

# FOSTERING ORGANISATION SKILLS AMONG UPPER PRIMARY SCHOOL STUDENTS WITH IMPULSIVE BEHAVIOUR THROUGH MULTI-SENSORY LEARNING PROGRAMME

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## Abstract

Students with impulsive behaviour always act on impulses. Upper Primary School level is the core time to bring a positive change in such students. The aim of the present study was to find out the effectiveness of Multi-sensory Learning Programme in fostering Organization Skills among Upper Primary School students with Impulsive Behaviour. The method adopted for the study was experimental method. In the present study, the investigator used pre-test pos-test single group design. The independent variable used for present study was Multi-sensory Learning Programme. The dependent variable selected for the present study was Organization Skill. Tool employed for the study was checklist. Sample selected for the study included 10 Upper Primary School Students from 2 schools of Thrissur District in Kerala. The result proved that Multi-sensory Learning Programme is effective in fostering Organisation Skills among Upper Primary School Students with Impulsive Behaviour

## Introduction

Today's students are the hope and asset for tomorrow for every nation. So it's the prominent duty of every nation to take care of students' future in every aspect. Education is the biggest aspect among them and care to be given from the very initial stage onwards. Upper Primary School Students get crucial focus since they are on the right stage where the training for development to be begun.

In every Upper Primary School a major number of children confront difficulty to sit calm to complete a task in a meaningful way or patiently linger for their turn. They are always restless and even go the extent of putting others in troubles. These constant restlessness sometimes lead them to act on impulses which in turn impede the child to act effectively in his life situations. This unorganized traits in children make him incapable to engage in his life chores in a fruitful way.

Impulsivity prompts children to do things on impulses without considering the after affects. A certain degree of impulsivity is present in every child; but when it's frequently shown, then the impulsivity is counted and as abnormal.

Organisation Skills are defined as the capabilities to remain concentrated on varied acts and responsibilities and apply time,energy,strength,mental capacity and physical space fruitfully in order to attain the determined target. The students with impulsive behaviour normally find trouble in prioritising and systematizing own affairs. Organization skills are very much inevitable for students of that age as they pass through different stages.

Multi-sensory Learning Programme include learning styles which stimulate visual, auditory, kinesthetic and tactile senses. Students who are reared under this programme learn things effortlessly by internalising knowledge through different senses.

### **Need and significance of the Study**

Students with impulsive behaviour often have little organization skills. They find difficulty in focusing on tasks and frequently put themselves in dilemma. They disrupt games, get in to fights, refuse to play fair and throw temper tantrum. Such behaviour doesn't make them popular.(Stein,Szimowski.,Blondis, et al.1995)To become socially accepted human beings, the weak areas of these students have to be fostered through a well programmed learning style. In the classroom, through keen observations a teacher can identify the students with impulsive behaviour who are facing troubles on organizing different tasks in day to day life situations. These problems are to be lessened and Multi-sensory learning programme may be a good approach that will foster organization skills among Upper Primary School Students with impulsive behaviour.

The main highlights of multi-sensory learning programme on students with impulsive behaviour include the extension of time span of concentration, settings priorities intelligently, taking right decision on right time and making capable of using time, energy and strength fruitfully. In 1959, an influential book by George Albee, *Mental Health Manpower Trends* pioneered the idea that mental health professional should be accessible to every children.

### **Statement of the Problem**

A well designed learning programme may foster organization skills in students by which concentration, adaptability, right focus on life, patience and determination to complete the assigned tasks become the features of behaviour of every student.

This study determines to investigate organization skills among Upper primary school students through Multi-sensory learning programme.

### **Definition of Key Terms**

#### **\*Multi-sensory Learning Programme**

Multi-sensory Learning Programme means transmitting knowledge and skills incorporating all the senses of children.

#### **\*Organization Skills**

Organization Skills are the capabilities of organizing things efficiently.

#### **\*Impulsive Behaviour**

A diagnosed mental disorder of children.

#### **\*Upper Primary School Students**

Upper Primary School Students implies children up to the age group of 14.

## Operational Definition of Key Terms

### \*Organization Skills

Organization Skills are the efficiency to manage time, energy and resources to improve the productivity and lower the stress level. Equipping children to act on forethought.

### \*Impulsive Behaviour

Impulsive behaviour is a tendency in children to act on whim displaying behaviour characterized by little forethought, reflection or consideration of the consequences.

### \*Upper Primary School Students

Upper Primary School Students are the age group of 10 to 12 years studying in 5th standard to 7th standard.

### \*Multi-sensory Learning Programme

Multi-sensory Learning Programme is one that integrates sensory activities such as visual, auditory, kinesthetic and tactile.

### Objective of the Study

To find out the effectiveness of Multi-sensory Learning Programme in fostering organization skills among Upper Primary School Students with Impulsive Behaviour.

### Hypothesis

Multi-sensory Learning Programme will have a significant effect in fostering organization skills among Upper Primary School Students

### Method

The method employed for the study was experimental method. In the present study, the investigator used single group pre-test post-test design. This design only take single group which is considered as experimental group. A pre-test was employed to group at first. After then an intervention programme was conducted which was followed by a post-test.

The independent variable selected for the present study Multi-sensory Learning Programme. The dependent variable selected for the study was upper primary school students with impulsive behaviour. Population of the study was upper primary school students with impulsive behaviour in Kerala. The sample selected for the study comprises 10 upper primary school students from two schools of Thrissur district in Kerala. Multi-sensory Learning Programme attached outdoor games, audio clips for developing listening skills, interaction sessions, indoor games etc. Modules employed for the study were designed by the investigator. Duration of the programme was 15 hours.

Tool used for the study was checklist on organization skills prepared by the investigator. The checklist consisted of 25 items with 5 point scale for the respondent to mark the appropriate response. The scale included always, often, sometimes, seldom and never. It had both positive and negative items. Five experts in the field of Clinical

Psychology validated the tool. Duration of marking the checklist was 25 minutes. The statistical technique employed for the present study was t test.

The data collection for the present study was conducted in the following manner. In the commencement of the investigation, the investigator administered a pre-test to study the entry status of the students.

The pre-test scores were gathered from the response sheet and subjected to statistical analysis. In the second stage, the intervention programme was given to the experimental group. After the completion of multi-sensory learning programme a post-test was conducted to the experimental group using the same checklist.

## Result

The data gathered were processed and tabulated for further analysis. The results were analysed with the help of SPSS package. The statistical analysis included descriptive and inferential analysis.

The scores of the pre-test and post-test were tabulated and Mean and Standard Deviation were calculated to find the present status of the students.

To assess the significant difference between pre-test and post-test the scores of checklist on organization skills, the mean and standard deviation of the pre-test and post-test scores of the status of the students from two schools were obtained and their t test was calculated. The data and the result of the test of significance of difference between means are given in the table 1.

**Table 1**

**Comparison of pre-test and post-test scores of Organization Skills of the students with Impulsive Behaviour.**

	Pre-test	Post-test
Mean	34.20.	85.70
SD	3.52.	7.13
N	10	10

**t value=20.4694**

**df=18**

**S E M=2.516**

**The two tailed p value is less than 0.0001. By conventional criteria the difference is considered to be extremely statistically significant.**

It is meant that there is significant difference in the pre-test post-test scores of checklist on organization skills. This shows that Multi-sensory Learning Programme is effective in fostering positive organization skills among Upper Primary School Students with impulsive behaviour.

## Discussion

The utmost care and exposure definitely bring positive dynamisms in children of any kind. The programme stuffed with individual attention and group interactive sessions brought a positive change in students not to act on impulses any further. The findings of the study has established the effectiveness of Multi-sensory Learning Programme in fostering organization among Upper Primary School Students

## Educational Implications

The analysis of the data reveals that Multi-sensory Learning Programme is effective in fostering organization skills in Upper Primary School Students

\*In Multi-sensory Learning Programme students actively engaged in outdoor games what urged them to be attentive and determined to win the task patiently; what in turn will equip the children to develop organization skills.

\**Strike the odd one from the group* equipped students to engage themselves in productive work, which encouraged them to make use of their time and energy in fruitful ways.

\*Interactive sessions took away all kinds of inhibitions to communicate with others and gradually the students came out from the clutches of impulses.

## Conclusion

The result of the study proved that Multi-sensory Learning Programme would be effective as an exquisite tool to excel Upper Primary School Students with impulsive behaviour with organization skills. It could sing a new saga of better future and bring fruitful excellence in students who had been driven by impulses. The programme was productive for teachers as well in fostering organization skill in students with impulsive behaviour instead of leaving them in lurch- what had been practised over years.

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