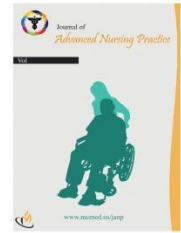




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EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME AMONG PRIMARY SCHOOL TEACHERS REGARDING LEARNING DISORDER OF CHILDREN

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ABSTRACT

School age children may suffer a variety of physical disabilities, emotional and behavioral problems as well as learning disorder. Unlike other disabilities such as paralysis or blindness a learning disability is a hidden handicap. Learning disorder that affects people ability to either interpret what they see & hear or link information from different parts of the brain. Learning disorder can be lifelong conditions that in some case, affect many parts of a person's life, school or work, daily routine, family life & sometimes even friendship & play. This study assess the effectiveness of structured teaching programme among primary school teachers regarding learning disorder of children in selected schools. A quantitative research approach was used for the study. The study was conducted among 50 primary school teachers in selected schools at Kanyakumari District. Structured knowledge questionnaire was used to assess the pre and post knowledge of primary school teachers regarding learning disorder of children. Data were analyzed by descriptive and inferential statistics. The results shows that there is a marked difference in the pre test and post test level of knowledge of primary school teachers regarding learning disorder of children. In pre-test 100% of the primary school teachers had inadequate knowledge where as in post test 90% had adequate knowledge and 10% had moderate knowledge.

Key words: Learning Disorder, Primary School Teachers, Effectiveness.

INTRODUCTION

Learning disorder is a general term that describes specific kinds of learning problems. A learning disability can cause a person to have trouble learning and using certain skills. The skills most often affected are reading, writing and doing maths. Learning disorder vary from person to person. One person with learning disorder may not have the same kind of learning problems another person with learning disorder. One person may have trouble with reading and writing, another person may have trouble with understanding maths.

According to the National center for learning disorder website, " Learning disorder are neurological

disorders that interfere with a person's ability to store, process or procedure information & create a "Gap" between one's ability & performance.

Learning disabilities are covered by the disability discrimination Act (1992) where it broadly defines a learning disability as "a disorder that result is the person learning disability from persons without the disorder of malfunction".

The U.S. Department of Education, Rehabilitation services, administration, defines "A specific learning disability is a disorder in one or more of the central nervous system process involved in perceiving,



understanding & or using concepts through verbal or non verbal means. This disorder manifest itself with a deficit in one or more of the following areas attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, coordination, social competence & emotional maturity.

A learning disorder is diagnosed when a child's achievement in reading, mathematics or written expression is below that expected age formal education & intelligence.

Children with learning disabilities should be handled with tact & respect. These children often experience taunting & mean spiritedness from their classmates & may struggle with issues related to self-esteem.

Parents and teachers should strive to understand and respect the emotional issues involved & manage the learning disability in a way that empowers & strengthens the child. Learning disabilities are not curable but are highly manageable & allowing the child to take the lead in disability management will bring the best result.

OBJECTIVES :

- To assess the level of knowledge among primary school teachers regarding learning disorder of children.
- To assess the post text knowledge among primary school teachers regarding learning disorder of children.
- To assess the effectiveness of structured teaching programme among primary school teachers regarding learning disorder of children.
- To findout the association between demographic variables (age, sex, marital status, education and year of experience) and knowledge of primary school teachers regarding learning disorder of children.

Materials and Methods:

Quasi experimental, one group pre test post test design was used in the study. Convenience sampling technique was used to select the sample. After getting the ethical clearance, the study was conducted in Aravind Nursery and Primary School and Bharath Nursery and Primary School. Subjects were selected according to the selection criteria. Informed consent was obtained from the sample. Demographic proforma and 25 knowledge questionnaire were administered to 50 primary school teachers. Both descriptive and inferential statistics were used for data analysis.

Results:

Table 1. Assessment of Pre & Post test knowledge of primary school teachers.

| Attribute | Mean | S.D | Population mean at 95% C.I |
|---------------------|------|-----|----------------------------|
| Pre test knowledge | 7.7 | 1.8 | 7.2 to 8.2 |
| Post test knowledge | 20.1 | 1.5 | 19.68 to 20.51 |

Section I: Description of Demographic Characteristics of the Sample.

Highest percentage (62%) of primary school teachers were in the age of 25-34 years. Majority of the participants (100%) were female. Highest percentage (58%) of the subjects had attained post graduate, 68% of the teachers were married. Majority (72%) of the teachers were experienced less than 10 years.

Section II. Assesment of knowledge regarding learning disorder of children among primary school teachers.

Figure I shows. In pretest 100% of the primary school teachers had inadequate knowledge where as in post test 90% had adequate knowledge and 10% had moderate knowledge. Data in the table 1 shows, the mean pre test knowledge was 7.7 ± 1.8 and the population was estimated as in between the range of 7.2 to 8.2 at 95% confidence interval.

The mean post test knowledge was 20.1 ± 1.5 and population mean was in between 19.68 to 20.51.

Section III. Effectiveness of structured teaching programme.

The impact of structured teaching programme on knowledge of primary school teachers was explained in table 2. The mean knowledge was 7.7 ± 1.8 scores and the same was reved to 20.1 ± 1.5 by the effectiveness of structured teaching programme. The increase of the knowledge was statistically highly significant ($+ = 25.234$, $f.f = 49$ and $p < 0.001$).

Section IV. Association between knowledge score and demographic variables.

The demographic variables like age, sex, marital status and experience did not have any significant association with either pre and post test knowledge.

The education of the primary school teachers had associated with post test knowledge and not associated with pre test knowledge.

Limitation :

The study is conducted only in primary school teachers.

Recommendations:

- The study can be done with larger group people
- Comparitive study can be done between effectiveness of self instructional module versus structured teaching programme.



Table 2. Effectiveness of Stretched teaching programme

| S. No. | Category | N | Mean | S.D | Mean Difference | 't' | D.F | Significane |
|--------|-----------|----|------|-----|-----------------|--------|-----|-------------|
| 1 | Pre-test | 50 | 7.7 | 1.8 | 12.4 | 25.234 | 49 | P<0.001 |
| 2 | Post-test | 50 | 20.1 | 1.5 | | | | |

DISCUSSION AND CONCLUSION

The study reveals that the structured teaching programme was effective in improving the knowledge of

primary school teachers regarding learning disorder of children.

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