Research Paper Medical Science

# Assessment of Knowledge And Attitude of Trainee School Teachers Towards Identification and Management of Specific Learning Disabilities Children in Selected Training Institutions of Odisha


| | |
|---|---|
| **Kalyani Moharana** | Ph.D Scholar |
| **Dr. Mohua Biswas** | Assistant Prof. Community Medicine, SCB Medical College, Cuttack,Odisha, |
| **Dr.K. Reddemma** | Nodal Officer,National Consortium for Ph.D.in nursing, |



**ABSTRACT**

Objectives
1. Assess the socio-demographic profile,knowledge & attitude of trainee school teachers towards identification and management of SpLD children;
2. Suggest appropriate recommendations.

Material & method:-
Type of Study:- Cross-sectional study
Place of Study:-V.S.S, Medical College Hospital, Burla.
Study Subjects:- 269 trainee school teachers.
Study Instruments: - Pre-tested & pre-Designed Questionnaire
Study Analysis: - SPSS version 17.0
Observations :-
Out of total 269 study subjects 33.1% were from North, 23.8% East, 22.3% South & 20.8% from west Zone respectively. 93.70% were in the age of 18- 25 years, 6.30% were in the age of 26- 32 years, 59.9% were female & 96.3% unmarried,81.40 % from rural area All of the teachers had inadequate knowledge but 94.80% had favourable attitude towards SpLD.
Conclusion:
Guideline (self instructional module) is effective for trainee school teachers to increase their knowledge.


**KEYWORDS** specific learning disabilities, trainee school teacher,

**Introduction**
In any normal school one can find children with mild learning disabilities.[1] Specific learning disability (dyslexia, dysgraphia, and dyscalculia) afflicts 5–15% of school-going children.[2] Several studies have been conducted in India to determine the prevalence of learning disabilities in school children which has been reported to be 3-10 per cent among students population.[3] Making the child aware of a disability is a great service to the child. Unless such children are indentified and properly treated, they may develop secondary emotional, social, and family problems. Increased feeling of helplessness, hopelessness, low self esteem and lack of assertiveness makes an individual rejected socially.[4]

The view of the above current study focuses on assessing the knowledge and attitude of the trainee school teachers regarding identification and management of children with Specific learning disabilities.

**Objectives**
I. To assess the socio-demographic profile of trainee school teachers
II. To assess the knowledge & attitude of trainee school teachers towards identification and management of specific learning disabilities children;
III. To suggest appropriate recommendations to manage the situation.

**Material and method:**
The state of odisha was divided into four geographical zones East, West, North & South, From each Zone one district was selected randomly & the District Institution of Education and Training (DIET) located in those district was taken into consideration. The districts selected were from East zone- Jagatsingh Pur,West zone- Bargarh, North zone-Mayuarbhanj and South zone-Koraput Total 269 trainee school teachers were selected 64 from Jagatsinghpur,56 Bargarh,89 mayuarbhanj & 60 from Koraput.Trainee school teacher undergoing training during the year 2013-14 and 2014-15 & willing to participate in the study were taken as study subjects. The study was conducted during the period December 2014 to March 2015.Data regarding knowledge & attitude were collected using a pre-tested & pre-designed questionnaire. The data thus collected was analysed using SPSS ver.17.

**Observations**
**Table I: To assess the socio-demographic profile of trainee school teachers'.**
**N=269**

| Sl No | Variables | | Frequency | Percentage |
|---|---|---|---|---|
| 1. | Group | Mayurbhanj-North | 89 | 33.1 |
| | | Koraput-South | 60 | 22.3 |
| | | Jag Pur –East | 64 | 23.8 |
| | | Baragarh-West | 56 | 20.8 |
| | | Total | 269 | 100 |
| 2. | Age | 18 – 25 years. | 252 | 93.7 |
| | | 26 - 32 years. | 17 | 6.3 |
| | | Total | 269 | 100 |
| 3. | Sex | Male | 108 | 40.1 |
| | | Female | 161 | 59.9 |
| | | Total | 269 | 100 |
| 4. | marital status | Married | 10 | 3.7 |
| | | Unmarried | 259 | 96.3 |
| | | Other specify | 0 | 0 |
| | | Total | 269 | 100 |
| 5. | Area of residence | Urban | 9 | 3.4 |
| | | Semi urban | 41 | 15.2 |
| | | Rural | 219 | 81.4 |
| | | Slum | 0 | 0 |
| | | Total | 269 | 100 |
| 6. | Type of schooling you attended in childhood | General | 269 | 100 |
| | | Special | 0 | 0 |
| | | Total | 269 | 100 |
| 7. | Having SpLD child in family | Yes | 0 | 0 |
| | | No | 269 | 0 |
| | | Total | 269 | 100 |
| 8. | Exposed to any class on SpLD | Yes | 0 | 0 |
| | | No | 269 | 0 |
| | | Total | 269 | 100 |
| 9. | Do you know about remedial education | Yes | 0 | 0 |
| | | No | 269 | 0 |
| | | Total | 269 | 100 |
| 10. | Habit of reading health periodicals | Yes | 118 | 43.9 |
| | | No | 151 | 56.1 |
| | | Total | 269 | 100 |

**Table 1 shows** Group-wise distribution of 269 trainee school teachers according to different zones of Odisha. Mayurbhanj-Northern zone 89(33.1%), Koraput -Southern zone 60 (22.3%), Jagatsingh Pur – Eastern zone 64 (23.8%) and Baragarh-Western zone 56 (20.8%). **Majority of study subjects** 93.7% were in the age of 18- 25 years. **Most of the study subjects** 59.9**% were female.Out of all the study subjects** 96.3**% were unmarried**. **Most of the study subjects** 219 **(**81.4 %) belonged from rural area. All the trainee school teachers 100% had studied in general school. None of them they had any Specific learning disabilities child in their families, none of them were Exposed to any class on Specific learning disabilities nor had any knowledge on remedial education. **Only 118 study subjects** 43.9 % had hobbies of reading of health periodicals but 151 subjects 56.1% had no such hobbies.

**Table2 : Distribution of study subjects according to knowledge questionnaire score**
**N=269**

| Sl .No | Mark secured | No of subjects | Percentage |
|---|---|---|---|
| 1 | 0 -5 | 241 | 89.60 |
| 2 | 6 – 10 | 25 | 9.29 |
| 3 | 11-15 | 2 | 0.74 |
| 4 | 16 – 20 | 1 | 0.37 |
| 5 | 21-45 | 0 | 0 |
| Total | 45 | 269 | 100 |

Table shows distribution of subjects in respect to knowledge questionnaire score. It reveals that out of 269 subjects, 89.60% subjects obtained 0-5 marks, 9.29% subjects obtained 6-10 marks, 0. 74% subjects obtained 11-15 marks and 0.37 % subjects obtained 16-20marks.

While comparing the knowledge score total mean percentage obtained by trainee school teachers' found that none of them have secured marks more than 50%.

**Table3 : Distribution of subject according to attitude scale score.**
**N=269**

| Sl .No | Attitude scale score | No of subjects | Percentage |
|---|---|---|---|
| 1 | 1 – 62 | 0 | 0 |
| 2 | 63 – 93 | 255 | 94.80 |
| 3 | 93- 125 | 14 | 5.20 |
| Total | 125 | 269 | 100 |

Table shows distribution of subjects in respect to attitude scale score. It reveals that out of 269 subjects, 94.80% subjects obtained 63- 93 marks, 5.20% subjects obtained 93- 125 marks. While comparing the attitude scale score total mean percentage obtained by trainee school teachers' found that it was above 62 marks (50% -75%) so most of the attitudes are favourable towards specific learning disabilities children.

There were 25 items in the attitude scale prepared in the Likert type with 5 point scale-Scoring was marked as-Strongly Agree (SA)-5, Agree (A)-4, Undecided (UN)-3, Disagree (DA)-2, Strongly Disagree (SD)-1. This scale is prepared as statement. The maximum score was 125 and lowest score was 25.

**Table 4: Scoring interpretation of the attitude scale score on identification and management of specific learning disabilities children.**

| Sl.No | Level | Scores | Mark secured | Attitude |
|---|---|---|---|---|
| 1 | Level - I | Scores <50% | < 62 | Unfavourable attitude |
| 2 | Level -II | Scores 50% -75% | 62-93 | Favourable attitude |
| 3 | Level -III | Scores (>75%) | >93 | Most favourable attitude |

Level- I indicated inadequate attitude scale scoring less than 62(< 62) mean value, level- II moderately adequate attitude scale scoring between 62-93 mean value and level- III adequate attitude scale more than 93(>93) mean value. Higher the score higher is the attitude scale towards identification and management of specific learning disabilities children.

**Discussion:**
In the present study there was no significant association between age & knowledge of the trainee school teachers' about specific learning disabilities children. In a similar study conducted by Gandhimathi U. (2010)[5] No significant association between the age of respondents and overall awareness about learning disabilities was found. Most of the study subjects were female 59.9% as compared to 40.1% male. MacFarlane K & Woolfson L.M.(2013)[6] found that in a sample of 111 participants,105 female and 6 male teachers. A study conducted by Kamala R & Ramganesh E. (2013)[7] among 94 teacher educators, 50 were male and 44 were female teacher educators this was contradict to the present study. However no difference in attitude and knowledge were found between male and female. In contradiction to this study conducted by Jones R G, Burden RL (2010)[8] Females held significantly more positive attitudes toward dyslexia than males. Most of the teachers 81.4% were from rural area although the place had no impact on knowledge but they had favourable attitude towards SpLD children. Similar to the present study Gandhimathi U. (2010)[5]There is no significant difference between the location of school of the respondents and overall awareness about learning disabilities. Although the study had limited knowledge but attitude was favourable. One of the main barriers encountered by students with LD is the teacher's lack of knowledge about their disability and about the rationale of provisions, Karande S. (2008).[9] Inadequate knowledge leads to negative attitudes toward persons with disabilities Saravanabhavan & Saravanabhavan (2010).[10] All the trainee school teachers 269 (100%) had studied in general school.Similar to the present study Gandhimathi U. (2010)[5] There is no significant difference between the nature of school of the respondents and overall awarenessabout learning disabilities. None of them had any Specific learning disabilities child in their families, None of them were Exposed to any class on Specific learning disabilities nor had any knowledge on remedial education. Contrary to this Lingeswaran A.(2013)[11] Although 44.1% teachers had some previous experience with LD either

during their teacher training period or through some other exposure methods prior to this assessment. 26.5% teachers had seen people or friends with suspected LD in the past prior to this assessment and were able to recall that information. But still most of the teachers had inadequate knowlegde.In the present study there was no significant relationship related to habit of reading health periodical & knowledge regarding SpLD. Christopher M, Allison L, Carol T.W, Christopher K.(2009)[12] revealed Faculty who had previously attended disability-related workshops and courses reported the most positive attitudes, followed by faculty who had participated in "other" forms of training (i.e., reading books and articles or visiting websites) and faculty who had received no prior training had inadequate knowledge but most of them had favourable attitude towards identification and management of specific learning disabilities among children.

In a similar study conducted by Shukla P and Agrawal G(2015)[13] low level of knowledge and awareness about learning disabilities were found among teachers of primary schools. Contrary to this Rakap S & Kaczmarek L (2010)[14] The data showed that the sample possessed slightly negative attitudes towards the inclusion of students with disabilities into regular education classrooms

**Conclusion and Recommendations:**

Even though most trainee school teachers' had poor knowledge regarding identification of SpLD in children but most of them had favorable attitude. Further a comparative study can be arranged among teachers and trainee school teachers, between primary, secondary and university level teachers, between urban and rural area settings to assess the magnitude of the problem. Specific guideline or learning module may be developed to improve the knowledge and attitude of trainee school teachers'.The teachers need to be taught on the topic of SpLD and identify these special children.The general public & parents to be made aware so that this problem so that early diagnoses & prompt treatment can be made.

## REFERENCES

1. Gandhimathi U. Awareness about learning disabilities among the primary school teachers. Cauvery Research Journal. 2010; 3(1&2), 71-72. 2. Karande S, Sholapurwala R & Kulkarni M. Managing specific learning disability in schools in India. Indian Pediatrics.2011 July; 48(7): 515-520. 3. Ramaa S. Two decades of research on learning disabilities in India. Dyslexia 2000; 6: 268-83. 4. Wagner M et al. Youth with learning disabilities: the achievements of youth with disabilities during secondary school. Journal of Speech and Language Research 2005 Jun ; 7(5): 78-80. 5. Gandhimathi U. Awareness about learning disabilities among the primary school teachers. Cauvery Research Journal. 2010; 3(1&2), 71-72. 6. MacFarlane K & Woolfson L.M. Teacher attitudes and behavior toward the inclusion of children with social, emotional and behavioral difficulties in mainstream schools: An application of the theory of planned behaviour.Teaching and Teacher Education.2013 Jan; 29:46-52. 7. Kamala R & Ramganesh E. Knowledge of Specific Learning Disabilities among Teacher Educators in Puducherry, Union Territory in India. International Review of Social Sciences and Humanities 2013 Sep; 6(1): 168-175. 8. Jones R G, Burden RL. Are they just lazy? Student teachers' attitudes about dyslexia. Dyslexia. 2010 Feb; 16(1):66-86. 9. Karande S.Current challenges in managing specific learning disability in Indian children.J Postgrad Med. 2008 Apr-Jun; 54(2):75-7. 10. Saravanabhavan S & Saravanabhavan R.Knowledge of Learning Disability among Pre- and In-Service Teachers in India. International Journal of Special Education 2010; 25(3):132-138. 11. Lingeswaran A. Assessing knowledge of primary school teachers on specific learning disabilities in two schools in India. J Educ Health Promot. 2013; 2: 30. 12. Christopher M, Allison L, Carol T W & Christopher K. Associations between Prior Disability-Focused Training and Disability-Related Attitudes and Perceptions among University Faculty; Learning Disability Quarterly 2009 Spr;32(2):87-100. 13. Shukla P and Agrawal G.Awareness of Learning Disabilities amongTeachers of Primary Schools. Journal of Multidisciplinary Research (OJMR) 2015 Apr; 1(1):33-38. 14. Rakap S & Kaczmarek L. Teachers' attitudes towards inclusion in Turkey, European Journal of Special Needs Education 2010; 25(1):59-75.