



Knowledge and Attitude of Primary School Teachers Regarding Learning Disabilities in the Pampore Area of Kashmir

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ABSTRACT

Learning problems among children are often overlooked in classrooms, especially in semi-urban regions like Pampore in Kashmir. A child with normal intelligence may still struggle with reading, writing, or numbers. Such conditions are usually labelled as laziness or carelessness, which leads to delay in proper help. Teachers are the first people who can notice these issues, so their role is vital.

This study was carried out among 60 teachers working in different schools of Pampore town. Data were collected through a structured questionnaire on knowledge and a small attitude scale. The findings showed that many teachers had only moderate awareness about learning disabilities, while some had very limited understanding. However, most of them carried a positive and helpful attitude towards such children. Qualification and teaching experience were found to influence knowledge levels.

The study concludes that short training sessions and awareness programmes for teachers can improve early recognition of learning disabilities. This will help children in Kashmir get timely support and prevent dropouts.

Keywords: learning disability, teachers, Pampore, Kashmir, inclusive education

1. Introduction

Learning disabilities are difficulties that prevent children from performing basic academic tasks, even when their intelligence is normal. Common examples are dyslexia, dysgraphia, and dyscalculia. In India, many children go through school years without ever being identified correctly. They are often called careless, inattentive, or weak.

In Kashmir, schools face challenges such as lack of resources, limited counselling facilities, and large class sizes. In such a setting, the teacher becomes the key person who can recognize these problems early. The knowledge of teachers and the way they view such children decides whether the child will receive help or neglect.

The present study was planned to find out the knowledge and attitudes of primary school teachers in Pampore, a town in Pulwama district. Pampore is known for its saffron fields, but in education the town shares the same challenges as many other semi-urban areas of Kashmir

2. Methodology

A descriptive design was used.

Sample: 60 teachers working in different government and private primary schools of Pampore.

Sampling method: purposive.

Inclusion: teachers above 25 years of age, with at least three years of experience.

Tools:

A demographic profile sheet.

A 30-item structured knowledge questionnaire.

A 10-item attitude rating scale.

The tools were checked by subject experts for validity. A pilot study was done with six teachers before the main study. Reliability was confirmed through statistical testing.

Data were collected after permission from school authorities. Each teacher filled the questionnaire in a classroom setting.

3. Results

Demographic profile: Most of the teachers were female (56.6%). The majority were in the 26–35 age group. About half were postgraduates, and many had more than six years of teaching experience.

Knowledge:

Adequate knowledge – 15%

Moderate knowledge – 60%

Inadequate knowledge – 25%

The mean score was 16.03.

Attitudes:

Positive attitude – 75%

Negative attitude – 25%

Associations: Knowledge was influenced by age, qualification, marital status, and experience. Gender did not show much difference. Attitudes were associated with most demographic factors.

4. Conclusion

Teachers in Pampore showed positive and supportive attitudes towards children with learning disabilities. But their knowledge was not strong enough to handle such cases effectively. This gap can be filled through awareness drives, orientation programmes, and inclusion of learning disability modules in teacher education. If done, teachers in Kashmir will be better prepared to recognize these children early and give them proper guidance.

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