



## A study to assess the knowledge, attitude and compliance regarding specific learning disabilities (SpLD) among school teachers

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### Abstract

Specific learning disability (SpLD) is a group of manifesting as persistent difficulties in learning efficiency to read (dyslexia), write (dysgraphia) or perform mathematically calculation (dyscalculia) despite normal intelligence, conventional schooling, intact hearing and vision, adequate motivation and socio cultural opportunity, the aim of the study is to assess the school teachers knowledge, attitude and compliance on specific learning disabilities in Tiruttani, 50 samples were recruited in purposive sampling techniques; descriptive study was used with a semi structured questions and the result of the study was 40 (80%) teachers had inadequate knowledge, 10 (20%) teachers had moderately adequate knowledge and no one (0%) had adequate knowledge regarding specific learning disability; 20 (50%) teachers had negative attitude towards dealing with SpLD children, 25(50%) teachers had neutral attitude and no one (0%) had positive attitude regarding specific learning disability; 35(70%) teachers had good compliance towards dealing with SpLD children, 15 (30%) teachers had average compliance and no one (0%) had poor compliance regarding specific learning disability; it is important to create an awareness among the school teachers, which helps in improving their knowledge.

**Keywords:** knowledge, attitude and compliance specific learning disabilities (SpLD)

### Introduction

Children with specific learning disability SpLD present with academic problems such as reading slowly and incorrectly, skipping lines while reading aloud, making repeated spelling mistakes, untidy and illegible handwriting with poor sequencing and inability to perform even simple mathematics. Assessing the knowledge level of Learning disability among teachers is critical important, lack of knowledge about handling the disability and the type of services and accommodation required is low. Learning disability is a general term that refers to a heterogeneous group of disorder manifested by significant difficulties in acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual are presumed to be due to the central nervous dysfunction, and may occur across a life span. Serious emotional problems, serious brain damage, sensory impairment and mental retardation is not termed as learning disability. Specific learning disability (SpLD) is a group of manifesting as persistent difficulties in learning efficiency to read (dyslexia), write (dysgraphia) or perform mathematically calculation (dyscalculia) despite normal intelligence, conventional schooling, intact hearing and vision, adequate motivation and socio cultural opportunity. Specific learning disability afflicts among 5% to 15 % of school going children. Dyslexia afflicts 80% and has deficits in "phonological awareness". Many children with SpLD typically have problems with inattention, impulsiveness and hyperactivity. The investigator has seen many children with learning disabilities so present study aim is to assess the school teacher's knowledge, attitude and compliance on specific learning disabilities.

### Materials and Methods

The descriptive research design was used to assess the school teacher's knowledge, attitude and compliance on specific learning disabilities. The study has been conducted in Thalopathy. K. Vinayagam Matriculation Higher Secondary School, 50 school teachers who were present and met the inclusion criteria were selected for the present study of the study. Inclusion criteria for the study are teachers who can speak and understand English, both females and males and teachers who are working full time in selected schools. Teachers who were not willing to participate and teachers who are already trained to teach children with special learning disorder were excluded from the study. The participants were selected by using purposive sampling technique. After selecting the sample, the demographical data was collected by using structured questionnaire. The knowledge and practice was gathered by multiple choice questions. The data were analyzed by using descriptive statistics. The project has been approved by the ethical committee of the institution. Informed consent was obtained from the participants before initiating the study.

### Result

The present results show that 40(80%) teachers had inadequate knowledge, 10 (20%) teachers had moderately adequate knowledge and no one (0%) had adequate knowledge regarding specific learning disability. Regarding to attitude results show that 25(50%) teachers had negative attitude towards dealing with SpLD children, 25(50%) teachers had neutral attitude and no one (0%) had positive attitude regarding specific learning disability. Regarding to the level of compliance of the teachers the result show those

35 (70%) teachers had good compliance towards dealing with SpLD children, 15(30%) teachers had average

compliance and no one (0%) had poor compliance regarding specific learning disability.

**Table 1:** Frequency and percentage distribution of knowledge of teachers regarding SPLD N = 50

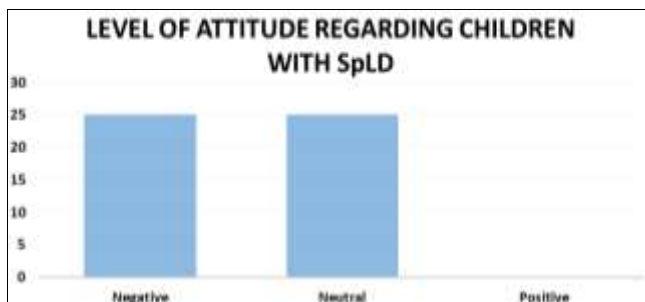
Level of Knowledge	Scoring	
	No.	%
Inadequate	40	80
Moderately adequate	10	20
Adequate	0	0



**Fig 1:** Frequency and percentage distribution of knowledge of teachers regarding SPLD

**Table 2:** Frequency and percentage distribution of attitude of teachers regarding SpLD. N=50

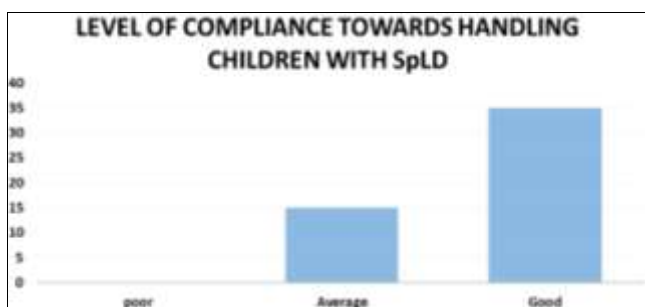
Level of attitude	Score	
	No.	%
Negative	25	50
Neutral	25	50
Positive	00	00



**Fig 2:** Frequency and percentage distribution of attitude of teachers regarding SpLD.

**Table 3:** Frequency and percentage distribution of compliance of teachers regarding SpLD

Level of attitude	Score	
	No.	%
Poor	0	0
Average	15	30
Good	35	70



**Fig 3:** Frequency and percentage distribution of compliance of teachers regarding SpLD

**Discussion**

The present study results are supported by Gaurav Agrawal (2015) conducted a study on Awareness of Learning Disabilities among Teachers of Primary Schools, In this explorative research 68 primary school teachers in 15 schools were selected based on lottery method in Haridwar region. The study found the low level of knowledge and awareness about learning disabilities among teachers of primary schools. The present study is also supported by R. Kamala (2013) conducted a study on Knowledge of Specific Learning Disabilities among Teacher Educators in Pondicherry, Union Territory in India. The study results show that the data shows that the knowledge about the SpLD in an inclusive education set-up is average and recommends the Government of India to implement intensive and rigorous training to fulfil the educational needs of the Special Needs Children. The present study is also supported by Syed Arifa (2019) conducted descriptive study to assess the knowledge and attitude of primary school teachers regarding learning disabilities among children in selected schools of district Pulwama Kashmir. The study results show that the result of the study revealed that majority of teachers 73.3% had moderate knowledge on learning disability, 20.0% had inadequate knowledge regarding learning disability and only 6.7% teachers had adequate knowledge on the subject. Also, majority of the teachers 93.3% had most favourable attitude towards children with learning Disability. Only 6.7% teachers showed Favourable attitude and none (0%) had Unfavourable attitude level towards the children with learning disability.

**Conclusion**

The present study results show that 40 (80%) teachers had inadequate knowledge, 10 (20%) teachers had moderately adequate knowledge and no one (0%) had adequate knowledge regarding specific learning disability. so the government of India should take measures to sensitize the problems of SpLD students among the teacher educators, teachers and general public. Awareness programme about special needs children should be created through mass media to sensitize the problems of these children among parents.

**Conflict of Interest**

The author declares no conflict of interest

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