

A Comparative Study to Assess the Knowledge Regarding Identifying Learning Difficulties of Primary School Children among Primary School Teachers in Selected Rural and Urban Primary Schools of Greater Nodia, U.P.

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Abstract: Learning difficulty arise from neurological differences in brain structure and function and affect a person's ability to receive, store, process, retrieve or communicate information. This disorder can make it problematic for a person to learn as quickly or in the same way as someone who is not affected by a learning difficulty. In India, around 13-14% of all school children suffer from learning difficulty. A descriptive research approach was used and the research design adopted for the present study was descriptive. The target population for the study was Primary School Children at selected schools in Urban and Rural Area of Greater Noida, UP. Sample size was 100. Data analysis was done on the basis of objectives and hypothesis of the study. From the findings of the study it can be concluded that, The distribution of the subjects according to their Year of Experience. In the Rural Areas majority of the Primary School Teachers were 17 (34 %) of them belonged to the age group of 0-3 years, 10 (20%) of them belongs to the age group of 4-7 years, 9 (18%) of them belonged to the age group of 8-11 years and 14 (28%) were in the age Above 11 years. In Urban Areas majority of the obese young adult girls were 13 (26 %) of them belongs to the age group of 0-3 years, 15 (30%) were in the age group of 4-7 years, 16 (32 %) were in the age group of 8-11 years, and 6 (12%) were in the age Above 11 years.

Keywords: Assess, Learning Difficulties, Questionnaire's, Knowledge, Risk factors, Primary School Teachers

1. Introduction

Teaching-learning process is as old as human being. If the teaching- learning process is effective, the learner is able to make the best use of the things in the world around him. So the acquisition of knowledge, skills, and attitudes which enable us to adjust ourselves in effective manner to the environment may be said to be the aim of teaching and learning (Basavanthappa BT)

Learning difficulty (LD) sometimes called learning difference, learning disorder, or learning difficulty is a classification including several disorders in which a person has difficulty learning in a typical manner. Learning difficulty arise from neurological differences in brain structure and function and affect a person's ability to receive, store, process, retrieve or communicate information. This disorder can make it problematic for a person to learn as quickly or in the same way as someone who is not affected by a learning difficulty. People with learning difficulty have trouble performing specific types of skills or completing tasks if left to figure things out by themselves or if taught in conventional ways. While the specific nature of these brainbased difficulty is still not well understood, considerable progress has been made in mapping some of the characteristic difficulties of LD to specific brain regions and structures (Cortiella etal, 2014)

WHO declared that 1 in 5 children in the world have handicap, it is a 'serious obstacle in child's development'. In industrialized countries such as United States, a prevalence rate for childhood chronic illness and difficulty has been

estimated at 10%. According to Dr. Prasad. M, prevalence rate of 20-33% of psychiatric disorders in school children has been reported in Indian setting. 7% of them are developmental disorders. Among them, learning difficulty constitute 1 in 10 children. In India, ever section of the school is likely to have around 15-25% of students, who are not able to maintain a satisfactory scholastic performance in school (Shelton D etal,2015)

Learning difficulties are problems that affect the brain's ability to receive process, analyze, or store information. The teachers 'attitude and high level of awareness about learning disabilities make the timely diagnosis of this disorder possible (Jerome R, 2007)

2. Literature Survey

Syed Arifaetal (2019) conducted a study on "Knowledge and attitude of primary school teachers regarding learning difficulty among children in selected schools of district Pulwama" A Quantitative descriptive design was used to assess the study. Data was collected using self-administered Structured knowledge questionnaire and Attitude scale. The study revealed that majority of teachers had moderate knowledge on learning difficulty, and 6.7% teachers had adequate knowledge on the subject. It was also found that there was significant correlation between knowledge of teachers regarding learning difficulty and their attitude towards such children. It Concludes that majority of the primary school teachers had moderate knowledge on learning

difficulty and most of the teachers possessed favorable attitude towards children with learning difficulty

Anand Lingeswaran (2013) carried out a study on an observational study was used for 34 primary school teachers from 2 different schools in Pondicherry town agreed to participate in this study with informed consent. The study was held at the schools where these teachers were employed using pen and paper testing method and data were entered into the computer for statistical analysis. It concluded 29% of the questions were correctly answered by all 34 teachers. It Concludes that Validation of this new screening questionnaire was successful in Indian setting. It had to be used in other settings to extrapolate our findings.

3. Methodology

The present study aimed to Assess the Knowledge Regarding Identifying learning difficulties of Primary School Children in accordance with the mode of identification done by the Primary School Teachers in selected Rural And Urban Primary Schools. With a view to accomplish the research study, a quantitative research approach was adopted. The research design used for the present study is Comparative descriptive research design.

In this present study Convenience sampling techniques was used to conduct the research study. Tool used for this study was divided into two sessions Section A : It consisted of demographic variable included are Age , Gender , Educational qualification, Years of experience , Marital status. Section B : It consisted of difficulty in study assessment checklist to assess the school learning difficulty in children. It has got three aspects namely reaction during Dyslexia, Dyscalculia, Dysgraphia. Reliability of the tool was established by using split half technique, which measures the coefficient of internal consistency. The reliability of the split half test was found 38 by using Karl Pearson Co- relation by deviation method formula Spearman Brown's Prophecy formula was used to find out the reliability of the full test.

4. Result and Discussion

- 1) **Findings related to distribution of Rural and Urban according to their demographic variables.** The distribution of the majority of the school teachers from urban (44%) and rural (46%) were in the age group of 21-30 years, most of them females i.e., 76% of urban teachers and 82% of rural, teachers, most of them were married i.e., 62% of urban teachers and 64% of rural teachers , majority of them were having highest qualification of BA.BED i.e., 58% of urban teachers and 76% of rural teachers , around 32% of urban teachers were having 8-11 years of experience and 34% of rural teachers were having 0-3 years of experience and majority of them source of information from School Activity i.e., 60% of urban teachers and 78% of rural teachers got information from school activity or school programs.
- 2) **Findings related to compare the knowledge regarding learning difficulties of school children among the Primary School teachers.** The distribution of the subjects according to that, the mean difference of

knowledge scores between urban and rural school teachers was 1.43 and the mean difference was not statistically significant. It shows that there was no much difference on knowledge regarding identifying learning difficulties of school children among rural and urban Primary school teachers. Hence researcher accepted null hypothesis(H01)

- 3) **Findings related to the association of the knowledge learning difficulties with selected demographic variables.**

The association ($p < 0.05$ significant level) between the level of score and socio demographic variable. There is no significant association between knowledge scores with demographic variables of urban primary school teachers except for gender ($p = 0.02$) and source of information ($p = 0.007$). Hence researcher accepted the null hypothesis (H02).

5. Conclusion

From the findings of the study it can be concluded that, > The distribution of the subjects according to their Year of Experience. In the Rural Areas majority of the Primary School Teachers were 17 (34 %) of them belonged to the age group of 0-3 years, 10 (20%) of them belongs to the age group of 4-7 years, 9 (18%) of them belonged to the age group of 8-11 years and 14 (28%) were in the age Above 11 years. In Urban Areas majority of the obese young adult girls were 13 (26 %) of them belongs to the age group of 0-3 years, 15 (30%) were in the age group of 4-7 years, 16 (32 %) were in the age group of 8-11 years, and 6 (12%) were in the age above 11 years.

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