

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The review of the related literature educates the researcher about the research problem to such an extent that the researcher becomes an authority on the subject. In any research project review of literature is essential to understand what has already been done in the specific topic chosen for doing research and what has been done in the wider subject area of the topic.

2.2 IMPORTANCE OF REVIEW OF LITERATURE

- i. It enables the researcher to sharpen and focus the initial research questions and informs about the possible hypotheses.
- ii. It provides a wide range of theoretical and empirical knowledge available about the chosen research topic.
- iii. It informs the researcher about what has already been done in the area and helps to avoid unwanted repetition.
- iv. It provides possible research design and methodological procedures that can be used in the research study.
- v. It provides suggestions for possible modifications in the research to avoid unanticipated difficulties.
- vi. It enables the researcher to speak with authority on the research topic and the wider subject area.
- vii. It helps to identify possible gaps in the research.
- viii. It enables the researcher to compare the research methods, theoretical frameworks and findings with works already done.
- ix. It informs the researcher about the experts in the wider subject area selected.
- x. It enables the researcher to set the scope and range of the research topic.

- xi. It provides a backdrop for interpreting the results of the research study.
- xii. It informs the researcher about the importance or social relevance of the research topic.

Thus, the review of related literature serves multiple purposes and is essential to a well-designed research study. In a nutshell the review of related literature helps the researcher to identify the feasibility to carry out the research.

2.3 STUDIES CONDUCTED IN THE FIELD

Al. Khatib (2007) conducted a survey to know the regular education teacher's knowledge of learning disabilities. The sample had 405 classroom teachers those were teaching 1st-6th grade students in Jordanian districts. The test designed consisted of 40 test items. The data was analysed statistically using T-test and ANOVA. The major findings was that Female teachers were significantly more knowledgeable than the male teachers.

Aladwani and Shaye (2013) conducted a study to investigate the knowledge and awareness of dyslexia among primary school teachers. There were total of 700 participants teaching across Kuwait's six district. The study found out that majority of the teachers lack knowledge and awareness to diagnose dyslexic students in classroom.

Ambika, Vijayasamundeeswari and David (2019) studied to assess the awareness of learning disabilities before and after the planned teaching program among the primary teachers working in private primary

schools at Monfort Marticolation School, Chennai. The sampling technique was purposive sampling and total numbers of samples were 40. Data analysed statistically using descriptive statistics and inferential statistics and a paired t-test. The major findings were (i) Majority of primary school teachers had inadequate awareness (ii) there was significant association between awareness of learning disabilities among primary school teachers. It was also suggested in the research that the planned teaching program is an effective method in enhancing awareness learning disabilities.

Arifa and Siraj (2019) conducted a study was conducted to identify and analyse the knowledge and attitude of primary school teachers regarding learning disabilities among children in Pulwama. The research was quantitative descriptive design. The sampling technique was convenient sampling technique. The major findings revealed that majority of teachers 73.3% had moderate knowledge on learning disability, 20.0% had inadequate knowledge regarding learning disability and only 6.7% teachers had adequate knowledge on the subject.

Basim, Akhila and Awasthy (2019) conducted a study to assess the knowledge level of primary school teachers on learning disabilities. The study was conducted among government primary school teachers of Malappuram district of Kerala. The findings of the study were (i) majority of teachers had some knowledge about outcome and treatment of learning disabilities (ii) majority lacked sufficient knowledge about its concepts and causes.

Gandhimati (2010) studied the level of awareness about learning disabilities among the Primary School teachers. Descriptive design was

used. The sample of the study was primary school teachers working in 71 teachers from 16 schools in Tiruverumbur block, Tiruchirappalli. The investigation stated that majority of the respondents (66.2%) were found to have low level of overall awareness about learning disability.

Kusuma Harinath (2000) investigated the awareness of teachers on learning difficulties of children in English. The major objective of the study was to know the awareness of parents and teachers on various aspects of learning difficulties in English. The sample was 32 teachers teaching English. The major findings revealed reveals that there was moderate awareness about instructional strategies for learning difficulties in children.

Lingeswaran (2013) conducted a study to assess the knowledge of primary school teachers on specific learning disabilities among primary school teachers of two schools in Puducherry. Teachers were provided with a multiple choice questionnaire with total 50 questions. SPSS software was used for data analysis. The result showed poor knowledge of teachers about learning disabilities.

Mehta (2006) conducted a study based on finding the awareness level about the following: (1) Concept of learning disabilities; (2) Dyslexia; (3) Dysgraphia; and (4) Dyscalculia. The study was conducted in the following boards: SSC, CBSE, and ICSE. Objectives were to study the awareness among teachers of learning disabilities in students of different board levels and to study the awareness among teachers of learning disabilities in students at primary level and secondary level of different board levels. The study has revealed that there is a significant difference in the awareness level of learning disabilities in student's

among teachers of different boards. Amongst the boards ICSE board teachers are more aware about learning disabilities as compared to the CBSE and SSC board. This was seen by a significant difference in their mean scores.

Menon (2016) investigated to find out the awareness on learning disabilities among 500 elementary school teachers of Kerala. The researcher used an Awareness test. The major findings were (i) elementary school teachers possess an average level of Awareness on Learning Disabilities (ii) there exist significant difference in the mean scores of Awareness on Learning Disabilities with respect to gender, locale, type of management (iii) there was no significant difference exist in the mean scores of Awareness on Learning Disabilities with respect to teaching experience and also that there exist significant difference in the awareness on different dimensions on learning disabilities among elementary school teachers.

Pondraj and Vadivelu (2017) conducted a study to assess awareness of secondary teacher education students regarding learning disabilities. Education colleges in Tiruvallur block, Tiruvallur District were selected for the study. The sampling method was random sampling method and the data was collected from 132 secondary teacher education students from the five colleges. The major findings were (i) female students are better than the male students in their awareness of learning disability. (ii) Urban students are better than the rural students in their awareness of learning disability. (iii) Second year students are better than the first year students in their awareness of learning disability.

Saravanabhaavan (2010) conducted a study to determine the knowledge level of learning disabilities among the teachers in India. The participants in the study were 144 teachers from two regular high schools, 38 teachers from two special schools, and 165 pre-service teachers, who were in their final semester of training, in a teacher education college. The authors developed a 25 item survey, in English, calling for responses on a Likert-type scale ranging from strongly agree to strongly disagree. One-way analysis of variance (ANOVA) showed that the knowledge level of learning disabilities among teachers working in regular schools was statistically different. The study makes recommendations on how to improve the knowledge level of learning disabilities among pre-service teachers in India.

Sarojini (2000) studied the awareness of primary school teachers towards learning disabilities in English at primary stage. The sample for the study was 75 primary school teachers. The findings showed that the primary school teachers have low level of awareness and. It is also seen that years of experience, type of school, and locality of school also influenced awareness of primary school teachers towards learning disabilities in English at primary stage.

Sawhney and Bansal (2014) studied the knowledge level of elementary school teachers regarding learning disabilities. 50 elementary teachers teaching in the schools of Chandigarh were the sample. The data was analysed on percentile basis. The findings of the study were (i) 0% of the teachers had high level of awareness regarding learning disabilities (ii) 86% of the teachers had medium level of awareness regarding learning disability (iii) 14% of the teachers had low level of awareness regarding learning disability.

Shanthi and Shambhavi (2017) conducted a comparative study between private and government school teachers in relation to awareness regarding Learning Disability in Children in selected Schools of Mangalore. A sample of 25 government school teachers and 30 private school teachers was selected by purposive non probability sampling technique from 6 selected schools of Mangalore. A demographic data and structured awareness questionnaire was used for data collection. The result showed that 93.3% of private school teachers and 92% of government school teachers had average awareness. The findings also showed that there is no significant difference between level of awareness regarding learning disability between private and government school teachers.

Shari and Narasimha (2015) conducted a study to assess the knowledge of primary school teachers. The sample had 200 primary school teachers in Bangalore. The research tool was a Knowledge questionnaire on Learning disabilities. The collected data was analysed statistically. The study revealed that only 5% of the teachers had adequate knowledge about learning disabilities. There is the need to improve the knowledge of primary teachers.

Shukla and Agarwal (2015) conducted a study to investigate the knowledge and awareness of learning disabilities among teachers of primary school. In his exploratory research, 68 primary school teachers in 15 schools were selected on lottery method in Haridwar region. The study found out low level of knowledge about Learning disabilities among teachers of primary level.