



A study to evaluate the effectiveness of planned teaching program (PTP) on knowledge regarding dyslexia in children among primary school teachers in selected primary schools at chintamani, Karnataka

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Abstract : Dyslexia is a difficulty in learning to decode and to spell. DSM5 classifies dyslexia as one form of neuro developmental disorder. Neuro developmental disorders are heritable, life-long conditions with early onset, it was a specific learning difficulty – specific meaning that the difficulty could not be explained in terms of obvious causes such as sensory problems or general learning difficulties.

IndexTerms – Dyslexia, reading disorder, reading difficulties.

INTRODUCTION

Children are the future citizens and generation bound of tomorrow's India. The future of our country depends on the mental health and strength of our children. However, many children have mental health problems that interfere with normal development and functioning. Education is the largest sense in any act or experience that has a formulate effect on the mind, character or physical ability of an individual. Education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading, comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Objectives of the study

1. To assess the existing knowledge regarding 'Dyslexia in primary school children among primary school teachers by pre test.
2. To evaluate the effectiveness of PTP on knowledge regarding 'Dyslexia in primary school children' among primary school teachers.
3. To find an association between the pre test level of knowledge score with selected socio demographic variables.

Assumptions:

- Primary school teachers will have limited knowledge on 'Dyslexia in primary school children'.
- Planned teaching programme is one of the best teaching strategies in imparting knowledge on 'Dyslexia in primary school children' among Primary school teachers.

Significance of the study: The aim of this study is to identify the Dyslexic children among group of students to adopt appropriate tools for the prevention of Dyslexia and to enhance academic achievement.

Population and Sample

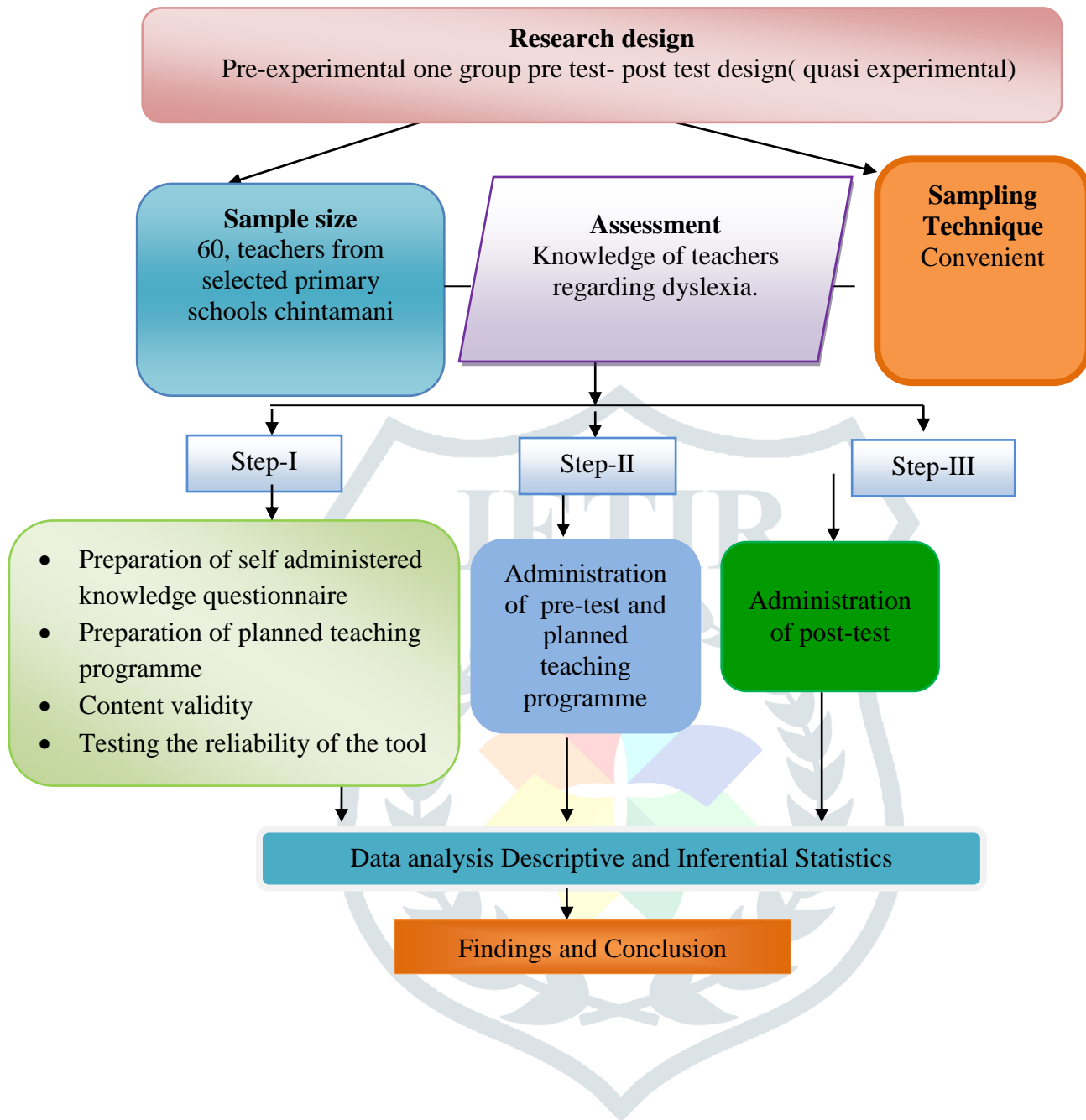
Population -Population is the entire aggregation of cases that meet a designed set of criteria. In this study, the populations were teachers of selected primary schools chintamani.

Sample- A sample consists of a subset of the units that comprise the population. In this study, the samples are Teachers of selected primary schools at chintamani.

Sample size- 60

Sampling technique Convenient sampling technique was used to select the respondents.

METHODOLOGY



Findings of the study:

Section A: Distribution of teachers based on socio-demographic variables.

1. It represents that majority of teachers 25 (41.7%) are in between the age group of 25-35 years. 20 (33.3%) of them are in between 36-45 years and only 15 (25%) are in between the age group of 46-60 years.
2. It represents that majority 35 (58.3%) of the teachers are female and only 25 (41.7%) teachers are male.
3. It shows that majority i.e. 30 (50%) of teachers belongs to arts, 20 (33.3%) belongs to science and only 10 (16.7%) belongs to commerce group.
4. It depicts that majority i.e. 45 (75%) teachers belongs to Hindu religion, 8 (13.3%) teachers belongs to Muslim religion, 4 (6.7%) belongs to Christian and only 3 (5%) teachers belongs to other religion.
5. It depicts that majority i.e. 45 (75%) teachers have got nuclear families, and only 15 (25%) teachers are having joint families.

6. It shows that majority i.e. 50(83.3%) teachers are married and only 10 (16.7%) teachers are unmarried
7. It shows that about 35 (58.3%) teachers are residing in urban areas and only 25 (41.7 %) teachers are in rural areas.
8. It shows that majority i.e.20 (33.3%) teachers have got information regarding Dyslexia by self reading and formal education 10 (16.7%) teachers got through health personnel and mass media
9. It represents that majority i.e. 55 (91.7%) teachers do not have any family history of dyslexia and only 5 (8.3%) teachers refers that there is family history of dyslexia
10. It represents that there is child psychology in curriculum which has been depicted by all teachers.

Section B: Analysis of pre-test and post-test knowledge scores of teachers regarding dyslexia in primary school children.

1. It represents that the 67.7% teachers had moderate knowledge level, 33.3% teachers had inadequate knowledge and no one had adequate knowledge.
2. It represent that the 25% teachers had adequate knowledge, 75% had moderate knowledge and no one had inadequate knowledge
3. It shows that the maximum mean obtained in the pre-test is found in the aspect of general information regarding dyslexia 1.37 incidence and prevalence 1.20, etiological factors 0.66 clinical manifestations 2.14, and diagnostic measures and management 4.77 . The overall mean is found to be 10.15 with standard deviation of 2.35.
4. It shows that the maximum mean obtained in the post-test by teachers is found in general information regarding dyslexia i.e. 2.08 followed by 7.51 of knowledge regarding diagnostic measures and management, 1.08 of knowledge regarding etiological factors, 3.17 in clinical manifestations and 1.75 in incidence and prevalence of dyslexia. The overall knowledge mean score is found to be 15.59 with standard deviation of 3.21.

Section C: Effectiveness of planned teaching programme on knowledge regarding dyslexia in primary school children among teachers.

From the above it is evident that the obtained t value 7.66 is greater than the table value at 0.05 (2.00) level of significance. Therefore “t” value is found to be significant. It indicates that there is a significant difference between pre-test and post-test knowledge of teachers regarding dyslexia in primary school children.

Section D: Association between pre-test knowledge scores of teachers with selected socio-demographic variables.

Variables		Pre test knowledge scores		Chi square value	df	P Value (0.05)	Inference
		Inadequate	Moderate				
Age	a. 17 - 19 years	10	25	1.14	2	5.99	NS
	b. 20 - 22 years	5	9				
	c. 23 – 25 years	5	6				
Gender	a. Male	5	15	0.89	1	3.84	NS
	b. Female	15	25				
Stream of study	a. Arts	10	20	4.78	2	5.99	NS
	b. Commerce	6	4				
	c. Science	4	16				
Religion	a. Hindu	11	34	6.68	3	7.82	NS
	b. Muslim	5	3				
	c. Christian	2	2				
	d. Others	2	1				
Type of family	a. Joint	7	8	1.53	1	3.84	NS
	b. Nuclear	13	32				
Marital status	a. Married	16	34	0.18	1	3.84	NS
	b. Unmarried	4	6				
Place of residence	a. Rural	10	15	0.79	1	3.84	NS
	b. Urban	10	25				
Source of information	a. Mass media	4	6	0.31	3	7.82	NS
	b. Self reading	6	14				
	c. Formal education	7	13				
	d. Health personnel	3	7				
Family history of dyslexia	a. Yes	3	2	1.84	1	3.84	NS
	b. No	17	38				

The data in the table shows that the χ^2 value computed between the pre-test knowledge level of teachers regarding 'dyslexia in primary school children' and selected socio-demographic variables. Variables of age, gender, stream of study, religion, type of family, marital status, place of residence, family history of dyslexia were found to be not significant at 0.05 level. Thus it can be not interpreted that there is a significant association between pre-test levels of knowledge of teachers with selected socio-demographic variables such as age, gender, stream of study, religion, type of family, marital status, place of residence, family history of dyslexia.

Nursing implications:

The present study was conducted to identify the effectiveness of a planned teaching programme on dyslexia in primary school children among the teachers. The findings of the study provided useful information regarding dyslexia and the need for further public awareness programmes.

The study has several implications for nursing practice, nursing education, nursing administration and nursing research.

Nursing practice

Health education is an important tool for health care agency. It is consistent with promoting health as well as reducing illness. The extended and expanded role of the professional nurses emphasizes more about the preventive and promotive aspects of health.

The gap between existing and expected level of knowledge of the students indicates that there is an urgent need for education regarding health problems like dyslexia. This will help them to improve their knowledge and enable them to take precautions to protect themselves and their family. PTP once developed and evaluated for its effectiveness can be further utilized to teach other group of teachers. From the present study it was found that PTP is very effective teaching method. The investigator as a nurse felt the need for nurses acting as facilitators to educate the students and helped them to meet the challenges of the modern world. Therefore nursing personnel working in any health care setting should be equipped with adequate knowledge and skills to educate people individually or in groups.

Nursing education

The present health care delivery system emphasizes preventive rather than curative aspects of health. The study also implies that the health personnel have to be properly trained on how to teach the public such as teachers, parents, and health personals regarding promotion of health and prevention of illness. Nursing curriculum should be such that it prepares the nursing students to assist the client and community in all aspects of health care..

Nursing administration

Even though India is a developing country and many of the health needs are being addressed effectively, children still remain as a vulnerable group who suffer the most. Therefore the administrative department of nursing service at the institutional, local, state and national level should focus their attention and educate the public regarding these constantly faced challenges.

Health administration should make use of the educational departments and provide awareness programmes to the public through:

- In service education regarding learning disability of children.
- Provide personnel to conduct educational programmes.
- Utilize mass media to educate public.
- Take initiative in the production of cost effective health education materials.
- Public awareness programme should be a part of community health extension programme in the institutions.

Nursing research

Emphasis on nursing and clinical studies is needed to improve the quality of nursing care. Nurses need to be engaged in multidisciplinary research so that it would help them to improve their knowledge and skills in handling the daily problems related to health and illness. This would provide them information about various ways and means to improve the quality of life. Nurses should conduct projects and investigations in the public places, villages, schools and hospital wherever there are students. The essence of their enquiry would help to find proper means of intervention.

Conclusion

The following conclusions were drawn based on the findings of the study, the findings of the pre test showed that none of the subjects had adequate knowledge on dyslexia. Although they had gained knowledge in all areas of dyslexia, their are still much more scope for improving their knowledge on dyslexia. The paired t test which was computed between pre test and post test knowledge scores indicates a true gain in knowledge. Hence it was concluded that planed teaching programme was effective as a method to improve the knowledge among teachers

Summary

The purpose of the study is to assess the knowledge on dyslexia in primary school children among teachers. The study is conducted in selected primary schools at chintamani, 60 teachers were selected by convenient sampling technique. The investigator obtained the permission from the Principal of selected primary schools at chintamani.

Pre-experimental study was adopted to evaluate the effectiveness of PTP on knowledge regarding dyslexia in primary school children among teachers. Self administered knowledge questionnaire was prepared and used to collect the data and to assess the knowledge of teachers.

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