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A Study To Assess The Effect Of Planned Teaching On Knowledge Regarding Selected Learning Disabilities In Children Among Primary School Teachers In Sindhudurg.

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Abstract

Background: Specific Learning Disabilities is not a single disorder, but includes disabilities in any of seven areas related to reading, language, and mathematics. These separate types of learning disabilities frequently co-occur with one another and with social skill deficits and emotional or behavioral disorders. Most of the available information concerning learning disabilities relates to reading disabilities, and the majority of children with learning disabilities have their primary deficits in basic reading skills. An important part of the definition of LD is its exclusions: learning disabilities cannot be attributed primarily to mental retardation, emotional disturbance, cultural difference, or disadvantage. Thus, the concept of LD focuses on the notion of a discrepancy between a child's academic achievement and his or her apparent capacity to learn. Recent research indicates, however, that disability in basic reading skills is primarily caused by deficits in phonological awareness, which is independent of any achievement-capacity discrepancy. Deficits in phonological awareness can be identified in late kindergarten and first grade using inexpensive, straightforward testing protocol. **Objectives:** 1. To assess the knowledge of primary school teachers regarding selected learning disabilities in children before and after planned teaching. 2. To compare the mean pre-test and post-test knowledge scores of the primary school teachers regarding selected learning disabilities in children. 3. To find the association between pre-test and post-test mean knowledge scores regarding learning disabilities in children among primary school teachers with their selected demographic variables. **Hypothesis:** **H₀**- There will be no significant difference between pre-and post-test mean knowledge scores of primary school teachers regarding selected learning disabilities in children. **H₀₁**- There will be no significant association between pre-test and post-test mean knowledge scores regarding learning disabilities in children among primary school teachers with their selected demographic variables. **Methodology:** The research design consisted of pre-experimental research design of one group pretest and post-test design. The population selected for the study was Primary School Teachers in primary school, Sindhudurg. The study samples were 30 Primary School Teachers and were selected by using purposive sampling technique. The development of the tool involved steps of test construction i.e. preparing the blue print, selection of items, content validation and establishment of reliability. The content validity of

the questionnaire was done and modifications were done according to the suggestions given by the experts. Pre-testing and reliability of the tools were done. The reliability coefficient of the cramp score was found to be 0.893. The tool was found to be reliable. **Results:** In the pre-test none of the sample scored excellent marks whereas in the post-test 56.66% of the sample scored excellent marks. None of the sample was having good knowledge in the pre-test which then increased up to 13.33% percent in the posttest. 3.33% of the samples were having average knowledge about learning disabilities in the pretest which then increased to 20% percent in the post-test. 6.66% of the samples were having satisfactory knowledge in the pretest which same 6.66 % percent in the post test. There is 9 percent of the sample were having poor knowledge in the pretest but in posttest it reduced to 3.33. The calculated 't' value for the knowledge score of the samples, before and after planned teaching was significant at 0.01 level of significance. This result supports the significance of planned teaching on selected learning disabilities in children, which has improved the knowledge of the primary school teachers. No significant association was found between the knowledge of female primary school teachers aged above 40 years and those with more than 5 years of experience. The calculated t-value was found to be less than the table value of 2.76, indicating no significance at the 0.05 level. Therefore, the null hypothesis (H01) is accepted, and the alternative hypothesis (H1) is rejected. **Conclusion and Recommendations:** The result of study, clearly, shows the positive effect of planned teaching on the knowledge of primary school teachers regarding selected learning disabilities in children. Therefore, the study showed that the planned teaching of learning disabilities was effective. Understanding learning disabilities allows teachers to recognize early signs of neurodevelopmental challenges, enabling timely interventions that improve long-term academic and psychological outcomes for affected students. Early and informed support is key to addressing these conditions effectively.

Keywords: Learning Disabilities, Primary School Teachers.

Introduction

The increase in the number of slow learners and children with learning disabilities in schools in Africa has become a major issue and concern. The situation is reflected in various school-leaving examinations, where an average of 30 percent of the results is below average or failures each year. Although there are no statistical records available in most African countries on the number of children and youth with learning disabilities, it is believed that about 8 percent of the students in school are experiencing learning difficulties in the classroom. Diverse factors contribute to the large number of school difficulties, including overcrowded classrooms, poverty, health issues, shortages of experienced teachers, traditional beliefs, lack of teaching materials, school expectations, and motivational issues.

Learning disabilities in India

Learning disabilities (LD) in India is in its nascent stage, and it was only recently recognized as a disability in 2016. This column presents an overview of current identification procedures in India and suggests alternatives for the way forward. Identification of LD in India is challenging given the diversity in languages spoken and the socioeconomic disparity. Estimated prevalence rates of LD in India range widely between 2% and 19%. Few assessment tools in India have been developed and normed on the Indian population or are available in Indian languages. This column recommends exploring a response to intervention (RTI) approach to identification of LD. It highlights the need for development of assessment tools in multiple languages that have been normed and standardized on an Indian population.

Material and Methods

Research approach: Evaluative Research Approach.

Research design: Pre-experimental; one group pre-test, post-test design.

Research setting: Selected Primary Schools at Sindhudurg.

Population: Primary School Teachers

Sample: Primary School Teachers in Selected Primary Schools at Sindhudurg.

Sampling technique: Purposive sampling technique.

Sample size:30 Primary School Teachers.

Criteria for selection of the sample

The criteria for sample selection are mainly depicted under two headings, which includes the inclusion and the exclusion criteria.

Inclusion criteria

- Teachers who understand English, and Marathi language.
- Primary school teachers of Marathi medium will be included in the study.

Exclusion criteria

- Those who are not willing to participate in the study.
- Those who are not present during data collection.

Development of the tool

The tool used for research study was structured questionnaire for knowledge which was prepared to assess the Knowledge of Primary School Teachers. The tool was formulated on the basis of the experience of the investigator, review of literature, extensive library search and consultation with experts.

Description of tool: The tool consists of the following sections:

Section A

Socio-demographic variables: The first part of the tool consists of 8 items for obtaining information of the selected socio-demographic factors such as Gender, Age in Years, Educational Qualification, Years of experience, Teaching standard, Attended any in-service education on learning disabilities in children, Did your school conduct any learning disability awareness programs?, Did you come across any child who has a learning disability?

Section B

This section deals with the analysis and interpretation of knowledge score of the school teachers in various areas related to selected learning disabilities before and after planned teaching.

It deals with the distribution of the school teachers concerning knowledge scores in various areas related to selected learning disabilities such as Meaning of Learning disabilities, Incidence rate of Learning disabilities, Types of Learning disabilities, Causes of Learning disabilities, Symptoms of Learning disabilities, Diagnosis of Learning disabilities and Management of Learning disabilities. .

Results and Discussion

Table no 1: mean knowledge scores of primary schools teachers regarding learning disabilities

Sl. No.	Area of Knowledge	Total Score	Pre-test		Post-test	
			Mean score	Mean %	Mean score	Mean %
1	Meaning of Learning Disabilities.	03	0.93	31.11	1.93	64.44
2	Incidence rate of Learning disabilities	02	0.5	16.66	1.76	88.33
3	Types of Learning disabilities	10	2.4	24	8.86	88.66
4	Causes of Learning disabilities	04	1.06	26.66	3.26	81.66
5	Symptoms of Learning disabilities	05	1.36	27.33	3.5	70
6	Diagnosis of Learning disabilities	04	0.93	23.33	2.86	71.66
7	Management of Learning disabilities	07	1.9	27.14	5.53	79.04

The above table reveals the following: during the pre-test, school teachers had minimum knowledge about the Meaning of Learning disabilities, which was found 31.11 percent which increased to 64.44 percent in the post-test. In the pretest, it was found that the mean percentage of knowledge of the incidence rate of learning disabilities was 16.66 percent.

where it increased to 88.33 percent in the post-test. The knowledge regarding Types of Learning disabilities of the pretest was 24 percent which increased to 88.66 percent in the post-test. About Causes of Learning disabilities, it was found that 26.66 percent and in the posttest 81.66 percent. Similarly, in knowledge regard

to Symptoms of Learning disabilities, it was found that the mean percentage of the pretest was 27.33 percent and the post-test was 70 percent. The knowledge regarding the Diagnosis of Learning disabilities on the pretest was found 23.33 percent and, in the posttest, it was 71.66 percent. The knowledge regarding the Management of Learning disabilities in the pretest was found 27.14 percent and, in the posttest, it was 79.04 percent.

Table no 2: distribution of the primary school teachers concerning overall knowledge score regarding learning disabilities

Sl. No	Knowledge score grading	Pre-test		Post-test	
		F	%	F	%
1.	> 80 Excellent	0	0	17	56.66
2.	71-80 Good	0	0	04	13.33
3.	61-70 Average	01	3.33	06	20
4.	51-60 Satisfactory	02	6.66	02	6.66
5.	< 50 Poor	27	90	01	3.33

The above table depicts that in the pre-test none of the sample scored excellent marks whereas in the post-test 56.66% of the sample scored excellent marks. None of the sample was having good knowledge in the pre-test which then increased up to 13.33% percent in the posttest. 3.33% of the samples were having average knowledge about learning disabilities in the pretest which then increased to 20% percent in the post-test. 6.66% of the samples were having satisfactory knowledge in the pretest which same 6.66 % percent in the post test. There is 9 percent of the sample were having poor knowledge in the pretest but in posttest it reduced to 3.33.

Conclusion

in pretest 90% of participants scored in the and "Poor" range and none (0%) of participants scored above Excellent and good range. Whereas in post-test Only 3.33% of participants scored in the "Poor" range and 56.66% of participants scored in excellent range. Overall, this suggests that the intervention was successful in improving the participants' understanding and knowledge about learning disabilities in children.

Implications of the Study

The findings of the study have implications for Research and administration. Based on the study results, the nurses can organize awareness campaign through different media to increase the awareness regarding learning disabilities. Nursing professionals can make significant contribution to increase knowledge among Primary School Teachers.

Recommendations

On the basis of the findings of the study, the following recommendations have been made for further study:

1. A similar study can be conducted in a larger sample for better generalization.
2. A study can be conducted to Explore the perspectives of parents.
3. longitudinal studies can be conducted to assess the long-term effectiveness of planned teaching programs on primary school teachers' ability to manage learning disabilities in children.
4. Explore the impact of different teaching methods (e.g., workshops, online courses, and hands-on training) on teachers' knowledge and skills in addressing learning disabilities.
5. Study can be conducted on Investigating the role of teacher attitudes and beliefs in the successful implementation of learning disability prevention and management strategies.

Declarations

Acknowledgement: Write acknowledgement section here you should say thanks to department, university, college etc.

Conflict of interest: The authors declare that they have no competing interest.

Funding: This research received no external funding.

Informed Consent: The authors have obtained student consent and were asked to sign the consent form. All data collected were kept strictly confidential.

Ethical Approval: The proposal for the study was approved by the Institutional Review Board of the SNDT Women's University, LT College of Nursing, Mumbai.

Author Contributions: All authors contributed to the conception and design of the work, drafted the manuscript, revised it critically for important intellectual content, gave final approval of the version to be published and agreed to be accountable for all aspects of the work.

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