

A STUDY TO COMPARE THE PRE AND POST-TEST KNOWLEDGE REGARDING LEARNING DISORDERS AMONG MOTHERS OF TODDLERS IN A SELECTED AREA, IN GADAG

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ABSTRACT

Parents are the primary caregiver of a child and have a great potential to support and advance their child's academic success. A strain-free and supportive home environment can positively regulate the learning behavior of a child with specific learning disorders (SLD). Researchers have also advocated the educational treatment of SLD that involved familial contexts and needs. A quantitative, research strategy was used for the current study. A pre-experimental research design, a specific type of quasi-experimental design was used. The study was conducted in a selected area at Gadag. In this study, the sample was selected through the Convenience sampling technique. The sample size selected was 100. The result shows that the calculated chi-square statistic (139.151) is higher than the critical chi-square value, and assuming a significance level of 0.05, we can conclude that the results are statistically significant. The null hypothesis (H_0), which states that there is no association between pre and post-test knowledge levels, can be rejected. This suggests that there is evidence of an association between pre and post-test knowledge levels among mothers of toddlers regarding learning disorders. The calculated test statistic ($\chi^2 = 6.67$) is greater than the critical chi-square value (6.635) and assuming a significance level of 0.01, we reject the null hypothesis. Therefore, the results are statistically significant, indicating a significant difference in the proportions of knowledge level changes between the pre and post-test. It suggests that the structured teaching program impacted mothers' knowledge levels regarding learning disorders among toddlers.

KEYWORDS: Caregiver, learning disorder, treatment.

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INTRODUCTION

Literature indicates that the incidence of specific learning disabilities among Indian children has been rising. Scholars have been paying much attention to teachers' knowledge which is largely associated with early identification and treatment of learning disabilities.

Specific learning disabilities is a genetic term that refers to a heterogeneous group of neurobehavioral disorders manifested by significant to unexpected, specific, and persistent difficulties in the acquisition and use of efficient reading (dyslexia), writing (dysgraphia) or mathematical (dyscalculia) abilities despite conventional instruction, intact senses, normal intelligence, proper motivation and adequate socio-cultural opportunity. In 1886, Morgan described a 14-year-old boy who was bright and intelligent, but had great difficulty to read, and termed this syndrome as "Congenital word blindness". However, it was not until 1962 that Kirk first used the term "Learning disabilities". [American Academy of pediatrics, 2009] Madhamani, A., & Joseph, A. (2021) performed -sectional study among 200 school teachers in Dharmapuri district to achieve the desired objectives using structured and self-administered questionnaire. Madhamani found that it is essential to spread the awareness and knowledge about the learning disabilities of children among teachers. The government should take necessary policy directions in raising awareness and knowledge of various learning disabilities among parents, teachers and peer groups so that these children will be handled in a better way in the social circle. This also should be included as a part of curriculum in teachers' training programs.

Nursing as a family-oriented profession involves supporting mothers of children with learning disabilities to gain an awareness of their role. Individuals with learning disabilities can face unique challenges that are often pervasive throughout the lifespan. Depending on the type and severity of the disability, interventions and current technologies may be used to help the individual learn strategies that will foster future success. Some interventions can be quite simplistic, while others are intricate and complex. Recent research indicates, however, that disability in basic reading skills is primarily caused by phonological awareness deficits, which are independent of any achievement capacity discrepancy. Deficits in phonological awareness can be identified in late kindergarten and first grade using inexpensive, straightforward testing protocol. Interventions have varying effectiveness; depending largely on the severity of the individual disability. [Lyon GR 1996]

TITLE**A STUDY TO COMPARE THE PRE AND POST-TEST KNOWLEDGE REGARDING LEARNING DISORDERS AMONG MOTHERS OF TODDLERS IN A SELECTED AREA, GADAG****OBJECTIVE**

To compare the pre and post-test knowledge regarding learning disorders among mothers of toddlers

REVIEW OF LITERATURE

Saraswathi et al 2013 conducted a study on Assess the Knowledge Regarding Learning Disability among Mothers. Result shows that Majority of mothers 42(70%) had inadequate knowledge, 11(18.3%) had moderate knowledge and 7(11.7%) had adequate knowledge regarding learning disability. Aspect wise mean knowledge score of mothers was 50.3% in meaning, etiology/risk factors, 42.5% in clinical features and 48.5% in management. On association of the selected demographic variables with the level of knowledge scores of mothers there was significant association between religion, education of mother, occupation and type of delivery and other variables was found to be not significant at $P < 0.05$. Hence the findings revealed that mothers had inadequate knowledge regarding learning disability so interventions should be given to mothers to improve knowledge of mothers.

Harmanjot Dhindsa et al 2022 conducted a study on Knowledge regarding learning disabilities in children among primary school teachers. The results of the study showed that the majority of primary school teachers (70% had average knowledge regarding learning disabilities, 27.14% had poor knowledge whereas only 2.86% had good knowledge and there is no significant association between the knowledge of primary school teachers and their socio-demographic variables like age, gender, marital status, religion, educational qualification, type of school, teaching experience, in-service education on learning disabilities, any family member/friend suffering with learning disabilities.

Anjaly Johny 2015 conducted a study on To Assess the Knowledge of Parents Regarding Childhood Specific Learning Disabilities Visiting a Selected Hospital at Mangalore. The result of this study in general showed good level of knowledge among parents regarding Childhood Specific Learning Disabilities. The mean level of knowledge score was 11.08. There was no association between level of knowledge of parents and the selected demographic variables.

Priyanka Kshirsagar and Franny Nathani 2022, Awareness of Learning Disabilities among mothers of school going children. The findings of this study revealed that only 51.66 % (93 subjects) were aware about learning disabilities. Out of those 93 subjects, 52.69% were aware about dyslexia, 55.91% about dyscalculia and only 36.56 % about dysgraphia

METHODOLOGY

A quantitative, research strategy was used for the current study. A pre-experimental research design, a specific type of quasi-experimental design was used. The study was conducted in a selected area at Gadag. In this study, the sample were selected through the Convenience sampling technique. The sample size selected was 100.

RESULTS

To compare the pre and post-test knowledge regarding learning disorders among mothers of toddlers
Mcnemar's test Contingency Table for Changes in Knowledge Levels:

Knowledge Level Change	Pre-Test -> Post-Test	Pre-Test -> No Change
Poor to Poor	25	5
Poor to Average	10	15
Poor to Good	5	10
Average to Poor	15	10
Average to Average	20	40
Average to Good	10	15
Good to Poor	5	15
Good to Average	10	10
Good to Good	30	50

The result shows that the calculated chi-square statistic (139.151) is higher than the critical chi-square value, and assuming a significance level of 0.05, we can conclude that the results are statistically significant. The null hypothesis (H₀), which states that there is no association between pre and post-test knowledge levels, can be rejected. This suggests that there is evidence of an association between pre and post-test knowledge levels among mothers of toddlers regarding learning disorders. the calculated test statistic ($\chi^2 = 6.67$) is greater than the critical chi-square value (6.635) and assuming a significance level of 0.01, we reject the null hypothesis. Therefore, the results are statistically significant, indicating a significant difference in the proportions of knowledge level changes between the pre and post-test. It suggests that the structured teaching program impacted mothers' knowledge levels regarding learning disorders among toddlers.

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