

# The Effect Of Teachers' Training In Managing Strategies On The Academic Achievement Of Students With Learning Disabilities In Elementary Education

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## ABSTRACT

The aim of the study was to examine the effect of teacher training in managing strategies on the academic achievement of students with learning disabilities in elementary education. The research design was a one group pre-test post-test, and a purposive sampling method was utilized to gather a sample of 40 students from Cantt Public School Kohat. Five teachers were trained in coping strategies and their performance was measured before and after the training. The students were taught English, Urdu, and Mathematics and post-test results showed an improvement in all three subjects. This study's outcomes imply that providing teacher training in coping strategies is a successful approach to enhancing the academic performance of elementary school students with learning disabilities. The research findings indicate that providing teachers with training in strategies for handling difficulties can significantly improve the academic outcomes of students with learning disabilities. The research suggests that additional teacher education in strategies for handling challenges would enhance their ability to aid students with learning disabilities in achieving academic success.

## INTRODUCTION

Untrained teachers may find it difficult to effectively educate students with learning disabilities in an inclusive education setting. These students often require specialized instruction and accommodations to support their learning, and it can be difficult for untrained teachers to understand and implement these strategies effectively. Furthermore, creating an inclusive educational setting can be difficult for teachers who are not trained, as they must accommodate the needs of all students in the class, including those with learning difficulties. Untrained teachers who lack proper training and support may face difficulties in addressing the needs of their students and delivering adequate

instruction and guidance. Pakistan, like many other developing countries, faces the compulsion of limited resources when it comes to providing inclusive education for students with learning disabilities. Due to financial constraints, the government is unable to establish special education schools for all students with learning difficulties. As a result, these students are often left behind in the mainstream education system, struggling to keep up with their peers. This lack of resources also affects the training and support provided to teachers, making it difficult for them to effectively teach and support students with learning disabilities. Despite these challenges, Pakistan is making efforts to improve the education system for students with learning

disabilities, but the limited resources remain a significant obstacle.

"Inclusive education" refers to the concept of allowing all students, including those with different learning styles or disabilities, to actively engage and derive maximum benefit from educational programs offered in regular classrooms (UNESCO, 2017). To fight against the historical segregation of special education students based on a medical model of disability, inclusive education was created with a focus on educating students with special educational needs (SEN) (Kurth et al., 2018). Individuals with disabilities and special educational needs are entitled to an education equivalent to their non-disabled peers, and inclusive education is widely acknowledged as a method to attain this objective within typical classroom settings. (Schuster & Kolley, 2021). Investigations into the impact of inclusion on typical students have been conducted through various studies. Some of these studies have focused on the changes in the students' perspectives, compassion, and knowledge over a period of time. According to the (Smith & Williams, 2001), for instance, found that typically developing children can be sensitive to the impact of multiple disabilities and tend to have a positive view of the capabilities of children with multiple impairments, indicating promising prospects for inclusion. Based on parent reports, (Tafa & Manolitsis, 2003) found that children who were educated with children with special educational needs showed higher levels of respect, understanding, and acceptance towards their peers with disabilities. They also displayed fewer biases and learned to be more supportive and accommodating towards individuals with disabilities. This aligns with the results of other studies demonstrating that inclusive education can challenge ableist attitudes by altering the perspectives of typically developing children towards individuals with disabilities. (Beckett, 2009). According to (Grütter, Gasser, & Malti, 2017), students who

don't have special educational needs (SEN) are more likely to have a favorable outlook towards those who do have SEN if they have a chance to develop close relationships with both types of students. This indicates that educational programs that encourage friendships between students with and without SEN can play a role in enhancing inclusive education. An individual with a learning disability may experience difficulties in acquiring, organizing, retaining, understanding, or using both verbal and nonverbal information. (Wilson, Furrie, Walcott-Gayda, & Armstrong, 2011).

An SLD is a neurodevelopmental disorder rooted in biology that leads to challenges and slowdowns in acquiring age-appropriate academic knowledge during the early school years. (Grütter et al., 2017). Learning difficulties can impact the core competencies of reading, writing, and arithmetic, among others.

80% of individuals with learning difficulties have dyslexia, which can hinder their ability to read and communicate efficiently. (Berninger, Abbott, Thomson, & Raskind, 2001) Other common types of learning disabilities include dysgraphia (inability to write), dyscalculia (inability to perform mathematical operations), and disorders in visual-spatial organization. People with nonverbal learning disabilities face difficulties in nonverbal tasks such as visual-spatial problems, recognizing social cues, reading body language, and solving problems, however, they are able to verbally express themselves, read and comprehend written materials. The atmosphere of a classroom is greatly influenced by the teacher, which can either facilitate or hinder the inclusion of students with disabilities. It is essential to consider the implications of this for the education of future educators. Recently, proposals have been made for significant changes to existing teacher-education programs. Milton and Rohl's work (Milton & Rohl, 1998) It is widely held that the key ingredients to a successful education are

student effort, teacher expertise, student motivation, and instructor engagement. In today's era, it is essential for teachers to be well-informed about contemporary teaching practices and to continuously cultivate their scientific and personal development. (ALYA, 2014) demonstrates the downfall of a teacher who fails to stay current with professional advancements. It is widely acknowledged that when it comes to improving education at a local level, the teacher plays a crucial role. Their level of education, expertise in the subject matter, teaching skills, and commitment to their students are all critical factors that impact the success of the classroom. According to (Ikram, Hameed, & Imran, 2020), In underdeveloped nations, the investment in teacher training is much higher compared to that in industrialized countries. The educational resources available to students play a crucial role in determining the level of their education. The capability of teachers in impacting student learning is linked to the quality of training received, which should focus on knowledge tailored to students' needs and the application of effective teaching methods. According to (Stearns, Morgan, Capraro, & Capraro, 2012), training provides additional knowledge for creating and maintaining the necessary recital. (WestEd, 2000) found that teaching is persuasive because it has a positive impact on students' performance. (Wenglinsky, 2000) describes a subset of students and shows that, after their teachers had received training, they performed well on standardised tests of mathematics and science. According to (Nyangarora, 1996), training teachers is what really helps students succeed in school. According to (Sanders & Rivers, 1996), A skilled educator is far more capable than an untrained one, as the training they receive enhances their ability to impact student outcomes. Teacher preparation, according to (Ferguson, 1991), can pave the way for students

to achieve academic success. According to the literature (Hanushek, Kain, & Rivkin, 1998), training courses taken by educators have a positive impact on classroom performance.

### **Objectives of the study**

1. To assess the impact of teachers' training in coping strategies on the academic performance of elementary students with learning disabilities who are integrated into regular classrooms
2. To determine the correlation between teachers' training and students' academic performance.

### **Hypothesis of the study**

The academic performance of students taught by trained educators is significantly higher than that of students taught by their untrained teachers.

### **Materials and methods**

A quasi-experimental design (one group, pre- and post-tests) was used for the action research. A sample of five teachers from the Cantt Board Public School in Kohat was chosen for the training. A pre-test was administered before the training, which focused on coping and identification strategies for students with learning disabilities. At the end of a two-week training program, the teachers were tasked with implementing the newly acquired techniques with their students with learning disabilities over a period of eight weeks. A pre-test and post-test were administered to both the teachers and students, and the results were documented and compared.

### **Data analysis**

### **Correlational analysis**

**Statistics of Paired Samples**

		Mean	N	Std. Deviation	Std. Error Mean	Correlation	Sig.
Before training	Teachers' performance	45.60	5	12.75	5.70	.96	.010
	Students' performance	12.80	5	5.58	2.49		
After training	Teachers' performance	73.20	5	17.23	7.71	.98	.003
	Students' performance	28.40	5	7.12	3.18		

The above table indicates the performance of teachers and students with learning disabilities before training teachers' performance was (M (45.60), S.D (12.75), and students' performance was (M (12.80), S.D (5.58) correlation .96 and

sig level .010 , moreover, after training teachers' performance was (M (73.20), S.D (17.23), and students' performance was (M (28.40), S.D (7.12) correlation .98 and sig level .003 ,

**Statistics of Paired Samples Test**

		Paired Differences			95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Before training	Teachers and students' performance	32.80	7.56	3.38	23.40	42.19	9.69	4	.001
After training	Teachers and students' performance	44.80	10.35	4.63	31.94	57.65	9.67	4	.001

The above table indicates the performance of teachers and students with learning disabilities before training (M (32.80), S.D (7.56), lower and upper limits (23-42) df (4)) and after training (M

(44.80), S.D (10.35) , lower and upper limits (32-57) df (4)) and both are significantly correlated sig (.001).

**Regression analysis****Model Summary**

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics			df1	df2	Sig. F Change
				R Square Change	F Change				
1	.980 <sup>a</sup>	.960	1.643	.960	72.288	1	3	.003	

## a. Predictors: (Constant), Post Test

The regression results, as displayed in the regression table, indicate an R Square value of .947, which is equivalent to 94% accuracy. This implies that there is a significant relationship between changes in the independent variable and

changes in the dependent variable. In this case, providing teachers with additional training is likely to result in a marked improvement in students' academic performance.

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	195.103	1	195.103	72.288	.003 <sup>b</sup>
	Residual	8.097	3	2.699		
	Total	203.200	4			

a. Post Test: Dependent Variable:

b. (Constant), Post Test: Predictors:

In the ANOVA table, the regression value is greater than the residual value, indicating that the

independent variable has a significant impact on the dependent variable.

**Coefficients<sup>a</sup>**

Model		Unstandardized		Standardized		95.0% Confidence		
		Coefficients		Coefficients		Interval for B		
		B	Std. Error	Beta	t	Sig.		
1	(Constant)	-1.254	3.564		-.352	.748	-12.598	10.089
	Post Test	.405	.048	.980	8.502	.003	.253	.557

a. Dependent Variable: Post Test

The findings indicate that there is a 40.5% impact on student performance as a result of teacher training. This indicates that 59.5% of other responsible variables will have an impact on students' grades. The teachers' instruction does not significantly affect students' performance because the Sig. value is only 0.003, well below the threshold of significance set at 0.05. Increases in student achievement of 40.5 percentage points can be expected for every one percentage point increase in teachers' instructional efforts (B value). Since (0.003 < 0.05), we are unable to rule out the null hypothesis that "students taught by trained educators perform significantly better

academically than students taught by their untrained teachers."

**Discussion**

The purpose of this study was to investigate the effect of special education teacher training on student academic performance and to ascertain the extent to which this study adds to the existing literature on the connection between teacher preparation and student success. High test and exam scores were highlighted as one of the most important goals of education in a study by Harman in 2010. The results from a study conducted with data from 5 teachers and 30

students at a public school in Kohat provide strong support for the hypothesis that teacher training improves student academic performance.

### Conclusion

In conclusion, the findings of this study show that elementary school students with learning disabilities benefit greatly from teachers who have received special education training. The results indicate that teachers who have received adequate preparation are better equipped to meet the needs of their students with learning disabilities by using a variety of strategies and modifications in the classroom. The result is better academic results for them. The findings of this research highlight the need for ongoing professional development opportunities for special education teachers to ensure they are equipped with the knowledge and skills to meet the needs of all students.

### Recommendation

1. Proper trainings for the teachers may be arranged regarding differentiated instruction for learning disabled. This will help them overcome learning challenges and improve academically.
2. Teachers may provide positive reinforcement to the Learning-disabled students. This will boost confidence and academic performance.
3. Teachers may involve parents of the learning disable students. This will foster student support and academic success.
4. Learning-disabled students may be regularly assessed by teachers. This will identify areas of weakness and help them improve.
5. To help students with learning disabilities, the school should give teachers enough resources and support. This will boost their grades.

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