

Comparative Study

Comparative Study to Assess the Knowledge of Teachers Regarding Specially abled Children in Selected Primary and Special School of Kashmir Valley

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ABSTRACT

Specially-Abled Children are those who need proper care, support and attention from their elders, parents, and teachers due to their mental and physical disabilities. According to UNESCO, India is home to 8 million children with disabilities, and 45% of them fail to attain literacy. The most common disability type among children both years was cognitive difficulty, which saw one of the largest jumps in prevalence between 2008 and 2019. The data show some children and households were more likely to experience childhood disability than others. The aim of the study was to assess and compare the knowledge and of teachers regarding specially abled children in selected primary schools and special schools of Kashmir valley. **Methods:** Quantitative research approach and descriptive research design was used. Purposive sampling technique was used to select the sample, the study was a comparative research study in which 20 teachers were taken from 2 government primary schools of Anantnag and 10 teachers were selected from shafaqat special school, Bemina. Prior permission was taken from all concerned. Data was collected using semi structured knowledge questionnaire. Data analysis (descriptive and inferential statistics) was done using SPSS ver29. **Results:** In order to analyse, compare and interpret the results, the study subjects were divided into two groups. Group A consisted of teachers of government primary schools of anantnag and Group B consisted of teachers of Shafaqat special school Bemina. The result of the study showed that (Mean \pm SD) knowledge score of primary school teachers (group A) was (14.50 \pm 2.685) and (Mean \pm SD) knowledge score of teachers of shafaqat special school (group B) was (17 \pm 2). The study found that there was significant difference between knowledge of study subjects of government primary schools of anantnag and shafaqat special school ($p=0.015$). The study found that there was significant association between knowledge scores of study subjects of group B with Age ($P=0.019$) at 0.05 level of significance, and there no association between knowledge score of group A and B with other selected demographic variables. **Conclusion:** From the research conducted the researchers have concluded that the knowledge of teachers of shafaqat special school was higher than that of primary school teachers of government primary schools of anantnag. Thus, indicating that teachers having special education are special for the specially abled children for their better

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Received: September 27, 2024; Revision Received: October 26, 2024; Accepted: October 30, 2024

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understanding, growth and development than those teachers having general education to be the teachers.

Keywords: *Assess, knowledge, attitude, specially-abled children, Primary schools of Anantnag, Shafaqat Special School*

Specific Learning Disabilities (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, speak read, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, or mental retardation, emotional disturbance or environmental, cultural or economic disadvantages¹.

Some of the symptoms of learning disabilities include Poor memory , Difficulty focusing, Short attention span, Difficulty with reading or writing, Inability to distinguish between sounds, letters, or numbers, Difficulty sounding out words, Tendency to put numbers or letters in the wrong sequence, Difficulty telling time, Confusion between right and left, Tendency to reverse letters, Difficulty grasping certain words and concepts, Difficulty expressing thoughts and emotions, Poor hand-eye coordination, Delayed speech development , Disorganization, Trouble with listening and following instructions, Inappropriate responses, Restlessness and impulsiveness, Difficulty with discipline, Resistance to change ,Inconsistent performance on a daily or weekly basis²

The number of children with disabilities globally is estimated at almost 240 million, according to a new UNICEF report. Fifteen per cent of the world's population – at least one billion people – have some form of disability, whether present at birth or acquired later in life and nearly 240 million of them are children and are the world's largest minority with various disabilities. This estimate is higher than previous figures and is based on a more meaningful and inclusive understanding of disability, which considers several domains of functioning, including those related to psychosocial well-being. This figure is increasing through population growth, medical advances and the ageing process, says the World Health Organization. (WHO)

According to UNESCO, India is home to 8 million children with disabilities, and 45% of them fail to attain literacy³

Nasreen A. & Mogeda ES Keshky El (2019)⁴ conducted a study to Assess Primary School Teacher's Knowledge of Specific Learning Disabilities in the Kingdom of Saudi Arabia. A sample of 902 primary private and public school teachers of Saudi Arabia. The findings revealed that a majority of primary school teachers have average knowledge about specific learning disabilities. (Mean \pm SD) knowledge score of study subjects is (20.45 \pm 3.90). the majority of them (64.52%) had an average understanding of specific learning abilities and the remaining 35.48% had a poor level of knowledge regarding identification of learning disabilities. The study also found that male participant mean value (20.91) is slightly greater than that of the female participant at 20.35 which means males have greater knowledge of learning disabilities in Saudi Arabia. The study found that there was a significant association of primary school teachers' level of knowledge with their sociodemographic variables

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gender($p=0.001$), marital status($p=0.024$), education (0.011). there was no statistically significant association with age ($p=0.211$, experience (0.383) at 0.05 level of significance.

Jebakumar D, Marconi S, Kattula D, and Priscilla R (2023)⁵ conducted a study on Knowledge of school teachers on learning disabilities in urban Vellore. The findings revealed that majority of the teachers (70%) had adequate general knowledge regarding learning disability. When analyzed separately, 82.5% of government/aided teachers and only 57.5% of teachers were having adequate general knowledge regarding learning disability.

Jolly R, Mariam Chacko C (2021)⁶ conducted a study to assess the Knowledge regarding Learning Disability among Primary School Teachers in Kerala. The results of this study indicates that the level of knowledge regarding learning disability is moderately adequate 40% among primary school teachers with P Value of 0.053. (Mean \pm SD) knowledge score of study subjects is (16.37 \pm 4.34)

Daniel D, Ruth A, Gaikwad M, Adhale V (2019)⁷ conducted a study to assess the level of knowledge regarding learning disability among primary school teachers at Pune India. Findings revealed that (Mean \pm SD) knowledge score of study subjects is (9.51 \pm 3.17).

Basim Ali C. T, Fysal N, Akhila Thasneem A, Aswathy P. S. (2018)⁸ conducted a study on Assessment of knowledge level on learning disability among primary school teachers in Kerala. Majority of the teachers had 42% had moderate knowledge about the outcome and treatment of learning disability, 39.2% had inadequate knowledge and 14.8 % had adequate knowledge about its concepts and causes and it is grossly insufficient for its practical application in the class room.

Objectives of the Study

1. To assess the knowledge of teachers regarding specially abled children in Selected primary school of Anantnag (govt primary school hardutooru Achabal Anantnag and evergreen public school kawarigam Anantnag of Kashmir valley).
2. To assess the knowledge of teachers regarding specially abled children in shafaqat special school of Kashmir valley.
3. To find the association between the knowledge level of teachers regarding specially abled children in selected primary school of Anantnag (govt primary school hardutooru achabal Anantnag and evergreen public school kawarigam Anantnag primary school of Kashmir valley) with their selected demographic variables such as (age, education, gender, Marital status, years of experience).
4. To find the association between the knowledge level of teachers regarding specially abled children in shafaqat special school of Kashmir valley with their selected demographic variables such as (age, education, gender, Marital status, years of experience).

METHODOLOGY

For the present study, a quantitative approach was adopted to assess knowledge and attitude of teachers regarding specially abled children in government primary school Hardutoru Achabal Anantnag, Evergreen Public school kawarigam Anantnag, J&K and shafqat special school, Bemina Srinagar, J&K. For the present study, descriptive research design was utilized to achieve the objectives of the study. In this study knowledge was the research

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variable and age, education, gender, Marital status, years of experience were the demographic variables.

The present study was conducted at Government primary school Hardutoru Achabal Anantnag, Evergreen Public school kawarigam Anantnag, J&K and shafqat special school, Bemina Srinagar, J&K. Population for the present study consists of teachers of government primary schools of Kashmir and special schools of Kashmir. The sample and size of present study was 30 teachers of government primary school Hardutoru Achabal Anantnag, Evergreen Public school kawarigam Anantnag, J&K and shafqat special school, Bemina Srinagar, J&K. Purposive sampling technique was used for selecting the sample.

Sampling Criteria:

Inclusion Criteria:

1. Teachers of Government primary school Hardutoru Achabal Anantnag, Evergreen Public school kawarigam Anantnag, J & K and shafaqat special school, Bemina Srinagar, J & K
2. Teachers who were available at the time of data collection.
3. Teachers who were willing to participate in the study.

Exclusion criteria:

1. Teachers other than Teachers of Government primary school Hardutoru Achabal Anantnag, Evergreen Public school kawarigam Anantnag, J&K and shafaqat special school, Bemina Srinagar, J&K
2. Teachers who were not available at the time of data collection.
3. Teachers who were not willing to participate in the study.

RESULTS

Analysis and interpretation was done in accordance with the objectives laid down for the study. The purpose of analysis is to reduce the data into an interpretable and meaningful form so that the result can be compared and significance can be identified.

The study subjects were divided into two groups and analysis of data was based on that

- **Group A:** This group is composed of study subjects from the evergreen public school and government primary school Anantnag
- **Group B:** This group is composed of study subjects from the shafaqat special school Bemina

Table 1: Frequency and Percentage distribution of study subjects of group A according to demographic variables: n=20

Demographic variables	Percentage	Frequency
Age in Years	<30 Years	30%
	31-35 Years	15%
	36-40 Years	45%
	41-45 Years	5%
	46-50 Years	5%
Gender	Male	70%
	Female	30%
Marital Status	Married	65 %
	Unmarried	35 %

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Demographic variables		Percentage	Frequency
Educational Status	12th	10 %	2
	Diploma	0%	0
	Graduate	30 %	6
	Post Graduate	60%	12
Experience in specific	Up to 5 Years	20%	4
	6-10 Years	35%	7
	11-15 Years	30%	6
	>15 Years	15%	3

The data presented in table 1 shows that maximum study subjects of group A i.e.45% (9) were in the age groups of 36-40 years, 30% (6) of the study participants were upto 30 years, 15% (3) were 31-35 years of age. Majority of study participants i.e.70% were male and 30% were female. Majority of study subjects i.e. 65% were married and 35% were unmarried. The data presented in the table shows that majority of study participants i.e. 60% were post graduate, 30% were graduate, 10% were 12th pass and 0% were diploma. Majority of the study participants of group B i.e. 40% had 6-10 years of experience, 30% had upto 5 years of experience, 20% had 11-15 years of experience and 10% had greater than 15 years of experience.

Table 2: Frequency and Percentage distribution of study subjects of group B according to demographic variables: n=20

Demographic variables		Percentage	Frequency
Age in Years	<30 Years	40%	4
	31-35 Years	10%	1
	36-40 Years	40%	4
	41-45 Years	0%	0
	46-50 Years	10%	1
Gender	Male	10%	1
	Female	90%	9
Marital Status	Married	70%	7
	Unmarried	30%	3
Educational Status	12th	0%	0
	Diploma	20%	2
	Graduate	30%	3
	Post Graduate	50%	5
Experience in specific	Up to 5 Years	30%	3
	6-10 Years	40%	4
	11-15 Years	20%	2
	>15 Years	10%	1

The data presented in table 2 shows that majority of study subjects of group B i.e.40% were in the age group upto 30 years of age and 36-40 years of age, 10 % were in the age group 41-45 years and 46-50 years 0% in the age group of 41-45 years. Majority of the study subjects i.e.90% were female and 10% were male. Majority of the study subjects i.e.70% were married and 30% were un married. Majority of study subjects i.e.50% were post-graduate, 30% were graduate, 20% were diploma and 0% were 12th pass. Majority of the

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study subjects I.e.40% had 6-10 years of experience, 30% had upto 5 years of experience, 20% had 11-15 years of experience and 10% had greater than 15 years of experience.

Table 3: Frequency & Percentage distribution of study subjects of Group A according to knowledge score n=20

Knowledge Score	Group A (%)	Group A (f)
Adequate knowledge (15-21)	45%	9
Moderate knowledge (8-14)	55%	11
Inadequate knowledge(0-7)	0 %	0

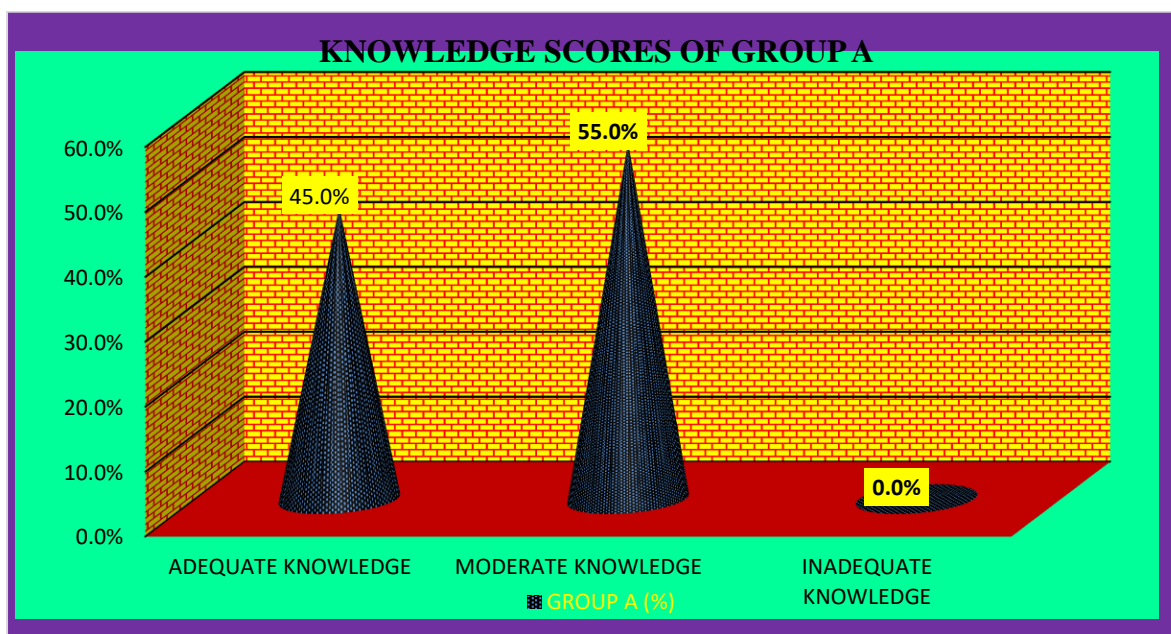


Figure 1: Conical diagram showing Frequency & Percentage distribution of study subjects of Group A according to knowledge score

The data presented in the above table 3 and figure 1 shows that maximum study subjects of group A i.e.55% had moderate level of knowledge, 45% had adequate knowledge No study subject have inadequate knowledge level of knowledge.

Table 4: Frequency & Percentage distribution of knowledge scores of study subjects of Group B n=10

Knowledge Score	Group B (%)	Group B (f)
Adequate knowledge (15-21)	90 %	9
Moderate knowledge (8-14)	10 %	1
Inadequate knowledge (0-7)	0%	0

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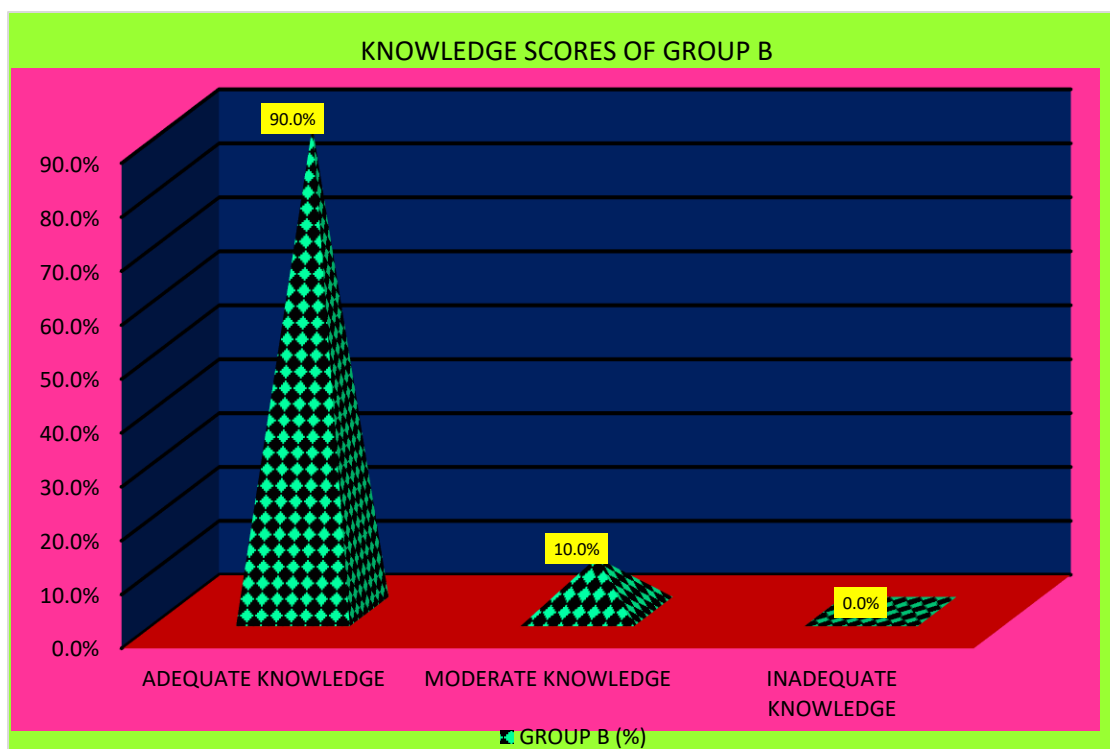


Figure 2: Conical diagram showing frequency and percentage distribution of knowledge score of study subjects of group B

The data presented in the table 4 and figure 2 shows that 90% of the study subjects of group B had adequate knowledge and 10% had moderate knowledge and none had inadequate knowledge.

Table 5: Descriptive statistics of knowledge score of study subjects of Group A n=20

Knowledge Scores of Group A	Mean± SD	Median	Mode	Range	Maximum	Minimum
	14.50±2.685	14	14	9	19	10

The data presented in the table 5 shows that (Mean ± SD) knowledge score of study subjects of group A was (14.50 ± 2.685), median and mode was 14 and Range 9.

Table 6: Descriptive statistics of knowledge score of study subjects of Group B. n=10

Knowledge Scores of Group A	Mean± SD	Median	Mode	Range	Maximum	Minimum
	17.00±2.00	17.5	17	6	19	13

The data presented in table 6 shows that (Mean ± SD) of knowledge score of the study subjects of group B was (17±2.00). The median score is 17.5 and mode was 17. The range of scores is from 13 to 19, indicating the difference between the highest and lowest scores

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Table 7: Comparison of knowledge scores of study subjects of group A and group B. N=30

Unpaired T Test		Mean±SD	f	Unpaired Test	P value	t table value	Result
Knowledge Scores	Group A	14.50±2.68	20	2.597	0.015	2.048	S*
	Group B	17.00±2.00	10				

*S= Significant at 0.05 level of significance

The data presented in the table 7 shows that (Mean ± SD) of knowledge score of the study subjects of group A was (14.50 ±2.685) where as (Mean ± SD) of knowledge score of the study subjects of group B was (17± 2) Unpaired Test Statistic: 2.597. The p-value (0.015) is less than the significance level of 0.05, indicating a statistically significant difference between the knowledge scores of Group A and Group B.

From the above findings it is depicted that the Knowledge scores of study subjects of group B i.e. teachers of shafaqat special school of kashmir valley is higher than that of group A i.e. teachers of (govt primary school hardutooru achabal Anantnag and evergreen public school kawarigam Anantnag as evident from mean and proved by t test.

In order to assess the association of knowledge scores of study subjects of group A of group A and group B, following null hypothesis were framed

H01: There is no significant association between the knowledge scores of study subjects of Group A with their selected demographic variables such as (age, education, gender, Marital status, years of experience in specific and years of experience in general) at 0.05 level of significance.

Table 8: Association of knowledge scores of study subjects of Group A with their selected demographic variables n=20

DEMOGRAPHIC DATA		LEVELS			ASSOCIATION WITH GROUP A SCORES				
Variables	Opts	ADEQUATE KNOWLEDGE	MODERATE KNOWLEDGE	INADEQUATE KNOWLEDGE	Chi Test	P Value	df	Table Value	Result
Age	Up to 30 Years	4	2	0	3.838	0.428	4	9.488	NS
	31-35 Years	1	2	0					
	36-40 Years	3	6	0					
	41-45 Years	1	0	0					
	46-50 Years	0	1	0					
Gender	Male	5	9	0	1.626	0.202	1	3.841	NS
	Female	4	2	0					
Marital Status	Married	4	9	0	3.039	0.081	1	3.841	NS
	Un Married	5	2	0					
Educational Status	12 th	0	2	0	2.828	0.243	2	5.991	NS
	Diploma	0	0	0					
	Graduate	2	4	0					
	Post Graduate	7	5	0					

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DEMOGRAPHIC DATA		LEVELS			ASSOCIATION WITH GROUP A SCORES				
Variables	Opts	ADEQUATE KNOWLEDGE	MODERATE KNOWLEDGE	INADEQUATE KNOWLEDGE	Chi Test	P Value	df	Table Value	Result
Experience in General	Yes	9	11	0		N.A			
	Nil	0	0	0					
Experience in Specific	Yes	0	0	0		N.A			
	Nil	9	11	0					
Years of Experience	Up to 5 Years	3	1	0	1.962	0.580	3	7.815	NS
	6-10 Years	3	4	0					
	11-15 Years	2	4	0					
	>15 Years	1	2	0					

NS= Not significant at 0.05 level of significance

The data in table 8 shows that there was no association between knowledge scores of the study subjects of group A with selected demographic variables viz age ($p=0.428$), gender ($p=0.20$), marital status ($p=0.081$), educational status ($p=0.243$), experience in general, experience in specific and years of experience ($p=0.580$) at 0.05 level of significance, thus researcher fails to reject null Hypothesis H01 which shows that there is no association between knowledge scores of study subjects of group A with selected demographic variables

H02: There is no significant association between the knowledge scores of study subjects of Group A with their selected demographic variables such as (age, education, gender, Marital status, years of experience in specific and years of experience in general) at 0.05 level of significance.

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Table 9: Association of knowledge scores of study subjects of Group B with their selected demographic variables. n=10

DEMOGRAPHIC DATA		Levels			ASSOCIATION WITH GROUP B SCORES				
Variables	Opts	ADEQUATE KNOWLEDGE	MODERATE KNOWLEDGE	INADEQUATE KNOWLEDGE	Chi Test	P Value	df	Table Value	Result
Age	Up to 30 Years	4	0	0	10.000	0.019	3	7.815	S
	31-35 Years	1	0	0					
	36-40 Years	4	0	0					
	41-45 Years	0	0	0					
	46-50 Years	0	1	0					
Gender	Male	1	0	0	0.123	0.725	1	3.841	NS
	Female	8	1	0					
Marital Status	Married	6	1	0	0.476	0.490	1	3.841	NS
	Un Married	3	0	0					
Educational Status	12 th	0	0	0	2.593	0.274	2	5.991	NS
	Diploma	2	0	0					
	Graduate	2	1	0					
	Post Graduate	5	0	0					
Experience in General	Yes	0	0	0		N.A			
	Nil	9	1	0					
Experience in Specific	Yes	5	1	0	0.741	0.389	1	3.841	NS
	Nil	4	0	0					
Years of Experience	Up to 5 Years	3	0	0	4.444	0.217	3	7.815	NS
	6-10 Years	4	0	0					
	11-15 Years	1	1	0					
	>15 Years	1	0	0					

S= Significant & NS= Not significant at 0.05 level of significance

The data in the table 9 shows that there was significant association between Age (P=0.019) and knowledge scores of study subjects of group B at 0.05 level of significance, but no significant association between gender(p=0.725), marital status (p=0.490), educational status(p=0.274), experience in specific(p=0.389) and years of experience (p=0.217) at 0.05 level of significance. Hence null hypothesis H₀₂ which shows there is no significant association between knowledge scores of the study of group B and selected demographic variables is partially rejected and partially accepted for age.

DISCUSSION

The findings of the present study revealed that majority of primary school teachers of government primary school and evergreen public school Anantnag (group A) 45% (9) were in the age groups of 36-40 years , 30% (6) of the study participants were upto 30 years , 15 % (3) were 31-35 years of age and majority of teachers of shafaqat special school (group B) i.e.40% were in the age group upto 30 years of age and 36-40 years of age, 10 % were in the age group 41-45 years and 46-50 years 0% in the age group of 41-45 years. majority of primary school teachers of government primary school and evergreen public school anantnag (group A) i.e.70% were male and 30% were female. majority of teachers of shafaqat special school (group B) I.e. 90% were female and 10% were male majority of primary school teachers of government primary school and evergreen public school anantnag (group A) i.e. 65% were married and 35% were un married. majority of teachers of shafaqat special school (group B) i.e. 70% were married and 30% were un married. It also revealed that majority of primary school teachers of government primary school and evergreen public school anantnag (group A) i.e.60% were post graduate, 30% were graduate, 10% were 12th pass and 0% were diploma. The study unveiled that majority of teachers of shafaqat special school (group B) i.e. 50% were post-graduate, 30% were graduate, 20% were diploma and 0% were 12th pass. The study evolved that majority of primary school teachers of government primary school and evergreen public school anantnag(group A) i.e.35% had 6-10 years of experience, 30% had 11-15 years of experience, 20 % had upto 5 years experience and 15% had above 15 years of experience. The study also found that majority of teachers of shafaqat special school (group B) i.e. 40% had 6-10 years of experience, 30% had upto 5 years of experience, 20% had 11-15 years of experience and 10% had greater than 15 years of experience.

These findings are consistent with the findings of the study conducted by **Savarimuthu KM, Innamuri R, Tsheringla S (2021)** The study revealed that major portion (35%) of primary school teachers belonged to the age group 30-35, majority of study subjects I.e.70% were male and 30% were female. Majority of them (75%) possessed B.Ed degree. Nearly half of them (48.33) had less than 5 years of teaching experience.

The present study also found that majority of primary school teachers of government primary school and evergreen public school Anantnag i.e.55% of participants had moderate level of knowledge, 45% of participants had adequate knowledge. No participants have inadequate knowledge level of knowledge

The above findings are consistent with the findings of study conducted by **Basim Ali C. T, Fysal N, Akhila Thasneem A, Aswathy P. S. (2018)** on Assessment of knowledge level on learning disability among primary school teachers, findings revealed that majority of the teachers I.e.42% had moderate knowledge about the outcome and treatment of learning disability, 39.2% had inadequate knowledge and 14.8 % had adequate knowledge about its concepts and causes and it is grossly insufficient for its practical application in the class room.

The study also found that majority of teachers of shafaqat special school Bemina (group B) of Kashmir valley i.e 90% had adequate knowledge and 10% had moderate knowledge and none had inadequate knowledge. The (Mean \pm SD) of knowledge score of the study subjects of group B was (17 \pm 2).

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The above findings are consistent with the findings of study conducted by **Nasreen A. & Mogeda ES Keshky El (2019)⁸** conducted a study to Assess Primary School Teacher's Knowledge of Specific Learning Disabilities in the Kingdom of Saudi Arabia. The findings revealed that a majority of primary school teachers have average knowledge about specific learning disabilities. (Mean \pm SD) knowledge score of study subjects was (20.45 \pm 3.90).

The study found that there was no association between knowledge scores of the study subjects of group A with selected demographic variables viz age ($p=0.428$), gender ($p=0.20$), marital status ($p=0.081$), educational status ($p=0.243$), experience in general, experience in specific and years of experience($p=0.580$) at 0.05 level of significance. The study also revealed that shows that there was significant association between Age ($P=0.019$) and knowledge scores of study subjects of group B at 0.05 level of significance, but no significant association between gender($p=0.725$), marital status ($p=0.490$), educational status($p=0.274$), experience in specific($p=0.389$) and years of experience ($p=0.217$) at 0.05 level of significance.

The above findings are consistent with the findings of study conducted by **Hunasikatti R** to Assess the Knowledge and Attitude of School Teachers Regarding Learning Disabilities among Children in Selected Schools at Bagalkot, which revealed that As P calculated (0.641) was greater than 0.05 there was no significant association between knowledge and sex of teachers. Chi square was done to find out the association between knowledge and years of experience of the teachers. As calculated value of the Chi square (3.214) was lower than the table value (3.814) at 5% level of significance, there was no significant association between knowledge and years of experience of teachers. there was no significant association between knowledge and marital status of teachers⁹.

Implications

The present study has several implications in counselling and family therapy like

Implications related to education:

- It will help the students to perform detailed theoretical and practical aspects of assessment factors associated with disability of children
- It will help the students to learn about signs and symptoms specially abled children
- It will help students to learn about management strategies of physical handicaps

Implications related to society

- This will help to reduce the stigma associated with disability among children
- It will improve awareness among teachers how to deal with special abled children
- It will help parents to develop sigh of relief by knowing about special schools which will provide education to these specially abled children

Implications related to research:

- Research is necessary for growth of a profession. So, research need to be directed at exploring and updating the knowledge & attitude of teachers. It will help to discover the appropriate media for effective teaching regarding special ability.
- They build our research on the premise that only the teacher's attitude toward integration could measure individual values and possible actions within inclusive classrooms and how often and in the school, they might have.

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- The study will motivate the initial researchers to conduct the same study on large scale and the study will be a reference for the research scholars.

Limitations:

- The study was confined to a small sample which limits the generalization of the findings.
- The researcher only assessed knowledge but could not provide intervention to the study subjects like education, training.
- Limited schools were taken for the present study

Recommendations:

- Keeping in view the findings of the study the following recommendations are made for further studies.
- The similar study can be replicated on a large sample, thereby findings can be generalised.
- An interventional study can be done to assess the impact on knowledge of teachers regarding special ability.
- A different sample can chosen to conduct the similar study like parents
- A study to assess stress level of parents with special ability can be taken
- A similar study can be conducted in different settings i.e. societies, communities and other institutions.
- A similar study can be done using other teaching strategies i.e. Self-instructional Modules.

CONCLUSION

The purpose of this study was to compare the knowledge regarding specially abled children among the teachers of government primary school and Evergreen public school Anantnag and shafaqat special school Bemina. Because the people, seem to deficient knowledge about specially abled children, and these children are considered as mentally retarded with the result attitude towards them is also different among teachers. These children are marginalized and discriminated based on their handicaps and that affect their academic performance and waste their precious years resulting in more and more school dropouts. The main purpose of this study is not only to assess the knowledge and attitude of general teachers but also those teachers who are dealing with theses specially abled children and compare them so that children in special special schools receive special attention, love and care.

Data was collected with the help of knowledge questionnaire. The investigator approached the principals of both the general schools and special schools and obtained permission from them to conduct the study. 10 teachers from shafaqat special and 20 teachers from primary schools were taken and it was found that knowledge of teachers of shafaqat special school was higher than that of primary school teachers.

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Acknowledgment

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: Gowhar, N. & Amin, N. (2024). Comparative Study to Assess the Knowledge of Teachers Regarding Specially abled Children in Selected Primary and Special School of Kashmir Valley. *International Journal of Indian Psychology*, 12(4), 698-711. DIP:18.01.064.20241204, DOI:10.25215/1204.064