

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

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ABSTRACT

Background: When the special needs of children with learning disabilities are not met, it can lead to scholastic backwardness and related psycho-socio problems. Hence, early identification by teachers is crucial. It would, therefore, be important to assess the attitudes of teachers toward children with learning disabilities. Objective: To assess the Attitude of learning disabilities of children among primary school teachers. 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 purposive sampling technique. The questionnaires were manually cleaned, their completeness verified, and then imported into data analysis software. After that, the collected data imported into SPSS software version of 25.0 for additional examination. The use of descriptive statistics was used. Lastly, the relationship between the independent and dependent variables was examined. Result: shows that pretest score of attitude regarding learning disability among primary school teachers pretest level Positive attitude 30(60%), Negative attitude 20(40%). Reveals that sociodemographic variables Educational qualification of primary school teachers had statistically association with pretest levels of attitude regarding identify learning disability among children. Age, religion, sex, work experience, source of information and employment status had shown no statistically significant association with the pretest levels of attitude regarding learning disability among children's < 0.05 . Hence H_1 is accepted. Conclusion: The findings of the research highlight the need for bringing awareness to change the attitude towards inclusion and bringing children with learning disabilities into the educational mainstream.

Keywords: Attitude, Primary school teachers, Learning disability, Children

Introduction:

Restoring knowledge requires learning. In the context of the explosion of knowledge, it is thought that a student learns one fourth of what he needs from experiences, one fourth from the teacher directly, and the remaining one fourth will remain unfilled for the duration of their time as students as well as their lives. To guarantee effective learning, a competent teacher consistently recognizes the assigned function of the student and helps them to assume it. Understanding a few learning-related facts or truths would enable the teacher to better prepare the pupils to fulfill their obligations in a commendable manner[1].

A broad range of learning issues are collectively referred to as learning disorders or impairments. A learning handicap is not a sign of low motivation or intelligence. Children that struggle with learning are not stupid or lazy. Most are, in actuality, equally intelligent as everyone else. It's just that their brains are wired differently. Their reception and processing of information are impacted by this disparity. Put simply, there are visual, auditory, and cognitive differences between children and adults with learning difficulties. This may make it difficult to pick up and apply new knowledge and abilities. The most prevalent kinds of learning disabilities include issues with speaking, listening, thinking, writing, math, and reading[2].

Children with learning disabilities make up the majority of pupils getting special education services. According to the Individuals with Disabilities Education Act, 2.4 million public school children in America (or around 5% of all kids enrolled in public schools) have been identified as having learning disabilities (IDEA). This group includes 42 percent of the 5.7 million school-age children with impairments of all kinds who get special education services. Between 2002 and 2011, the percentage of kids classified as having LD decreased by 18%, whereas the overall special education population decreased by just 3%. Of the students diagnosed as having LD, two thirds are male[3].

According to the WHO, one in five children worldwide suffer from a disability, which poses a "serious obstacle to child's development." It has been estimated that 10% of children in developed nations like the United States have a chronic illness or disability. A prevalence incidence of 20–33% of psychiatric problems in school-age children has been seen in Indian settings, claims Dr. Prasad M. Developmental problems account for 7% of them. Of these, one in ten children have a learning disability. In India, between 15 and 25 percent of pupils in each part of the school are probably unable to sustain a reasonable level of academic achievement[4].

In India, learning difficulties affect 13–14% of all students enrolled in school. Regretfully, few schools actually listen to their difficulties with empathy. These kids are therefore labeled as failures. According to child psychiatrist Samir Parikh, learning disorders are problems that must be overcome on a daily

basis and are not illnesses. He contends that they can have a successful and fruitful life if they have the right diagnosis, receive the right education, work hard, and have the support of friends, family, teachers, and other people [5].

It is challenging to identify disorders in children before school age since official testing systems yield inconsistent results. When a youngster is not learning as expected, teachers are the first to discover it. It is challenging for students with learning disorders to "plan, monitor, regulate, and schedule," according to Shaw and Mac. These students need ongoing assistance in adjusting to new learning environments.

Methodology

Research approach: Quantitative research approach

Research Area and time: Study was conducted at selected rural schools and study period one month.

Research Design: School based cross sectional study was conducted to attain the objectives of research.

Population:

Source and Study population: Primary school teachers at selected school at Bengaluru.

Inclusive criteria and exclusive criteria

Inclusion criteria:

- Primary school teachers at selected school
- Primary school teachers interested to participate in research study

Elimination criteria:

- Primary school teachers are leave during data collection period

Sample size: Purposive sampling technique and selected 50 Primary school teachers

Variables

Dependent variable: Learning disability

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

Operational definition:

Attitude: It refers to *a feeling or opinion about something or someone*, or a way of behaving that is caused by this. It's often very difficult to change people's attitudes.

Primary school teacher: In this study are responsible for the educational, social and emotional development of children from age 5 to 11.

Learning disability: It refers to the disorders that affect the ability to understand or use spoken, written languages and calculation

Data quality control

One week before to the actual data collection day, the questionnaires were pretested on 5% of the sample size, and they will be examined outside of the study area. The tools will be modified and altered in order to satisfy the study's goals after the pretest. Throughout the data gathering process, the data collectors and the technique of collection were closely observed, and the acquired data was regularly reviewed to ensure consistency. The supervisors examined any missing questionnaire questions that the data collectors misinterpreted right away, and the primary investigators fixed them for the following day's data collecting.

Data processing and analysis:

The collected data was checked, coded and entered in to SPSS software program before the actual study began. The data will be entered and analyzed using the statistical kit for social sciences SPSS version 25. the finding will be presented in a details description using frequencies, proportion and cross tabs. Association between dependent and independent variables with p value less than 0.05 level were considered statistically significant.

Result

Table 1: Frequency and percentage distribution of demographic variables

N=50

Variables		Frequency	Percentage
Age in Years	20-30	10	20.0
	31-40	15	30.0
	41-50	11	22.0
	>51	14	28.0
Sex	Male	10	20.0
	Female	40	80.0
Religion	Hindu	24	48.0
	Christian	17	34.0
	Muslim	9	18.0
Qualification	T.CH	9	18.0
	B.Ed	14	28.0
	M.Ed	9	18.0
	Degree	18	36.0

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	22	44.0
	Mass media	10	20.0
	Friends	11	22.0
	Seminar	7	14.0
Employment status	Permanent	40	80.0
	Temporary	10	20.0
Total		50	100

Table:1 revealed that frequency and percentage distribution of primary school teachers regarding demographic variables. Analysis revealed that most of primary school teachers 15(30%) between 31-40 Years and 14(28%) of primary school teachers were identified age group more than 51 years,10(20%)between 20-30 years.

With references to gender of primary school teachers majority of the primary school teachers 40(80%) were female and 10(20%) were Male.

In relation to religion of primary school teachers maximum numbers of teachers 24(48%) were Hindu, 17(34%) were Christian and 9(18%) were Muslim.

Regarding educational qualifications of primary school teachers 18(36%) were Degree,14(28%)were B.Ed, and only 9(18%) of teachers were T.Ch and M.Ed.

With regards work experience of primary school teachers 20(40%) were 6-10 year,15(30%)were 1-5 years,10(20%) were <1 years and 5(10%) were more than 10 years.

With regarding source of information about learning disability 22(44%) from health person, 11(22%) were from friends,10(20%) were from mass media and 7(14%)were from seminar.

With regarding employment status of primary school teachers 40(80%) were permanent and 10(20%) were temporary.

SECTION-II

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

N=50

Characteristics	Attitude Level	
	Number	Percentage
Negative attitude	20	40.00
Positive attitude	30	60.00
Total	50	100.00

The table 2 shows that pretest score of attitude regarding learning disability among primary school teachers pretest level Positive attitude 30(60%), Negative attitude 20(40%).

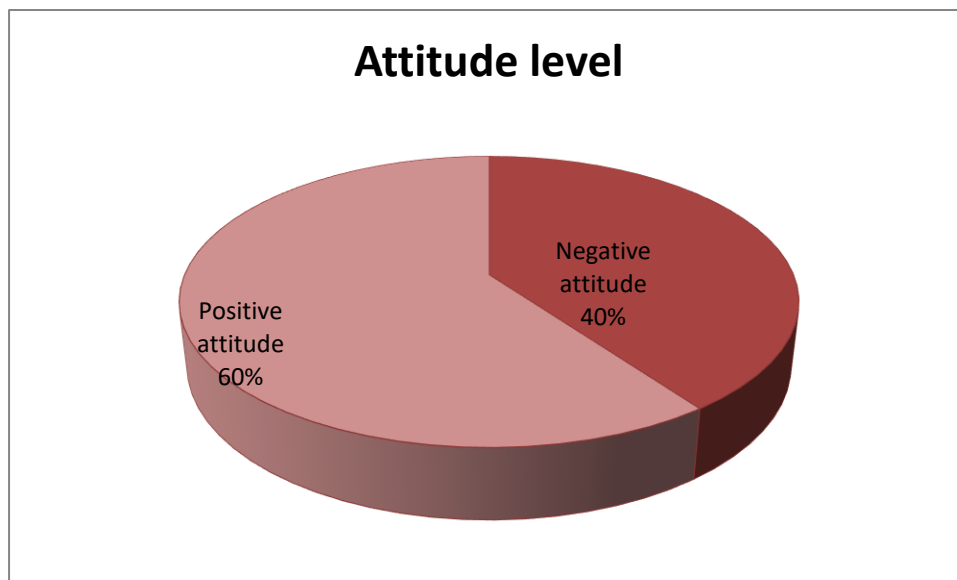


Figure 1: Attitude Level

Table 3: Association between levels of learning disability among children’s with selected sociodemographic variables

Variables	Attitude score			Chi-square	DF	P-Value
	Negative	Positive	Total			
Age groups						
20-30	3	5	8	0.089	3	0.035
31-40	9	10	19			
41-50	6	9	15			
>51	2	6	8			
Gender						
Male	5	19	24	0.324	1	0.430
Female	15	11	26			
Religion						
Hindu	10	16	26	0.429	2	0.447
Muslim	5	5	10			
Christian	5	9	14			
Qualification						
T.CH	5	10	15	1.364	3	0.0035*
B.Ed	5	10	15			
M.Ed	5	6	11			
Degree	5	4	9			
Work experience						
<1 Years	3	14	17	1.569	3	0.212
1-5 Years	10	13	23			
6-10Years	5	2	7			
>10 Years	2	1	3			
Source of information						
Health person	8	12	20	1.266	3	0.252
Mass media	3	4	7			
Friends	4	2	6			
Seminar	5	2	7			
Employment status						
Permanent	10	20	30	0.234	1	0.129

Temporary	10	10	20			
Total	20	30	50			

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

The above table 3 Reveals that sociodemographic variables Educational qualification of primary school teachers had statistically association with pretest levels of attitude regarding identify learning disability among children. Age, religion, sex, work experience, source of information and employment status had shown no statistically significant association with the pretest levels of attitude regarding learning disability among children’s<0.05.Hence H₁is accepted.

Conclusion: Primary school teachers had negative and positive attitude regarding identify education disability among teachers, so primary school teachers required proper information and workshop to identify learning disability among school teachers.

Discussion

The purpose of the study was to examine primary school teachers' attitudes towards students with learning difficulties in a sample of Pulwama Kashmir district schools.In a few chosen schools in the Pulwama district, primary school teachers' attitudes and knowledge about learning difficulties in children were evaluated using a quantitative descriptive design. Teachers who met the inclusion criteria were asked to provide data using the convenient sample technique. An attitude scale and a self-administered structured knowledge questionnaire were used to gather data. According to the study's findings, the majority of teachers—73.3%—had moderate awareness of learning disabilities, compared to 20.0% who had inadequate knowledge and just 6.7% who had adequate knowledge. Additionally, the majority of teachers—93.3%—had the most positive attitudes towards students who had learning disabilities. Teachers' attitudes towards students with learning disabilities were merely 6.7% favourable and 0% unfavourable. Additionally, it was discovered that there was a strong relationship between teachers' attitudes towards students with learning disabilities and their knowledge about learning disabilities. The study's conclusions showed that most primary school instructors had a moderate understanding of learning disabilities and a generally positive attitude towards students who had them.[6].

conducted a study to evaluate primary school teachers' attitudes towards inclusive education of students with particular learning disabilities, investigate the relationship between teachers' attitudes and knowledge about inclusive education and a set of professional variables, compare the attitudes and knowledge of primary school teachers according to teaching sections and educational sub districts, and determine the relationship between teachers' attitudes and knowledge about inclusive education of

students with specific learning disabilities. A questionnaire is used to gather information about a teacher's professional and demographic background as well as to gauge their understanding of particular learning disabilities and inclusive education. Additionally, the Teachers' Attitude Towards Inclusive Education Scale (TAIS) is used to gauge the teachers' attitudes towards inclusive education. There were 180 elementary school teachers in the sample. The findings indicate that 51% of participants had a good attitude towards inclusive education for children with specific learning difficulties, and 63% of participants have an average level of understanding. The study discovered a strong relationship between instructors' attitudes towards inclusive education and their level of knowledge. [7].

Competing interest:

The authors report no conflict of interest for this work

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