



# A PRE-EXPERIMENTAL STUDY ON THE KNOWLEDGE AND ATTITUDE OF TRAINEE SCHOOL TEACHERS REGARDING LEARNING DISABILITIES OF CHILDREN IN SELECTED EDUCATION INSTITUTES, JAMMU WITH A VIEW TO DEVELOP AND IMPLEMENT INSTRUCTIONAL TEACHING PACKAGE

Ms. Priyanka<sup>1</sup>, Dr. Sukhmanpreet Kaur<sup>2</sup>

<sup>1</sup>Ms. Priyanka, M.Sc Nursing, Desh Bhagat University School of Nursing, Mandi Gobindgarh, Punjab.

<sup>2</sup>Dr. Sukhmanpreet Kaur, Associate Professor, Desh Bhagat University School of Nursing, Mandi Gobindgarh, Punjab.

## Abstract

The pre-experimental research approach was used for the present study to accomplish the objective of assessing the knowledge and attitude of trainee school teachers regarding the learning disabilities of children with a sample of 100 trainee School Teachers Total Enumerate sampling technique was used to allocate the samples and data were collected. The data was collected by a self-structured attitude scale on learning disabilities containing 25 items. Informed written consent was taken from the participants. The study results showed that the mean pre-test knowledge score on learning disabilities was (8.80) and mean post-test knowledge score on learning disabilities was (16.9) the mean pre-test attitude score on learning disabilities was (44.31) post-test attitude score on learning.

## Introduction

A learning disability is a neurological disease that interferes with an individual's ability to store, process, or produce information. The definition of learning disabilities has changed over time, from jurisdiction to jurisdiction, and from industry to industry. The term learning disability, is a heterogeneous group of disorders characterized by significant difficulties in acquiring and using the skills of listening, speaking, reading, writing, and mathematics. Learning disabilities are the result of defects in one or more of the processes involved in perception, thinking, memory, or learning

## OBJECTIVES

- To assess the pre-test knowledge and attitude of trainee school teachers regarding learning disabilities.
- To develop and provide guidelines on knowledge and attitude of trainee school teachers regarding learning disabilities.
- To assess the post-test knowledge and attitude of trainee school teachers regarding learning disabilities.
- To evaluate the effectiveness of self-instructional teaching package by comparing pre and post test score.
- To find the association of pre-test and post-test knowledge score of trainee school teachers regarding learning disabilities with selected demographic variables.
- To find the association of pre-test and post-test attitude score of trainee school teachers regarding learning disabilities with selected demographic variables.

## Methodology

A Pre-experimental research approach was used for the present study to accomplish the objective of assessing the knowledge and attitude of trainee school teachers regarding the learning disabilities of children. A study sample of 100 trainee school teachers was selected by using the total Enumerate sampling method. A pre-experimental research design was used in the study. The data collected by the tool consisted of two sections: Section A: Demographic characteristics. Section B: Part A self-structured attitude scale on learning disabilities containing 20 items. Part B: self-structured questionnaire on learning disabilities containing 25 items. Planned teaching on learning disabilities was given to the trainee school teachers regarding the learning disabilities of children. The data was analyzed in terms of frequency, percentage distribution, mean, median, standard deviation, 't' value, coefficient of correlation, and chi-square. Informed written consent was taken from the participants. The study results showed that the mean pre-test knowledge score on learning disabilities was (8.80) and mean post-test knowledge score on learning disabilities was (16.9) the mean pre-test attitude score on learning disabilities was (44.31) the post-test attitude score on learning.

## Findings of the study:

### Findings related to sample characteristics of School students:

The baseline data shows that the majority of trainee school teachers (61%) were in the age group of 22- 24 years, (27%) were in the 25-27 years, and the least (11%) were in the age group of 28-30years. Most of the trainee school teachers (71%) were studying in B.E.d. 1st year and the rest (29%) were studying in B.E.d. 2nd year. Most of the trainee school teachers (90%) were female and the rest (10%) were male students. The majority of trainee school teachers (77%) were unmarried and the rest (23%) were married. Most trainee school teachers (81%) belonged to the nuclear family followed by (19%) who belonged to the joint family. Most of the trainee school teachers (69%) were from rural areas and (31%) were from urban areas.

### Findings related to pre and post-test knowledge scores

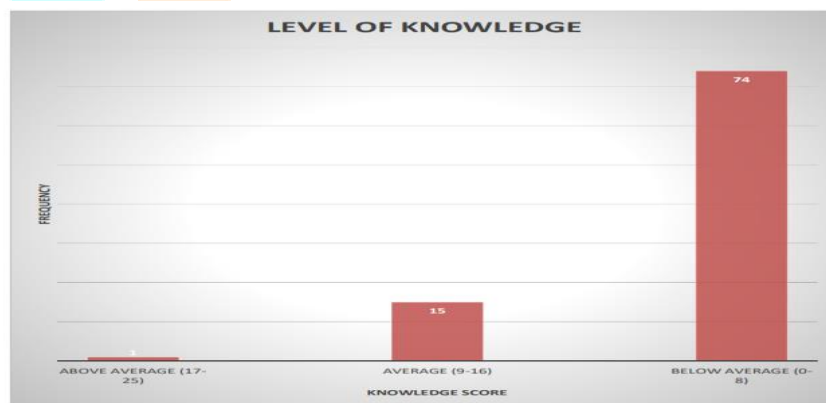
Before giving teaching 1.4% of trainee school teachers had above-average levels of attitude scores and the rest of 98.6% had an average level of 62 attitude scores on learning disabilities. The mean pre-test attitude score of trainee school teachers regarding learning disabilities was found to be 44.31 with a standard deviation of 5.663 and 47.1% of trainee school teachers had an average level of knowledge score and the rest of the 52.9% had below average level of knowledge score on learning disabilities. After giving teaching on learning disabilities 87.1% of trainee school teachers

had above average level of attitude score and the rest of 12.9% had average level of attitude score on learning disabilities. The mean post-test knowledge score of trainee school teachers was found to be 16.09 with a standard deviation of 2.152. The association of pre-test attitude scores of trainee school teachers regarding learning disabilities with selected demographic variables like age, studying year, gender, marital status, type of family, and residential area. There is a significant association found between the selected variable types of family. The association of pre-test knowledge scores of trainee school teachers regarding learning disabilities with selected demographic variables like age, studying year, gender, marital status, type of family, and residential area. There is no significant association found between the 63 selected variables.

**Table 1 Frequency and Percentage distribution of pre-test knowledge of trainee school teachers regarding learning disabilities**

N=100

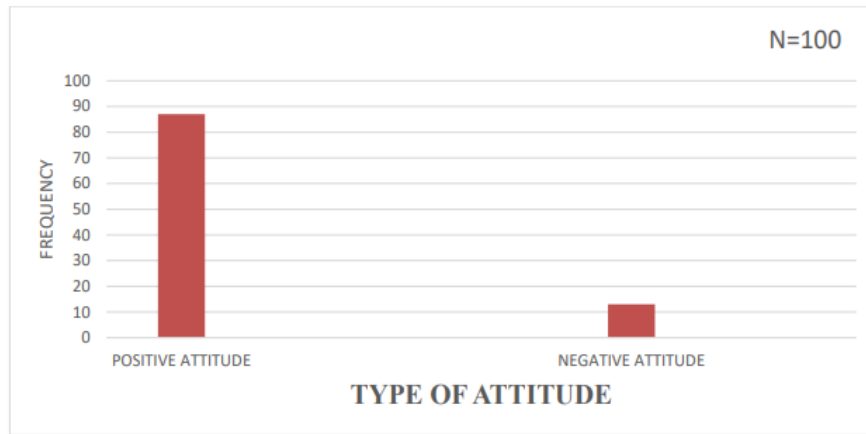
Level of Knowledge	Frequency (f)	Percentage (%)
Above average (17-25)	1	1
Average(9-16)	15	15
Below Average (0-8)	74	74



**Table 2 Frequency and Percentage distribution of pre-test attitude of trainee school teachers regarding learning disabilities.**

N=100

Level of Attitude	Frequency (f)	Percentage (%)
Positive Attitude (21-80)	36	36
Negative Attitude (0-20)	64	64



**Table 3 Frequency and percentage distribution of pre-test and post-test scores of attitude of trainee school teachers regarding learning disabilities**

N=100

PRE-TEST ATTITUDE SCORE	POSTTEST			
	f	%	f	%
Positive Attitude(21-80)	36	36	87	87
NegativeAttitude(0-20)	64	64	13	13

Hence, it showed that (87%) trainee school teachers had positive attitude after giving teaching on learning disabilities and before giving teaching on learning disabilities there was only 36% trainee school teachers had positive attitude.

**Table 4 Comparison of Percentage distribution of pre-test & post-test knowledge score of trainee school teachers regarding learning disabilities**

N=100

PRE-TEST KNOWLEDGE SCORE	POSTTEST			
	f	%	f	%
AboveAverage(17-25)	1	1	52	52
Average (9-16)	15	15	37	37
BelowAverage(0-8)	74	74	11	11

#### **Association of pre-test knowledge score of trainee school teachers regarding learning disabilities in children with selected demographic variables**

The association of pre-test knowledge score of trainee school teachers regarding learning disabilities with selected demographic variables. The calculations showed that there was a statistically non-significant association of pre-test knowledge score of trainee school teachers with selected demographic variables such as gender, type of family, and residential area. Hence, it was concluded that some demographic variables may affect the level of knowledge of trainee school teachers

## Discussion

### **Objective-1: To assess the Pre-test knowledge and attitude of trainee school teachers regarding learning disabilities**

The findings of the present study showed that 1.4% of trainee school teachers had an above-average level of attitude scores and the rest of 98.6% had an average level of attitude score on learning disabilities and the mean pre-test attitude score was found to be 44.31(55.39%) in trainee school teachers. The pre-test knowledge score was 47.1% of trainee school teachers had an average level of knowledge score and the rest 52.9% had below average level of knowledge score on learning disabilities and the mean pre-test knowledge score was found to be 8.80(35.20) in trainee school teachers.

### **Objective-2 To Develop and provide guidelines on the knowledge and attitude of trainee school teachers regarding learning disabilities.**

Guidelines on knowledge and attitude regarding learning disabilities: In the present study guidelines provided to enhance the level of knowledge and attitude of trainee school teachers regarding learning disabilities. Introduction to learning disabilities, types of learning disabilities, causes and signs & symptoms of learning disabilities, and intervention of learning disabilities was discussed with trainee school teachers to enhance the knowledge level of trainee school teachers regarding learning disabilities.

### **Objective 4 To evaluate the effectiveness of the instructional teaching package by comparing pre and post-test scores.**

The findings of the present study showed that (87.1%) of trainee school teachers had above-average attitude scores after giving teaching on learning disabilities and before giving teaching on learning disabilities there was only 1.4% of trainee school teachers had an above-average level of attitude scores and (47.1%) of trainee school teachers had above average knowledge score after giving teaching on learning disabilities and before giving teaching on learning disabilities there was 0% trainee school teachers had above average level of knowledge score.

### **Limitations of the study**

The study was delimited to only those:

- who were Trainee school teachers.
- Trainee school Teachers who were Present at the time of data collection

## Conclusion

The study showed that a self-instructional module on learning disabilities was effective to increase the knowledge level among trainee school teachers. The findings of the study also showed that the post-test knowledge and attitude score was higher than the pre-test knowledge and attitude score. Thus, it can be concluded that teaching about learning disabilities was effective

**REFERENCES**

- Sam Jose & Solomon S G (2016). A study evaluates the effectiveness of the Self-instructional Module on Knowledge Regarding Learning Disabilities of primary school children among primary school teachers. International Journal of Current Research. Vol 8 Issue 8; 39991-39998.
- Kalyani Moharana (2019). Effectiveness of guidelines on knowledge and attitude of trainee school teachers towards identification and management of children with specific learning disabilities. Indian Journal of Psychiatric Nursing. Volume: 16 Issue: 2: 77-83
- Poorna Shukla and Gaurav Agrawal (2015). Awareness of Learning Disabilities among Teachers of Primary Schools. Online Journal of Multidisciplinary Research (OJMR), 1(1), 33-38
- Amit Kadu (2016). A study to assess the Effectiveness of Structured Teaching Program on Knowledge regarding Learning Disability among the Primary School Teachers of Ahmednagar, Maharashtra International Journal of Education and Research in Health Sciences, 2(3):34-35
- Anne M. Hayes and Jennae Bulat (2017). Disabilities Inclusive Education Systems and Policies Guide for Low- and Middle-Income Countries. Research Triangle Park (NC): RTI Press; 2017 67 Jul.
- Bulat, J., Hayes, A., Macon, W., Ticha, R., & Abery, B. (2015). School and classroom disabilities inclusion guide for low- and middle-income countries. Research Triangle Park, NC: RTI Press. 10.3768/rtipress.2017.op.0031.1701.
- Ghimire S (2017). Knowledge of Primary School Teacher Regarding Learning Disabilities in School Children Journal of Nobel Medical College Volume 6, Number 1, Issue 10.

