

Study of Teachers' Perception towards Integration of Students with Learning Disability in Pre-primary and Primary Regular Schools

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Abstract- The Learning Disability (LD) is usually describes as a specific kinds of learning problems. A learning disability can cause a person to have various trouble in learning and using certain skills. The skills which most often affected are reading, writing, listening, speaking, reasoning, and doing mathematics. Learning disabilities vary from person to person in a very specific manner. One person with LD may not have the same kind of learning problems as another person with Learning Disability problem. One person may have trouble with reading and writing while the another person with LD may have problems understanding math. Still another person may have trouble in each of these areas, as well as with understanding what people are saying (National Dissemination Centre for Children and Youth with Disabilities (NICHCY, 2004).

This present study mainly aims to explore and investigate the regular school teacher's ability to handle students with Learning Disability (LD) and their understanding and acceptance level to integrate and fuse the LD students into the regular school set up in Mumbai. A close ended questionnaire with 25 questions was premeditated and designed to collect data from pre-primary (n=30) and primary (n=30) regular schools teachers (total n=60) handling children with learning disability in both the genders.

Statistical techniques like t- Test and other appropriate statistics was used to find the variance \ difference in perception among regular school teachers in pre-primary and primary in both the genders. This study can propose give recommendations and suggestions to the school teachers and authorities and guide them on the specific requirements of resources to meet the needs of students with Learning Disability (LD).

I. INTRODUCTION

Learning Disability is primarily a processing disorder which affects the ability to understand or use language, and may result in difficulties in listening, thinking, speaking, reading, writing, spelling, and mathematics. A child or student with learning disabilities usually have average or above average intelligence. There seems to be a gap or a lacuna between the student's ability and actual learning achievement. Students with Learning Disability (LD) are one of the most marginalized and excluded groups in society. They are also facing daily discrimination in the form of negative attitudes, lack of adequate

policies and legislation are effectively barred from realizing their rights to healthcare, education, and even survival. It was estimated that there are at least 93 million children with disabilities in the world, but numbers could be much higher. The children with learning disability are often likely to be among the poorest members of the population. These children are less likely to attend school, access medical services, or have their voices heard in society. Their Learning Disability also place them at a higher risk of physical abuse, and often exclude them from receiving proper nutrition or humanitarian assistance in emergencies. UNICEF vision is to build a world where every child can grow up healthy, educated protected from harm and maltreatment. So they reach their full potential (UNICEF, 2017). (Ref. <http://www.unicef.org/disabilities/>, 2017).

Students with learning disabilities generally show one or more of the primary characteristics such as reading problems (decoding and / or comprehension), difficulties in written language, and under achievement in mathematics. Secondary this characteristics might demonstrate including poor social skills, inattention, hyperactivity, and behavioral problems. However, student can be found eligible for special education services as a student with a specific learning disability in one or more of the primary areas, if the student's education is adversely affected.

At present, in India, Learning Disability (LD) is considered the prerogative of a few in the big cities. Even Directors of State Education are known to express doubts at the existence of any such disability. Unfortunately, the confounding factor of English as a foreign language and lack of proper education plays a major part in blocking and masking the processing problems. All these attributes to the academic difficulties for the children and hence make LD an elusive entity. Teachers attribute to the learning difficulties to a "language problem", not realizing that LD too is a language based disorder. Most of the research and intervention work in the area of Learning Disability (LD) is being done by private organizations and the NGOs. There is less communication between these organizations and the state educational authorities. Adding further to the problems, there is a divide between the personnel in the health and the educational fields, be they private or Government.

Learning Disability (LD) refer to a significant deficit in learning due to a person's inability to interpret what is seen and heard, or to link information from different parts of the brain (GEON, 2005). Learning Disability can be classified into three

major types i.e. (i) disorder of written expression (DWE) (ii) reading disorder (RD) and (iii) mathematics disorder (MD). The description of learning disorders corresponds to the educational legal designation of learning disabilities. Integrating students with learning disability means that the student will be admitted into regular class rooms and taught by regular teachers. With the changing global educational system and the awareness gathered through different communication media, it has become inevitable to develop our educational system to accommodate and integrate students with special needs.

The educational system in India stresses on to educating students with Learning Disability like any other developed country does. However, the current academic environment in majority of the schools is not adequately equipped to accommodate students with special learning needs. The challenges faced by LD students are very well discussed in the academic circle, but only few studies have been done to comprehend the difficulties faced by the school teachers as well as authorities. Initiatives taken to integrate these students into regular schools are below the required expectation, and will require some serious measures to improve the current situation.

II. EDUCATION SUPPORT SYSTEMS FOR LEARNING DISABILITY IN INDIA

Government of India have given an excellent support system towards education of children with special needs in the country. The philosophy of inclusive education at schools in India is that 'special needs in themselves are not an obstruction to join or get an admission into any educational institution, no matter whether it is private or public institution. Currently special education is considered as individualistic teaching and it will be difficult for educators to come out of that concept. The primary aim of integration is to break down the barriers which separate general and special education and also make the student feel that they are not different from other students in the community. Many factors influence the regular teacher's perception in integration like teacher's willingness, efficiency, skills, and also the support from school personnel's. In fact one of the important aspects of integrating the special need students into the normal classroom is that of the regular teacher's attitude and perception about the process. It is very important to encourage the sensitivity and awareness on learning disability to the teachers, since their classrooms are very challenging with diverged students. The school authorities' positive attitude is a very important factor for successive inclusion. It is important that all the school authorities need to realize that "all students are welcome into regular classrooms, and the regular & special educators will need to share responsibility of educating all the students" (Rose, 2000). However, the concern educational authorities have to realize the importance of assessing the needs of the particular school before they try to enforce such inclusion. Majority of the Asian schools do not know where to start or how to implement a proper system in the school unit successfully to integrate the special need students into normal classrooms. Failure to include the input of practitioner in change effort is likely to result distortions of the intent of the initiative (Williams and Shellenberger, 2000). To consider this situation the present study was designed to measure

"Teacher's perception towards Integrating Students with Learning Disabilities into Pre-primary and Primary Regular Schools".

The present study also attempts to explore many other issues regarding teacher's perception of integration through this research. The survey attempts to identify teacher's perception and level of success in inclusion, along with identifying the percentage of regular teacher's agreeableness about the integration process. Finally the survey also tried to uncover most of the challenges faced by the regular school teachers in integration process. To conclude this study the researcher assumes that the success of integration will largely depend upon the quality of regular teachers and their positive approach towards the integration process.

Education systems have more or less changed drastically in the last few decades as educating children with disabilities in regular schools has become a significant goal in many countries. This approach and thought to keep pupils with disabilities in regular education settings instead of referring them to special schools is best described with the term 'inclusion'. According to Rafferty, Boettcher, and Griffin (2001), inclusion refers to 'the process of educating the children with disabilities in the regular education classrooms of their neighbourhood schools. So that the school could attend disability and provide the students with the necessary services and support'. Parallel to the development towards including pupils with disabilities into regular schools the terminology to denote those pupils changed. The Warnock Report (Warnock 1979) suggested moving the focus away from handicaps and disabilities and replacing these with the term 'special educational needs'. Thus, the focus shifted away from the pupil's disability to the special needs the pupil has in education. In the late 1990s, the term 'special educational needs' was also used for ethnic minorities or socially disadvantaged pupils. In this study, the term refers to the needs of the 'classic' Population of pupils with communication disorders, motor skills disorders, sensory disorders, learning disorders, mental retardation, behaviour disorders and pupils with a chronic disease. Although social participation of their child is one of parents' main motives, research has established that attending a regular school does not automatically lead to an increase in the number of contacts and friendships with peers (Pijl 2005). Pupils with different types of disabilities have difficulties in obtaining a good social position in regular education system. Several studies research that children with special needs in regular schools are less accepted by their peers, have fewer friendships and are less often part of a network in class (Bramston, Bruggerman, and Pretty 2002; Kuhne and Wiener 2000; Le Mare and de la Ronde 2000; Pijl, Frostad, and Flem 2008; Soresi and Nota 2000; Yu, Zhang, and Yan 2005).

III. INCLUSIVE APPROACH ON EDUCATION OF LEARNING DISABILITIES

There has been a trend towards inclusion of young children with disabilities in early childhood programs. An important reason for placing the young children with disabilities in inclusive pre-school settings is all children have the right to a life which is as normal as possible. Although in early inclusion, young children with disabilities can experience quality early childhood education, become members of the classroom community through participation in class activities and develop positive social

relationships with their typically developing (TD) peers. (ref. Guralnick, Connor, Hammond, Gottman & Kinnish, 1996; Odom, 2000; Odom & Diamond, 1998).

Teaching students with disabilities in the regular classroom is called educational inclusion as an approach, according to Pijil et al. (1997), has become a “global agenda”. Many international organizations and the governments’ bodies have committed themselves to inclusive education at least at the public speaking level (Mitchell, 2005). India is developing country, follows the International community standards in their efforts to reform education. For example, as per Disability Act, 2016, Indian children receive free education until the age of 18 years through school and many other facilities for university level education. Citizens employed by the Government are also eligible to receive aid from the Ministry of Social Justice and Empowerment, Government of India.

Inclusion is an approach that looks into how to transform schooling systems in order to remove the barriers that prevent pupils from participating fully in education (UNESCO, 2013). Inclusion is generally believed to mean the extent to which a school or community welcomes children with special needs as full members of the group and values them as regular children (Chireshe, 2011). When addressing provision of inclusive education, one needs to understand the various perspectives related to the concept of special education. According to Alevriadou and Lang (2008), special education can be divided into two major paradigms - psycho-medical paradigm, and sociological paradigm (Alevriadou & Lang, 2008). The psycho-medical model focuses on diagnosis and treatment (Barnes, 2011). In this paradigm, disabilities are seen to ascend from shortfalls within the individual, and the proposed starting point is diagnostic testing for an individual-based solution (Skidmore, 2004). In the UNICEF (2012) manual, school readiness is defined by three interlinked dimensions: (a) ready children; (b) ready schools; and (c) ready families. The ready schools ‘dimension focuses on the school environment. It includes practices that foster and support a smooth transition for children to primary school and beyond; and promote learning for all children. According to Hay, Smith and Paulsen (2001), teacher readiness implies a “period of readying a teacher for change”. They note that it may be translated as the “state of readiness” of a teacher for inclusive education. Successful implementation of inclusive education involves teachers to have the necessary knowledge, skills, competencies and support to accommodate a wide range of diversity among learners in an inclusive classroom (Mthembu, 2009). School leadership is central in moving closer to a more inclusive society, and in terms of a child’s experience of school life, leadership is crucial and complex (Ruairc, Ottesen, & Precey, 2013). According to Anwer and Sulman (2012), the school principal or the school leader has to ensure the success of an inclusive program with his backing. Billingsley, Mcleskey and Crockett (2014) also argue that school principals have a critical role in making schools an inclusive community that is responsive to the diverse needs of the students.

IV. SIGNIFICANCE OF THE STUDY

Teachers can play a vital role in early detection of LD as they are closely associated with the process of educating the child.

Teachers view point at large is very important with regards to observing the adequacy of the academic performance of the student. They are likely to recognize these learning problems sooner and can help in formulating measures to target them. Therefore, assessment of teacher's knowledge and perceptions about Learning Disability (LDs) is pertinent.

One of the most important factors affecting teachers’ attitudes towards integration or inclusion is the type and severity of disabilities. Many research has revealed that, irrespective of teaching experience, and the severity of disability shows an inverse relationship with positive attitudes such that as the perception of severity increases, teachers’ positive attitudes decrease (Forlin, Douglas, Hattie, 1996). A cross-cultural study of fourteen nations found that teachers favoured certain types of disabilities for integration in the regular setting (Bowman, 1986). This is supported by other research showing that teachers are more acceptable to students with mild disabilities than students with behavioural-emotional disabilities (Dupoux et al., 2005; Ward, Center, & Bochner, 1994). Generally, teachers find it tough to teach students with more severe disabilities, particularly students with social maladjustments and emotionally disturbance, due to a lack of training and support and large class sizes (Leyser & Tappendorf, 2001; Scruggs & Mastropieri, 1996) including Learning Disabled (LD) children in regular schools.

V. NEED OF STUDY:

In India, Learning Disability (LD) is considered the prerogative of a few in the big cities. Even Directors of State Education are known to express doubts at the existence of any such disability. Unfortunately, the confounding factors of education there is a lack of exposure whilst aggravating the academic difficulties for the children, also play a major part in masking the processing problems and hence make LD an elusive entity. Teachers attribute into the learning difficulties to a “language problem”, not realizing that Learning Disability too is a language based disorder. Most of the research and intervention work in the area of LD is being done by private organizations and the NGOs. There is little very little information available pertaining to the problems.

Considering the current needs enable teachers and professional to understand the present situations prevailing within both the emirates, and the prerequisites required for integrating learning disabled students into the normal school settings. In spite of having the positivity of integration into the mainstream classes, teachers are concerned about the LD students emotional, social and academic adjust in the normal school setting. Some teachers felt that inclusion would bring little benefit to students with disabilities and, consequently they questioned the advantages of inclusion (Heiman, 2002; Priestley & Rabiee, 2002), hence there is a felt need to conduct the study.

Aim of the study: To study the perception of the pre-primary and primary regular school teachers’ on Learning Disability.

VI. OBJECTIVES:

1. To Study of Teacher's Perception towards Integration of Students with Learning Disabilities in Regular School (a) Both in Pre-primary and Primary regular school Teachers.
2. To Compare the Teacher's Perception towards Integration of Students with Learning Disabilities in Regular School (a) Both in Pre-primary and Primary regular school teachers.
3. Overall to analyze the teacher's perception towards Integration process of students with Learning Disabilities (LD) in pre-primary and primary regular school.

VII. HYPOTHESES:

1. There is no significant difference in the perception of teachers towards the integration of children with LD among pre-primary and primary school teachers.
2. There will be a favorable perception of teachers towards the integration of children with LD among teachers 'in both pre-primary and primary school teachers.

VIII. LEARNING DISABILITIES AND ASSOCIATED PROBLEMS

Further, Learning Disabilities (LD) is a group of disorders that affects people's ability to either interpret what they see and hear or to link information from different parts of the brain. These limitations can highlight in many ways such as specific difficulties with spoken and written language, coordination, self-control, or attention. Such difficulties extend to schoolwork and can hinder learning to read, write, or do math. It is indeed a neurological disorder that affects the brain's ability to receive, process, store, and respond to information. The term learning disability is defined as an unexplained difficulty a person of at least average intelligence has in acquiring basic academic skills. These skills are essential for success at school and work, and for coping with life in general. "LD" does not stand for a single disorder. It is a term that refers to a group of disorders. (<http://www.naset.org/2522.0.html>).

Generally speaking, people with learning disabilities are of average or above average intelligence. There often appears to be a gap between the individual's potential and actual achievement. This is why learning disabilities are referred to as "hidden disabilities": the person looks perfectly "normal" and seems to be a very bright and intelligent person, yet may be unable to demonstrate the skill level expected from someone of a similar age. A learning disability cannot be cured or fixed; it is a lifelong challenge. However, with appropriate support and intervention, people with learning disabilities can achieve success in school, at work, in relationships, and in the community. The major developments of the LD movement during this period is centred on children who appeared normal in many intellectual skills, but who also displayed a variety of cognitive limitations that seemed to interfere with their ability to read, write and learn in the classroom. LD was seen primarily as a processing disorder with difficulty in cross-modal integration (Karanth, 2002).

Many children with LD develop secondary inattention and behavioural difficulties; Attention Deficit Hyperactivity Disorder (ADHD), which is characterized by developmentally-

inappropriate inattention, hyperactivity and/or impulsivity, is often co-morbid with dyslexia. (Kadesjö & Gillberg, 2001). The two disorders occur simultaneously in 12% to 24% of individuals with dyslexia (Shaywitz, 2003). However, they do not appear to share a common cause (Doyle, 2001; Shaywitz, 2003). Under these circumstances, it becomes difficult to differentiate LD from a Primary ADHD. (National Information Centre for Children and Youth with Disabilities, 2000).

Under the Individuals with Disabilities Education Act (IDEA), the term is "specific learning disability," one of 13 categories of disability under that law. "Learning Disabilities" is an "umbrella" term describing a number of other, more specific learning disabilities, such as dyslexia and dysgraphia. Find the signs and symptoms of each, plus strategies to help below:

(i) **Dyscalculia:** A specific learning disability that affects a person's ability to understand numbers and learn math facts. Individuals with this type of LD may also have poor comprehension or grasping power of math symbols, may struggle with memorizing and organizing numbers, have difficulty telling time, or have trouble with counting.

(ii) **Dysgraphia:** A specific learning disability that affects a person's handwriting ability and fine motor skills. Problems may include illegible handwriting, inconsistent spacing, poor spatial planning on paper, poor spelling, and difficulty composing writing as well as thinking and writing at the same time.

(iii) **Dyslexia:** A specific learning disability that affects reading and related language-based processing skills. The severity can differ in each individual but can affect reading fluency, decoding, reading comprehension, recall, writing, spelling, and sometimes speech and can exist along with other related disorders. Dyslexia is sometimes referred to as a Language-Based Learning Disability.

(iv) **ADHD:** A disorder that includes difficulty staying focused and paying attention, difficulty controlling behaviour and hyperactivity. Although ADHD is not considered a learning disability, research indicates that from 30-50 percent of children with ADHD also have a specific learning disability, and that the two conditions can interact to make learning extremely challenging.

Researches have found that the educational challenges and the stress pattern have brought an importance of knowing the "perception of regular teachers in integrating LD students into the normal class rooms. "Vaughn, Schumm, Jallad, Slusher & Samuell (1996) mentioned several aspects which might cause teachers to raise objections to inclusion, such as the larger classes, budget constraints, teachers' work load, difficulties in standardized evaluation etc.. Few teachers claimed that they had chosen to teach a specific discipline and not special education, and the inclusion policy forced them to enter areas they were unsure about or not interested in it (Vaughn, et al., 1996). Teachers were also concerned that they are not well equipped to meet these students' emotional, social or educational need, since they were not trained to handle these students in the regular classroom (Idol, 1997). The number of learning disabled students serving in normal educational settings has been increasing over the last few years. (USDOE, 2001). However many teachers are unequipped and are

not willing to take any additional responsibilities, but just continue with their normal duties.

Another study conducted by (Nasreen, 2001) in Saudi Arabia showed that both general and special education teachers had positive attitude towards the integration of students with learning disabilities. The studies also revealed that Saudi schools are not well equipped for the full inclusion of students with Learning Disabilities due to, lack of proper infra-structure, trained teachers, diagnostic tools and clearly articulated regulations. Conducting the current study will enable us to understand the present situations prevailing within both the emirates, and the prerequisites required for integrating disabled students into the normal school settings. In spite of having all the positivity of integration into the mainstream classes, teachers are concerned about the LD students emotional, social and academic adjust in the normal setting. Some teachers felt that inclusion would bring some benefit to students with disabilities and, consequently they questioned the advantages of inclusion (Heiman, 2002; Priestley & Rabiee, 2002). (Ref. Australian Journal of Teacher Education Volume 38, Issue 1)

IX. MATERIAL AND METHOD

Research Design: Survey design with purposive sampling was used in the present study. Purposive sampling is a non-probability sampling method and it occurs when “elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgement, which will result in saving time and money” (Black, K. 2010).

Research Tool: As a Tool of the present research, a questionnaire focusing on teachers’ perception of technology integration was developed. It consisted of a number of questions that investigated teachers’ perceptions, competencies, problems and usage. A predefined series of questions used to collect information from individuals as per the objectives of the research study.

Validation of Questionnaire: The questionnaire developed by the researcher was validated by Head Teacher working in the school having more than 5 years’ experience in the field of education. The questionnaire was rated in 3 point rating scale i.e. (i) Highly Appropriate (ii) Appropriate and (iii) Less Appropriate respectively. The questions which were rated as highly appropriate were selected finally as a tool of the present research study.

Subject for the Study: The subject of the present study were divided into two groups as under:

- (i) **Pre-primary Teachers:** 30 Pre-primary Teachers were selected for the study based on the following criteria:
 - (a) Teachers were working in Integrated Pre-Primary schools
 - (b) Age groups were 21 - 45 years.
 - (c) All the Teachers were Diploma holder in Early Childhood Care & Education with more than 5 years of experience.
 - (d) Teachers were working in an English Medium School.
 - (e) No disabled Teachers were included in the study.
 - (f) Only female teachers were included.
 - (g) Teachers handling students with Learning Disabilities in

School were included.

- (ii) **Primary Teachers:** 30 Primary Teachers were selected for the study based on the following criteria:
 - (a) Teachers were working in Integrated Primary schools
 - (b) Age groups were 25-45 years.
 - (c) All the Teachers in Primary Section had done their D.Ed. with more than 5 years of experience.
 - (d) Teachers were working in an English Medium School.
 - (e) No disabled Teachers were included.
 - (f) Only female Primary Teachers were included.
 - (g) Teachers handling students with Learning Disabilities in School were included.

Procedure for data collection and approach

The data collection procedure was a major activity in the research. A systematic scientific was followed during data collection both from Pre-Primary and Primary Integrated Schools where Teachers were dealt with students with Learning disabilities (LD). The procedure followed during data collection as discussed under:

- (1) After the approval of the research proposal, Permission from the Principal was taken from both Pre-Primary and Primary Integrated Schools to conduct the data collection in research within Mumbai area.
- (2) With approval a questionnaire was provided to Pre-Primary and Primary Integrated school teachers.
- (3) Teachers of both Pre-primary and Primary Integrated schools in a small, urban school district were chosen as the population for this study.
- (4) The questionnaires for both Pre-primary and Primary integrated schools teachers were given personally by the researcher.
- (5) All the Pre-primary and Primary Integrated school teachers were told about the purpose and aims of the study. The questionnaire for teachers was anonymous. Teachers answered the questions individually.
- (6) All the Pre-primary and Primary integrated schools Teachers were advised to go through the questionnaire and filled the questionnaire as asked and requested to return the filled in questionnaires within 7 days.

Ethical considerations: This study considers strictly the ethical issues related to the research. The purpose, risks, and benefits of the study were explained to the teachers before they decided to participate in the study. The teachers were assured that their participation was voluntary. All the information will be kept confidentially and no information will be used for any other purposes except the present research.

Scoring Pattern: Closed ended questionnaire with “Yes” and “No” options. “Yes” option was given “1” mark and “No” Option was given “0” mark for the purpose of data analysis.

Data Analysis: In the present study the data was analysed using the following Techniques of Data analysis such as (i) Descriptive Analysis (ii) Inferential Analysis (iii) t-test or any appropriate statistical analysis to compare the data.

X. RESULTS AND DISCUSSION

This study has one independent variable, Teacher Level (with two categories – Pre-primary and Primary). There is one dependent variable, Perception Score. Measurement of the

dependent is in terms of score, which is interval type and could be treated continuous. Therefore, in order to study the effect of Teacher Level on the perception score, parametric test (independent samples t-test), will be the most appropriate one.

Table 1: Results of One-Sample Kolmogorov-Smirnov test for Distribution of Perception Score by Teacher Level

Teacher Level	N	Kolmogorov-Smirnov Z	p-value (2-tailed)
Pre-Primary	30	0.993	0.277
Primary	30	0.844	0.474

The results of the K-S presented in table 1, indicate that the Z values obtained, are not statistically significant ($p > 0.05$). This means that the assumption of normality is met for the two datasets.

Having met the essential assumptions underlying the independent samples t-test, the data is suitable for the interpretation of the results independent samples t-test.

Table 2: Perception and presentation of the t-test results among pre-primary and primary teachers level on Learning Disability

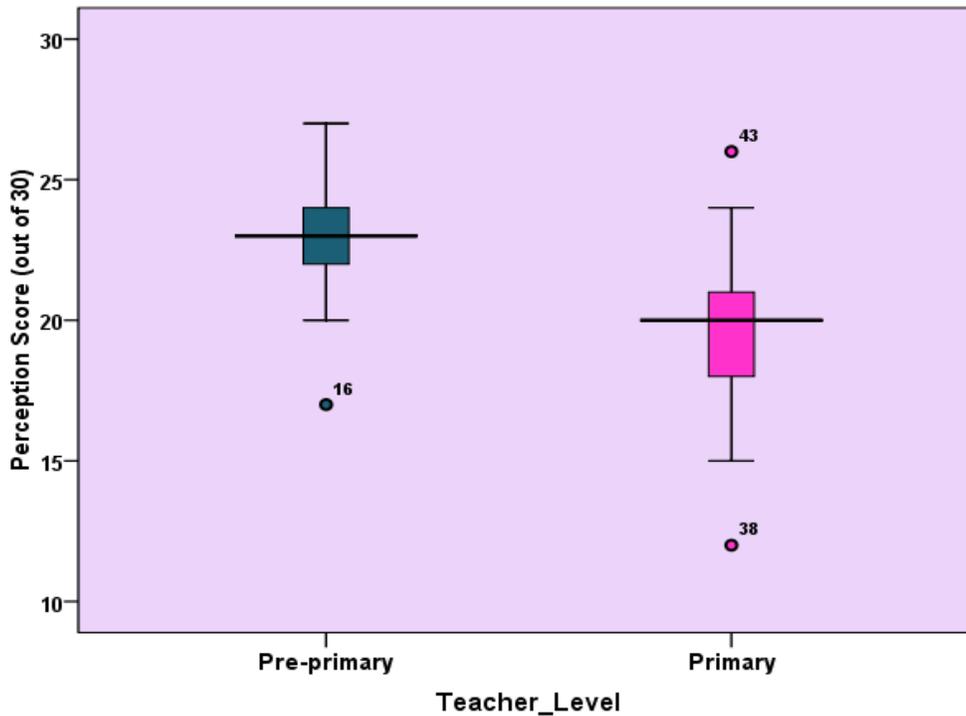
Teachers Level	N	Mean	Std. Deviation	Std. Error Mean	Minimum	Maximum	Percentile		
							25	50 (Medium)	75
Pre-primary	30	22.9	2.139	0.391	17	27	21.75	23	24.25
Primary	30	19.43	2.837	0.518	12	26	18	20	21

The descriptive statistics for the perception score presented in Table 2 reveal that the mean perception score for the Pre-primary teachers is higher (22.9) than that for the Primary teachers (19.43). Furthermore, the std. deviation for the Primary group is higher (2.83) revealing more variation in the scores; compared to

that in the Pre-Primary (2.14). Additionally, on all the percentiles the Pre-primary group has larger scores compared to their Primary counterparts. These comparisons are presented graphically in Figure 1.

Figure 1: Distribution of Perception scores among Pre-primary and Primary Teachers Level.

Boxplots for Distributions of Perception Scores (out of 30) by Teacher Level



The boxplot for the Pre-primary teachers has an outlier (case 16, with score 17) at the lower end of the scale. This score appears to have introduced negative skewness in the distribution. As against this, in the distribution for the Primary teacher there are two outliers, one at the higher end of the scale (case 43, with score 26) and the other at the end of the lower end of the scale (case 38, with score 12). Irrespective of the two outliers the distribution is normal according to the K-S test (refer table 1). The mean perception (which lies near the median represented by the dark line inside the box) for the Pre-primary is higher than that for the Primary. The heights of the boxes are comparable, indicating comparable variances. Also there is minor overlap in the two distributions, showing difference in their means.

As is revealed by the results presented in Table 3, the difference in the mean perception (3.47) for teachers in two categories, is statistically significant ($t(58) = 5.34, p < 0.05$). Therefore, the mean difference observed in the two teacher's perception, is a genuine one. In other words, the mean perception of Pre-primary ($M = 22.9, SE = 0.39$) is higher than that for the Primary ($M = 19.43, SE = 0.52$). The 95% CI for the mean difference is approximately 2 to 5 scores for the population. The effect size associated with the obtained mean difference ($r = 0.574$) is large. Therefore, the effect of Teacher Level on perception scores is of practical importance.

Teachers are perhaps the closest observers of child's academic performance and can be instrumental in detecting learning disorder (LD) early. Teachers acknowledge that there is a need for further steps to be taken to help children with LD. Teachers perceive opening special cells or sending such children to special schools for appropriate intervention which may not tally with the perception of clinician who may wish to provide LD intervention in therapeutic setting.

The present study is in the same opinion of Ainscow (1999) which stated as a reform that supports and welcomes diversity among all learners. However, the biggest challenge for education systems around the world is responding to learner diversity (Ainscow, 2007; Florian, 2008). Further, inclusive education is increasingly accepted as a unified approach to education for all (Florian, 2012). Although students with disability have the right to learn in the natural environment where their typical peers learn (Muijs & Reynolds, 2002), inclusion has many benefits such as improving students' social growth and skills (Ainscow, 1999; Cole & Meyer, 1991; Muijs & Reynolds, 2002) and developing a

Table 3: Results of the Independent t-test for Perception Scores among pre-primary and primary teachers level on learning disability.

t	df	p-value (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
5.344	58	<0.0005	3.467	0.649	2.168	4.765

“language of practice” among students (Ainscow, 1999). Further, it helps to improve students’ behavioural skills (Lee & Odom, 1996) and increases achievement of individual education program (IEP) objectives (Brinker & Thorpe, 1984).

Teachers can play a significant role in early detection of LD as they are closely associated with the process of educating the child. They are at a vantage point with regards to observing the adequacy of the academic performance of the student. They are likely to identify these learning problems sooner and can help in formulating measures to target them. Therefore, assessment of teacher’s knowledge and perceptions about LDs is a must. It is important that teachers involved in inclusion programs have an optimistic attitude about the concept of inclusion. Also, educators need to realize the legal justifications for inclusion and the positive impact inclusionary programs can have on students’ academic and social development. Another conclusion addressed is that educators need to voice their concerns and be actively involved in generating solutions to improve inclusion programs which are similar to the recommendations made in Buell, Hallam, Gamel-McCormick, & Scheer, (1999) (ref What are Teachers’ Attitudes Towards Inclusion in the General Education Classroom? Gilbert Berry Tiffany Berst Amber-Starr Jund Michael Overton Andrea Rondina Maria Tate California State University, San Bernardino).

XI. SUMMARY AND CONCLUSION

In summary, the present data has provided evidence for the difference in the perception of the Pre-primary and primary teachers. A teacher has a constructive role to play in developing a balanced personality of a child at a very young age. Moreover, this study reveals that the perception of the Pre-primary teachers is better than their Primary counterparts. A Pre - primary teacher teaches children who are of 2.5 years to 5 years and the Pre - primary teachers need to be more sensitive and aware towards the need of the children at this tender and young age. It is difficult to distinguish between the normal and special children and to label them is like an offence (crime). Teachers play an important role in fostering and nurturing children during their formative years. Hence the perception of the Pre-primary is better than the Primary teachers. Being a Pre-primary teacher she has to wear many hats and guide the path. Hence, the null hypothesis undertaken in the present study was rejected as the t-test results found significant. Overall to analyse the teacher’s perception towards Integration process of students with Learning Disability (LD) in pre-primary and primary regular school and Teachers favourable perception towards integration among the teachers.

Limitation of the Study:

- (i) The study is limited to Mumbai Integrated School only.
- (ii) Only Pre-primary and Primary teachers were taken as sample in the study.
- (iii) Sample size of the study were limited.
- (iv) Male teachers were not considered in the study.
- (v) Study was done only with the teacher having dealt with Learning Disability. Other disability were not considered.
- (vi) Sample was taken only through the English Medium School. Other School from various

vernacular language schools were not considered.

Recommendation of the further Study

- (i) The study can be extended out of Mumbai Integrated School city.
- (ii) Other than Pre-primary and Primary teachers i.e higher school teachers can taken as sample for further study.
- (iii) With larger sample size of the study can be extended to obtain a sizable scientific information about the teacher perception on learning disability.
- (iv) Both Male and Females teachers can be taken in the study and compare their perception levels on learning disability.
- (v) Study can be done extending with other disability areas such as hearing impairment, mental retardation, locomotors disability, visual impairment and other multiple disability etc.
- (vi) Study can be done in all types of school teachers such regional medium, rural-urban and government and non-government school teachers.

Usefulness of the study

The significant implication of the study shed lights on the facts that Regular school teachers need to have more awareness on LD and teaching strategies to remediate skill deficit among LD students. School authorities have to provide enough support systems like resource rooms and special education services to improve the quality of training and also improve their skills. Improvement in teacher’s monetary compensation will bring in commitment to perform better. Another component for negative perception among the teachers is their low remuneration. This was mainly observed in Indian schools and was also affecting their motivation level.

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