



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

“A DESCRIPTIVE STUDY TO ASSESS THE LEVEL OF KNOWLEDGE AND ATTITUDE REGARDING LEARNING DISABILITIES AND ITS MANAGEMENT IN CHILDREN AMONG PRIMARY SCHOOL TEACHERS AT SELECTED SCHOOLS, BANGALORE”.

¹Ms. Ashwini S, ²Mrs. Priya P M, ³Ms. Pooja P, ⁴Ms. Subarna Roy Chowdhury, ⁵Mr. Othykandy Muhammed Shammas

²Lecturer

²Department of Pediatric Nursing Department,
²College of Nursing Sciences, Dayananda Sagar University, Bangalore

Abstract: A descriptive study was conducted among 60 primary school teachers from selected school in Bangalore using purposive sampling technique to assess the level of knowledge and attitude regarding the management of learning disabilities and its management in children among the primary school teachers and to find out the association between knowledge and attitude regarding learning disabilities and its management with sociodemographic variables. A self-structured questionnaire with socio demographic data, knowledge and attitude regarding the management of learning disabilities and its management in children was given. Data was collected, analyzed and interpreted using descriptive and inferential statistics.

Background

Learning disabilities also called as learning difficulties /learning disorder, is a classification that includes several disorders, in which one has difficulty learning in a typical manner. Learning disabilities arise from neurological differences in brain structure and function and effect a person ability to store, function, receive, retrieve on communicate information. Nearly 240 million children in the world are suffering from learning disability. In India around 13-14% of all the school children suffer from learning disorders. . Learning disorders constitutes 1 in 10 children. 70% of students with learning disabilities spend around 80% of their education in classrooms designed to educate the general population, according to special education statistics.

Statement of the problem

A descriptive study to assess the level of knowledge and attitude regarding learning disabilities and its management in children among primary school teachers at selected schools, Bangalore.

Methods

A nonexperimental research approach with descriptive research design was adopted in this study to assess the level of knowledge and attitude regarding learning disabilities and its management in children among primary school teachers. Purposive sampling was used to select the sample for the study. Data collected from the sample were analyzed by descriptive and inferential statistics. The sample size was 60.

Significant findings of the study

- Majority of the sample (56.67%) had inadequate level of knowledge, 28.3% of sample had moderately favorable attitude and 15 % had adequate knowledge.
- There was an association between knowledge and attitude regarding learning disabilities and its management in children among primary school teachers with sociodemographic variables and is partially accepted at + 0.05 level.

Conclusion

Study results on the knowledge and attitude regarding the management of learning disabilities and its management in children among the primary school teachers will be used as basic data to identify the learning disability in its early stage and give interventions to provide high quality education and care.

Key words

Knowledge, Attitude, Primary School Teachers, Learning Disability.

INTRODUCTION

Learning disabilities are a term for a wide variety of learning problems. Learning disabilities are sometime referred to as “ hidden disabilities “ where the children look normal and seems very bright as well as intelligent, but yet may be unable to demonstrate the skill level expected from someone of similar age.

Children with learning disabilities are not lazy or dumb, instead their brain works differently. The child will have difficulties in reading, writing, speaking, listening, and understanding the mathematical concepts and general comprehension. Children will face difficulty in remembering things and will face difficulty in following instruction. Children with learning disabilities may feel frustrated as they cannot able to master a subject despite trying hard, and act helpless and withdraw.

School age is the period between 6-12 years. The school years are a time of new achievement and new experiences. Behavioral and emotional problems in school aged children can cause significant difficulties in children’s healthy development. Children spends most of their working hours in school with teachers who play an important role in frame their future. A teacher is the first person from whom child learns the social skill in schools. Teacher guides them the early concept and developmental skill of life. A teacher is responsible for the integrated all round development of child. Teachers play an important role in early diagnosis of mental health problems, giving reference to medical personal and also promotion of mental health among children in their schools. Teachers are the one who motivates the students to do better in every domain and help them achieve life goals.

Nearly 240 million children in the world are suffering from learning disability. In India around 13-14% of all the school children suffer from learning disorders. Unfortunately, most schools fail to lend sympathetic ear to their problems. As a result, these children are branded as a failure. As per national Centre for learning disability out of the 13 disabilities that are included in the special education law, learning disability is the biggest issue faced by most of these children. 39% of students receiving special education receive it for learning disabilities. Learning disorders constitutes 1 in 10 children. 70% of students with learning disabilities spend around 80% of their education in classrooms designed to educate the general population, according to special education statistics.

Child health development is essential to further wellbeing for the society. Learning disabilities are very big challenge for the school teachers. Teachers play an important role in identifying children with learning disabilities. The teacher should understand that in his earlier and younger days, he too was a student with a number of deficiencies. A wall should not be set up between the teachers and pupil. Learning disabilities are life long, but if teachers can identify them approximately and then deliver specialized instructions so that the child can learn compensatory strategies to overcome their limitations.

Objectives of the study were

1. To assess the level of knowledge regarding learning disabilities and its management in children among the primary school teachers.
2. To assess the level of attitude regarding learning disabilities and its management in children among the primary school teachers.
3. To find out the association between knowledge and attitude scores regarding learning disabilities and its management with sociodemographic variables.

METHODOLOGY**RESEARCH APPROACH**

A nonexperimental Research approach was selected for the study

RESEARCH DESIGN

Research design adopted for the present study was Descriptive Research Design.

VARIABLES:**DEPENDENT VARIABLE:**

In this study the dependent variables are knowledge and attitude regarding learning disability and its management in children among the Primary school teachers.

DEMOGRAPHIC VARIABLE:

Age, Gender, level of education, years of experience, nature of the employment, previously attended any learning disability training.

RESEARCH SETTING

The physical location and condition in which data collection takes place in a study. The study was conducted in Private schools- Dayananda Sagar International School, Flora English School, We Care School and Sri Raghavendra Vidya Samasthe, Bangalore.

POPULATION

In this study, population consists of Primary school teachers who are working at selected Private schools, Bengaluru

SAMPLE

The sample size of this study were 60 primary school teachers in selected private schools, Bangalore.

SAMPLING TECHNIQUE

The sampling technique used for the study was Purposive sampling technique.

SAMPLING CRITERIA**INCLUSION CRITERIA**

1. Primary school teachers who are available during the period of data collection.

EXCLUSION CRITERIA

1. Primary school teachers who have attended the special training in learning disability and its management.
2. Primary school teachers who are on long leave.

DATA COLLECTION INSTRUMENT

Demographic proforma and structured knowledge questionnaire were used to collect data from primary school teachers.

DEVELOPMENT OF THE TOOL

The present study aimed to assess the level of knowledge and attitude regarding learning disabilities and its management in children among primary school teachers. So structured knowledge questionnaire and Five point Likert scale to assess the attitude was developed as the tool to collect data.

PREPARATION OF BLUEPRINT

A blueprint was prepared with objectives keeping in mind. It depicted the distribution of items according to knowledge, attitude, comprehension and applications. The domains were General information on Learning disability, causes and types, management, prevention of Learning Disability and attitude index.

PLAN FOR DATA ANALYSIS

- Demographic profile containing sample characteristics would be analyzed using frequency and percentage
- Knowledge and attitude score would be analyzed by computing frequency, percentage, mean, median, mean percentage and standard deviation
- Chi-square test would be used for finding association between the knowledge score and attitude score with sociodemographic variables

RESULTS

SECTION I: Demographic Data

Table 1: Frequency and percentage distribution of participants on selected demographic data

| Sl No | Demographic Variable | Frequency(F) | Percentage(%) |
|-------|--|--------------|---------------|
| 1. | Age in years | | |
| a. | 20-24 | 5 | 8.3% |
| b. | 25-29 | 11 | 18.3% |
| c. | 30-34 | 18 | 30% |
| d. | 35-39 | 12 | 20% |
| e. | >40 | 14 | 23.3% |
| 2. | Gender | | |
| a. | Male | 9 | 15% |
| b. | Female | 51 | 85% |
| c. | Transgender | 0 | 0% |
| 3. | Level of Education | | |
| a. | Diploma in teacher training course | 15 | 25% |
| b. | Bachelor degree | 25 | 41.66% |
| c. | Bachelor in education | 9 | 15% |
| d. | Masters in education | 11 | 18.3% |
| 4. | Years of Experience | | |
| a. | <5 | 24 | 40% |
| b. | 5-10 | 23 | 38.3% |
| c. | >10 | 13 | 21.6% |
| 5. | Nature of Employment | | |
| a. | Permanent employee | 18 | 30% |
| b. | Temporary employee | 42 | 70% |
| 6. | Previously attended any Learning Disability management training | | |
| a. | Yes | 0 | 0 |
| b. | No | 60 | 100% |

Section II: Distribution of subjects according to the level of knowledge scores regarding learning disability and its management

Table 2: Frequency and percentage distribution of primary school teachers according to their level of knowledge scores regarding learning disability and its management

| Sl No | Interpretation | Level of knowledge | |
|-------|---|--------------------|----------------|
| | | Frequency (f) | Percentage (%) |
| 1 | Inadequate level of knowledge (<50%) | 34 | 56.67% |
| 2 | Moderately adequate level of knowledge (51-75%) | 17 | 28.33% |
| 3 | Adequate level of knowledge (>75%) | 9 | 15% |

Section III: Distribution of subjects according to the level of attitude scores regarding learning disability and its management

Table 3: Frequency and percentage distribution of primary school teachers according to their level of attitude scores regarding learning disability and its management

| Sl No | Interpretation | Level of Attitude | |
|-------|--------------------------------|-------------------|----------------|
| | | Frequency (f) | Percentage (%) |
| 1 | Unfavourable (<50%) | 0 | 0 |
| 2 | Moderately favourable (51-75%) | 41 | 68.3% |
| 3 | Favourable (>76%) | 19 | 31.66% |

Table 4: Mean, Standard deviation and Mean percentage of knowledge and attitude regarding learning disabilities and its management.

| | Statements | Mean | Standard deviation | Mean% |
|--------------------|------------|-------|--------------------|---------|
| Level of knowledge | 20 | 9.85 | 4.290 | 16.416% |
| Level of attitude | 12 | 42.43 | 5.6135 | 70.716% |

Section IV: Association between the knowledge and attitude scores of subject and demographic variables regarding learning disability and its management.

Table 5: - Association between the knowledge scores of subject and sociodemographic variables regarding learning disability and its management.

| SL NO | Demographic variable | Degree of freedom (df) | Table value (p) | Calculated value(x ²) |
|-------|----------------------|------------------------|-----------------|-----------------------------------|
| 1 | Age | 8 | 15.51 | 2.083 |
| 2 | Gender | 4 | 9.49 | 1.763 |
| 3 | Level of education | 6 | 12.59 | 17.926* |
| 4 | Year of experience | 4 | 9.49 | 22.5034* |
| 5 | Nature of employment | 2 | 5.99 | 2.497 |

*S-Significant at p<0.05 level

Table 6: Association between the attitude scores of subject and sociodemographic variables regarding learning disability and its management.

| Sl no | Demographic variable | Degree of freedom (df) | Table value (p) | Calculated value(x ²) |
|-------|----------------------|------------------------|-----------------|-----------------------------------|
| 1 | Age | 8 | 15.51 | 19.9563* |
| 2 | Gender | 4 | 9.49 | 4.9066 |
| 3 | Level of education | 6 | 12.59 | 2.757 |
| 4 | Year of experience | 4 | 9.49 | 1.663 |
| 5 | Nature of employment | 2 | 5.99 | 0.618 |

*S-Significant at p<0.05 level

DISCUSSION**SECTION I: DEMOGRAPHIC DATA**

The findings of the study demonstrated that Majority of the sample (30%) belonged to age group 30-34 years. Most of the sample (85%) were female teachers. Majority of the samples (41.66%) did Bachelor Degree. Most of them (38.3%) had 5-10 years of experience. Majority of the sample (70%) were temporary employee.

SECTION II: DISTRIBUTION OF SUBJECTS ACCORDING TO THE LEVEL OF KNOWLEDGE SCORES

The findings of the study revealed that among 60 samples,34 samples (56.67%) primary school teachers were having inadequate level of knowledge (<50%), 17 samples (28.33%) of primary school teachers having moderately adequate level of knowledge (51-75%), 9 samples that is 15% of primary school teachers were having adequate level of knowledge (>75%).

SECTION III: DISTRIBUTION OF SUBJECTS ACCORDING TO THE LEVEL OF ATTITUDE SCORES

The findings of the study shows that out of 60,41 samples that is 68.3% of primary school teachers were having moderately favorable attitude (51-75%), 19 samples that is 31.66% of primary school teachers were having favorable attitude (>75%).

SECTION IV: ASSOCIATION BETWEEN THE KNOWLEDGE AND ATTITUDE SCORES OF SUBJECT AND DEMOGRAPHIC VARIABLES REGARDING LEARNING DISABILITY AND ITS MANAGEMENT.

Demographic variables like year of experience and level of education had significant association with the level of knowledge regarding learning disabilities and its management. The variable age had a significant association with the level of attitude regarding learning disability and its management.

NURSING IMPLICATIONS

- Nurses can actively participate in school health programmes by providing direct and indirect care helps to achieve the goals of health services Nurses should focus on psychiatric rehabilitation in the community setting by using health teaching regarding learning disabilities.
- Health education can provide with structured teaching, media, pamphlets which will help the client to increase the knowledge regarding learning disabilities among the school teachers
- The curriculum of nursing education should enable student nurse to equip themselves within the knowledge of learning disabilities of the children and to practice themselves in the early detection and identification of learning disabilities
- Nurse Educator should give more emphasize on preparing students to impact health information to the public regarding children with learning disabilities.
- Nurse administrator who serves as a resource person for young nursing students, parents and school teachers can provide guidance and counselling for children with learning disabilities.
- There is a good scope for nurse to conduct research in this area, to find out the knowledge and attitude of primary school teachers regarding learning disabilities to plan for the effectiveness of teaching programmes to educate the teachers.

RECOMMENDATIONS

1. Similar study can be conducted in a large group to generalize the study findings.
2. An instructional module can be developed and provided to teachers regarding learning disabilities and its management.
3. A study can be conducted in term of knowledge, attitude and practice of alternative learning methods among school teachers of children with learning disabilities.
4. A study can be conducted in the community the prevalence and types of learning disabilities among children.
5. The study can be conducted to assess the attitudes and coping strategy of school teachers towards children with learning disabilities.

REFERENCES

1. Sudhakar K. Essentials of paediatric nursing, Jaypee Publications publications. New Delhi
2. Parthaswamy A, Anupama S Borker, MKC Nair, Swathi Y Bhave, Partha's Fundamental of paediatrics, 2nd edition, Jaypee brothers.
3. Basavanthappa B.T(2003)Nursing research(first edition) .New Delhi: jaypee publishers.
4. Arnold. (2010). Increasing prevalence of Attention deficit/Hyperactivity disorder among children. retrived www.medline.com
5. Sasmitha Ghamire,.knowledge of primary school teachers regarding learning disability in school children,Journal of Nobel medical college. 2017; 6(1):29-35
6. Syed Arifa. A descriptive study to assess the knowledge and attitude of primary school teachers regarding learning disabilities among children in selected schools of district Pulwama Kashmir. [IP Journal of Paediatrics and Nursing Science](#) 2019(2):19
7. Rudrappa Hasinakatti.A descriptive study to assess the knowledge and attitude of school teachers regarding learning disabilities among children in selected schools in Bagalkot.South Asian Research Journal of Medical Sciences.2021.3(3):33-38
8. Suresh K Sharma, Nursing Research and Statistics, Elsevier publications
9. Rosemary Jolly et al. Knowledge Regarding Learning Disability among Primary School Teachers. The International Journal of Indian Psychology. 2021. Volume 9, Issue 2. 2349-342
10. Anaswara S. A knowledge and attitude of school teachers towards learning disabilities in Bishnupur district, Manipur: a cross sectional study.2021.International Journal of Community medicine and public health.Vol 8(2)
11. Ambika A, Vijayasamundeeswari P, David A. Effectiveness of planned teaching program among primary school teachers regarding awareness of learning disabilities in children. J Fam Med Prim Care 2019;8:3845-9.
12. Kamala R, Ramganes E. Knowledge of specific learning disabilities among teacher educators in Puducherry, Union Territory in India. Int Rev Soc Sci Hum. 2013;6(1):168-75.
13. Keivan et al. The Study of Awareness and Capability of Primary School Teachers in Identifying Students with Learning Disability in the Province of Kermanshah.Procedia-Social and behaviuoral science.2012.Vol 46:2615-2619
14. Polit DF, Beck CT. Nursing research: Principles a methods. Lippincott Williams & Wilkins; 2004