

AWARENESS OF TEACHERS ON FACTORS INFLUENCING LEARNING DISABILITY

KanalasudheerReddy

Research Scholar, University college of Education, Osmani, university, Telangana, India

Received: 04 Mar 2023

Accepted: 08 Mar 2023

Published: 14 Mar 2023

ABSTRACT

Teachers have a significant role in the process of teaching students with learning disabilities. Therefore the primary aim of the study is to analyse how the awareness of the factor that impacts learning disability is necessary for learning. In order to describe the same overall idea the different factors impacting the process of learning for the student with learning disabilities are described.

The role of the teacher is briefly discussed in the study. Moreover, the related objective was followed in order to develop the study and concluder different factors related to awareness of teaching. Further, the inefficient learner theory helps to understand the process of learning for students with learning disabilities and the role of teachers in the process of teaching.

KEYWORDS: *Learning Disabilities, the Role of Teacher, Inefficient Learner Theory, the Process of Learning, Learning Disability in the UK*

INTRODUCTION

Awareness of a teacher is important in order to support the learning process for students with learning disabilities. As per the opinion of Agrawal et al. (2019), the awareness of the teacher influences the process of learning with a student through the implication of appropriate methods.

The problem statement is to understand the necessary factors which have an impact upon the learning capabilities of the students with learning disabilities.

The rationale of the study highlights upon the number of children is more or less similar to previous years, thus, awareness of the situation is required in order to improve the learning process of these children.

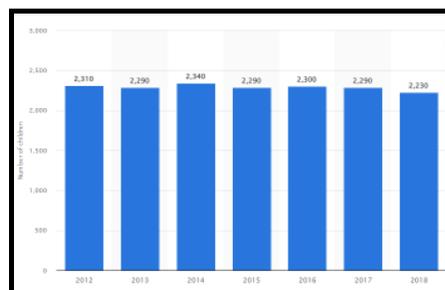


Figure 1: Children Looked After Due to Disability in the UK.

Source: Statista, 2022

Figure 1 of the study highlights the number of children who are dependent on them due to their abilities. According to the above graph in 2017 the number of disabled children was 2290 (Statista, 2022). However, the number reduced to 2230 in 2018.

For instance, with awareness of the teaching, a teacher understands the needs of a student and acts accordingly. Thus, the study focuses on understanding the factors influencing the learning ability of the student.

Aim

The primary aim of the study is to analyse how the awareness of the factor that impact learning disability is necessary for learning.

OBJECTIVE:

- **RO 1:** To analyse different factors related to learning disabilities
- **RO 2:** To understand the role of the teacher in the process of learning for students with learning disabilities.
- **RO 3:** To observe the factors related to teachers that improve the process of teaching
- **RO 4:** To suggest possible aspects that help to improve the learning process for learners with learning disabilities.

Research Questions

- **RQ 1:** What are the different factors related to learning disabilities?
- **RQ 2:** What is the role of the teacher in the process of learning for students with learning disabilities?
- **RQ 3:** How do the factors related to teachers improve the process of teaching?
- **RQ 4:** What are the possible aspects that help to improve the learning process for learners with learning disabilities?

LITERATURE REVIEW

Different Factors Directly Impacting Learning Disabilities

At the time of the past literature review, it was found that there are factors that have a direct or an indirect impact on the process of learning for the student. As commented by Dreyer, Mostert & Gow (2020), genetics is one of the primary factors that directly impact learning disability. In addition, genetics are hereditary hence the learning disability is carried by each and every generation. On the other hand Caton & Landman (2022), that individual difference in brain capacity is a major factor influencing leaning learning capability of ap learning. Moreover different brain capacity requires a different kind of learning. Thus from the above discussion, it is understood that learning disabilities are not always hereditary, there are other factors like brain capacity that cause learning disabilities.

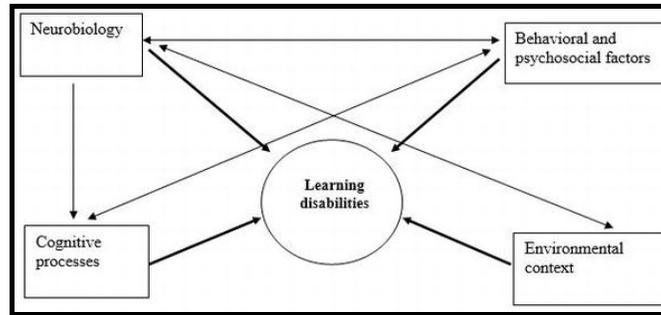


Figure 2: Different Factors Impacting Learning Disabilities.

Source: Almahdi & Bukamal, 2019

Similarly, there are environmental factors that impact the process of learning for the students. As per the opinion of Conrad et al. (2022), the environment has a major role in learning disabilities. Moreover, different environmental factors impact the process of learning for learners. In addition, the environment for a learner helps to improve the process of learning for the learner. On the other hand, AlMahdi & Bukamal (2019) argued that order, to improve learning enjoyment is important however there are other factors like the capability of other teachers that are more important than the learning environment. For instance, a student learns better with quality enjoyment and a more suitable teacher (Caton & Landman, 2022). Thus, from the above discussion, it is understood that the environment and teaching capability both have a possessive impact on learning.

Role of Teacher in the Process of Learning for Students with a Learning Disability

Teachers play an important role in the process of learning for students with learning disabilities. According to the opinion of McKerr et al (2020), teachers' behaviour plays a major decisive role in the process of learning. For instance, the behaviour of the teacher helps to create a special bond with the student that eases the process of learning. On the other hand, Wang & Kuo (2019) opined that in the initial phase of understanding, the need of the student is more important than the teachers' behaviour. Moreover, through an understanding of the needs of a student, it is possible to behave accordingly (Snowling, Hulme & Nation 2020). Thus from the above discussion, it is understood that in order to improve the process of learning for students with learning disabilities teachers' behaviour toward the learner and ability to understand the need of the student plays a decisive role.

THEORETICAL UNDERPINNING

Inefficient Learner Theory

The Inefficient learner theory focuses on the behaviour of the learner in order to control the process of learning for the student. As per the opinion of Villegas-Ch, Arias-Navarrete & Palacios-Pacheco (2020), a learner with a learning disability learns through interaction with the enrolment. Thus, an optimistic learning progression is achieved through the inefficient learner theory. Moreover, the inefficient learner model helps to analyse the need of a student with learning disabilities (Karlberg & Bezzina, 2020). Therefore, interaction with different aspects encourages a student to use their cognitive ability in the process of learning. Therefore it is understood that the process of learning is with the inefficient learner theory cognitive growth of a student is possible. Additionally, the impact

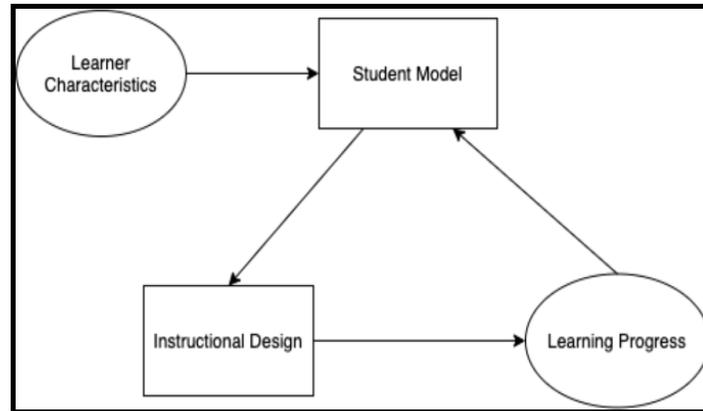


Figure 3: Inefficient Learner Theory

Source: Villegas-Ch, Arias-Navarrete & Palacios-Pacheco, 2020

Figure 3 describes the learning process through the inefficient learner theory. As per the opinion of Alloway & Carpenter (2020), depending on the characteristics of the learner student learning model is implemented. Moreover, the implementation of the student model depends on the learning capability of a student. Additionally, designing a model of learning through understanding the needs of a student support the process of learning and helps to achieve sustainable growth in the learning of the student. Similarly, Rana et al. (2022) opined that with the implication of the inefficient learner theory, constructive learning is possible. Therefore consistency is maintained in the process of learning for the student with learning disabilities.

METHODOLOGY

The Primary Quantitative data collecting approach is used to carry out the data gathering procedure in this project research. With the use of this basic quantitative data gathering technique, several forms of statistical information may be gathered (Hilde et al. 2020). Following the collection of all the statistical data from the survey respondents' replies, those data are next subjected to an analytical procedure in order to provide findings. 60 people are chosen for the survey procedure in this study, and 15 questionnaire items are also created. With the use of SPSS program, all the data gathered from survey respondents is assessed. Using SPSS software helps provide reliable data while taking up less time (Mishra et al. 2019).

RESULT AND FINDINGS

The teachers have been required to form a healthy teaching ambience to make the educational place safe and secure for disabled students. Therefore, there has been a moderate relationship between the learning environment and forming a better relationship between students and teachers.

Table: 1 Reliability Statistics

| Cronbach's Alpha | No of Items |
|------------------|-------------|
| 956 | 15 |

The reliability test helps the researchers to measure the gathered data correctly and with consistency. Cronbach alpha test helps to measure data authentically. The measurement achieved from this experiment can be reproducible. The experiment shows that Cronbach's Alpha has been 0.956. The responses provided by the chosen participants have been beneficial for conducting statistical analysis in a correct way to get accurate final findings.

Table: 2 Descriptive Statistics

| | N | Range | Minimum | Maximum | Mean | Std. Deviation | Variance |
|--------------------|----|-------|---------|---------|------|----------------|----------|
| Age | 60 | 2 | 1 | 3 | 1.88 | 846 | 715 |
| Income | 60 | 2 | 1 | 3 | 1.87 | 676 | 456 |
| Gender | 60 | 1 | 1 | 2 | 1.50 | 504 | 254 |
| Valid N (listwise) | 60 | | | | | | |

Descriptive analysis showed that the ages of respondents between 30 and 45 gave maximum responses. Female genders have given more responses than male participants. The income status of the participants has been within Rs 15000-20000. The obtained mean value (1.50) indicated that the value has been moderate. The mean value can be obtained by dividing the total values by the number of values in the data set. The value obtained for std. deviation has been lower than the mean value (0.504) which indicated that the total data distribution has been normal for executing this research process.

Hypothesis 1

There has been a strong correlation between learning environment and forming better relationships among students and teachers

Table: 3 Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .508 ^a | .258 | .218 | 1.279 | .258 | 6.447 | 2 | 37 | .004 |

a. Predictors: (Constant), Learning Environment, Forming Better Relationship.

Table: 4 Anovaa

| | Model | Sum of squares | Df | Mean square | F | Sig. |
|---|------------|----------------|----|-------------|-------|-------------------|
| 1 | Regression | 21.087 | 2 | 10.544 | 6.447 | .004 ^b |
| | Residual | 60.513 | 37 | 1.635 | | |
| | Total | 81.600 | 39 | | | |

a. Dependent variable: impact on learning disabilities

b. Predictors: (constant), learning environment, forming better relationship.

Table: 5 Coefficientsa

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-----------------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 3.158 | .541 | | 5.842 | .000 |
| | Forming better relationship | .111 | .128 | .123 | .868 | .391 |
| | Learning environment | -.569 | .166 | -.486 | -3.429 | .002 |

a. Dependent Variable: Impact on Learning Disabilities.

The regression analysis has been conducted to achieve R square value and Sig. value. The R square value has been obtained (0.258) and sig. a value obtained (0.004). Both the obtained values can be considered as significant since P-value (below 0.005) can be significant or beneficial to interpret data authentically for this research process. Hence, a proper learning environment has been required for disabled students to improve their attitudes and learning. In addition, a suitable classroom setting can be effective for building a great bond between teachers and disabled students. This has been a great indication that an alternative hypothesis has been accepted for this investigation process.

Hypothesis 2

There has been a strong connection between educational policies and effective teaching process

Table: 6 Model Summary

| Model | R | R square | Adjusted r square | Std. Error of the estimate | Change statistics | | | | |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| | | | | | R square change | F change | Df1 | Df2 | Sig. F change |
| 1 | .777 ^a | .604 | .580 | .985 | .604 | 25.216 | 2 | 33 | .000 |

a. Predictors: (Constant), Educational Policies, Effective Teaching Process.

Table: 7 Anovaa

| | Model | Sum of squares | Df | Mean square | F | Sig. |
|---|------------|----------------|----|-------------|--------|-------------------|
| 1 | Regression | 48.895 | 2 | 24.447 | 25.216 | .000 ^b |
| | Residual | 31.994 | 33 | .970 | | |
| | Total | 80.889 | 35 | | | |

a. Dependent variable: impact on learning disabilities

b. Predictors: (constant), educational policies, effective teaching process.

Table: 8 Coefficientsa

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|----------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .337 | .376 | | .896 | .377 |
| | Effective teaching process | .233 | .134 | .208 | 1.733 | .092 |
| | Educational policies | .524 | .094 | .668 | 5.553 | .000 |

a. Dependent Variable: Impact on learning disabilities.

The R square value obtained as (0.604) and sig. value obtained as (0.000) from regression analysis. The obtained value denoted that there has been a significant and strong relationship between the dependent and independent variables. Hence, there has been a positive relationship between educational policies and effective teaching policies. This indicated that an alternative hypothesis can be accepted for this research context. Educational strategies need to be improved for disabled students for providing effective teaching materials to these students.

CONCLUSIONS

Understanding the behavioral approaches of disabled students helps teachers to include the cognitive learning process for improving their learning process. Thus, educational institutes need to implement various pedagogy to improve the power of memory. The main intention of the teachers is to make the disabled students self-dependent and have learning abilities for improving their academic records. Hence, the learning environment need to be positive and secured for effective teaching process.

REFERENCES

1. Agrawal, J., Barrio, B. L., Kressler, B., Hsiao, Y. J., & Shankland, R. K. (2019) *International Policies, Identification, and Services for Students with Learning Disabilities: An Exploration across 10 Countries. Learning Disabilities: A Contemporary Journal*, 17(1), 95-113. Retrieved on 8th March, 2023, from: <https://files.eric.ed.gov/fulltext/EJ1218057.pdf>
2. Alloway, T. P., & Carpenter, R. K. (2020) *The relationship among children's learning disabilities, working memory, and problem behaviours in a classroom setting: Three case studies. The Educational and Developmental Psychologist*, 37(1), 4-10. Retrieved on 8th March, 2023,

- from: <https://www.cambridge.org/core/journals/educational-and-developmental-psychologist/article/relationship-among-childrens-learning-disabilities-working-memory-and-problem-behaviours-in-a-classroom-setting-three-case-studies/02215CE54263822BB4E93A4C69F9292C>
3. AlMahdi, O., & Bukamal, H. (2019) Pre-service teachers' attitudes toward inclusive education during their studies in Bahrain Teachers College *SAGE Open*, 9(3), 2158244019865772. Retrieved on 8th March, 2023, from: <https://journals.sagepub.com/doi/pdf/10.1177/2158244019865772>
 4. Caton, S., & Landman, R. (2022) Internet safety, online radicalisation and young people with learning disabilities *British Journal of Learning Disabilities*, 50(1), 88-97. Retrieved on 8th March, 2023, from: <https://onlinelibrary.wiley.com/doi/pdfdirect/10.1111/bl.12372>
 5. Conrad, C., Deng, Q., Caron, I., Shkurska, O., Skerrett, P., & Sundararajan, B. (2022) How student perceptions about online learning difficulty influenced their satisfaction during Canada's Covid-19 response. *British Journal of Educational Technology*, 53(3), 534-557. Retrieved on 8th March, 2023, from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9111658/>
 6. Dreyer, L., Mostert, Y., & Gow, M. A. (2020) The promise of equal education not kept: Specific learning disabilities—The invisible disability. *African Journal of Disability*, 9(1), 1-10. Retrieved on 8th March, 2023, from: <http://www.scielo.org.za/pdf/ajod/v9/04.pdf>
 7. Karlberg, M., & Bezzina, C. (2022) The professional development needs of beginning and experienced teachers in four municipalities in Sweden. *Professional Development in Education*, 48(4), 624-641. Retrieved on 8th March, 2023, from: Karlberg, M., & Bezzina, C. (2022). The professional development needs of beginning and experienced teachers in four municipalities in Sweden. *Professional Development in Education*, 48(4), 624-641.
 8. McKerr, L., McConnell, E. L., Black, S. A., McClelland, J., Little, J. A., Saunders, K. J., & Dillenburger, K. (2020) Meeting vision needs of children with special educational needs: Case studies of the impact on behaviour and academic achievement. *British Journal of Learning Disabilities*, 48(1), 45-58. Retrieved on 8th March, 2023, from: https://pure.ulster.ac.uk/ws/files/78270570/McKerr_et_al_Vision_needs_paper_Final_accepted_version_BI_LD_Jan_2020.pdf
 9. Rana, N. P., Chatterjee, S., Dwivedi, Y. K., & Akter, S. (2022). Understanding dark side of artificial intelligence (AI) integrated business analytics: assessing firm's operational inefficiency and competitiveness. *European Journal of Information Systems*, 31(3), 364-387. Retrieved on 8th March, 2023, from: <https://www.tandfonline.com/doi/pdf/10.1080/0960085X.2021.1955628>
 10. Snowling, M. J., Hulme, C., & Nation, K. (2020) Defining and understanding dyslexia: past, present and future. *Oxford Review of Education*, 46(4), 501-513. Retrieved on 8th March, 2023, from: Karlberg, M., & Bezzina, C. (2022). The professional development needs of beginning and experienced teachers in four municipalities in Sweden. *Professional Development in Education*, 48(4), 624-641.
 11. Statista, 2022, Number of children looked after by childcare services due to disability in England from 2012 to 2018, Retrieved on 8th March, 2023, from: <https://www.statista.com/statistics/680724/number-of-children-looked-after-due-to-disability-england/>

12. Villegas-Ch, W., Arias-Navarrete, A., & Palacios-Pacheco, X. (2020). *Proposal of an Architecture for the Integration of a Chatbot with Artificial Intelligence in a Smart Campus for the Improvement of Learning Sustainability*, 12(4), 1500. Retrieved on 8th March, 2023, from: <https://www.mdpi.com/2071-1050/12/4/1500/pdf>
13. Wang, W. L., & Kuo, C. Y. (2019) *Relationships among teachers' positive discipline, students' well-being and teachers' effective teaching: A study of special education teachers and adolescent students with learning disabilities in Taiwan*. *International Journal of Disability, Development and Education*, 66(1), 82-98. Retrieved on 8th March, 2023, from: <https://www.tandfonline.com/doi/pdf/10.1080/1034912X.2018.1441978>

APPENDIX: SURVEY QUESTIONS

1. What is your age?

20-25

25-30

30-45

2. What is your gender?

Male

Female

3. What is your income?

Rs 10000-15000

Rs 15000-20000

Rs 20000-25000

4. Do you think that the role of teachers is vital in managing students with learning disabilities?

Strongly Agree

Agree

Neutral

Strongly Disagree

Disagree

5. Do you agree that there are factors that have an impact on learning disabilities?

Strongly Agree

Agree

Neutral

Strongly Disagree

Disagree

6. Do you agree that teachers support the sustainable growth of disabled students through learning?

Strongly Agree

Agree

Neutral

Strongly Disagree

Disagree

7. Do you think that teachers positively support disabled students to become self-dependent?

Strongly Agree

Agree

Neutral

Strongly Disagree

Disagree

