



# **A STUDY ON INFLUENCE OF REMEDIAL INSTRUCTIONAL PACKAGE ON THE ACADEMIC ACHIEVEMENT OF LEARNING-DISABLED STUDENTS WITH REFERENCE TO CERTAIN VARIABLES**

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## **ABSTRACT**

The present research study was undertaken to explore the Impact of remedial Instructional package on the Academic Achievement of secondary school students with respect to Gender and Type of schools. So total of 120 students, out of which 60 Boys and 60 Girls were taken as samples from different schools of Bagalkot District. Self prepared Instructional package was taken by the Research investigator and it was found that the above variables show insignificant impact on Academic Achievement of secondary students with respect to gender and Type of Management.

## **INTRODUCTION**

Learning disability is a general term to a heterogeneous group of disorder manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. It is commonly observed that some children learn or grasp faster than the others, they have an ability to absorb all the mathematical theorems and solving problems without much effort either on child's or teacher's part, while few of them take hours to

complete the same problem and need explanation and practice to gain even a part of that knowledge. In some other cases, child goes on pronouncing or spelling words wrongly, even if that text is very easy and simple, the child has had occasion to practice those words several times before.

## **OBJECTIVES**

1. To study the difference between boys and girls with respect to the instructional package of dyslexia students on their academic achievement.
2. The study the effect of instructional package on academic achievement of dyslexia students from Government, Aided, and Unaided schools.

## **POPULATION AND SAMPLE**

The study was carried out from 18 secondary school students of Rural and Urban Areas on a final sample of 120 secondary school students, from Government, Aided, and Unaided secondary school in Bagalkot District.

## **TOOLS USED IN THE PRESENT STUDY**

### **1) Achievement Test**

Self Prepared tool was used for the investigation of the study.

## **DATA COLLECTION**

### **Method of Data Collection**

To collect the necessary data required for the study, the research investigator visited the secondary schools of Bagalkot City. The Researcher took class for 9th standard and divided the pupils into two groups namely the control group and the experimental group and administered a pre test in English for each method. After this the research investigator prepared 12 lesson plans based on different methods of teaching for different units in English lessons. She taught the lessons to the students by using conventional method of teaching to the control group and by employing different methods of teaching like, Experimental method and Structure-function methods of teaching to the experimental group. Finally after teaching all the 12 lessons, the researcher conducted a post test for each method to the students who acted as the control group and experimental group. Then the marks of the pre-test and post-test of both the control and experimental groups were obtained, tabulated and were analyzed.

## ANALYSIS AND INTERPRETATION

The 1st objective of the study was concerned with the study of the difference between boys and girls with respect to the instructional package of learning disabled students on their academic achievements. Accordingly, the Gender of 60 students (30 Boys and 30 Girls) was taken into account and statistical analysis was done.

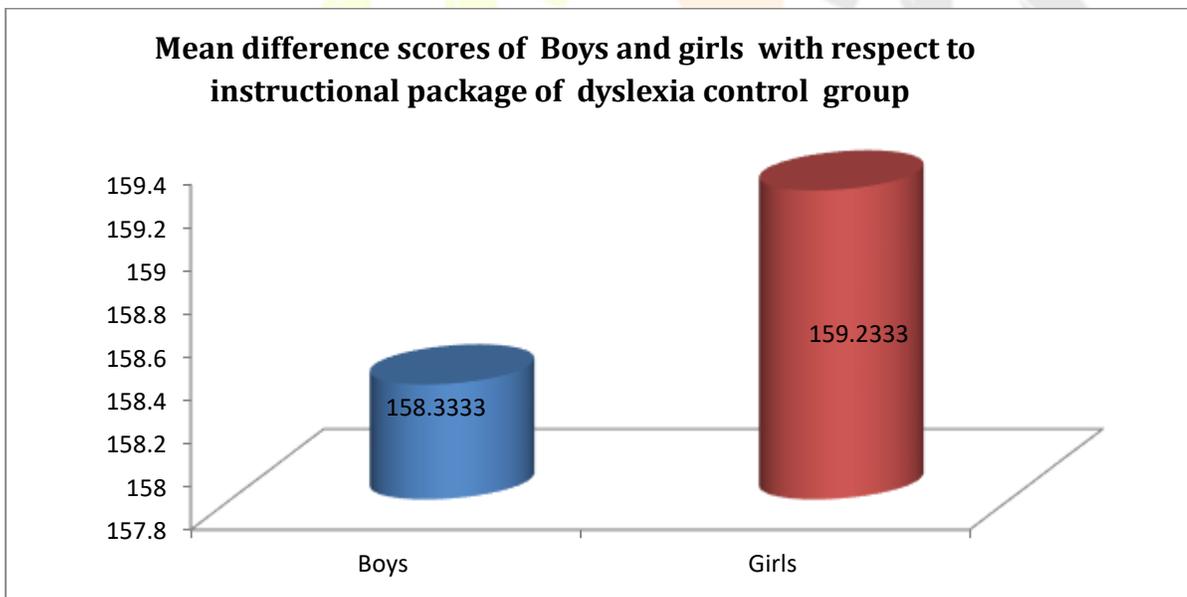
### Hypothesis-1

1. "There exists no significant difference between the mean of instructional package scores of boys and girls with respect to dyslexia of secondary school students"

**TABLE- 1**

Mean SD and t-value for the difference in the instructional package scores of control group between boys and girls with respect to dyslexia secondary school students.

Group	Mean	SD	t-value	Df	Sign
Boys	158.3333	16.02225	.252	58	N S
Girls	159.2333	11.20555			



As shown in the Table 1. 't' value for the difference of instructional package mean scores of control group between boys and girls of secondary school students with respect to their dyslexia is 0.252. This calculated value is not significant at both the levels i.e. 0.01 and 0.05 as well. Therefore, it could be interpreted that there is no significant difference in the instructional package mean scores of control group between boys and girls of secondary school students. The mean scores of boys and girls are 156.6167 and 158.8000 and their

standard deviation are 14.65431 and 13.87205 i.e. boys and girls students are almost similar mean scores with respect to their learning disabilities.

Thus, the Hypothesis stating, “There exists no significant difference between the mean of instructional package scores of boys and girls with respect to learning disabilities of secondary school students” was retained. It can be concluded that learning disabilities scores of control group between boys and girls of secondary school Students are not significant.

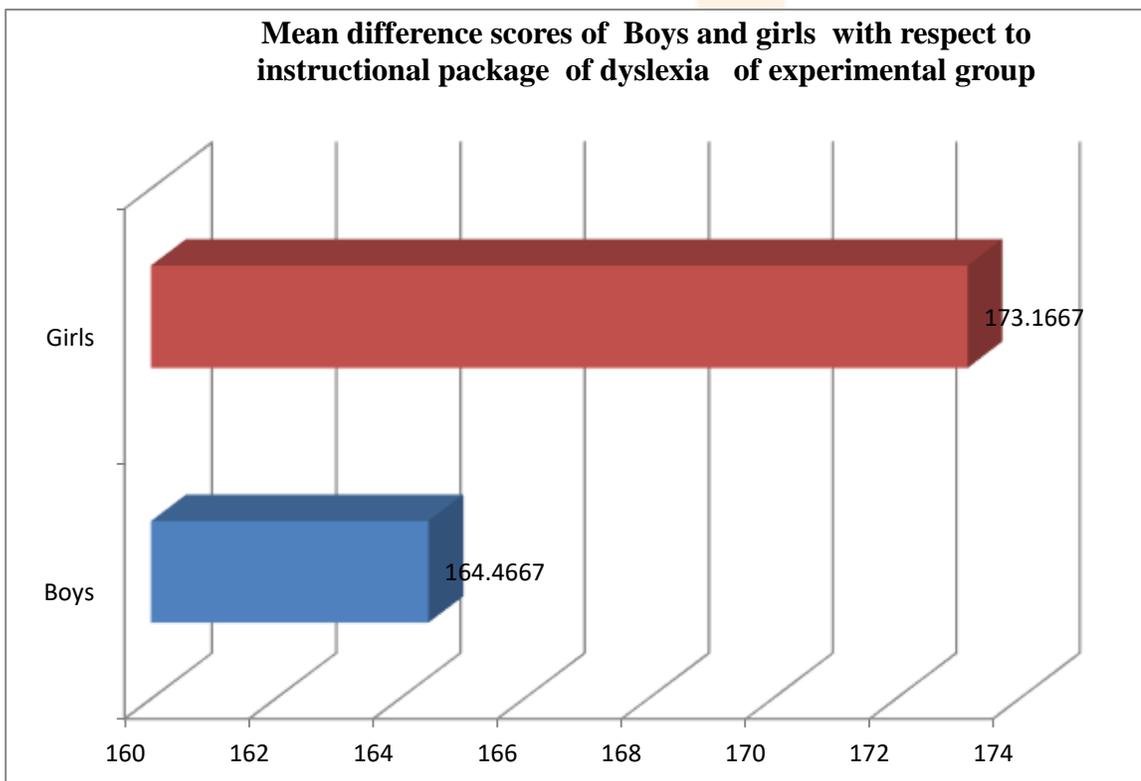
**Hypothesis-2**

“There exists a significant difference in instructional package mean scores between boys and girls of experimental group with respect to dyslexia of secondary school students”

**TABLE- 2**

Mean, SD and t-value for the difference in the instructional package scores of experimental group between boys and girls with respect to dyslexia of secondary school students.

Group	Mean	SD	t-value	Df	Sign
Boys	164.4667	16.51485	2.346	58	S
Girls	173.1667	11.82366			



As shown in the Table 2, 't' value for the difference of instructional package mean scores of experimental group between boys and girls of secondary school students with respect to their dyslexia is 2.346 This calculated' value is significant at both the levels i.e. 0.01 and 0.05 as well. Therefore, it could be interpreted that there is a significant difference in the mean of instructional package scores of experimental group between boys and girls of secondary school students. The experimental group mean scores of boys and girls are 164.4667 and 173.1667 and their standard deviation are 16.51485 and 11.82366 i.e. boys and girls students have different mean scores with respect to their dyslexia.

Thus, the Hypothesis stating, "There exists a significant difference in instructional package mean scores between boys and girls of experimental group with respect to dyslexia of secondary school students" was accepted and alternative hypothesis is rejected. It can be concluded that dyslexia mean scores of experimental group between boys and girls are significant and different among secondary school students.

### Hypothesis-3

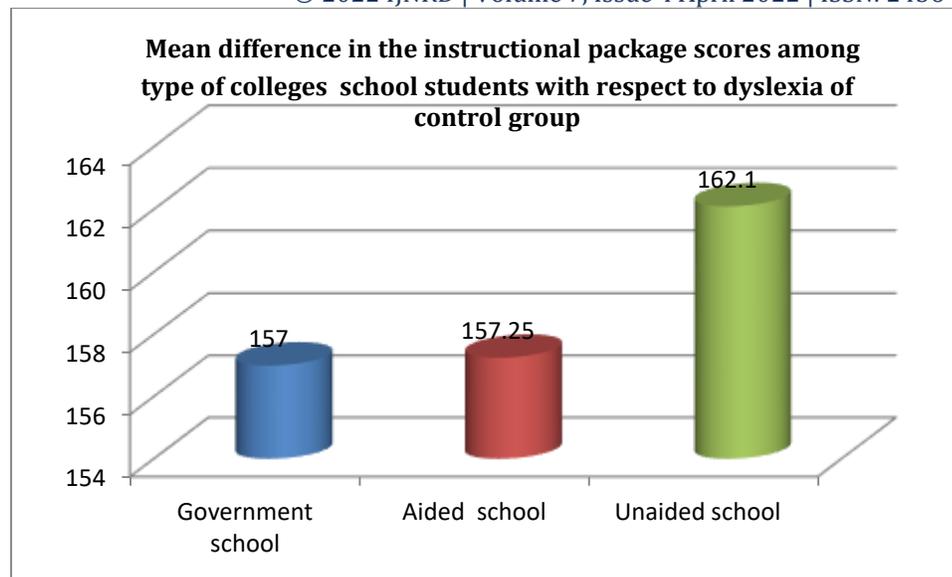
"There exists no significant difference of mean scores of instructional package among the Government, aided and unaided secondary school students with respect to dyslexia of secondary school students"

**TABLE -3**

Mean, SD and t-value for the difference in the instructional package scores of control group among type of colleges (Government Aided and unaided) school students with respect to learning disabilities.

Group	Mean	SD	Sum of Squares	df	Mean Square	F-value	P	Rem
Government school	157.0000	10.43779	330.633	2	165.317	.875	.422	N S
Aided school	157.2500	15.43364	10767.550	57	188.904			
Unaided	162.1000	14.81784	11098.183	59				
Total	158.7833	13.71513						

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As shown in the above Table -3, 't' value for the difference of instructional package mean scores of control group between among the Government, aided and unaided secondary school students with respect to their learning disabilities is 0.061. This calculated value is not significant at both the levels i.e. 0.01 and 0.05 as well. Therefore, it could be interpreted that there is no significant difference in the mean of instructional package scores of dyslexia control group among the Government, aided and unaided secondary school students. The mean scores of Government, aided and unaided secondary school students are 157.0000, 157.2500 and 162.1000 and their standard deviation are 10.43779, 15.43364 and 14.81784 i.e. Government, aided and unaided secondary school students are almost similar mean scores with respect to their dyslexia.

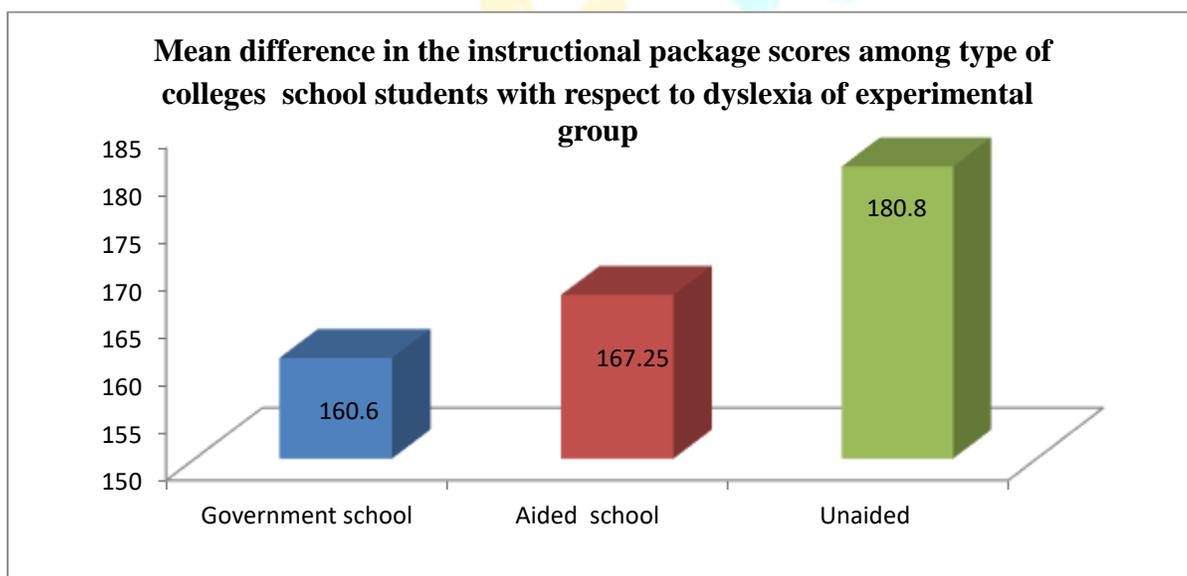
Thus, the Hypothesis stating, "There exists no significant difference of mean scores of instructional packages among the Government, aided and unaided secondary school students with respect to dyslexia of secondary school students" was retained. It can be concluded that dyslexia scores of control group are not significant among the Government, aided and unaided secondary school students.

#### **Hypothesis-4**

"There exists a significant difference of mean scores of instructional package among the Government, aided and unaided secondary school students with respect to dyslexia of secondary school students"

**TABLE -4:** Mean, SD and t-value for the difference in the instructional package scores among type of colleges (government, Aided and unaided) school students with respect to dyslexia of experimental group.

Group	Mean	SD	Sum of Squares	df	Mean Square	F-value	P	Rem
Government school	160.6000	24.44414	4239.100	2	2119.550	7.114	.002	S
Aided school	167.2500	12.59020	16981.750	57	297.925			
Unaided	180.8000	11.73658	21220.850	59				
Total	169.5500	18.96511						



As shown in the Table-4, 't' value for the difference of instructional package mean scores of experimental group among the Government, aided and unaided secondary school students with respect to their dyslexia is 7.114 This calculated 't' value is significant at both the levels i.e. 0.01 and 0.05 as well.

Therefore, it could be interpreted that there is significant difference in the mean of instructional package scores of experimental groups among the Government, aided and unaided secondary school students. The mean scores of Government, aided and unaided secondary school students are 160.6000, 167.2500 and 180.8000 and their standard deviation are 24.44414, 12.59020 and 11.73658. i.e. Government, aided and unaided secondary school students are almost similar mean scores with respect to their dyslexia.

## FINDINGS

1. There exists no significant difference between the mean of instructional package scores of boys and girls with respect to dyslexia of secondary school students.

2. There exists a significant difference of mean scores of instructional package among the Government, aided and unaided secondary school students with respect to dyslexia secondary school students.
- 3) The instructional package scores and gender of the students influenced on academic achievement of LDs of unaided secondary school students, whereas the location of school have no influence on academic achievement of students with LDs from unaided secondary schools.
- 4) The location of the urban students influences positively on academic achievement of dyslexia of secondary school of girls' secondary school students.

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