

## The Effectiveness of the Learning Difficulties Programs in the normal Schools

**Prof. Ibrahim Amin Azem, Iaila AlSalmi**  
*Sultan Qaboos University, Oman*

### Abstract

This study explores and evaluates the effectiveness of Learning Difficulties Programs (LDPs) from teachers' perspectives in the Sultanate of Oman. A total of 329 teachers participated, assessing 49 items across six domains: administrative and technical aspects, diagnosis and assessment, family-school partnership, curricula and treatment programs, educational and technological aids, and behavior modification.

Overall, teachers' agreement on the effectiveness of Special Needs Programs in Omani schools was neutral across all domains, except for one item, which indicated that curriculum content is appropriate for students with learning disabilities. The findings also revealed a lack of coordination between members of the disability programs enrollment committee and between learning disabilities teachers and school administrations.

Additionally, statistically significant differences emerged in teachers' evaluations of the family-school partnership domain based on their qualifications (High Diploma, Bachelor's, and Master's and above), favoring teachers with a High Diploma. Significant differences were also found in the domains of family-school partnership, curricula and treatment programs, and behavior modification based on teachers' specialization, with special education teachers reporting more positive evaluations. However, no statistically significant differences were observed based on teachers' years of experience.

**Keywords:** learning difficulties, programs, oman, teachers