



**A STUDY TO ASSESS THE KNOWLEDGE REGARDING LEARNING
DISABILITY AMONG PRIMARY SCHOOL TEACHERS, AT A SELECTED
SCHOOL OF INDORE, M.P.**

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INTRODUCTION:

A learning disability is a very common phenomenon in children that can damage their mental growth. Factors that can cause learning disabilities can be heredity, illness at birth and after birth, and childhood stress. Accidents after birth, including head trauma, malnutrition, exposure to toxic substances, debilitating disease, and early childhood injuries that affect brain development, such as traffic accidents, child abuse, very premature birth, and certain genes passed on from parents, can affect a child's developmental stage. brain.

Learning disability is a heterogeneous group of disorders and manifests as significant difficulties in acquiring and using basic academic skills such as reading, writing, spelling, mathematics or language.

The types of learning disabilities are as follows: Dyslexia, a specific disorder that affects reading and language processing skills. Dysgraphia is a special disorder involving handwriting and fine motor skills. Dyscalculia is a specific disorder affecting the ability to understand numbers and learn math facts. Auditory command processing affects about 5% of school-age children. What they say, like most children, cannot be processed. This is because they cannot completely align their ear and mind. The order in which language is processed makes it difficult to understand and make sense of the

words she hears. A non-verbal learning disability makes it difficult to understand the words they hear and their meaning.

Every child has the right to help in learning according to his abilities. Every nation and society must give equal rights to education to every child, whether they are normal or abnormal children. Children who have learning difficulties are not special; they are normal but slow learners due to some learning problems; they are not fast learners. Two aspects are tied to equality of opportunity: fair access to school education and equal success in school. Children have great difficulty in learning, especially in different subject areas. It is very important to understand that this type of disability can be very detrimental to a child's life and can affect them along with family, friends and the education system. It happens when the information is not processed properly, making it very difficult for the child to learn. Parents or teachers know how to teach children who are going through this problem, when a child with learning problems is sometimes surprised because his parents also went through the same situation. These children have difficulties in only some areas of learning, although they have different skills in other areas of their interests. This happens when the child's talent is not focused while focusing only on the child's disordered situation. This happens to children who have learning difficulties because their teachers and parents do not understand how to identify a particular area of difficulty and how to deal with that area. As a result, these children do not receive the attention they deserve, then become more prone to learning disability issues and are unable to move forward and succeed in achieving their goals.

Lack of awareness among parents is becoming the number one problem. There is a great need to pay attention to the identification of this area of learning disabilities by discussing it with parents and teachers and researchers involved in solving the problem of children. It is important to examine the confounding factors that affect children's learning abilities and cause an increase in disability. According to one study, about 1.8 million Pakistanis have learning disabilities, of which 0.5 million lived in urban areas and 1.3 million in rural areas. People in rural areas have strong superstitious beliefs about the causes of learning disabilities and there are no educational facilities in rural areas, while in urban areas there is a need to spread awareness among parents and teachers.

OBJECTIVES:

1. To assess the level of knowledge regarding learning disability among primary school teachers in Madhya Pradesh.
2. To compare the level of knowledge of learning disability among private school teachers and government school teachers.
3. To compare the level of knowledge among teachers based on their year of experience.

RESEARCH HYPOTHESIS:

H₁: The level of knowledge regarding learning disability among primary school teachers will be significant.

H₂: There will be a significant difference in the level of knowledge between private school teachers and government schoolteachers.

H₃: There will be a significant difference in the level of knowledge based on the experience of the teachers.

ASSUMPTIONS:

- School teachers will have some knowledge regarding learning disability.

MATERIALS AND METHODS:

A comparative study was done using convenience sampling. This is a type of non experimental research in which the researcher finds the level of knowledge of learning disability in primary school teachers and compares this level using demographic variables such as nature of employment and year of experience. Based on the exclusion and inclusion criteria, a group of 100 primary school teachers (n=100) was chosen for the study, 50 from private schools and 50 from public schools. Convenience sampling was used, which is a method of non-probability sampling in which a sample is taken from a population segment that is close to hand.

Description of the tool:

The following tools were used to collect the data:

1. *Informed Consent Form*
2. *Socio-Demographic Sheet*

3. Structured questionnaire for assessment of knowledge of learning disability

The sample for the study includes 100 primary school teachers. The selection of samples was based on the inclusion-exclusion criteria. Informed consent was obtained from all the respondents before collecting the data. The study had responses from M.P. Convenience sampling has been used for the collection of data. Socio-demographic sheet and a structured questionnaire were used for the collection of data. This was administrated to the participants through Google forms. Appropriate statistical tools have been used for the analysis of the data.

VALIDITY OF THE TOOL

The tool was developed by the investigator based on the review of literature. The tool was evaluated by experts from the field of Nursing and medicine and it was modified according to their suggestion.

RESULTS:

The data collected were grouped and analysed using descriptive and inferential statistics.

The total responses were 100 out of which 50 were from government/aided sector and 50 from private sectors. The socio-demographic data sheet corresponding to the year of experience of the participants. Majority of the respondents (63%) have 7 to 12 years of experience whereas 37% of respondents had 1 to 6 years of experience. The majority of the sample population do not know the concepts of dysorthographia and dysgraphia. 77 % of the teachers gave wrong answers for the question related to accommodation for learning disability.

CONCLUSION:

The present study intended to assess the level of knowledge regarding learning disability among primary school teachers. The study was conducted by using convenient sampling method. The data was collected from 100 primary school teachers (50 private school teachers and 50 government school teachers). Knowledge regarding learning disability was measured using a structured questionnaire on learning disability. The data was analysed using Independent Sample T-test. It was found that the teachers had moderately adequate knowledge regarding learning disability. There was

no significant difference in the level of knowledge based on the nature of employment and year of experience among the primary school teachers.

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