



ISSN: 0976-3031

Available Online at <http://www.recentscientific.com>

CODEN: IJRSFP (USA)

International Journal of Recent Scientific Research
Vol. 9, Issue, 11(D), pp. 29711-29713, November, 2018

**International Journal of
Recent Scientific
Research**

DOI: 10.24327/IJRSR

Research Article

A COMPARATIVE STUDY TO ASSESS THE KNOWLEDGE AND PRACTICES AMONG PRIMARY SCHOOL TEACHERS REGARDING LEARNING DISABILITIES OF SCHOOL CHILDREN (5-10 YEARS) IN SELECTED GOVERNMENT AND PRIVATE SCHOOLS OF DISTRICT GURDASPUR, PUNJAB

Hanna Hedleen

Child Health Nursing, SMVDCON

DOI: <http://dx.doi.org/10.24327/ijrsr.2018.0911.2912>

ARTICLE INFO

Article History:

Received 12th August, 2018
Received in revised form 23rd
September, 2018
Accepted 7th October, 2018
Published online 28th November, 2018

Key Words:

Learning Disabilities, Schools, Primary
schools teachers, Knowledge and
Practices.

ABSTRACT

A study to compare the knowledge and practices among primary school teachers regarding learning disabilities of school children (5-10 years) in selected Government and Private schools of District Gurdaspur, Punjab. A non- experimental research approach and comparative research design was adopted. A purposive sampling technique was used for selection of sample of 60 Primary Schools teachers of Government and Private. Data was gathered by structure questionnaire related to socio demographic variables, knowledge and checklist to assess the practices of primary school teachers. Collected information was analysed by using descriptive and inferential statistics. The results of the study revealed that mean knowledge and practices among primary school teachers of Government schools was 20.93 and 11.7 and primary schools teachers of Private schools was 16.17 and 9.37. The difference between mean score was computed by t- value which was highly significant at $p < 0.01$ level. The relationship of socio demographic variables with mean knowledge and practices score shows that the variables like age, education, experience, socio- economic status, was significant at $p < 0.01$ level and other variables like gender, religion, marital status, type of family and source of information was non significant. This study concluded that Government schools teachers had better knowledge and practices than Private schools teachers.

Copyright © Hanna Hedleen, 2018, this is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

Background of the Study

“Let us sacrifice our today so that our children can have a better as tomorrow”

- Dr. A.P.J Abdul Kalam.

The World Health Organization (WHO) defines learning disabilities as “a state of arrested or incomplete development of mind. According to National Centre for Learning Disability “Learning Disability is a neurological disorder that affects the brain’s ability to receive process, store & respond to information. A learning disability can cause a person to have trouble in learning and using certain skills. The skills most often affected are reading, writing, listening, speaking, reasoning, and doing maths. Learning disabilities vary from person to person, one person with Learning disability may not have the same kind of learning problems as another person with Learning disability. According to Statistics of Learning Disabilities in India (2010) shows that 30-50% of children in

schools have learning difficulties and around 70-80% of children with learning disabilities have vision problems. In each class of about 40 to 50 students, it seems those on an average that 5 students have learning disorder. It means that in our country India, where we have about 250 million school going children, we have about 12.5 million children suffering from learning disorder. According to Pierson, “a child is born as a raw material with all the potentials for the psychosocial development”. The development is based on the learning process, especially during childhood. A child’s physical and mental health is important for his/her positive development beginning from birth. Although learning starts from birth, formal learning takes place in school under the guidance of teachers. It is generally observed that two-third of the child’s lifetime is spent in school. So teachers’ role in creating efficient citizen is significant. Effectiveness and competence of a teacher are influenced by certain non-academic factors which were not taken into account like perception, orientation and attitude of the learner and teacher.

*Corresponding author: **Hanna Hedleen**
Child Health Nursing, SMVDCON

In India around 13-14% of all school children suffer from learning disorders. Unfortunately, most schools fail to lend a sympathetic ear to their problems. As a result, these children are often branded as failures. A study of scholastic backwardness among 5-8 year old school going children found out that 10.23% children have scholastic backwardness. No gender difference was noticed. The rates of specific difficulties such as reading, writing and arithmetic were found to be 4.69%, 5.15% and 15.96% respectively. About 26% scholastically backward children were also found to have psychological disturbance.

Objectives

1. To assess the knowledge among primary School teachers regarding Learning Disabilities of school children (5-10 years) in selected Government and Private schools of District Gurdaspur, Punjab.
2. To assess the Practice among primary School teachers regarding Learning Disabilities of school children (5-10 years) in selected Government and Private schools of Gurdaspur, Punjab.
3. To find out the relationship between knowledge and Practice among primary School teachers regarding Learning Disabilities of school children (5-10 years) in selected Government and Private schools of District Gurdaspur, Punjab.
4. To find out the association of knowledge and Practice among primary School teachers regarding Learning Disabilities of school children (5-10 years) with selected Socio-Demographic Variables in selected Government and Private schools of District Gurdaspur, Punjab.

METHODOLOGY

The comparative cross sectional survey design is utilized to achieve the stated objectives of the study. The study was conducted in schools of village Kalanaur and Dinanagar i.e. Government and Private schools comes under district Gurdaspur, Punjab. Total sample size was 60 Primary School Teachers in which 30 respondents were from Government School and 30 were from Private School and purposive sampling technique was used to collect the data for study.

Description of Tool

The structured knowledge questionnaire and observational checklist was used.

RESULTS

Comparison of mean, standard deviation of knowledge score among Primary School Teachers of Government and Private schools

N= 60

Knowledge Score	Primary school teachers of Government schools			Primary school teachers of Private schools			‘t’
	n	Mean	SD	N	Mean	SD	
	30	20.93	3.571	30	16.17	4.942	4.282**

Maximum Score= 30
 ** Significant at p<0.01
 Minimum Score =0

Comparison of mean, standard deviation of practice score among Primary School Teachers of Government and Private schools

N= 60

Practice Score	Primary school teachers of Government schools			Primary school teachers of Private Schools			‘t’
	n	Mean	SD	N	Mean	SD	
	30	11.77	1.870	30	9.37	2.512	4.198**

Maximum value =20
 ** Significant at p<0.01
 Minimum value =0

Relationship between Knowledge and Practice among Primary school teachers regarding learning disabilities of school children in Government schools

N= 60

Knowledge & Practice	Primary school teachers of Government schools n=30			Primary school teachers of Private schools n=30		
	Mean	SD	R	Mean	SD	r
	20.93	3.571	0.845*	16.17	4.942	0.739*
	11.77	1.870		9.37	2.512	

Maximum knowledge Score = 30
 Maximum practice score = 20
 *Significant at p<0.01
 Minimum knowledge Score = 0
 Minimum practice score = 0

DISCUSSION

Discussion of the findings of the study in accordance with the objectives of the research.

Objective 1: To assess the knowledge among primary School teachers regarding Learning Disabilities of school children(5-10 years) in selected Government and Private schools of District Gurdaspur.

The findings of this objective revealed that primary school teachers of Government schools had higher knowledge level score 20.93 than mean knowledge level score 16.17 among teachers of Private schools. This difference was statistically significant at p<0.01 level.

These findings are supported by a similar study conducted by Shivaji H and Vaishali R (2014) conducted a quasi-experimental on knowledge of primary school teachers regarding learning disorders among children in selected schools. The study revealed that the mean post test score knowledge 21.13 was higher than mean pre test score knowledge 13.48. The study concluded primary school teachers had adequate knowledge regarding learning disorders among children. The findings of the study support the findings of the present study.

Objective 2: To assess the Practice among primary School teachers regarding Learning Disabilities of school children (5-10 years) in selected Government and Private schools of Gurdaspur, Punjab.

The findings of this objective reveals that primary school teachers of Government schools had satisfactory practice score 11.77 than mean practice score 9.37 among teachers of Private schools. This difference was statistically significant at p<0.01 level.

These findings are supported by a similar study conducted by Bhavya S *et al* (2010) conducted a descriptive study on practices of teachers regarding specific learning disabilities among school children. The study revealed that majority of teachers (94%) had a most favourable practice towards learning

disability. The findings of the study support the findings of the present study.

Objective 3: To find out the relationship between knowledge and Practice among primary School teachers regarding Learning Disabilities of school children (5-10 years) in selected Government and Private schools of District Gurdaspur, Punjab. The findings revealed that primary school teachers of Government schools had good co-relation score (0.845) between knowledge and practice regarding learning disabilities of school children than co-relation score (0.739) between knowledge and practice score regarding learning disabilities of school children among primary school teachers of Private schools. This difference was statistically significant at $p < 0.01$ level. These findings are supported in accordance to the study conducted by Ajay Tyagi *et al* (2013) a comparative study on the knowledge of attention deficit hyperactivity disorder among Government and Private primary school teachers of rural block Haryana. The study revealed that knowledge score of Government teachers (17.5%) was higher than private school teachers (9.1%).

Objective 4: To find out the association of knowledge and Practice among primary School teachers regarding Learning Disabilities of school children (5-10 years) with selected Socio-Demographic Variables in selected Government and Private schools of District Gurdaspur, Punjab.

The findings showed that knowledge and practice score of primary school teachers of Government and Private schools with socio-demographic variables like age, education, experience, socio-economic status had some significant relationship at $p < 0.01$ and $p < 0.0$

5 level and other variables like gender, religion, marital status, type of family and source of information showed no significant relationship.

Recommendations

- Similar study can be replicated on a large sample to validate and generalize findings.
- The study can be done in different setting.
- Similar study can be conducted with an experimental research approach having a control group.
- Similar study can be conducted on teachers of school children (11-15 years).
- A descriptive study can be done among teachers regarding learning disabilities.

How to cite this article:

Hanna Hedleen., 2018, A Comparative Study To Assess The Knowledge And Practices Among Primary School Teachers Regarding Learning Disabilities of School Children (5-10 years) in Selected Government and private Schools of district gurdaspur, punjab. *Int J Recent Sci Res.* 9(11), pp. 29711-29713. DOI: <http://dx.doi.org/10.24327/ijrsr.2018.0911.2912>

References

- [www.WHO.org/learning disabilities](http://www.WHO.org/learning%20disabilities).
- Sakuja S. Education for all and learning disabilities in India [Online] 2004. (Cited 2010); Available from: URL: <http://sspeonline.org/article>.
- National joint committee on learning disabilities, Reports of NJCLD.
- Children and Learning Disabilities: Statistics or Solutions? 2010 Nov.16. Available from URL: [http://www.bestvisiontherapy.com/learning disability resources/children-and-learning](http://www.bestvisiontherapy.com/learning%20disability%20resources/children-and-learning).
- Sreevani R, World Mental Health Day 2005- Mental and Physical Health across lifespan. *Nightingale Nursing Times- A Window for Health Action*, October 2005. [http://www.learning disabilities India/edu.com](http://www.learning%20disabilities%20India/edu.com).
- Shenoy J Kapoor M. Prevalence of scholastic backwardness among 5 to 8 year old children. *Indian J Psychiatry*; 38(4):2017
- Shivaji H & Vaishali R; Study on effectiveness of self instructional module on knowledge of primary school teachers regarding learning disorders among children; *International Journal of Science and Research*, ISSN [Online] 2319-7064, Volume 3: Issue 7.
- Bhavya S, Chinu C.M, Christy Elizabeth Joseph, Dayona Thomas and Viji Prasad C; Descriptive study on knowledge and attitude of teachers regarding specific learning disabilities among school children; *International Journal of Recent Scientific Study/IJRSR*.ISSN:0976-3031.
- Ajay Tyagi, Jain R Band Sujatha Sethi; Comparative study on knowledge of ADHD among Government and Private primary school teachers of block Haryana; *International Journal of Basic and Applied Medical Sciences* ISSN:2277-2103[Online] 2013 Volume3(2) PP 267-273. Available from <http://www.cibetch.org/jms.html>.
