

# Effectiveness of Video-assisted Teaching Program 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 the effectiveness of video-assisted teaching program on learning disabilities of school children among primary school teachers in selected schools. Quantitative research approach with one group pre-test and post-test research design was adopted for this study. Multistage cluster sampling technique was used to select the participants (n = 60). Primary school teachers of selected schools at Palvoncha were selected for the study. Self-structured questionnaire was administered as a tool and the collected data was analyzed. The results revealed that in the pre-test, among 60 subjects, 53 (88.3%) of the teachers had inadequate knowledge, 5 (8.3%) had moderate level of knowledge and 2 (3.3%) had adequate level of knowledge regarding learning disabilities. After video-assisted teaching program, post-test was conducted. In that, majority 50 (83.3%) had moderate level of knowledge and 10 (17%) had adequate level of knowledge regarding learning disabilities. This shows definite gain of knowledge after video-assisted teaching program. The mean obtained for pre-test knowledge on learning disabilities was 10.00 and standard deviation was 4.43. The mean for post-test knowledge was 21.00 and standard deviation was 2.04. This inference clearly shows that there was an improvement in knowledge on learning disabilities among primary school teachers. So, conducting video-assisted teaching program brought an improvement in the primary school teachers' knowledge on learning disabilities. The gained knowledge will help them with early identification of learning disabilities among school children and they would be able to 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

Learning is an important and significant 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 to enhance the individual and group experience. Learning functions can be performed by various brain learning processes, which are dependent upon the mental capacities of the learning subject, the type of knowledge, and the socio-cognitive and environmental situation.

Learning disabilities refer to problems that impact the brain's ability to receive, process, analyze or store information in a way that these problems make it difficult for a student to learn as fast as someone who is not affected by such disabilities.

Eight to ten percent of American children below 18 years of age have been shown to have some type of learning disability. Learning disabilities can be lifelong conditions. Some people may have an isolated learning problem that has little impact on their lives.

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

The types of learning disorders that are most conspicuous usually involve reading, writing or math. The common types of learning disabilities are dyslexia,

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dyscalculia, dysgraphia, dyspraxia, auditory or visual processing disorder and slow learner.

Learning disorder refers to a heterogeneous group of disorders characterized by significant difficulties in acquiring and using skills such as listening, speaking, reading, reasoning, writing or mathematical skill. Learning disorders are intrinsic to the individual and occur as a result of central nervous system dysfunction. Movies like "Taare Zameen Par" have enlightened on the subject of learning disorders. The movie tells the story of an 8-year-old, Ishaan Awasthi, who suffers greatly until his teacher identifies him as a dyslexic.

It is estimated that there are 2,86,000 children (1,80,000 boys, 1,06,000 girls) age 0-17 in the UK with a learning disability. Approximately 2,00,000 children in England are at the School Action Plus stage of assessment of Special Education Needs (SEN) or have a statement of SEN and have a primary SEN associated with a learning.

In India, the incidence rates 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
- Other health impairments - 45 million.

In India, nearly 13-14% of all school children have some form of learning disorder. Most schools fail to lend a sympathetic ear to their problems. These children are therefore often tagged as failures.

The role of teachers in education goes way beyond the responsibility of simply passing along information. The principal function of the teacher is to teach several facts and skills to students. A teacher's role also involves a multifaceted sense of purpose that is aimed at encouraging a child's social development. The role that a teacher plays in different aspects of education is guided by the age and grade level of the students. The important role of the teacher in education delivery is highly beneficial for children and parents, including students with special needs.

Video-assisted teaching has become 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.

## MATERIAL AND METHODS

The quantitative research approach with one group pre-test and post-test research design was adopted for

this study. Multistage cluster sampling technique was used to select the participants (n = 60). The tool used for the study was self-structured Questionnaire, organized as Section I - Socio-demographic data and Section II - Questionnaire on Learning disabilities. All the items in the Questionnaire were prepared by the researcher based on reviews, previous studies, journals, magazines and research articles of learning disabilities. Eleven experts constituting 3 psychiatrists, 2 psychologists and 6 mental health nursing personnel validated the Tool. The reliability of the tool was computed by using test-re-test method by using Karl Pearson's coefficient correlation reliability method. The calculated 'r' value was 0.92, indicating that the tool taken by the researcher was reliable, valid and predictable of the desired objective. The data was analyzed by using descriptive and inferential statistics.

## RESULTS

Table 1 depicts that in the pre-test, majority (88.3%) of the teachers had inadequate knowledge, 8.3% had moderate knowledge and 3.3% had adequate level of knowledge regarding learning disabilities. In the post-test, 83.3% had moderate level of knowledge and 17% had adequate level of knowledge regarding learning disabilities.

Table 2 depicts the difference between mean pre-test knowledge score and the mean post-test score regarding learning disabilities. The calculated 't' value (25.69) was greater than tabulated value.

It shows that there was a high significance at the level of  $p \leq 0.05$  level. Hence, the research hypothesis was accepted. So, it was concluded that there was improvement in the knowledge levels of teachers after structured teaching program regarding learning disabilities.

**Table 1.** Frequency and Percentage Distribution of Pre- and Post-test Level of Knowledge on Learning Disabilities Among Primary School Teachers (n = 60)

| Level of knowledge   | Pre-test  |                | Post-test |                |
|----------------------|-----------|----------------|-----------|----------------|
|                      | Frequency | Percentage (%) | Frequency | Percentage (%) |
| Inadequate knowledge | 53        | 88.3           | 0         | 0              |
| Moderate knowledge   | 05        | 8.3            | 50        | 83.3           |
| Adequate knowledge   | 02        | 3.3            | 10        | 17             |

**Table 2.** Mean, Standard Deviation and Paired 't' Test of Pre- and Post-test Level of Knowledge Among Primary School Teachers (n = 60)

| Level of knowledge | Pre-test | Post-test |
|--------------------|----------|-----------|
| Mean               | 10       | 21        |
| Standard deviation | 4.43     | 2.04      |
| Paired 't' test    | -        | t = 25.69 |

## DISCUSSION

The results denote that in the pre-test, majority (88.3%) of teachers had inadequate knowledge, 8.3% had moderate knowledge and 3.3% had adequate level of knowledge regarding learning disabilities of children. After giving video-assisted teaching program, post-test was conducted. In the post-test, 83.3% had moderate level of knowledge and 17% had adequate level of knowledge. This shows the definite gain of knowledge after video-assisted teaching program. Hence, the hypothesis stated was accepted.

The implications drawn from the present study are of vital significance to school children in order to prevent learning disabilities. There is a need for the provision of health education program. The findings of the study have implications in various areas like nursing service, nursing education, nursing administration and nursing research. It is recommended to do same study with a large sample in different settings.

Informational booklet is a strong weapon. Hence, nurses working in community will have the opportunity to give appropriate health education to the parents and public to prevent learning disabilities. In the community, nurses should take part in health education program on prevention of learning disabilities, and early identification of children with learning disabilities 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 preventing and reducing learning disabilities.

In psychiatric hospitals, nurses can play a key role in identifying learning disabilities and are encouraged to provide patients and parents with information about the manifestations and consequences of learning disabilities, and 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 maximize their efforts towards the learning disabled children and improving their quality of life.

In nursing colleges and other educational institutions, it is important to adequately prepare the students to provide incidental and planned health education 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, 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.

## CONCLUSION

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

The implications drawn from the present study are of vital significance to school children in order to prevent learning disorders and promote healthy ways of controlling learning disorders and for 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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## CMAAO Coronavirus Facts and Myth Busters

### Aerial spraying should work

It is not possible to fight the virus through aerial spraying or by dousing the public drinking water with some potion.

### We have not been able to trace patient zero

A shrimp seller at the wet market in the Chinese city of Wuhan, could possibly be the first person to have tested positive for the disease.

The London-based Metro newspaper stated that the 57-year-old woman, named by the Wall Street Journal as Wei Guixian, was selling shrimp at the Huanan Seafood Market when she developed what she believed was a cold last December. Chinese digital news outlet, *The Paper*, stated that she may be 'patient zero'.