iJRASET
International Journal For Research in Applied Science and Engineering Technology

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 8 **Issue:** XII **Month of publication:** December 2020

DOI: https://doi.org/10.22214/ijraset.2020.32501

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: 7.429
Volume 8 Issue XII Dec 2020- Available at www.ijraset.com

A Study of Proportion of Learning Disabilities among Primary School of Navsari City

Dr. Shishir Govindbhai Tandel
(M.Com., M.Ed., M.Phil., Ph.D.), School Inspector, Navsari.

Abstract: ***Early intervention helps to improve every disability. It is helpful in early detection of the problem as well as is required for appropriate planning of any intervention programme. The lack of awareness among the general public as well as educators is the first problem that needs to be addressed. The educators have to be persuaded to develop a system of early detection and education so that capabilities of these children are identified. For this, the role of teachers is most important. Once teachers learn how to handle these children in classrooms, the status of these children could improve significantly.***
Keywords: Disabilities; Primary School; Proportion

I. INTRODUCTION

Learning disability is recognized by health professionals as a cognitive neurobiological disorder and/or language processing caused by a typical brain functioning. They are manifested by significant difficulties for listening, speaking, reading and writing, reasoning or mathematic abilities.

These facts are frequently observed during the scholastic period of the children, as difficulties for listening, speaking, reading and writing, reasoning or mathematic abilities, leading them to indiscipline, because lack of comprehension of the scholastic activities is often considered by the school as voluntary acts, which foresees the academic failure.School is the main access of children to written language and for this reason, it becomes fundamental for the teachers and coordinators to recognize the learning disorders and adapt their teaching methods, so that they can attend all the children, and not only the ones who do not present any learning disorder.

II. RESEARCH PROBLEM

The problem for the present study is stated as follows:

III. OBJECTIVES OF THE STUDY

The present study has been designed with a view to fulfill these objectives;

1) To screen out the Learning Disabled students in the primary schools of navsari.
2) To identify the learning disability with respect to the sex of the students (boys and girls) in the primary schools of navsari.
3) To identify the learning disability with respect to the school type (government and private) in the primary schools of navsari.
4) To identify the different types of Learning Disabled students (having Dyslexia, Dysgraphia, Dyscalculia and multiple disability) in the primary schools of navsari.

IV. HYPOTHESIS OF THE STUDY

1) There is no significant difference between the learning disability of the boys and girls in the primary schools of navsari.
2) There is no significant difference betweenthe learning disability of government and private primary schools of navsari.
3) There is no significant difference betweenthe different types of Learning Disabled students (having Dyslexia, Dysgraphia, Dyscalculia and multiple disability) in the primary schools of navsari.

V. VARIABLE

Dependent variable:- Learning disability
Independent Variable:- Gender (boys and girls), School type (government and private), Types of learning disability(Dyslexia, Dysgraphia, Dyscalculia and multiple disability)

©IJRASET: All Rights are Reserved

ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.429
Volume 8 Issue XII Dec 2020- Available at www.ijraset.com

VI. POPULATION OF THE STUDY

All the students studying in the primary school in navsari citywas formed the population of the study

VII. SAMPLE

To find out the school Purposive Method of sampling was used. The final sample was consisted of 200 students of III to V classes from primary school in navsari city.

VIII. RESEARCH DESIGN

To explore this comparative study on different dimensions of learning disabled students ofprimary School non experimental descriptive research design was used.

IX. TOOLS OF THE STUDY

To furnish the data in detail various suitable and available standardized psychological tools were used. By observing the nature of investigation, the researcher gave preference to following tools-

1. learningdisability screen test prepared by Dr. Rudresh Vyas to identify the learning disabled children.
2. Learning Disability Check List prepared by the National center for learning disability (NCLD)

X. STATISTICAL TECHNIQUES USED

The scores obtained was subject to statistical treatment using proper statistical techniques. For this purpose Mean, Standard Deviation, correlation, t- test, was used.

XI. DATA ANALYSIS AND INTERPRETATION

The present research was analyzed and interpreted by percentages and civic class by gathering information.

XII. FINDINGS

The findings of the presented research are as follows.

A. There were 12 % Learning Disabled students in the primary schools of navsari.
B. There was no significant difference between the learning disability of the boys and girls in the primary schools of navsari.
C. There was no significant difference between the learning disability of government and private primary schools of navsari.
D. There was significant difference between the different types of Learning Disabled students having Dyslexia, Dysgraphia, Dyscalculia and multiple disability in the primary schools of navsari.

XIII. OUTCOMES

A. Teachers should diagnosis and identify Learning Disabled students in their classroom.
B. Teacher should plan for different types of remedial work for Learning Disabled students.
C. Different methods can be used by teachers to teach Learning Disabled students.
D. Teacher should know the different types of Learning Disabled students having Dyslexia, Dysgraphia, Dyscalculia and multiple disability.

XIV. CONCLUSION

The above research shows that early intervention helps to improve every disability. It is helpful in early detection of the problem as well as is required for appropriate planning of any intervention programme. The lack of awareness among the general public as well as educators is the first problem that needs to be addressed.

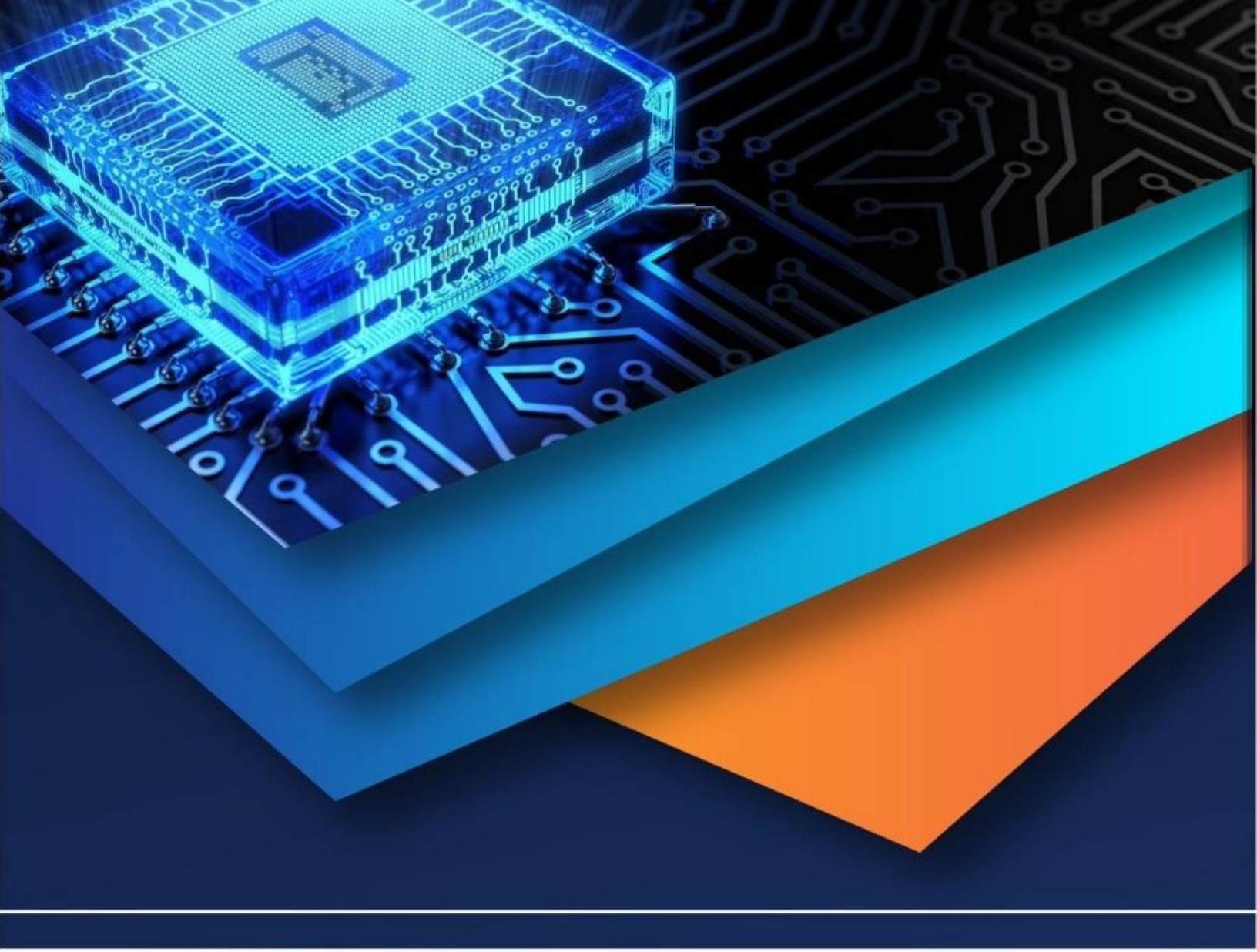
The educators have to be persuaded to develop a system of early detection and education so that capabilities of these children are identified. For this, the role of teachers is most important. Once teachers learn how to handle these children in classrooms, the status of these children could improve significantly. One such type of disability which is widely misunderstood, that the teachers need to be aware of is learning disability.

©IJRASET: All Rights are Reserved

REFERENCES

[1] en.wikipedia.org/wiki/Learning_disability. Learning disability - Wikipedia, the free encyclopedia.
[2] Dyson, Lily L. Children with learning disability within the family context: A comparison with siblings in global self concepts, academic self perception and social competence, Learning Disabilities Research and Practice, Vol.18. (2003)
[3] Soni. Disabled students perception and about their education, Journal of Psychology and Development, 19 (1) : 91-98. (2004)
[4] Lall, A., Hirisavae, U., Kapur, Subbakrishna, D.K. Perceived relations, social competence in children with specific disorders of scholastic skills, NMHANS Journal 15 (2): 1233-7. (2008)
[5] Emery, Laurie. Academic achievement of middle school students with specific learning disabilities in inclusive co-taught classes, Dissertation abstracts International, Vol.71, No.3. (2009)
[6] Exner, Stacey, A. An examination of the relationship among learning disability, attention deficit hyperactivity disorder, academic self-efficacy, effort, self awareness and academic achievement in post secondary students, Dissertation abstracts International, Vol.71, No.6. (2010)
[7] Ortiz, Cheryl. The literary abyss: A study of English language learners with learning disabilities in reading, Dissertation Abstracts International, Vol.71, No.9. (2010)
[8] Prasad, Poonam. Social anxiety as a determinant of self concept and self efficacy of dyslexic and non-dyslexic children, M.Ed. Dissertation, Dayalbagh Educational Institute, Agra. (2011)
[9] Kennedy, Michael J., Deshler Donald D., Lloyd John Wills. “Effects of Multimedia Vocabulary Instruction on Adolescents with Learning Disabilities.” Dissertation Abstracts International, Vol.71, No.16. (2015)

©IJRASET: All Rights are Reserved



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)