EFFECTIVENESS OF VIDEO ASSISTED TEACHING PROGRAM ON KNOWLEDGE REGARDING LEARNING DISABILITIES IN CHILDREN AMONG SCHOOL TEACHERS AT SELECTED GOVERNMENT SCHOOL, NILGIRIS DISTRICT

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ABSTRACT

Objectives: To evaluate the effectiveness of video assisted teaching program on knowledge regarding learning disabilities in children among school teachers. quantitative study, A pre-experimental one group pretest and posttest research study design were used. 40 samples were selected from the school by using convenient sampling techniques based on the criteria. self-administered questionnaire and identification of learning disability rating scale was used. After the pretest, the video assisted structured teaching program was given to the school teachers. after the intervention post test was conducted. descriptive and inferential statistical analysis was used to analyze the data. Results: The study findings using the self-administered questionnaire, shows that during the pretest majority of the teachers 20(50%) had inadequate knowledge ,18(45%) had moderate knowledge and 2(5%) had adequate knowledge. The posttest values revealed that majority of samples 37(92.5%) had adequate knowledge,3 (7.5%) had moderate knowledge. The findings using the rating scale revealed that during pretest majority of samples 24(60%) had inadequate knowledge, 16(40%) had moderate knowledge After intervention during posttest 32(80%) had adequate knowledge and 8 (20%) had moderate knowledge, It was inferred that the level of know of the samples was improve after the intervention. The mean pre-test score was 10, and the mean post-test score was 24.65. The mean difference of 14.65 was a true difference; the standard deviation of the pretest score and posttest knowledge score is 3.47. The calculated paired 't' value of 18.306 is significant at the 0 05 level and is greater than the table value of 3.551. The findings using the rating scale revealed that the mean pre-test score was 31.77 and the mean post-test score was 80.97. The mean difference of 49.20 was a true difference; the standard deviation of the pretest score is 11.91, and the posttest knowledge score is 10.71The calculated paired 't' value of 20.607 is significant at the 0.05 level and is greater than the table value of t-3.551. Hence, the hypothesis was accepted. that the level of knowledge regarding the identification of learning disabilities in children among school was improved after the intervention. It was observed that demographic variables such as age (21.103) and gender (6.1 Il) were significantly associated. It was observed that the demographic variable nature of employment (122=5.293) had a statistically significant association with the pretest level of knowledge on the identification of learning disabilities rating scale in children among school teachers at the p<0.05 level, respectively.

Research Article

INTRODUCTION

Children with learning disabilities are like butterflies with a broken wing. They are just as beautiful as all others but they   need help to spread their wings.The term learning disability was coined in the 1960s. National Joint Committee on Learning Disability defines, "Learning Disability is a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities.

At least 1 in 59 children has one or numerous learning   disabilities. According to the IDEA survey report.The distribution across disability categories of School Age Students (ages 5-21) with Disabilities in 2021 showed an increase in the Specific learning disabilities disturbances continue to decline other categories. now accounts for a full 34.2% of school age students with learning disabilities, up from 10% just 5 years ago.

Hypothesis

• H1: There will be a significant difference between the pretest and posttest knowledge score on learning disabilities in children among school teachers.
• H2: There will be a significant association between thepretest knowledge scores and selected demographic variables among school teacher.

Assumption

• School teachers have inadequate knowledge   regarding the management of children with learning disabilities.
• The learning disability rating scale will enhance the teacher's knowledge regarding early identification of learning disabilities children.

MATERIALS AND METHODS

Quantitative evaluative research approach, pre-experimental research under a one-group pretest and post-test design was adopted with the objectives of describing the effectiveness of a video-assisted teaching program on knowledge regarding learning disabilities among school teachers at selected government school in Nilgiris District. Prior permission obtained from the school Principal and consent obtained from teachers. 40 samples were selected from the school by using convenient sampling techniques based on the criteria.

The data collected tool consist of three sections

Section-1 demographic profile like age of teachers, gender, qualification, years of experience, nature of employment, child psychology in their curriculum, inservice education.

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Section -II It consist of self-administered questionnaire which consist of 30 questions in which one mark was given for correct answer and zero mark for incorrect answer.30 marks were given to assess the knowledge level.
Section III It consist of self-administered learning disabilities rating scale which consist of 100 marks in which one mark was given for correct answer.

Statistical Evaluation

Demographic variables are analyzed by using frequency and percentage distribution, knowledge score were analyzed by computing frequency ,percentage, mean, median, standard deviation, effectiveness of teaching module is evaluated by paired t test and association analyzed by chi square test.
The data presented in table2 shows that during pretest majority of the samples 20(50%) had inadequate knowledge, 18 (45%) had moderate knowledge and 2(5%) had adequate knowledge. The level of knowledge was improved after the intervention, in the post test, majority of the samples 37(92.5%) had adequate knowledge, 3(7.5%) had moderate knowledge regarding learning disabilities in children.

The data presented in table 3 shows that during pretest majority of the samples 24(60%) had inadequate knowledge, 16(40%) had moderate knowledge. The level of knowledge was improved after the intervention in the post test, majority of the samples 32(80%) had adequate knowledge,8(20%) had moderate knowledge regarding learning disabilities rating scale in children.

The data presented on the table 4 shows that the mean pre-test score was 10 and mean post test score was 24.65score was 24.65. The mean difference 14.65 was a true difference, the standard deviation of pretest score is 4.04 and posttest knowledge score is 3.47 The calculated paired 't' value 18.306 is significant at 0.05level is greater than the table value t=3.551. Hence the hypothesis was accepted. It clearly infers that the video assisted teaching program to be effective in improving the posttest level of knowledge among school teachers

The data presented on the table 5 shows that the mean pre-test score was 31.77and mean post test score was 80.97. The mean difference 49.20 was a true difference, the standard deviation of pretest score is 11.91 and posttest knowledge score is 10.71. The calculated paired 't' value 20.607 is significant at 0.05level is greater than the table value 3.551. Hence the hypothesis was accepted. It clearly infers that the video assisted teaching program to be effective in improving the posttest level of knowledge among school teachers

Table 1: Frequency distribution of samples according to their level of knowledge through questionnaire in pretest and posttest

Level of knowledge	Pretest		Post test	
	Frequency	Percentage	Frequency	Percentage
Inadequate Knowledge (0-10)	20	50		
Moderate knowledge (11-20)	18	45	3	7.5
Adequate knowledge (21-30)	2	5	37	95

Table 2: Distribution to the sample according to their level of knowledge on identification of learning disabilities in children through rating scale in the pretest and post test

Level of knowledge	Pretest		Post test	
	Frequency	Distribution	Frequency	Distribution
Inadequate Knowledge (0-33)	24	60%		
Moderate knowledge (34- 66)	16	40%	8	20%
Adequate knowledge (67-100)			32	80%

Table-3: Mean, mean difference, standard deviation and I-value according to the Pretest and posttest level of knowledge

Variables	Mean	Standard deviation	Mean difference	Paired test
Pre test	10	4.04		18.306
Posttest	24.65	3.47	14.65	TV=3.551

Table-4: Mean, mean difference, standard deviation and t values according to identification of learning disabilities in children through rating scale among school teachers pretest and posttest level of knowledge

Variables	Mean	Standard deviation	Mean difference	Paired test
Pre test	31.77	11.91		20.607
Posttest	80.97	10.71	49.20	TV=3.551

CONCLUSION

Based on the analysis of the findings, the study proved that, majority of the teachers had inadequate knowledge regarding learning disabilities in children and the video assisted teaching programme learning disabilities rating scale helped to improve the knowledge level of teachers regarding learning disabilities in children.

RECOMMENDATION

- A similar study can be conducted in a large group generalize the study findings. The study can be conducted to assess the attitudes and coping strategies of school teachers towards children with learning disabilities.
- A Comparative study can be done between urban and rural areas.
- A quasi-experimental study can be conducted with control group for an effective comparison.
- The study can be conducted to assess the prevelance, extent and nature of learning disabilities in children.

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