



## STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAM ON KNOWLEDGE REGARDING LEARNING DISABILITIES IN CHILDREN AMONG PRIMARY SCHOOL TEACHERS WORKING IN SELECTED GOVERNMENT SCHOOL AT HASSAN

**Mr Praveen Kumar\***

PhD Scholar, Shri Venkateshwara University NH-24, Rajabpur, Gajraula, Distt. – Amroha (U.P.) – 2442361 \*Corresponding Author

**Dr. Jessica Josline**

Professor and PhD (N) Guide Shri Venkateshwara University NH-24, Rajabpur, Gajraula, Distt. – Amroha (U.P.) – 244236 1

**ABSTRACT** Learning disabilities in children often go unrecognized, affecting academic performance and overall development. Primary school teachers play a vital role in the early identification and management of these disabilities. This study aimed to assess the effectiveness of a structured teaching program on the knowledge of primary school teachers regarding learning disabilities in selected schools at Hassan. A quantitative pre-experimental one-group pretest–posttest design was adopted among 500 primary school teachers selected through purposive sampling. Data were collected using a structured knowledge questionnaire, followed by administration of the teaching program. Posttest assessment showed a significant improvement in teachers' knowledge scores compared to pretest scores ( $t = 35.07$ ,  $p \leq 0.001$ ). Significant associations were also found between posttest knowledge and selected demographic variables. The study concluded that the structured teaching program was highly effective in enhancing teachers' knowledge regarding learning disabilities, thereby supporting early identification and appropriate intervention for affected children.

**KEYWORDS :** Learning Disabilities, Primary School Teachers, Structured Teaching Program, Knowledge, Children.

### INTRODUCTION

Learning disabilities are neurologically based disorders that affect the acquisition, understanding, retention, and use of verbal or non-verbal information. These disabilities commonly interfere with reading, writing, mathematics, attention, memory, and reasoning abilities.<sup>1</sup> Learning disabilities are usually identified during school years when academic difficulties become evident, although some individuals remain undiagnosed until adulthood.<sup>2</sup>

The terms learning disability, learning disorder, and learning difficulty are often used interchangeably; however, learning disability refers to a clinically diagnosed condition causing significant academic impairment.<sup>3</sup> These disabilities are not caused by intellectual disability, sensory impairments, or socio-economic disadvantages, as affected individuals generally possess average or above-average intelligence.<sup>4</sup> Although learning disabilities are lifelong conditions, early identification and appropriate interventions can improve academic and social outcomes.<sup>5</sup>

Teachers play a key role in recognizing early signs of learning disabilities and providing suitable educational support. Proper knowledge and training among teachers can enhance early detection, classroom management, and collaboration with parents and healthcare professionals.<sup>6</sup> The National Joint Committee on Learning Disabilities and the National Institute of Health define learning disabilities as disorders affecting listening, speaking, reading, writing, reasoning, and mathematical abilities.<sup>7</sup> Children are the future of a nation, and addressing learning disabilities is essential to ensure their intellectual development and educational success.<sup>8</sup>

### METHODOLOGY

The present study adopted a quantitative research approach to assess the effectiveness of a structured teaching programme on the knowledge of primary school teachers regarding learning disabilities in children. A pre-experimental one group pre-test post-test design was used for the study.

The study was conducted in selected schools at Hassan district among primary school teachers. The target population comprised all primary school teachers working in selected schools. A total of 500 teachers were selected by using a non-probability purposive sampling technique. Teachers who were willing to participate and able to understand English or Kannada were included in the study, whereas teachers who had already attended similar training programmes, were sick during data collection, or unwilling to participate were excluded.

The independent variable of the study was the structured teaching programme on learning disabilities, while the dependent variable was the knowledge of primary school teachers regarding learning disabilities. Demographic variables included age, gender, religion, marital status, educational qualification, nature of employment, years

of teaching experience, training on learning disabilities, family income, type of family, and source of information.

Data were collected using a structured knowledge questionnaire developed by the researcher based on the objectives of the study and review of literature. The tool consisted of two sections: demographic data and a structured knowledge questionnaire containing 30 multiple-choice questions related to learning disabilities. Each correct response was awarded one mark, with a maximum score of 30. Knowledge scores were categorized as inadequate, moderate, and adequate knowledge.

Content validity of the tool was established by eight experts from the fields of nursing, psychiatry, pediatrics, and education. The Content Validity Index (CVI) of the tool was 0.89. Reliability was assessed using the test-retest method, and the reliability coefficient was found to be 0.89, indicating high reliability. Pre-testing and pilot study were conducted to assess the feasibility and practicability of the study.

Ethical permission was obtained from concerned authorities, and informed consent was secured from all participants. Confidentiality and anonymity of the participants were maintained throughout the study. Data collection was carried out from 01.02.2025 to 31.07.2025. Pretest data were collected before administering the structured teaching programme, followed by posttest assessment after the intervention.

The collected data were analyzed using SPSS version 18.0. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to summarize the data, while inferential statistics including paired t-test and chi-square test were applied to determine the effectiveness of the intervention and association with demographic variables.

### RESULTS

The collected data were organized, analyzed, and interpreted using descriptive and inferential statistics to assess the effectiveness of the structured teaching programme on knowledge regarding learning disabilities among primary school teachers.

**Table 1: Distribution of Primary School Teachers According to Demographic Variables**

| Demographic Variables | Frequency (n=500) | Percentage |
|-----------------------|-------------------|------------|
| Age                   |                   |            |
| 20–25 years           | 150               | 30.0       |
| 26–30 years           | 230               | 46.0       |
| 31–45 years           | 70                | 14.0       |
| 46–60 years           | 50                | 10.0       |
| Gender                |                   |            |
| Male                  | 280               | 56.0       |

|                       |     |      |
|-----------------------|-----|------|
| Female                | 220 | 44.0 |
| Religion              |     |      |
| Hindu                 | 240 | 48.0 |
| Muslim                | 210 | 42.0 |
| Christian             | 50  | 10.0 |
| Qualification         |     |      |
| Diploma in Education  | 210 | 42.0 |
| Bachelor in Education | 120 | 24.0 |
| Master in Education   | 90  | 18.0 |
| TCH                   | 80  | 16.0 |

The findings revealed that the majority of teachers belonged to the age group of 26–30 years (46%), were males (56%), Hindus (48%), and had Diploma in Education qualification (42%).

**Table 2: Overall Pretest and Posttest Knowledge Scores of Primary School Teachers Regarding Learning Disabilities**

| Knowledge Scores | Range | Median | Mean  | Standard Deviation |
|------------------|-------|--------|-------|--------------------|
| Pretest          | 16    | 16.00  | 16.96 | 5.15               |
| Posttest         | 4     | 25.00  | 25.20 | 1.48               |

The pretest mean knowledge score was  $16.96 \pm 5.15$ , whereas the posttest mean score increased to  $25.20 \pm 1.48$ , indicating improvement in teachers' knowledge after the structured teaching programme.

**Table 3: Aspect-wise Comparison of Pretest and Posttest Knowledge Scores**

| Aspects                                        | Pretest Mean% | Posttest Mean% | Mean% Enhancement |
|------------------------------------------------|---------------|----------------|-------------------|
| Definition, causes, characteristics, and types | 47.66         | 70.66          | 23.00             |
| Identification and teaching approaches         | 55.11         | 88.66          | 33.55             |
| Teaching strategies and accommodations         | 60.80         | 87.40          | 26.60             |
| Rights and responsibilities                    | 61.20         | 84.80          | 23.60             |
| Overall                                        | 56.53         | 84.00          | 27.37             |

The comparison of pretest and posttest scores demonstrated a marked improvement in all aspects of knowledge following the intervention. The highest knowledge enhancement was observed in identification and teaching approaches (33.55%).

**Table 4: Effectiveness of Structured Teaching Programme on Knowledge Scores**

| Variables               | Pretest Mean $\pm$ SD | Posttest Mean $\pm$ SD | t-value | df  | p-value      |
|-------------------------|-----------------------|------------------------|---------|-----|--------------|
| Overall Knowledge Score | $16.96 \pm 5.15$      | $25.20 \pm 1.48$       | 35.07   | 499 | $\leq 0.001$ |

The calculated t-value (35.07) showed a highly significant difference between pretest and posttest knowledge scores at  $p \leq 0.001$ , indicating that the structured teaching programme was highly effective in improving knowledge regarding learning disabilities among primary school teachers.

**Table 5: Distribution of Teachers According to Knowledge Level**

| Knowledge Level      | Pretest Frequency (%) | Posttest Frequency (%) |
|----------------------|-----------------------|------------------------|
| Inadequate Knowledge | 230 (46.0%)           | 0 (0.0%)               |
| Moderate Knowledge   | 140 (28.0%)           | 120 (24.0%)            |
| Adequate Knowledge   | 130 (26.0%)           | 380 (76.0%)            |

In the pretest, most teachers had inadequate knowledge (46%). After the structured teaching programme, the majority of teachers (76%) achieved adequate knowledge regarding learning disabilities.

**Table 6: Association Between Knowledge Scores and Demographic Variables**

| Demographic Variables     | p-value | Inference   |
|---------------------------|---------|-------------|
| Age                       | 0.00    | Significant |
| Religion                  | 0.00    | Significant |
| Educational qualification | 0.00    | Significant |
| Gender                    | 0.00    | Significant |
| Monthly income            | 0.00    | Significant |
| Type of family            | 0.00    | Significant |
| Source of information     | 0.00    | Significant |

|                      |      |             |
|----------------------|------|-------------|
| Marital status       | 0.04 | Significant |
| Nature of employment | 0.00 | Significant |
| Years of experience  | 0.00 | Significant |

A significant association was found between posttest knowledge scores and selected demographic variables such as age, religion, educational qualification, gender, monthly income, type of family, source of information, marital status, nature of employment, and years of experience ( $p < 0.05$ ).

## DISCUSSION

The present study assessed the effectiveness of a structured teaching programme on knowledge regarding learning disabilities among primary school teachers in selected schools at Hassan. The findings revealed that the programme was highly effective in improving teachers' knowledge regarding learning disabilities in children.

The pretest findings showed that many teachers had inadequate knowledge related to identification, teaching approaches, classroom accommodations, and management of children with learning disabilities. This may be due to lack of prior training and limited awareness regarding special education concepts.

Following the structured teaching programme, a significant improvement was observed in posttest knowledge scores. The overall mean score increased from  $16.96 \pm 5.15$  in the pretest to  $25.20 \pm 1.48$  in the posttest, with a highly significant t-value of 35.07 at  $p \leq 0.001$ . Aspect-wise analysis also demonstrated improvement in all content areas, particularly in identification and teaching approaches for children with learning disabilities.

The knowledge level distribution further confirmed the effectiveness of the intervention, as the majority of teachers achieved adequate knowledge in the posttest. Significant associations were also found between posttest knowledge scores and selected demographic variables.

Overall, the study highlights that structured teaching programmes are effective in enhancing teachers' knowledge regarding learning disabilities and can support early identification and proper management of affected children in school settings.

## CONCLUSION

The study concluded that the structured teaching programme was highly effective in improving the knowledge of primary school teachers regarding learning disabilities in children. Significant improvement was observed in posttest knowledge scores compared to pretest scores. Enhanced teacher knowledge can support early identification, appropriate classroom management, and better educational outcomes for children with learning disabilities. The study highlights the importance of regular training programmes for teachers to strengthen their skills and awareness regarding learning disabilities.

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