

Effectiveness of Structured Teaching Programs on Knowledge regarding Scholastic Disorder of Children among Primary School Teachers

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Abstract

One of the most prevalent challenges among youngsters is academic difficulties. It is the most prevalent reason for children's academic underachievement. Instructors are in charge of detecting and correcting such issues. As a result, future teacher education is critical. The study's purpose would be to evaluate how effective organized training programmes are at raising primary school teachers' understanding of academic issues. An evaluative approach using pre-experimental (one group pre-test post-test design) and purposive sampling strategy were used to choose the sample (N=60). The effectiveness of a structured knowledge questionnaire were tested using STP. To break down the data, descriptive and deducible statistics were employed. The entire pre-test mean of respondents' knowledge score on Scholastic Disorder in Children was 18.04 (45.1%), while the post-test mean was 32.58 (81.45%), with a 14.54 percent improvement. At the 0.05 level of significance, the estimated paired 't' test statistic of 19.4* which is more than the n tabulated value, showing that there is a significant difference between respondents' pre-test and post-test knowledge scores. Prior to the implementation of STP, Primary School Teachers lack sufficient knowledge, according to the findings of the study. The results revealed that the STP is effective in increasing Primary School Teachers' knowledge of Scholastic Disorders in Children.

KEYWORDS: STP, Knowledge, Scholastic Disorders, Primary School Teachers.

Introduction

Today's youth will be tomorrow's citizens. They're in a constant state of development and growth. Any changes in its flow might cause developmental problems. Reading, writing, and mathematics skills have been found to be impaired in children with various developmental disorders of scholastic ability. If not treated immediately, these youngsters may develop stress-related problems. In India, around 13-14 percent of all academy youngsters have a scholastic problem¹.

Because no particular tests exist to detect children with a learning disability, health providers must rely heavily on teacher reports to make a diagnosis. Previous research has shown that instructors' attitudes toward comparable students can have a significant impact on their recovery. A tremendous benefit to the kid is to make the youngster fearful of a handicap. Similar children may suffer secondary emotional, social, and familial issues if they are not detected and addressed effectively.

6 to 12 years old is considered school age. Young academics are distinguishing themselves as innovative thinkers who are ready to take on future societal obligations. The school years are a period of achievement and education. Each child's welfare and wishes must be respected².

Teachers play an important role in detecting mental health illnesses early, sending patients to medical specialists, and fostering mental wellness in their students' classrooms. The majority of their activities are done with their teachers at school. Early diagnosis and treatment of children with behavioral issues may reduce treatment expenses while also improving the quality of life for such children. A behaviour plan developed by parents, teachers, child administrators, and teaching assistants is another approach to reduce behavioral issues (Saraswathi. K.N,2015).

According to S. Karate (2010), education is the intentional transmission of society's acquired information, experience, and values from one generation to the next. A teacher at an educational institution leads students' education and may use a variety of topics, such as reading, writing, and arithmetic. When referring to teacher education, this process is sometimes referred to as schooling. The majority of instructors should treat their students with respect. They should function as a mentor, parent, mother, friend, and companion³

Because no particular tests exist to detect children with learning disabilities, health practitioners must rely heavily on teacher reports to make their diagnosis. Previous research has found that instructors' views towards this children get a massive effect on their rehabilitation. A tremendous benefit to the kid is to make the youngster fearful of a handicap. Similar children are suffering additional emotional, social, and familial difficulties if they are not linked and adequately handled.

Children nowadays are linked much later, and as a result, the full value of remedial education is not realized. It's critical to identify the risk factors for scholastic problem so that these children can be diagnosed early and treatment can begin. The purpose of this study was to determine the etiological variables that contribute to academic underachievement in students from different sexes and economic groups who attend regular school⁵.

Objectives

1. To assess the pre test knowledge regarding scholastic disorder among primary school teacher.
2. To evaluate the effectiveness of structured teaching programme on scholastic disorder among primary school teacher.
3. To assess the post test knowledge regarding scholastic disorder among primary school teacher.
4. To Find out the association between the pre-test knowledge score's with selected demographic variables.

Methodology

The current study is a descriptive study conducted by chosen primary school teachers in Pune. By using convenience sample technique, 60 primary school teachers were chosen. Primary School Teachers who agreed to participate in the research were the inclusion criteria. The information was gathered using the Structured Questionnaire on Scholastic Disorder, which included Socio-demographic questions. Prior to collecting data, permission was obtained from the appropriate authorities to perform the study.

Results

Section I: Socio demographic characteristics

Section II: Description regarding the knowledge

Section III: Comparison of pre-test and post-test knowledge scores

Section IV: Association between the pre-test knowledge score's with selected demographic variables.

Table no 1: Socio demographic characteristics

Socio-demographic variables		No. (%)
Age	21-25	30 (50)
	26-30	15 (25)
	31-35	15(25)
	ABOVE 35	0
Gender	Female	48 (80)
	Male	12 (20)
	Transgender	0
	Others	0
Qualification	D.Ed	9(15)
	B.Ed	21 (35)
	M.Ed	24(40)
	Others	6 (10)
Year of Experience	Less than 2 years	12 (30)
	3-5 Years	21 (35)
	6-10 Years	12 (20)
	Above 10 Years	9 (15)
Nature of the Employment	Temporary	12 (20)
	Permanent	39 (65)
	Part-Time	0
	Contractual Basis	9 (15)
Marital Status	Single	21 (35)
	Married	33(55)
	Widowed	6 (10)
	Divorced	0
Religion	Hindu	30(50)
	Muslim	6(10)
	Sikh	15(25)
	Christian	9(15)
	Others	0

Previously undergone any sensitization program or seminar, webinar, or training	Yes	12(20)
	No	48(80)
Previously identified the child with problems of scholastic disorder	Yes	9(15)
	No	57(85)
Previously deal with the scholastic disorder student	Yes	6(10)
	No	54(90)

Table 1 revealed that a maximum of 80% of the population was female, with Hindus accounting for 50% of the population. The majority of participants (35%) had a B.Ed. and had completed high school or higher education. The majority of the participants (55%) were married. A permanent employment was held by the majority of participants (65%).

Table II: Description regarding the knowledge

S.N.	Level of knowledge	Pre test	Percentage	Post test	Percentage
1.	Adequate	00	00	48	80
2.	Moderate Adequate	15	25	12	20
3.	Inadequate	45	75	00	00

Table II shows that 45 (75%) of instructors had insufficient information, 15 (25%) had moderately adequate knowledge, and 0 (%) had sufficient information of the scholastic disorder during the pretest. During the post-test, 0% of instructors had insufficient knowledge, 12% (20%) have fairly adequate knowledge, and the majority of teachers (48%) had sufficient awareness of children's scholastic disorders.

Table III: Comparison of pre-test and post-test knowledge scores

Knowledge	Pre test		Post test		Mean of difference		Paired T test
	Mean	SD	Mean	SD	Mean	SD	
Overall knowledge	18.04	2.166	32.58	2.977	14.540	3.376	t=19.4*

Table III demonstrates that the average pre-test knowledge score of responders on Scholastic Disorder in Children was 18.04 (45.1%), whereas the post-test mean was 32.58 (81.45%), indicating a 14.540 improvement (36.35 percent). The projected paired t-test result of 19.4* is greater than the n table value at 0.05 level of significance.

Table IV: Association of scholastic disorder with the demographic variables

Demographic variable		Knowledge		p-value
		Inadequate	Moderate	
Age	21-25 years	11	2	0.488
	26-30 years	10	2	
	31 - 35 years	3	3	
	36 and Above	21	8	
Gender	Female	7	8	0.104
	Male	38	0	
	Transgender	0	0	
	Others	0	0	
Qualification	D.Ed	6	3	0.179
	B.Ed	22	2	
	M.Ed	14	8	
	Others	3	0	
Year of Experience	Less than 2 years	10	2	0.406
	3- 5 years	3	1	
	6-10 years	2	0	
	11 and Above	30	12	
Nature of the Employment	Temporary	29	11	0.573
	Permanent	16	4	
	Part-Time	5	04	
	Contractual Basis	0	0	
Marital Status	Single	30	10	0.136
	Married	11	1	
	Widowed	4	4	
	Divorced	0	0	
Religion	Hindu	26	11	0.427
	Muslim	4	4	
	Sikh	4	3	
	Christian	7	3	
Previous	Yes	19	9	0.232

Training/Experience	No	26	6	
Previously recognized the child as having a learning disability	Yes	15	7	0.189
	No	24	8	
Previously deal with the scholastic disorder student	Yes	11	6	0.173
	No	15	9	

Table IV depicted the relationship between pre-test knowledge scores and demographic characteristics. The P-value method was employed. In relation to chosen demographic factors, the levels of knowledge among school teachers on scholastic disorder demonstrates that none of the demographic variables are non-significant with a P-value 0.05.

Discussion

The bulk of the participants in the research were aged 21 to 25. The goal of the study was to analyse primary school instructors in Pune's chosen elementary schools on children's academic impairments. The investigation's results are evaluated. Knowledge had somewhat acceptable knowledge of the scholastic dysfunction in this study. Identification was the most difficult task, followed by mild psychological challenges and minor social issues. Overall, pupils had a good comprehension of academic dysfunction. This clearly demonstrates that primary school teachers' knowledge of selected scholastic problems in primary school students improved significantly in the post-test.

Implication

Teachers use psycho-social support to help students build therapeutic interactions. Psychological, social, and spiritual assistance are used to form these ties. As a primary school teacher, you must be aware of the various health challenges that children confront as they grow. Teaching professionals should be able to teach parents of primary school children about psycho-social difficulties and coping strategies. The present study focuses on identifying scholastic problems since they are the future informants who will help to improve the professional body of knowledge, which will motivate teachers and parents while reducing scholastic disorders.

Conclusion

The goal of this review was to test primary school teachers' awareness of scholastic dysfunction. According to the findings of the survey, the majority of the instructors (30/45.1%) had relatively adequate understanding of learning difficulties. Instructors must have appropriate training in detecting, evaluating, and monitoring children with disabilities so that they can learn these skills and go on to have successful professions later in life. The study's findings led to important conclusions. Scholastic Disorders increase the academic performance of students with learning disabilities. The research findings have a variety of consequences as well as recommendations for further research. The supervisors' regular encouragement and training, as well as the participants' desire to participate in the study, improved the research's efficacy.

Conflict of Interest: Nil

Ethical Consideration: Nil

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