



AWARENESS ABOUT LEARNING DISABILITIES AMONG ELEMENTARY SCHOOL TEACHERS

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Abstract

The present research was conducted to examine the level of awareness among Elementary school Teachers of District Ferozpur about Learning Disabilities. Another objective of the study was to investigate the differences in awareness between Gender and Teachers of Privates and Public sector. The sample comprised of 200 randomly selected elementary school teachers from district Ferozpur of Punjab state. The survey was conducted on self prepared questionnaire by investigator. Item wise descriptive analysis was applied to study the level of awareness and t-test was applied to check the significant differences between the groups. The findings of the study revealed that Elementary School Teachers of District Ferozpur have very low level of awareness about Learning Disabilities. In majority (90%) of elementary Teachers were unable to write single type of Learning Disability which reveals that the sample has very poor awareness about the types of Learning Disabilities. Approximately, one fourth of the samples of Elementary school teachers of District Ferozpur has not the ability to identify the students with Learning Disabilities. Furthermore, almost half sample of teachers was not aware about that Learning Disabled students can be in normal schools and not aware about the characteristics of Learning Disabled Students. It was also revealed from data, the teachers were not aware about actual problems that are faced by Learning Disabled students. While studying the efforts to tackle students with Learning Disability made by teachers, it was noticed that twenty percent of Elementary school teachers of District Ferozpur were not adopting any type of strategy to solve the problems of Learning Disabled students. Whereas, 40% of teachers were not aware about the actual problems that were faced by Learning Disabled Students. Additionally, it was evident from results that above half of the Participants were not aware about the reason behind Learning Disability. They misconceive it with sensory disabilities and were not aware about Dyslexia which is a major type of Learning Disability. To conclude, majority of the Elementary School Teachers of district Ferozpur were not aware about the Dyscalculia, Dysgraphia and Dyslexia.

Keywords:- *Learning Disability, Awareness, Elementary School Teachers, Dyslexia, Dysgraphia, Dyscalculia*



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Introduction

Education is considered as the third eye of human being. Education derived from conscious thinking of early man and still strengthening and updating today and will continue in future. It is a never ending process of inner growth. In addition, in human life, its period is stretched

from cradle to the grave. So the entire life of human is education. It is only through education that man has been transformed into social, moral and spiritual human being. Education teaches human a lesson of humanity and makes his life progressive and cultured. This is imperative for the progress of human and society. Education is long life process which starts by birth and ends by death. Education is total process of developing human abilities and behavior. Education makes an individual real human being. Education is the most important tool in the progress of individual as well as society. Education is that supreme cause by which one can develop his thinking, reasoning, problem solving, creativity, Intelligence, aptitude, positive sentiment, skills, values and attitudes. Education develops good and responsible citizens who contribute to the growth of the country.

Learning Disability

The term 'Learning Disability' refers to a variety of disorders that affect the acquisition, retention, understanding, organization or use of verbal and non-verbal information. These disorders result from impairments in one or more psychological processes related to learning in combination, otherwise average abilities essential for thinking and reasoning. Learning disabilities are specific not global impairments and as such are distinct from intellectual disabilities. Learning disabilities range in severity and invariably interfere with the acquisition and use of one or more of the following important skills: oral language (e.g., listening, speaking and understanding), reading (e.g., decoding, comprehension), written language (e.g., spelling, written expression) and mathematics (e.g., computation, problem solving). Learning disabilities may also cause difficulties with organizational skills, social perception and social interaction. The impairments are generally life-long. However, their effects may be expressed differently over time, depending on the match between the demands of the environment and the individual's characteristics. Some impairment may be noted during the pre-school years, while others may not become evident until much later. During the school years, learning disabilities are suggested by unexpectedly low academic achievement or achievement that is sustainable only by extremely high levels of effort and support. Learning disabilities are due to genetic, other congenital and/or acquired neuro-biological factors. They are not caused by factors such as cultural or language differences, inadequate or inappropriate instruction, socio-economic status or lack of motivation, although any one of these and other factors may compound the impact of learning disabilities. Frequently learning disabilities co-exist with other conditions, including attention, behavioural and emotional disorders, sensory impairments or other medical conditions. For success, persons with learning disabilities require specialized interventions in home, school,

community and workplace settings, appropriate to their individual strengths and needs, including: specific skill instruction; the development of compensatory strategies; the development of self-advocacy skills; appropriate accommodations.

The Association for Children with Learning Disabilities USA (1967) state that a child with learning disabilities is one with adequate mental ability, sensory processes and emotional stability who has a limited number of specific deficits in perceptual, integrative or expressive processes which severely impair learning efficiency. This includes children who have central nervous system dysfunctions which are expressed primarily in impaired learning efficiency (Telford and Sawrey, 1977).

Bateman (1965) opine, “Children who have learning disorders are those who manifest an educationally significant discrepancy between their estimated intellectual potential and actual level of performance related to basic disorders in the learning process, which may or may not be accompanied by demonstrable central nervous system dysfunction and which are not secondary to generalized mental retardation, educational or cultural deprivation, severe emotional disturbances, or sensory loss (p. 220).

Kirk (1971) says that the term learning disability is not meant to be used for children with minor or temporary difficulties in learning but with a severe discrepancy between ability and achievement in educational performance and such severe discrepancy described as learning disabilities with significant learning problems that cannot be explained by mental retardation, sensory impairment, emotional disturbance or lack of opportunity to learn.

Ross (1962) has defined a learning disabled child as, “A child of at least average intelligence whose academic performance is impaired by a developmental lag in the ability to sustain selective attention. Such a child requires specialized instruction in order to permit the use of his or her full intellectual potential.”

Ashcroft et al. (2001) found that People with learning disability display challenging behaviour. Murray, Wren and Keys (2008) examined faculty attitudes, beliefs, and practices with regard to students with learning disabilities. Mehta (2006) disclosed that Learning disability is a complex phenomenon to understand. There are many connotations of learning disabilities thus even today it creates confusion in the mind of the general public and the professionals. Hall (2004) revealed that the people with learning disabilities, are most marginalized groups in society, have largely been ignored. Gallegos, Langley and Villegas (2012) revealed that a higher percentage of children with Learning Disability were at risk for anxiety (22.3% vs. 11.5%) and depression (32% vs. 18%) there is a urgent need to promote early identification and intervention in schools. Efforts should focus on better understanding

the relationship between social emotional difficulties and academic achievement and on developing effective interventions to support children with LD.

Significance of the Study

An individual has innate capacities and abilities which make him best creation of nature. But, we all are different from one another, due to individual differences. Some persons have more abilities than others with regard to the learning abilities. Some persons may learn easily and rapidly whereas, other persons may learn slowly due to internal problems associated with their perception, organization and expressiveness of information and thoughts. They are categorized as learning disabled. A teacher plays an important role in educational system. He is an artist and moulds and shapes the physical and learning powers of children. School teachers at the Primary level play a vital role in identifying children with learning difficulties. Early identification of children with Learning disabilities and intervention for the development of children leads them towards happy and successful life. Awareness in elementary school teachers about learning disabilities is a must. If the Elementary School teachers are familiar with the symptoms of Learning Disabilities and aware about the cope up strategies then they can easily identify the learning disabled and can play a positive role in the development of Learning Disabled. So, the purpose of the present study is to investigate the awareness among elementary school teachers about learning disabilities. The results of the study will be helpful in the betterment of our schooling system with respect to the development of Learning Disabled.

Operational Definition

Learning Disability

Learning disability is that disability, which shows the problem of an individual, who may be normal in sense of physical fitness but has a problem to do or learn something. This may hinder his personality and academic development.

Objectives

1. To study the awareness about Learning Disabilities among Elementary School Teachers of District Ferozepur.
2. To find out the difference in awareness about Learning Disabilities among male and female Elementary School Teachers of District Ferozepur.
3. To find out the difference in awareness about Learning Disabilities among Government and Private Elementary School Teachers of District Ferozepur.

Hypotheses

1. There exists no significant difference in awareness about Learning Disability among Male and Female Elementary school Teachers.
2. There exists no significant difference in awareness about Learning Disability among Government and Private Elementary school Teachers.

Delimitations

1. This study was confined to the Elementary School Teachers of Ferozepur District.
2. This study was confined to both men and women of the Elementary School Teachers.
3. This study was delimited to 200 Elementary School Teachers.
4. The sample included Government and Private Schools of Ferozepur.

Sample

To conduct the present study, 200 Elementary School Teachers were selected by following Random Sampling technique from Government and Private Schools of Ferozepur District of Punjab State.

Tools Used

Self constructed Questionnaire was used for assessing the awareness about Learning Disability in Elementary School Teachers.

Statistical Techniques

- Percentage, Frequency Distribution, Mean, Median, Mode. Standard Deviation was used for Descriptive analysis.
- t-test was applied to find out the difference between groups.
- Graphical representation was done wherever required

Analysis and Interpretation

Objective 1: To study the awareness about Learning Disabilities among Elementary School Teachers of District Ferozepur.

The first objective of the study was to study the Learning Disabilities among Elementary School Teachers of District Ferozepur. To attain the objective Percentile distribution, Frequency distribution and item wise analysis was performed.

Table 1: Showing the Frequency Distribution of Percentage of Score in Awareness About Learning Disabilities Among Elementary School Teachers

| Class Intervals | Frequency | Cumulative Frequency | Cumulative Frequency | Percentage |
|------------------------|------------------|-----------------------------|-----------------------------|-------------------|
| 0-10 | 1 | 1 | 0.5 | |
| 11-20 | 16 | 17 | 8.5 | |
| 21-30 | 45 | 62 | 31 | |
| 31-40 | 39 | 101 | 50.5 | |
| 41-50 | 36 | 137 | 68.5 | |
| 51-60 | 47 | 184 | 92 | |
| 61-70 | 11 | 195 | 97.5 | |
| 70-80 | 4 | 199 | 99.5 | |
| 81-90 | 1 | 200 | 100 | |
| Total | 200 | | | |

Mean=41.04 S.D. = 15.34Min. Percentage= 9.09 Max. Percentage= 84.85 Range = 75.76

The table 1 illustrates the frequency distribution of percentage of score in awareness about Learning Disabilities among Elementary School Teachers. The mean score (41.04) of data falls in interval of 41-50 and 18 percent of sample falls in the same interval. Whereas, 50.5 percent of sample falls in the lower percentage intervals and 31.5 percent of sample lie in higher percentage intervals than the mean interval i.e. 41-50. Overall perception of the table reveals that the mean percentage of Elementary school teachers in awareness about Learning Disabilities is lower than 50 percent which is very low. Moreover, the major part of sample (50.5 %) has lower percentage than mean value.

Table 2: Showing Item Wise Frequency Distribution of Scores of Awareness About Learning Disability Among Elementary School Teachers

| Item no. 1 | Frequency | Percentage |
|--|------------------|-------------------|
| Teachers said that Elementary Teachers have not the ability to identify the students with Learning Disabilities. | 51 | 25.5 |
| Teachers said that Elementary Teachers have the ability to identify the students with Learning Disabilities. | 149 | 74.5 |
| Total | 200 | 100 |

The above table 2 depicts item wise frequency distribution of scores of awareness about Learning Disability among Elementary School Teachers. The findings show that 25.5 percent of Elementary School Teachers (f=51) have not the ability to identify the students with Learning Disabilities whereas 74.5 of Elementary School Teachers showed the ability to identify the Learning Disabled students.

Table 3: Showing Item Wise Frequency Distribution of Scores of Awareness About Learning Disability Among Elementary School Teachers

| Item no. 2 | Frequency | Percentage |
|---|------------------|-------------------|
| Teachers were unable to enlist any type of Learning Disability. | 180 | 90 |
| Teachers enlisted one type of Learning Disability. | 1 | 0.5 |
| Teachers enlist 2 types of Learning Disability. | 3 | 1.5 |
| Teachers enlist 3 types of Learning Disability. | 5 | 2.5 |
| Teachers enlist 4 types of Learning Disability. | 8 | 4 |
| Teachers enlist 5 types of Learning Disability. | 2 | 1 |
| Teachers enlist 6 types of Learning Disability. | 1 | 0.5 |
| Total | 200 | 100 |

The above table 3 shows the frequency distribution of awareness about Learning Disabilities among Elementary School teachers. The data shows that 90 percent of Elementary School Teachers of District Ferozepur are unable to enlist a single type of Learning Disability. Whereas, 0.5 percent of teachers enlisted single type of Learning Disability, 1.5 percent of teachers are enlisted two types of Learning Disabilities, 2.5 percent of teachers enlisted three types of Learning Disabilities, 4 percent of teachers enlisted four types of Learning Disabilities, 1 percent of teachers enlisted five types of Learning Disabilities and only 0.5 percent of teachers enlisted maximum six types of Learning Disabilities.

Table 4: Showing Item Wise Frequency Distribution of Scores of Awareness About Learning Disability Among Elementary School Teachers

| Item no. 3 | Frequency | Percentage |
|---|------------------|-------------------|
| Teachers were unaware that Learning Disabled Students can be in Normal Schools. | 78 | 39 |
| Teachers were aware that Learning Disabled Students can be in Normal Schools. | 122 | 61 |
| Total | 200 | 100 |

The above table 4 depicts item wise frequency distribution of scores of awareness about Learning Disability among Elementary School Teachers. The findings show that 39 percent of Elementary School Teachers (f=78) are unaware that Learning Disabled Students can be in normal schools, whereas 61 percent of Elementary School Teachers (f=122) are aware that Learning Disabled Students can be in normal schools.

Table 5: Showing Item Wise Frequency Distribution of Scores of Awareness About Learning Disability Among Elementary School Teachers

| Item no. 4 | Frequency | Percentage |
|---|------------------|-------------------|
| Teachers were unable to write any characteristics of Learning Disability. | 49 | 24.5 |
| Teachers were able to write 1 characteristic of Learning Disability. | 22 | 11 |
| Teachers were able to write 2 characteristics of Learning Disability. | 32 | 16 |
| Teachers were able to write 3 characteristics of Learning Disability. | 25 | 12.5 |
| Teachers were able to write 4 characteristics of Learning Disability. | 22 | 11 |
| Teachers were able to write 5 characteristics of Learning Disability. | 35 | 17.5 |
| Teachers were able to write 6 characteristics of Learning Disability. | 15 | 7.5 |
| Total | 200 | 100 |

The above table 5 shows the frequency distribution of awareness about Learning Disabilities among Elementary School teachers. The data shows that 24.5 percent (N=49) of Elementary School Teachers of District Ferozepur are unable to enlist a single characteristics of Learning Disability. Whereas, 11 percent (N=22) of teachers enlisted single characteristics of Learning Disability, 16 percent (N=32) of teachers enlisted two characteristics of Learning Disability, 12.5 percent (N=25) of teachers enlisted three characteristics of Learning Disability, 11 percent (N=22) of teachers enlisted four characteristics of Learning Disability, 17.5 percent (N=35) of teachers enlisted five characteristics of Learning Disability and 7.5 percent (N=15) of teachers enlisted maximum six characteristics of Learning Disability.

Table 6: Showing Item Wise Frequency Distribution of Scores of Awareness About Learning Disability among Elementary School Teachers

| Item no. 5 | Frequency | Percentage |
|---|------------------|-------------------|
| Teachers did not adopt any type of strategy to solve the problems of Learning Disabled Child. | 41 | 20.5 |
| Teachers adopted 1 type of strategy to solve the problems of Learning Disabled Children. | 16 | 8 |
| Teachers adopted 2 types of strategies to solve the problems of Learning Disabled Children. | 34 | 17 |
| Teachers adopted 3 types of strategies to solve the problems of Learning Disabled Children. | 40 | 20 |
| Teachers adopted 4 types of strategies to solve the problems of Learning Disabled Children. | 34 | 17 |
| Teachers adopted 5 types of strategies to solve the problems of Learning Disabled Children. | 15 | 7.5 |

| | | |
|---|------------|------------|
| Teachers adopted 6 types of strategies to solve the problems of Learning Disabled Children. | 20 | 10 |
| Total | 200 | 100 |

The above table 6 shows the frequency distribution of awareness about Learning Disabilities among Elementary School teachers. The data shows that 20.5 percent (N=41) of Elementary School Teachers of District Ferozepur did not adopt any type of strategy to solve the problems of Learning Disabled children. Whereas, 8 percent (N=16) of teachers have adopted single type of strategy to solve the problems of Learning Disabled children, 17 percent (N=34) of teachers have adopted two types of strategies to solve the problems of Learning Disabled children, 20 percent (N=40) of teachers have adopted three types of strategies to solve the problems of Learning Disabled children, 17 percent (N=34) of teachers have adopted four types of strategies to solve the problems of Learning Disabled children, 7.5 percent (N=15) of teachers have adopted five types of strategies to solve the problems of Learning Disabled children and 10 percent (N=20) of teachers have adopted maximum six types of strategies to solve the problems of Learning Disabled children.

Table 7: Showing Item Wise Frequency Distribution of Scores of Awareness About Learning Disability among Elementary School Teachers

| Item no. 6 | Frequency | Percentage |
|--|------------------|-------------------|
| Teachers were unable to choose right meaning of Learning Disability. | 50 | 25 |
| Teachers were able to choose right meaning of Learning Disability. | 150 | 75 |
| Total | 200 | 100 |

The above table 7 depicts item wise frequency distribution of scores of awareness about Learning Disability among Elementary School Teachers. The findings show that 25 percent (N=50) of Elementary School Teachers are unable to choose right meaning of Learning Disability, whereas 75 percent (N=150) of Elementary School Teachers are able to choose right meaning of Learning Disability.

Table 8: Showing Item Wise Frequency Distribution of Scores of Awareness About Learning Disability among Elementary School Teachers

| Item no.7 | Frequency | Percentage |
|--|------------------|-------------------|
| Teachers were unable to choose right Problem of Learning Disability. | 79 | 39.5 |
| Teachers were able to identify right problem of Learning Disabled. | 121 | 60.5 |
| Total | 200 | 100 |

The above table 8 illustrates item wise frequency distribution of scores of awareness about Learning Disability among Elementary School Teachers. The results show that 39.5 percent (N=79) of Elementary School Teachers are unable to identify right problem of Learning

Disabled students, whereas 60.5 percent (N=121) of Elementary School Teachers are able to identify right problem of Learning Disabled students.

Table 9: Showing Item Wise Frequency Distribution of Scores of Awareness About Learning Disability among Elementary School Teachers

| Item no.8 | Frequency | Percentage |
|--|------------------|-------------------|
| Teachers were unable to state the IQ of Learning Disabled Child. | 169 | 84.5 |
| Teachers were able to state the IQ of Learning Disabled Child. | 31 | 15.5 |
| Total | 200 | 100 |

The above table 9 illustrates item wise frequency distribution of scores of awareness about Learning Disability among Elementary School Teachers. The results show that 84.5 percent (N=169) of Elementary School Teachers are unable to state the IQ of Learning Disabled child, whereas 15.5 percent (N=31) of Elementary School Teachers are able to state the IQ of Learning Disabled child.

Table 10: Showing Item Wise Frequency Distribution of Scores of Awareness About Learning Disability Among Elementary School Teachers

| Item no.9 | Frequency | Percentage |
|--|------------------|-------------------|
| Teachers were unable to state the reason behind Learning Disability. | 138 | 69 |
| Teachers were able to state the reason behind Learning Disability. | 62 | 31 |
| Total | 200 | 100 |

The above table 10 illustrates item wise frequency distribution of scores of awareness about Learning Disability among Elementary School Teachers. The results show that 69 percent (N=138) of Elementary School Teachers are unable to state the reason behind Learning Disability, whereas 31 percent (N=62) of Elementary School Teachers are able to state the reason behind Learning Disability.

Table 11: Showing Item Wise Frequency Distribution of Scores of Awareness About Learning Disability Among Elementary School Teachers

| Item no.10 | Frequency | Percentage |
|--|------------------|-------------------|
| Teachers were unable to understand meaning of Dyslexia | 102 | 51 |
| Teachers were able to understand meaning of Dyslexia | 98 | 49 |
| Total | 200 | 100 |

The above table 11 illustrates item wise frequency distribution of scores of awareness about Learning Disability among Elementary School Teachers. The results show that 51 percent (N=102) of Elementary School Teachers are unable to understand meaning of Dyslexia,

whereas 49 percent (N=98) of Elementary School Teachers are able to understand meaning of Dyslexia.

Table 12: Showing Item Wise Frequency Distribution of Scores of Awareness About Learning Disability Among Elementary School Teachers

| Item no.11 | Frequency | Percentage |
|---|------------------|-------------------|
| Teachers were unaware about their responsibility to identify Learning Disabled. | 16 | 8 |
| Teachers were aware about their responsibility to identify Learning Disabled. | 184 | 92 |
| Total | 200 | 100 |

The above table 12 illustrates item wise frequency distribution of scores of awareness about Learning Disability among Elementary School Teachers. The results show that 08 percent (N=16) of Elementary School Teachers are unaware about their responsibility to identify Learning Disabled, whereas 92 percent (N=184) of Elementary School Teachers are aware about their responsibility to identify Learning Disabled.

Table 13: Showing Item Wise Frequency Distribution of Scores of Awareness About Learning Disability Among Elementary School Teachers

| Item no.12 | Frequency | Percentage |
|--|------------------|-------------------|
| Teachers were unaware that Learning Disabled often suffered in academic achievement. | 60 | 30 |
| Teachers were aware that Learning Disabled often suffered in academic achievement. | 140 | 70 |
| Total | 200 | 100 |

The above table 13 illustrates item wise frequency distribution of scores of awareness about Learning Disability among Elementary School Teachers. The results show that 30 percent (N=60) of Elementary School Teachers are unaware that Learning Disabled often suffered in academic achievement, whereas 70 percent (N=140) of Elementary School Teachers are aware that Learning Disabled often suffered in academic achievement.

Table 14: Showing Item Wise Frequency Distribution of Scores of Awareness About Learning Disability Among Elementary School Teachers

| Item no.13 | Frequency | Percentage |
|--|------------------|-------------------|
| Teachers were unaware that Dyscalculia is a type of Learning Disability. | 150 | 75 |
| Teachers were aware that Dyscalculia is a type of Learning Disability. | 50 | 25 |
| Total | 200 | 100 |

The above table 14 illustrates item wise frequency distribution of scores of awareness about Learning Disability among Elementary School Teachers. The results show that 75 percent (N=150) of Elementary School Teachers are unaware that Dyscalculia is a type of Learning

Disability, whereas 25 percent (N=50) of Elementary School Teachers are aware that Dyscalculia is a type of Learning Disability.

Table 15: Showing Item Wise Frequency Distribution of Scores of Awareness About Learning Disability Among Elementary School Teachers

| Item no.14 | Frequency | Percentage |
|---|------------------|-------------------|
| Teachers were unaware that Dysgraphia is related to Writing Disability. | 111 | 55.5 |
| Teachers were aware that Dysgraphia is related to Writing Disability. | 89 | 44.5 |
| Total | 200 | 100 |

The above table 15 illustrates item wise frequency distribution of scores of awareness about Learning Disability among Elementary School Teachers. The results show that 55.5 percent (N=111) of Elementary School Teachers are unaware that Dysgraphia is related to Writing Disability, whereas 44.5 percent (N=89) of Elementary School Teachers are aware that Dysgraphia is related to Writing Disability..

Table 16: Showing Item Wise Frequency Distribution of Scores of Awareness About Learning Disability Among Elementary School Teachers

| Item no.15 | Frequency | Percentage |
|--|------------------|-------------------|
| Teachers were not aware that Dyscalculia affects Mathematical Performance. | 93 | 46.5 |
| Teachers were aware that Dyscalculia affects Mathematical Performance. | 107 | 53.5 |
| Total | 200 | 100 |

The above table 16 illustrates item wise frequency distribution of scores of awareness about Learning Disability among Elementary School Teachers. The results show that 46.5 percent (N=93) of Elementary School Teachers are not aware that Dyscalculia affects Mathematical Performance, whereas 53.5 percent (N=107) of Elementary School Teachers are aware that Dyscalculia affects Mathematical Performance.

Table 17: Showing Item Wise Frequency Distribution of Scores of Awareness About Learning Disability Among Elementary School Teachers

| Item no.16 | Frequency | Percentage |
|---|------------------|-------------------|
| Teachers were unaware that Learning Disabled faced problems in Reading, Writing, thinking and memorizing. | 64 | 32 |
| Teachers were aware that Learning Disabled faced problems in Reading, Writing, thinking and memorizing. | 136 | 68 |
| Total | 200 | 100 |

The above table 17 illustrates item wise frequency distribution of scores of awareness about Learning Disability among Elementary School Teachers. The results show that 32 percent (N=64) of Elementary School Teachers are unaware that Learning Disabled faced problems

in Reading, Writing, thinking and memorizing, whereas 68 percent (N=136) of Elementary School Teachers are aware that Learning Disabled faced problems in Reading, Writing, thinking and memorizing.

Table 18: Showing Item Wise Frequency Distribution of Scores of Awareness About Learning Disability Among Elementary School Teachers

| Item no.17 | Frequency Percentage | |
|---|-----------------------------|------|
| Teachers were unaware that Learning Disability is a Psychological Disorder. | 89 | 44.5 |
| Teachers were aware that Learning Disability is a Psychological Disorder. | 111 | 55.5 |
| Total | 200 | 100 |

The above table 18 illustrates item wise frequency distribution of scores of awareness about Learning Disability among Elementary School Teachers. The results show that 44.5 percent (N=89) of Elementary School Teachers are unaware that Learning Disability is a Psychological Disorder, whereas 55.5 percent (N=111) of Elementary School Teachers are aware that Learning Disability is a Psychological Disorder.

Table 19: Showing Item Wise Frequency Distribution of Scores of Awareness About Learning Disability Among Elementary School Teachers

| Item no.18 | Frequency Percentage | |
|---|-----------------------------|-----|
| Teachers were unaware that Low Academic Achievement is an indicator of Learning Disability. | 160 | 80 |
| Teachers were aware that Low Academic Achievement is an indicator of Learning Disability. | 40 | 20 |
| Total | 200 | 100 |

The above table 19 illustrates item wise frequency distribution of scores of awareness about Learning Disability among Elementary School Teachers. The results show that 80 percent (N=1460) of Elementary School Teachers are unaware that Low Academic Achievement is an indicator of Learning Disability, whereas 20 percent (N=40) of Elementary School Teachers are aware that Low Academic Achievement is an indicator of Learning Disability. Hence, the objective to study the awareness about Learning Disabilities among Elementary School Teachers of District Ferozepur, is achieved.

Objective 2: To find out the difference in awareness about Learning Disabilities among male and female Elementary School Teachers of District Ferozepur.

The Second objective of the study was to find out the difference in awareness about Learning Disabilities among male and female Elementary School Teachers of District Ferozepur. To attain the objective mean, standard deviation and t test were applied.

Table 20: Showing Mean, Standard Deviation and t Value among Male and Female Elementary School Teachers of District Ferozepur

| Gender | N | Mean | Std. Deviation | t-value | Interpretation |
|--------|-----|-------|----------------|--------------|--|
| Male | 75 | 37.86 | 14.87 | 2.34* | Significant Difference at 0.05 level of confidence |
| Female | 125 | 43.00 | 15.36 | | |

*** Significant at 0.05 level of confidence**

The above table 20 shows the mean Percentage, standard deviation and t value among male and female Elementary School Teachers of District Ferozepur. The table depicts the mean score for male is 37.86 and for female is 43. The obtained t value is 2.34 which is higher than the t critical i.e. 1.96 at 0.05 level of confidence. So, there exists significant difference in awareness about Learning Disabilities of male and female Elementary School Teachers of District Ferozepur. The difference in mean scores shows that the female Elementary School Teachers have significantly more awareness about Learning Disability than males.

Hence, the hypothesis 1, "There exist no significant difference in awareness about Learning Disability among Male and Female Elementary school Teachers", is rejected.

Objective 3: To find out the difference in awareness about Learning Disabilities among Government and Private Elementary School Teachers of District Ferozepur.

The third objective of the study was to find out the difference in awareness about Learning Disabilities among Government and Private Elementary School Teachers of District Ferozepur. To attain the objective mean, standard deviation and t test were applied.

Table 21: Showing Mean, Standard Deviation and t value Among Government and Private Elementary School Teachers of District Ferozepur

| Gender | N | Mean | Std. Deviation | t-value | Interpretation |
|------------|-----|-------|----------------|---------|---------------------------|
| Government | 76 | 43.54 | 4.62 | 1.85 | No Significant Difference |
| Private | 124 | 39.56 | 5.27 | | |

The above table 21 shows the mean percentage, standard deviation and t value among Government and Private Elementary School Teachers of District Ferozepur. The table depicts the mean score for Government is 43.54 and for Private is 39.56. The obtained t value is 1.85 which is lower than the t critical i.e. 1.96 at 0.05 level of confidence. So, there exists no significant difference in awareness about Learning Disabilities of Government and Private Elementary School Teachers of District Ferozepur. The difference in mean scores shows that

the Government Elementary School Teachers have slightly more awareness about Learning Disability than Private.

Hence, the Hypothesis 2, "There exist no significant difference in awareness about Learning Disability among Government and Private Elementary School Teachers", is accepted.

Findings of the Study

1. The results revealed that Elementary School Teachers of District Ferozepur have below 50 percent awareness about Learning Disabilities.
2. It was found that 50.5 percent of Elementary School Teachers have scored below 40 percent in awareness about Learning Disabilities.
3. 25.5 % of Elementary Teachers of district Ferozepur have not the ability to identify the students with Learning Disabilities
4. 90% percent of Elementary School teachers of district Ferozepur were unable to enlist any type of Learning Disability.
5. 39 % of Elementary School Teachers were unaware that Learning Disabled Students can be in Normal Schools.
6. 24.5% of Elementary School Teachers were unable to write any symptom of Learning Disability.
7. 20.5 of Elementary School Teachers of District Ferozepur did not adopt any type of strategy to solve the problems of Learning Disabled Child.
8. 25% of Elementary School Teachers were unable to choose right meaning of Learning Disability.
9. 39.5% of Elementary School Teachers were unable to choose right problems of Learning Disability.
10. 84.5% of Elementary School Teachers were unable to state the IQ of Learning Disabled Child.
11. 69% of Elementary School Teachers were unable to state the reason behind Learning Disability.
12. 51% of Elementary School Teachers were unable to understand meaning of Dyslexia.
13. Only 8% of Elementary School Teachers were unaware about their responsibility to identify Learning Disabled students.
14. 30% of Elementary School teachers were unaware that Learning Disabled often suffered in academic achievement.
15. 75% of Elementary School Teachers were unaware that Dyscalculia is a type of Learning Disability.

16. 55.5% of Elementary School Teachers were unaware that Dysgraphia is related to Writing Disability.
17. 46.5% Elementary School Teachers were not aware that Dyscalculia affects Mathematical Performance.
18. 32% of Elementary School Teachers were unaware that Learning Disabled faced problems in Reading, Writing, thinking and memorizing.
19. 44.5% of Elementary School Teachers were unaware that Learning Disability is a Psychological Disorder.
20. 80% of Elementary School Teachers were unaware that Low Academic Achievement is an indicator of Learning Disability.
21. T value found out to be 2.34 between genders in Elementary School teachers in awareness about Learning Disabilities.
22. The findings revealed that there exist no significant difference between male and female Elementary School Teachers of District Ferozepur in awareness about Learning Disabilities.

Conclusions

1. Elementary School Teachers of District Ferozepur showed very low level of awareness about Learning Disabilities.
2. Major part of sample (90%) was unable to write single type of Learning Disability which reveals that the sample has very poor awareness about the types of Learning Disabilities.
3. Approximately, one fourth of the samples of Elementary school teachers of District Ferozepur has not the ability to identify the students with Learning Disabilities.
4. Almost half sample of teachers was not aware about that Learning Disabled students can be in normal schools.
5. Teachers were not aware about actual problems that are faced by Learning Disabled students.
6. One fourth of the teachers were not aware about the characteristics of Learning Disabled Students.
7. Twenty percent of Elementary school teachers of District Ferozepur adopted any type of strategy to solve the problems of Learning Disabled students.
8. 40% of teachers were not aware about the actual problems that were faced by Learning Disabled Students.

9. Above half of sample was not aware about the reason behind Learning Disability, they misconceive it with sensory disabilities.
10. Almost half of the sample was not aware about Dyslexia which is major type of Learning Disability.
11. Major part of the Elementary School Teachers of district Ferozepur did not understand about the Dyscalculia, Dysgraphia and Dyslexia.

Educational Implications

1. Educational programmes should be organized at all the levels of the Education. i.e. B.Ed., E.T.T., M.Ed. etc. All the students teachers should have the knowledge about the Learning Disability, so that, they can recognize the symptoms in an early age of the students in the school.
2. Lectures, Seminars and other Special Educational programmed should be organized to aware all the Elementary School Teachers about Learning Disabilities.
3. A special Environment should be provided to the learning disabled, so that they can achieve as the normal students, parents should be also aware about the learning disability.

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