

Impact of the Effectiveness of Individual Structure Teaching Programme (Istp) On Knowledge and Practice and Attitude of Primary School Teachers Towards Children with Learning Disabilities in Selected Schools in Bidar

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BACKGROUND OF THE STUDY:

Children with disabilities are like butterflies with a broken wing.

They are just as beautiful as all others but they need help to spread their wings.

Learning disabilities cannot be cured, but they can be treated successfully and children with learning disability can go on to live happy, successful lives.

The term *Learning Disability* Learning disability is also termed as specific academic skill disorder or specific learning disability. National Joint Committee on Learning Disability defines Learning Disability as A heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities.

Teachers play very important role in early diagnosis of mental health problems, giving reference to medical personal and also promotion of mental health among children in their schools. School children will spend their more time with their respective school teachers.

Planned teaching programme will be positively influence on school teachers to know more about the behaviors indicating learning disorders among children who manifest complex psychopathology, characterized by poor learning capacity, attachment difficulties, relationship insecurity, sexual behavior, trauma-related anxiety, conduct problems, defiance, inattention/hyperactivity, and less common problems such as self-injury and

food maintenance behaviors.

STATEMENT OF THE STUDY

A STUDY TO FIND THE CORRELATION BETWEEN STRESS AND COPING STRATEGIES OF POSTNATAL MOTHERS OF NEONATE ADMITTED TO PICU OF SELECTED HOSPITAL AT BIDAR

OBJECTIVES OF THE STUDY

1. To assess the level of emotional intelligence among High school boys and girls.
2. To assess the level of academic stress among High school boys and girls.
3. To compare the level of emotional intelligence between High school boys and girls.
4. To compare the level of academic stress between High school boys and girls.
5. To associate the emotional intelligence and academic stress of High school boys and girls with their demographic variables.

RESULTS

The result shows that 13.3% of boys and 6.7% of girls had extremely low emotional intelligence, 20% of boys and 26.6% of girls had low emotional intelligence, 46.7% of boys and 40% of girls had average emotional intelligence, 13.3% of boys and 16.7% of girls had high emotional intelligence, 6.7% of boys and 10% of girls had extremely high level of emotional intelligence. The result reveals that the overall mean score of emotional intelligence for boys were 83, mean score percentage is 51.87 and with a SD of 0.935. The overall mean scores for girls

were 79, mean score percentage is 49.37 and with a SD of 1.055.

The result shows that 3.3% of boys and 3.3% of girls had no stress, 23.3% of boys and 30% of girls had slight stress, 53.4% of boys and 40% of girls had moderate stress, 6.7% of boys and 10% of girls had high stress, 13.3% of boys and 16.7% of girls had extremely high stress. The result reveals that the overall mean score academic stress for boys were 87, the mean percentage was 54.37 and with a SD of 1.178. The mean score of girls were 91, mean percentage score was 56.87, with a SD of 1.040. The results clearly indicate from the study that overall mean scores of emotional intelligences for boys were 83 and for girls is 79, and of academic stress for boys were 87 and for girls were 91. Hence, it is clear from the study that emotional intelligence and academic stress has significant difference among boys and girls of selected high schools. The result says that the obtained Pearson's correlation value - 0.702 indicates the high positive correlation between the emotional intelligence and academic stress. Hence there will be significant correlation between the emotional intelligence and academic stress of high school boys and girls. The demographic variables like age, gender, parent's education, type of family and birth order have significant association with emotional intelligence among high school students. The demographic variables like age, gender, parent's education, type of family and birth order have significant association with academic stress among high school students.

CONCLUSION

The study findings showed that there was a significant level of emotional intelligence and academic stress difference is there among high school children.

Key words: emotional intelligence, academic stress, high school adolescents.

I. INTRODUCTION

Health Promotion of India (2000) stated that one third of the population in India is school age children; out of this 14% belong to the age group of school age.

Lalitha. K estimated that nearly 4 million school

age children have learning disabilities, 7.7% of children have ever been told that they had learning disability. Prevalence of reading disability is conservatively estimated to the range between 4% and 6% in the general school aged population. In India, prevalence estimates of learning disability ranges from 9% to 30%. The incidence of dysgraphia in India is 2% to 18%, and of dyscalculia 5.5%.

Karande. S (2008) reported that up to 5-10% of seemingly normal school children have hidden disabilities in India. Among that 80% of those have dyslexia.

Philip. J (2007) stated that the teachers should have Knowledge and practice about learning disabilities in children. The teacher must assess the VWXGHQWV¶ ability, interest, creativity and commitment to the specific field areas of the human endeavor. This SURcHV V QHHGV WKH WHDcKHU¶V Knowledge and practice of the child through observations of student behaviors within the learning environment.

Nabi Bux Jumani (2012) stated that individual has the right that his physical, social and emotional needs should be satisfied in society as well as in class room environment. The desire to be accepted and protected in childhood is natural. He or she needs help for adjustment. This is his/her right that s/he should be provided with an environment in which his/her natural capabilities flourish so that she may become a useful member of the society.

According to World Health Report, 15% of children have serious learning disabilities. Epidemiological study of child and adolescent psychiatric disorders conducted by ICMR indicated the overall prevalence of mental and learning disorders in Indian children to be 12.5%. Mental disorders account for 5 of the top 10 leading causes of disability in the world for children above 5 years of age. Besides the increase in number of children seeking help for emotional problems, over the years, the type of problems has also undergone a tremendous change.

Through education, individuals¶ behavior is shaped. In formal or conventional mode of education, teacher plays a pivotal role in this regard. Moreover, it is again overwhelming at primary and secondary school levels. It is, therefore, necessary that a teacher should know his

or her pupils thoroughly as to their abilities, limitations, motives, aspirations, needs and physical development patterns, so that teaching can be made interesting and effective. Teacher should be able to know all such things through the study of educational psychology. Such Knowledge and practice can contribute to the promotion of learning process and developing student personalities positively by understanding about individual disabilities.

Bhatia. M. S (1996) stated that school teacher is the second mother to every child. So children listen to every point that teacher teaches, the unhealthy child cannot be expected to take full advantage of schooling. Health education must remain mainly in the hands of the teacher and the school health workers. Health education is a part of general education. A growing understanding of the physical, mental, emotional and normal nature of the children is the essence of professional teaching ability. Behavioral problems are widely prevalence in any school children

II. MATERIALS AND METHODS

Statement of the Problem

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5. To associate the emotional intelligence and academic stress of High school boys and girls with their demographic variables

Assumptions

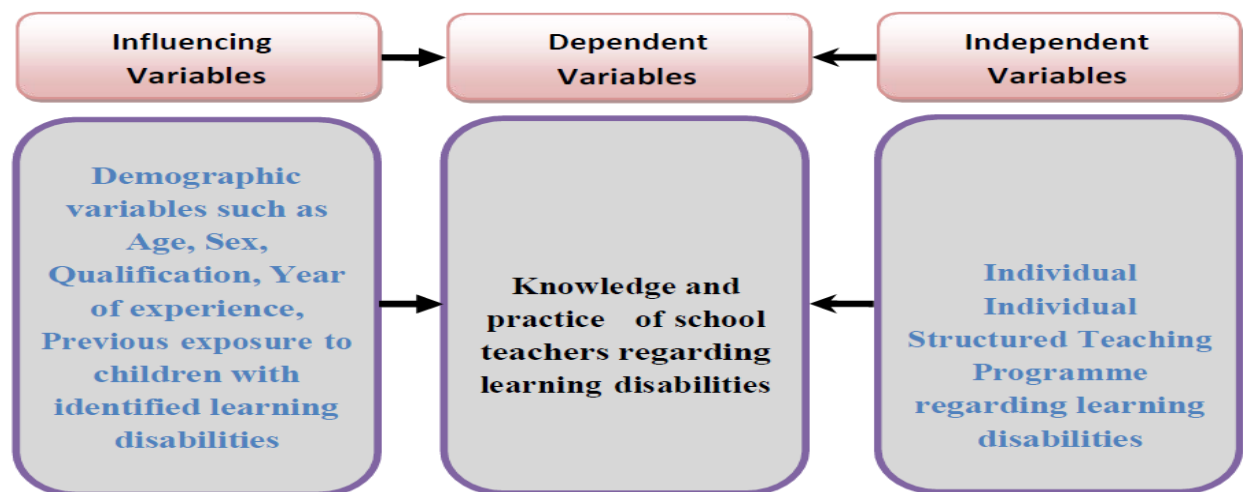
- School teachers have inadequate Knowledge and practice regarding the management of children with learning disabilities.
- School Knowledge and practice regarding learning disabilities will help them to recognize and detect the disorder among the school children at the early stage.

Hypothesis:

H1: There will be a There is a significant difference between pre- test Knowledge and practice and post-test Knowledge and practice score on learning disabilities among school teachers after individual Structured Teaching Programme.

Variables

Independent variable is individual Individual Structured Teaching Programme on learning disabilities among school teachers. The dependent variable is Knowledge and practice among the school teachers regarding learning disabilities and the influencing variables are demographic variables.



Population

The accessible population includes the school teachers at selected schools at Bidar.

Sample Size

The sample size included for the study consists of 40 school teachers.

Sampling Technique

The samples were selected by using Convenient Sampling Technique. It is a type of non-probability sampling method.

Criteria for Selection of Samples Inclusive Criteria

- ☐ Both male and female teachers.
- ☐ Teachers who are willing to participate in this study. ☐ Teachers from Pre-KG to 5th standard.
- ☐ Samples who can understand the information.

Exclusive Criteria

- ☐ Teachers who have attended previous classes regarding learning disabilities. ☐ The teachers who are not available during data collection period

Data Collection Instrument:

The researcher explained the purpose of the study in compassionate manner and informed consent was taken from the teachers. 60 samples were selected from the school by using convenient sampling technique. The first phase of data collection was conducted in with 20 samples. The Knowledge and practice was assessed by using structured questionnaire. After that, the individual Individual Structured Teaching Programme was given to the school teachers regarding learning disabilities. After a period of 14 days the post test was conducted by using the same questionnaire to determine the extent of effects of individual Structured Teaching Programme

III. RESULTS**Distributions of Demographic Variables of School Teachers**

S.No	Demographic Variables	Frequency (f)	Percentage (%)
1.	Age in years		
	a) 26-30 years	21	52.5
	b) 31-35 years	6	% 15%
	c) 36-40 years	10	25%
	d) Above 40 years	3	7.5%
2.	Sex		
	a) Male	0	0
	b) Female	40	100
3.	Qualification		
	a) TTC	9	22.5% 6
	b) B.Ed.	26	5%
	c) M.Ed.	0	0

	d) Degree	5	12.5%
4.	Years of experience		
	a) Less than 3 years	19	47.5%
	b) 4-6 years	8	20%
	c) 7-10 years	8	20%
	d) 11-13 years	5	12.5%
5.	Nature of the employment		
	a) Temporary	28	70%
	b) Permanent	12	30%
6.	Previously identified children with learning disabilities		
	a) Yes	14	35%
	b) No	26	65%

Description of Pretest and Post Test Knowledge and practice of the School Teachers Regarding Learning Disabilities

Level of Knowledge	Pre-test						Post-test					
	Inadequate		Moderately Adequate		Adequate		Inadequate		Moderately Adequate		Adequate	
	f	%	f	%	f	%	f	%	f	%	f	%
	3	7.5	35	87.5	2	5	0	0	4	10	36	90

Table 3 shows that distribution of level of Knowledge and practice before administration of individual Structured Teaching Programme. During the pretest 3 (7.5%) school teachers showed inadequate Knowledge and practice, most of the school teachers 35(87.5) demonstrated moderately adequate Knowledge and practice, and 2 (5%) teachers had adequate

Knowledge and practice regarding learning disabilities. During the post test, 0(0) were demonstrated inadequate Knowledge and practice, 4 (10%) of school teachers should had moderately adequate Knowledge and practice and most of the school teachers 36(90%) had adequate Knowledge and practice about learning disabilities.

Distribution of Statistical Value of Pretest and Post Test Knowledge and practice Regarding Learning

Disabilities

(n = 40)

S. No.	Knowledge and practice	Mean	S.D	$\mu_{\text{W}} \chi^2_{\text{DOXH}}$
1.	Pre test	14	3.72	14.02*
2	Post test	25.29	3.12	

*Significant at 0.05 level

The mean pretest score of Knowledge and practice was 14, SD 3.6 and post-test mean score of Knowledge and practice was 24.35 SD (2.89). For 29 degrees of freedom at 5% level of significance the calculated the value was (14.02) value is more than table value (2.064). It reveals that there was significance difference in the pre -test and post- test level of Knowledge and practice. So, the hypothesis is accepted.

Association of Demographic Variables with Post Test Score Knowledge and practice Regarding Learning Disabilities Among the School Teachers

(n = 40)

S. No.	Demographic Variables	Above Mean	Below Mean	χ^2
1.	Age in years			8.55*
	a) 26-30 years	5	9	
	b) 31-35 years	7	1	
	c) 36-40 years	12	3	
	d) Above 40 years	1	2	
2.	Sex			1.25
	a) Male	0	0	
	b) Female	25	15	
3.	Qualification			2
	a) TTC	8	2	
	b) B.Ed.	15	9	
	c) M.Ed.	0	0	
	d) Degree	2	4	
4.	Years of Experience			
	a) Less than 3years	12	7	
	b) 4-6 years	4	3	

	c) 7-10 years d) 11-13 years	4 5	3 2	0.74
5.	Nature of the employment a) Temporary b) Permanent	18 7	11 4	1.88
6.	Previously identified children with problems of special children a) Yes b) No	15 9	11 5	4.02*

*Significant

The study shows that there is a significant association between the age of the school teachers and previously identified learning disability with the Knowledge and practice of the post test score is significant at 0.05 level. There is no significant association between sex, qualification, year of experience, nature of employment, shows no significant association with the post test score.

Nursing Implications

Learning disabilities in the children is not cured but must be managed through early identification by timely health education. The findings of the study have implications on nursing practice, nursing education, nursing administration and nursing research.

Nursing Practice

This study emphasis in improving the Knowledge and practice regarding learning disabilities through educative measures.

- Teaching programme can be conducted for the school teachers.
- More Knowledge and practice regarding learning disabilities will help for early identification of the learning disabilities of children.
- Health education can also provide with media, pamphlets which will help the client to increase the Knowledge and practice regarding learning disabilities among the school teachers.
- active participation in school health programmes by providing direct and indirect care helps to achieve the goals of health services. Teachers' deficit in Knowledge and practice regarding learning disabilities indicate the needs for arranging health

education session in related topics.

- Nurses should focus on psychiatric rehabilitation in the community setting by using health teaching regarding learning disabilities.

Nursing Education

- Nurse Educator should emphasize more on preparing students to impart health information to the public regarding children with learning disabilities.
- The study has clearly proved that individual Individual Structured Teaching Programme was effective in improving the Knowledge and practice regarding learning disabilities. To practice this, the nursing personal needs to be equipped with adequate Knowledge and practice and practice regarding individual Structured Teaching Programme.
- The curriculum of nursing education should enable student nurse to equip themselves within the Knowledge and practice of learning disabilities of the children.
- The nursing education should give more importance to the application of theory in to a practice.

Nursing Administration

- Nurse as an administrator should take limitation in formulating policies and protocols for short- and long-term health teaching.
- The nursing administration should motivate the subordinate for participating in various educational programmes and improve their knowledge and practice and skills.
- The administrator serves as a reserve's person for young nursing students, parents and school teachers for providing guidance and counseling

for children with learning disabilities.

- The nurse administrator has the power to formulate pamphlet and flashcards for the awareness of learning disabilities of the children among the school teachers.
- Cassettes about learning disabilities of children can be made available to nurse educator in nursing education institution.

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Nursing Research

- There is a good scope for nurse to conduct research in this area, to find out the effectiveness of various teaching strategy to educate the teachers and the parents
- The effectiveness of the research study can be made by further implication of the study.
- Can be used for evidence-based nursing practice as a rising trend

IV. LIMITATIONS

- The study findings can be generalized only to the selected school teachers.
- The size of the sample only 40 hence the finding should be generalized with caution.
- Study was limited to one month, improvement in Knowledge and practice take place slowly.
- The study did not use any control group. There was a possibility of threat to internal validity such as events occurring between pre- test and post-test session like mass media or other people can influence the school teachers¶ Knowledge and practice

V. RECOMMENDATION

- Similar study can be conducted in a large group to generalize the study findings.
- The study can be conducted to assess the attitudes and coping strategy of school teachers towards children with learning disabilities.
- Comparative study can be done between urban and rural areas.
- A quasi-experimental study can be conducted with control group for the effective comparison.
- This study can be conducted as descriptive study to assess the extent nature of learning

disabilities of children.

- A study can be conducted in term of Knowledge and practice attitude and practice of alternative learning methods among school teachers of children with learning disabilities.
- A study can be conducted in the community the prevalence and types of learning disabilities among children

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