An Analytical Study on Learning Disabilities among High School Children: A Special Focus on Bidadi

Prof. Shivalingappa
Professor, Department of Social Work
Davanagere University

Mr. Madhu Kumar
Research Scholar, Department of Social Work
Davanagere University

ARTICLE DETAILS	ABSTRACT
Research Paper	Learning is the acquisition of new knowledge, skills, or attitudes. During their early years of development, children first learn to understand spoken language, followed by learning to speak. Subsequently, during their school years, children acquire the skills to read, write, and perform arithmetic according to their age and intellectual capacity. However, some children struggle to learn one or more of these skills in accordance with their age and abilities. Despite having normal intellectual capacity and unimpaired visual, hearing, or physical abilities, certain children fail to acquire age-appropriate language and/or arithmetic skills, even when provided with adequate learning opportunities. These children are identified as having Learning Disabilities (LD) or Specific Learning Disabilities (SpLD). If left unaddressed, learning disabilities can result in academic failure and lead to stress-related disorders such as depression, anxiety, and low self-esteem. Early identification and intervention are critical to mitigate these challenges. Screening children scientifically at an early stage for symptoms of SpLD can help in implementing timely interventions to improve their learning outcomes and overall behavior. This review aims to assess the symptoms of learning disabilities among school
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children and explore intervention strategies to guide their behavior in a positive direction.

Introduction

"Learning disability" is an umbrella term encompassing various forms of learning difficulties. It refers to challenges that make it harder for individuals to acquire and apply specific skills, such as reading, writing, listening, speaking, reasoning, or mathematics. Learning disabilities (LD) vary significantly from person to person, meaning no two individuals with a learning disability experience identical challenges.

Research indicates that learning disabilities stem from differences in how the brain functions and processes information. Unlike physical disabilities, learning disabilities often lack visible indicators. Experts highlight a marked discrepancy between a child's school performance and their potential based on intelligence or abilities.

Learning problems are often recognized during primary school, as they tend to manifest in academic tasks commonly encountered at this stage. While no single symptom confirms the presence of a learning disability, certain signs may suggest the possibility of one. Some of these include difficulties in acquiring age-appropriate reading, writing, or mathematical skills, even with adequate educational support.

It is important to note that a child with a learning disability is unlikely to exhibit all, or even most, of these symptoms. However, when these challenges are observed, it is crucial for parents and teachers to investigate further to determine if the child has a learning disability. Early recognition and intervention can play a pivotal role in addressing the challenges associated with learning disabilities and supporting the child's academic and emotional development.

Review of Literature

Turney and Robb (1971): A review of relevant studies and literature is crucial for developing a research problem and deriving effective solutions. The success of a researcher's endeavor largely depends on how effectively they utilize both empirical and theoretical advances made by previous researchers.

Cluley & Victoria (2018): In their study titled *"Learning Disability to Intellectual Disability"*, the authors examined the increasing use of the term "intellectual disability" in the context of learning disability policy, research, and practice. In British learning disability policy, practice, and research, "intellectual disability" is often used interchangeably with "learning disability." This shift reflects the evolving international perspectives and terminologies surrounding disabilities.

Sushanth Kumar (2015): The study assessed the *prevalence and patterns of learning disabilities* among school-going children in a northern Indian city. The cross-sectional study employed a three-stage screening process for students in classes 3 and 4 of government schools:

1. Teachers identified at-risk students.

2. At-risk students were assessed using the Specific Learning Disability-Screening Questionnaire (SLD-SQ).

3. Screen-positive students were evaluated using the Brigans Diagnostic Inventory (BDI) and the NIMHANS Specific Learning Disabilities Index to identify cases of learning disabilities.

Khurana (2015): This study identified 120 students with learning disabilities out of 2,241 children studying in classes 9 and 10. The *"Multi-Dimensional Study of Children with Learning Disabilities"* revealed a predominance of children with learning disabilities in UP Board schools, with most students coming from socially and economically disadvantaged groups. The study also highlighted strategies to improve problem-solving performance in mathematics, using modeling, prompting, guided practice, independent practice, and manipulative training for middle and high school students.

Shirley Durrell (2016): Durrell conducted research with people with learning disabilities and found that they were often excluded from active participation in research processes. These exclusions raised questions about the inclusiveness and validity of research methodologies. Consequently, debates emerged about how research involving individuals with learning disabilities should be conducted, influencing modern research practices to be more participatory and inclusive.

Research Methodology

Objectives of the Study:

1. To examine the socioeconomic background of primary school children.

2. To understand the learning problems faced by primary school children.

3. To identify the causes of learning deficits among primary school children.

4. To study the learning activities and approaches followed by primary school children.

5. To analyze the measures taken to address and improve learning disabilities in primary school children.

Scope of the Study: This study focuses on identifying the nature of learning problems and deficits faced by primary school children in Bidadi. It also investigates the challenges faced by students with specific learning disabilities and seeks to address their unique educational needs.

Importance of the Research: This study highlights how socioeconomic factors, financial struggles within families, classroom learning experiences, and peer influences affect the learning outcomes of primary school children. It provides insights into how these external factors shape their overall academic and personal development.

Research Design: A well-structured research design is critical to the success of this study. It serves as a blueprint for systematically conducting the research and ensures that the research objectives are met effectively.

- **Nature of Research Design:** The study adopts a descriptive research design, which involves systematically analyzing the data to understand the causes and impact of learning deficits among primary school children. This design was chosen after reviewing relevant literature and considering the objectives of the research.

- **Key Features of the Research Design:**

  1. **Planning:** A comprehensive plan is developed to ensure the smooth execution of the research process.

  2. **Field and Sampling:** The fieldwork is conducted in primary schools located in Bidadi, and an appropriate sample of children with learning challenges is selected.

  3. **Data Collection Tools:** The study employs relevant tools and techniques to collect data, ensuring accuracy and reliability.

4. **Hypotheses Testing:** The design provides a framework for testing hypotheses and analyzing data.

5. **Systematic Approach:** The study systematically evaluates the learning disabilities faced by primary school children and their societal implications.

Through this approach, the research aims to provide actionable insights into how learning disabilities in primary school children affect their academic performance and overall quality of life.

Research Method

Sampling Method: The study employed a **simple random sampling** technique to select students with learning disabilities from government high schools in Bidadi.

Sample Size: The study included **50 high school students** who were interviewed using a structured questionnaire.

Universe of Study: The research focused on government school children in Bidadi.

Results and Discussion

The study analyzed the responses of 50 students to understand the causes and nature of learning deficits. Below is a summary of the findings:

1. **Causes of Learning Deficits:**

   o **5 students** attributed learning deficits to issues related to the prepregnancy system.

   2 students mentioned problems in the brain and nervous system.

   42 students reported other reasons for learning deficits.

2. **Need for Extra Help in Reading or Spelling:**

   1 student (2%) said they required additional help for reading or spelling challenges.

   49 students (98%) said they did not require extra help.

3. **Arithmetic Problems (Numbers in Columns):**

31 students (62%) reported facing challenges with arithmetic problems when numbers were presented in columns.

19 students (38%) did not face difficulties.

4. **Awareness of Learning Disabilities:**

   26 students (52%) stated they were aware of learning disabilities.

   7 students (14%) were unaware.

   17 students (34%) reported they were uncertain.

5. **Perception of Learning Disabilities as a Mental Illness:**

   15 students (30%) indicated that learning disabilities were not a mental illness.

   35 students (70%) said they were unaware of the distinction.

6. **Problems Related to Reading or Spelling:**

   13 students (26%) said they had issues related to reading or spelling.

   5 students (10%) said they did not face these issues.

   32 students (64%) were uncertain.

7. **General Challenges in Learning:**

   - **41 students (82%)** acknowledged they faced challenges in arithmetic problems.
   - **9 students (18%)** did not report such issues.

Key Observations:

- The majority of students (**98%**) reported no need for extra help with reading or spelling, indicating possible unawareness of their learning difficulties.

- A significant proportion (**62%**) faced challenges with arithmetic problems when numbers were arranged in columns, highlighting a common area of difficulty.

- Awareness of learning disabilities remains low, with **70%** of students uncertain about the distinction between learning disabilities and mental illnesses.

Suggestions and Recommendations:

1. While delineating and considering the learning deficits of children in government high schools, some suggestions can be given, mainly on how to travel.

2. Alternative Experiment: Incorporate some learning deficits from government primary schools in primary through statistical or intellectual scales. Then the government or the education department can collect and assign these experiments.

3. Appointment of teachers: Appointment of teachers is mandatory. They can help in the recruitment of children and be helpful in understanding their needs.

4. Welcome to student imperatives and imperatives: Every student interacting in primary schools should join in to understand the imperatives of children.

5. Practical Education Plan: Use practical education plans that walk students through. This can help them overcome their learning disabilities.

6. Introduction to education: Introduction to education can be organized to determine the level of children's skills. It can contribute to greater social and human development.

7. Here are some helpful tips for teachers in elementary schools, as the tips we offer are mainly for students who have learning disabilities in elementary schools:

8. Personal Attention: Give individual attention to each student. Be aware of their skills and follow their advice.

9. Students should have regular interaction with each other. They should be helped to acquaintance carried out in time of their needs.

10. Board and Graphic Reception: Some students will understand the courses and implementations through the board and graphic reception.

11. Auxiliary Wealth: Auxiliary Wealth can be used to help with the needs of the needy.

12. Encourage students: Encourage regular encouragement of students and increase their assessment.

13. Design of educational resources: Educational resources should be accessible to students and teachers.

14. Basic facilities should be provided in schools.

15. Parents should motivate children. Parents should take care of their children's education.

16. Teachers should educate their children.

17. Parents should educate their children. Children should not use any kind of drugs.

18. Teachers should treat all children equally.

19. Teachers should guide the children to a better place in the future.

20. Students should attend classes on time every day.

21. Reduce the use of mobile phones by children

Conclusion

I undertook this study with the belief that the modern structure of formal education produces a mutually reinforcing system of teaching, learning, producing, and reproducing knowledge within society. The pedagogy produced within the discipline of education helps to shape the learning processes established in school systems. The norms and ideas by which it socializes people have been radicalized and legitimized in the fields of study. The extensive organization of such a system has singular effects on the forms and production of knowledge as specific ideas and methods become dominant. However, questions about the role or existence of school systems are rarely asked or addressed academically. This information is collected by visiting the study area and reviewing the schedule of interviews of students and teachers with the help of questionnaires. The chapters are structured based on the objectives collected in relation to the study topic. Interpretations of education in the study The way education took place in different countries, the role of education in India and Karnataka can be understood and the interpretations of various authors have been proposed in connection with this research.

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