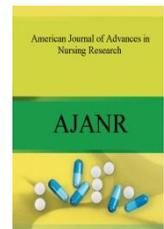




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### A STUDY TO ASSESS THE EFFECTIVENESS OF PLANNED TEACHING PROGRAM ON KNOWLEDGE REGARDING LEARNING DISABILITIES IN PRIMARY SCHOOL CHILDREN AMONG PRIMARY SCHOOL TEACHERS IN SELECTED SCHOOLS AT KANNIYAKUMARI DISTRICT

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#### ABSTRACT

Children are the mirror of the nation; if they are physically and psychologically healthy, then they can excel in all realms of life. Learning disability is a heterogeneous group of disorders that exhibit difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. Teachers play a vital role in the early diagnosis of learning-related disabilities. Regrettably, most of the symptoms of learning disability are either ignored or misinterpreted as a child's personality. This is because of a lack of understanding about learning difficulties among primary school teachers. This study aims to assess the effectiveness of the planned teaching program on knowledge regarding learning disabilities in primary school children among primary school teachers.

Methods: This was a descriptive study with a non-experimental design conducted among teachers working in a primary school using a convenient sampling technique Results: Among 30 participants, 8 teachers showed inadequate knowledge, 19 teachers showed moderately adequate knowledge, and 3 had sufficient knowledge. After the planned teaching program, the knowledge level of teachers was gained from 5 teachers who had moderately adequate knowledge and 25 teachers who had adequate knowledge. There is a significant association between knowledge level and demographic variables such as age and years of experience. There was a significant improvement in the level of knowledge regarding learning disability among primary school teachers.

#### INTRODUCTION

Children are the future of the nation. The quality of tomorrow's world and even its survival will be

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Research Article

determined by the well-being, safety, and physical and intellectual development of the children in the present. Especially, the school children are emerging scholars with creativity, preparing them for the future societal leaders. Individual children's needs and preferences should be respected. Learning disability is a broad term that refers to several forms of learning difficulties, which include



difficulties in acquiring and using listening, speaking, reading, writing, reasoning, and mathematical skills.

Children with learning difficulties will have a normal level of intelligence and find it tough to follow instructions, concentrate, and be good at home as well as in school. Yet despite this effort, he or she is not performing the school tests correctly and fails them. Many teachers lack appropriate training in identifying young children who are at risk. In this stage, early identification and intervention will bring lots of changes, and there is a need for awareness among primary school teachers in identifying learning disability among school students.

### Need for the study

Every child has the right to quality education and learning. WHO declared that 1 in 5 children in the world has a learning disability. It's a serious obstacle to a child's development. In India, 13 – 14% of all school children suffer from learning disorders. Children having difficulty in learning are not special; they are normal, but slow learners due to learning issues. In India, learning disabilities account for 10% of all cases, and this number is increasing every year.

The rate of specific disabilities such as reading, writing, and calculation was found to be 4.9%, 5.15%, and 15.96%, respectively. These disabilities are considered as most neglected part because there is little awareness among people regarding learning disabilities and they are often confused with learning problems which primarily occur due to visual, hearing, or motor handicaps, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage.

School is the workplace for children where they perform tasks, through which they learn. A Learning disability cannot be fixed or cured; it is a lifelong challenge. However, with appropriate support and intervention by parents, teachers, and other professionals, a child's learning disability can be discovered at an early stage, and thereby the right kind of help can be provided to them, thus leading to a successful and productive life.

Teachers should explore the possible existence of a learning disability when a student appears to be capable, has a history of struggling with specific components of school begins to demonstrate behavioral difficulties. Moreover, frequent evaluation of children with learning difficulties brings good outcomes.

Sawhney et al. conducted a descriptive study to assess awareness regarding learning disabilities among elementary school teachers in selected schools in Punjab. The results showed that 86% of teachers had a medium level of understanding, indicating a need for increased awareness regarding learning disabilities among teachers.

Hence, the researcher felt the need to assess the knowledge regarding learning disability among primary school teachers, so that early intervention can be taken to improve the quality of life of children with learning disability.

### Statement of the Problem

A study to assess the effectiveness of planned teaching program on knowledge regarding learning disabilities in primary school children among primary school teachers in selected schools in the Kanniyakumari district.

### Objectives

1. To assess the pretest and post-test level of knowledge on learning disabilities in primary school children among primary school teachers
2. To evaluate the effectiveness of planned teaching programs on learning disabilities in primary school children among primary school children
3. To find out the association of pretest scores with the selected demographic variables.

### Research Methodology

A descriptive study with a non-experimental research design was adopted. The participants of this study were primary school teachers working in the Government Higher Secondary School in Kanniyakumari District. A Convenient sampling method was used for selecting the samples. 30 teachers who met the inclusion criteria were included in the study. The pretest was conducted by a knowledge questionnaire. The planned teaching program in the form of a PowerPoint presentation was discussed for 20 minutes, and the post-test was performed with the same tool.

### Criteria for sample selection

#### Inclusion criteria

Teachers who

- ✓ Are willing to participate
- ✓ Are between the age group of 35 – 55 years.
- ✓ Has more than 2 years of experience
- ✓ Take classes only for primary school children

#### Exclusion criteria

Teachers

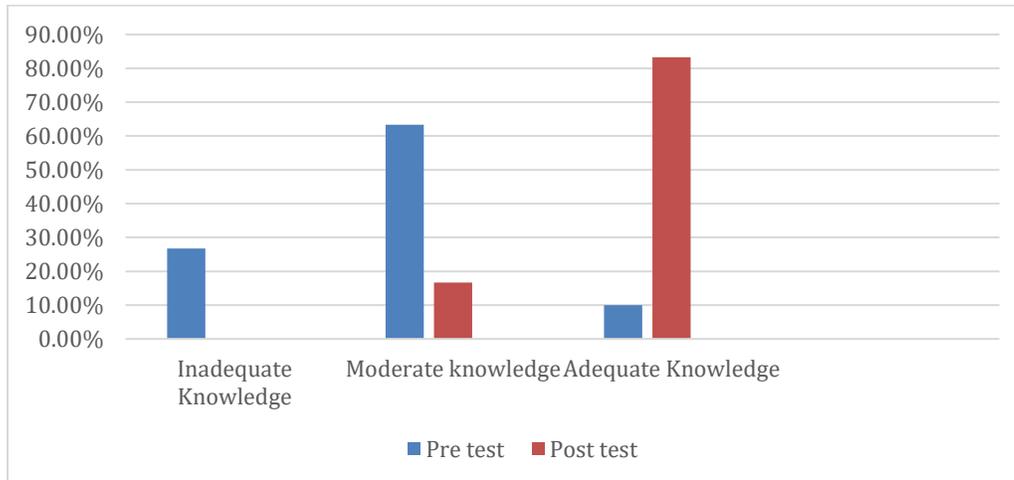
- ✓ With chronic illness
- ✓ Who has attended learning disability classes previously
- ✓ Those who are not present at the time of study



### Results I: Frequency and Percentage distribution of primary school teachers according to their demographic variables.

Based on age, the majority, 17 (56.7%), belong to the 36 – 40 years, and 13 (43.3%) belong to the 31 – 35 years. Based on gender, 4 (13.3%) were male teachers and

26 (86.7%) were female teachers. Based on qualification 20 (66.7%) teachers have completed M.Ed., and 10 (33.3%) teachers completed B.Ed. Based on 16 (53.3%) had 7 – 10 years of experience, and 14 (46.7%) had 4 – 6 years of experience.



### Assessment of knowledge before and after Planned Teaching Program

The findings revealed that before the planned teaching program, 8 (26.7%) school teachers showed inadequate knowledge, 19 (63.3%) demonstrated moderate knowledge, and 3 (10%) had adequate knowledge regarding learning disabilities. After the Planned Teaching Program, none of them showed inadequate knowledge, 5 (16.7%) demonstrated moderate knowledge, and 25 (83.3%) demonstrated adequate knowledge.

### Effectiveness of Planned Teaching Program

The results revealed that the mean score of knowledge before the planned Teaching Program was  $15.2 \pm 2.87$ , and the same after the planned Teaching Program was  $18.56 \pm 2.23$ . The calculated t-value was 7.383, which is more than the table value (2.05) at the 0.05

level of significance. Hence, the test is statistically significant.

### Association of pretest score of knowledge with socio-demographic variables

The results show a significant association between age and years of experience.

### CONCLUSION

The study findings revealed that there was a significant improvement in the level of knowledge among primary school teachers after the planned Teaching Program.

The findings of the study suggested that there was a need for providing a Structured Teaching Program as well as some training programs for primary school teachers to identify learning disabilities among primary school children.

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