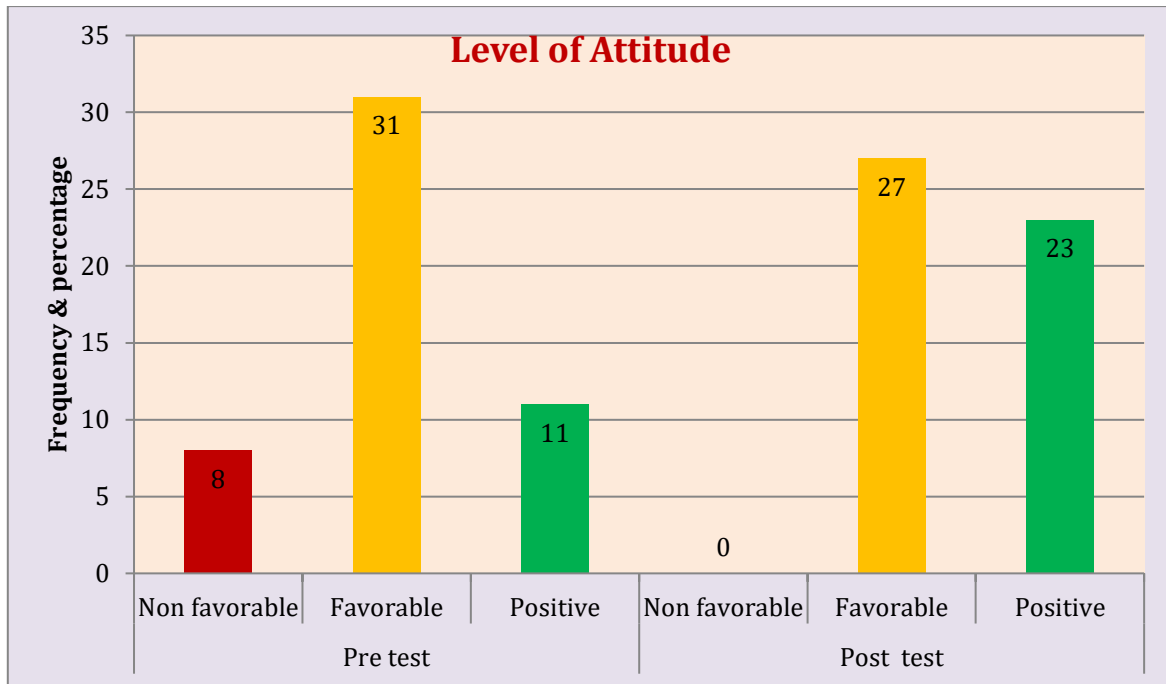


Figure 4: Pre test and post test level of attitude

Table 6: Mean, standard deviation, standard error of difference and ‘t’ value of pre-test and post-test knowledge and attitude scores

N=50

Area	Aspects	Mean	Sd	SEMD	Paired t Test
Knowledge	Pre-test	12.14	4.16	0.29	13.15*
	Post-test	15.98	3.80		
Attitude	Pre-test	54.94	14.83	0.83	11.27*
	Post-test	64.38	12.03		

* Significant at 5 % level

Discussion:

The present study aims at developing and evaluating learning package on learning disabilities among primary school children to primary school teachers at selected primary schools. Bengaluru.

The investigator adopted the conceptual framework based on the concepts of “King’s Goal Attainment Theory (1971)”. Imogen King assumed that human beings are open system in constant interaction with the environment, that nursing focus in human being interacting with their environment and that nursing’s goal is to help individuals and groups to maintain health. It is based on the concepts of personal, interpersonal and social systems including perception, judgement, action, reaction, interaction and transaction.

Conclusion:

Post test results showed significant improvement in the level of knowledge and attitude regarding learning disabilities of children among primary school teachers. Thus, it can be concluded that learning package was effective to increase and update their knowledge and attitude on learning disabilities in children.

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