AWARENESS OF SCHOOL TEACHERS ABOUT THE REMEDIAL MEASURES FOR HANDLING CHILDREN WITH LEARNING DISABILITIES

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ABSTRACT

The vitality of awareness among school teachers is deemed quite essential in terms of learning disabilities. The chief motive of creating widespread awareness is linked with offering a positive classroom setting to students with learning difficulty. Based on this, the purpose of the study is connected with the analysis and evaluation of awareness among school teachers to curate remedial measures in consideration of learning disabilities. Accordingly, the study explores the grounds of mainstream education and the growing importance of inclusive education to initiate fairness in educational settings. The primary quantitative method is implemented in the study wherein a survey is conducted among 55 respondents and SPSS tool is used for data analysis. School teachers need to understand the disability factors to handle the students in their learning process. Awareness regarding the various kinds of disabilities is important to learn by the teaching staffs in schools that increases their ability of handling mentally disabled students. The approaches of teachers need to be kind towards the mentally disabled student which is able to increases their confidence for learning.

INTRODUCTION

Education is accounted for creating a foundation of knowledge to help achieve higher goals. However, the context of education undergoes certain difficulties that pose obstacles to the path of learning. Following this, the notion of learning disabilities is observed from a critical lens considering the huge demarcation in mainstream and special education systems (Grigorenko *et al.* 2020). The present study undertakes the analysis of school teachers' awareness regarding remedial measures that aid in supervising children with learning disabilities.

Teachers have a distinct role in upgrading the educational situation of both regular children and students with learning difficulties. As opined by Atanga *et al.* (2020), inclusive education has gained immense importance in recent years wherein students with learning disabilities are incorporated within mainstream education. The driving forces of inclusive education are based on upgrading the skills and competencies of school teachers, administrations and management to ensure effectiveness in developing constructive strategies (Micia & Fletcher, 2020).
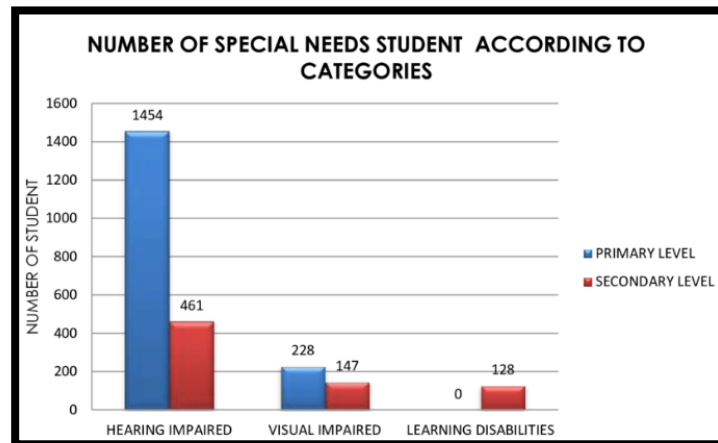
Figure 1: Number of Special Categories of Students at Different Level

(Source: Researchgate.net, 2022)

Concerning the complexity of learners' disabilities and the significance to offer them a regular classroom environment, it is of utmost vitality to initiate conscious awareness among educators in formulating remedial approaches (Gilmour, 2020).

The aim of the study is linked with the critical analysis of school teachers to understand their awareness of the remedial measures for handling children with learning disabilities.

In order to establish the aim, the present study has developed four key objectives.

RO1: To identify the core fundamentals of learning disabilities and their significance in mainstream schools

RO2: To explore the importance of awareness among school teachers in relation to children with learning disabilities

RO3: To highlight the school teachers' capability to develop remedial measures to handle children with learning disabilities

RO4: To critically assess the internal and external factors associated with creating remedial measures

In compliance with the aim and objectives, the four key research questions have been developed to identify and address the issues.

RQ1: What are the core fundamentals of learning disabilities and their significance in mainstream schools?

RQ2: In which manner does awareness enable school teachers to handle children with learning disabilities?

RQ3: In what ways does the school teachers' capability help in developing remedial measures to handle children with learning disabilities?

RQ4: What are the internal and external factors associated with creating remedial measures?

LITERATURE REVIEW

Teachers Create a Stronger Base for all the Disabled Students

Teachers form the education society's base as they inculcate valuable knowledge in the students. As stated by Phutane *et al*. (2022), Students with more support from their teacher get more productive results in an exam. This shows that the

students and their studies are directly linked. On the other hand, Karakoç & Aslan (2022) specifies that the students get to know much different basic life knowledge due to the consideration of the teachers.
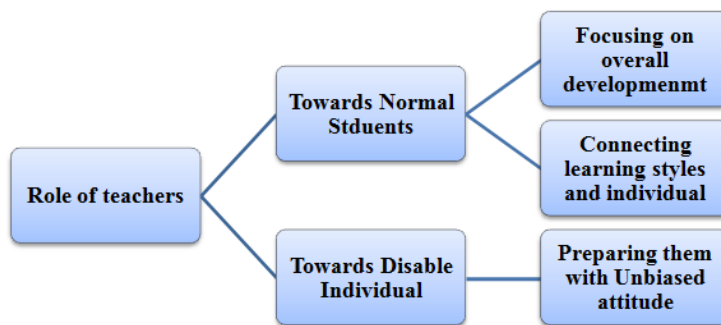

Figure 2: Role of Teachers in the Overall Development of the Student

(Source: Influenced by Selvarajan, 2022)

The students form the base of society however; many students adhere with some kind of physical or mental disability. The use of different kinds of techniques to deal with them is much more important (Selvarajan, 2022). These types of students are needed for proper strategies for inclusion. Moreover, special and skilled training is required for teachers in this field.

Implication of Remedial Measures by Teachers to Help Disabled Students

The role of students in society implies their development of it and it becomes much more important to have a proper education base for them. As overviewed by Beaulieu *et al*. (2022), the skill development of every individual plays a significant role in society's improvement. However, AL-KUBAISI, SHAHBAL, & KHAN (2022) suggests that there are many types of tools that help teachers to inculcate social and basic values in all types of children. Thus, the teachers make them understand the values of life and how to develop their skills in the society they have to face in the future.
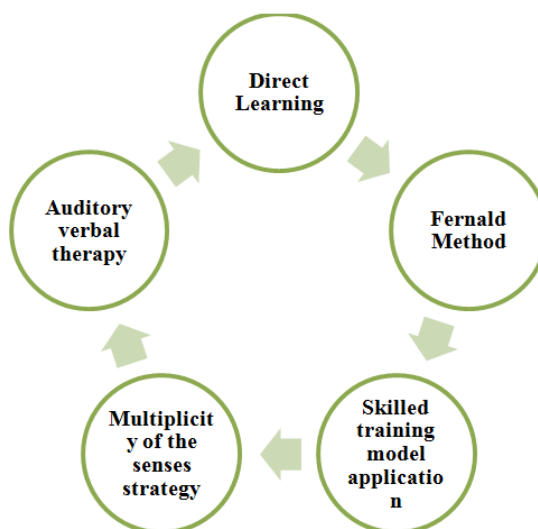
Figure 3: Remedial Measures Adopted to Deal with Disabled Students

(Source: Influenced by Pocaan, 2022)

In the case of school development also, the role of teachers plays an essential role as they are the one who

develops the students' skills to participate in different activities (Pocaan, 2022). Figure 2.2 shows different types of remedial measures which are to be included in their decision-making skills.

Model of Inefficient Learner

The optimistic approach in dealing with any kind of situation is the must process to be included. As discussed by Greenland & Moore (2022), the use of an inefficient learner model makes the teachers adopt different types of strategies based on optimism. There are students who are facing life challenges due to their physical and mental disabilities (Beaulieu *et al*. 2022). Thus, the education created with the help of this model creates a scope of preparing all the students with a positive attitude.

Literature Gap

The use of different remedial measures adopted by the teachers to manage this type of student makes the overall development of them (Karakoç & Aslan, 2022). However, this study has created a gap by not taking the overall perspective of disabled students and their feelings.

METHODOLOGY

The primary quantitative method is applied in the present paper and the survey procedure is conducted. As per the opinions of Patel & Patel (2019), the primary quantitative method is highly beneficial for research studies given its usage of statistical tools. In accordance with this, the primary method is significant since it provides accurate and credible data through the utilization of statistical and numerical tools and techniques. Consequently, the survey procedure is executed for data collection where 55 respondents are chosen through a random sampling technique and a questionnaire design is constructed. As Babii (2020), the questionnaire design comprises demographic details and variables of the study. Furthermore, data analysis is presented through the application of the SPSS. Therefore, the primary quantitative method uses a survey, sampling size, questionnaire, and SPSS analysis.

FINDINGS

Demographic Data

Gender

What is your gender?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	28	50.0	50.0	50.0
	Male	18	32.1	32.1	82.1
	Prefer not to say	10	17.9	17.9	100.0
	Total	56	100.0	100.0	

Table 1: Gender

(Source: SPSS)

There are total of 55 participants among which are male and are female and the rest belongs to the prefer to not say category. Females responded in a more logical manner as the majority faculty group in the school was female.
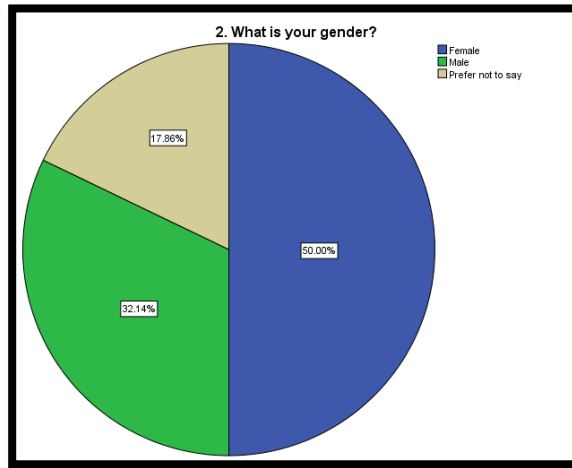
Figure 4: Gender

(Source: SPSS)

While 10% of the male participants hardly has the knowledge about learning disabilities Hence, 15% of the population has responded (Atanga *et al.* 2020). Therefore, the majority of the responses acquired were from the female participants.

Age group

What is your age?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Between 20 to 25 years	3	5.4	5.4	5.4
	Between 25 to 30 years	22	39.3	39.3	44.6
	Between 35 to 40 years	22	39.3	39.3	83.9
	Between 40 to 50 years	9	16.1	16.1	100.0
	Total	56	100.0	100.0	

Table 2: Age group

(Source: SPSS)

There is mainly 28% of the survey percentage that analyses the relevant sources of the research study.

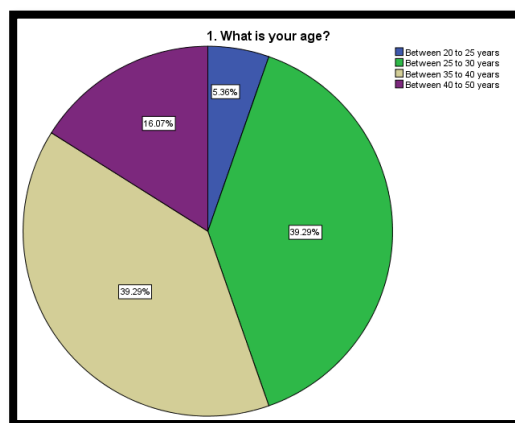**Figure 5: Age group**

(Source: SPSS)

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The majority of the participants come under the age group between years and years and years and years respectively.

Income level

What is your income?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Above Rs. 60000	6	10.7	10.7	10.7
	Below Rs. 25000	6	10.7	10.7	21.4
	Between Rs. 25000 to Rs. 35000	9	16.1	16.1	37.5
	Between Rs. 35000 to Rs. 45000	20	35.7	35.7	73.2
	Between Rs. 45000 to Rs. 60000	15	26.8	26.8	100.0
	Total	56	100.0	100.0	

Table 3: Income Level

(Source: SPSS)

There are people who come in the age group from Rs.25,000 to 30,000 income range category participants.
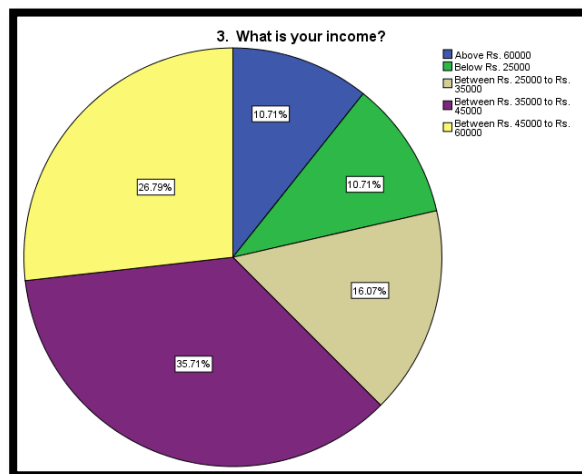
Figure 6: Income Level

(Source: SPSS)

Moreover, 35% of the population belongs to the income level ranging from 35,000 to 40,000 and 45,000 to 50,000 respectively (Cheek *et al.* 2022). The rest belongs to the income level above Rs.55,000-60,000 with 26% of survey analysis.

Descriptive Data Analysis

The Descriptive data analysistable reflects that the values of 55 respondents were and respectively. This analysis remarks on the values that describe the structure of the study briefly to identify the trends and relationships respectively. It is the simplest form of data analysis that explains the relationship of the dependent and independent variables.

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
IV	56	12.00	5.00	17.00	532.00	9.5000	2.21565	4.909	.842	.319	2.520	.628
DV	56	9.00	3.00	12.00	368.00	6.5714	2.15624	4.649	.818	.319	.428	.628
Valid N (listwise)	56											

Table 4: Descriptive Data Analysis

(Source: SPSS)

Multiple Regressions

The multiple regression tables show that the adjusted R square value is in the above analysis. There is even a change that depicts that the R square value can be properly adjusted.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.145[a]	.021	.003	2.15323	.021	1.154	1	54	.288	2.224

Table 5: Model Summary

(Source: SPSS)

ANOVA

The ANOVA table shows that the regression value is whereas on the other side, the residual value is determined as. In the analysis the total square value is 0.003. ANOVA determines the differences of various groups for evaluating the statistical segments of the study.

ANOVA[a]

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.348	1	5.348	1.154	.288[b]
	Residual	250.366	54	4.636		
	Total	255.714	55			

Table 6: ANOVA

(Source: SPSS)

Coefficients

Coefficients[a]

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.908	1.278		6.190	.000
	IV	-.141	.131	-.145	-1.074	.288

Table 7: Coefficients

(Source: SPSS)

The beta value on the coefficient analysis is approximately. The correlation value is as the partial analysis is

of appropriate.

Reliability Statistics

Reliability Statistics

Cronbach's Alpha[a]	Cronbach's Alpha Based on Standardized Items[a]	N of Items
.338	.338	2

Table8: Reliability Statistics

(Source: SPSS)

The number of items shown in the table is 0.338, the Cronbach's alpha value is defined in the above analysis of reliability. A coefficient is a polynomial series that expresses the relationship of the participants regarding the learning disabilities of children.

Validity Test

KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.500
Bartlett's Test of Sphericity	Approx. Chi-Square	1.131
	df	1
	Sig.	.288

Table: **Validity Test**

(Source: SPSS)

In the above analysis of the Chi-square, the value determined is which references to KMO and Bartlett's test in the validity test assumption (Dessemontet *et al.* 2022). The df adequacy is visualized as in the above analysis. KMO and Bartlett's Test is a test that accesses factor analysis for testing null hypothesis. The 55 participants measured using KMO and Bartlett's test is uncorrelated.

Correlation Test

Correlations

		IV	DV
IV	Pearson Correlation	1	.145
	Sig. (2-tailed)		.288
	N	56	56
DV	Pearson Correlation	.145	1
	Sig. (2-tailed)	.288	
	N	56	56

Table: Correlation Test

(Source: SPSS)

The correlation value obtained from the 55 participants is 0.2 approximately. The IV and DV variables are being adjusted. Correlation determines the relationship between the three categories of participants belonging to male, female, and prefers to not say. The relationship examines the perception of the participants towards the learning disabilities as well as their relation with each other.

DISCUSSION

The study describes the impact of remedial measures for handling children with learning disabilities. Learning abilities develop a strong sense of fear and disattachment from society. Certain remedial measures are needed to be implemented to modify learning behaviors. Cognitive psychotherapies are being exercised to develop strong learning skills that help the child grab information quickly. Moreover, dyslexia and other such learning disabilities cause mental stress (Gautam *et al.* 2022). This diminishes the self-confidence of the child leading to suffering from depression. Therefore, crucial interventions needed to be taken for nurturing the cognitive skills of the children.

CONCLUSIONS

In conclusion, it can be said that for supervising students with learning disabilities, educators must be aware of the remedial measures. The importance of remedial measures is ascertained to be of crucial importance to provide a regular classroom setting to learners and exhibit higher understanding in terms of their issues and problems. Thus, it can be concluded that the duty of the teacher to maintain a balance between normal and disabled children they are dealing with. The study is creating a scope of finding the role of teachers to manage students with different kinds of disabilities.

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Appendices

Appendix 1: Special Students and their presence in the school
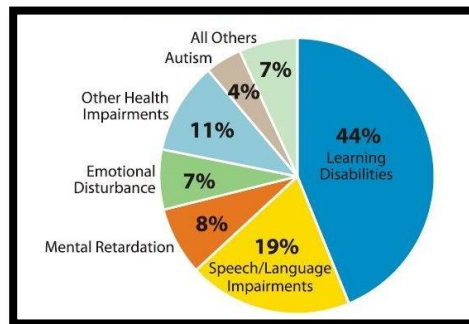
(Source: Poorvucenter.yale.edu, 2022)