iJRASET
International Journal For Research in Applied Science and Engineering Technology



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 10 **Issue:** XI **Month of publication:** November 2022

DOI: https://doi.org/10.22214/ijraset.2022.47328

www.ijraset.com

Call: 08813907089 | E-mail ID: ijraset@gmail.com

International Journal for Research in Applied Science & Engineering Technology (IJRASET)
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 10 Issue XI Nov 2022- Available at www.ijraset.com

The Knowledge Regarding Identifying Learning Difficulties of Primary School Children

Sruchi Thakur[1], Jaykumar Upadhyay[2]
[1, 2]*R.k.Mission charitable hospital Vrindavan Mathura U.P*

Abstract: ***All the health care professionals must take an extensive effort to educate the people to identify the learning difficulties. Researcher felt the need of conducting the research on reduction of learning difficulties among primary school teachers as it is a major modifiable risk factor in the world.***
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 ,50 teachers in Rural Area and 50 teachers in Urban Area . The data analysis was done on the basis of objectives and hypothesis of the study.
The aim of the study was to assess the knowledge of risk factors on learning difficulties in primary school children.
Keywords: Assess, Learning Difficulties, Knowledge, Primary School Teachers, Dyslexia

I. OBJECTIVES

1) To assess the knowledge regarding identifying learning difficulties of primary school children among primary school teachers of rural and urban primary schools.
2) To compare the knowledge regarding identifying learning difficulties of primary school children among the primary school teachers of rural and urban primary schools.
3) To find out the association between knowledge regarding identifying learning difficulties of rural and urban primary school teachers with selected demographic variables.

II. METHODOLOGY

Quantitative research approach was adopted for this study and descriptive research design was selected for this study. The setting of the study was primary schools in urban and rural area, Greater Noida, U.P. The sample consists of 50 teachers in urban areas and 50 teachers in rural areas of selected schools in Greater Noida and samples were selected by using purposive sampling technique. Knowledge of risk factor were assessed by using questionnaires. The investigator developed Sister Callista Roy Adaptation Model for conceptual framework. Demographic data was collected and knowledge related to risk factor of learning difficulties was assessed by structured questionaries'

III. RESULTS

The collected data was analyzed by using descriptive and inferential statistics. 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.

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.

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).

©IJRASET: All Rights are Reserved

IV. CONCLUSION

Its concludes that distribution of the subjects according to their Year of experience.

In the Rural areas majority of the primary school teachers 17 (34 %) of them belong to the age group of 0-3 years, 10 (20%) of them belong to the age group of 4-7 years, 9 (18%) of them belong to the age group of 8-11 years and 14 (28%) above 11 years.

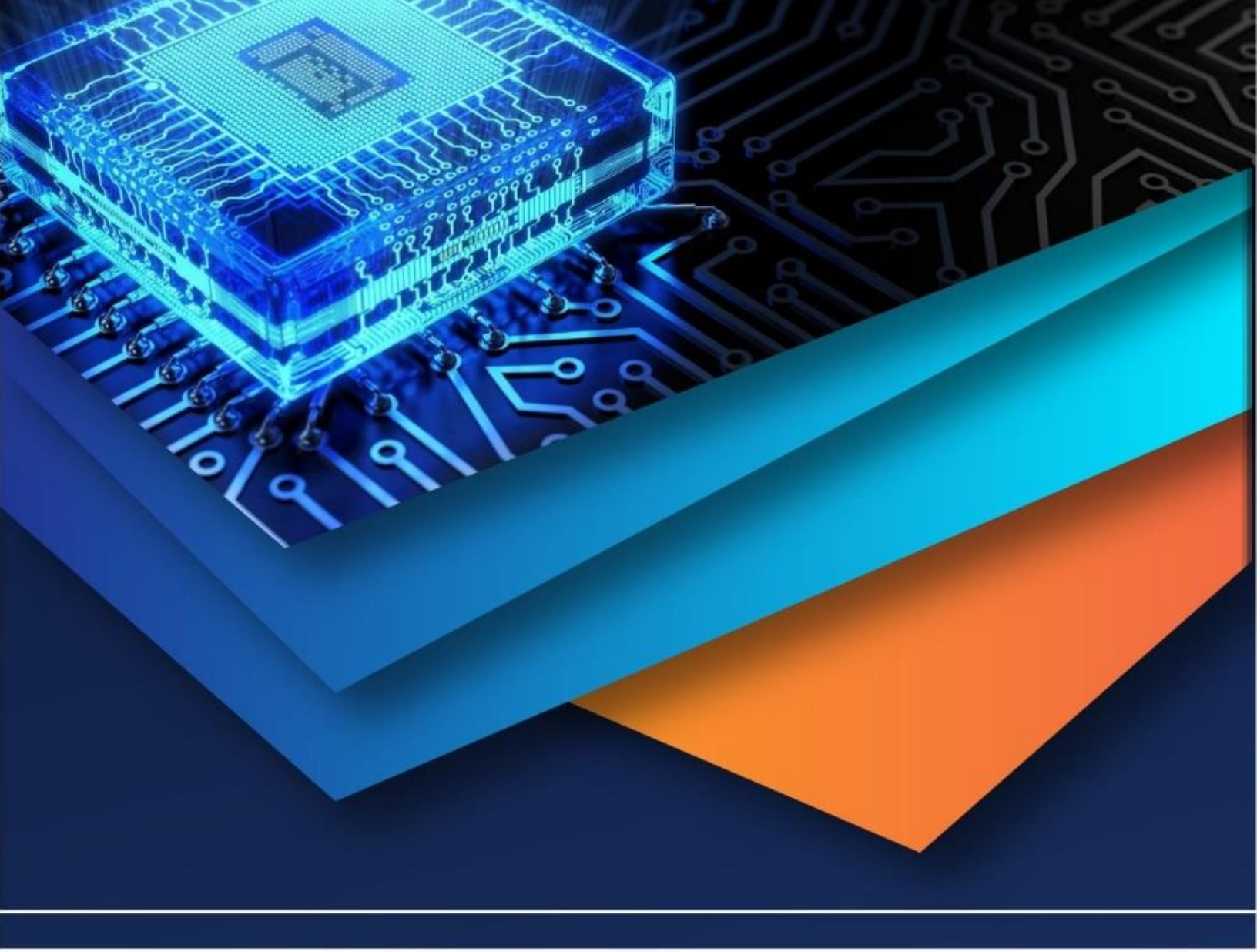
In Urban areas majority of the primary school teachers 13 (26 %) of them belong to the age group of 0-3 years, 15 (30%) were in the age group of 4-7 years, 16 (32 %) were in the age group of 8-11 years, and 6 (12%) were in the age above 11 years. There is no significant association between level of knowledge with demographic variables

REFERENCES

[1] Basavanthappa BT. (2009) Nursing education.(2nd ed.)NewDelhi: Jaypee publications;409- 415.
[2] Sannkanarayan B, Sindhu B.(2009) Learning and teaching nursing. (3rd ed) Kerala: Brain fill publications; 278.
[3] Cortiella, Candace Sheldon H.(2014) The State of Learning Difficulty :Facts, trends and emerging issues. (3rd ed) New York: National Center for learning Difficulty. US Department Of Education Among Children 2018
[4] Syed Arifa,Syed Shahid(2015)Division for Learning Difficulty (DLD): The Council for Exceptional Children, 2001, January 2005 .http://www.didceg.org
[5] Sadaket M.(2015)Learning Difficulty in India(2rd ed) Available from URL http://learning difficulty india/edu.com.
[6] Sines D, Selvin E.(2005) The role of community nurses for people with learning difficulty: Working with people who challeng e, Int J Nurs Studies ;42:415-427.
[7] Bricout L, Richard G, et al(2009) Deficits in reading acquisition in primary school: Cognitive, social and behavioral factors studied in a sample of 1062 children. [JOURNAL ARTICLE]. Rev Epidemiol Sante Publique ,Apr 22
[8] Abbott R, Berninger VW, & Raskind W(2008) Multidisciplinary approach to understanding developmental dyslexia within working- memory architecture: genotypes, phenotypes, brain, and instruction. Educational Psychology, University of Washington, Seattle, WA 98195-3600, USA; 33(6):707-44.
[9] Bricout L, Richard G, et al(2009) Deficits in reading acquisition in primary school: Cognitive, social and behavioral factors studied in a sample of 1062 children. Rev Epidemiol Sante Publique ,,Apr 22
[10] Chakravarty A. Taare Zameen Par (2009) Ann Indian Acad Neurol. Apr-Jun;12(2): 99– 103.Availablefrom:https://www.ncbi.nlm.nih.gov/pmc/a rtic les/PMC2812748
[11] Ghimire SR ,Vyas JN(2016) Textbook of Postgraduate Psychiatry. Vol.2. 3rd ed. New Delhi: Jaypee brothers medical publication Ltd.
[12] Andreasen NC Galder GM & Lopez J(2009) New Oxford Textbook of Psychiatry Vol 1. 2nd ed. New York: Oxford University press.
[13] Fisher SE, Francks C, Marlow AJ, MacPhie IL & Newbury DF, et al.(2002) Independent genome-wide scans identify a chromosome 18 quantitativetrait locus influencing dyslexia. Nat Genet ; 30: 86–91.
[14] John s. Baer(2002) student factors: "Understanding individual variation in college drinking". University of washington, and veterans affairs puget sound health care system, seattle, washington. Supplement no. 14: 40-53).
[15] Forkstam C, Folia V, Uddén J, Ingvar M, Hagoort P, Petersson KM.(2008) Implicit learning and dyslexia. Max Planck Institute for Psycholinguistics, Nijmegen, the Netherlands.Dec; 1145:13250.http://www.audiblox2000.com/articles.htm.
[16] Indian Pediatriests Karande S, & Sholapurwala R(2011)Learning Disability Clinic, Department of Pediatrics, Seth GS Medical College and KEM Hospital, Mumbai, India.
[17] Mogasale VV, Patil VD&Patil NM(2012). Prevalence of specific learning disabilities among primary school children in a South Indian city. IndianJPediatric.Mar;79(3)342-7.: https://www.ncbi.nlm.nih.gov/pubmed/ 21887581
[18] Jerome R.(2007) Helping children overcome learning difficulties. A step-by-step guide for parents and teachers. Journal Oxford, England: Walker; 23(3): 321.
[19] Jose J(2009) Learning difficulty – A growing concern for parents. Health Action ;7-8.
[20] Health Promotion Of India For School Children (2000)
[21] Lathia.k,(2000). Basic concepts of and mental health nursing. (1st edition). Philadelphia: JB Lippincott company
[22] Karand.S(2008). Preventing conduct problems and improving school readiness. Retrieved from www.medscape.com
[23] Pillai (2007). Practical Statistics. (2nd edition). New Delhi: Chand and Sons Company Publication
[24] Nambi.s (2012) Psychiatry for Nurses (1st edition) Jaypee Brothers publication World Health Report For Children ,2014
[25] Bhatia M.S, (1996) A Comprehensive Text book of child and adolescent Psychiatry, New Delhi CBS publishers and Distributors
[26] Panda K C(1997) Education of Exceptional Children, New Delhi, Vikas Publishing House Pvt Ltd. 174 - 175PP.
[27] Deena Daniel, Angel Ruth & Madhuri Gaikwad(2019) Assess the level of knowledge regarding learning disability among primary school teachers. The Pharma Innovation Journal; 8(5): 423- 426.
[28] Nsreen A. Alahmadi (2018) Journal of Educational and Developmental Psychology; Vol. 9, ISSN 1927-0526 E-ISSN 1927-0534. Published by Canadian Center of Science and Education
[29] Veena Kumari , Sayid M Barkiya (2016) International Journal of Scientific Study, Vol 3 , Issue 12
[30] .Susanta Kumar Padhy, Sonu Goel (2015) Prevalence and Patterns of Learning Disabilities in School Children
[31] Shari Moothedath, Mysore Narasimha Vranda (2015) Vol 26 Disability ,CBR and Inclusive Development(DCID)Formerly Asia Pacific Disability Rehabilitation Journal
[32] Mathew B, Nagarajaiah(2020) Knowledge and attitude of school teachers regarding learning disabilities among children. Indian J Psy Nsg ;5:30-2.Availablefrom: http://www.ijpn.in/text.asp 2013/5/1/30/261771
[33] N C Ojinnaka (2010)MB BS, FWACP Department of Paediatrics, University ofNigeria Teaching Hospital, Enugu, Enugu State, Nigeria
[34] Doyon J. ,Orban P(2008) Motor sequence learning and developmental dyslexia.Functional Neuroimaging Unit, Geriatric Institute and Psychology Department, University of Montreal, Montreal, Quebec, Canada Dec;1145:15172.http://whqlibdoc.who.int/searo/2008/S EA_Ment_119.pdf

[35] .Lindsay, G. (2010). Longitudinal patterns of behaviour problems in children with specific speech and language difficulties: child and contextual factors.Retrievedfromwww.ncbi.nlm.nih.gov/pubmed/17 173708
[36] Sadock, B.J And Sadock, V.A (2003). Synopsis of psychiatry-Behavioural Sciences and Clinical Psychiatry. (9th edition). Lippincott Williams Wilkins. New York.
[37] AkhilaThasneemA.BasimAliC.T.,FysalN (2019) Journal of Contemporary Paediatric p ISSN 2349-3283 .
[38] Anand Lingeswaran Etal , J Educ Health Promot. (2013); 2: 30.,Published online , Jul 31. doi: 10.4103/2277-9531.115807
[39] Shivaji H. Pawar, Vaishali R. Mohite Etal(2012) International Journal of Science and Research (IJSR)ISSN (Online): 2319-7064,Impact Factor : 3.358.
[40] Yung GF, Jing J.(2008) Major achievements in relation to dyslexia in Chinese characters.Department of Public Health, Sun Yat-sen University, Guangzhou,Guangdong510080,China.Sep5; 121(17):1736-40. http://educanet2.ch/pec
[41] Panda K C(1997) Education of Exceptional Children, New Delhi, Vikas Publishing House Pvt Ltd. 174 - 175PP.
[42] Kulkarni, Sunil Karande, Anjana et al(2006) Educational Provisions and Learning Disability Learning Disability Clinic, Divisi on of Pediatric Neurology, Department of Pediatrics, Lokmanya Tilak Municipal Medical College & General Hospital, Sion, Mumbai, India. [Indian J Pediatric ; 73 (9) : 789-793]
[43] Amaal Mohamed Ahmed El-Zeftawy Etal(2015) IOSR Journal of Nursing and Health Science (IOSR-JNHS) e-ISSN: 2320–1959.p- ISSN:2320–1940 Volume 4, Issue 2 Ver. II, PP 79- 92,www.iosrjournals.org.
[44] Washburn EK ,joshi RM, Binks Etal The journal of the British Dyslexia Association, May 17(2):61- 63
[45] Leonard CM, Eckert MA.(2008) Asymmetry and dyslexia. Department of Neuroscience, Mc Knight Brain Institute, University of Florida, 2008;33(6):66381.http://www.cass.city.ac.uk/media/stor ies/resources/Julie_Logan_abstract.pdf
[46] Gupta, et. Al (2001). Prevalence of behavioural disorder in school children. Indian Journal of paediatrics, 68(4), 323-326.
[47] Indira Gupta, et.al.(2001).Prevalence Of Behavioural Problems In School Going Children. Indian Journal of Paediatrics. Vol 4, 323 - 326 .
[48] Ambika A, David A(2020) Effectiveness of planned teaching program among primary school teachers regarding awareness of learning disabilities in children. J Family Med Prim Care ;8:3845
[49] Elizabeth K. Thomas, Seema P(2019)Journal of Social Work Education and Practice 4(2) 23-32. www.jswep.in ISSN: 2456-2068
[50] Ms. Lalzampuii Etal (2019)International Journal of Health Sciences & Research (www.ijhsr.org) 51 Vol.9; Issue: 7.
[51] .Syeds EU (2010) Prevalence of emotional and behavioural problems among primary school children in Karachi, Pakistan--multi informant survey. Retrieved from www.ncbi.nlm.nih.gov/pubmed
[52] .M U Akpan (2010) Department of Paediatrics, University of Uyo Teaching Hospital, Uyo, Akwa-Ibom State, Nigeria.
[53] Bishop DV, Pennington BF, (2009)Relations among speech, language, and reading disorders. Department of Psychology, University of Denver, Colorado 80208, USA.; 60:283-306. http://rguhs.ac.in/

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |



10.22214/IJRASET

45.98

IMPACT FACTOR: 7.129

IMPACT FACTOR: 7.429

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Call : 08813907089 (24*7 Support on Whatsapp)