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Effectiveness of Teaching Programme on Knowledge regarding Learning Disabilities among Primary School Teachers

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ABSTRACT

Introduction: Learning disabilities among children mainly affects their psychological domain as it interferes with basic skills such as organization, time planning, abstract reasoning, memory and attention. This disorder is unable to cure at primary stages as it is mostly neglected due to lack of knowledge regarding learning disabilities. Specific learning disabilities are more frequent among boys. Children with learning disabilities can succeed in school if right support and interventions are provided to them by the school authorities.

Aim: The study was aimed to evaluate the effectiveness of teaching programme on knowledge regarding learning disabilities in children among primary school teachers of selected upper and lower primary schools in Thrissur.

Materials and methods: The design used for this study was quasi experimental design. The conceptual framework in the present study was based on Nola J. Pender's Health Promotion model. A sample of 40 primary school teachers were selected by multistage random sampling technique. The tools used for the data collection were socio-personal data sheets of primary school teachers and semi structured knowledge questionnaire regarding learning disabilities in children.

Result: The findings revealed that only 5% of the primary school teachers had good knowledge regarding learning disabilities in children before the administration of teaching programme majority of the primary school teachers (82.5%) attained good knowledge. There was a significant association between knowledge regarding learning disabilities in children and education of primary school teachers.

Conclusion: The findings suggested that there is a need to improve the knowledge level of primary school teachers. The teachers can recognise and address these learning disabilities to ensure that every child has an equal opportunity to succeed.By understanding different types of learning disabilities and implementing the appropriate strategies, teachers can create an inclusive learning environment that support individual needs of all students.

Keywords: Teaching Programme, Learning Disabilities, Knowledge, Primary School Teachers

INTRODUCTION

The National Joint Committee on Learning Disorders defines learning disorders as a heterogeneous set of conditions that significantly impair an individual's ability to acquire and effectively use listening, speaking, reading, writing, reasoning and mathematical skills[1].

Globally, learning disabilities affect approximately 5% of school-aged children, whereas data from the United States suggest a lifetime prevalence of 8% to 10% [2].

The terms “learning disability” or “learning challenge” put emphasis on the specific hurdles and struggles a child may face due to a disorder [3]. These disorders interfere with the acquisition, organization, retention, comprehension or application of verbal and nonverbal information often leading to academic underachievement and psychosocial challenges [2].

Studies indicate that the prevalence of learning disabilities in India varies between 2.16% and 30.77%. The development of these disorders is thought to be influenced by multiple factors such as biochemical imbalances, maternal health and lifestyle, complications during pregnancy and childbirth, nutritional deficiencies and developmental anomalies.

As the most common learning disorder, dyslexia is characterized by significant difficulties in reading and constitutes at least 80% of learning disability cases.[4] Individuals with learning disorders commonly present with comorbid psychiatric or behavioural disorders such as oppositional defiant disorder, ADHD, anxiety and obsessive-compulsive disorder [2].

Learning disabilities have a significant impact on the psychological development of children interfering with fundamental cognitive abilities including organizational skills, time planning, abstract reasoning, memory and attention. These disorders are often not identified at an early stage because of inadequate knowledge and awareness regarding learning disabilities which can delay timely intervention and support[5].

Several assessment instruments including Specific Learning Disabilities Comprehensive Diagnostic Battery and the National Institute of Mental Health and Neurosciences (NIMHANS) Index for Specific Learning Disabilities (SLD) are widely utilized for the evaluation of learning disabilities. However, standardized norms for the various subtypes of SLD remain limited. Additionally, there is a lack of screening tools that can be used by teachers for the early identification of SLD. The diversity in academic curricula across central and state education boards further complicates the assessment process. Certain assessment tools, such as NIMHANS Index for SLD are applicable only in English-medium schools despite a substantial proportion of students in India being educated in Hindi-medium institutions. Although assessment tools have been developed in regional languages such asMalayalam, Tamil, Kannada, and Marathi, they have not achieved nationwide acceptance for the certification and diagnosis of children with SLD[6].

Need and Significance of the Study

Primary school teachers are instrumental in recognizing learning disabilities at an early stage. Nevertheless, many manifestations of specific learning disabilities are frequently disregarded or incorrectly attributed to characteristics such as laziness, negative attitudes or aggressive behaviour [7,8]. Such misconceptions often stem from inadequate knowledge and understanding of specific learning disabilities among educators.

A study involving 60 primary school teachers in Madhya Pradesh was conducted to assess the effectiveness of a planned teaching programme on knowledge related to specific learning disabilities. The findings indicated that, during the pre test, 14 teachers (23.3%) demonstrated inadequate knowledge while 46 teachers (76.7%) exhibited moderately adequate knowledge. Following the intervention, post-test results showed that only 2 teachers (3.3%) remained in the moderately adequate category whereas the majority, 58 teachers (96.7%), achieved an adequate level of knowledge. These findings suggest that the planned teaching programme significantly improved teachers' understanding of specific learning disabilities [9].

A study was conducted among 32 teacher trainees enrolled in a Diploma in Education (D.Ed.) programme to assess the effectiveness of a structured teaching programme on their knowledge and attitudes regarding learning disabilities. The results demonstrated a significant improvement in both domains following the intervention. The mean knowledge score increased from 17.75 in the pre-test to 28.78 in the post-test, while the mean opinion score improved from 138.9 to 159.40. The findings indicated that many participants showed notable gains in both knowledge and attitudes toward learning disabilities. Based on these outcomes, the researchers concluded that educational interventions of this nature can enhance teachers' understanding of learning disabilities and foster more positive attitudes toward supporting affected children. The study further emphasized the importance of incorporating structured teaching programmes into teacher training curricula to better prepare future educators for working with children with learning disabilities [10].

Early identification of children with learning disabilities is essential for timely intervention and effective management of their educational needs. Inclusive education (IE) has emerged as an approach that promotes the education of children with disabilities and learning difficulties alongside their peers in mainstream classroom settings. Traditionally, such children were educated in specialized institutions. However, current educational practices emphasize meeting their needs within regular schools [11]. Consequently, primary school teachers must possess adequate knowledge and understanding of learning disabilities and inclusive education principles to effectively address the diverse learning requirements and challenges of these students.

Teachers play a vital role within any educational system as they contribute significantly to the development of children’s physical, intellectual and moral capacities. In most classrooms, one or more students may present with learning disabilities. Being the primary link between learners and the education system, teachers’ awareness and understanding of such difficulties greatly influence students’ educational outcomes [12]. While children with severe learning difficulties are often placed in special education settings, many others are enrolled in mainstream schools where they may struggle academically and are at risk of early school dropout. If these learning disabilities remain unrecognized or are overlooked, the goals of universal elementary education and equal educational opportunity cannot be effectively achieved. Accordingly, it is essential to improve the level of awareness among primary school teachers regarding learning disabilities and to develop their competencies in the early detection of these conditions [13].

Through interviews with a renowned special educationist and educational psychologist, the investigator gained insight that the incidence of learning disabilities has significantly increased following COVID-19 pandemic. This rise is attributed primarily to the sudden shift from traditional classroom learning to online education along with reduced social interaction among students and limited engagement between teachers and learners [14].

Several intervention strategies are recommended for supporting children with learning disabilities. These include the development of Individualized Education Plans (IEPs) designed to address each child's specific needs, the use of multisensory teaching approaches that incorporate visual, auditory and kinaesthetic modalities and the provision of speech, occupational and behavioural therapies where necessary. In addition, active parental involvement is essential in fostering confidence and resilience in children. The use of assistive technologies such as audiobooks, speech-to-text applications and interactive learning tools can further enhance learning outcomes.

Following the onset of the COVID-19 pandemic , millions of children worldwide experienced partial or complete school closures and a prolonged shift toward online learning. The consequences of this educational disruption are still emerging. Early research from the pandemic period has linked such disruptions to increased mental health issues, including anxiety and depression as well as reduced academic progress particularly in mathematics and reading among children and adolescents. Students from racially and socioeconomically disadvantaged backgrounds were disproportionately affected experiencing longer durations of interrupted education. During this period learners with developmental conditions including learning disorders, also faced reduced access to special education services and other forms of academic support [14]. In the United States, approximately 10% of children and adolescents are diagnosed with specific learning disorders that affect reading (dyslexia), mathematics (dyscalculia) and writing (dysgraphia) [15].

Learning disorders frequently co-occur with other neurodevelopmental, psychiatric and medical conditions and are associated with an elevated lifetime risk of mental health difficulties as well as a higher likelihood of involvement with the criminal justice system compared to individuals without such disorders. Evidence-based interventions for learning disorders are most effective when implemented during early childhood [16, 17]. The clinical identification of learning disorders typically serves as an initial step toward intervention; however, educational disruptions during the COVID-19 cannot be neglected.

Literature suggest an increase in learning disabilities among children, which has been linked to the shift to virtual learning and reduced social interaction following the COVID-19 pandemic. Early identification and appropriate management are regarded as crucial in addressing these difficulties. Since teachers have a significant influence on children's academic and personal development, their awareness of learning disabilities is essential for ensuring better educational outcomes [18, 19, 20]. The researcher believes that improving primary school teachers' knowledge in this area can support early detection of learning disabilities. In addition, early referral to intervention services may facilitate timely diagnosis and help reduce the risk of further complications.

Statement of the Problem

A study to evaluate the effectiveness of teaching programme on knowledge regarding learning disabilities in children among primary school teachers in selected schools, Thrissur.

Objectives

Primary objective

1. Analyse the effectiveness of teaching programme on knowledge regarding learning disabilities in children among primary school teachers

Secondary objective

2. Find the association between the knowledge regarding learning disabilities in children and selected so-

cio personal variables of primary school teachers

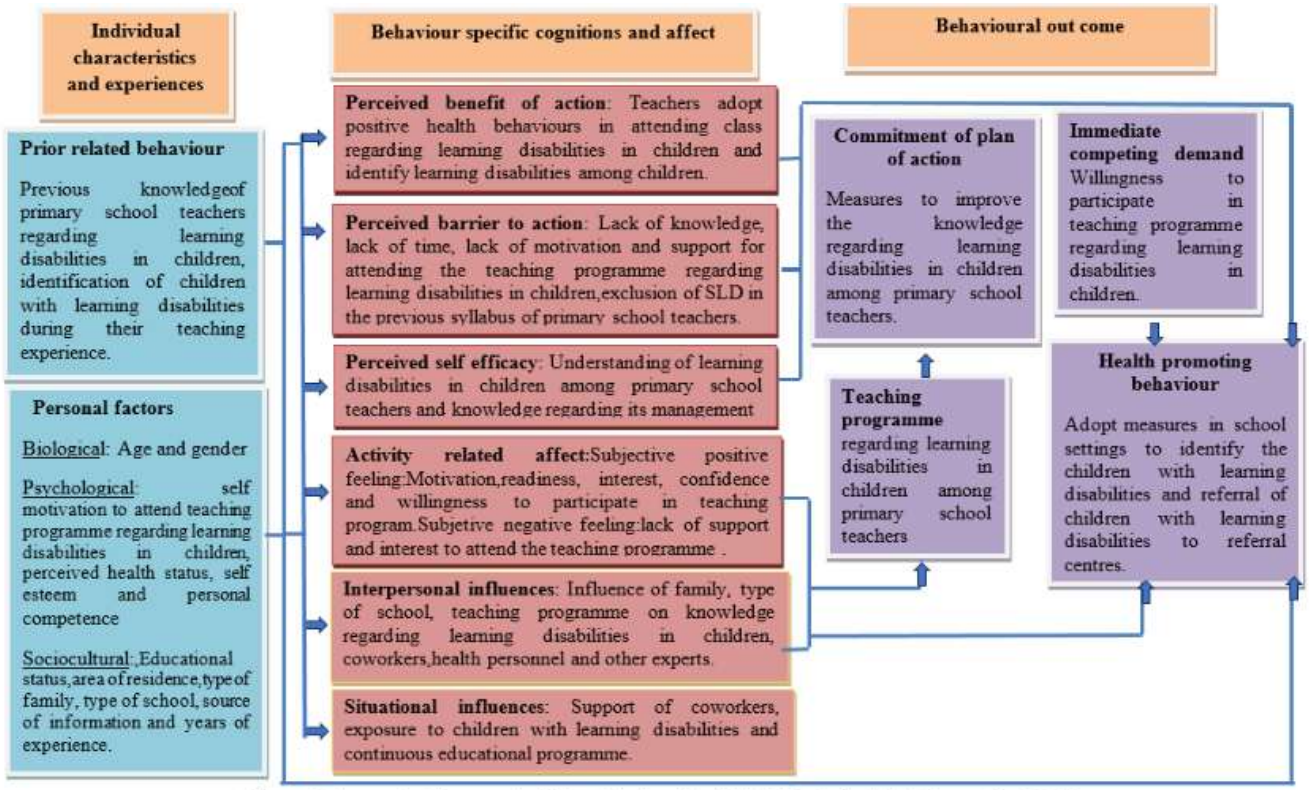

Figure 1: Conceptual framework of the study based on Nola J Pender's Health Promotion Model

Operational definitions

Effect: Refers to the change in knowledge regarding learning disabilities in children among primary school teachers after administering the teaching programme.

Teaching programme: Refers to the planned and organised programme developed by the investigator to enhance the knowledge regarding learning disabilities in children among primary school teachers of selected schools, Thrissur for a duration of 45 minutes. It include basic information regarding learning disabilities, causes, symptoms, conditions associated with learning disabilities and role of teacher in identification and referral of children with learning disabilities.

Knowledge: Refers to the facts and information regarding selected learning disabilities such as dyslexia, dyscalculia, dysgraphia, visual processing disorder and auditory processing disorder among children possessed by primary school teachers measured using semi structured knowledge questionnaire.

Learning disabilities: Refers to heterogenous group of disorders seen among children manifested by significant difficulties in the acquisition and use of listening, speaking, reading writing, reasoning or mathematical abilities. In this study selected learning disabilities of children include dyslexia, dysgraphia, dyscalculia, visual processing disorder and auditory processing disorder.

Primary school teachers: Refers to the teachers of first to seventh standard in selected government and aided schools in west educational block of Thrissur district.

Selected socio personal variables: It includes age, gender, educational qualification, type of family, area of residence, type of school, teaching experience in years and previous training classes regarding learning disabilities in children attended by primary school teachers.

Hypothesis

(tested at 0.05 level of significance)

H1: There is a significant difference in the mean score of knowledge regarding learning disabilities in children among primary school teachers before and after the administration of teaching programme.

Assumptions

1. Knowledge regarding learning disabilities in children may vary among primary school teachers.
2. Adequate knowledge regarding learning disabilities in children may help in early identification.

Conceptual framework

The study is based on the health promotion model propounded by Nola J Pender. Pender's health promotion model was developed in early 1980s.

Methodology

Research approach: quantitative approach was used.

Research design: quasi experimental one group pre-test post-test design

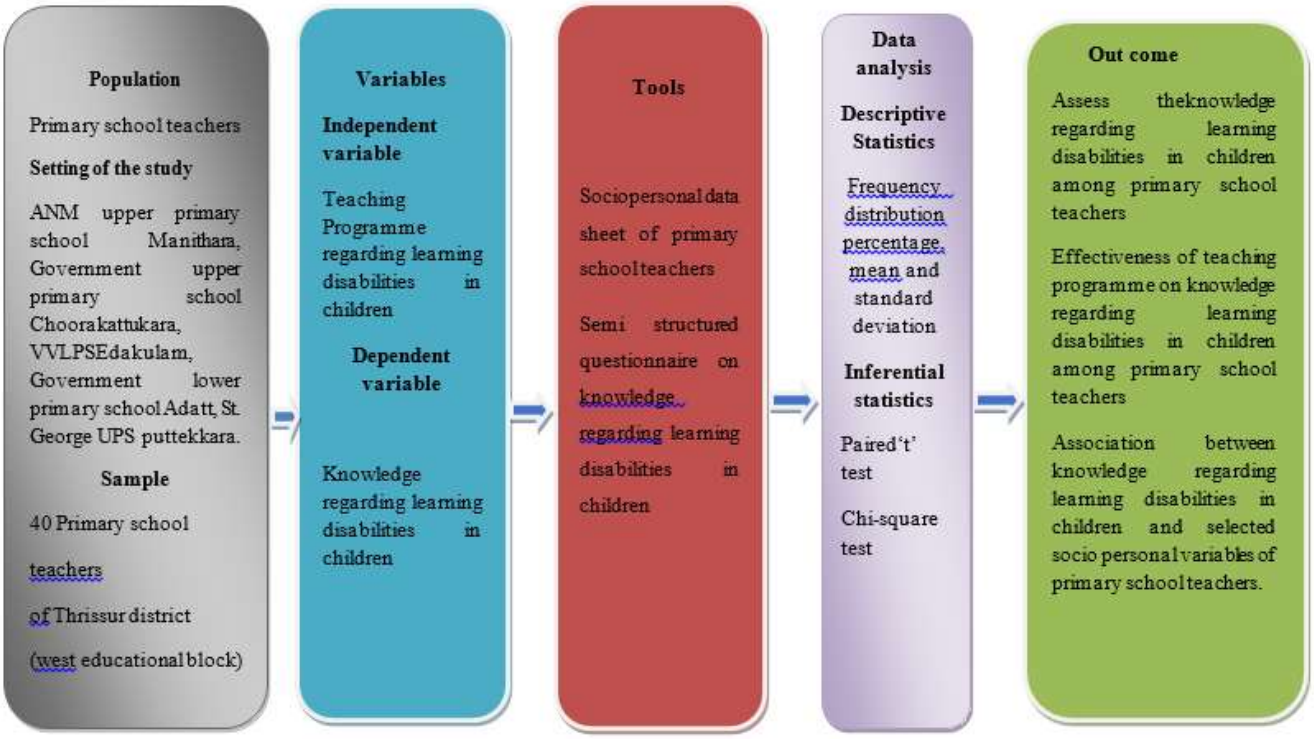

Figure 2: Schematic representation of the study design

Research variables

Independent variable include teaching programme regarding learning disabilities in children. Dependent variable include knowledge regarding learning disabilities.

Setting of the study

The present study was conducted in two government and three aided lower and upper primary schools of Thrissur west educational block.

Sampling technique

Multistage random sampling

Thrissur district constitutes 12 educational blocks that includes Thrissur East, Thrissur West, Cherpu, Chalakudy, Irinjalakuda, Kodungallur, Mala, Chavakkad, Kunnamkulam, Mullassery, Valappad and Wadakkancheri. Thrissur west educational block was randomly selected by lottery method. There are 253 upper and lower primary schools under Thrissur west educational block. Then 5 schools out of 253 schools were randomly selected by lottery method. The schools selected were ANM upper primary school Manithara, Government upper primary school Choorakattukara, VVLPS Edakulam, Government lower primary school Adat and St. George UPS Puttekkara.

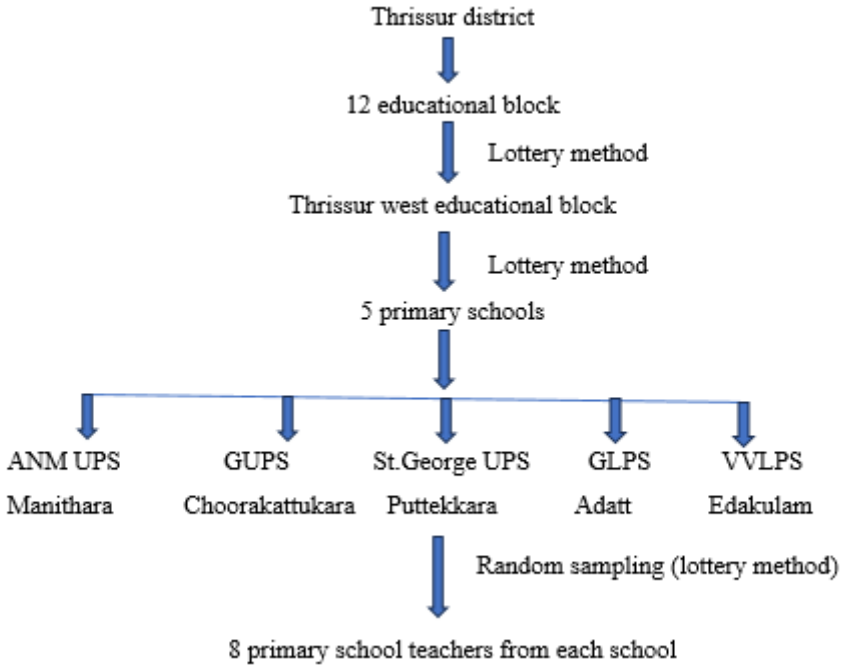

Figure 3 : Schematic Representation of Multistage Random Sampling

Sample

In this study, sample comprises of 40 primary school teachers in selected school of Thrissur west educational block who met the selection criteria.

Population

Lower and upper primary school teachers from government and aided schools in west educational block, Thrissur.

Sample size

$N=(z\alpha+z\beta)^2\times\sigma^2\div d^2$

where n= minimum required sample size

$Z\alpha$ = The critical value (table value) from a standard normal distribution at 'α' level of significance

$z\beta$ = Standard normal table value for the power of the test β

σ = 3.15 (from pilot study)

d = 1.3(a value less than or equal to the difference which we obtained from the pilot study)

Then the minimum sample size is

$N= (1.96+1.28)^2 \times (3.12\times3.12)\div1.7^2$
$N = 10.49\times9.73\div2.89$
$N= 35.31$
As per calculation sample size is 35. Considering the attrition rate, the sample size was fixed as 40.

Inclusion criteria
The primary school teachers
- who have TTC as educational qualification
- who have at least one year experience in teaching
- who teach the students from first to seventh standard

Exclusion criteria
Primary school teachers
- who are not willing to participate in study
- who are not present in the school at the time of data collection

Tools and Technique
Tool 1: Socio personal data sheet of primary school teachers
Tool 2: Semi structured knowledge questionnaire regarding learning disabilities in children among primary school teachers. . It consists of 25 questions each carries 1 mark. The knowledge regarding learning disabilities in children arbitrarily classified into good, average and poor with score ranges 19 - 25,10-18 and 0-9 respectively. Data collection technique used was self reporting.

Content validity
Validation of tool by seven experts from the field of psychiatry, psychology, paediatrics,child health nursing and mental health nursing was done. The tools were modified based on their suggestions. The calculated content validity index for tool 1 was 0.89, tool 2 was 0.94.

Reliability of the tool
Reliability of the tool was calculated using Cronbach's Alpha. The reliability co-efficient of the tool was found to be 0.783, which shows that the tool was reliable.

Pilot study
After obtaining approval from the Institutional Ethics Committee (IEC), Govt, College of Nursing, Thrissur and selected primary school in Thrissur west educational block. The study was conducted among 5 primary school teachers who satisfy the criteria to assess the feasibility of the study. Data were collected from 23/04/23 to 30/04/23.

Data collection process
The study was conducted after getting permission from the Scientific Review Committee, Institutional Ethics Committee (IEC), Govt. College of Nursing, Thrissur and primary schools in Thrissur west educational block. The data were collected from 12.06.2023 to 22.07.2023. 5 schools out of 253 schools of Thrissur west block were selected by random sampling . Then 40 study subjects as per the selection

criteria were selected randomly using lottery method. The primary school teachers were gathered in the office room. The primary school teachers were seated comfortably in the office room. The investigator introduced herself and purpose of study were explained to the study subjects. Consent was taken from the primary school teachers, Then the data sheet was distributed to collect socio personal data and assessed the knowledge regarding learning disabilities in children by administering semi structured questionnaire. It took about 20 minutes to complete the data collection for each sample. After teaching programme was administered to the participants in 45 minutes session with the help of LCD Projector. Post test was conducted after 2 weeks .The same knowledge assessment questionnaire was administered and their responses were taken.

Result

Table:1 Socio Personal Characteristics of Primary School Teachers (n=40)

Variable		Frequency	Percentage
Age	25-34	15	37.50
	35-44	13	32.50
	45-54	12	30.00
Sex	Male	2	5
	Female	38	95
Residence	Panchayat	36	75
	Corporation	04	90
Educational qualification	TTC	30	10
	TTC with higher qualification	10	25
Type of school	Aided	25	62.50
	Govt.	15	37.50
Teaching experience(years)	1-5	04	10
	6-10	17	42.50
	More than 10	19	47.50
Exposure to training classes on LD	Yes	08	20
	No	32	80

Figure :3 Distribution of Primary School Teachers Based on Type of Family(n=40)

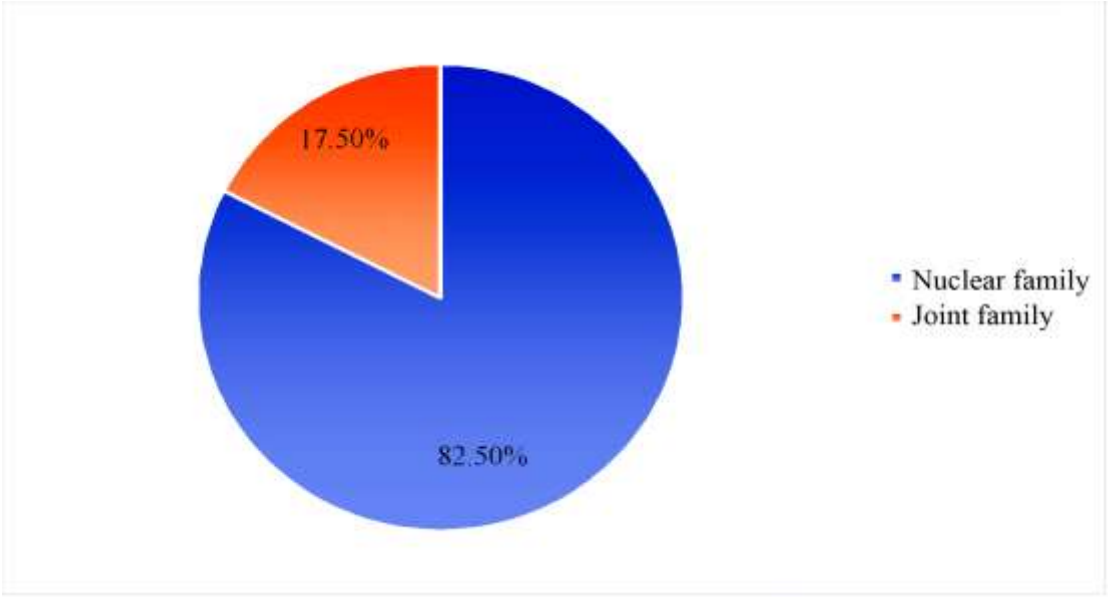

Table 2:Frequency Distribution, Percentage, Mean and Standard Deviation of Primary School Teachers Based on Level of Knowledge regarding Learning Disabilities in Children before Administration of Teaching Programme(n=40)

Level of knowledge before intervention	f	%	Mean	SD
Good	02	05	13.12	2.42
Average	34	85		
Poor	04	10		

Table 2 reveals that majority (85%) of the primary school teachers had average knowledge regarding learning disabilities in children and 10% had poor knowledge regarding learning disabilities in children before the administration of teaching programme. The mean knowledge score regarding learning disabilities in children among primary school teachers in the pretest was13.12 ± 2.42.

Table 3:Frequency Distribution and Percentage of Primary School Teachers Based on Level of Knowledge regarding Learning Disabilities in Children before and after the Administration of Teaching Programme (n=40)

Level of knowledge	Before intervention		After intervention	
	f	%	f	%
Good	02	5	33	82.50
Average	34	85	7	17.50
Poor	04	10	0	0

It is evident from table 3 that only 10% of primary school teachers had poor knowledge before the administration of teaching programme. After the administration of teaching programme majority (82.5%) of the primary school teachers gained good knowledge regarding learning disabilities in children. None of

the primary school teachers had poor knowledge regarding learning disabilities in children after the administration of teaching programme.

Table 4:Frequency distribution and percentage of primary school teachers based on level of knowledge regarding different aspects of learning disabilities in children before and after the administration of teaching programme (n=40)

Knowledge on different aspects of learning disabilities in children	**Pre test**		**Post test**	
	f	**%**	**f**	**%**
General aspects of learning disabilities				
Good	18	45	32	80
Average	14	35	8	20
Poor	8	20	0	0
Types of learning disabilities				
Good	12	30	30	75
Average	24	60	10	25
Poor	4	10	0	0
Management of children with learning disabilities				
Good	12	30	28	70
Average	20	50	12	30
Poor	8	20	0	0

Table 4 shows that before the administration of teaching programme, 45% of primary school teachers had good knowledge regarding general aspects of learning disabilities in children, 60% of primary school teachers had average knowledge regarding types of learning disabilities in children and half (50%) of the primary school teachers had average knowledge regarding management of children with learning disabilities. After the administration of teaching programme majority (80%) of the primary school teachers gained good knowledge regarding general aspects of learning disabilities in children,75% of primary school teachers attained good knowledge regarding types of learning disabilities in children and 70% of the primary school teachers gained good knowledge regarding management of children with learning disabilities.

Table 5:Mean and Standard Deviation of Knowledge Level of Primary School Teachers regarding Learning Disabilities in Children before and after the Administration of Teaching Program(n=40)

Knowledge	**Mean**	**SD**
Pretest	13.12	2.42
Posttest	20.05	1.75

Table 5 reveals that mean knowledge score regarding learning disabilities in children among primary school teachers in the pretest was 13.12 ±2.42. The mean knowledge score regarding learning disabilities in children among primary school teachers in the post test was 20.05 ±1.75.The mean score of knowledge

score regarding learning disabilities in children was increased after the administration of teaching programme.

Table 6:Mean Difference, SD Difference and Paired t Value of Knowledge Score of Primary School Teachers regarding Learning Disabilities in Children before and after Teaching Programme(n=40)

Knowledge score	**Mean Difference**	**SD Difference**	**df**	**t-value**	**p-value**
Before intervention					
After intervention	6.93	0.67	39	15.98	0.001***

*****significant at 0.001level**

Table 6 shows that computed t value between pretest and posttest was 15.98 with a corresponding p value of < 0.001, so the null hypothesis was not accepted. It is interpreted that there was significant difference in the mean knowledge score of primary school teachers regarding learning disabilities in children before and after the teaching programme. Hence it is inferred that the teaching program was effective in improving the knowledge regarding learning disabilities in children among primary school teachers.

Table 7: Association between Knowledge regarding Learning Disabilities in Children among Primary School Teachers and Selected Variables(n=40)

Variables		**Knowledge**		**df**	χ^2	**p value**
		≤ Mean	**> Mean**			
Age	≤35years	05	10			
	>35years	10	15	1	0.17	0.67^{ns}
Sex	Male	01	01			
	Female	22	16	1	0.26	0.60
Area of residence	Panchayath	30	06	1	0.17	0.67^{ns}
	Corporation	03	01			
Type of family	Nuclear family	22	11	1	1.3	0.23^{ns}
	Joint family	03	04			
Level of education	TTC	20	10	1	6.59	0.0102 *
	Others	2	8			
Type of school	Government	10	05	1	0.12	0.72^{ns}
	Aided	18	07			
Teaching experience	≤ 10years	17	04	1	0.83	0.36^{ns}
	> 10years	13	06			
Previous training classes attended	Yes	05	03	1	0.02	0.87^{ns}
	No	19	13			

Table 8 shows that calculated chi square value to find the association between knowledge regarding learning disabilities in children and level of education of primary school teachers was 6.59 at p value

0.0102. As the computed p value obtained was less than 0.05, the null hypothesis was not accepted and it was inferred that there was a significant association between knowledge regarding learning disabilities in children and level of education of primary school teachers.

Discussion

Learning disorder is one of the most misunderstood and commonest disability disorders prevalent among children.

The present study was conducted among primary school teachers as they play a very important role in diagnosis of disorders related to learning disability. Unfortunately, most of the manifestations of learning disability are either ignored or blamed on the child's personality branding it as laziness, or inattention. This is due to lack of adequate knowledge about specific learning disability among primary school teachers [21, 22].

The finding of the current study shows that majority of primary school teachers did not attend training classes regarding learning disabilities in children. The latest literature shows that the prevalence of learning disabilities among children ranges from 2.16 to 30.77 % in India [23].Even though the prevalence of learning disabilities among children in increasing, very less awareness programs are implemented among school teachers .This emphasize the importance of implementing sensitizing programs and identification management of common childhood disabilities particularly learning and behavioral issues.

In the present study, majority (85%) of the primary school teachers had average knowledge regarding learning disabilities in children and 10% had poor knowledge regarding learning disabilities in children before the administration of teaching programme. After the administration of teaching programme, majority (82.5%) of the primary school teachers gained good knowledge regarding learning disabilities in children. None of the primary school teachers had poor knowledge regarding learning disabilities in children after the administration of teaching programme. After the administration of teaching programme majority (80%) of the primary school teachers gained good knowledge regarding general aspects of learning disabilities in children,75%of primary school teachers attained good knowledge regarding types of learning disabilities in children and 70% of the primary school teachers gained good knowledge regarding management of children with learning disabilities. This finding emphasize the significance of improving the knowledge of the teachers who interact with the primary school children.

The finding of the study was supported by an another finding in which a quasi experimental study was conducted to evaluate the effectiveness of structured teaching programme on knowledge regarding learning disabilities in school children among primary school teachers. The mean post-test knowledge score was 24.92±1.41 which was significantly higher than the mean pre-test knowledge score 15.55±2.05 ($p<0.01$). The paired (t value =33.67) computed by comparison of the mean pre test and post test knowledge scores was statically significant at $p<0.01$ level. Therefore it was interpreted that structured teaching programme was effective in improving the knowledge regarding learning disabilities of school children among primary school teachers. (20, 21, 24,25).

The finding of the study indicate that the knowledge regarding learning disabilities among school teachers was associated with their educational status.

This finding is in align with the finding of another study where knowledge of 200 primary teachers within 16 schools in Bangalore in identifying children with learning disabilities were investigated. The result showed that teachers with bachelor's degree had better knowledge than others[26,27].

Ethical consideration

Ethical clearance and approval for conducting the study was obtained from the Institutional Ethics Committee of Govt. College of Nursing, Thrissur as per the reference number G2 312/2015 CONTSR dated 26/11/22. Permission was obtained from the selected college as per the reference number G2 2934/2022/CONTSR dated 22/11/2022. The researcher explained the purpose of the study, potential risks, benefits and the voluntary nature of participation in the study to the primary school teachers. The investigator assured that the information collected will be confidential and used only for research purpose. Participant information sheet was given to the study subjects and ensured that they understood the given information. After that, written informed consent was taken from the study participants.

Nursing implications

- Nursing professionals can play a key role in designing and implementing teaching programs for primary school teachers regarding learning disabilities among children .
- They can collaborate with educators and school administrators to ensure that these programs address the specific needs and challenges faced by teachers while working with children with learning disabilities.
- The nurse educators can give due importance to the development of knowledge, skill and attitude among nursing students in conducting health surveys, project works and health awareness programme to prevent and manage learning disabilities among children.
- Nurse administrators can allocate resources, coordinate training sessions and monitor the implementation of awareness programs on managing children with learning disabilities to ensure its effectiveness.

Limitations

Out of five schools, the researcher felt difficulty in two schools for assembling the primary school teachers at the same place and time.

Recommendations

- Parents may be included as samples to assess the knowledge regarding learning disabilities in children, this can help the them to identify and manage the children with learning disabilities earlier.
- Other techniques of data collection such as face to face interview may be adopted in future studies.
- Research that address the mental health issues of children with learning disabilities can be conducted in schools to enhance the psychological wellbeing of such children.
- Further research can be done based on the issues faced by children with specific learning disabilities.
- Qualitative studies among parents and school teachers can be conducted.

Conclusion

The findings suggested that there is a need to improve the knowledge level of primary school teachers. Then only the teachers can recognize and address these learning disabilities to ensure that every child has an equal opportunity to succeed.By understanding different types of learning disabilities and implementing the appropriate strategies, teachers can create an inclusive learning environment that support individual needs of all students.

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