

Challenges Faced by Teachers of Learners with Learning Disability

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ABSTRACT

This Research Paper elucidates the challenges faced by teachers while teaching learners with learning disability. This has been conducted as a research study by the Research Scholar which explores multifaceted aspects of 'challenges based on the responses given by the participants in the interview. It is a study designed to identify multifaceted dimensions of challenges faced by teachers while teaching learning disabled children. The research study analyzes the impact of challenges on teachers and how they are overcoming these challenges. This descriptive study was carried out as qualitative research under an Indian scenario based on Primary data available on the subject. The research enquiry focused on several research questions: What is the teacher's understanding of learning disability? What challenges do remedial teachers face while teaching children with learning disability and how do they overcome them? What are the teaching approaches and methodology used to teach children with learning disability? The study will try to highlight the challenges faced by teachers to address them in front of the school administration. The challenges faced by teachers while teaching learning disabled children, i.e., 'Teaching material and Curriculum structure', 'Behavioural issues', 'Lack of time', 'Parental expectations and Parental issues', 'Motivation', 'Self-esteem' and 'Emotional issues. The methods used to overcome these challenges were pointed out and analyses. Each teacher was using their own methods to tackle these challenges but some methods were used generally and an individual tailored method were developed and used according to respective learners.

Keywords: Special educators, Learning disability, Challenges, Teaching method, Remedial teachers

Education is a fundamental right of every child. Programs on universalization of primary education are being carried out worldwide. In India, with the initial efforts of the district primary education program (DPEP) followed by Sarva Siksha Abhiyan (SSA), primary education has become a priority of the Country.

Providing the elementary education (literacy and numeracy) is the main priority and the national strategy in most of the countries in the world (Quinn, 2011). World widely there are various types of educational plans and practices used for improving literacy and numeracy.

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Received: March 19, 2021; Revision Received: April 08, 2021; Accepted: May 03, 2021

Challenges Faced by Teachers of Learners with Learning Disability

In India, improving literacy and numeracy rates among the citizen are considered as the main educational priority. And the national educational system has listed various strategies for improving the literacy and numeracy for children in India. Since the early 1990s the movement to have education for all was launched at the World Conference that involved various international organizations such as UNESCO, UNDP, UNFPA, UNICEF, and the World Bank. The main agenda for this conference was Education for All in the entire world. However, inclusive education is currently a topical subject that is widely discussed and debated upon in the field of education. It has invariably been referred to as part of the global education for all agenda as a new education paradigm and as an educational reform goal to make our societies inclusive. The aspect of education for all is not effectively implemented despite having policies and a legal framework that advocate education for all. The education should enhance teachers who teach children with learning disability and also create awareness in the society to accept children with special educational needs. Therefore, there is a need to introduce comprehensive special needs education in all teacher professional development programs. However, children with learning disability need extra attention in terms of curriculum adaptation, teaching methods, and availability of teaching and learning materials, assistive technology, assessment systems, as well as resources and funds for more assistance in adapting to the school environment.

In the late 1990s, most countries realized that improving literacy and numeracy among children has a strong connection with children's ability. Since then, the spectrum of research on literacy and numeracy has been expanded into education for special needs (Mumpuniarti, 2017). In an educational context the experts believe that pedagogical strategy for teaching literacy and numeracy for special population requires different approaches and techniques because of the diversified learners and their diversity in terms of their intelligence, emotional development stages, and cognitive levels.

Disability is a restriction or an inability to perform an activity in the manner or within the range considered normal for a human being, mostly resulting from impairment (Barbotte, Guillemin, Chau, & Lordhandicap Group, 2001). It is important to emphasize the activities and roles that society considers being "normal," depending on age, sex, as well as several social and cultural factors. In the light of the current scenario, the learners with a developmental disability find it difficult to learn literacy and numeracy in a conventional school system and to keep pace with other learners and consequently suffer in terms of their educational progress and academic achievement. They are often seen to suffer from educational failure by playing truancy, repeating the class or leaving the school education in between as a dropout. In fact, the parents and educational institutions are more focused on academic achievements rather than extracurricular activities. And most of the educational institutions are using the conventional curriculum, education for learners with developmental disability require a specific teaching approach and techniques. Teachers in integrated educational institutions play a great role in teaching such learners and also, they carry great challenges. Teachers try different ways to help them. They spend a large amount of time on these learners. And the remedial teachers are facing various challenges while they were teaching learners with developmental disability.

REVIEW OF LITERATURE

Humphrey (2014) conducted a study - Challenges faced by teachers when teaching learners with developmental disability in Tanzania. This study addressed the issue of children with developmental disability by examining the challenges faced by teachers who teach children with developmental disability and how they try to overcome these challenges. Local teachers

Challenges Faced by Teachers of Learners with Learning Disability

in most of the primary schools in Tanzania lack training in special needs education for children with developmental disability and the general purpose of this study is to find out what challenges teachers face when teaching children with developmental disability.

S'lungile Thwala (2015) conducted a study -Challenges Encountered by Teachers in Managing Inclusive Classrooms in Swaziland. The purpose of the study in which this paper is derived was to identify challenges encountered by teachers in managing inclusive classrooms in Swaziland. The literature review shed light on the various aspects of inclusive education from the classroom to the outside environment to the teachers involved in inclusive education. The study employed qualitative methods in which Focus Group Discussions were utilized and Thirty-five (N=35) teachers were purposively sampled from primary schools in the Manzini region. Results revealed that a majority of teachers were not trained on how to teach in an inclusive class. However, the literature indicates that with proper training and resources, inclusion can be a practical and effective learning environment. It can be concluded that mainstream teachers generally lacked confidence as they attempted to include students with disabilities into classes. The study recommends that The Ministry of Education should consider increasing the availability of special needs courses, workshops and conference for teachers in primary schools who are working with students with disabilities.

Mumpuniarti (2017) study explored pedagogical strategies carried out by teachers to support special needs children in improving their level of literacy and numeracy. The current study utilized a qualitative research design this research was carried out in one of the elementary schools in Yogyakarta, Indonesia. Data collected was analyzed manually by focusing on the main aspects. Results demonstrated that 27 activities were frequently used by teachers in teaching language and mathematics. Those activities are the common teaching practice for slow learners. In order to evaluate the effectiveness of those practices, a focus group discussion with a group of students was carried out. Results revealed that most students have problems in literacy (spelling, reading complex words, and write long words) and numeracy (counting, subtraction, multiplication, and division). As the common teaching practice was found to have minimal effect on children's literacy and numeracy, the current study suggests rethinking of a new pedagogical approach for improving literacy and numeracy for slow learners.

Isave (2017) this study was trying to identify challenges faced by teachers while implementing inclusive education in schools and their role in the teaching and learning process. It discusses the additional efforts taken by the regular school teacher to include students with special needs in their classes and the key challenge to implementing inclusive education in schools.

Borah (2013) conducted a study - Slow learners: Role of teachers and Guardians in knowing their hidden skills identified the major characteristics of slow learners. The discussion with the interventions for slow learners discusses certain specific strategies like reducing environmental distractions, shorter assignments, alternative forms of assessment like orals, etc.

Rema (2016) conducted a study- the challenge of teaching in a mixed ability classroom. This study focuses on the challenges of a teacher who teaches in a mixed ability classroom and different ways by which a teacher can deal with the high achievers, slow learners, and others. And the challenges faced by the teacher while teaching slow learners.

Challenges Faced by Teachers of Learners with Learning Disability

Paul (2016) this study is trying to create awareness about slow learners, the factors that cause some students to be slow learners, the systematic way of identifying and dealing with slow learners. And the things teacher should know about slow learners and how teachers can cope with slow learners and lastly, the strategies and techniques used to teach slow learners.

Need for Study

In the current scenario, the remedial teachers in educational institutions are dealing with children with learning disabilities. The majority of the institutions are following similar conventional curriculum and the students find it difficult to cope up with this traditional learning method so teachers spend a large amount of time on such learners. They try different strategies to help them learn literacy and numeracy. This study aims to identify the challenges faced by such teachers. By doing so, the school administration can understand the challenges faced by remedial teachers and address them, thereby increasing their satisfaction in the workplace.

METHODOLOGY

Aim: To explore the challenges faced by teachers while teaching children with learning disability.

Research questions

- 1) What is the teacher's understanding of learning disability?
- 2) What challenges do remedial teachers face while teaching children with learning disability and how do they overcome them?
- 3) What are the teaching approaches and methodology used to teach children with learning disability?

Sub questions

- What approach and methods they use to motivate or encourage children with learning disability to learn?
- What are their strategies to overcome these challenges?

Objectives

- To study what challenge, do remedial teachers face while teaching children with learning disability.
- To study how they overcome the challenges when teaching children with learning disability.

Variables:

- Special Educators
- Learning disability

Operational Definitions

Learning disability: Neurodevelopment Disorder³ that impedes the ability to learn or use specific academic skills (e.g., reading, writing, or arithmetic), which are the foundation for other academic learning. The learning difficulties are ‘unexpected’ in that other aspect of development seem to be fine. Early signs of learning difficulties may appear in the preschool years (e.g., difficulty learning names of letters or counting objects), but they can only be diagnosed reliably after starting formal education. SLD is understood to be a cross-cultural

Challenges Faced by Teachers of Learners with Learning Disability

and chronic condition that typically persists into adulthood, albeit with cultural differences and developmental changes in the way the learning difficulties manifest (DSM 5).

Special educator: educators those who teaches learners with developmental disability by using specific teaching approach and techniques.

Challenges: challenges that faced by remedial teachers while teaching learners with learning disability. While teaching the learners remedial teachers face various challenges while motivating the learners as compared to normal learners as their self-esteem is lesser in comparison as well as they sometimes do not stay positive so encouraging the learners is also a challenge. While implementing various strategies for reinforcing the learner, the remedial teachers face challenges while choosing appropriate strategies. There are also challenges faced by the remedial teachers while interacting with the learners. The remedial teachers must be aware of what materials will be appropriate while teaching.

Research Design

Qualitative research (Descriptive research study).

The research study will be using descriptive research, it is primarily concerned with finding out what is in the field, it used this study as a suitable way to gather vital information regarding the current status of the problem which was the challenges faced by teachers when teaching learners with learning disability and how they try to overcome these challenges. This design greatly helped me to increase the knowledge about the challenges faced by teachers

Sample

The sample will consist of primary school special needs education teachers or remedial teachers from integrated schools in Bangalore city, Karnataka, India. The proposed sample size is 10 teachers.

Sampling Method

The researcher will use the purposive sampling technique.

Inclusion criteria

- The study will include those who are in remedial teaching.
- The study will include those who are special needs school teachers.

Exclusion criteria:

- The study will exclude the regular teachers.
- The study will exclude those who have less than two years of experience in the field.

Tools

Semi-Structured Interview

The interview questions would be formulated based on the main research question and sub-questions.

Procedure

In this study, 10 remedial teachers who teach children with disabilities will be selected from the integrated schools in Bangalore city, Karnataka, India. And the semi-structured interview

Challenges Faced by Teachers of Learners with Learning Disability

will be conducted on this sample and information and responses will be recorded and analyzed.

Analysis

When the process of data collection is over, the raw data will be transcribed. Afterward, the thematic analysis will be used to organize the transcribed data.

Ethical Consideration

- The participants will sign an informed consent form that provides the basic details of the study before taking part.
- The confidentiality of the participants in the study will be maintained. No personal details will be disclosed.
- The overall results of the study will be open to those interested; however, the individual results will remain confidential.
- The participants are free to drop out of the study if they are uncomfortable in being a part of it.

Research Findings

This chapter presents the research findings as summarized after the data collected. The general purpose of this study was to find out what challenges do teachers face when teaching children with learning disabilities and how do they try to overcome these challenges? The study was guided by the following research questions:

- a) The teachers' understanding of learning disability.
- b) What challenges do teachers face when teaching children with learning disability and how do they overcome them?
- c) The methodology and approaches used by the teachers to teach children with learning disability?
- d) What approach and methods they use to motivate or encourage children with learning disability to learn?

From the above research questions the following themes were developed:

1. Knowledge about learning disability.
2. Challenges faced by teachers when teaching children with learning disability.

- a. Teaching material, b. Lack of teacher trained in special needs education, c. Lack of time, d. Curriculum structure, e. Acceptance in society, f. Expectations from parents, g. Behavioral issues, h. How they overcome some of the challenges.*
3. Teaching approaches and methodology.
4. Approaches and methods used to motivate and encourage
5. Coordination between parents and special needs education teachers
6. Other additional opinions.

The informants are special needs education teachers who teach in junior and senior school who dealing with learning disability children. Hereby the findings are presented separately for each teacher who was selected and agreed to participate.

RESULTS

Table 4.1 Challenges faced by teachers in preparing teaching materials

Themes	Sub themes	Statements
Teaching material and Curriculum structure.	Worksheet Preparation	<p>We do have different children with different difficulties so to teach with one approach or a material which benefit everybody is a challenge, then you need to be on your feet always(T6)</p> <p>Sometimes I find difficult, working with these children doesn't go with one way we have to work with lot of other things also so keep working and thinking lot out of the box and we should make worksheet for them(T3)</p> <p>Material preparation is a challenge because I have to prepare specific materials (T8)</p>

Table 4.2 Challenges faced by teachers due to children's behavioural issue

Theme	Sub themes	Statements
Behavioural issues.	Class room behaviour	Sometimes the children won't sit properly in class, they will be always restless and inattentive. (T5)
	Social interaction	Children have little bit of behavioural issues; I think it's because they are aware about their short comings and their difficulties so they show some social issues(T4)

Table 4.3 Challenges faced by teachers due to lack of time

Theme	Sub theme	Statements
Lack of time	Lack of time for preparing worksheet and teaching	<p>You have goal set that you want to reach and you never reach at in time because there is always a lag that is the biggest challenge. (T7)</p> <p>While dealing with these children, it doesn't go with one way; we have to work with lot of other things also so</p>

Challenges Faced by Teachers of Learners with Learning Disability

	Lack of time for focus on child	there is always a time issue. (T2 and T3) The challenge is time, required time is not there so what we want to deliver that can't be delivered sometimes. (T8) Sometime I feel like that I couldn't able to spare enough time to focus each child. (T10) Time is a limit, I couldn't able to look at children one on one. sometime child gets emotion so along with the class I need to take care about all these. (T4)
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Table 4.4 Challenges faced by teachers because of parental expectation and issues

Theme	Sub theme	Statements
Parental expectations and Parental issues	Over expectation	If a parent has accepted that their child has a learning deficit then it is much easier, but most of the time parents come and say I want my child to be doctor or engineer, the typical sort of mentality that's the challenge. (T7)
	No acceptance	Sometime we see that parents are not accepting the child's difficulty, there is denial then we feel some restriction, there is closing of communication they don't want to listen to our side or what we face and we do need the parents helps to work with the child without that what we do is not enough so sometimes that help doesn't come through. (T5) Sometimes one parents is accepting, one parent is not so we try to work with the parent who accepts and try to get them to help the child at home

Challenges Faced by Teachers of Learners with Learning Disability

		(T8) It's very difficult because parents are not open-minded towards the child's issue and they are not accepting the fact then it becomes very hard (T6)
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Table 4.5 Challenges faced by teachers in motivating the children

Themes	Sub themes	Statements
Motivation	Motivating the children	Motivating the children seems to be very difficult. (T1 to T10)

Table 4.6 Challenges faced by teachers in building self-esteem in children

Theme	Sub theme	Statements
Self-esteem	Building self-esteem in children	level of self-esteem is low in children and because of that it's difficult to motivate the child. (T1 to T10)

Table 4.7 Challenges faced by teachers due to children's emotional issues

Theme	Sub theme	Statements
Emotional issues	Children's emotional issues	We feel hard when the children have emotional issues and this affects their performance. (T1 to T10) Sometimes suddenly they will have mood swings and I couldn't understand what to do. (T3)

Table 4.8 Teaching approaches and methods used by teachers

Theme	Sub theme	Statements
Approaches and methods	Teaching methods	I personally use alpha to amega methodology which is a phonetic way of teaching english (T7) I use regular conservative teaching methods along with that I try to give them hand on experiences and I show videos before every topic (T2) and (T6) For me it's like trial-and-error

Challenges Faced by Teachers of Learners with Learning Disability

		<p>method I use if it works out with child, I will follow with that, if it doesn't work out then I will find out other way. (T3)</p> <p>We use all kind of teaching methods like visual, auditory and kinesthetic (VARK). (T1), (T4) and (T9)</p> <p>Depending on the child we use different teaching methods and multisensory methods are also used. (T5) and (T8)</p> <p>I use adapted lessons, the difficult lessons I adapt it and make worksheet simpler.(T10)</p>
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Table 4.9 Methods used to overcome the challenges by teachers

Sl No	Challenges	Methods used to overcome
1	Teaching material and Curriculum structure.	Selecting appropriate teaching methods and styles. Preparing teaching materials according to each learner.
2	Lack of time.	Some basic trainings are provided to the parents of the learners so they can take care of the academics from home. The moment the child answers is satisfying and we forget about time issues.
3	Behavioral issues.	Assign responsibilities to the learners who have behavioral issues. Provide various kinds of works and activities to make them engage.
4	Parental expectations	Convince the parents that their child has a difficulty in learning. Explaining about the child's limitations and difficulty and make them understand their child's issues. Parental counselling. Parent support group (PGS).
5	Motivating the students	By providing constant encouragement to the children. Appreciating the children for each and small things. Giving positive reinforcement for working on a task. Rewards such as verbal praise, earning points are given to children to make them motivated. Give students incremental challenges.

Challenges Faced by Teachers of Learners with Learning Disability

6	Building self-esteem.	Facilitating a supportive and judgment-free space in which to share their feelings. Telling them examples of other people who have struggled with and overcome similar life challenges. Delve deeper into their interests and look for hidden talents and giving them plenty of opportunities to develop these further. Teaching various coping strategies that help them to succeed in tasks.
7	Emotional issues of the children.	By Creating trust on teachers and provide an open space to talk about their problems. Make them believe that they can share everything to teachers and they won't judge them.

TEACHERS KNOWLEDGE ABOUT LEARNING DISABILITY

Teacher 1

When responding to this interview question teacher 1 answered by saying that:

There is faulty wiring which is happening in the brain, so the input which is coming into the brain might not necessarily you see as the output. Even though the children are very intelligent probably have a high IQ; they have some difficulty due to the faulty processing of the brain.

According to her, children with learning disability are those children who have faulty wiring happening in the brain due to that reason the children have problems in information encoding and retrieval. She said that many children are very intelligent but they are facing difficulty because of the faulty processing in the brain so special educators are proving remedial for them to cope up.

Teacher 2

When asked this question, teacher 2 had the following explanation.

Children who find it difficult to learn a thing in a normal way that typical children learn but they can learn the things by being taught differently, in the way they can understand.

According to her explanation, she understood children with learning disability as having limitations in learning ability compared to ordinary children those who able to learn in the conventional learning method.

Teacher 3

Regarding this question, teacher 3 elaborated that learning disability is a challenge, and it's fear. And she understands that it is not a disability it's a fear that which has to pull out from the children and we have to show the children a confident way to move forward.

Teacher 4

Learning disability according to her academically they are not able to read or write. But not only about the academic issues it's a combination of behavioral problems and learning issues. Children with learning disability have difficulty in cognitive development. She saying that the cognitive development is slow compared to an ordinary child.

Challenges Faced by Teachers of Learners with Learning Disability

Teacher 5

When asked this question, teacher 5 had the following explanation.

Learning disability has nothing to do with the intelligence of the child. Child can be intelligent and still have learning disability.

According to her explanation, she understood that learning disability has nothing to do with the intelligence of the children with learning disability. And she says that even through the child has high intelligence, there is a chance to have learning disability.

Teacher 6

When asked this question, teacher 6 had the following explanation.

It's got nothing to do with any kind of physical difficulty, which is visual impairment, hearing impairment, not being able to speak but it's got something to do with their difficulty with reading, writing, math's and oral language.

According to her explanation, she understood children with learning disability as having difficulty with reading, writing, math's and oral language. And there is nothing to do with any kind of physical difficulty.

Teacher 7

Learning disability according to her means anything that where there is a deficit between what they read or hear and what they comprehend from it. According to her explanation, she understood learning disabilities are the issues of a child in reading, writing and comprehension.

Teacher 8

Developmental disability according to her means delays in child cognitive development due to several reasons; neurological factors, and problem during pregnancy and birth and Heredity.

According to her explanation, she understood children with learning disability are having difficulty in cognitive development.

Teacher 9

When asked this question, teacher 9 had the following explanation.

Children who find it difficult to process certain kinds of information or children who find it difficult to spell or write an expression.

According to her explanation, she understood children with learning disability as having limitations or difficulty processing information or children having difficulty in reading and writing.

Teacher 10

Learning disability according to her means anything that there is misconnection in the brain wiring so they have problems in reading, hear and comprehension. According to her explanation, she understood learning disabilities are the issues of a child in reading, writing, and comprehension.

CHALLENGES FACED BY THE TEACHERS & METHODS TO OVERCOME THEM

a) Teaching material and Curriculum structure

According to teacher 3 “*Sometimes I find difficult, working with these children doesn't go with one way we have to work with a lot of other things also so keep working and thinking lot out of the box and we should make a worksheet for them*”

Challenges Faced by Teachers of Learners with Learning Disability

According to teacher 6 “*We do have different children with different difficulties so to teach with one approach or a material which benefit everybody is a challenge, then you need to be on your feet always*”

According to all the teachers, “I modify the curriculum according to the weakness of the child in the subject area”

According to all the teachers “we make worksheet and teaching materials and discuss among ourselves so it takes less effort than work alone”

The teachers are having problems while they prepare the teaching materials and the curriculum. They have to prepare the materials in a manner which each student should be able to understand and each student's comprehension ability is also varying from one to another. So, the teachers should be creative and find their own methods to help the students in the class with teaching materials. Sometimes when the teaching method or materials are not working hence, they need to find or create new strategies to get better results. Most of the teachers have experienced creating teaching materials and curriculum has a challenge.

b) Lack of time

According to all the teachers “*Modification of the curriculum and making the worksheet for each child is time-consuming*”

According to teacher 7 “*You have goal set that you want to reach and you never reach at in time because there is always a lag that is the biggest challenge*”

According to teacher 2 and 3 “*While dealing with these children, it doesn't go with one way we have to work with lot of other things also so there is always a time issue*”

According to teacher 8 “*The challenge is time, required time is not there so what we want to deliver that can't be delivered sometimes*”

According to teacher 10 “*Sometime I feel like that I couldn't able to spare enough time to focus each child*”

According to teacher 4 “*Time is a limit, I couldn't able to look at children one on one. Sometime child gets emotion so along with the class I need to take care about all these*”

According to teacher 1 and 6 “*The moment the child answers is satisfying and we forget about all the problems*”

According to teacher 4 and 6 “*The smile on the child's face when they understand gives energy*”

According to all the teachers “*The initiative the children take to answer makes me happy*” The teachers are having problems with the time which they get and they are not able to finish their works within the time period. For preparing the worksheet and teaching materials it takes a lot of time and along with that they need to spend time with the children a part from the usual class session. And sometimes they face trouble in delivering what they really want to do because of the lack of time. But they find ways to overcome all these issues in a positive manner by considering children's responses for their effort.

c) Expectations from parents

According to teacher 7 “*If a parent has accepted that their child has a learning deficit then it is much easier, but most of the time parents come and say I want my child to be doctor or engineer, the typical sort of mentality that's the challenge*”

According to teacher 5” *Sometime we see that parents are not accepting the child's difficulty, there is denial then we feel some restriction, there is closing of communication they don't want to listen to our side or what we face and we do need the parents helps to work with the child without that what we do is not enough so sometimes that help doesn't come through*”

According to teacher 6 “*It's very difficult because parents are not open-minded towards the child's issue and they are not accepting the fact then it becomes very hard*”

According to teacher 8 “*Sometimes one parents is accepting, one parent is not so we try to work with the parent who accepts and try to get them to help the child at home*”

According to teacher 10 “*We always try and encourage the other parent who is not accepting and who is not coming to school regarding their child's issues and make them accept and come to school*”

The teachers are facing problems while they deal with parents, some of the parents are not ready to accept that their child has difficulty and they need to give more attention and care. In some case acceptance from the parent is not seen and that itself become a challenge for teachers to coordinate. Parents over expectation are becoming a problem for the child and teacher. But the teachers are trying their best to convince and encourage the parents to get involved in child's issues.

d) Behavioral issues

According to all the teachers “*It's difficult to handle the child with behavioral problems in the class room*”

According to teacher 5” Sometimes the children won't sit properly in class, they will be Always hyperactive and inattentive”

According to teacher 4 “*Children have little bit of behavioural issues, I think it' because they are aware about their short comings and their difficulties so they show some social issues*”

According to teacher 1 and 6 “*We assign responsibilities to the children like discipline leader, class leader etc.*”

According to teacher 4, 7 and 9 “*I give various kinds of works and activities to make them engage*”

The teachers are facing problems to handle the children in the class room those who have behavioural issues. Over the years, parents, educators, and other professionals have identified a wide variety of characteristics associated with learning disabilities like Hyperactivity, Impulsivity etc. are evident in the children (Gargiulo, 2004). Along with this difficulty in social interaction is also noticed in these children.

e) Motivating the students

According to all the teachers “*Motivating the children seems to be very difficult*”

According to teacher1 and 8 “*We work on the strength; each small step of achievement is uploaded and encouraged so it helps the child to build up confidence and we try to create competence in children*”

According to teacher 4and 2 “, *I talk to them about the people who overcome the similar problems in their life and recommend them to keep role models*”

Motivating children with learning disability is a complex task where the teachers try to create competence in task completion and academics. As competence in a subject or task improves, however, motivation typically increases, generating a cycle of engagement, motivation, and competence that supports better academic achievement for students with varying abilities (Irvin, Meltzer, & Dukes, 2007). Because motivation leads to engagement, motivation is where parents and teachers need to begin, especially for students that are experiencing learning disabilities (LD) in reading, writing, spelling, and mathematic problem-solving.

f) Building self-esteem

According to all the teachers “*level of self-esteem is low in children and because of that it's difficult to motivate the child*”

According to teacher 2 and 7 “*we facilitate a supportive and judgment free space where the child can perform without any hesitation and we praise them and gives them various extrinsic rewards to for their performance*”

According to teacher 4 and 8 “*We delve deeper into their interests and look for hidden talents and giving them plenty of opportunities to develop these further*”

According to teacher 1, 2 and 3 “*we teach them various coping strategies that help them to succeed in tasks*”

According to teacher 3 “*Telling them that you can do it and just work hard, come forward and keep doing it you will learn it up*”

Self-esteem of the child with LD will naturally low due to various reasons so teachers are giving them a supportive space to bring them out of boundaries and explore their abilities. To build self-esteem in children with learning disabilities teachers are using extrinsic rewards, found that a teacher's use of praise and extrinsic reward often led to increases in students' intrinsic motivation. Likewise, messages teachers and parents communicate to students with LD, whether intentionally or unintentionally, can affect students' motivation, learning goals, and academic outcomes (Hattie & Timperley, 2007; Klassen & Lynch, 2007).

b) Emotional issues of the children

According to the all teachers “*We feel hard when the children have emotional issues and this affects their performance*”

Challenges Faced by Teachers of Learners with Learning Disability

According to teacher 3 “*Sometimes suddenly they will have mood swings and I couldn't understand what to do*”

According to teacher 4 and 9 “*By building trust on us and we make sure that a open space is given to them to talk about their feelings and problems*”

According to teacher 6, 7 and 10 “*we try to make them believe that they can share everything to us and we won't judge them*”

Emotional problems among children with learning problems are quite commonly seen and the teachers are finding it hard to deal with those problems. Children who have LD will have emotional problems like less of activity, lack of interaction, lack of a sense of self-confidence; reduce the value of self, sadness, emotion confusion, and emotional distractions (Hassan. 2015).

TEACHING APPROACHES AND METHODS USED BY TEACHERS

According to teacher 7 “I personally use alpha to amega methodology which is a phonetic way of teaching English”

According to teacher 2 and 6 “I use regular conservative teaching methods along with that I try to give them hand on experiences and I show videos before every topic”

According to teacher 3 “For me, it's like trial-and-error method I use if it works out with child I will follow with that, if it doesn't work out then I will find out another way”

According to teacher 1, 4 and 9 “We use all kind of teaching methods like visual, auditory and kinesthetic (VARK)”

According to teacher 5 and 8 “Depending on the child we use different teaching methods and multisensory methods are also used”

According to teacher 10 “I use adapted lessons, the difficult lessons I adapt it and make worksheet simpler”

Teachers use various kinds of methods to teach children with learning disability. They select teaching method by looking at the child's weakness and the area of deficit. Alpha to amega, multisensory, trial and error, adaptive and VARK methods are the commonly used teaching methods. These strategies can be used to modify instruction in most subject areas to improve students' comprehension of tasks and the quality of their work. These approaches. Scaffolding is also an effective method that makes a real difference in learning disabled children. Success for the student with learning disabilities requires a focus on individual achievement, individual progress, and individual learning. This requires specific, directed, individualized, intensive remedial instruction for students who are struggling with difficulties. Learning in a special class setting with individual monitoring will also help the children to improve their learning (LDA)

CONCLUSION

This research was done to understand what are the challenges faced by teachers while teaching children with learning disability and how do they overcome these challenges. This study also provides the explanation (as given by the respondents) in the various areas of

Challenges Faced by Teachers of Learners with Learning Disability

challenges that teachers face while teaching. The following are some of the major challenges that have been derived from analysis:

- Challenges faced by teachers.
 1. Teaching material and curriculum structure.
 2. Lack of time.
 3. Expectations from parents.
 4. Behavioral issues.
 5. Motivating the students.
 6. Building self-esteem.
 7. Emotional issues of the children.

These seven challenges are commonly faced by the teachers and they have their own methods to overcome all these challenges.

- Teaching approaches and methodology.
 1. Alpha to amega
 2. Multisensory
 3. Trial and error
 4. Adaptive
 5. VARK

These are different kinds of teaching strategies and methodology used by the teachers who dealing with learners with learning disability. And there is no specific method, the nature or kind of method will vary according to the child's weakness or area of disability.

Limitations

Limitations of the present work serve as an opportunity for future researchers. However, certain limitations should be addressed.

- Data was collected only from a few schools.
- The socioeconomic, cultural, and religious backgrounds of the participants were not accounted for in the study.
- The sample size was small as well.
- Time constraint for the respondents, & because of it, the quality of the research work was affected.

Implications

This study describes the challenges faced by teachers while teaching learners with learning disability and the methods used to overcome these challenges. By describing the various challenges, we can address all these challenges and make the school administration understand the challenges faced by special need teachers and address them, thereby increasing their satisfaction in the workplace.

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Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Hashir Ahammed A V (2021). Challenges Faced by Teachers of Learners with Learning Disability. *International Journal of Indian Psychology*, 9(2), 294-312. DIP:18.01.033.20210902, DOI:10.25215/0902.033