

# A Study to Assess the Effectiveness of Structured Teaching Programme on Remedial Education for Children with Learning Disabilities (Ld) Among Teachers in Selected School, Bangalore

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## ABSTRACT

Learning disability (LD) is a general term that describes specific kinds of learning problems. A learning disability can cause a person to have trouble learning and using certain skills. The skills most often affected are reading, writing, listening, speaking, reasoning, and doing math. Learning disabilities vary from person to person. One person with LD may not have the same kind of learning problems as another person with LD. One person may have trouble with reading and writing. Another person with LD may have problems understanding math. Still another person may have trouble in each of these areas, as well as with understanding what people are saying (National Dissemination Center for Children and Youth with Disabilities).

**Method:** A pre experimental study was conducted among 60 teachers who were selected by non-probability convenient sampling technique. The study was conducted in selected schools at Bangalore. Data was collected through baseline information, structured knowledge questionnaire. The data collected was analyzed and interpreted based on descriptive and inferential statistics.

**Result:** The study found that in the pre-test, 76.66% of teachers had moderately adequate knowledge. In the post-test, 83.33% of teachers had moderately adequate knowledge. The mean post-test score was  $18.05 \pm 7.78$ , compared to the mean pre-test score of  $15.46 \pm 8.12$ . The mean percentage of post-test scores was 60.16%, up from 51.53% in the pre-test. A significant difference was found between pre-test and post-test scores which 0.98 at  $P < 0.05$  level of significance and also there was an association between the level of knowledge and education and source of information ( $\chi^2 = 0.035$  & 0.074).

**Conclusion:** The findings of the present study demonstrate that a structured teaching program is an effective strategy for enhancing teachers' knowledge about remedial education for children with learning disabilities.

**Key words:** Learning disabilities, Remedial Education, Knowledge, Teachers, Structured Teaching Programme.

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## INTRODUCTION

LD is not a single disorder. The features of Learning Disabilities are (a) a distinct gap between the level of achievement that is expected and what is actually being achieved. (b) Difficulties that can become apparent with different people. (c) Difficulties with socio – emotional skills and behavior. Kids with learning disabilities (LD) aren't lazy or dumb as thought by society. In fact, they are as smart as anybody. Their brains are simply functioning differently in receiving and processing information. The most common types of learning disabilities involve problems with reading, writing, math, reasoning, listening, and speaking. If a certain brain activity isn't happening correctly, it will create a roadblock to learning. Learning Disabilities neurologically-based processing problems. These processing problems can interfere with learning basic skills as

well as higher intellectual performances. If not recognized in time and if proper care is not received it can lead to improper development of your child and also bad personal and workplace relationship.

### Need for the study

In school year 2017–18, a higher percentage of students ages 3–21 received special education services under IDEA for specific learning disabilities than for any other type of disability. A specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. According to UNICE survey, 30 % of street youth are disabled. Some countries where MRI rates are high, mortality rate for children with is high as 80 %. Some suspected that children with disabilities are being purposely weeded out. 90 % of children with disabilities worldwide do not attend school. Conflict areas find that for every one child that is killed, three are injured and permanently disabled. Children with disabilities are at a 1.7 times greater risk of being subject to some form from violence.

### Research Statement:

A study to assess the effectiveness of structured teaching programme on remedial education for children with learning disabilities (LD) among teachers in selected school, Bangalore.

### Objectives

1. To assess the pre-existing level of knowledge regarding LDs and remedial education among teachers.
2. To conduct STP on remedial education for LD among teachers.
3. To assess post interventional level of knowledge among teachers.
4. To associate the level of knowledge with selected demographic variables.

### Hypothesis

To achieve the stated objectives, the following hypothesis was formulated at 0.05 level of significance.

**H<sub>1</sub>:** There is a significant difference between the pre test and post test level of knowledge in teachers after Structured Teaching Program regarding remedial education for Learning Disabilities in children.

**H<sub>2</sub>:** There is significant association between knowledge with selected demographic variables

## REVIEW OF LITERATURE

A exploratory study conducted on prevalence of learning difficulties or disabilities among primary school children were carried out in Dharwad city. Afreen Heena, Dilshad M et.al. (2016). A sample of 198 children (110 with learning difficulties and 88 without LD) was drawn from 3 selected English medium schools studying in 3rd and 4th standard. A writing test was administered to know the LD. Results revealed that prevalence was found to be an extend of 21%. Boys had 2 to 4 times more learning difficulties than girls. A high prevalence of LD is an alarming condition that needs attention and early intervention. [1]

A study was conducted on the awareness level of teachers about learning disability (2016). The study has revealed that there is a significant difference in the awareness level of learning disabilities in students among teachers of different boards. Amongst them ICSE board teachers are more aware about learning disabilities as compared to the CBSE and SSC board.[2]

A study was conducted on clinical or remedial education in mathematics. Kotagiri Tadato (2012). He observed individuals to see how the concepts of numbers where understood and how the skills to perform the four basic operations of arithmetic were acquired by children with learning difficulties. His research confirmed the effectiveness of the four learning steps as a teaching methodology, namely the real world, the model world, the schema world and the mathematical world. He then propose the Slowly –But – Surely (SBS) curriculum for improvements to present mathematical curriculum framework. He is currently working on a database of his clinical or remedial notes that will be brows able on the internet. This database will help teachers join the SBS project and improve their teaching practices. [3]

A exploratory study was conducted on Learning Disabled children between the ages of 9 and 14 with significant learning and or communication problems. Gillmor T M (2008). These children undergone Tomatis programme, and were subjected to various psychological tests before and after with the therapy. He found that the participants showed significant improvement in all the tests, which measured aspects of intellectual functioning, achievement functioning and general adjustment (such as self- concept, moodiness, anxiety, sensitivity to criticism, social isolation, family relations and somatic complaints), there was no control group. Interestingly, the older children exhibited a greater increase in the verbal sub test than the younger children, though both improved significantly in the non verbal subtests. [4]

A study was conducted attempts to investigate the knowledge and awareness of learning disabilities among teachers of primary schools. Learning disabilities are very big challenge for schools and teachers. If the learning disabilities are ignored, unnoticed and unanswered such children's needs are not met in regular classrooms or special education within the school; we cannot fulfill the aim of universalization of elementary education and equalization of educational opportunity. The aim of the study to assess the level of and awareness of LD among teachers of primary schools. In this explorative research 68 primary school teachers in 15 schools were selected based on lottery method in Haridwar region. The study found the low level of knowledge and awareness about learning disabilities among teachers of primary schools. [5]

## METHODOLOGY

The study employed an evaluative approach with a one-group pre-test post-test design. It involved 60 nursing students from a selected nursing college in Bangalore, using a structured knowledge questionnaire on climate change and its health impacts. Participants were recruited through non-probability purposive sampling. The study was guided by the CIPP (Context, Input, Process, Product) model.

Data collection included a pre-test with a demographic proforma and the structured questionnaire, followed by a structured teaching program on climate change and health impacts. An identical post-test was administered 8 days later. Data analysis used descriptive statistics (frequency, percentage, range, mean, median, standard deviation, mean percentage) and inferential statistics (paired t-test, chi-square test) to evaluate the study's objectives and hypotheses.

## Results

**Table 1: Frequency and percentage distribution of demographic characteristics of teachers**

**N=60**

Sl.No	Variables		Frequency (f)	Percentage (%)
1.	<b>Age in years</b>			
	1.1	21-30	12	20
	1.2	31-40	20	33
	1.3	41-50	22	37
	1.4	51-60	06	10
2.	<b>Gender</b>			
	2.1	Male	10	17
	2.2	Female	50	83
3.	<b>Education</b>			
	3.1	BEd	22	37
	3.2	B.Sc BEd	14	23
	3.3	BA DEd	20	33
	3.4	MA BEd	4	7
4.	<b>Marital Status</b>			
	4.1	Single	12	20
	4.2	Married	36	60
	4.3	Divorced	6	10
	4.4	Widow	6	10
5.	<b>Income in Rupees</b>			
	5.1	<5000	00	00
	5.2	5001-10000	6	10
	5.3	10001-15000	38	63
	5.4	15001-20000	16	27
6.	<b>Area of Residence</b>			
	6.1	Rural	17	28.3
	6.2	Urban	43	71.7

7.	<b>Source of Information</b>			
	7.1	Mass media	6	10
	7.2	Health Personnel	10	16.66
	7.3	Seniors	42	70
	7.4	Others	2	3.33
8.	<b>Family history of LD</b>			
	8.1	Yes	6	10
	8.2	No	54	90
9.	<b>Knowledge regarding LD</b>			
	9.1	Yes	20	33.33
	9.2	No	40	66.66

The above table describes that the 37% of the teachers were aged between 41-50 years, 83% were females, 37% were BEd, 60% were married, 63% were having income of Rupees 10001-15000, 71.7% were from urban, 70% had information from seniors, 90% not had family history of LD and 66.66% not knowing about LD.

**Table 2: Frequency and percentage distribution of the teachers according to the level of knowledge scores regarding learning disabilities**

N=60

Level of knowledge	Pre-test		Post-test	
	f	%	f	%
Inadequate	10	16.66	2	3.33
Moderately adequate	46	76.66	50	83.33
Adequate	4	6.66	8	13.33

The data presented in Table 2 show that in the pre-test, 76.66% of participants had moderately adequate knowledge, 16.66% had inadequate knowledge, and 6.66% had adequate knowledge. After the structured teaching program on learning disabilities, the post-test results revealed that 83.33% of participants had moderately adequate knowledge, 13.33% had adequate knowledge, and 3.33% had inadequate knowledge.

**Table 3: Comparison of pre test & post-test knowledge scores of teachers**

N=60

Parameter	Mean	Standard deviation	Mean difference	'p' value
Pre-test	15.46	8.12	2.59	0.00012*
Post- test	18.05	7.78		

The data presented in Table 3 show that the mean post-test knowledge score (18.05±7.78) was higher than the mean pre-test score (15.46±8.12). The calculated p-value (0.00012, P<0.05) exceeded the critical value at the 0.05 level of significance. Thus, the null hypothesis is rejected, and the research hypothesis is accepted, indicating a significant difference between the mean pre-test and post-test knowledge scores.

**Table 4: Association between pre test knowledge scores of teachers with their selected demographic variables**

N=60

Sl. No	Variables		Pre	Post	$\chi^2$ value	p value	Remarks
1.	<b>Age in years</b>						
	1.1	21-30	0	0	0	0.98	Not Significant
	1.2	31-40	15	15			
	1.3	41-50	10	10			
	1.4	51-60	5	5			
2.	<b>Gender</b>						

	2.1	Male	15	18	2.158	0.116	Not Significant
	2.2	Female	12	15			
3.	<b>Education</b>						
	3.1	BEd	4	15	0.052	0.997	Significant
	3.2	B.Sc BEd	5	12			
	3.3	BA DEd	17	11			
	3.4	MA BEd	8	10			
4.	<b>Marital Status</b>						
	4.1	Single	7	8	8.62	0.035	Not Significant
	4.2	Married	8	10			
	4.3	Divorced	6	8			
	4.4	Widow	6	7			
5.	<b>Income in Rupees</b>						
	5.1	<5000	7	8	0.001	0.99	Not Significant
	5.2	5001-10000	8	10			
	5.3	10001-15000	11	15			
	5.4	15001-20000	13	14			
6.	<b>Area of Residence</b>						
	6.1	Rural	20	23	0.199	0.978	Not Significant
	6.2	Urban	14	16			
7.	<b>Source of Information</b>						
	7.1	Mass media	6	17	6.93	0.074	Significant
	7.2	Health Personnel	8	15			
	7.3	Seniors	20	14			
	7.4	Others	10	11			
8.	<b>Family history of LD</b>						
	8.1	Yes	16	17	0.297	0.016	Not Significant
	8.2	No	15	12			
9.	<b>Knowledge regarding LD</b>						
	9.1	Yes	23	27	0.083	0.014	Not Significant
	9.2	No	6	4			

There was association found between pre-test knowledge score of teachers with education and source of information but there was no association between other selected demographic variables with pre-test knowledge scores. Therefore, the research hypothesis is rejected and the null hypothesis is accepted.

### Implication of the study

The findings of the study have implications on nursing practice, nursing education, nursing administration and nursing research.

### Nursing Education

The study emphasizes the need for developing good teaching skills among student nurses regarding remedial education for children with learning disabilities (LD) and also emphasizes it should be as part of learning experience for the students. Students should be encouraged to identify the signs and symptoms of learning disabilities and teach the school teachers to early identification. The nurse educator should arrange for the in-service education programme (seminars, workshops) for student nurse remedial education for children with learning disabilities (LD). The nurse educator can provide an opportunity for students to actively participate in prevention and management on learning disabilities (LD).

### Nursing Practice

The field of Psychiatric nursing has great responsibility to protect the health of the children. Nurses should be equipped with update knowledge regarding remedial education for children with learning disabilities (LD) to impart appropriate

knowledge to the teachers in selected school, Bangalore. Psychiatric nursing need to take up the responsibility to create awareness among the school teachers regarding remedial education for children with learning disabilities (LD). Nurse should organize health education campaign to about prevention, management of remedial education for children with learning disabilities (LD) among teachers in selected school, Bangalore.

### **Nursing administration**

Nursing administration should guide and monitor the nurses regarding remedial education for children with learning disabilities (LD) and has to plan for in services education periodically. Nurse as an administrator plays an important role in educating the professional and in policy making such as mass health education measures in the selected area. The findings shows that there is need for continuous health education programmes which can be organized by nurse administrator regarding prevention, management of learning disabilities (LD) at all health care delivery levels.

### **Nursing research**

The findings of the study serve as the basics for the professional and the students to conduct further studies. The generalization of the study results can be made by replication of the study the nurse researcher can inculcate practice by strong base research.

## **CONCLUSION**

The study concluded that teachers initially had moderately adequate knowledge about learning disabilities. The structured teaching program implemented by the investigator significantly improved their knowledge, with the results demonstrating statistical significance at the 0.05 level.

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