ASSESS THE ATTITUDE OF PRIMARY SCHOOL TEACHERS REGARDING LEARNING DISABILITIES AMONG AUTISM CHILDREN AT SELECTED SCHOOL, BENGALURU

Author's Name: Mrs. Pavithra J[1], Dr. Vidya Thokal[2]
Affiliation:

1. Ph.D. scholar, Shri Jagadishprasad Jhabarmal Tibrewala University, Vidyanagari, Jhunjhunu, Rajasthan, India.

2. Ph.D. Guide, Shri Jagdishprasad Jhabarmal Tibrewala University, Vidyanagari, Jhunjhunu, Rajastha, India.

Corresponding Author Name: Mrs. Pavithra J

ABSTRACT

Background of the study: A variety of complicated neurodevelopment diseases known as autism spectrum disorders are typified by social impairments, communication challenges, and limited, repetitive, and stereotyped behavioural patterns in students. They can also be used to diagnose learning deficits in young patients. Objective: To assess the learning disability of autism children among primary school teacher. Methods: Two data collectors and chosen schools carried out the investigation in those chosen schools. 50 primary school teachers were chosen, and samples were chosen using the convenience sampling technique. The questionnaires were manually cleaned, their completeness verified, and then imported into Epi data version 4.5. After that, the information were imported into SPSS software version 25.0 for additional examination. The use of descriptive statistics was used. Lastly, the relationship between the independent and dependent variables was examined. Result: Revealed that the pretest level of Attitude that primary school teachers had on learning disabilities in children with autism. Positive attitude accounted for 20(40%), Negative attitude 30(60%). the demographic variable of primary school teachers' pretest attitude levels on the identification of learning disabilities in children with autism. The pretest levels of attitude regarding learning disabilities among children with autism did not exhibit any statistically significant correlation with age, gender, religion, work experience, educational background, information source, or employment status. P Value is less than 0.05. Conclusion: The likelihood that children with LDs will be identified early and receive the necessary treatment will rise dramatically if teachers are adequately informed on LDs. Regularly scheduled teacher education programs and workshops are necessary to increase teachers' understanding of SLDs.

Keywords: Attitude, Autism, Primary school teacher, Children

INTRODUCTION

The neurodevelopment illness known as autism, or autism spectrum disorder (ASD), is highly widespread, despite the general public's lack of knowledge about it. Numerous school-aged children diagnosed with autism spectrum disorder (ASD) fulfill academic requirements comparable to those of their normally developing (TD) classmates (Wei et al. 2015). These requirements emphasize how important it is to comprehend the range of learning styles and challenges that kids with ASD face in order to provide them with specialized instruction that will advance their academic success. [1].

Combining ASD and SLD increases the chance of scholastic issues. Autism spectrum disease (ASD) is a neurodevelopment illness characterized by restricted and repetitive behavioral patterns, poor verbal and nonverbal communication, and impaired social interaction. The primary objectives of therapies for children with autistic symptoms are decreased challenging behaviours and enhanced communication; however, specific solutions intended to raise academic achievement in accordance with individual needs are behind for a number of reasons. Though its precise cause is unknown, hypotheses about autism include environmental and genetic factors.[2].

A survey conducted in South Korea found that the prevalence was 2.6%. Roughly one in six children in the US had a developmental disability in 2020–2022, ranging from minor conditions like speech and language impairments to serious conditions like cerebral palsy, autism, and intellectual disabilities. Two million persons in India, 1.5 million in the US, 1.1 million in China, 0.65 million in the UK, half a million in the Philippines, 0.18 million in Thailand, and maybe 0.15 million in Mexico are estimated to have autism. According to the global burden of illness, neuropsychiatric disorders in pediatrics, one of the top five causes of morbidity and impairment in children, are expected to rise by more than 50% globally by 2020.[3].

Autism is one type of learning disability that is under diagnosed in children in Nepal. Since the majority of learning disorders have long-term effects on children, early detection is crucial. It's possible that educators are crucial in this kind of identification. Worldwide, there are documented instances of children with exceptional needs experiencing stigma and discrimination due to their autism. The existence of these unfavorable ideas among Nepali instructors is not well understood. Instructors possess a unique opportunity to make a substantial difference in the mental and overall well-being of their pupils. Identifying children's faulty behaviours is mostly the responsibility of educators. [4].

Universe International Journal of Interdisciplinary Research
(International Peer Reviewed Refereed Journal)
DOI No. – 08.2020-25662434

© UIJIR | ISSN (O) – 2582-6417
DEC 2024 | Vol. 5 Issue 7
www.uijir.com

METHODOLOGY

Research approach

Quantative research approach

Study area and period

Study was conducted at selected schools and study period one month

Study design: Descriptive research design was selected to achieve objectives of research

Population

Source and study population:

Source of population were all primary school teachers and study population were selected primary school teachers at Bengaluru

Population

Source and study population**:** All primary school teachers at selected school at Bengaluru.

Inclusion criteria and Exclusion criteria

Inclusion criteria:

➢ Primary school teachers at selected school
➢ Primary school teachers interested to participate in research

Exclusion criteria**:**

➢ Primary school teachers are not interested to participate in study

Sample size: simple random sampling technique was used to select 50 primary school teachers.

Variables

Dependent variable**:** Learning disability among autism children

Independent variables**:** Age, Gender, Religion, Qualification, work experience and Source of information.

Operational definition:

Attitude: In this study anxiety refers to the Intense, excessive and persistent worry and fear about everyday situations.

Primary school teacher: In this study hospital refers to the place providing promotive, preventive and curative health services to children's.

Learning disability: In this study preoperative refers to the children admitted for before operation.

Autism: In this study it is a neurological developmental disorder that affects how people interact with others, communicate, learn and behave

Data quality control

The questionnaires were pretested on 5% of the sample size one week before to the actual data collecting day, and they will be analyzed off-site. After the pretest, the tools will be adjusted and changed to meet the objectives of the study. The data collectors and the collection method were rigorously monitored during the entire process, and the collected data was routinely examined to guarantee consistency. Any missing questionnaire questions that the data collectors misinterpreted were immediately evaluated by the supervisors, and the lead investigators corrected them for the data collection the following day.

Data processing and analysis

The collected data was coded, cleaned, and added to the SPSS program before to the study's commencement. The data will be entered and analyzed using the statistical package for social sciences (SPSS) version 20, and the results will be presented using cross tabs, proportions, and frequencies in an exact manner. An association between dependent and independent variables was deemed statistically significant if the P-value was less than 0.05.

RESULT

Table 1 shows the frequency and percentage distribution of the primary school teacher's demographic variables.   N=50

Variables		Frequency	Percentage
Age in Years	20-30	2	4.0
	31-40	15	30.0
	41-50	19	38.0
	>51	14	28.0
Sex	Male	20	40.0
	Female	30	60.0
Religion	Hindu	20	40.0
	Christian	20	40.0
	Muslim	10	20.0
Educational status	T.CH	5	10.0
	B.Ed	16	32.0
	M.Ed	8	16.0
	Degree	21	42.0

Universe International Journal of Interdisciplinary Research
(International Peer Reviewed Refereed Journal)
DOI No. – 08.2020-25662434

© UIJIR | ISSN (O) – 2582-6417
DEC 2024 | Vol. 5 Issue 7
www.uijir.com

Work Practice	<1 Years	10	20.0
	1-5 Years	15	30.0
	6-10 Years	20	40.0
	>10 Years	5	10.0
Source of information	Health person	20	40.0
	Mass media	10	20.0
	Friends	10	20.0
	Seminar	8	16.0
Employment status	Permanent	30	60.0
	Temporary	20	40.0
Total		**50**	**100**

Table-1: Shows that primary school teachers according their socio-demographic data. Result shows that majority of primary school teachers 19(38%) were between 41-50 years and 14(28%)of primary school teachers were found between the age group more than 51 years,15(30%)between31-40years and 2(4%) were age group 20-30 years.

With references to gender of primary school teachers majority of the primary school teachers 30(60%) were female and 20(40%) were Male. In relation to religion of primary school teachers maximum numbers of teachers 20(40%) were Christian, 20(40%) were Hindu and 10(20%) were Muslim.

In terms of their educational background, primary school teachers comprised 21 (42%) with a degree, 16 (32%) with a B.Ed., and just 5 (10%) with a T.Ch. and 8(16%) were M.Ed. In terms of primary school teachers' employment experience, 20 (40%) had 6–10 years, 15 (30%) had 1–5 years, 10 (20%) had less than 1 year, and 5 (10%) had more than 10 years. Regarding where to find information about learning disabilities, 20 people (40%) got it from a health professional, 10 people (20%) from friends, 10 people (20%) from the media, and 8 people (16%), from seminars. About the employment status of elementary school teachers, 20(40%) were temporary and 30(60%) were permanent.

SECTION-II

Section II: Description of pretest level of Attitude regarding learning disability

N=50

Attitude level	Level of pretest	
	Number	**Percentage**
Negative attitude	30	60.00
Positive attitude	20	40.00
Total	**50**	**100.00**

Table 2 presents the pretest level of Attitude that primary school teachers had on learning disabilities in children with autism. Positive attitude accounted for 20(40%), Negative attitude 30(60%).
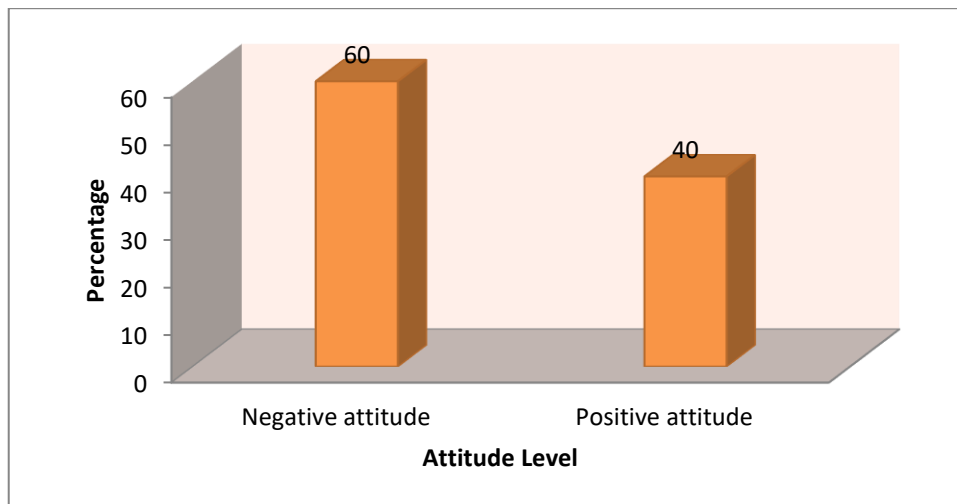

Figure 1: Attitude level

Table 3: Association between learning deficit in children with autism and socio-demographic variables.

Variables	Pretest levels of Attitude			Chi-square	Df	p-value
	Positive	**Negative**	**Total**			
Age groups (in Years)						
20-30	3	8	11	0.052	1	0.065
31-40	8	8	16			
41-50	5	10	15			
>51	4	4	8			

Universe International Journal of Interdisciplinary Research
(International Peer Reviewed Refereed Journal)
DOI No. – 08.2020-25662434

© UIJIR | ISSN (O) – 2582-6417
DEC 2024 | Vol. 5 Issue 7
www.uijir.com

Gender						
Male	8	10	18	0.824	1	0.930
Female	12	20	32			
Religion						
Hindu	9	20	29	0.629	2	0.207
Muslim	5	4	9			
Christian	6	6	12			
Qualification						
T.CH	6	10	16	0.168	1	0.861
B.Ed	5	9	14			
M.Ed	6	5	11			
Degree	3	6	9			
Work experience						
<1 Years	4	6	10	0.769	3	0.617
1-5 Years	8	10	18			
6-10Years	4	6	10			
>10 Years	4	8	12			
Source of information						
Health person	10	15	25	0.166	3	0.341
Mass media	4	5	9			
Friends	3	4	7			
Seminar	3	6	9			
Employment status						
Permanent	15	24	39	0.184	1	0.225
Temporary	5	6	11			
Total	20	30	50			

(* -P>0.05, significant) (NS=Not significant)S=(significant)

Table 3 above demonstrated the demographic variable of primary school teachers' pretest attitude levels on the identification of learning disabilities in children with autism. The pretest levels of attitude regarding learning disabilities among children with autism did not exhibit any statistically significant correlation with age, gender, religion, work experience, educational background, information source, or employment status. P Value is less than 0.05.

CONCLUSION

The recent survey shows that less than half of school teachers have a comprehensive understanding of autism. There was a strong correlation between educational background and both autism awareness and exposure levels. A third of people are still unaware of Autism Care Nepal Society, the sole organization that supports children with autism. The percentage of responders with training relating to autism is remarkably low. When it comes to referring children with autism, less than one-third of the respondents are unsure of who to contact.

DISCUSSION

Carried out a study to evaluate knowledge about children with autism. The study used a descriptive research design. Fifty educators were assigned to the study. The findings indicated that sixty percent of teachers had strong knowledge, twenty-five percent had excellent knowledge, and sixteen percent had ordinary knowledge. To determine the relationship between knowledge scores and a certain demographic characteristic, the chi-square test is employed. The majority of school teachers, according to the study, had solid knowledge of autism spectrum diseases. [5].

Carried out a survey to gauge public awareness of children with autism. The research used a descriptive design. For research, fifty teachers were required. The results demonstrated that the majority of teachers had strong knowledge in 60% of cases, exceptional knowledge in 25% of cases, and average knowledge in 16% of cases. The chi-square test is utilized to determine whether knowledge scores and a particular demographic variable are related. According to the study's findings, the majority of educators knew a lot about autism spectrum disorders.[6].

COMPETING INTEREST

The author reports no conflicts of interest for this work

REFERENCES

1.Rehmi, P. J. Influence of teacher's age, qualification, marital status and gender on students' academic achievements. Journal of Educational Research.2018: 3(4). 50-68.

2. Brehm, J. W. Exploration of cognitive dissonance. New York: Wiley.2021

3. Juarez, A. P., & Waren, Z. E. Assessment of professional development needs related to educating students with autism spectrum disorders. 2018:29(2), 67-79.

4.Dehanty, W. Expectancy confirmation in attitude learning: A connectionist account. European Journal of Social Psychology.2016: 20(1), 98-102.

5. Garcia, C. Impact of teachers' attitude on the use of inquiry method of teaching in the elementary

classroom. Journal of Education.2019 14(3). 28-31.

6. Moges B. Attitudes towards postsecondary education for students with intellectual disabilities and autism. Journal of Postsecondary Education and Disability. 28(2). 149- 162.