



“A descriptive study to assess the knowledge regarding learning disabilities (children) among teachers in selected primary school of Himachal Pradesh 2019-21”.

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ABSTRACT

Background: Learning disabilities in children are one of the common problems that need special attention from family, neighbours, social circles and teachers. Teacher plays an important role while dealing with learning disabilities children therefore teacher role is wide such as best supporter and good resources for children in school. The aim of study was to assess the knowledge and attitude among primary school teachers regarding learning disabilities in selected primary school of Himachal Pradesh. Quantitative research approach was used for study. Design Non- Probability Convenient sampling technique was used to select the sample. Sample size was 100 primary school teachers. Data was collected by using demographic variables, Self-structured knowledge questionnaire. The result of the study revealed that majority of teachers 61% had good knowledge on learning disabilities, 39% had fair knowledge regarding learning disabilities and none (0%) had average knowledge regarding learning disabilities. There was no significant association of knowledge score regarding learning disabilities among teachers found with any of variables. The findings of the study concluded that majority of the primary school teachers had good knowledge on learning disabilities.

KEY WORDS: Assess, Learning disabilities, Primary school teachers, knowledge, Primary school.

1. INTRODUCTION:

Teaching-learning process is as old as human being. If the teaching- learning process is effective, the learner is able to make the best use of the things in the world around him. So, the acquisition of knowledge, skills,

and attitudes which enable us to adjust ourselves in effective manner to the environment may be said to be the aim of teaching and learning.¹

The learning disability plays a significant role as a silent handicap among children. It is estimated that 4-5% of students in school have learning disability.²

Primary school teachers are typically responsible for teaching children from first through fifth grades. They play an important role in developing a child's intellect and work habits, as primary school is the first time most children are in a strictly educational environment.³

Learning disabilities, are an umbrella term for a wide variety of learning problems. It is not a problem with intelligence or motivation. Kids with learning disabilities aren't lazy or dumb. In fact, most are just as smart as everyone else. Their brains are simply wired differently. This difference affects how they receive and process information.⁴

The term 'learning disability' came to use in the 1960s. National Joint Committee on Learning Disorder defines learning disorder as "a heterogenous group of disorder manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities".⁵

Learning disability sometimes called a learning difference, learning disorder, or learning difficulty is a classification including several disorders in which a person has difficulty learning in a typical manner. Learning disabilities arise from neurological differences in brain structure and function and affect a person's ability to receive, store, process, retrieve or communicate information.⁶

Teachers are the first person to notice that the child is not learning as expected. By arranging a special training programme to educate the teachers regarding identification and management of learning disabilities so that teachers can incredibly enhance their knowledge regarding identification of learning disabilities in child. Teacher should have knowledge about learning disability because without proper knowledge and perception they cannot motivate the future of the children. Hence, the researcher felt the need to to assess the knowledge regarding learning disabilities (children) among teachers in selected primary school of Himachal Pradesh 2019-21".

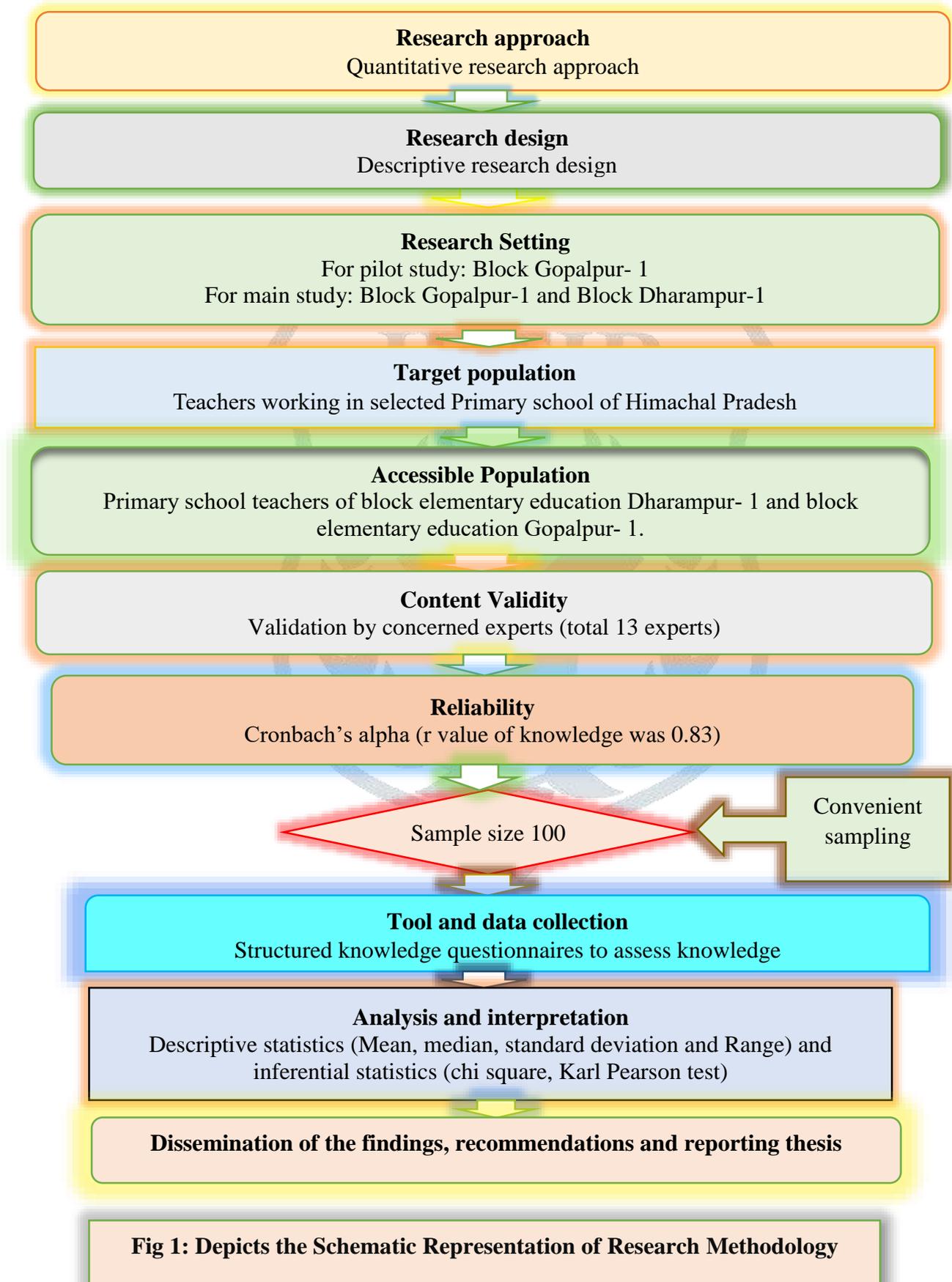
2 METHODOLOGY:

2.1 Research Approach

The research approach chosen for the present study was Quantitative research approach.

2.2 Research Design

The research design selected for the present study was descriptive research design.



2.3 Research setting

The setting of the study was following school of Block Gopalpur-1 and Block Dharampur-1.

2.4 Sample size

Sample size for the present study was 100 primary school teachers.

2.5 Sampling Technique

Non- Probability Convenient sampling technique was used to collect the sample.

2.6 Tool

The self- structured knowledge questionnaire was used to collect data from the Primary School teachers.

The data collection tool consists of two sections:

Section one related to demographic variables, Section two related to self- structured knowledge questionnaire regarding learning disabilities. Content validity of the self-structured knowledge questionnaire regarding knowledge was done by 13 experts. Reliability was checked by Cronbach's alpha method to check the internal consistency of the tool. The (r) value of knowledge was 0.83, hence the tool was considered reliable for proceeding with the main study.

2.7 Ethical consideration

The actual study was conducted after the approval from the Principal, research & ethical committee of Shimla Nursing College, Shurala. Written permission was obtained from the block elementary education officer dharampur-1 and Gopalpur-1. Verbal permission was obtained from Center Head Teachers of primary school with the reference permission letters of Block Elementary education officer Dharampur-1 and Gopalpur-1. The purpose and detail of the study was explained to the study subject. Written/ Verbal consent was taken from the study subjects. Assurance was given to the study subject regarding the confidentiality of the data collected.

2.8 Data collection

Researcher collected then data on 5th August 2021. Data was collected in selected school of block Gopalpur - 1 and block Dharampur-1. Written permission was obtained from Principal of Shimla Nursing College, Shimla. Before data collection written permission was taken from the research and ethical committee of Shimla Nursing College. After that, the written permission was taken from the block elementary education officer Gopalpur 1 and block elementary education officer Dharampur 1 to conduct the study. The researcher personally met with the officers of Block elementary education Gopalpaur-1 and Dharampur -1 and explained about the research study to ensure maximum cooperation. Verbal permission was taken from centre head teacher of primary school. Reassurance was given to centre head teachers regarding daily schedule of teachers was not hampered and data collection was done during breaktime without interruption. Written consent was taken from the teachers who was participating in the study.

Data collection was carried out by using developed and validated self-structured knowledge questionnaire. Self-introduction and introduction regarding research study were given to the study subjects. Attendance Performa was filled by the study subject under the supervision of researcher. The aim of the study was explained to the study sample and was assure about the confidentiality of responses. The self- structured

knowledge questionnaires were administered to the study subject with the duration of 45 minutes. After data collection, researcher has filled the feedback Performa from study subjects. After the collection of whole data researcher was thankful to the study subjects and concerned authority for their full cooperation and participation.

The collected data were analysed through both descriptive and inferential statistics.

2 RESULT:

3.1: Findings related to description of demographic variables among primary school teachers.

Table 1: Depicts Frequency and percentage distribution among primary school teachers based on demographic variables

N=100

S.NO.	Demographic Variables	Frequency (f)	Percentage (%)
1	Age (in years)		
	a) 21-30 years	2	2.0%
	b) 31-40 years	17	17.0%
	c) 41-50 years	31	31.0%
	d) Above 50 years	50	50.0%
2	Gender		
	a) Male	29	29.0%
	b) Female	71	71.0%
3	Education qualification		
	a) Junior basic training	74	74.0%
	b) Elementary teacher training	10	10.0%
	c) B.Ed.	13	13.0%
	d) Others	3	3.0%
4	Marital status		
	a) Married	97	97.0%
	b) Unmarried	1	1.0%
	c) Divorced	0	0%
	d) Widow/widower	2	2.0%
5	Religion		
	a) Hindu	100	100.0%
	b) Muslim	0	0%
	c) Sikh	0	0%
	d) Others	0	0%

6	Years of experience in primary school teaching		
a)	Fresher	2	2.0%
b)	<5years	7	7.0%
c)	6-10 years	12	12.0%
d)	11 years above	79	79.0%
7	Previous experience in teaching students with learning disabilities	54	54.0%
a)	Yes	46	46.0%
b)	No		
8	Attended any in-service education programmes related to learning disabilities		
a)	Yes	13	13.0%
b)	No	87	87.0%
9	Nature of employment		
a)	Regular	92	92.0%
b)	Contractual	8	8.0%
10	Any previous knowledge regarding learning disabilities		
a)	Yes	50	50.0%
b)	No	50	50.0%

The data presented in Table No. 1 depicts the demographic variables of primary school teachers, Majority of primary school teachers i.e. 50 (50.0%) were in the age group of above 50 years. According to the gender, majority of primary school teachers i.e. 71(71.0%) were female. With regards to education qualification, majority of primary school teachers i.e.74(74.0%) were having junior basic training. On the basis of marital status, majority of the primary school teachers i.e. 97 (97.0%) were married. On the basis of religion, majority of the primary school teachers i.e. (100%) belongs to Hindu religion. According to the years of experience in primary school teaching majority of school teachers i.e. 79(79.0%) were having 11 years above experience. On the basis of previous experience in teaching students with learning disabilities, majority of primary school teachers i.e. 54(54.0%) had previous experience in teaching students with learning disabilities. According to the attended any in-service education programmes related to learning disabilities, majority of school teachers i.e. 13(13.0%) were attended in -service education programmes related to learning disabilities and 87(87.0%) were not attended any in service education programmes related to learning disabilities. On the basis of nature of employment, majority of primary school teacher 92(92.0%) were regular and 8(8.0%) were contractual basis. With regards to any pervious knowledge regarding learning disabilities, majority of primary school teachers 50(50.0%) were said Yes and 50 (50.0%) were said No.

3.2: Findings related to knowledge regarding learning disabilities among primary school teachers

Table 2 Depicts Frequency and percentage distribution of knowledge score among primary school teacher
N=100

SR. NO.	Level of knowledge	Range of knowledge score	Frequency (f)	Percentage (%)
1.	Good	23-33	61	61%
2.	Fair	12-22	39	39%
3.	Average	0-11	0	0%

Minimum score: 0

Maximum score: 33

The data presented in Table 2 Showed the frequency and percentage distribution of knowledge score among primary school teachers. Majority of primary school teachers i.e. 61(61%) were having good knowledge and 39 (39%) were having fair knowledge regarding learning disabilities. None of the teachers were having average knowledge regarding learning disabilities.

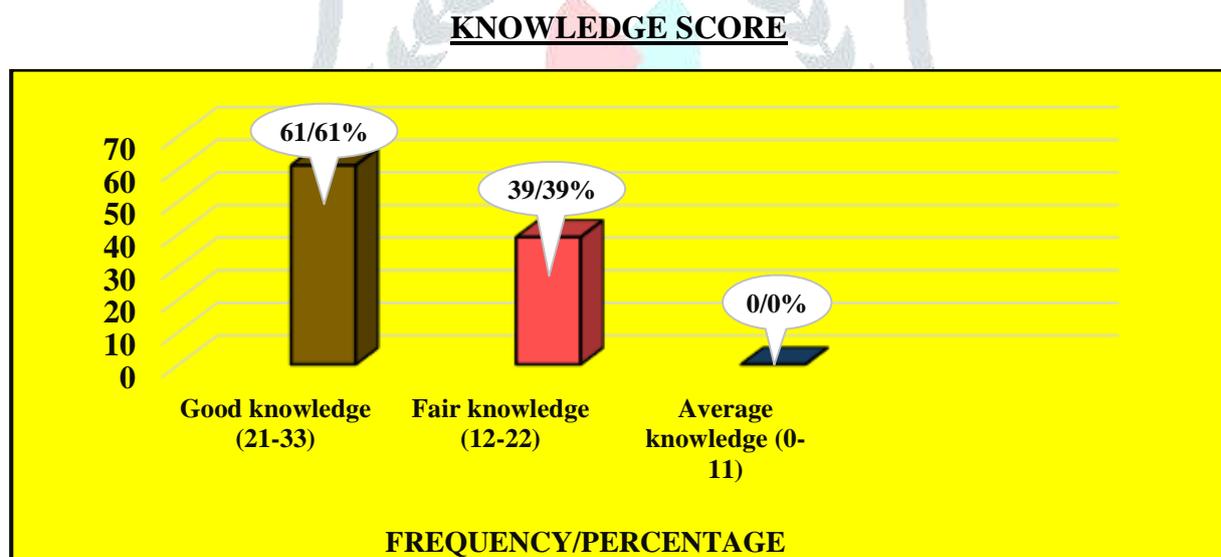


Fig no :2. Depicts bar diagram regarding Frequency and Percentage distribution of primary school teachers as per knowledge scores

3.3: Findings related to association of knowledge score regarding learning disabilities among primary school teachers with selected demographic variables.

No significant association was found in knowledge score with selected demographic variable (age (in years), gender, educational qualification, marital status, religion, years of experience in primary school teaching, previous experience in teaching students with learning disabilities, attended any in service education programmes related to learning disabilities, nature of employment and any previous knowledge regarding learning disabilities.)

4 DISCUSSION

In this study, the mean knowledge score of primary school teachers was (23.63), knowledge score among primary school teachers revealed that 61 (61%) had good knowledge, 39 (39%) had fair knowledge and none of the teachers had average knowledge regarding learning disabilities.

5 CONCLUSION

The present study was conducted to assess the knowledge regarding learning disabilities (children) among teachers in selected primary school of Himachal Pradesh 2019-21”.

Main study revealed that knowledge score regarding learning disabilities among primary school teachers, majority of teachers i.e. 61 % primary school teachers have good knowledge, 39% primary school teachers have fair knowledge and none of the primary school teachers have average knowledge regarding learning disabilities.

6 RECOMMENDATION

Based on the result of the study following recommendation were made.

1. A study to evaluate the effectiveness of structured teaching programme on knowledge and attitude regarding learning disabilities of the school children among school teachers in selected primary school of Shimla.
2. A pre experimental study to assess the effectiveness of planned teaching program among primary school teachers regarding awareness of learning disabilities in children in selected school of Una.
3. A comparative study to assess the knowledge and attitude regarding learning disabilities between private and government primary school teachers in selected school of Shimla.

7 LIMITATIONS

1. Due to COVID -Pandemic, it was tough to get permission from block elementary education officers.
2. It was difficult to convince the primary school teachers for research study.
3. The researcher found difficulty in getting adequate literature related to the study.
4. The time limit for data collection was very less due to Pandemic.

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