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A STUDY ON LEARNING DISABILITIES AMONG PRIMARY SCHOOL STUDENTS

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Abstract: - The present study aims to study the learning disabilities (Dyscalculia, Dysgraphia & Dyslexia) among primary school students on the basis of their gender. A structured self-administered open and closed-ended questionnaire of the learning disability test was used to compare learning disabilities among the students. In the present research, 50 students of class 4th and 5th studying in CBSE & RBSE School in Alwar District have been selected for sample of the study. For these two schools of Alwar district were taken purposively as the sample for the present study. In the present study the result shows that there was found no significant difference in learning disabilities (Dyscalculia, Dysgraphia & Dyslexia) among primary school students on the basis of their gender.

Keywords: Learning Disability, Dyscalculia, Dysgraphia & Dyslexia.

INTRODUCTION

A variety of learning challenges can be included under the general label "learning disability." A person with a learning disability finds it more difficult to acquire and use particular skills. The areas most impacted include reading, writing, speaking, listening, thinking, and math. Individuals with learning disabilities (LD) have different challenges. One person with a learning disability might not experience the same difficulties as another. Studies have shown that abnormalities in the way the brain functions and processes information are the root cause of learning challenges.

Nothing suggests that the person in question has a learning problem. Experts claim that there is a big difference between a child's academic performance and their ability to perform based on

intelligence or ability. Furthermore, certain findings point to a possible learning disability in the child. Here is a list of a few. When it comes to identified learning difficulties in elementary school, the majority are associated with assignments. It is rare for a child to exhibit all or even the majority of these signs. On the other hand, in the event that a child displays these signs, caregivers and educators ought to look into the possibility of a learning disability. Children with learning problems may find it challenging to do the following tasks: If children show unexpected issues with reading, writing, speaking, listening, or math, teachers and parents can assess further. If a child struggles with these skills, the same applies. A child may need to be evaluated to determine whether or not they have a learning disability. Children who are old enough to attend school are assessed for learning disabilities.

In general, learning challenges relate to a neurobiological issue brought on by anomalies in the structure and function of the brain. Moreover, the phrase "learning disability" is a general one that encompasses a range of learning challenges. A person with a learning disability finds it more difficult to acquire and use particular skills (Lerner, 2002). The most affected areas include math, reading, writing, speaking, listening, thinking, and Pierangelo & Giuliani (2006), Heward (2005), and National Outreach Center for Children with Disabilities (2004). Individual differences exist in learning disabilities (LD), which encompass a wide range of diseases. The learning difficulties faced by a person with LD could differ from those of a person without it.

Some Symptoms of Learning Disability –

❖ Dyscalculia

- Dyscalculia is a mathematical disability
- Difficulty in understanding word problems
- Difficulty in aligning numbers in order to do calculation
- Inability to understand mathematical symbols

❖ Dysgraphia

- Dysgraphia is a writing disability
- They have problem in expressing self in the writing
- They spell one word differently every time in one piece of writing
- They omit and/or insert letters, syllables & words or arrange them in wrong order

❖ Dyslexia

- Dyslexia is a reading disability
- Lack of expression or interest in reading
- Limited right word vocabulary
- Add and distort the pronunciation of words to an unusual extend while reading
-

LEARNING DISABILITY AND RIGHT TO EDUCATION

All things considered, the Right to Education Act represents a huge advancement since it guarantees that every child in our nation between the ages of 6 and 14 can now attend school, irrespective of their financial situation. There is concern, though, that it might unintentionally seriously impair the educational requirements of kids who struggle with learning. Children who have learning difficulties are more likely to receive a diagnosis too late because no child may be kept until the eighth grade. It is probable that school administrators will refer these kids to learning disability clinics either belatedly or not at all in order to assess their subpar academic

achievement. This implies that the youngsters miss out on the chance to overcome their impairment and that a critical time for "remedial education" is wasted.

Unless an adjustment is made to require that students with low marks or grades be referred for learning regardless of their class place, the RTE Act as it stands is unlikely to offer a justification for children with learning issues. In order to guarantee that children with learning difficulties receive timely diagnoses, this adjustment is necessary. Additionally, it ensures that additional factors contributing to subpar academic achievement, like autism, ADHD, and slow learners, are identified and treated as soon as feasible. Wealthy nations, like the United States, which was the first to implement compulsory education, require that all children who receive low marks be evaluated in order to create a customized education plan that targets the underlying issue as soon as possible. These programs inspire kids to fulfil their academic potential. Our nation can take the lead and amend the current RTE Act to evaluate all children who obtain failing grades or have academic difficulties, identify the reasons behind their underwhelming performance, and address them as soon as possible. The RTE Act, which requires free and compulsory education for all Indian children aged 6 to 14, means that the special learning needs of children with learning disabilities may no longer be disregarded. Furthermore, kids with learning disabilities ought to get a top-notch education and finish it in regular mainstream institutions.

A variety of significant challenges in acquiring and using human abilities, such as speaking, listening, reading, writing, thinking, or math, come together to form a learning impairment. Learning disabilities in children are also often linked to psychological factors like emotions, maturity, and development; cultural differences; inadequate or inappropriate instruction; and sensory impairment, mental retardation, and social and emotional disturbance. It is a result of several factors or circumstances coming together (NJCLD, 1990). As stated by Samuel Kirk in 1963, A disease or developmental delay impacts one or more domains, including delayed language development and specific areas like reading, spelling, math, and writing.

Only a few ministries and organizations are engaged in undertaking research on learning disabilities in India, making it a relatively new and understudied subject. The nation's educational system is not suited for students who struggle with learning since it places more emphasis on "theory" than "learning." It is imperative to examine assessment and preventive concerns in the Indian setting because there is a dearth of indigenous research and Western adaptations predominate in the absence of adequate need-based evaluation.

REVIEW OF RELATED LITERATURE

Gautam, A (2023)- Learning Disability among School Children: Role of Psychological Intervention. Learning is the acquisition of new knowledge, skills or attitude. The major objective of the review is to assess the symptom of learning disability among school children and notify that how we can change the behavior in the right direction by using as much as possible intervention steps. Children during their early years of development learn to understand the spoken language first and then learn to speak. Subsequently, during their school year, children learn to read, write and do arithmetic according to their age and intellectual capacity. But some children may not be able to learn one or more of these skills as per their age and capacity. It seems that there are some children, who in spite of having normal intellectual capacity and normal visual, hearing or physical abilities, are unable to acquire one or more age-appropriate

language and/or arithmetic skills, even when adequate opportunities for learning are provided. These children are having learning disability (LD) or Specific Learning Disability (SpLd). If not remedied at the earliest, learning disabilities will lead to failure in exams and these children may develop stress-related disorders. Hence children with learning problems should be screened out scientifically at the earliest, for identification with SLD had depression, anxiety, and low self-esteem.

Dhindsa H. (2021) - Knowledge regarding learning disabilities in children among primary school teachers. A descriptive cross-sectional study was used to assess the knowledge regarding learning disabilities in children among primary school teachers in selected schools of Jodhpur, Rajasthan, India in April 2017. A total sample size of 70 primary school teachers from Class 1st to 5th of four selected schools of Jodhpur, Rajasthan, India was taken using total enumeration sampling technique. The tool for data collection was self-structured questionnaire. The results of the study showed that the majority of primary school teachers (70% had average knowledge regarding learning disabilities, 27.14% had poor knowledge whereas only 2.86% had good knowledge and there is no significant association between the knowledge of primary school teachers and their socio-demographic variables like age, gender, marital status, religion, educational qualification, type of school, teaching experience, in-service education on learning disabilities, any family member/friend suffering with learning disabilities. The study concluded that primary school teachers had limited knowledge regarding learning disabilities in children. Therefore, there should be provision of awareness programs among them along with parents of children.

J. M. Glozman, A. Plotnikova (2021) -Learning Disabilities in Primary School. How to Diagnose and Remediate the Difficulties with a Team Approach: The First Results. This paper analyzes the role and functions of a neuropsychologist in primary schools and the possibilities of his/her collaboration with other specialists in diagnosing children's problems and organizing remediation for problematic kids. We established four steps for launching neuropsychological work at primary schools: 1) setting up a screening group for neuropsychological assessment of all children entering the first year of school; 2) a comprehensive neuropsychological assessment of the children who showed poor results in the first step of the study; 3) a team remediation program; and 4) evaluation of the remediation results by a new neuropsychological assessment at the end of the remediation program. The results of the first step of our study showed a very high percentage of children with cognitive problems — 37% of 202 6–8 year old schoolchildren entering the first year of school. They formed a group at risk for future learning disabilities and maladjustment at school. Age and gender differences, and the structure of cognitive underdevelopment, were discussed in the second step of our study. In the third step, a team of school specialists, including a neuropsychologist, a teacher, a school psychologist, and a school social worker, implemented a remediation program which was created and supervised by a neuropsychologist. A comprehensive neuropsychological assessment of the pupils revealed a complex structure of cognitive disturbances which interfere with pupils' learning abilities in primary school. The team approach can efficiently prevent learning disabilities and help children with cognitive underdevelopment and risks of future unsucces at school, when this collaboration of school specialists has a common theoretical approach and is based upon comprehensive neuropsychological assessment.

Khanal A (2021) - Knowledge on Learning Disabilities among Primary School Teachers of Selected Schools in Municipality of Morang. The objectives of the study are to assess knowledge on learning disabilities among primary school teachers of Letang Municipality, Morang and to find out the association between level of knowledge and selected demographic variables. Descriptive cross-sectional study among primary school teachers was carried out in selected government and private schools of Letang Municipality, Morang. Study populations for the study were primary school teachers, both male and female, who were teaching up to grade five. Proportionate sampling technique was used to select participants from both public and private schools. Self-administered, structured questionnaire was used for data collection. Analysis was done in SPSS version 20.0. Descriptive statistics and inferential statistics (chi-square test) used to find the association between level of knowledge and selected demographic variables. Among 120 respondents, more than half 65.8% had moderately adequate knowledge, 32.5% had inadequate knowledge and only 1.7% had adequate knowledge on learning disabilities and there was no association between teacher's level of knowledge on learning disabilities and demographic variables. The study concluded that more than half of the respondents have average knowledge on learning disabilities. There was no association between age, sex, teaching experience, types of school and training.

OBJECTIVE OF THE STUDY

- 1 To find the learning disabilities among the primary students in the following variable-
 - Gender: Boys and Girls

HYPOTHESIS OF THE STUDY

- 1 There is no significance difference between boys and girls in their learning disabilities (Dyscalculia).
- 2 There is no significance difference between boys and girls in their learning disabilities (Dysgraphia).
- 3 There is no significance difference between boys and girls in their learning disabilities (Dyslexia).
- 4

METHOD OF RESEARCH

The descriptive survey research approach was employed for this study.

Sample of the Study

In the present research, 50 students of class 4th and 5th studying in CBSE & RBSE School in Alwar District have been selected for sample of the study. For this two schools of Alwar district were taken purposively as the sample for the present study.

RESEARCH TOOL

A structured self-administered open and closed-ended questionnaire of the learning disability test was used to compare learning disabilities among the students.

DATA ANALYSIS

The hypotheses formulated for the present investigation have been verified using different statistical techniques like mean, standard deviations and t-test.

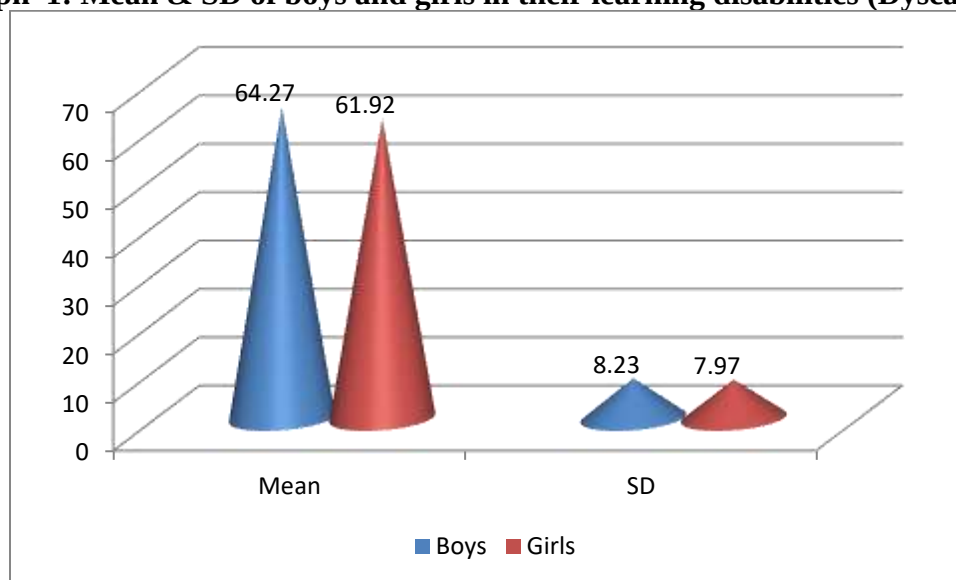
Hypothesis 1 - There is no significance difference between boys and girls in their learning disabilities (Dyscalculia).

Table 1: Difference between boys and girls in their learning disabilities (Dyscalculia)

Group	N	Mean	SD	“t”	Result
Boys	25	64.27	8.23	1.03	Accepted
Girls	25	61.92	7.97		

Table 1 show that the mean scores of learning disability in boys and girls are 64.27 and 61.92 and SD of same are 8.23 and 7.97 respectively. The calculated 't'-value (1.03) is less than the table value of 1.96. Therefore, it is not significant at the 0.05 level. Hence, the null hypothesis is accepted. It can be inferred that the gender of primary students does not significantly affect their learning disability (Dyscalculia).

Graph 1: Mean & SD of boys and girls in their learning disabilities (Dyscalculia)



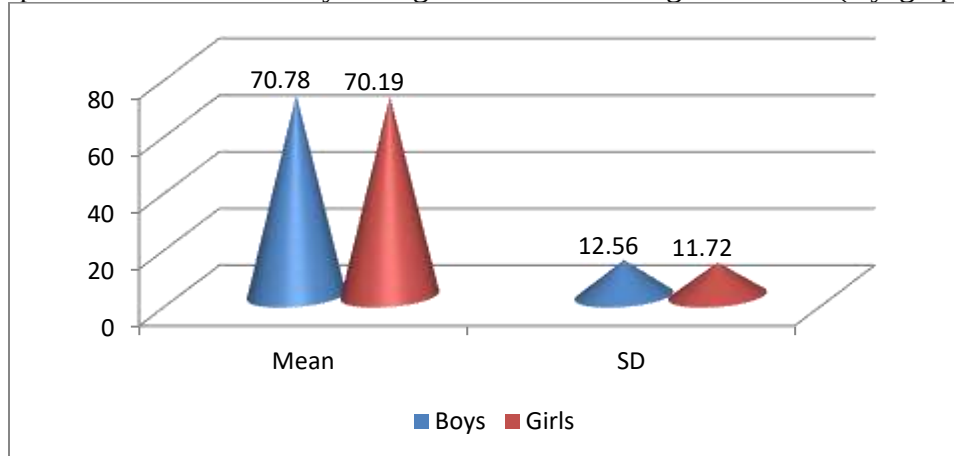
Hypothesis 2 - There is no significance difference between boys and girls in their learning disabilities (Dysgraphia).

Table 2: Difference between boys and girls in their learning disabilities (Dysgraphia)

Group	N	Mean	SD	“t”	Result
Boys	25	70.78	12.56	0.17	Accepted
Girls	25	70.19	11.72		

Table 2 shows that the mean scores of learning disability in boys and girls are 70.78 and 70.19 and SD of same are 12.56 and 11.72 respectively. The calculated 't'-value (0.17) is less than the table value of 1.96. Therefore, it is not significant at the 0.05 level. Hence, the null hypothesis is accepted. It can be inferred that the gender of primary students does not significantly affect their learning disability (Dysgraphia).

Graph 2: Mean & SD of boys and girls in their learning disabilities (Dysgraphia)



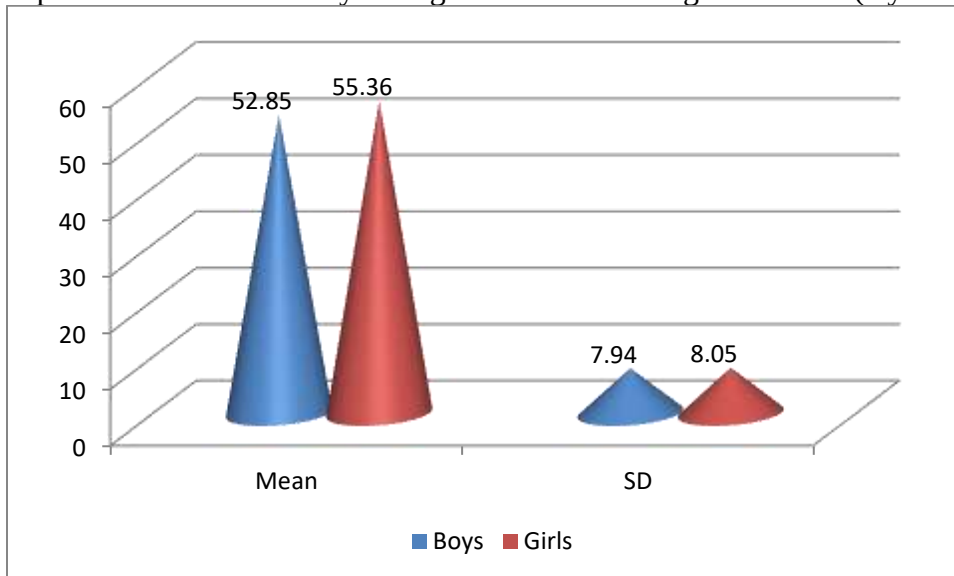
Hypothesis 3 - There is no significance difference between boys and girls in their learning disabilities (Dyslexia).

Table 3: Difference between boys and girls in their learning disabilities (Dyslexia)

Group	N	Mean	SD	"t"	Result
Boys	25	52.85	7.94	1.11	Accepted
Girls	25	55.36	8.05		

Table 3 shows that the mean scores of learning disability in boys and girls are 52.85 and 55.36 and SD of same are 7.94 and 7.05 respectively. The calculated 't'-value (1.11) is less than the table value of 1.96. Therefore, it is not significant at the 0.05 level. Hence, the null hypothesis is accepted. It can be inferred that the gender of primary students does not significantly affect their learning disability (Dyslexia).

Graph 3: Mean & SD of boys and girls in their learning disabilities (Dyslexia)



CONCLUSION

According to the major findings, there is no discernible difference between primary school students' learning disabilities—dyscalculia, dysgraphia, and dyslexia—based on their gender. In schools, learning-disabled students are not uncommon. It makes sense, therefore, that the prevalence of learning disabilities differs throughout schools and nations. A percentage of the student body that experiences learning challenges might range from 12 to 30 percent. The literature refers to this type of identification of difficulty as "garden variety" learning difficulty since the attribution of "learning difficulty" (LD) is rather high. Confounding matters, pupils classified as learning handicapped or difficult to learn are typically less intelligent than average and come from disadvantaged and lower socioeconomic families. Because of this, identifying learning disabilities in the Indian context is considerably more difficult. The majority of ordinary teachers believe they lack the necessary tools to deal with students' unique variances in learning capacities in the classroom. Under such circumstances, it is illogical to keep using the phrase "learning disabilities" in educational programs. Schools, educators, and researchers must instead focus on addressing each form of learning disability separately in order to establish precise definitions and a well-articulated understanding of the causes, stages of development, identification, prevention, and treatment of learning disabilities. Researchers, educators, and legislators must also focus on developing screening tools for learning disabilities in the local tongues, providing additional training to all teachers so they can support students with learning disabilities, and promoting inclusion through peer education, group projects, and teacher interaction. Such initiatives should be bolstered by more money for extra and remedial classes, a reduction in class sizes, the use of appropriate learning aids, and the construction of sufficient infrastructure.

RECOMMENDATIONS

- A range of visual, aural, and audio-visual aids can be used in teaching to help students understand the core ideas.
- Teachers may implement suitable teaching methods after becoming aware of the problems that dyscalculic children face in order to meet their specific demands.
- Dyscalculia can help educators and parents create a pleasant learning environment for kids by bringing different learning challenges to light.
- When teachers and parents recognize that a kid has dyscalculia, they can work together to arrange the curriculum such that the child learns effectively.
- To help these young students comprehend, learn, and finish their arithmetic assignments, teachers need to be knowledgeable about a variety of instructional strategies.

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