

# A Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge Regarding Learning Disability in Children Among the Primary School Teachers in Selected Schools of Udaipur city

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## Abstract

**Introduction :** In India, about 35% of total populations are children below 15 years of age. Today's kids are tomorrow's pillars of our country. The investment on our child in terms of developing environment both physical and emotional is going to reap rich individuals in future. As said by Karl Menninger "what is done to children, they will do to the society". Learning disability is also termed as specific academic skill disorder or specific learning disability. National Joint Committee on Learning Disability defines Learning Disability as A heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities.

**Material & Methods:** A quantitative research approach with pre-experimental design was used and the study was conducted of Udaipur city. The sampling technique used was non - probability convenient sampling. Data collection was done using the baseline Performa, structured interview schedule for assessing the knowledge of school teachers on learning disabilities. To assess the feasibility at Udaipur city. The investigator obtained written consent from the concerned authority before the study. The conceptual framework used for this study was Imogene Kings Goal Attainment Framework which was based on system model. Sample of the study was 60 school teachers. Analysis of the obtained data was planned based on the objective and hypotheses of the study. Both descriptive and inferential statistics were used for data analysis.

**Results:** The result indicate that (31.66%) of the respondents belongs to male as compared to (68.33%) of the respondents emerged from female gender. The findings indicate that (58.33%) of respondents gets the source of knowledge on learning disabilities from Family members, and (21.66%) from Health personnel, and (11%) from multiple sources and (8.33%) from mass media.

**Conclusion:** The findings of the present study showed that highest percentage (53.33%) of school teachers belonged to the age group of 26-35.

**Keywords:** Effectiveness; Structured teaching programme, Knowledge, Primary school teachers.

Health Promotion of India (2000) stated that one third of the population in India is school age children; out of this 14% belong to the age group of school age that nearly 4 million school age children have learning disabilities, 7.7% of children have ever been told that they had learning disability. Prevalence of reading disability is conservatively estimated to the range between 4% and 6% in the general school aged population. In India, prevalence estimates of learning disability ranges from 9% to 30%. The incidence of dysgraphia in India is 2% to 18%, and of dyscalculia 5.5%. The Hindu philosophy places teacher on a pedestal – even above God and just after the parents. Children spend most part of their working hours in school with teachers who play an important role in moulding their future. A teacher is responsible for the integrated all round development of a child. Like a gardener, he provides all suitable conditions for their best growth.

“The quality of children's life solely depends on the type of family environment school and neighborhood. Unhealthy social surrounding can put them into stress and can increase their vulnerability to develop emotional disorders. The prevalence rate of 20-33 % of psychiatric disorders in school children in Indian setting. Among them Learning Disorder constitute 37%.

The term "Learning Disability" coined in the year 1960. Learning Disability is also termed as “Specific Academic Skill Disorder” or “Specific Learning Disability”

National Joint Committee on Learning Disability defines Learning Disability as “A heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities”

According to UNESCO records (1998) in European countries, the percentage of students learning in special schools ranges between 2.5 and 4.5 and 10 – 15 % of the school age population is in special educational need, which includes defects of speech, major behavioral problems, and various forms of Learning Disabilities. 4.5% of students (2.8 million) in schools had been identified as having learning disabilities. Ethnic/racial breakdown of students with learning disability underscore the fact that it is a serious national problem and cannot be attributed to poverty, immigration or locality

Identification of disorder prior to school age is difficult due to the instability of results obtained from formal testing procedures. Teachers are the first person to notice that the child is not learning as expected. They often exhibit some challenging behaviors also. There is no magic bullet to cure Learning Disability. Shaw and Mac Guire stated that for students with Learning Disabilities skills such as "Planning, Monitoring, Regulating and Scheduling are difficult.

These students require continuous help to adapt to learning situations. Selvin in an analysis of challenging behaviors among people with learning Disability suggest that these children are a major challenge for teachers and members of caring families. The successes of these children are determined by the response of the school personnel to the needs of these children.

The term Learning Disability came too used in 1960. Learning disability is also termed as specific academic skill disorder or specific learning disability. National Joint Committee on Learning Disability defines Learning Disability as A heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities.

National Institute of Health (2008) stated that Learning Disability is a disorder that affects the people's ability to either interpret what they see and hear or to link information from different part of the brain. Such difficulties extend to school work and can impede learning to read, write or do math. Abdal Haqq (2007) stated that teachers need to be trained to identify students who need intervention, to handle problems in class room, to locate sources of help for students, to take part in the collaborative process and to view themselves as part of a team effort to address the academic, social and healthy development of students. Central Council of Health and Central Family Welfare Council declared that the teachers should be trained for observing and screening the students for defects and deviations from normal health to maintain effective surveillance and for providing supportive health education for the prevention of health problems by developing desirable health habits. Wagner (2005) purports that the teachers rapport with a learning disabled child is proved to be vital in helping the child succeed. According to learning disability services, students

can greatly benefit when the teacher takes a little Time and thought to accommodate these needs. These students may need accommodation in some classroom activities, and exams. Making the child aware of a disability is great service to the child.

School age is the period between 6-12 years. Young scholars are emerging as creative persons who are preparing for their future role in society .The school years are a time of new achievement and new experiences. Individual children's needs and preferences should be respected preferences should be respected.

Behavioral and emotional problems in school aged children can cause significant difficulties in children's healthy development. For many children, they are also predictive of longer-term antisocial behaviors and mental health problems. Some children show symptoms that are consistent with diagnoses of Anxiety, Depression, Oppositional Defiant Disorder (ODD), Attention-Deficit Disorder (ADHD), and Conduct Disorder (CD) (American Psychiatric Association, 1994). As well as causing significant distress for children and families during their childhood, children with emotional and behavioral problems face an increased risk of low self-esteem, relationship problems with peers and

family members, academic difficulties, early school leaving, adolescent homelessness, the development of substance abuse issues and criminality. A child personality is considerably influenced by the character and conduct of their parents. Surveys reveals that the parents are often more concerned about their behavior.

Planned teaching programme will be positively influence on school teachers to know more about the behaviors indicating learning disorders among children who manifest complex psychopathology, characterized by poor learning capacity, attachment difficulties, relationship insecurity, sexual behavior, trauma-related anxiety, conduct problems, defiance, inattention/hyperactivity, and less common problems such as self-injury and food maintenance behaviors.

**Materials & Methods**

Research methodology-quantitative approach,Pre-experimental one group pre-test post-test design (O1 X O2), on sample on at Primary School, Dist. - Udaipur.60 primary school teachers.

**Research Approach:** Quantitative approach

Research Design- Pre-experimental one group pre-test post-test design (O1 X O2) was adopted for the study

Day 1 O1 (pre-test)	Day 2 X (intervention)	Day 7 O2 (post-test)
Assessment of demographic data using baseline Performa. -Assessment of knowledge regarding learning disability in children among the primary school teachers using structured interview schedule	Administration of prepared structured teaching programme on learning disability in children among the primary school teachers	Assessment of knowledge on learning disability in children among the primary school teachers with the same tool

**Figure-1 Schematic representation of the study design**

**Setting of the Study**

The study was conducted at Primary School, Dist. - Udaipur.

**Variables**

Independent variable: In this study independent variable are demographic variables such as, Age of teachers, Education, Socioeconomic status, Number of children and occupation.

**Dependent variable:** In this study dependent variable is Knowledge of the teachers regarding dyslexia.

**Population**

Population for this study consisted of the Primary School Teachers of Udaipur city.

**Sample and Sample Size**

60 primary school teachers of Udaipur city.

**Sampling Technique**

Non - probability convenient sampling technique

**Criteria for Selecting the Sample**

The sample selection was based on the following inclusion and exclusion criteria.

**Inclusion criteria:**

- Teachers who are willing to participate.
- Teachers who can read English or Hindi.
- Teachers who are teaching the primary class.

**Exclusive Criteria****The study excludes the teachers who are:**

- Teachers who are not able to read English or Hindi.
- Unwilling to participate in study.

S. No.	Data Analysis	Methods	Characteristics
1.	Descriptive statistics	Frequency & percentage	Demographic data
2.	Inferential statistics		-Effectiveness of structured teaching programme on learning disabilities in children. -Association between the pre-test knowledge score and selected demographic variables.

**Results**

The aim of analysis was to reduce, organize and give meaning to the data. The data were analyzed according to the objectives of the study.

The purpose of the analysis is to summaries, compare and test the proposed relationship and infer findings. The collected data tabulated on the master sheet and analyzed using descriptive and inferential statistics.

**Organization of findings**

The findings based on the description an inferential analysis tabulated as follows:

**Section - A:** Distribution of demographic variables of school teachers

**Section - B:** Description of school teacher's knowledge regarding learning disabilities.

**Section - C:** Association of demographic variables with pre-test score of knowledge regarding learning disabilities among the school teachers.

**Description of the demographic variables**

This section deals with the description of the demographic characteristics of the Primary School Teachers, and has been presented in the form of frequency and percentage.

**Table:-1. Frequency and percentage distribution of Primary school teachers according to characteristics.**

S.N.	Demographic variables	Frequency	%
1.	<b>Age in years-</b>		
	a) < 25 years	11	18.33%
	b) 26-35 years	32	53.33%
	c) 36-45 years	17	28.33%
2.	d) Above 45 years	0	0%
	<b>Religion -</b>		
	a) Hindu	60	100%
	b) Christian	0	0%
3.	c) Muslim	0	0%
	d) Any others religion	0	0%
	<b>Gender-</b>		
3.	a) Male	19	31.66%
	b) Female	41	68.33%
4.	<b>Educational qualification-</b>		
	a) S.Tc.	13	21.66%
	b) D. Ed.	16	26.66%
	c) B.Ed.	23	38.33%
	d) M.Ed.	8	13.33%

S.N.	Demographic variables	Frequency	%
5.	<b>NATURE OF EMPLOYMENT-</b>		
	A)Permanent	45	75%
	b)Temporary	15	25%
6.	<b>YEAR OF EXPERIENCE-</b>		
	a) Less than 3 year	8	13.33%
	b) 4 to 6 year	20	33.33%
	c) 7to 8 year	19	31.66%
	d) more than 8 year	13	21.66%
7.	<b>NO. OF CHILDREN IN FAMILY -</b>		
	a) 1 child	21	35%
	b) 2 children	17	28.33%
	c) 3 children	13	21.66%
	d) More than 3 children	9	15%
8.	<b>SOURCE OF KNOWLEDGE-</b>		
	a) Family members	35	58.33%
	b) Health personnel	13	21.66%
	-	5	8.33%
	d) Multiple source of	7	11.66%

## Section-B

### Description of school teacher's knowledge regarding learning disabilities.

Knowledge of 60 school teachers was assessed using a structured interview schedule and analyzed using descriptive statistics.

Table:-2. Frequency and percentage distribution of knowledge of school teachers.

N=60

Level of knowledge	Pre-test		Post-test	
	f	%	f	%
<b>Inadequate (0-9)</b>	<b>22</b>	<b>36.66</b>	-	-
<b>Moderately Adequate (10-18)</b>	<b>30</b>	<b>50</b>	<b>17</b>	<b>28.33</b>
<b>Adequate (19-30)</b>	<b>8</b>	<b>13.33</b>	<b>43</b>	<b>71.66</b>

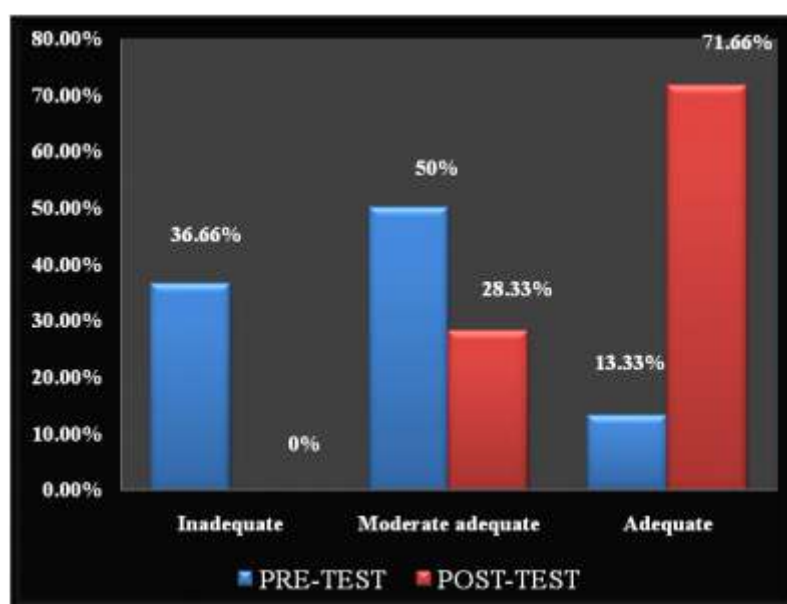


Figure-2 Bar diagram showing percentage distribution of the sample according to the pre-test and post-test level of knowledge.

**Table-3 Range, mean, median and standard deviation of pre- and post-test knowledge scores of Primary School Teachers.**

TEST	Obtained Range	Mean	S.D.
Pre-test	6-21	11.58	3.757
Post-test	17-29	20.51	2.453

The data presented in Table-3 shows that the post-test knowledge score was in the range of 17-29 which was higher than the pre-test knowledge score range (6-21). The data also depicts that the mean post-test knowledge score (20.51±2.4528) was apparently higher than that of the mean pre-test (11.88±3.7565) knowledge score

### Conclusions

The post-test knowledge score was in the range of 17-30 which was higher than the pre-test knowledge score range (6-21). The mean post-test knowledge score (20.51) also was higher than the mean pre-test knowledge score (11.58).

The comparison of pre-test and post-test knowledge score showed that there was a significant gain in knowledge scores of Primary School Teachers after STP at 0.05 level ( $t_{29}=9.82, p<0.05$ ). This shows that structured teaching program was effective.

The study findings concluded that school teachers had inadequate knowledge regarding learning disabilities before STP. After structured teaching program had great potential for accelerating the awareness regarding learning disabilities.

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