

Knowledge on Learning Disability of Children Among The Primary School Teachers

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Abstract- To assess the level of knowledge regarding Learning Disability of children among the primary school teachers. *Research design and method:* Research approach used for the study was quantitative approach. The descriptive research design was used for the study. The data were collected from 60 primary school teachers selected through non- probability convenient sampling technique. *Result :* The study result found that out of 60 samples 51 (85%) were had inadequate knowledge, and none of the subject had adequate knowledge on learning disability of children among the primary school teachers.

I. INTRODUCTION

"Humans were not born to read or to write".

(Rosemary Tannock)

Oral language skills originated a hundred thousand years ago, but reading as we know came about only a few thousand years back. If the creator did not allocate a place for it in the beginning, how did the brain then acquire it? Neuro plasticity, of course, is what made it possible, within whatever cells were given for the function of language. Multiple skills are involved in learning to read the 'spoken sounds' that get mapped into the left brain as 'written symbols' (letters) and thus as words that mean something. Reading comprehension, the process of understanding automatically as we read, is the extraction of meaning from written language.

This extraction of meaning through reading is not possible in children with learning disorders, especially reading disorder. 'Listening' comprehension, on the other hand, is excellent in the LD child, though he cannot 'read' and comprehend; he can answer the teacher's question orally, but cannot write the same. Hence, the axiom that the 'LD child would be the smartest lad in the whole school if instruction were entirely oral!'. From the neural findings, there is a current consensus among researchers that the central problem in Learning Disorders reflects a core deficit in the Language system.

"Learning disabilities" is an unexplained difficulty a person of at least average intelligence has in acquiring basic academic skills. As the children with learning disability find it difficult to adjust in schools, teachers are also challenged to find ways and provide them with the very best instruction possible. If parents and teachers are equipped with adequate knowledge and appropriate skills in handling these children and also their attitude of accepting the child with learning disabilities, will help the child improve in the future.

II. NEED FOR THE STUDY

World Health Organization (2014) had declared that as 1 in 5 children in the world have handicap, it is a 'serious obstacle to a child's development'. The childhood chronic illness and disabilities have been estimated to 10%.

- The incidence of learning disabilities has increased by more than 300% in the last 30 years.
- Differences by 'Gender' shows that, boys are more likely than girls to be identified as having a learning disability.
- Prevalence of reading disability is conservatively estimated to range between 4% and 10% in the general, school-aged population, although rates as high as 17% have been reported.
- Prevalence of mathematics disability alone is estimated at approximately 1 in 5 children with a learning disability, with an estimated prevalence of 1% in the general school-age population.
- The prevalence of writing disability approximately 6% of school-aged children.
- Thus the importance of nurses becomes vital in safe guarding and promoting the mental health of children and early identification of deviations from normal.

III. STATEMENT OF THE PROBLEM

A study to assess the level of knowledge regarding Learning Disability of children among primary school teachers at selected schools, Karaikal.

IV. OBJECTIVES OF THE STUDY

- To assess the level of knowledge regarding learning disability of children among primary school teachers.
- To associate the level of knowledge regarding learning disability of children among primary school teachers with their selected demographic variables.

V. OPERATIONAL DEFINITIONS

LEARNING DISABILITY

In this study it refers to the child's academic underachievement in reading, written expression, or mathematics in comparison with the chronological age, overall intellectual ability and age appropriate education.

PRIMARY SCHOOL TEACHERS

In this study it refers to the teachers who are taking classes for 1st to 5th standard students at selected schools.

PROJECTED OUTCOME

- The study will help to improve the knowledge regarding learning disabilities of children among primary school teachers.
- The study will help the primary school teachers to identify the learning disability of children among primary school children at the earliest.

VI. RESEARCH METHODOLOGY

RESEARCH APPROACH

The research approach used for this study is Qualitative approach.

RESEARCH DESIGN

The research design used for this study is descriptive design.

RESEARCH SETTING

The study was conducted among primary school teachers at selected primary schools such as Morning Star Nursery & Primary School, Bright academy Nursery & Primary School, Dhara Nursery & Primary School and Athmalaya School at Karaikal district. The strength of teachers is approximately 7 -15 each primary school.

POPULATION

The population comprised of the primary school teachers who took classes for 1st to 5th standard students at selected schools, Karaikal.

SAMPLE SIZE

The sample size was 60 primary school teachers who fulfilled the inclusion criteria.

SAMPLING TECHNIQUE

Non probability-Convenient sampling technique was adopted for the study.

INCLUSION CRITERIA

- Primary school teachers who were willing to participate in this study.
- The primary school teachers whose age is above 20 years.

EXCLUSION CRITERIA

- Teachers who are taking higher secondary classes were excluded in this study.
- Teacher who were below the age of 20 yrs.
- Who are not willing to participate in the study.

DATA COLLECTION TOOL

Part 1: Demographic variables.

Part 2: It consists of semi structured questionnaire to assess the level of knowledge regarding learning disability of children among primary school teachers.

METHOD OF DATA COLLECTION

The investigator had collected data within four weeks. Ethical clearance was obtained from institution authorities. Permission was obtained from the 6 primary schools Head Masters/ Head mistresses. 60 primary school teacher who fulfilled the inclusion criteria were selected as sample by using non probability convenient sampling technique. Informed consent was obtained from subjects. The investigator collected the demographic data of the primary school teacher related with level of knowledge by using self administering questionnaires. Approximately 15 minutes was spent to get data from primary school teachers and from the records.

SCORING AND INTERPRETATION

The total score of multiple choice item on level of knowledge was 20. Each item was given one mark for correct answer and zero mark for wrong answer.

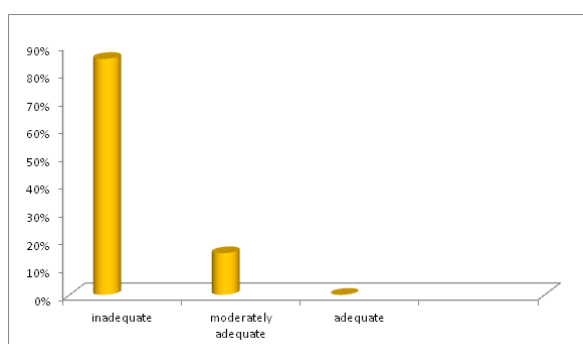
- < 50% - inadequate knowledge
- 51– 75% - moderate adequate knowledge
- >76% - adequate knowledge

VII. RESULT

Knowledge among primary school teachers regarding learning disability of children.

S.No	LEVEL OF KNOWLEDGE	Frequency and percentage	
		N	%
1	Inadequate	51	85%
2	Moderately adequate	9	15%
3	Adequate	0	0

The above table shows that 51(85%), maximum number of teachers, had inadequate. 9 (15%) had moderately adequate knowledge and none of the primary school teachers had adequate knowledge.



MAJOR FINDINGS:

The first objective of the study was to assess the level of knowledge regarding Learning disability of children among primary school teachers.

In this study regarding the level of knowledge, in 51 (85%) maximum number of teachers had inadequate knowledge, 9 (15%) had moderately adequate knowledge and none of the primary school teachers had adequate knowledge. These findings indicated that the primary school teachers need more awareness regarding the learning disability.

The second objective of the study was to assess the association between level of knowledge regarding learning disability of children among primary school teachers with their selected demographic variables

In this present study, related to level of knowledge there was a significant association found with demographic variables such as year of the experience, residential distance from school, and in the same there was no significant association found with remaining variables (age, gender, formal training, frequency of in-service education, marital status, type of school, income per month) at 0.05 level.

RECOMMENDATIONS

- A comparative study can be conducted to assess the awareness and coping ability regarding learning disability among parents and primary school teachers.
- A study can be conducted to assess the awareness and practice on psychiatry nurses with regard to the preventive measures for learning disability.
- A study can be conducted to assess the effectiveness of conducting learning disability management program among primary school teachers.
- A similar study can be conducted in a retrospective approach.

VIII. CONCLUSION

The results of the study concluded that the level of knowledge of the primary school teachers were inadequate regarding learning disability of children. Therefore the investigator felt that an established plan, especially training the teachers how to handle those children's with learning disability, can make significant change in the outcome of such commonly occurring disability among children.

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