

# The Effectiveness of Self-Relaxation Strategy on the Retention Ability of Learning Disability Children in Secondary School

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## Abstract

*The point of this study exists to find out the result of the effectiveness of self-relaxation strategy on the retention ability of learning disabled children in secondary school. This quasi-experimental study was accepted away on two form one classes in Coimbatore district. One group (n = 23) exist give as an experimental group and the other (n = 22) live give as a control group. The two groups were pre-tested before the implementation. At the end of the study, post test be given, while daily quiz be use as a tool for formative testing. The self-relaxation strategy and retention ability of learning disabled children process was carried out for two weeks. Data were analysed using the t-test to conclude performance by comparing the mean of the post test for the treatment and control group. The marks of this improve showed that usefulness of self-relaxation strategy on the retention ability of learning disabled children in secondary school stages.*

**Keywords:** Self-Relaxation Strategy, Retention Ability, Learning Disabled Children, Secondary School.

## Introduction

Education is a process, formal or informal that helps to develop their knowledge, capabilities, behaviour pattern and values. Human beings have tremendous potentialities. The reason of education is to take out such hidden potentialities. "Swami Vivekananda rightly defines "Strength is Life Weakness is Death". Therefore, bring out such hidden potentialities from individuals is a primary purpose of the teaching - learning process. The reasons for this failure are many. But, one of the significant motives is a students are having problems in learning process.

Self-Relaxation Technique is a technique combines some main strategies currently practiced in Yoga, Self-hypnosis and Progressive relaxation. Use of this technique helps an individual to be aware of the functioning of the parts of their body. Further, it will help to have lower anxiety level.

The education of children with learning disability has in recent years, at any rate from 1960's assumed vast importance and significance as a new sub area of special education. Studies conducted in the early 19th century covered some of the specific areas included as part of learning disabled grouping. Learning is acquisition of new knowledge, skills or attitude.

Development of any child starts in the early age with learns to understand the spoken language first and then learn to discuss. Subsequently during their school years learn to read, write and do arithmetic according to their age and intellectual capacity. Education has main influence on the life any child but for children with disabilities, the quality of schooling they receive is likely to have an even better and longer lasting impact. Though education during childhood is a important component of human development, not every child thrives in it.

This term “learning disability” indicates limited ability in learning. When a person is having inadequacy or limited skill in learning a wide variety of tasks involving different levels of intellectual functioning he can be considered to have general mental retardation. On the other hand if the limitation is restricted to confident areas of teaching particularly in language and number related areas, he can be considered to have learning disability.

### Statement of the Problem

The problem for the study is titled as follows **“The Effectiveness of Self-Relaxation Strategy on the Retention Ability of Learning Disabled Children in Secondary School at Coimbatore District”**.

### Objectives of the Study

The following points have been put in the present study;

- To identify Learning Disabled Children in the secondary level.
- To develop a multimedia kit for teaching mathematical concepts.
- To study the effectiveness of using multimedia kit in teaching mathematical concepts.
- To find significant difference if any in achievement of learning disabled children in learning mathematical concepts through multimedia and conventional teaching methods.

### Hypotheses of the Study

The next purposes have been place in the their study;

- The self-relaxation strategy has no impact on the retention ability meaningless stimuli of LD Children.

- The self-relaxation strategy has no impact on the retention ability meaningful stimuli of LD Children.
- The self-relaxation strategy has no impact on the retention ability associated words stimuli of LD Children.

### Methods of the Study

#### Experimental Design

The study proposed to inquire into the effectiveness of self-relaxation strategy on the retention ability of learning disabled children in secondary schools. In the study the LD children were unstable into two groups such as experimental group and control group. The investigational group children were asked to practice self-relaxation strategy before taking retention test whereas control group children were not absent to practice self-relaxation strategy.

### Population & Sample

#### Simple Random Sampling

In this type the individuals are selected in such a way that each has an equal chance of being selected with each choice is independent of any other choice. For example, if we wish to draw a sample of 50 individuals from a population of 500 students, we could place the 500 names in a container and draw one name at a time until the sample of 50 was selected.

### Description of Tools

To test the hypothesis framed, the following tools have been used;

In this study, the experimental variable was an application of self-relaxation among learning disabled children. The self-relaxation strategy package developed by Dr. S. Rajaguru (2000) is use in this study.

### Statistical Techniques

Appropriate descriptive and inferential statistical techniques were used in the interpretation of the date to draw out a more meaningful picture of results from the collected data. In the present study the following statistical measures were used:

- Mean, Standard Deviation and t-test.

## Major Findings

Investigation of the data reveals the following findings;

- The self-relaxation strategy has impact on the retention ability meaningless stimuli of LD Children.
- The self-relaxation strategy has impact on the retention ability meaningful stimuli of LD Children.
- The self-relaxation strategy has impact on the retention ability associated words stimuli of LD Children.

## Educational Implications

In regular classroom both learning disabled and non-learning disabled children are significant but learning disabled children need more attention due to their abovementioned limits within the classroom. Learning disabled children are commonly found to be negative intention, on the so traits like aggression, low self efficacy, anxiety, frustration, social withdrawal, disobedience etc appear in their behaviour. Adolescents with learning disability may experience difficulties because they have to exert more effort to do the same work as student in regular classroom. The inability to complete a task creates frustration and embarrassment, mostly if the child was unable to achieve what their classmates have easily done. So, a team approach is important for humanizing the adolescents with a learning disability along with non-learning disabled young person, beginning with the evaluation method and continuing through the improvement of the individual education program close collaboration among special class teachers, Parents, resource room teachers, regular class teachers, educational organizations, administrators, curriculum, voluntary organization and teacher training institutions should facilitate the overall growth of an youngster with and without learning disability.

## Suggestion for Further Research

- Investigation covering other aspects which exist not integrated in the present study may be fruitful.
- Research may be designed to other types of disabled students.

- A comparative study of learning disabled and non disabled may be behaviour on the different aspects of life.

## Conclusion

The rate of incidence of LD children assessed by this learning surely is less than what can be expected in the population, as the study considered share of the relevant age group who attend the school only. Children with severe disabilities will not be attending the regular schools at all. Inclusive education is extremely helpful. Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, of the Government of India, include as blindness, low-vision, hearing impairment, loco-motor disability, mental retardation, leprosy and mental illness as disability. Autism, cerebral palsy and multiple disabilities like mental retardation with blindness are recognized as disabilities in the National Trust Act of 1999. LDs are not recognized by these acts and hence learning disabled children, as against other categories of students, are a neglected lot in schools. Not only disability laws, neither educational policy nor school practices have clear cut understanding for identifying various categories of LDs, in defining the learning and performance standards in diverse school tasks for these categories and in providing those suitable and enriching learning experiences that help them successfully meet their challenges.

Most of regular teachers feel that they are not equipped to address individual differences in learning abilities in classrooms. In such a situation, continuing with the term "LD" makes little sense for school programmes. Instead, schools, educators with researchers need to obviously address each type of LD individually to arrive at flawless definitional statements and an articulate understanding of etiologic, developmental course, identification, prevention, and management.

There should be immediate attention to development of professional competence of teachers to meet needs of LD children. Other aspects that require attention of researchers, educators and statement are development of screening for LDs in local languages, equipping all teachers with further training to care for LDs and used for their inclusion

through peer teaching, group activities and teacher interaction. Such movements are to be supported by reducing class size further, funding extra and special remedial classes, and use of appropriate learning aids and development of suitable infrastructure.

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