

**KNOWLEDGE AND PRACTICE OF SCHOOL TEACHERS REGARDING
MANAGEMENT OF LEARNING DISORDERS AMONG CHILDREN IN A
SELECTED SCHOOL AT KANPUR”**

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ABSTRACT

The majority of children's working hours are spent in school with teachers, who have a significant influence on how they develop in the future. A teacher is in charge of a child's holistic, integrated development. He creates the ideal environment for their growth, much like a gardener would.

To evaluate teachers' practices and understanding of managing learning disorders in students at a chosen Kanpur schools, a descriptive study was carried out. The study's goals were to evaluate school teachers' knowledge and practices and determine how these factors relate to particular socio-demographic factors. The convenience sample strategy was used by the researcher to choose 100 school instructors. A standardized, self-administered questionnaire was used to gather the data. The data was analyzed using both descriptive and inferential statistics. According to the results, the majority (55%) had inadequate comprehension, 36% had reasonably sufficient knowledge, and 9% had adequate knowledge. Of the 100 people, 23% had practice that was appropriate, 25% had practice that was inadequate, and 51% had practice that was pretty adequate. A significant positive correlation was found between school teachers' knowledge and practices regarding the management of specific learning disabilities in children ($r=0.551$, significant at the 0.05 level). Furthermore, the study discovered a strong relationship between the degree of practice and socio-demographic characteristics such as age in years, years of experience, family history of learning disorders, and training programs taken on learning disorders. It also discovered a strong relationship between the degree of teacher knowledge and these variables.

Key Words: children, school teachers, descriptive study, knowledge and practice.

INTRODUCTION

Learning is a highly intricate brain process that involves comprehending, remembering, and applying this knowledge in the future. Individual differences in learning capacity exist even among children with similar ages and levels of intelligence. All parents and teachers pressure the kids to reach unreasonable goals if they don't have a clear understanding of their strengths and weaknesses¹.

With a population of over a billion, issues like unemployment, poverty, and illiteracy are widespread in a nation like India. Training unique children becomes more challenging in an area with such a large population and extreme poverty, as it is challenging to teach a typical child. Many kids appear and act normally, but they perform worse academically than their peers. A disorder known as LEARNING DISABILITY (LD) affects them. Since the parents and instructors are ignorant of the issue, these kids endure ongoing humiliation.

In the 1960s, the phrase "learning disability" was coined. Other names for learning disorders include "specific learning disorder" and "specific academic skill disorder." "A heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities" is how the National Joint Committee on Learning Disorder describes learning disorders².

NEED FOR STUDY

One in five children worldwide have a disability, according to the WHO, which is a "serious obstacle to child's development." According to estimates, 10% of children in developed nations like the US have chronic illnesses and disabilities. A prevalence incidence of 20–33% of psychiatric problems in school-age children has been documented in India, according to Dr. Prasad M. Developmental problems make about 7% of them. One out of ten children suffers from a learning disorder. About 15–25% of children in every school section in India are probably unable to sustain a reasonable level of academic achievement³.

In India, learning impairments affect 13–14% of all school-age children. Regretfully, the majority of schools do not listen to their issues with empathy. These kids are consequently labeled as failures. According to child psychiatrist Samir Parikh, learning disorders are lifetime issues that require daily overcoming rather than being a sickness. He contends that they can have successful and fruitful lives with the right diagnosis, the right education, perseverance, and encouragement from friends, family, instructors, and others⁴.

In order to implement corrective measures, school authorities must identify certain learning impairments early on, during the kid's primary school years, and make a definitive diagnosis by the time the child is eight years old. Due to a general lack of knowledge, many children with learning disorders in our nation go untreated or unrecognized, which can result in persistently low academic performance, class detention, or even dropping out of school. Their quality of life is negatively impacted by the academic issues as well⁵.

This awareness prompted the researcher to evaluate school instructors' practices and knowledge in relation to identifying and treating particular learning impairments in children. The study's findings may persuade other researchers or the educational department to incorporate the required content into the teacher preparation program. This can be viewed as a component of both primary prevention of behavioral alterations, such as conduct disorders and psychosomatic disorders, and secondary prevention of SLD.

PROBLEM STATEMENT

A study to assess the knowledge and practice of school teachers regarding management of learning disorders among children in a selected school at Kanpur, Uttar Pradesh.

OBJECTIVES

1. To assess the level of knowledge and practice of school teachers regarding management of learning disorders among children.
2. To find out the correlation between level of knowledge and practice of school teachers regarding management of learning disorders among children.
3. To determine the association between level of knowledge and practice of school teachers and selected socio-demographic variables.

HYPOTHESIS

H1: There is a significant relationship between knowledge and practice of school teachers regarding management of learning disorders among children.

H2: There is a significant association between knowledge of school teachers regarding management of learning disorders and selected sociodemographic variables.

H3: There is a significant association between practice of school teachers regarding management of learning disorders and selected socio-demographic variables.

METHODS AND MATERIALS

Research approach

In the present study a descriptive survey approach was adopted.

Research design

A descriptive design was adopted for the study.

SETTING OF THE STUDY

The study setting for the present study was NLK ACADEMY, USHA DEEP, DPS ACADEMY, ESCORT SCHOOL& JAIPURIA ACADEMY.

VARIABLES

Dependent variable

In this study, knowledge and practice of primary school teachers regarding specific learning disorders was the dependent variable.

Demographic variables

In this study, the demographic variables are age, gender, marital status, educational status, years of experience, study child psychology during academic courses, and previous exposure to training programmes related to learning disorders.

POPULATION

The population for this study comprises of primary school teachers.

Target population

In this study the target population was primary school teachers from the selected schools at Kanpur, UP.

Accessible Population

The accessible population is primary school teachers from NLK ACADEMY, USHA DEEP, DPS ACADEMY, ESCORT SCHOOL & JAIPURIA ACADEMY.

SAMPLE

The sample for the present study comprises of primary school teachers working in NLK ACADEMY, USHA DEEP, DPS ACADEMY, ESCORT SCHOOL & JAIPURIA ACADEMY.

SAMPLE SIZE

The sample size for the present study consists of 100 primary school teachers who will fulfill the inclusion and exclusion criteria.

SAMPLING TECHNIQUES

In the present study, convenient sampling technique was used to select 100 primary school teachers

Inclusion criteria

Bronchial Asthma Patients: -

- Who are willing to participate in the study.
- who knows to read and write English & Hindi

Exclusion criteria

Bronchial Asthma Patients : -

- who are not willing to participate in the study
- who are above 50 years of age

- who are exposed to previous teaching programme on learning disorders

METHODS OF DATA COLLECTION

Assessment of knowledge and practice regarding the management of learning disorders with the help of administering self structured questionnaire and practice check list.

DEVELOPMENT OF RESEARCH TOOL

On the basis of developed framework, to achieve the objectives of the study, A self-structured knowledge questionnaire was prepared to assess the knowledge regarding the management of learning disorders. And a self structured check-list was made to assess the practice of the primary school teachers regarding the management of learning disorders.

DESCRIPTION OF THE TOOL

Section A: A self-structured questionnaire was used to collect socio-demographic data.

Section B: A self-structured questionnaire was used to assess the knowledge management of learning disorders

Section C: A self-structured practice check-list was used to assess the practice on management of learning disorders

RESULTS & FINDINGS

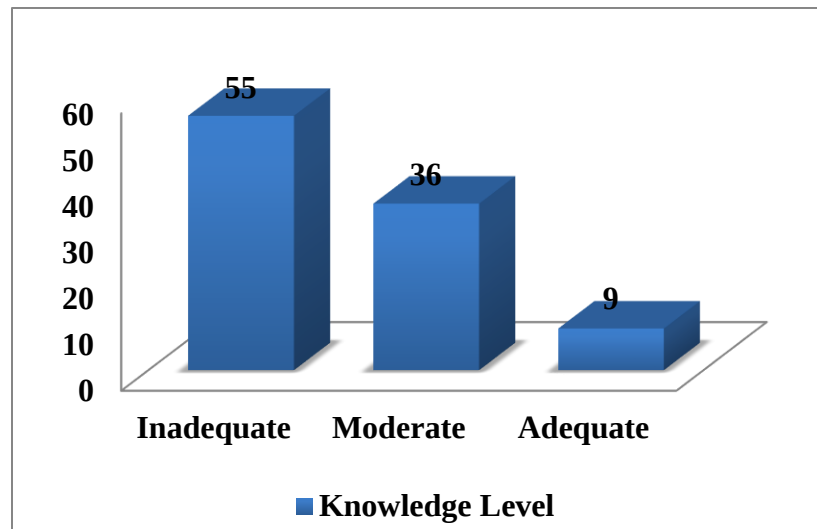
Section A:

The major findings of the present study are;

- Majority of subjects 49% belongs to the age group of 37 years and above.
- Majority of subjects 92% were females.
- Majority of subjects 91% were married.
- Majority of subjects 94% were graduates.
- Majority of subjects 42% subjects have less than 5 years of experience.
- Majority of subjects 96% didn't attend any training programmes on learning disorders.

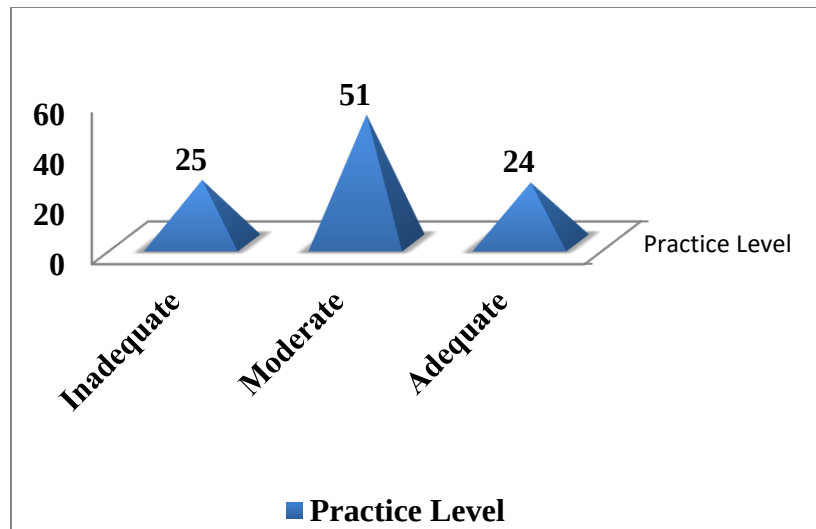
Section B:

A. Assessment of knowledge of school teachers regarding management of LD among children



Data from the above figure depicts that 55% subjects had inadequate knowledge, 36% subjects had moderate knowledge and 9% subjects had adequate knowledge regarding management of LD among children.

B. Assessment of practice of school teachers regarding management of LD among children



Data from the above figure depicts that 25% subjects had inadequate practice, 52% subjects had moderate practice and 24% subjects had adequate practice regarding management of LD among children.

Section C:

Correlation between knowledge and practice of school teachers regarding management of LD among children

	Items	Mean	Mean %	SD	Correlation between knowledge & practice	'P' value	Significance
Knowledge	20	9.27	46.45	4.102	0.551	P<0.05	Significant
Practice	20	12.65	43.2	3.762			

The above table illustrates that the correlation between knowledge and practice, $r=0.551$ is found to be significant at 0.05% significance level. Hence proved that there exists a significant correlation between knowledge and practice of primary school teachers regarding learning disorders.

Section D:

A. Association between knowledge level of primary school teacher regarding management of LD among children and selected demographic variables

Variable	Median below	Median above	Chi-square	d. f	Remarks
Age					
<= 30	24	1	35.154	2	Significant
31-36	18	8			
37+	13	36			
Gender					
Male	6	2	1.405	1	Not significant
Female	49	43			
Marital status					
Single	4	0	5.748	2	Not significant
Married	50	41			
Divorced	0	0			
Widow/ widower	1	4			
Educational qualification					
B.Ed	53	41	1.211	1	Not Significant
D.Ed	2	4			
Teachers training program	0	0			
Experience					
<= 5	39	3	44.285	2	Significant
6-10 Years	13	24			
11+	3	18			
Training					

program attended					
Yes	3	1	0.673	1	Significant
No	52	44			

From the above mentioned statistical finding, it shows that, gender, marital status and educational qualification have there is no significant association and age, experience and training program attended have a significant association between the knowledge of primary school teachers regarding management of LD among children with their selected demographic variables. Hence the Research hypothesis H₃ was accepted.

1. **Association between practice level of primary school teacher regarding management of LD among children and selected demographic variables**

Variable	Median below	Median above	Chi-square	d. f	Remarks
Age					
<= 30	21	4	14.821	2	Significant
31-36	17	9			
37+	19	30			
Gender					
Male	6	2	1.149	1	Not significant
Female	51	41			
Marital status					
Single	4	0	3.193	2	Not significant
Married	50	41			
Divorced	0	0			
Widow/ widower	3	2			
Educational qualification					
B.Ed	55	39			

D.Ed	2	4	1.459	1	Not Significant
Teachers training program	0	0			
Experience					
<= 5	35	7	31.326	2	Significant
6-10 Years	20	17			
11+	2	19			
Training program attended					
Yes	3	1	0.551	1	Significant
No	54	42			

From the above mentioned statistical finding, it shows that, gender, marital status and educational qualification have there is no significant association and age, experience and training program attended have a significant association between the practice level of primary school teachers regarding management of LD among children with their selected demographic variables. Hence the Research hypothesis H₃ was accepted.

NURSING IMPLICATIONS

Nursing education:

A nurse as an educator has a vital role to play in imparting knowledge regarding the management of LD among teachers in order to reduce the prevalence of LD in children. The findings of the study can be used by the nurse educator to educate the student nurses, which will help them to provide an effective nursing care and to practice the management of LD.

Nursing administration:

Nursing administrator can influence the quality of nursing care in hospitals, nursing homes and community by planning health programmes and supervising care at different levels. The nurse administrator can also co-ordinate and discuss about management of LD and its

consequences at various forums and meetings so that health programs are organized at various levels.

Nursing practice

The findings of the study could be utilized as a basis for orientation programs and in-service education of the community health nurses so that constant awareness and clear understanding may be created regarding management of LD among children.

Nursing research:

Today nursing is an evidence-based practice, so it is important to carry out research studies to improve nursing care and improve the scientific knowledge base of care. LD is a major concern in the children hence it is more focused on nursing research. This could help the researcher to increase the awareness regarding LD among teachers.

Recommendations:

- A study can be undertaken with a large sample to generalize the findings
- An experimental study can be undertaken with control group
- A comparative study can be done between the private and government school teachers.
- A similar study can be conducted using the other strategies like self-Instructional Module (SIM) and booklets.

Conclusion:

The study was conducted to assess the knowledge and practice of school teachers regarding management of learning disorders among children in a selected school at Kanpur, Uttar Pradesh. On the basis of findings of the study, it was shown that 55% subjects had inadequate knowledge, 36% subjects had moderate knowledge and 9% subjects had adequate knowledge regarding management of LD among children. And 25% subjects had inadequate practice, 52% subjects had moderate practice and 24% subjects had adequate practice regarding management of LD among children. Thus, this study revealed that there was a need of education regarding the management of LD for the primary school teachers.

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