



A Study to Assess the Effectiveness of Psycho Education Module on Knowledge Regarding Early Identification of Children with Learning Disability among Mothers of School Going Children in a Selected Rural Areas at Mehasana District

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ABSTRACT:

Introduction: According to Mahatma Gandhi, "Education means all round drawing out of the best in child and men body, mind and spirit". Learning is a modification of behavior through experience and training. Reading and learning are the two things that determine the success of a child during his/her school career. First child learn storead, and then child reads to learn. Lack of awareness about learning disability is one of the reasons for not identifying great talent and potential in school children. It is generally reported that approximately 5-20% of the children across the world suffer from learning disorder. Many Parents and teachers lacking in the appropriate training and experience to identify a young child who is at risk. Although they should assess a child's problems every two to three months, they often delay frequent evaluation of a young child with reading difficulties until third or fourth grade because they thinks that the problems are just temporary and that they will be out grown. Objective: To identify the demographic variables among mothers of school going children in a selected rural areas. To assess the knowledge among mothers of school going children before implementing psycho education module regarding early identification of children with learning disability. To evaluate the knowledge among mothers of school going children after implementing psycho education module regarding early identification of children with learning disability. To find out the association between post test knowledge scores with selected demographic variables among mothers of school going children.

Methodology: the methodology adapted by the investigator to assess the effectiveness of psycho education module on learning disability among adolescent girls in selected college at Mehasana District. It deals with research approach, research design, setting of the study population, criteria of the sample, selection sample size, sampling technique, development of tool for data collection and plan for data analysis.

Result: The result shows that there was a significant difference between pretest and posttest level of knowledge regarding early identification of children with learning disorder among mothers with school going children. The obtained t- value (27.10) was greater than the table value at 0.05 level of significance.

Conclusion: The Psycho education module was effective ($p < 0.05$) to improve the level of knowledge regarding early identification of children with learning disorder.

Key words- Knowledge, Learning Disorder, Mothers, Psycho Education

INTRODUCTION

According to Mahatma Gandhi, "Education means all round drawing out of the best in child and men body, mind and spirit". Learning is a modification of behavior through experience and training. Therefore, it is a growth and development process. Learning is a process by which an individual acquires knowledge, attitudes, and skills that are necessary to meet the demands of life. Learning changes the behavior if an individual through experiences.

Children spend most part of their working hours in school with teachers who play an important role in molding their future. A teacher is responsible for the integrated all round development of a child. Like a gardener, he provides all suitable conditions for their best growth. Only an efficient and an understanding teacher can identify the capacities, strength, and weakness innate in each student.

Reading and learning are the two things that determine the success of a child during his/her school career. First child learn storead, and then child reads to learn. Reading is therefore of paramount importance in the educational process. Unfortunately, poor reading skills, and therefore poor learning skills, have become a reality for an alarming number of children.

Current literature indicates that 10-14% of the 416 million children in India have learning disorders making it the most widespread disorder. It is estimated that India has 5 students with learning disorders in every average-sized class.

Learning disorder refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of skills such as listening, speaking, reading, reasoning, writing or mathematical skill. LDs are intrinsic to the individual and are due to central nervous system dysfunction.

Early intervention is not a universal remedy, but it can result in more effective educational planning. Parents cannot afford to wait until their child suffers tragic losses in educational opportunities, self-respect, and eventual academic and intellectual achievement.

OBJECTIVES

1. To identify the demographic variables among mothers of school going children in a selected rural areas.
2. To assess the knowledge among mothers of school going children before implementing psycho education module regarding early identification of children with learning disability.
3. To evaluate the knowledge among mothers of school going children after implementing psycho education module regarding early identification of children with learning disability.
4. To find out the association between post test knowledge scores with selected demographic variables among mothers of school going children.

HYPOTHESIS:

H₁: There is a difference between the pretest & posttest knowledge scores among mothers of school going children.

H₂: There is an association between the posttest knowledge scores with their selected socio demographic variables.

RESEARCH METHODOLOGY:

Research Design:

Pre –experimental one group pretest and posttest design is adopted for this study.

VARIABLES UNDER STUDY:

- **Independent Variable:** The independent variable in this study was the Psycho education module on early identification of children with learning disability.
- **Dependent Variable:** The dependent variable was the Level of knowledge of the mother of school going children regarding early identification of children with learning disability.

SETTING OF THE STUDY:

The study was conducted at The study was conducted at Shekphur (vad) gram panchayat, Vadnagar which was located 4 kilo meters away from the college.

Population and Sample:

The target population of the study was the mothers with school going children. Samples were taken from Shekphur (vad) gram panchayat, Vadnagar mothers of school going children who met sampling criterion

Criteria for Selecting the Sample:

Inclusive criteria: Mothers who, are having school going children, are willing to participate in the study, are present at the time of data collection, Can able to speak and understand English and Gujarati.

Exclusive criteria: Mothers who are not having school going children. Mothers who are not willing to participate for the study.

Data Collection Procedure:

Total no of 60 mothers were selected based on sampling criterion. Before the data collection procedure, some informal discussion made with participants to establish rapport so that they would be relaxed. Mothers informed about the objectives of the study. They were assured that their responses and details kept confidential, and will be use only for the research purpose.

The pretest knowledge questionnaire administered to them and they had asked to give appropriate answers for all the items. After the pretest procedure, the psycho education module has implemented regarding early identification of children with learning disability in following topics and sessions.

After 2-week, posttest had conducted to assess their knowledge. At the end of the posttest mothers shared their opinion about the study that helps them to identify the children with learning disability and able to guide the children at home.

Data Analysis Plan:

The data analysis was done according to the objectives of the study. Both descriptive and inferential statistics were used Paired t test was used to compare the effectiveness of Psycho education module. Chi-square test was used to determine the association between demographic variables with the level of knowledge score.

Ethical Considerations:

As per ethical committee of Hemchandracharya North Gujarat University (HNGU) Research proposal was conducted after approval of dissertation committee. The written permission was obtained from authority at vadnagar.

RESULT:

The result shows that there was a significant difference between pretest and posttest level of knowledge regarding early identification of children with learning disorder among mothers with school going children. The obtained t- value (27.10) was greater than the table value at 0.05 level of significance.

Table: 1 Domain wise Comparison of overall Knowledge Score

Domains	Pretest	Posttest	% of knowledge Gain Score
Concepts of LD	35.55	88.33	52.78
Types of LD	31.75	82.08	50.33
Early identifying signs and symptoms of LD	20.47	76.66	56.19
Management of LD	12.77	96.44	83.67
Overall	38.1	86.00	47.90

Table-1 shows each domain wise knowledge score gain. In concepts of LD aspects, Mother's had gained 52.78% of knowledge score. In types of learning disability aspect, Mother's had gained 50.33% of knowledge score. In early identifying signs and symptoms of LD aspect, Mother's had gained 56.19% of knowledge score. In management of LD aspect, Mother's had gained 83.67% of knowledge score. Overall; Mother's had gained 47.90% knowledge score when comparing pretest and posttest knowledge score. This shows the effectiveness of psycho education module.

Table: 2 Comparison of overall Knowledge Score

	Mean ± SD	Mean Difference	Students paired t-test
Pretest	4.62±2.00	12.50	t=27.10 P=0.001*** significant
Posttest	17.12±2.53		

Table 2 shows the comparison of overall mean knowledge score between pretest and posttest. In the overall pretest score among mother's with school going children are 4.62 score with standard deviation of 2.00. Moreover, the posttest they had scored 17.12 with standard deviation of 2.53. Therefore, the difference is 12.50. This difference between pretest and posttest knowledge score is large and it is statistically significant. Differences between pretest and posttest score analyzed using paired t-test.

DISCUSSION

The objective was to assess the knowledge among mothers of school going children before implementing psycho education module regarding early identification of children with learning disability.

The major finding of this study shows each domain wise assessment of knowledge of the mother's with school going children before implementing psycho education module regarding early identification of children with learning disability. Mothers had more score in Concepts of LD (35.55%) and minimum score in Management of LD (12.77%). Overall, they had 25.13% of score. In the Pretest level of knowledge score shows knowledge of the mother's before implementing psycho education module regarding early identification of children with learning disability. In general, 85.0% of the mother's had inadequate knowledge score, 13.33% of them had moderate knowledge score, and 1.67% of them had adequate score.

The second objective is to evaluate the knowledge among mothers of school going children after implementing psycho education module regarding early identification of children with learning disability.

It shows each domain wise assessment of knowledge of the mother's with school going children after implementing psycho education module regarding early identification of children with learning disability. Mothers had more score in Management of LD (96.94%) and minimum score in early identifying signs and symptoms of LD (76.66%). Overall, they had 86.00% of score. It shows post test knowledge of the mother's after implementing psycho education module regarding early identification of children with learning disability. In general, 80.0% of the mother's had excellent knowledge score and 20.00% of them had adequate knowledge score, and there is no one in the inadequate and moderate level.

The third objective was to find out the association between post test knowledge scores with selected demographic variables among mothers of school going children.

The major findings of this study reveal that association between pre – test and demographic variables the calculated Chi- square values as used. The demographic variables like Age in years, occupation, number of child and Previously attended any program on problems in learning are significant at p value 0.05 level and remaining demographic variables like educational status and type of family were not significant at p value 0.05 level.

CONCLUSIONS

The study findings provide the statistical evidence which clearly indicate that Psycho Education Module has significant effect on the level of knowledge in the mothers' with school going children.

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