



Teacher's Perspective On Reading Problems Faced By Learning Disabled Children In The Classroom

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ABSTRACT

Teachers play an important role throughout our learning process. An effective teaching strategy can improve reading comprehension difficulties in LD children by understanding their problems. So, this study is designed to explore difficulties during reading comprehension in learning disabled children in Telangana with respect to teachers' perspective. 27 teachers were participated in the study and were given a structured questionnaire. Frequency and percent analysis, chi square analysis was done by using SPSS 20 software. The results revealed that overall, 85% of the teachers were using reading comprehension strategies, stated opinion about the children's were below average, spent time on reading activities for hours, helped students understanding new vocabulary, preparing students on difficulty words, used materials from texts viewed that children's faced problems during on reading. Though the hypothesis was rejected statistically the percentage analysis showed positive results. The author came to the conclusion that teachers who work with students who have learning disabilities should adopt reading strategies and foster relationships in a similar manner in order to lessen reading difficulties.

Keywords: *Learning Disability, Reading Strategies and challenges*

1.INTRODUCTION:

Over the past 20 years, India has conducted a significant amount of experimentation in the area of learning disabilities. Despite the current upswing in research on learning disabilities, there is no reliable information on how widespread this issue is in India. Even though the problems of lack of mindfulness in relation to learning disabilities were later addressed in the well-known film "Tarre Zameen Par," this issue became well-known in India's urban areas. Spreading this mindfulness to India's larger population is still a definite necessity.

According to Karande and Kulkarni (2005), there has been a general lack of knowledge and awareness regarding learning disabilities in India, which has resulted in the learning-disabled child experiencing poor academic performance and being segregated from other students in class. Additionally, LD prevalence varies with age. The number of students enrolling in special curriculum administrations increases steadily between the ages of 6 and 9, as one might anticipate. Given the lack of a common definition of learning disabilities and the absence of goal analytic criteria, the scope of these conditions is subject to considerable debate. Some scientists

claim that the current 5% nearness rate is excessive and depends on ambiguous definitions, leading to false distinguishing evidence. Although there is less awareness of LD, scientists estimate that between 8% and 15% of students in schools actually have the condition.

2. REVIEW OF LITERATURE:

Ahammed, Hashir (2021) done a study on teachers who work with students who have disabilities in learning will benefit greatly from the insights provided in this paper. Author stated that each teacher had their own approach, however certain approaches were used universally, while others were devised specifically for each student and implemented accordingly.

Anand, Arpeeta & Khan, Mohd (2021) done a lot of training, compassion, and patience is needed by teachers to be able to meet the needs and expectations for all the children in their care. As a result, teachers faced a variety of difficulties. Teachers with specific learning disabilities have unique problems, as documented in this study. Teachers' perspectives were elicited using a phenomenological method and purposive sampling. SLD children who have already been diagnosed by a clinical psychologist are being taught by 20 general and special education instructors at private inclusive schools in Delhi, India, between the ages of 6 and 8.

Vallabadoss et. al (2020) found that primary school teachers who received the IEC package were more knowledgeable than those who received the control group.

Thomas (2020) concluded that, primary school teachers' perception about learning disabilities is not proper enough to identify children with learning disabilities from primary classes. They did not have enough knowledge in various aspects of learning disability such as discrepancy criteria of LD, symptoms, prevalence and psychosocial issues connected with learning disabilities.

Ahammed, Hashir (2018) found that the findings of this study would help educators better understand the difficulties they face and how they are overcoming them. Based on primary data, this descriptive study was conducted as qualitative research in the Indian context. It was shown that teachers have varying views on what constitutes a learning disability.

Thapliyal and Ahuja (2018) focused on the special educator's role in the education of learning challenged students and examines how technology and particular teaching aids have an impact on their education.

Kuriyan and James (2018) extensively examined the incidence of learning disabilities in India. According to reports, between 1% and 19% of Indian schoolchildren earn disabilities (LD).

Seema (2016) found that there are significant differences in the mean scores of Awareness on Learning Disabilities based on gender and type of management, but no significant differences exist in the mean scores of Awareness on Learning Disabilities based on teaching experience.

The study's primary objective is to learn how teachers perceive about the challenges faced by learning-disabled children.

3. RESEARCH METHODOLOGY:

The study's sample was selected using an easy-to-follow random sampling procedure. A total of 35 teachers were participated in the current study. 500 students from different institutions, including aided schools (155 students), government schools (216 students), and private schools (130 students) in the Telangana state were taken into account after 27 of the 35 surveys were fully completed. Reading strategies questionnaire (RSQ) was used which has a) Before reading strategies b) While reading strategies and c) After reading strategies categories.

The perceptions on Learning Disabled (TPLD) checklist for teachers consists of 30 items with “**TRUE**” or “**FALSE**” responses. There are 12 statements on “**Knowledge**”, 8 statements on “**Attitudes**” and 10 statements on “**Practices/Skills**”.

3.4 STATISTICAL ANALYSIS:

Frequency and Percentage analysis along with Chi square was done by using SPSS 20 software for the obtained data.

4. RESULTS AND DISCUSSION:

Usage of reading comprehension strategies in the classroom found that 22 (81.5%) teachers responded "yes," 1(3.7%) teacher said "no," and 4 (14.8%) teachers ended up in a yes/no an impasse. The level of students in the classrooms, according to all the teachers, was stated to be on average 19%, below average 48%, level varies 26%, and missing 7%. All the teachers were asked how much time that they will spend with the children on language instructions and reading activities in classroom in a typical week. It was found that 85% of the teachers spend hours, 11% of the teachers spend minutes on language instructions and reading activities whereas 4% of the teachers responded “no” for the question given by researcher.

All the teachers were asked how much time they spent on helping students in understanding new vocabulary. It was observed that 85% of the teachers spent time on helping the children in understanding new vocabulary everyday whereas 15% of the teachers do for once in a week. No one has reported once in a month or never. All the teachers were asked to how much time they spent on asking students to answer reading comprehension questions about what they have read. Teachers reported that 23% of them complete the activity daily, 7.5% once a month, and 7.5% did not respond.

The teachers were asked if they prepare their students for difficult structures, and difficult words. 20 teachers (74%) answered that they *always* prepare their students for difficult structures and difficult words. 2 teachers (7%) answered that they *usually* prepare their students for difficult structures and difficult words. While five teachers (19 %) stated that they *sometimes* prepare their students for difficult structures and difficult words and no one has found *rarely*. All the teachers were asked about the type of the materials used in the classroom during the time of reading instructions and reading activities with the students. It was found that 81% of the teachers used material from text whereas 19% used materials from own selection.

All the teachers were asked about their views on whether students face difficulties on reading or not. Interestingly it was found that 24 teachers (88%) answered that they always face difficulties in learning reading, other two teachers (7%) usually their students face difficulties in reading. While one teacher (5%) stated that her students sometimes face difficulties in reading. Finally, teachers were asked about the kind of difficulties students face in learning reading. The majority of teachers (66.6%) said that students face difficulties which related to reading strategies; four teachers (15%) said that their students face difficulties because of vocabulary,

and five teachers (18.5%) said that their students face difficulties because of vocabulary, structure, pronunciation, and reading strategies.

4. 1 Testing of Hypothesis

H0: There is a significant difference in the perception of teachers on reading comprehension difficulties of learning disabled (LD) children.

From the table 1, it is clearly showed that the Pearson Chi – Square P Value is 0.000 which is less than that of 0.05 at 5% level of significance, thus the null hypothesis is rejected. Therefore, there is no significant difference in the perception of teachers on reading comprehension difficulties of learning disabled (LD) children.

Table 1

Independent t test of perception of teachers on reading comprehension difficulties of learning disabled (LD) children

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	281.591 ^a	7	.000*
Likelihood Ratio	292.919	7	.000*
Linear-by-Linear Association	40.458	1	.000*
No of Valid Cases	27		

Source: Computed from primary data; *5% level of significance

5. CONCLUSION:

To conclude the current study 85-88% of the teachers found that there is a difficulty faced by the children 66.6% children's faced problems related to reading strategies and so on. The present study author stated that it is necessary to build up a rapport between teachers and children by using more no. of reading strategies and knowing the problems faced by the children while reading.

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