

Effectiveness of Video Assisted Teaching Programme on Knowledge Regarding Management of Intellectual Disability Among Primary School Teachers

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Abstract-A pre experimental research design was adopted to evaluate the effectiveness of video assisted teaching program on knowledge regarding management of intellectual disability among primary school teachers sixty teachers were selected through convenient sampling technique. The mean pre test score was 68.53. (SD 6.33), whereas in post test score was 84.4 (SD 5.3) respectively a statistical association ($p < 0.5$) was found except age and gender. The VATP on knowledge about management of intellectual disability was effective in improving the knowledge of primary school teachers

Kew words: *effectiveness, video assisted teaching program, management of intellectual disability*

INTRODUCTION

“It is not enough to prepare our children for the world; we must also prepare the world for our children”

Louis J Rodriguez

Children’s are the greatest gifts of God to humanity in India children from nearly 40 percentage of the total population the promotion of healthy child development has become a major focus of world. In this fast-moving world, everyone is running behind one thing or another, even though sometimes it turns challenging. These challenges may invoke stress, and people find different ways to cope with it. Some of these ways are unhealthy and dangerous. The skilled student has become one of the immense blessings of the world. Everybody needs some emotional and social sustenance to overcome these.

Human beings are multifarious beings, their mental attitude matched with internal and external environments. It creates pessimistic thoughts and feelings. The impact of this is not similar in people. It varies according to their thoughts and feelings. In it is time pressure (Steinberg, 2004). Intellectual disability children activity affected different way among people. In this new millennium, most people’s parents are frustrated and perplexed about how to improve the

situation. Allan (2003) described that sometimes students stress level is increased than their resource level.

In the world future of the city rests on the young. Although adolescents had a significant part in forming and building our nation, many students do not know that is the premise for adjusting their feelings, capacity to communicate with others, and school implementation. It is difficult to differentiate the signs and side effects of this. In the concept of Erickson, a higher secondary school student's period is adolescent's period. The adolescent's period provides a positive human development frames in their whole life. Adolescence is a bio- psychosocial transition period. The majority of adolescents take pleasure in some aspect of pubertal development, mainly increased height (Steinberg, 2004).

Human beings are generally strong enough to cope with adverse situations. Schneiderman et al., (2005) described that understanding life and evolution comes from the central concept of this. The research is dealing with issues of in healthy adolescent's development. There has been a drastic change in the way school age children develop over the past few decades. It must not know that there has been a substantial contribution from pivotal institutions in adolescent development and that from the family.

OBJECTIVE

- To assess the pre and post test level of knowledge regarding management of intellectual disabilities among primary school teacher
- To evaluate the effectiveness of video assisted teaching program on level of knowledge regarding management of intellectual disabilities among the primary school teacher.
- To associate the pre test level of knowledge regarding management of intellectual disabilities

among primary school teacher and their demographic variables

METHODOLOGY

Pre experimental (one group pretest post -test) research design was adopted for this study. This study was conducted among selected primary school teachers in selected schools in Kumbakonam, Thanjavur District, Tamilnadu, South India. Sixty primary school teachers were recruited for this study through convenience sampling technique. The data were collected after obtaining the institutional ethical clearance, and formal administrative permission. Informed consent from the subject was obtained and the confidentiality has been assured.

A structured questionnaire was used to evaluate the knowledge of primary school teachers. The questionnaire was translated in to the vernacular language (Tamil) the appropriateness of the translation had been checked by English expert and the validity of the translation was verified by back translation. The reliability of the knowledge questionnaire was established using test – re test method (r = 0.8). There were 30 multiple choice questions related to management of learning disabilities. Each correct response had given the score of one and wrong option had been given the score of zero. The total knowledge score of each subject was calculated, converted into percentage and interpreted as inadequate (<50% score); moderate (50-70%); and adequate (>70% score).

Pre test on assessment of knowledge were conducted by using the structured questionnaire. Time taken by the teachers to complete the knowledge questionnaire was approximately 30 minutes. After the pre test, the teachers were divided into six groups of having 10 subjects in each. Video assisted teaching program about learning disability was administered for 30 minutes for each group. The post test was conducted after seven days of intervention.

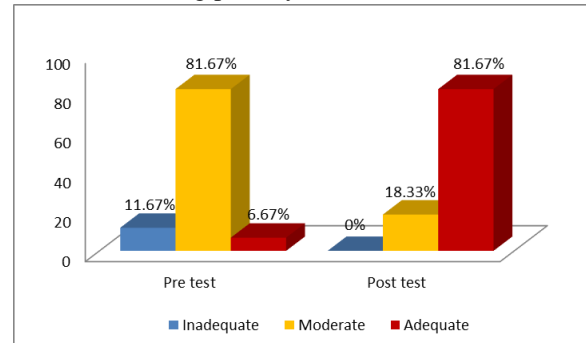
RESULTS AND DISCUSSION

I. Description of demographic variables.

Majority of the school teachers 30 (50%) were in the age group of 25-35 years and most of them 42 (70%) were female teachers. Majority 50 (83.3%) staff had under gone higher degree education. Forty (66.6%)

staffs were working in sub urban area and most of them 35(58.2%) had 0-10 years experience and majority 40 (66.6%) received income of less than 5000 and most of them 30 (50%) were living in urban area.

II. Level of Knowledge on management of intellectual disabilities among primary school teachers



The above figure shows that In Pre test majority 49(81.67%) are in moderate level, 7(11.67%) are in inadequate level and 4(6.67%) are in adequate level. In post test majority 49(81.67%) are in adequate and 11(18.33%) are in moderate level of knowledge on management of learning disabilities.

III. Effectiveness of video assisted teaching programme on knowledge regarding management of learning disabilities among primary school teachers.

Serial no	Variable	Maximum score	Pre test		Post tes		't' value
			mean	SD	mean	SD	
1	knowledge	30	68.53	6.34	84.4	5.3	*13.174

* p < 0.05 Significance

The above table shows that there was a significant difference between pre & post test knowledge score on management of learning disabilities among primary school teachers. The mean pre test score was 68.53 (SD6.3), here as in post test the knowledge score was 84.4 (SD .3). The t' value was 13.174 and it is higher than the table value. Hence the research hypothesis was accepted.

The present study reveals that the video assisted teaching programme is significantly effective in improving knowledge. The mean post test knowledge score was significantly high than the mean post test score. This finding is consistent with the study conducted by *Anjana Williams (2013)*. They found a significant improvement in the knowledge of subject regarding learning disability after teaching the

learning package. The mean post-test knowledge score (13.7 ± 3.2) was higher than the mean pre-test knowledge score (5.4 ± 2.6). Hence it is proved that the learning package improves the competency of primary school teachers regarding intellectual disabilities.

The findings of the study have significant implication for nursing practice. The nurse involved in child health care should actively participate in planning and implementation of strategies to increase awareness of intellectual disability to the primary school teachers. Video assisted teaching can be used as tool to teach the primary school teachers on various topic related to special intellectual disabilities.

CONCLUSION

This study to evaluate the effectiveness of video assisted teaching program to increase the knowledge regarding management of learning disabilities among primary school teachers. The finding of the study showed the video assisted teaching program was effective in increasing knowledge regarding management of intellectual disabilities among primary school teachers.

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