

Assess Effectiveness of Video Assisted Teaching Programme on Learning Disabilities of School Children Among Primary School Teachers in Selected Schools of Palvoncha

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Abstract:- This study was aimed to assess knowledge of school teachers regarding learning disabilities in children at selected schools of Palvoncha. Quantitative research approach with one group pre test and post test research design was adopted. Multi stage cluster sampling technique is used to select participants (n=60). Primary school teachers of selected schools at palvoncha were selected for the study. Self-structured tool is used to collect data. The results reveals that in the Pretest among 60 subjects 53(88.3%) of teachers were having inadequate knowledge, 5(8.3%) were having moderate level of knowledge and 2(3.3%) are having adequate level of knowledge regards learning disabilities. Then video assisted teaching program given. Then post test was conducted. In Post test Majority 50(83.%) are having moderate knowledge and 10(17%) having adequate level of knowledge regarding learning disabilities. This shows definite gain of knowledge after video assisted teaching program .The mean obtained for pretest knowledge on learning disabilities was 10.00 and standard deviation was 4.43. Post test knowledge of mean was 21.00 and standard deviation is 2.04.This inference clearly shows that there was an improvement. So conducting video assisted Teaching Programme brought an improvement. It will help teachers to early identification of learning disabilities among school children and also they can provide better remediation for the children who are learning disabled as well as they can guide the parents too.

Keywords:- Learning Disabilities, Primary School Teacher, Video Assisted Teaching.

I. INTRODUCTION

Learning is one of the most important mental functions of humans, animals and artificial cognitive systems. It relies on the acquisition of different types of knowledge supported by perceived information. It leads to the development of new capacities, skills, values, understanding, and preferences. Its goal is the increasing of individual and group experience. Learning functions can be performed by different brain learning processes, which depend on the mental capacities of subject, the type of knowledge which has to be acquitted, as well as on socio-cognitive and environmental circumstances.

Learning disabilities affect the brain's ability to receive process, analyze or store information. So these problems can make difficult for a student to learn as quickly as someone who is not affected by learning disabilities.

8-10% of American children below 18 years of age have some type of learning disability. Learning disabilities can be lifelong conditions. Other people may have a single isolated learning problem that has little impact on their lives. (NINDA 2010).

Learning disabilities make up the most prevalent and urgent medical related problems of school children in the developed countries of the world so they need special attention and appropriate interventions to prevent the related problem and improve the academics.

The type of learning disorders that are most usually revolve around reading, writing, or math. The common types are dyslexia, dyscalculia, dysgraphia, dyspraxia, auditory or visual processing disorder, and slow learner. Today's children are tomorrow's responsible citizens of the world. 35 to 45 percent constitutes the young children of total world's population.

Learning disorder refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of skills such as listening, speaking, reading, reasoning, writing or mathematical skill. LDs are intrinsic to the individual and are due to central nervous system dysfunction. Movies like Taare Zameen Pe has enlightened the subject of learning disorders. The movie tells the story of an eight year old, Ishaan, Awasthi, who suffers greatly until his teacher identifies him as a dyslexic.

It is estimated that there are 286,000 children (180,000 boys, 106,000 girls) age 0-17 in the UK with a learning disability. Approximately 200,000 children in England are at the School Action Plus stage of assessment of SEN or have a Statement of SEN and have a primary Special Educational Need (SEN) associated with a learning .

INDIA: The incidence rate of learning disability are as follows,

- Learning Disabilities, 2.8 million;
- Speech/Language Disorders, 1.1 million;
- Cognitive Disabilities, .57 million;
- Emotional and/or Behavioral Disorders, .48 million; and
- Other Health Impairments, .45 million

In India around 13-14% of all school children suffer from learning disorders. Unfortunately, most schools fail to lend a sympathetic ear to their problems. As a result, these children are branded as failures.

The role of teachers in education extends past the responsibility of passing along information. As the name suggests, the primary function of the teacher includes teaching a variety of facts and skills to students. Additionally, the teacher's role incorporates a multifaceted sense of purpose intended to encourage a child's social development. The age and grade level of the students directly affects the type of role the teacher plays in all aspects of education. The important role of the teacher in education delivers many benefits to children and parents, including students who possess special needs.

Video assisted teaching becoming a realistically straight forward proposition with the moving images as a delivery medium that they have tended to dominate all the discussion of its use.

II. MATERIALS AND METHODS

The Quantitative research approach with one group pre test and post test research design was adopted . Multi stage cluster sampling technique was used to select the participants (n=60). The tool used for the study is self structured questionnaire; it is organized as Section I- Socio demographic data, Section II- Questionnaire on Learning disabilities. All the items in the Questionnaire was prepared based on reviews, previous studies, journals, magazines, research article of learning disabilities. Ten experts constituting three psychiatrists, two psychologists and six mental health nursing personnel were validated the Tool. The reliability of the tool was computed by using test-re-test method by using Karl Pearson co-efficient correlation reliability method. The calculated "r" value is 0.92, it indicates that the tool which is taken by the researcher is reliable, valid and predictable of the desired objective. The data was analyzed by using descriptive and inferential statistics.

III. RESULTS

Table I: FREQUENCY AND PERCENTAGE DISTRIBUTION OF PRE & POST TEST LEVEL OF KNOWLEDGE ON LEARNING DISABILITIES AMONG PRIMARY SCHOOL TEACHERS n=60

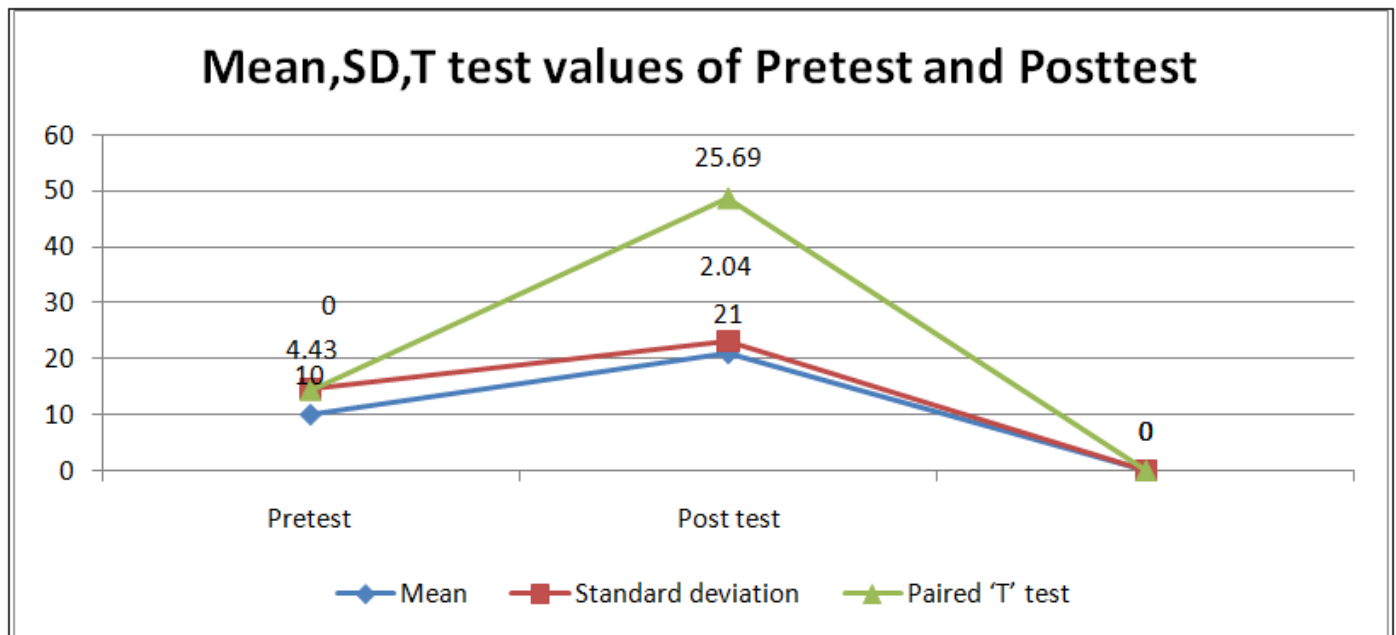
S.NO	LEVEL OF KNOWLEDGE	PRETEST		POST TEST	
		Frequency	Percentage	Frequency	Percentage
1	Inadequate knowledge	53	88.3	-	-
2	Moderate knowledge	05	8.3	50	83
3	Adequate knowledge	02	3.3	10	17

Table-I denotes that in the Pretest , majority that is 88.3% of teachers were having inadequate knowledge, 8.3% were having moderate knowledge and 3.3.% were having adequate level of knowledge regards learning disabilities. In the post test 83.3% were having moderate level of knowledge and 17% were having adequate level of knowledge regarding learning disabilities.

Table II: MEAN, STANDARD DEVIATION & PAIRED 'T' TEST OF PRE & POST TEST LEVEL OF KNOWLEDGE AMONG PRIMARY SCHOOL TEACHERS n=60

S.NO	STATISTICAL ANALYSIS	PRETEST	POST TEST
1	Mean	10	21
2	Standard deviation	4.43	2.04
3	Paired 'T' test	-	t=25.69

Table II denotes that the difference between mean pre test knowledge score and the mean post test score regarding learning disabilities. Calculated 't' value(25.69) was greater than tabulated value.



It shows that there is a highly significance at the level of $p \leq 0.05$ level. So there is a improvement in knowledge levels on teachers after teaching program regarding learning disabilities.

IV. DISCUSSION

The results denotes that in the Pretest , majority that is 88.3% of teachers were having inadequate knowledge, 8.3% were moderate knowledge and 3.3.% were adequate level of knowledge regards learning disabilities of children. After giving video assisted teaching program post test was conducted. In the post test 83% were moderate level of knowledge and 17% were adequate level of knowledge. This shows definite gain in knowledge after video assisted teaching program. Hence the hypothesis stated was accepted.

The implications have been drawn from the present study was a vital concern to the school children in order to prevent the learning disabilities. There is a need for the provision of Health education program.. It is recommended to do same study at different areas like large sample in different settings.

Informational booklet is a strong weapon. Hence nurses who were working in community will have opportunity to give appropriate health education to the parents and public to prevent learning disabilities. In community nurses should take part in health education program on prevention of it and by bringing awareness through different health educational methods like psychodrama, role play and mime shows etc. Teachers and parents can play a key role in reducing learning disabilities.

In psychiatric hospitals, nurses can identify children with learning disabilities and are encouraged to provide information on learning disabilities which assisting them in seeking better treatment .The teaching faculty should plan

for using various teaching strategies and special education skills to students and encourage them to provide and maximize their efforts to parents and teachers towards the learning disabled children and improving their Quality of life.

In nursing colleges and other educational institutions should adequately prepare the students to provide incidental and planned health educations to parents and teachers which is helpful for them in early identification of learning disorders. Nursing students should be trained in planning and implementing health education program depending on the need with good communication skills.

To conduct these programs the efficient team work strategies for optimization of resources and focus on cost effective methods are to be planned properly.

Nursing administration should have a health education cell with adequately trained nurses with good communication skills to develop and provide health education to teachers, parents and other individuals.

V. CONCLUSION

The present study revealed that 53(88.3%) primary school teachers having inadequate knowledge on learning disabilities of school children. So video assisted teaching program imparted to primary school teachers can bring about an improvement .It will help them to early identification of learning disabilities among school children and also they can provide better remediation for the children who are learning disabled as well as they can guide the parents too.

The implications drawn from this study is a vital concern in order to prevent the learning disorders and the healthy ways of controlling learning disorders and close supervision of parents regarding good learning habits in

homes.. Encourage educational institutions to offer student benefit teacher assistance programs , various prescribed teaching strategies , counseling sessions to students and parents, interaction programs between parents and teachers on learning disabilities and confidential referral to treatment.

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