

primary school teachers regarding learning disabilities of children is not up to the mark hence information booklet was designed and provided to improve their knowledge.

Key words: Knowledge; Learning disabilities, Information booklet, Primary school teachers.

INTRODUCTION

Learning is the acquisition of habits, knowledge and attitudes. It involves new ways of doing things and it operates on an individual's attempt to overcome obstacles and helps to adjust to new situations. It represents progressive changes in behavior. It enables an individual to satisfy interests to attain goal. Learning is the act of acquiring new or modifying and reinforcing existing knowledge, behaviours, skills, values, or preferences which may lead to a potential change in synthesizing information, depth of the knowledge, attitude or behavior relative to the type and range of experience.¹ Learning is the primary activity of childhood and represents the principal developmental task for school age children. Erikson (1963) classified this developmental phase as industry in which the school age child's job is to achieve and grow through formal learning. Failure to accomplish this task results in inferiority, poor self esteem, lowered initiative, social ridicule and isolation. Often, the child who is confused and distraught by these feelings and repeated failures resorts to antisocial and actin gout behaviours. This can create complex problem for the child particularly in families and communities that value educational achievement. If not identified and adequately addressed it can persist into adulthood also. Learning disabilities (LD) include problems in one or more areas of learning such as reading, writing, listening, speaking and mathematics. It is usually identified among preschool and primary school children although it tends to progress into adulthood. Globally, it still remains as "one of the least understood and most debated conditions that affect children". There are a variety of genetic, prenatal, perinatal, and postnatal factors that can lead to variations in the development and problems with learning and behaviour.

NEED FOR THE STUDY

In August 2015 NCLD collected data from a random sampling of 1,980 adults in the United States, evenly distributed across males and females, via an online survey. The sampling was representative of the U.S. population and had a margin of error of 4.4 percent. Twelve percent of the respondents cited having a learning disability and 8 percent of the parents surveyed had a child with a learning disability.

In India, recent surveys showed that two-thirds of students identified with LD are male (66 percent) while overall public school enrollment is almost evenly split between males (51 percent) and females (49 percent). This overrepresentation of boys occurs across different racial and ethnic groups.

In the United States and United Kingdom, there is very specialized program for teachers and also support for LD children, but in India, such services are not economically feasible. But, research over the years has shown that teachers at Indian schools get a fairly good insight into the learning and other problems of children during the course of study. Hence, educating and

training teachers in improving quality of educational instruction is a very useful method of minimizing school drop-outs and enhancing individual performance. Learning disability is a lifelong disorder which affects the manner in which individuals with normal or above average intelligence select, retain, and express information. It is estimated that 15% of the total world population have some learning disability. In India around 13-14 percent of the school children suffers from learning disorders and in Karnataka among 53.33 percent boys, 23.61 percent have learning disabilities whereas prevalence of learning disabilities was as low as 4.76 percent for 46.6 percent of girls.

Researcher felt education is an important aspect of life and education and learning helps child to develop. These disabilities is curable if identified at early state so it is very helpful for the teachers if they know about the learning disability and can identify at early state. And also Researcher believes that, teachers can identify and manage the learning disabilities among school children. Success for the school children with learning disabilities requires a focus on individual achievement, individual progress, and individual learning enhanced by school teacher. Hence the researcher has undertaken.

Methodology

A non-experimental, descriptive survey design was used to assess primary school teachers' knowledge and attitudes regarding learning disabilities in children. A standardized questionnaire and attitude scale were employed to evaluate their understanding and beliefs about LD. The reliability of the instruments was confirmed with a test score of $R=0.78$ for the questionnaire and $R=6.81$ for the attitude scale. Validity was ensured through consultation with statisticians, pediatricians, psychiatric specialists, and paramedics. A random sampling method (lottery method without replacement) was used to select primary schools in Bengaluru.

Sample Size: 60 primary school teachers participated in the study.

RESULTS

The data is presented under the following sections

Section- A: analysis and interpretation of the demographic data of the samples

Section- B: knowledge of primary school teachers regarding learning disabilities of school children.

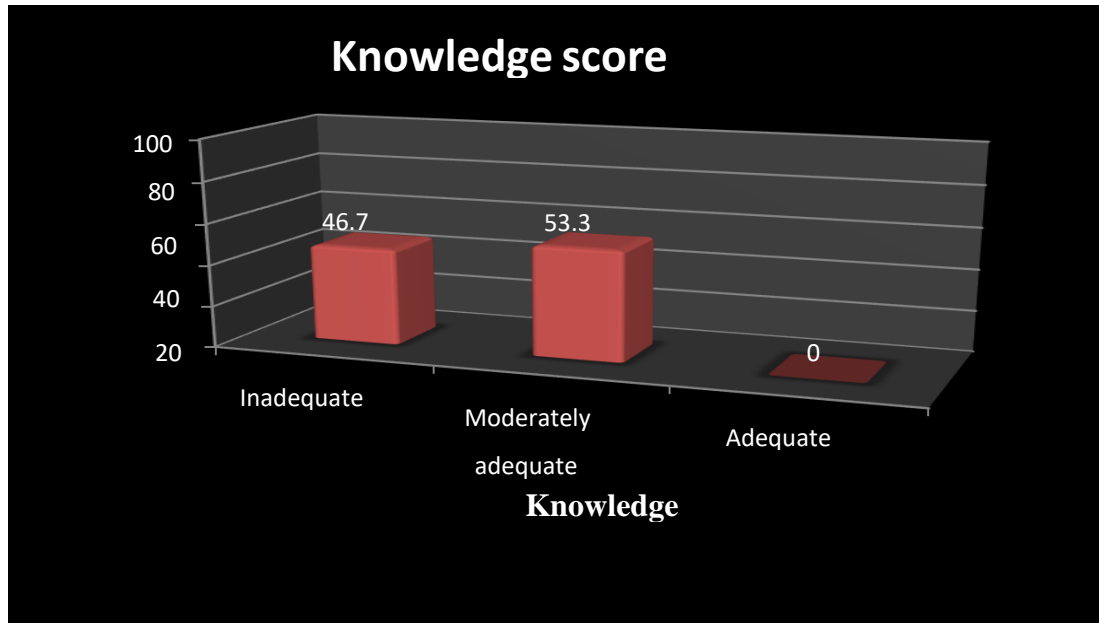
Section- C: attitude of primary school teachers towards learning disabilities of school children.

Section- D: Association between the knowledge score regarding learning disabilities and selected demographic variables.

Section- E: Association between the attitude score regarding learning disabilities and selected demographic variables.

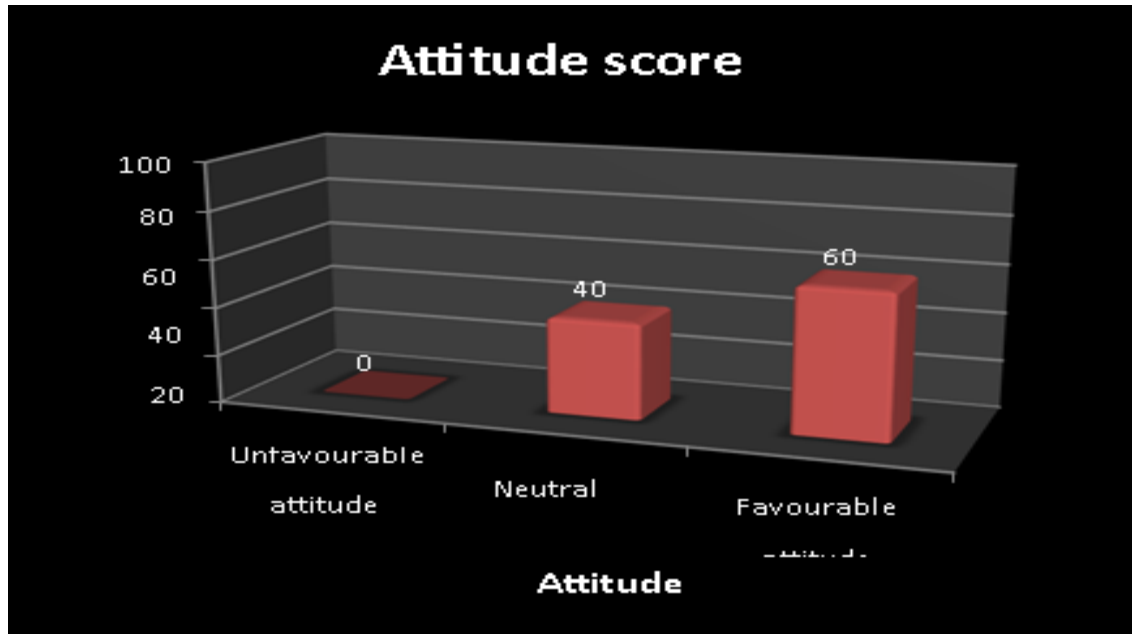
Knowledge Assessment:

- 46.7% of participants had inadequate knowledge of learning disabilities.
- 53.3% exhibited moderate knowledge of the topic.
- The mean knowledge score was 11.75, corresponding to a mean percentage of 39.16%. The standard deviation was 5.59, indicating a significant spread in knowledge levels among teachers.



Attitude Assessment:

- 40% of the participants exhibited neutral attitudes.
- 60% showed favorable attitudes towards students with learning disabilities.
- No participants demonstrated unfavorable attitudes.
- The mean attitude score was 50.50, with a mean percentage of 67.33%. The standard deviation was 6.8, highlighting variability in attitudes among teachers.



Association with Knowledge and Attitude:

- A significant association was found between knowledge and one variable, which led to the partial acceptance of hypothesis H1.
- No significant association was found between attitudes and the knowledge scores, leading to the rejection of hypothesis H2.

Major Findings Related to Socio-Demographic Variable of the Respondents.

Findings related demographic variables reveals that 17(28%) participants were in the age group between 21-25 years, 18(30%) participants were in the age group between 26-30 years, 13(22%) participants were in the age group between 31-35 years and 12 (20%) participants were above the age of 36 years. Distributions of samples based on gender showed that 24(40%) participants were male and majority 36(60%) participants were female. Distribution of samples based on professional qualification showed that 18(30%) participants completed TCH, 23(38%) participants had done D.Ed and 19(32%) participants were B.Ed. Distribution of samples based on professional experience showed that 20(33%) participants had less than 3 years' experience, 22(37%) participants had between 4-6years experience and 18(30%) participants had above 7 years experience. Distribution of samples based on Previous source of information regarding learning disabilities showed that 22 (37%) participants were having previous knowledge and 38(63%) participants were not having previous knowledge regarding learning disabilities. Distribution of samples based on experience dealing with learning disabled child showed that 12 (20%) participants were having experience dealing with learning disabled child and 48(80%) participants were not having experience dealing with learning disabled child.

Major Findings Related to Knowledge test

Findings Related to Knowledge assessment shows that there were 28 (46.7%) participants with

inadequate knowledge, 32 (53.3%) participants were having moderate knowledge and no one were having adequate knowledge regarding Learning Disabilities. And the mean knowledge score was 11.75 with the mean percentage of 39.16% and the standard deviation was 5.59.

Major Findings Related to Attitude scale test

Findings Related to attitude assessment shows that there were 24 (40%) participants with neutral attitude, 36 (60%) participants were having favourable attitude and no one were having unfavourable attitude regarding learning disabilities in children. And the mean attitude score was 50.50 with the mean percentage of 67.33% and the standard deviation was 6.8.

Major Findings Related to Association between Knowledge score with Selected Socio-Demographic Variables.

Study findings shows that the tabulated value was greater than calculated values for the variable, experience dealing with learning disabled child, indicates the significant association. Whereas it was found no association for the rest of the demographic variables. Hence conclude the hypothesis H1 is partially accepted.

Major Findings Related to Association between attitude score with Selected Socio-Demographic Variables.

Study findings shows that all the tabulated value was less than calculated values, indicates there is no significant association between attitude score and selected demographic variables. Hence conclude the hypothesis H2 is rejected.

DISCUSSION

The study aimed to assess primary school teachers' knowledge and attitudes regarding learning disabilities, with a view to developing an information booklet. The results revealed a lack of adequate knowledge among the teachers, with only 53.3% possessing moderate knowledge.

Objectives of the study are to assess the knowledge of primary school teachers regarding learning disabilities of school children. To assess the attitude of primary school teachers towards learning disabilities of school children. To determine the association between the knowledge and attitude score regarding learning disabilities and selected demographic variables. To develop an information booklet on learning disability based on the knowledge of primary school teachers. The samples for the study comprises of 60 primary school teachers working in selected schools of Bangalore. Samples were selected according to inclusion and exclusion criteria. The tool developed and used for data collection was structured knowledge questionnaire (30) to assess the knowledge of learning disabilities and five point Likert scale(15) to assess the attitude regarding learning disabilities, consists of three parts.

Pilot study was conducted to find out the feasibility of the study. The setting selected for pilot study was in primary school, at Bengaluru, Karnataka. Permission for the study was obtained from the administrator and consent was taken from the subject after explaining the purpose of the study. 6 primary school teachers were selected by using simple random sampling technique.

The attitude assessment showed that while most teachers had favorable or neutral attitudes towards students with learning disabilities, there was no correlation between their knowledge and their attitudes. These findings suggest that while teachers may be open to accommodating students with learning disabilities, they require further educational resources to enhance their knowledge and understanding of these conditions.

The information booklet developed as part of the study is intended to bridge the gap in teachers' knowledge. By providing teachers with practical and informative resources, the aim is to improve their ability to identify and support students with learning disabilities effectively.

CONCLUSION

The present study was conducted to assess the knowledge and attitude regarding specific learning disabilities in children among primary school teachers teaching in school of Bengaluru with a view to develop an information booklet. The following conclusions were made on the basis of the findings of the study. In this study, total number of 60 primary school teachers teaching in selected school of Bengaluru was selected to assess the knowledge and attitude regarding specific learning disabilities in children. This study highlights the need for increased awareness and education regarding learning disabilities among primary school teachers. The findings indicate that a significant number of teachers lack adequate knowledge, though their attitudes are generally favorable. An information booklet was developed to address these gaps and promote better support for students with learning disabilities in the classroom.

Findings Related to association between Knowledge score with Selected Socio-Demographic Variables shows that the tabulated value was greater than calculated values for the variable, experience dealing with learning disabled child, indicates the significant association. Whereas it was found no association for the rest of the demographic variables. Hence conclude the hypothesis H1 is partially accepted.

Findings Related to association between attitude score with Selected Socio-Demographic Variables Study findings shows that all the tabulated value was less than calculated values, indicates there is no significant association between attitude score and selected demographic variables. Hence conclude the hypothesis H2 is rejected.

Conflict of Interest : No conflict of interest.

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