



**“A STUDY TO ASSESS THE KNOWLEDGE OF SCHOOL TEACHERS REGARDING LEARNING DISABILITIES AMONG SCHOOL CHILDREN IN S.B.L.S.K.S.S SCHOOL AMRITSAR WITH A VIEW TO PREPARE AN INFORMATION BOOKLET”.**

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**ABSTRACT** A descriptive study was conducted to assess the knowledge of school teachers regarding learning disabilities among school children in S.B.L.S.K.S.S School at Amritsar. The research design used in this study was descriptive design. Total 90 school teachers were selected by convenient sampling. The tool used for study was self-structured questionnaire on learning disabilities and socio-demographic variables conducted by structured interview schedule. Major findings of the study revealed that 50% of school teachers had good knowledge, 44.4% had average knowledge where as 5.5% of them had poor knowledge. There were no association found between knowledge and socio demographic variables such as age, gender, education, religion, domiciliary, subjects taught, work experience and source of information.

**KEYWORDS :** knowledge, learning disabilities, school children

### INTRODUCTION

Today's children are tomorrow's citizens. They are in a continuous process of growth and development. Every child, on provision of a favorable and an enabling environment, may bloom into an ever fragrant flower to shine in all domains of life only an efficient and an understanding teacher can identify capacities, strength and weakness inborn in each student.<sup>1</sup>

The term learning disability came to use in the 1960s. Learning disabilities include problems in one or more areas of learning such as reading, writing, listening, speaking and mathematics. There are a variety of genetic, prenatal and post natal factors that can lead to variations in the development and problems with learning behavior. This highlights the need for early age interventions to address learning disability.<sup>2</sup>

Current literature indicates that 10-14% of the 416 million children in India have learning disabilities making it most widespread disability. It is estimated that India has five students with learning disability in every average sized class.<sup>3</sup>

One of the serious consequences of learning disabilities is that young people who suffer from them do poorly in school unless they are helped. They tend to drop out of school and may fall into range of antisocial behavior. Independent studies showed that adolescence with learning disabilities are more than twice as likely to wind up in juvenile courts as are their peers who do not have them. Research shows that 40% of all juvenile offenders have learning disabilities and that most have never received any help for their disabilities.<sup>4</sup>

According to national Centre for learning disability teachers are essential link between children with learning disabilities and intervention that help them. Trained teachers who have positive attitude and practical experience can prevent and manage emotional and psychosocial problems of young children. Educators, policy makers and other must apply relevant findings to the development of educational programme, methods of diagnosis and policies that stand to improve services to adults with learning disabilities ultimately. Individual with learning disabilities can be taught to compensate and to overcome their learning disabilities.<sup>5</sup>

### NEED OF STUDY

According to PIERSON, a child is born as a raw material with all potentials for the psychosocial development. The development is based on the learning process especially during childhood. Although learning starts from birth, formal learning takes place in school under the guidance of teachers. It is generally observed that two third of the child life time is spent in school. so teachers role in creating efficient citizen is significant. Effectiveness and competence of a teacher are influenced by certain non-academic factors which were not taken into account like perception, orientation and attitude of the learner and teacher.<sup>6</sup>

Learning disability was thought to be a rare disorder, but current

statistics in India shows that 10 per cent of children are affected by this handicap. It is an alarming thought that in a school of 1,000 children; at least 100 could be suffering from Learning Disability.<sup>7</sup>

The major constraint faced by Learning Disability appears to be the lack of proper knowledge and attitude exhibited by professionals within the field of education. Many teachers are having a tendency to label these children as being stupid or lazy. The lack of necessary facilities for identification, along with delay in referral and remediation results in severe damage to their self-esteem and motivation to study leading to a vicious cycle of academic, emotional and behavioral problems. There looms a large degree of ignorance among school teachers about diagnosis of learning disability, resulting in a hostile attitude towards the child. This encouraged the researcher to select this topic and do the research for the favor offering knowledge to primary school teachers for the bright future of children.<sup>8</sup>

### STATEMENT OF PROBLEM

A study to assess the knowledge of school teachers regarding learning disabilities among school children in S.B.L.S.K.S.S School Amritsar with a view to prepare an information booklet.

### OBJECTIVES

The objectives of study are:-

- To assess the level of knowledge of school teachers regarding learning disabilities among school children.
- To associate the knowledge of school teachers with their selected socio-demographic variables.

### HYPOTHESIS

- H1. There will be significant association between knowledge of school teachers regarding learning disabilities with their selected demographic variables.
- H2. School teachers may have some knowledge regarding learning disabilities.

### DELIMITATIONS

Study will be delimited to:

1. School teachers who will be available at the time of data collection.
2. School teachers who are willing to participate in the study.

### MATERIAL AND METHOD

The research design used in this study was descriptive research design. Total 90 school teachers were selected by convenient sampling. The tool used for study was self-structured questionnaire on learning disabilities and socio-demographic variables conducted by self report. Part A consist 8 questions related to socio demographic variables such as age, gender, education, religion, domiciliary, subjects taught, work experience and source of information.

Part 2 consist self-structured questionnaire of 25 multiple choice questions on learning disabilities. Each question has 4 options out of which one is correct answer. Data collected by using self-structured

questionnaire based on self-report and the knowledge was graded to good, average and poor.

The prepared instrument along with objectives was submitted to eight experts which includes experts in the field of community health nursing, child health nursing, psychiatric nursing, and Medical surgical Nursing. The reliability coefficient of scale was found to be 0.9; hence, the tool was highly reliable.

**RESULT AND FINDINGS**

**Findings related to demographic variables**

It was found that majority of them were female participants i.e 70% as compare to male participants (20%). 40% of the participants were under the age group of 36-45 years, 30% of the participants were under the age group 46-55 years and 10% of them were under the age group of 25-35 years and 56-65 years. Most of the participants had education up to graduation i.e.55.5% and 33.3% of them had completed post-graduation and 11.1% of them had other education (doctorate in psychology, diploma in art and craft). Most of the sample belonged to Sikh religion i.e.66.6%, where as 22.2% of them were Hindu, 5.5% of them were belonged to Muslim and Christian religion. Most of the samples were from rural region i.e. 72.2% and only 27.7% of them were from urban area. About 33.3% of them were teaching science, 22.2% of them were teaching social studies, Maths.22.2% of them were teaching more than one subject. Around 50% of them had mass media as their source of information, 44.4% of them had personal experience as their source of information and 5.5% of them had other sources like friends, newspaper & relatives as their source of information. With regard to Work experience 22.2% of them were working for Last 5 years, 44.4% of them were working for 6-10 years, 27.7% of them were working for 11-15 years and 5.5% of them were working for 16-20 years.

**Findings related to assessment of knowledge of school teachers regarding learning disabilities among school children.**

**Table1: frequency and percentage distribution of knowledge of school teachers regarding learning disabilities.**

N= 90

Level of knowledge	Frequency	Percentage
Poor	5	5.5%
Average	40	44.4%
Good	45	50%

The result revealed that 50% of school teachers had good knowledge, 44.4% had average knowledge where as 5.5% of them had poor knowledge.

**Finding related to association between the knowledge of school teachers with their selected socio -demographic variables.**

There were no association found between knowledge and socio demographic variables such as age, gender, education, religion, domiciliary, subjects taught, work experience and source of information.

**DISCUSSION**

The present study revealed that 50% of school teachers had good knowledge, 44.4% had average knowledge where as 5.5% of them had poor knowledge. The study was contradicted with the findings of a study conducted in 35 schools of Mumbai found that When asked about the specific academic difficulties the child faces, 37% teachers were not aware, 49% had minimal awareness and 14% had adequate awareness.<sup>9</sup>

**CONCLUSION**

As the study was done to assess the knowledge of school teachers regarding learning disabilities among school children so it was concluded that 50% of school teachers had good knowledge, 44.4% had average knowledge and only 5.5% of them had poor knowledge.

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