



## **A STUDY TO ASSESS THE KNOWLEDGE AND ATTITUDE REGARDING LEARNING DISABILITIES AMONG SCHOOL TEACHERS AT CHENNAI GIRLS HIGHER SECONDARY SCHOOL, SAIDAPET.**

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### **Abstract**

Learning disabilities is an overall term that depicts the particular sort of learning issues. Learning handicaps raise an individual's ability to acquire specific abilities. It is a gathering of problems that influence individuals' capacity to either decipher what they can see and hear or to connect the data from various pieces of the mind.

**Objectives:** To assess the knowledge and attitude regarding learning disabilities among school teachers. To correlate the level of knowledge and attitude regarding learning disabilities among school teachers. To associate the selected demographic variables with the level of knowledge and attitude regarding learning disabilities among school teachers. To associate the level of knowledge and attitude regarding learning disabilities among school teachers with their demographic variables.

**Methodology:** The research approach was Quantitative and the research design adopted was Non experimental research design. Teachers were selected by nonprobability convenient sampling technique. The sample size for the study was 50. The researcher used structured questionnaires for assessing the demographic variables, knowledge and attitude regarding learning disabilities among school teachers. The pilot study was conducted on Chennai primary school in Saidapet and findings were revealed that the tool was considerably reliable and feasible for proceeding with the main study. Data collection was done for a period of 1 week.

**Findings of The Study:** With respect to the level of knowledge regarding learning disabilities among school teachers, it is evidenced that 11(22.0%) had inadequate knowledge, 29(58.0%) had moderate knowledge, 10(20.0%) had adequate knowledge. In attitude 1(2.0%) had unfavourable attitude, 24(48.0%) had moderately favourable attitude, 25(50.0%) had favourable attitude regarding the learning disabilities among the school teachers.

**Conclusion:** The research results discuss the knowledge and attitude regarding learning disabilities among school teachers at selected schools.

**Keywords:** Assess, Knowledge, Attitude, Learning disability, School teachers.

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## 1. Background of the Study

As indicated by the, World Health association (WHO) Learning disabilities are present in at least 10% of the population. In India, trademark pace of taking in handicaps goes from 9% to 39% and occurrence of the dyslexia in grade younger students has been accounted for to be 2%-18 % (2019). The National example study association (NSSO) gauge that right now 1.8 % of all out Indian populace is incapacitated (2018). Henceforth the consideration has been attracted not exclusively to make advanced education available to all, it likewise guarantees that the people who are entering need to effectively finish with their course of studies. Incapacities is the one region where fulfilment imbalances have been found inside the advanced education.

As indicated by world wellbeing report, in (2019) 15 percent of kids have genuine learning handicaps. Epidemiological investigation of youngster and juvenile mental issues led by ICMR showed the general pervasiveness of mental and learning problems of kids to be 12.5 %.

Anaswara S.Asok, Pooja Akoijam et al (2021): A study was piloted to a knowledge and attitude of school teachers towards learning disability in Bishnupur district, Manipur. A descriptive study design carried out in the school teachers at

Manipur. The total method consists of 181 was selected purposively based on the study criteria. Data was collected from 181 teachers. Mean age of participants was 42.7+1 or 42.7-1 and 59.1% of them worked in government schools and 40.9% in private. 48.1% of them had adequate knowledge on learning disabilities. Majority (93.9%) had favourable attitude. There was no substantial association between the attitude and any of the socio-demographic variables.

### Research Approach

Quantitative research approach was used for assessing the knowledge and attitude regarding learning disabilities among school teachers at Chennai girls higher secondary school, Saidapet. The research design adopted in this study was Non experimental research design. The population comprises of 50 school teachers it was carried out at Chennai girls higher secondary school, saidapet.

### Development and Description of The Tool

**Section A:** Structured questionnaire to extract the demographic information from school teachers.

**Section B:** Structured questionnaire which consist of 25 questions to measure school instructor awareness of learning disorder.

Scoring and Interpretation of Knowledge Questionnaire

SCORING	PERCENTAGE	INTERPRETATION
0-8	0-32%	Inadequate knowledge
9-17	33-68%	Moderately adequate knowledge
18-25	69-100%	Adequate knowledge

**Section C:** It is 4 point likert scale the score was categorized into 4 categories

SCORING AND INTERPRETATION OF ATTITUDE QUESTIONNAIRE

SCORING	PERCENTAGE	INTERPRETATION
1-24	1-33%	Unfavorable attitude
25-48	34-66%	Moderately favourable attitude
49-72	67-100%	Favorably attitude

### Content Validity

The research questions was submitted to senior nursing advicers. The experts were requested to

give their opinions about the applicability of the tool for modification to develop the content of the good is apparent. The device was modified

according to the opinion were include in the research tools.

### **Ethical Considerations**

The research proposal was piloted at Chennai girls higher secondary school, saidapet, Permission was obtained from the school head mistress, Chennai girls higher, secondary school. Informed consent was obtained from each participant before starting data collection. Assurance was given to the group that anonymity of each individual would be maintained and they can withdraw the study at any time.

Formal written permission to conduct the study will be obtained from research committee and ethical committee. Permission was obtained from Chennai girl's higher secondary school for conducting the study. The period of data collection was 7 days. Purposive sampling technique was used to select study participants. The researchers initially establish a rapport with the study participants. Informed consent was obtained. Knowledge and attitude tools was shared by google form to the participants regarding learning disabilities among school teachers.

### **Data Collection Procedure**

## **2. Results**

Table 1: Frequency and percentage distribution demographic Variables of school teachers.  
n = 50

<b>Demographic Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Age in years</b>		
26 – 30 years	23	46.0
31 – 35 years	20	40.0
36 – 40 years	5	10.0
Above 40 years	2	4.0
<b>Sex</b>		
Male	18	36.0
Female	32	64.0
<b>Qualification</b>		
PPC	4	8.0
B.Ed.	22	44.0
M.Ed.	13	26.0
Degree	11	22.0

<b>Years of experience</b>		
Less than 3 years	16	32.0

<b>Demographic Variables</b>	<b>Frequency</b>	<b>Percentage</b>
4 – 6 years	16	32.0
7 – 10 years	17	34.0
11 – 13 years	1	2.0
<b>Name of the employment</b>		
Temporary	32	64.0
Permanent	18	36.0
<b>Previous identified children with problems of special children</b>		
Yes	25	50.0
No	25	50.0

The table 1 displayed that most of the school teachers 23(46%) were aged between 26–30 years, 32(64%) were female, 22(44%) had B.Ed. qualification 17(34%) had 7 – 10 years of experience, 32(64%) were temporarily employed

and 25(50%), had previously identified children with problems of special needs and had not, previously identified children with problems of special needs respectively.

Table 2: Frequency and percentage distribution to determine the level of knowledge regarding learning difficulties among school teachers. n = 50

<b>Level of Knowledge</b>	<b>Frequency</b>	<b>Percentage</b>
Inadequate ( $\leq 50\%$ )	11	22.0
Moderate (51 – 75%)	29	58.0
Adequate ( $>75\%$ )	10	20.0

The table 2 displays that 29(58%) has moderate knowledge, 11(22%) has inadequate knowledge

and 10(20%) has adequate knowledge regarding learning difficulties.

Table 3: Frequency and percentage distribution of level of attitude regarding learning disabilities among

school teachers. n = 50

Level of Attitude	Frequency	Percentage
Unfavorable ( $\leq 50\%$ )	1	2.0
Moderately Favourable (51 – 75%)	24	48.0
Favorable ( $>75\%$ )	25	50.0

The table 3 depicts that 25(50%) has favorable attitude, 24(48%) has moderately favorable attitude and 1(2%) has unfavorable attitude regarding learning difficulties.

Table 4: Shows the Correlation between knowledge and attitude regarding learning difficulties among school teachers.n = 50

Variables	Mean	S.D	Karl Pearson's Correlation Value
Knowledge	15.18	3.38	<b>r = 0.508</b> <b>p = 0.0001, S***</b>
Attitude	54.90	6.97	

\*\*\* $p < 0.001$ , S – Significant

The table 4 portrays the mean score of knowledge was  $15.18 \pm 18$  and mean score of attitude was  $54.90 \pm 6.97$ . The calculated Karl Pearsons, correlation value of  $r = 0.508$  shows a moderate good correlation between knowledge and attitude

which was found to statistically significant at  $p < 0.001$  level This clearly infers when knowledge among school teachers regarding learning difficulties increases their attitude level also increases.

Table 5: Shows the Association of level of knowledge regarding learning difficulties among school teachers with selected demographic variables.n = 50

Demographic Variables	Inadequate		Moderate		Adequate		Chi-Square Value
	No.	%	No.	%	No.	%	
<b>Age in years</b>							$\chi^2 = 4.639$ d.f=6 $p = 0.591$ N.S
26 – 30 years	4	8.0	15	30.0	4	8.0	
31 – 35 years	4	8.0	10	20.0	6	12.0	
36 – 40 years	2	4.0	3	6.0	0	0	
Above 40 years	1	2.0	1	2.0	0	0	
<b>Sex</b>							$\chi^2 = 2.456$

Male	3	6.0	13	26.0	2	4.0	d.f=2 p = 0.293N.S
Female	8	16.0	16	32.0	8	16.0	
<b>Qualification</b>							$\chi^2=4.616$ d.f=6 p = 0.594N.S
PPC	2	4.0	2	4.0	0	0	
B.Ed.	3	6.0	15	30.0	4	8.0	
M.Ed.	4	8.0	6	12.0	3	6.0	
Degree	2	4.0	6	12.0	3	6.0	
<b>Years of experience</b>							$\chi^2=4.675$ d.f=6
Less than 3 years	4	8.0	8	16.0	4	8.0	

Demographic Variables	Inadequate		Moderate		Adequate		Chi-Square Value p = 0.586N.S
	No.	%	No.	%	No.	%	
4 – 6 years	3	6.0	12	24.0	1	2.0	
7 – 10 years	4	8.0	8	16.0	5	10.0	
11 – 13 years	0	0	1	2.0	0	0	
<b>Name of the employment</b>							$\chi^2=1.476$ d.f=2 p = 0.478N.S
Temporary	7	14.0	17	34.0	8	16.0	
Permanent	4	8.0	12	24.0	2	4.0	
<b>Previous identified children with problems of special children</b>							$\chi^2=3.135$ d.f=2 p = 0.209N.S

Yes	3	6.0	17	34.0	5	10.0
No	8	16.0	12	24.0	5	10.0

N.S – Not Significant

The table 5 displays revealed none of the demographic variables had a statistically significant relation with the school teachers about learning disabilities

Table 6: Association of level of attitude learning regarding difficulties among school teachers with selected demographic variables. n = 50

Demographic Variables	Unfavorable		Moderately Favorable		Favorable		Chi-Square Value
	No.	%	No.	%	No.	%	
<b>Age in years</b>							$\chi^2=4.265$
26 – 30 years	0	0	11	22.0	12	24.0	d.f=6
31 – 35 years	1	2.0	8	16.0	11	22.0	p = 0.641N.S
36 – 40 years	0	0	3	6.0	2	4.0	
Above 40 years	0	0	2	4.0	0	0	
<b>Sex</b>							$\chi^2=8.796$
Male	0	0	4	8.0	14	28.0	d.f=2
Female	1	2.0	20	40.0	11	22.0	p = 0.012
<b>Qualification</b>							$\chi^2=2.236$
PPC	0	0	2	4.0	2	4.0	df=6
B.Ed.	1	2.0	11	22.0	10	20.0	p = 0.897N.S
M.Ed.	0	0	7	14.0	6	12.0	
Degree	0	0	4	8.0	7	14.0	
<b>Years of experience</b>							$\chi^2=4.256$
Less than 3 years	0	0	6	12.0	10	20.0	d.f=6
4 – 6 years	0	0	9	18.0	7	14.0	p = 0.642N.S

7 – 10 years	1	2.0	8	16.0	8	16.0
11 – 13 years	0	0	1	2.0	0	0

Demographic Variables	Unfavorable		Moderately Favorable		Favorable		Chi-Square Value
	No.	%	No.	%	No.	%	
<b>Name of the employment</b>							$\chi^2=0.810$
Temporary	1	2.0	16	32.0	15	30.0	d.f=2 p = 0.667N.S
Permanent	0	0	8	16.0	10	20.0	
<b>Previous identified children with problems of special children</b>							$\chi^2=1.527$
Yes	0	0	11	22.0	14	28.0	d.f=2 p = 0.466N.S
No	1	2.0	13	26.0	11	22.0	

\*p<0.05, S – Significant, N.S – Not Significant  
The table 6 shows that the demographic variable, sex ( $\chi^2=8.796$ ,  $p=0.012$ ) had shown statistically significant association linked with attitude level regarding learning difficulties among school teachers at p<0.05 level and the other demographic variables had not shown statistically significant association with level of attitude regarding learning difficulties among school teachers.

### 3. Discussion

Considering the level of knowledge regarding learning difficulties among school teachers in selected schools. Was revealed that moderate knowledge 29(58percent), inadequate knowledge 29(58percent) and adequate knowledge 10(20 percent). Considering the level of attitude regarding learning disabilities among school teachers in selected schools. Was revealed that favorable attitude 25(50percent), moderately favorable attitude 24(48percent) and unfavorable attitude 1(2percent). There is no important association between the demographic variables and

level of data on knowledge and attitude regarding learning disabilities among school teachers in selected schools.

### 4. Conclusion

The research results discuss the knowledge and attitude regarding learning disabilities among school teachers at selected schools.

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