

## AWARENESS OF LEARNING DISABILITIES AMONG PRIMARY SCHOOL TEACHERS

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### ABSTRACT

Learning disabilities can be lifelong conditions. Learning disabilities are due to genetic and/or neurobiological factors or injury that alters brain functioning in a manner which affects one or more processes related to learning. The study aimed to identify the exposure Awareness of learning disabilities among primary school teachers. The present study is to find out the awareness of learning disabilities among primary teachers with respect to their marital status, additional qualification, location of the school, type of the school, teaching experience and monthly salary. The Sample of the study consisted of 106 primary school teachers. The simple random sampling method was adopted to select the sample. The investigator used Learning Disability questionnaire which is constructed and standardized by Dr. T. Malliga (2019) for data collection. To fulfil the objectives of the study, descriptive analysis and differential analysis were used. The result of the study concluded that the primary school teachers had lower level of the awareness of learning disabilities.

**Key Words:** Learning disabilities, Primary school teachers

### INTRODUCTION

Learning disabilities is a neurological disorder. Learning disabilities persons is little differing from other common person. Learning disabilities look very different from one child to another. One child may struggle with reading and spelling, while another loves books but cannot understand mathematics. Still another child may have difficulty in understanding what others are saying or communicating out loud. The problems are very different, but they are all learning disorders. It is not always easy to identify learning disabilities. Because of the wide variations there is single symptom or profile that you can look to as proof of a problem. However, some warning signs are more common than others at different ages.

Learning disability is found across all the ages and in all socioeconomic classes. In the early 1960s, the difficulty of many children was having with learning began to attract serious attention. An increasing number of children were found unable to cope with school work especially with reading,

writing and arithmetic. These children were otherwise bright, fairly articulate in their verbal expression and did not appear to have any form of mental retardation, sensory handicap or visual impairment.

### **SIGNIFICANT OF THE STUDY**

A good teacher is the one who analyses the academic activity of the students and finds their problem and helps them to overcome them. A primary teacher finds out the abilities and disabilities of the students and gives proper guidance and remedial things. Primary level teachers leave an added responsibility in shaping the career of the students as they work with the basement of the students' career.

Learning disability is the most affected problem among the students that affect their academics. It is easy to locate the learning disability in a higher-level learner but it is very hard to locate the learning disability in the primary level learner as they fail to express their fullest potential level have to spend their effort to find that. But unfortunately, the learning disability that prevent them in teaching of the learners to a questionable one. The researcher through their study tries to create awareness of learning disabilities among primary school teachers.

### **STATEMENT OF THE PROBLEM**

Education is an indispensable demand for each and everyone. In primary level children are mostly affected by learning abilities. In education, the vital role is played by teachers. Teachers are the main source for providing education and carries over the students learning process. Teachers only find out their students activities, learning process, reading process, behavior, adjustment and special needs. Learning is a basic need for students in education. In primary level, students are mostly suffered by learning problems.

At primary level students, they are not aware of their problems in learning. Students with learning difficulties mostly need specialized support in mainstream classroom. Learning disabilities are very big challenge for primary school teachers. If the learning disabilities are ignored, unnoticed and unanswered, such children's needs are not met in regular classrooms or special education within the school. They cannot fulfill the education of the students at primary level. Learning disabilities plays an important role

in education at current scenario. It is more crucial to bring awareness regarding learning disabilities among primary school teachers. Hence, the researcher has planned this research work.

### **OBJECTIVES OF THE STUDY**

1. To find out if any significant difference among primary school teachers in their awareness of learning disabilities.

### **HYPOTHESES OF THE STUDY**

Keeping in view the objectives of the study the following null hypotheses have been framed as follows:

1. There is no significant difference between married and unmarried primary school teachers in their awareness of learning disabilities.
2. There is no significant difference between graduate and post graduate primary school teachers in their awareness of learning disabilities.
3. There is no significant difference between rural and urban primary school teachers in their awareness of learning disabilities.
4. There is no significant difference among government, aided and unaided primary school teachers in their awareness of learning disabilities.
5. There is no significant difference among the primary school teachers whose experiences are below 10 years, 10-20 years and above 20 years in their awareness of learning disabilities.
6. There is no significant difference among the primary school teachers whose salary below Rs. 10000, 1000 to 20000, and above 20000 rupees in their awareness of learning disabilities.

### **METHODOLOGY**

#### **Method Used**

**The investigator has chosen descriptive survey method for the present study.**

#### **Population and sample of the study**

Primary teachers those who were working in Erode district were considered as Population of this study. In this study, the investigator used simple random sampling technique. Three hundred and six (106) primary school teachers were selected as the samples for this study.

**Tool used**

In order to measure the learning disabilities, the investigator used the “Learning disabilities Questionnaire” which is constructed and standardized by Dr. T. Malliga (2019). The learning disabilities questionnaire consists of 33 items. The tool was in the form of objective type. The author established the content validity for the tool and the reliability of the tool has established by using test-retest method. It was found to be 0.79.

**Statistical techniques used**

The investigator employed descriptive statistics (Mean and SD), parametric statistics (students “t” test and ANOVA) to process the data collected from the samples.

**ANALYSIS OF DATA**

**DESCRIPTIVE ANALYSIS**

The main objective of this study is to identify the awareness of learning disabilities among primary school teachers

**Table 1**

**AWARENESS OF LEARNING DISABILITIES OF PRIMARY SCHOOL TEACHERS**

<b>Variable</b>	<b>N</b>	<b>M</b>	<b>S.D</b>	<b>Level</b>
<b>Awareness of Learning disabilities</b>	<b>106</b>	<b>16.61</b>	<b>0.70</b>	<b>Low</b>

The primary teachers those who are working in Erode district had low level of level awareness of learning disabilities.

**Table 2**

**Mean Difference between the Awareness of Learning Disabilities of Primary School Teachers Based on Marital Status, Additional Qualification and Location of the School**

Variable	Sub variables	N	M	S.D.	't' value	Remarks
Marital Status	Married	84	16.7	7.40	0.47	NS
	Unmarried	22	16.0	6.71		
Additional Qualification	Graduate	67	15.8	7.02	1.34	NS
	Post Graduate	39	17.87	7.54		
Location of the School	Rural	34	16.82	8.01	0.204	NS
	Urban	72	16.51	6.91		

(At 5 % level of significance, the table value of 't' is 1.96)

From the table 2, the calculated 't' values between the awareness of learning disabilities of primary school teachers with respect to marital status, additional qualification and location of the school are 0.47, 1.34 and 0.204 respectively. These 't' values are less than the table value 1.96 at 0.05 level of significance. Therefore, the hypotheses 1, 2 and 3 are accepted. The background variables marital status, additional qualification and location of the school didn't influence the awareness of learning disabilities among primary school teachers.

**Table 3**

**Mean difference among awareness of learning disabilities among primary school teachers based on the types of school, teaching experience and monthly salary**

Variables	Source of variation	df = (2,103)		Calculated 'F' value	Remarks
		Sum of squares	Mean square variation		
Type of School	Between	518.258	259.129	5.34	S
	Within	4994.884	48.49401		
Teaching Experience	Between	11.42915	5.714577	0.106	NS
	Within	5501.712	53.41468		

Monthly Salary	Between	386.71	193.35	3.88	S
	Within	5126.42	49.77		

(At 5 % level of significance, the table value of ‘F’ is 3.14)

From the table 3, the calculated ‘F’ value between the awareness of learning disabilities of primary school teachers with respect to teaching experience is 0.106. This ‘F’ value is less than the table value at 0.05 level of significance. Therefore, the hypothesis 4 is accepted. The background variable teaching experience didn’t influence the awareness of learning disabilities among primary school teachers.

The calculated ‘F’ values between the awareness of learning disabilities of primary school teachers with respect to their type of school and monthly income are 5.34 and 3.88 respectively. These ‘F’ values are greater than the table value at 0.05 level of significance. Therefore, the hypotheses 5 and 6 are rejected. It may be deduced that there is significant difference among the awareness of learning disabilities score of primary school teachers based on the types of school and monthly income.

**MAJOR FINDINGS OF THE STUDY**

1. There is no significant difference between married and unmarried primary school teachers in their awareness of learning disabilities.
2. There is no significant difference between graduate and post graduate primary school teachers in their awareness of learning disabilities.
3. There is no significant difference between rural and urban primary school teachers in their awareness of learning disabilities.
4. There is significant difference among government, aided and unaided primary school teachers in their awareness of learning disabilities.
5. There is no significant difference among the primary school teachers whose awareness of learning disabilities.

6. There is significant difference among the primary school teachers whose salary is below Rs. 10000, 10000 to 20000 and above 20000 rupees in their awareness of learning disabilities.

### **INTERPRETATION OF FINDINGS**

1. Private school teachers are having more awareness of learning disabilities than government and unaided primary school teachers due to the fact that they have the opportunity to handle disabled students. They are monitored by the management too. Hence their awareness on learning disabilities is higher than others.
2. The learning disability of primary teachers who are earning Rs. 10,000 to 20,000 is more than others because they are handling middle class family students. Since the middle class disabled students are not able to spend for special education, they are studying in regular schools. This has created an awareness for teachers in the schools with optimum strength.
3. The other variables like marital status, educational qualification, locality of the teachers and years of experience are not having any significant effect on the awareness of learning disabilities.

### **EDUCATIONAL IMPLICATION OF THE STUDY**

On the basis of the present findings, the investigator has given the following recommendations to educational administrators.

1. The teacher education should include special education as a subject in their curriculum.
2. Practice teaching period should include practice in special schools also.
3. Co-curricular activities on the problems of disabled students may enrich the knowledge of primary teachers.
4. In-service training can be given to primary teachers on the methods of teaching disabled students.
5. Primary teachers shall be motivated to attend seminars, conferences and workshops related to learning disabilities.

## CONCLUSION

The present study awareness of learning disabilities among primary school teachers in Erode district. The researcher framed objectives and hypotheses on the basis of the above contact. The research was carried out in Erode (Tamil Nadu) 106 samples were selected randomly. A standardized questionnaire was used to collect the relevant data. After collecting the data they were analyzed using statistical tests such as t-test and ANOVA. The result concluded that the primary school teachers had low level awareness of learning disabilities.

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