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Effectiveness of structured teaching programme on knowledge regarding learning disabilities in school going children among primary school teachers in selected schools of Moga, Punjab

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Abstract
The purpose of the present study was to assess and improve the knowledge regarding learning disabilities in school going children among primary school teachers. So that teachers can incredibly enhance their knowledge regarding early identification of learning disabilities in children. The objectives of the present study were to assess and compare the pretest and posttest knowledge score regarding learning disabilities in school going children among primary school teachers. To find out relationship between knowledge and selected demographic variables. The review of literature were organized in two aspects: Literature related to prevalence and knowledge of primary school teachers regarding learning disabilities. The study was conducted in selected schools (Shri Hemkunt Senior Secondary School and Dasmesh Public Senior Secondary School, Kot-Ise-Khan) of Moga, Punjab. The target population for the study was primary school teachers. Primary school teachers were selected by convenient sampling method of non-probability sampling technique. Sample size was 60 primary school teachers (30 in experimental group and 30 in control group). The knowledge score of primary school teachers in experimental group regarding learning disabilities in school going children was below average (77%) and average (23%) before imparting the structured teaching programme and knowledge score of primary school teachers was good (67%) and average (33%) after imparting structured teaching programme. The mean post-test knowledge score (23.57) of experimental group was significant as compared to mean pre-test knowledge score (13.17) of experimental group whereas no significant change in mean pre-test (13.27) and post-test knowledge score (13.57) of control group was observed. The difference between the mean pre-test and post-test knowledge score of experimental groups was significant at $p<0.001$ level. Hence research hypothesis H_1 was accepted at $p<0.001$ level of significance.

Keywords: Structured teaching programme, learning disability, school teachers

Introduction
Education is a fundamental right of every citizen; it is also increasingly evident that a healthy, inclusive, and high-quality system of school education is essential for the development of children. Early recognition and adequate remediation are important and can make a big difference to a child's future. A child's personality is considerably influenced by the character and conduct of their surrounding peers. As school children spend more time with their school teachers, the teachers are in an ideal position to help families in early identification of problems and to provide appropriate guidance. Asok Anaswara S, Akoijam Pooja, Gupta Avantika, Akoijam Brogen Singh (2021) [12] Learning disability is a broad term that teachers, schools and assessors apply to kids who can't meet the normal requirements of classroom learning in the same way as others. Learning disorders affect the brain's ability to receive process, analyse or store information. Learning problems significantly interfere with academic activities that require reading (dyslexia), mathematical (dyscalculia) or writing skills (dysgraphia). The characteristic manifestations of students with learning difficulties includes less attention to the instructions provided by the teacher and the task (and therefore reduced learning engagement), low efficiency, frustration, lack of motivation and depressive tendencies. At school, students with learning difficulties are often rejected or are victims of various forms of bullying.

The prevalence of learning disabilities in different regions of the world is estimated from 3 to 12 percent. In India 13-14% of children have specific learning disability. There are number of the researcher studies carried in the relevant domain. However, the researcher surveyed the most relevant studies. In pursuance to same, American Psychiatric Association (2020) [13] Specific learning disability comprises a heterogeneous group of disorders with the main impairment being cognitive processing. Learning Disability usually manifests in early school years, though later manifestations are not uncommon when the academic demands exceed capabilities. Daniel Deena, Ruth Angel, Gaikwad Madhuri, Adhale Vrushali, Bhalerao Supriya, *et al*. (2019) [4] Learning disability is the disorder associated with the nervous system which hinders the learning skills such as writing, reading, calculating etc. In such cases the children would be weak in their academic performances, due to reduced concentration and attention span but they can perform well in other extracurricular activities. It is the responsibility of the parents and the teachers to encourage them and not to demotivate them because of their disabilities. In India we can see that parents and the teachers pressurize the children regarding the academic performance which leads to anxiety and stress in students. Basim Ali CT, Fysal N, Akhila Thasneem A, Aswathy PS. (2019) Specific learning disabilities are recognized as an important cause for the scholastic backwardness even though many other reasons such as below average intelligence, vision and hearing impairment, chronic medical and mental disorders, emotional problems and poor sociocultural environments are suggested. Undetected and unmanaged specific learning disability results in chronic scholastic backwardness ensue school drop outs, emotional and behavioural problems such as depression, substance abuse and social delinquency. Since teachers are the ones who first encounter academic difficulties of children, their knowledge and training on learning disabilities is of utmost importance in identifying it at an initial stage and to prevent further complications. Arifa S, Siraj SS (2019) [14] Learning disability sometimes called a learning difference, learning disorder, or learning difficulty is a classification including several disorders in which a person has difficulty learning in a typical manner. Learning disabilities arise from neurological differences in brain structure and function and affect a person's ability to receive, store, process, retrieve or communicate information. This disorder can make it problematic for a person to learn as quickly or in the same way as someone who is not affected by a learning disability (Ahamd AL 2020) [1]. People with a learning disability have trouble performing specific types of skills or completing tasks if left to figure things out by themselves or if taught in conventional ways. While the specific nature of these brain-based disorders is still not well understood, considerable progress has been made in mapping some of the characteristic difficulties of learning disabilities to specific brain regions and structures.

Statement of the problem

The statement of the research problem is as under:

Effectiveness of Structured Teaching Programme on Knowledge Regarding Learning Disabilities in School Going Children Among Primary School Teachers in Selected Schools of Moga, Punjab.

Purpose of the study: The purpose of the present study was to assess and improve the knowledge r regarding learning disabilities in school going children among primary school teachers. So that teachers can incredibly enhance their knowledge regarding early identification of learning disabilities in children.

Objectives of the study

The purpose of this research study is as under:

1. To assess the pre-test knowledge regarding learning disabilities in school going children among primary school teachers.
2. To assess the post-test knowledge regarding learning disabilities in school going children among primary school teachers.
3. To compare the pre-test and post-test knowledge regarding learning disabilities in school going children among primary school teachers.

Operational definitions: The operational definitions of terms and variables involved in this research study are as under**:**

- **Assess:** It refers to the way of finding the existing knowledge regarding learning disabilities among primary school teachers as observe from the source-based questionnaire.
- **Effectiveness:** It refers to the significant increase in the level of knowledge regarding learning disabilities among the primary school teachers to produce the desired beneficial effect in actual study.
- **Structured Teaching Programme:** It refers to a formal and specific teaching material on knowledge regarding learning disabilities among the primary school teachers.
- **Knowledge:** It refers to the range of factual information regarding learning disabilities among primary school teachers.
- **Learning Disabilities:** Learning disability is a disorder that affect child ability to interpret what they see and hear which leads to difficulties that extend to school work and can impede learning to read, write or both.
- **School going children:** A child who is old enough to go to school.
- **Primary School Teachers:** It refers to the professionals who have completed the diploma or related degree in education, certified by the Punjab government who imparts knowledge from 1st to 5th standard.
- **School:** It refers to the educational institution having primary section (1-5classes) which follow syllabus adaptable for normal children.

Hypothesis: The mean post-test knowledge score of primary school teachers regarding learning disabilities in school going children will be significantly higher than the mean pre-test knowledge score in experimental group at $p<0.05$ level of significance.

Methodology y and procedure: The detailed methodology and procedure is given as under

- **Sample size and sampling technique:** The researcher selected a sample of 60 primary school teachers by using convenient sampling method of non-probability sampling technique. 30 primary school teachers were

selected from Shri Hemkunt Senior Secondary School as an experimental group and 30 primary school teachers were selected from Dasmesh Public Senior Secondary School, kot-ise-khan as a control group.

- **Demographic variables:** In this study, socio demographic variables were age (in years), gender, qualification, marital status, type of family, religion, family monthly income (in rupees), place of residence, teaching experience (in years) and source of information.
- **Independent variable:** In this study, independent variable was structured teaching programme regarding learning disabilities in school going children.
- **Dependent variable:** In this study, dependent variable was knowledge regarding learning disabilities in school going children among primary school teachers.

Inclusion criteria
Primary school teachers:
1. Who were willing to participate in the study.
2. Who were available during data collection.

Exclusion criteria
Primary school teachers:
1. Who were not be willing to participate in the study.
2. Who were not be available during data collection.

Description of tool: A self-designed tool has been used for collecting the required data.

Analysis and Interpretation of the data: The analysis and interpretation of the data is given as under:

Table 1.1: Frequency and percentage distribution of pre and post-test knowledge score regarding learning disabilities in school going children among primary school teachers in experimental and control group

N=60

nnowleage score								
Experimental Group					Control Group			
Level of Knowledge Score	Pre-test		Post-test		Pre-Test		Post-Test	
	N	%	N	%	N	%	N	%
Good 76-100% (23-30)	-	-	20	67	-	-	-	-
Average 51-75% (16-22)	7	23	10	33	6	20	14	47
Below average < 0% (15)	23	77	-	-	24	80	16	53

Maximum Knowledge Score = 30
Minimum Knowledge Score = 0

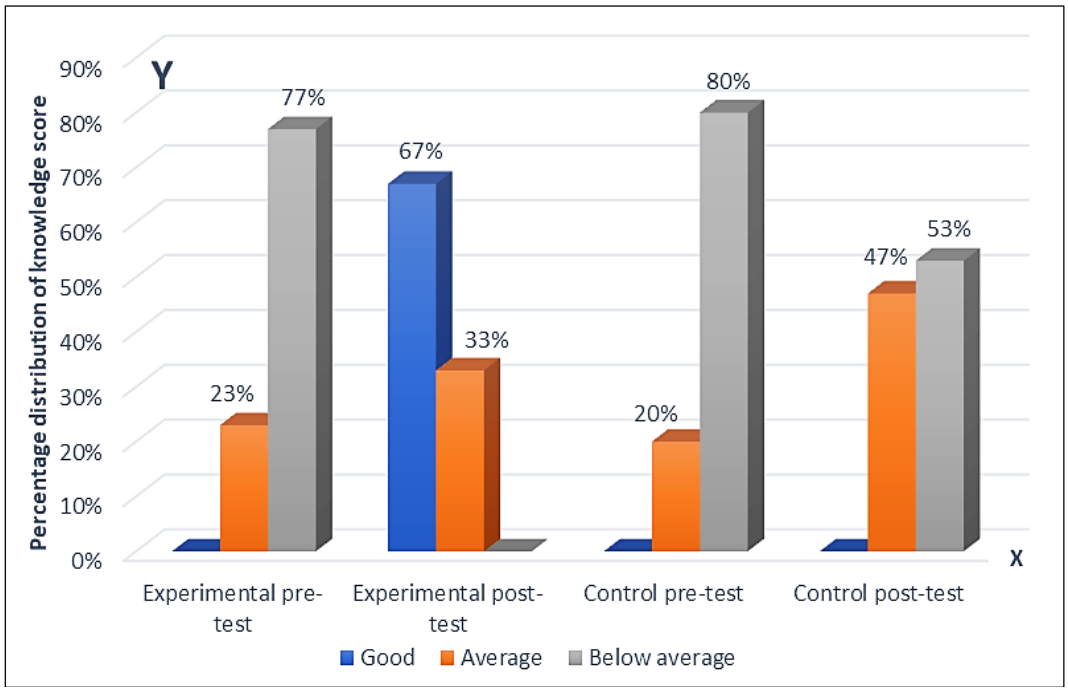

Fig 1.1: Frequency and percentage distribution of pre and post-test knowledge score regarding learning disabilities in school going children among primary school teachers in experimental and control group according to level of knowledge

Table 1.1 & Figure 1.1 depicts that in experimental group the maximum number 23(77%) primary school teachers had below average knowledge and the minimum number 7(23%) primary school teachers had average knowledge regarding learning disabilities in school going children in pre-test. In post-test the maximum number 20(67%) primary school teachers had good knowledge and the minimum number 10(33%) primary school teachers had average knowledge regarding learning disabilities in school going children. Whereas in control group, the maximum number 24(80%) primary school teachers had below average knowledge and the minimum number 6(20%) primary school teachers had average knowledge regarding learning disabilities in school going children in pre-test. In post-test the maximum number 16(53%) primary school teachers had below average knowledge and the minimum number 14(47%) primary school teachers had average knowledge regarding learning disabilities in school going children respectively. Hence, it

was concluded that maximum number 20(67%) primary school teachers had good knowledge and 10(33%) had average knowledge in experimental group after structured teaching programme regarding learning disabilities in school going children.

Table 1.2: Comparison of mean pre-test and post-test knowledge score regarding learning disabilities in school going children among primary school teachers in experimental and control group

N=60

Knowledge Score								
Pre-test				Post-test				
Group	N	Mean	SD	N	Mean	SD	DF	T
Experimental	30	13.17	2.86	30	23.57	2.04	29	17.389***
Control	30	13.27	2.94	30	13.37	1.67	29	1.324Ns
		df	t		df	t		
		58	0.133Ns		58	17.004***		

Maximum Knowledge Score = 30 NS=Non-significant.
Minimum Knowledge Score = 0 ***=Significant at $p<0.001$ level.

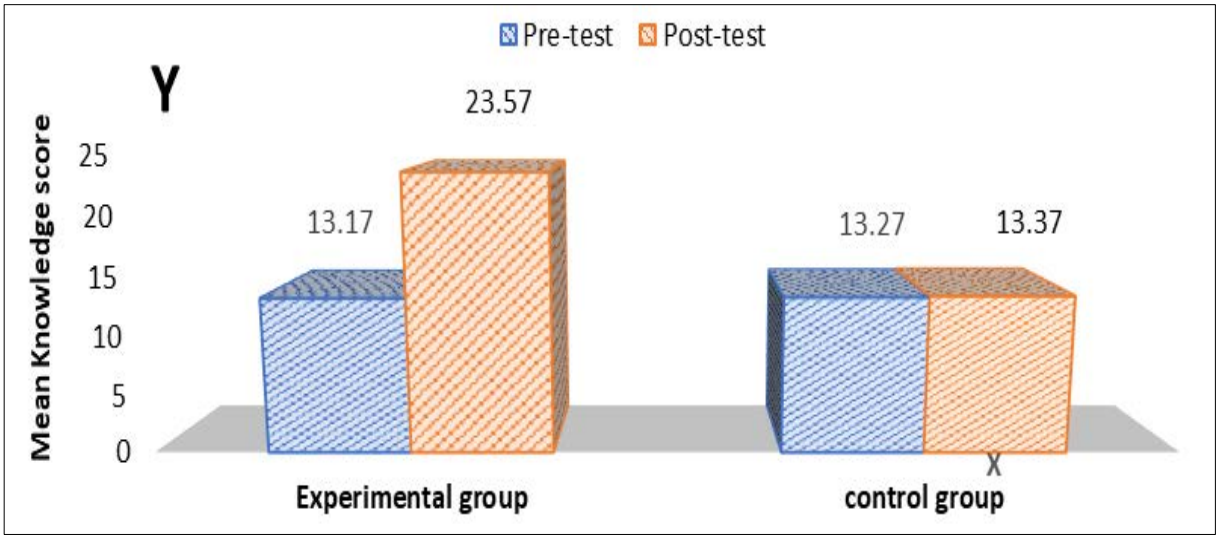

Fig 1.2: Comparison of mean pre-test and post-test knowledge score regarding learning disabilities in school going children among primary school teachers in experimental and control groups

Table 1.2 and Figure 1.2 depicts that in experimental group mean pre-test knowledge score was (13.17) and post-test knowledge score was (23.57). The difference between mean pre-test knowledge score and post-test knowledge score was highly significant at level $p<0.001$ level whereas in control group mean pre-test knowledge score was (13.27) and post-test knowledge score was (13.37). The difference between mean pre-test knowledge score and post-test knowledge score of control group was statistically non-significant at $p<0.05$ level. The difference between mean pre-test knowledge score of primary school teachers in experimental as compared to control group was statistically non-significant. The difference between mean post-test knowledge score of primary school teachers in experimental as compared to control group was highly significant at $p<0.001$ level. Hence, null hypothesis i.e. H_0 there will be no significant difference between mean pre-test and post-test knowledge score of experimental group after the planned structured teaching programme regarding learning disabilities in school going children as evident from structured questionnaire, at $p<0.05$ level of significance was rejected and H_1 i.e. mean post-test knowledge score of primary school teachers after structured teaching programme regarding learning disabilities in school going children was significantly higher than their mean pre-test knowledge at $p<0.05$ level of significance was accepted. Hence, it was concluded that structured teaching programme regarding learning disabilities in school going children had impact on increasing the knowledge of primary school teachers.

Conclusion

It was concluded that maximum number 20(67%) primary school teachers had good knowledge and 10(33%) had average knowledge in experimental group after structured teaching programme regarding learning disabilities in school going children. Besides, it has been found that the difference between mean pre-test knowledge score of primary school teachers in experimental as compared to control group was statistically non-significant. The difference between mean post-test knowledge score of primary school teachers in experimental as compared to control group was highly significant at $p<0.001$ level.

Conflict of interest: The researcher declares that there is no any conflict of interest in the entire research process.

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