CHAPTER II
REVIEW OF RELATED LITERATURE

2.0. INTRODUCTION

The phrase ‘Review of Literature’ consists of two words ‘Review’ and ‘Literature’. The word ‘Literature’ has conveyed different meaning from the traditional meaning, which has been used in language studies. In research methodology the term literature refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and the research studies. In the initial stage of a research the literature helps the researcher to become familiar with the problem area. Later, it promotes a greater understanding of the problem and its crucial aspects. Also it ensures the avoidance of the unnecessary duplication of the already done research as duplication. It also provides a comparative data on the basis of which to evaluate and interpret the significance of one’s findings (Varghese J, 1999).

According to Carter V. Good, “The key to the vast storehouse of published literature may open doors to sources of significant problems and explanatory hypothesis and provide helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of results”.

The selection of any research problem is undoubtedly based to some extent on the literature. It is considered that the research problem would not be a sufficiently significant problem if it had not ever surfaced in the professional literature. The review of related literature is a step in the research process that positions the research problem within the context of the literature as a whole.
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. While reviewing the literature two major things are considered. The first is the selection of the specific pieces of information from the literature that will be included in the review of the literature, and, secondly, the actual writing of the review.

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. The importance of review of literature can be enlisted as follows:

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.

2.1. STUDIES CONDUCTED IN INDIA

2.1.1. STUDIES RELATED TO LEARNING DIFFICULTIES

Sarasamma (1984) conducted studies related to the difficulties related to learning of Hindi. The findings of the study were: (i) boys and girls exhibited the same standard in performance, but the performance of girls seemed to be slightly better than that of boys though it was not significant, (ii) there was no significant different between the students of Government and Private schools, (iii) the Education Department of the University did not pay special attention to improve Hindi teachers.

Sali (1984) conducted studies in the difficulties of learning of Arabic. The findings of this study were: the pupils found difficulty in word order, usage of prepositions, and adjectives. The auxiliary teachers were of the opinion that the periods allotted for teaching of Arabic were not sufficient. The textbooks prescribed
and the evaluation processes were also not satisfactory. The aids, which could be used, were not made use of and a few teachers adopted modern teaching techniques.

Mohammed (1986) conducted a study on the learning difficulties of English at secondary level. The major findings of the study includes (i) significant difference in the mean scores of errors existed between each of the 21 pairs of the subgroups in some grammatical areas, (ii) it was found that there existed negative correlation between errors and achievement in English intelligence errors and socio-economic status and domestic facilities for learning English.

Supriya (1986) conducted a study on learning difficulties of English. The major findings of the study were: (i) level of the secondary school pupils and the medium they opt for the course of study were found to be associated with committing errors. Urban and English medium subjects were found to be committing less errors in the written English than their counterparts, (ii) sex of the pupils has no association with the incidence of errors.

Remani (1987) conducted another study on difficulties in writing Hindi. The findings of the study were: (i) maximum percentage of incidence of errors was observed with respect to translation and the minimum number of errors was seen in the case of imperatives, (ii) the percentage of errors for girls among the urban and rural students were found varying.

Sharma (1988) studied the learning difficulties of English. The findings of the study were: (i) during the past three decades there had been a gradual lowering of the standards of English due to various reasons like socio-political problems of teaching English, (ii) efficient teaching of English was lacking as there was a shortage of
trained and qualified teachers. Traditional method and conservative bases of teaching were incommensurate with language needs of learners, (iii) misconceptions regarding English language teaching, faculty-teaching methods, unpalatable textbooks and their mishandling, etc, were the main problems at middle and high schools.

**Achary (1997)** conducted a study on the difficulties of Sanskrit learning. The objectives of the study were to find out the difficulties in listening, speaking, reading, and writing of Sanskrit language. The findings of the study were; (i) the majority of the students feel partial difficulty in listening to Sanskrit teaching when teachers teach Sanskrit in Sanskrit itself, (ii) students get little opportunity to develop their speaking skill through discussion classes, (iii) majority of students get little opportunity for speaking Sanskrit outside the classroom, (iv) majority of students feel difficulty in reading resulting from length of sentences, (v) the writing of Sanskrit by using other language alphabets adversely affects their writing skill.

**James (1997)** conducted a study on the difficulties in learning Sanskrit. The objectives of the study was to identify the difficulties faced by secondary school students in learning Sanskrit viz., speaking, reading, writing and infrastructural difficulties faced by secondary school students in learning Sanskrit. The major conclusions from the study were: (i) students were not given opportunity for conversation in Sanskrit inside or outside the classroom, (ii) students opined that lack of lessons with sufficient conversational element in the textbook affects conversational ability, and, (iii) one of the major obstacles faced by pupils in speaking Sanskrit is the teasing attitude of others, (iv) lack of practice makes the conversation difficult, and,
(v) lack of dictation and the writing of Sanskrit in Malayalam scripts negatively affect writing.

**Geetha (2000)** in her study entitled learning disabilities and achievement in Mathematics – a study on standard X students around Kuzhithurai of Kanyakumari district, explains learning disability as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written. Disorder may manifest itself in imperfect ability to listen, think or spell or to do Mathematical calculations. The objective of the study was to find out the achievement and learning disability in Mathematics and their interrelationships based on certain factors like sex, religion, locality, community and type of management. The major findings of the study were as follows: (i) female possess high level of achievement compared to males in standard X, (ii) urban students show better achievement in Mathematics than the rural students, (iii) Hindu students possess high level of achievement than Christian students, (iv) Private School students show better achievement than Govt. school students, (v) female possess more learning disability compared to that of males, (vi) urban students have more disability in learning Mathematics than rural students, (vii) overall there is a negative relationship between achievement and learning disability.

**Arena and Vijayal (2001)** conducted a study on the problems of Plus Two students in learning Physics. The objectives of the study were: (i) to study the problem of standard XI and XII Students in learning Physics and (ii) to find out where there exist any significant difference between them in terms of their learning and sex. The major findings of the study includes: (i) the Tamil and English Medium Students
significantly differ in the mean scores of problems in diagrams, (ii) boys and girls did not significantly differ in the mean scores of problems in objectives type questions diagrams and practical works and, (iii) there was significant relationship between learning problems and achievement of the Tamil medium schools, both boys and girls.

Dua, Kurkesi and Sharma (2004) made a combined study on the spelling errors in English among boys of Standard IX. The objectives of the study were: (i) to find out differences in spelling ability in English among boys when grouped on locality wise, (ii) to ascertain whether family income has any impact on the spelling errors made by the boys, (iii) to know if the educational status of the family effects the spelling ability of boys in English. The findings of the study includes: (i) it is found that rural and urban boys are far better as far as their ability on spelling errors in English language is concerned, (ii) family income has influence on the spelling ability of the boys, (iii) educational status of the family influences the spelling ability of the boys.

Bindhukala (2005) conducted a study on the problems faced by high school students in learning mathematics. The objectives of the study were: (i) to construct an instrument to find out the problems faced by high school students in learning Mathematics, (ii) to measure the level of problems faced by high school students in content, teaching, examination, learning and subject, (iii) to investigate the level of problems with reference to male / female students, rural/urban areas, Hindu/Muslim, Christian/Hindu, Christian/Muslim, Scheduled Caste/Forward Caste students, Backward/ Forward communities and on the basis of high/low economic status. The findings were: (i) the problems in learning Mathematics seem to be 30% of the
students in content, 50% of the students in their teaching, 20% of the students in their learning, 30% of the students in their learning and subject, (ii) there was significant difference between male and female students, rural and urban students, Hindu and Christian students, Christian and Muslim students, Hindu and Muslim students, Forward and Scheduled Caste students, Backward and Scheduled Caste students, and low-socio-economic status and high-socio-economic status parent’s students in their learning problems.

Joy and Devi (2006) made a study on the difficulties in learning Organic Chemistry among higher secondary students. The objectives of the study were: (i) to find out the extent of difficulty experienced by the higher secondary students in learning organic Chemistry, (ii) to find out the extent of difficulties experienced by the subject samples of higher secondary students in learning organic Chemistry, and, (iii) to find out the nature of difficulties in learning organic Chemistry at Higher Secondary level. The finding of the study was that the male students should be given enough provision for active participation in class room discussions, the rural students find this area very difficult than the urban students.

Nagaraja (2006) conducted a study on Mathematics problems of class X residential and non-residential school students in relation to certain demographical variables. The objectives of the study were: (i) to examine the problems of Mathematics in class X Mathematics syllabus perceived by the students of residential and non-residential school students, (ii) to find out the impact of caste and sex of the residential and non- residential school students, and (iii) to find out the relation of the annual income earned and it has any effect on the problems. The findings of the study
includes (i) there exists a significant variation at 0.05 level regarding the problems in Mathematics of residential and non-residential school students, (ii) the mean score of the non-residential school girls in Mathematics achievement test is more compared to the mean value of residential school girl students, (iii) the mean score of the residential school boys is more than the mean score of non-residential school boy students, (iv) the students from SC/ST community of non-residential school have highest mean score on the problem of Mathematics, and, (v) non-residential school students whose family income is Rs.5001 and above have the least mean score on Mathematics learning problems.

Reddy (2006) conducted a study on the identification and assessment of second language learning difficulties among higher secondary students. The objectives of the study were: to identify the language learning difficulties in students, to assess their second language acquisition and to develop diagnostic tools. The major finding of the study was that second language learning difficulties in higher secondary students exists in abundance mostly in grammar devoid of their individual differences.

S.K. Zareena ,Mrs.V.M. Vatsala (2010 ) Studied mainly intends to trace the adjustment problems of students having Learning Disability in Mathematics of VII std students. In order to analyze the problems Survey Method was used. A sample of 350 students, both boys and girls drawn from three different types of schools. The data were analyzed using ‘t’ test, ‘F’ test and correlation coefficient. The findings were boys have more learning disabilities than girls. There is positive correlation between adjustment and Learning disability.
Taranjit Kaur, Batani Devi and Tehal Kohi (2010) Comparative effectiveness of various instructional strategies of enhancing Mathematical Skills of Learning Disabled Children. Learning disability is a relatively new field. Due to limited awareness the ability of an educationist, Teacher to diagnose a Learning Disability Child from a group of students is uncommon. The existing research works in Learning Disability have been more focused on reading writing and spelling. Learning Disabilities in Mathematics hold a large perspective for research. Formative years of child are of paramount importance. Child is most susceptible and responsive to learning experiences. Therefore research and work on youngsters is need for the hour. The current study tested the comparative effectiveness of various strategies on the basic Mathematical skills of Learning disabled children. Learning Disabled children were randomly assign to the multimedia (EG1), Cognitive Strategy (EG2), Eclectic Approach (EG3) and Control Condition (EG4), pre-post test treatment assessment was recorded by the investigator. Results showed that all the strategies have significantly enhanced all the basic Maths Skills.

Abdu Mohammed Al-Mekhlaifi (2011) conducted a study on the difficulties in teaching and learning grammar in an EFL context. The objectives of the study were: (i) are there any differences in teachers’ perceptions between the difficulties faced by teachers and those faced by students? (ii) do these perceptions of difficulties vary according to the teachers’ gender, level taught, qualification and experience?. The findings of the study were EFL Curriculum and material developers should show an understanding of learners’ and teachers’ difficulties, and provide sufficient guidance and help in the curriculum document and the teachers’ book showing how the
potential difficulties could be addressed in planning their classroom activities. Teachers may be given examples of mediating tasks, which would mitigate the difficulties. (ii) Both in-service and pre-service training programmes should be planned in such a way that student-teachers and practising teachers articulate the potential and actual difficulties and discuss ways of overcoming or at least coping with them.

Wajiha Kanwal (2012) conducted a study on the University students’ difficulties in learning English language skills. The objectives of the study were: (i) to study the causes of student’s hesitation in learning English (ii) the explore problems related to listening, reading and writing skills of the learners. The findings revealed that many students still prefer to write in their native languages (Urdu, Punjabi). So in order to develop literary writing skills, students can be given creative writing facts, may be asked to write poems or essays daily just to overcome hesitation of writing. Finally it was concluded that students are not fully satisfied with existing teaching methodologies so methodology of teaching English should be revised and audio visual aids should provide in all English teaching classrooms.

2.1.2. STUDIES RELATED TO AWARENESS ON LEARNING DIFFICULTIES

Drury (1994) conducted a survey to investigate teachers’ awareness of alternative assessment of students in Mathematics. The results confirmed that the teacher grade level groups had differing views of alternative assessment techniques, practices, and nomenclature. If more was known about the teachers’ awareness of alternative assessment practices, this information would help to initiative, design and
direct alternative assessment techniques, strategies and practices. The data on teacher awareness of alternative assessment could be used to: modify a course of study on assessment, develop objectives for an in service or pre service program, or improve national standards on assessment.

**KusumaHarinath (2000)** studied the awareness of teachers on learning difficulties/disabilities of children in English. The Objectives of the study were to study the awareness of parents and teachers on different aspects of learning difficulties in English. 32 teachers teaching English subjects for the children were selected for data collection. Awareness scale to teachers on learning difficulties/disabilities consisted of 46 students on various aspects of learning difficulties/disabilities namely-concept of learning difficulties, characteristics of learning difficulties in children, causes of learning difficulties and instructional strategies for learning difficulties in Children. Out of 46 items, teachers exhibited high awareness on 17 items which are mostly falling under instructional strategies for learning difficulties in children. The findings reveals that Moderate awareness and low level of awareness on 17 items which are mostly falling under instructional strategies for learning difficulties in children. Moderate awareness and low awareness were exhibited in 16 and 13 items respectively.

**Sarojini (2000)** conducted a study on the awareness of primary school teachers towards learning disabilities in English at primary stage. The objectives of the study were; to develop awareness scale to assess the awareness of primary school teachers towards learning disabilities in English at primary stage and to assess the awareness of primary school teachers towards learning disabilities in English. The result showed
that the primary school teachers exhibited low level of awareness and the study revealed the need to generate awareness among primary school teachers towards learning disabilities in English. The personal variables such as – years of experience, type of school, locality of school also influenced awareness of primary school teachers towards learning disabilities in English at primary stage.

Kusuma Harinath and Sarojini, (2000) conducted a study and reveal that teachers exhibited low and moderate awareness on concept, causes and characteristics of children with disabilities. The quoted studies also point out the death of such specific studies and highlight the need for research in identification of teachers’ awareness on different aspects of disabilities in children.

Selvakani (2000) conducted a study on creating awareness on integrated education of the disabled children to the regular teachers. The objectives of the study were: to find out the previous knowledge of the regular school teacher about disabled children to prepare instructional material son various concepts related to the education of disabled children, To organize an awareness programme for regular school teacher, to develop knowledge about the role of teachers to meet the special needs of the disabled children and to evaluate the imparted knowledge gained by regular school teacher. The result revealed that the knowledge about the role of teachers to meet the special needs of the disabled children was improved by organizing awareness programme and the developed awareness programme was found to be effective.

Haneet Gandhi and M. Varma, (2005) An awareness and knowledge of one’s own thought processes and cognitive structures facilitate the development of logical approach, critical thinking and precise decision making skills in the learner and
contributes to the making of an efficient mathematical problem solver. While solving a problem, multifaceted metacognitive thought processes form one’s path towards the solution. These thoughts include beliefs, about the nature of the subject beliefs about the task in hand and awareness of one’s own knowledge, the problem solving should also know the ‘When’ and ‘How’ to use the stored knowledge. The depth and extent of one’s strengths and weaknesses helps the problem solver to plan his/her approach towards the solution. Classrooms where teachers devote time in talking about mathematical approaches and engage in mathematical arguments are congenial for better development of mathematics concepts and thought processes in the students. Training in metacognition skills may make the Mathematics students better self-regulation learners and hence may prove of fundamental importance for the pedagogy of Mathematics.

2.1.3. STUDIES RELATED TO ATTITUDE TOWARDS LEARNING DIFFICULTIES

Marino and Miller (1996) conducted a study on Attitudes of Mathematics Teachers towards the Inclusion of Student which encompassed 364 teachers, showed several important findings:

i. 72% of the teachers believed that the inclusion would fail due to the objection of mainstream education teachers.

ii. 75% of them argued that mainstream education teachers had no tools or educational experience required for coping with special needs students.

iii. 67% of them maintained that mainstream education teachers prefer sending special needs students to special education classes instead of relying on the
assistance of inclusion teachers in their classes. Nevertheless, 51% contended that mainstream education teachers were responsible for the special needs students in their classes.

**KusumaHarinath (2000)** made a study to identify the teachers’ attitude towards learning difficulties/disabilities of children in English. He developed an attitude scale and the same was administered to the sample of 32 teachers teaching English subject to the children. The result showed that in 19 statements the teachers exhibited high attitude, in 16 and 13 statements they possessed moderate and low attitude towards learning difficulties/disabilities in children.

**Treder and David (2000)** studied the relationship between teacher effectiveness and teacher attitude towards issues related to inclusion. The study re-examined the results of a study, which indicated that more effective teachers were less willing to include students with special needs in their classrooms.

### 2.2. STUDIES CONDUCTED IN FOREIGN COUNTRIES

#### 2.2.1. STUDIES RELATED TO LEARNING DIFFICULTIES

**Goldenberg, Reese, and Gallimore (1990)** In a companion study, observed five Libros and five control students at home, using their respective materials. To their surprise, however, parents used both sets of materials in similar ways, emphasizing copying and repetition rather than the relationship between print and meaning.

**Benson (1991)** conducted a study on education in Japan was surprised by university student’s lack of ability in using spoken English, compared with that of their grammatical understanding of the language. The study reported that university student’s motivation to study English was often mixed. Some students appeared to be
generally enthusiastic, but lacked or motivation. Benson also found that some of the reasons suggested by students for English study could not be grouped as either integrative or instrumental forms of motivation. For this reason he constructed a third group labeled as ‘personal’. This category included motivational reasons such as ‘pleasure at being able to read English, and enjoyment of entertainment in English’ (Benson 1991:36). The results from his study showed a preference for integrative and personal forms of motivation, even though this was restricted. Benson suggests that the student’s rejection of instrumental motivation illustrates the view that students do not perceive English as having a vital role to play in their lives. He also makes the point that the rejection of instrumental reasons for the study of English may indicate that the Japanese language is considered adequate for normal study and verbal exchange.

Goldenbery (1992) conducted a study on the school and home reading intervention for Spanish-dominant kindergartners. The intervention, called Libros, involved teachers introducing and extensively discussing a Spanish story and then sending home photocopied ‘books’ with children once every three weeks through kindergarten. Parents were encouraged to read with their children and were shown a videotape of a parent reading and discussing the story. In control classrooms, teacher sent home worksheets on letters and syllables. Children in four classrooms using Libros were matched with those in four control classrooms based on Bilingual Syntax Measure scores. On an experimenter-constructed set of 13 Spanish early literacy assessments at the end of the year, experimental children scored significantly higher than control (median ES=+0.51); MANCOVA for all 13 measures, (p<0.001). Effects
were strongest on measures of letter and word identification, but less positive on comprehension measure.

Nazi Ibrahim Alf Aria (1995) conducted a study on factors causing reading difficulties for Saudi beginning students of English as a foreign language. The major objectives of the study were (i) to investigate, the opinions and perceptions of Saudi beginners, (ii) to find out difficulties in English and the factors which cause these reading difficulties among EFL students. The findings revealed that (i) a high percentage of students reported that they face reading difficulties while reading English as a foreign language, (ii) most of the reading difficulties reported by the students were attributed to linguistic factors.

Intakhal Alam Khan (1995) conducted a study on difficulties in the learning of English as a second language. The study aimed at the development of a few instructional strategies to minimize or remove the language learning difficulties. Major finding of the study was that the students face more difficulties on attaining the sound system of English. A longitudinal study by Gersten and Woodward (1995) initially favoured paired bilingual instruction over TBE, but later found them to be equivalent. This study was carried out with Spanish dominant ELLs in 10 El Paso elementary schools. Five schools used a program in which all subjects were taught in English, but Spanish instruction was also provided, for 90 minutes daily in first grade Spanish instruction with one hour per day for ESL instruction, with gradual transition to English completed in the fourth or fifth grade. The children were well matched demographically on entry to first grade, and scored near zero on a measure of English language proficiency. In grades 4, 5, 6 and 7 Iowa tests of basic skills were compared
for the two groups. On total reading, the paired bilingual students scored significantly higher than the transitional bilingual students in fourth grade (ES=+0.31) but the effects diminished in fifth grade (ES=+0.18) and were very small in sixth (ES=+0.06) and seventh grades (ES=+0.08). Tests of language and vocabulary showed similar patterns. This pattern is probably due to the fact that the transitional bilingual students had not completed their transition to English in fourth and fifth grades when they had done so, by sixth grade, their reading performance was nearly identical.

**Skinner, Rober Engine (1997)** conducted a study on the effect of second language instruction upon the English verbal performance of secondary students as by the Texas assessment of academic skill. The study was intended to assess the English language verbal performance of students with an instrument called the Texas assessment of academic skills. The findings of the study were that (i) majority of students who did not study a foreign language attained lower academic grades in their English courses  ii) Anglo females scored higher than Anglo males and Hispanic females scored higher than Hispanic male and (iii) majority of students who studied a foreign language attained higher scores on the reading and writing scores of Texas assessment of academic skills.

**Denton (2000)** conducted a study on two types of one to one tutoring for English language learners. Spanish-dominant students in grades 2-5 in a bilingual program in Tezas were assigned to one of two separate experiments. Those scoring lower than the first-grade level on the Woodcock Word Attack scale were randomly assigned to a program called “Read Well” (Sprick, Howard 7 Fidanque, 1998) or to an untutored control group. These scoring higher than this were randomly assigned to a
tutoring program called “Read Naturally” or to an untutored control group. Read Well uses systematic phonics instruction and practice in fully decodable text.

**Fregan and Timothy (2000)** conducted an investigation into the effect of class grouped Science instruction on students with specific learning disability. The objective of the study was to identify significant differences using non-parametric Man-Whitney U-test. The study revealed that there was no significant change in science grade points or number of office referred students with learning disability.

**Marks and Bzufka (2000)** conducted a study on neuro psychological differentiation of subnormal arithmetic abilities of children. The objectives of the study were: (i) to study the spelling and arithmetic competency of third grade students, and (ii) to study the influence of locality on spelling and mathematical difficulty of third grade students. The study revealed that the student’s performance is 50% in spelling and 25% in Mathematics and the rural children show more difficulty in spelling and Mathematics than urban children.

**Biglan, Smoklowski, and Ary (2000)** conducted a study on a small group tutorial program that used two forms of reading - Reading Mastery and Corrective Reading, as a supplementary intervention for Hispanic and non-Hispanic children who were struggling in reading. The children were from kindergarten to third grade, and were selected either because they scored at a very low level on an achievement measure or because they were rated by their teachers as being high in aggressive behaviour (or were below grade level in reading). Children were selected from nine rural Oregon elementary schools. They were randomly assigned to experimental or control conditions. Those children assigned to the experimental group were taught in
homogeneous groups of one to three children using Reading Mastery if they were in grades K-2, or Corrective Reading if they were in grades 3-4. They were taught daily by instructional assistants for two years. Only 19 of the 122 Hispanic students were considered non-English speaking; the oral English skills of the remaining students were not specified. The experimental and control groups were very well matched on the Woodcock-Johnson Letter Word Identification and Word Attack scales, and on Oral Reading Fluency. After the first year, tutorial students who had received five to six months of supplementary instruction showed greater gains than control students on all three measures, Letter-Word ID (ES=+0.22), Word Attack (ES=+0.70), and fluency (ES=+0.16). Only the Word Attack differences were significant. At the end of the second year, after 15-16 months of instruction, effect sizes for gains from pretest on these measures were +0.46, +0.91, and +0.43, respectively. A special analysis was carried out for the 19 initially non-English speaking children, who did particularly well in the program compared to matched controls. Children in the experimental group made significantly greater gains only on mean words read per minute, but all other scores were in the same direction, though not significant given the small sample size.

Mc Nicholas and Jim (2001) Studied the assessment of pupils with profound and multiple learning difficulties. The study involved 114 educators of students with profound and multiple learning difficulties. Interviews with 20 head teachers and observation in four British schools found students’ assessment was largely informal; individualized education programmes were often lacking in detail; and about one third of teachers has no special education qualifications.
Kirkpatrick, NandhDuhe (2002) conducted a study on the effects of teacher quality variables on student’s achievement in Mathematics. The objectives of the study were, (i) to examine a conceptual model relating teacher quality variables and their effect on one another and on student achievement in Mathematics, (ii) to determine if there were significant relationships among these teacher quality variables. The major findings were, (i) while the research literature is divided on the question of the impact of teaching experience, the results of this study provide evidence that Mathematics teaching experience does have a positive impact on student achievement in that area, (ii) the findings also support prior research which has indicated that more use of the NCTM (National Council of Teachers of Mathematics) recommended instructional practices is associated with higher student achievement.

Calzada, Lucio (2002) conducted a comparative study of effects of the Algebra for all by Grade and Mathematics program with a traditional Middle School Mathematics program on student performance. The objectives of the study were, (i) to ensure whether students will leave Middle School with Algebra I credit for high school, (ii) to identify ways of boosting enrollments in higher level Mathematics courses. One of the findings was that students participating in the Algebra I for All by Grade 8 program displayed greater achievement on the passing rates for the Texas Assessments of Academic skills at Grade 8 and 10.

Desoete, Roeyers and Declercq (2004) studied 37 Belgian third grade pupils with Mathematical difficulties, as demonstrated in both their school performance and scores of at least two standard derivations below on at least one mathematics test. Many showed discrepancies in their performance on tests of number knowledge and
mental arithmetic, memory for minor facts and word problem solving. Only when children were given all three of the tests, were all 37 identified as having mathematical difficulties. Children with and without mathematical difficulties can indeed have strengths and weakness in almost any area of Arithmetic.

Lee and Bao (2004) conducted a combined study on the graduate and undergraduate students’ views on learning and teaching of Physics. The objectives of the study were: (i) to study and measure graduate and undergraduate students’ views on learning and teaching Physics and (ii) to develop and use web-based surveys and semi structured interviews. The findings of the study includes (i) students with high motivation to learn Physics have experienced difficulty in learning even though they have high motivation to learn Physics, (ii) students with moderate motivation also have difficulties in learning Physics as they have moderate motivation (iii) the differences between students with moderate and low motivation to learn Physics show significant difficulties in learning Physics, and, (iv) there is a mismatch between graduate students’ major views and undergraduate student’s views on learning and teaching Physics.

2.2.2. STUDIES RELATED TO ATTITUDE TOWARDS LEARNING DIFFICULTIES

Adams, Kimberly et a. (1998) studied the differences in parent and teacher trust levels. The suggested the implications for creating collaborative family school relationship. Parents (N=123) of regular and special education teachers and students (N=152) in three Urban middle schools were surveyed regarding their attitudes about home-school collaboration. Findings indicated that parent trust was significantly
higher than teacher trust. Implications for schools personnel working to build trust between families and schools were drawn.

Bowers et al. (1998) conducted a study on the Code in action. Some school perceptions of its user – friendliness. A British study investigated the attitudes of 160 centrally employed local educational agencies 290 educators, and 296 parents towards the Special Education Needs (SEN) Code of Practice. Results found that over all the code had been well received by its users; however, there were identifiable areas that would need some modification.

Nourie and Lenski (1998), teachers’ attitude towards literacy in the content areas is perhaps one of the principal factors that impact on reading achievement in the secondary school. Thus, the purpose of this study is to determine the attitude of secondary school teachers towards teaching reading in the content areas and investigate whether a significant difference exists in their attitude towards content literacy instruction with respect to variables such as pedagogical training, gender, and experience and subject areas. A census of the teacher population of a school in South Trinidad was conducted. A questionnaire developed by Vaughan (1977) for measuring the attitudes of teachers towards teaching reading in the content areas was used to conduct the census. The results revealed that the teachers possessed an average attitude towards teaching reading in the content areas. Additionally, it was discovered that there was no significant difference in the attitude of teachers towards teaching reading in the content areas with respect to the four variables. There is strong evidence in the literature that appropriate training can significantly improve teachers’ attitude towards teaching literacy in the content areas. Thus the findings of this study
suggests that the entraining received by teachers was not appropriate for creating a high positive attitude towards teaching reading in the content areas.

**Talmor et al. (1999)** conducted a study on the relation between the teaching subject and the attitude towards inclusion. The empirical knowledge accumulated so far about this issue is scant. A study conducted among teachers of core subjects (English and mathematics in junior high schools) found that these teachers had less positive attitudes than their peers as to the inclusion of students with special needs.

**Croll and Moses (2000)** investigated teachers’ views on inclusive education. The investigator used survey method and collected the data through the questionnaire. The findings of the study are that nine out of ten teachers thought that the regular classroom was the right place for children with disabilities. They suggested that pre-existing teacher attitudes and views are fundamental to their resulting implementation and experiences of inclusive education.

**Capa and Cil (2000)** revealed that gender is not effective on the pre-service teachers’ attitude towards teaching profession, but in the sub-dimension of loving the profession and respect for the profession, females have a more positive attitude than males. Also in the sub-dimension of confidence, males are more confident than females. In the sub-dimension class level, pre-service teachers who are taking pedagogical content courses have a more positive attitude to the profession.

**Capa and Cil (2000)** revealed that gender is not effective on the pre-service teachers’ attitude towards teaching profession, but in the sub-dimension of loving the profession and respect for the profession, females have a more positive attitude than
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Tankersley, Cook and Landrum (2000), explored teachers' attitudes towards their included students rather than towards inclusion in general, showed mixed findings:

i. In the "concern" category, perceived as an essential element from the inclusion teachers' point of view, there is a high representation of students with learning disabilities. The concern is manifested by overinvestment in these students, based on the conviction that they would succeed.

ii. Also in the “indifference and rejection" categories, perceived as negative elements by the inclusion teachers, there is a high representation of students with learning disabilities.

Gorwara, Christine Carrino (2001) conducted a study on ‘factors influence Teachers’ responses to student difficulties during mathematical problem solving. The main objectives of the study were: (i) to find out whether students who are best, able to understand, communicate, and reason and problem solve are those who learn through the process of problem solving (ii) to determine both the appropriateness and the means for encouraging changes in their practices. This study contributes to information of such understanding by examining practices of three middle school Mathematics teachers. Teachers’ responses to student difficulties during problem solving were recorded and coded as either Eliciting Responses or Non-Eliciting Responses, depending on whether or not they elicited students’ ideas and judgments.
The major findings were, (i) whether or not teachers maintained a shift of cognitive responsibilities towards students depended upon the teachers’ objectives (ii) the teacher’s objectives were shaped by the teacher assessment of their student’s ability to effectively take on the cognitive responsibilities of problem solving.

**Mushoriwa (2001)** evaluated teacher attitudes towards children with physical disabilities. The investigator used survey method and collected the data through the questionnaire and the results revealed that the majority of school teachers were not supportive of physically disabled children, particularly visually impaired children and children with hearing disabilities.

**Glaubman and Lifshitz (2001)** conducted a study on Teachers’ attitudes towards inclusive education for children with physical disabilities. The investigator used survey method and collected the data through the questionnaire. The main findings of the study is that teachers were unwilling to work with those with auditory or visual impairments in their mainstream classrooms owing to their lack of training or support from the government.

**Avramidis and Norwish, (2002)** study on the relation between the teaching subject and the attitude towards inclusion the empirical knowledge accumulated so far about this issue is scant. A study conducted among teachers of core subjects (English and mathematics in junior high schools) found that these teachers no relation between the teaching subject and teachers' attitudes.
Hosgorur, Kilic and Dundar (2002) found a positive relation between class levels and attitude: when class levels and attitude when the class level increases, preserviced teachers attitudes towards the teaching profession rise.

Harding and Darling (2003) investigated a qualitative study by teachers’ understanding of inclusion in the United States. The purpose of this study was to determine teachers’ knowledge of, as well as attitudes towards inclusion. The findings indicated that teachers had had no in-service education to prepare them for the inclusion process and had no experience with inclusion, yet all teachers expressed primarily positive attitudes towards it.

Kristensen, Omagor-Loican and Onen (2003) used a mixed-method approach to investigate teachers’ experience with, and attitudes, perceptions and knowledge about inclusive education in Uganda, as well as looking at possible barriers. Their results indicated that participants had relatively positive attitudes towards the inclusion of learners with special educational needs.

Singal & Rouse (2003) conducted a study on Teachers’ attitudes towards inclusive education for children with physical disabilities. The investigator used survey method and collected the data through the questionnaire. The main findings of the study are many secondary teachers believed that the child included in the mainstream classroom must have similar physical attributes as other students so they are not seen as different.

Jeremy j. Monsen and Norah Frederickson (2003) conducted a study on teachers’ Attitudes towards mainstreaming and their Pupils’ perceptions of their classroom. In spite of the widespread adoption of policies on mainstreaming, and more
recently on inclusive education for children and young people with special educational needs, little is actually known about the relationship between what teachers think about such policies and the type of learning environments that they provide. In this study in New Zealand, a sample of regular primary school teachers (\(N = 63\)) were categorized according to ‘high’, ‘moderate’ or ‘low’ scores on a scale which measures their views on mainstreaming policies and practices. The pupils (\(N = 1729\)) of these teachers also completed a scale measuring perceptions of their classroom learning environments. Children taught by teachers who espoused highly positive attitudes towards mainstreaming were found to have significantly higher levels of classroom satisfaction and marginally lower levels of classroom friction than children taught by teachers with less positive attitudes. Implications of these findings are discussed for further research on the role of teacher attitudes in the successful inclusion of children and young people with special needs and for policies on the implementation of effective inclusive practice.

Dorit Patkin, and Tsafi Timor (2004) explored the attitudes of 228 junior high mathematics teachers in 19 states. The findings show that, although most teachers were in favour of the inclusion concept, they felt that mainstream education was not the ideal framework for special needs students. The teachers said they were under pressure to finish delivering the material according to the curriculum and did not feel responsible for the success of the included students. Moreover, they complained about a low degree of management support regarding inclusion as well as about being unprepared for the function of inclusive teachers. The research aimed to investigate the attitudes of inclusive female-teachers, teaching mathematics at elementary school.
and undergoing a professionalization process for teaching this discipline, towards the inclusion of students with learning disabilities and special needs in mathematics in mainstream classes during mathematics lessons.

Issawi (2004), study on Teachers’ attitudes towards inclusive education for children with physical disabilities. The investigator used survey method and collected the data through the questionnaire. The main findings of the study reveals that teachers who showed supportive attitudes towards children with physical disabilities, such as hearing disabilities, did not always show the same support for children with academic or behavioural difficulties.

Burke & Sutherland (2004) investigated a study on the attitudes of primary school teachers towards inclusive education. Most of the research on attitudes revealed that school teachers can have a variety of attitudes such as positive, negative or neutral or both. Recent research reported that mainstream school teachers’ attitudes towards inclusion are mixed from the range of studies discussed here; most reported that teachers possess positive attitudes or views on inclusive education.

Lifshitz, Glaubman and Issawi (2004) On the other hand, the results of other studies indicate that teachers have relatively negative attitudes towards inclusive education found that Israeli and Palestinian school teachers views were not supportive of inclusion in the education system.

Orals (2004) study indicated some significant differences among the attitudes of the students who enrolled in the Faculty of education while considering the profession of teaching according to gender, the order of the programme they attend in the preference list, and the reason for choosing the profession of teaching.
Alghazo and Gaad (2004) conducted a study on Teachers’ attitudes towards inclusive education for children with behavioural difficulties found that teachers were the most negative about the inclusion of pupils with behavioural difficulties. It is reported that some teachers would not agree to include children with severe difficulties or those who displayed bad behaviour. The results revealed that for many of the students, inclusion was limited with regard to occupation, education and society adjustment.

Sharma and Deppler (2005) conducted a study on Teachers’ attitudes towards inclusive education for children with social concerns. According to teachers, concluded that teachers have a willingness to work with a child with social problems, even if they do not have the requisite training, which should be provided by the government and its education policies.

Pearl Subban and Dr. Umesh Sharma (2005) investigated a study on Understanding Educator attitudes toward the Implementation of Inclusive Education. This paper presents the findings of an empirical study to investigate the attitudes of regular education teachers toward the implementation of inclusive education. The cited study was part of a two-pronged research inquiry which investigated teachers’ attitudes toward, and their concerns about inclusive education. This discourse was based on semi-structured interviews, conducted with mainstream teachers in state schools in Victoria, Australia. The results imply that Victorian teachers are in the main positively inclined towards the philosophy of inclusive education, perceiving the process as beneficial to all participants within the inclusive setting. However, they remain cautious about the inclusion of students with more severe disabilities.
DeSimone and Parmar (2006) explored the attitudes of junior high mathematics teachers towards the success of inclusion, finding that approximately 50% of them perceived inclusion as effective. All the teachers did not see themselves directly responsible for the academic progress of special needs students. When asked to describe the role of teachers in an inclusive class, none of them related to teaching adapted to the special needs but rather to the teacher as "facilitating the learning", “being a friend" or "helping".

Hodkinson (2006) criticized this notion, saying that inclusion is primarily influenced by external factors such as funding rather than individual differences among teachers. All the authors, researchers and practitioners believed that teachers attitudes or views have a huge impact on the progress of inclusive education for children with special needs.

Singal (2006) conducted a study on Attitudes towards inclusive education for children requiring academic modification. The investigator concluded that many teachers believe that children who need academic moderation would be unable to cope with the level of academic demand in the mainstream schooling system. She argued that such children should be taught in a separate system of segregated education. She also noted that inclusion programs are not fruitful for the average teacher or child. There is a negative correlation between students’ academic ability and their level of disability such as dyslexia or autism.
Ali, Mustapha and Jelas (2006) examined the attitude and perceived knowledge of mainstream and special education teachers of primary and secondary schools towards inclusive education in Malaysia. The main finding shows that, in general, teachers have positive attitudes towards inclusive education. They agreed that inclusive education enhances social interaction and inclusion among the students and thus, it minimizes negative stereotypes on special needs students. The findings also show that collaboration between the mainstream and the special education teachers is important and that there should be a clear guideline on the implementation of inclusive education. The findings of the study have significant implications to the school administrators, teachers, and other stakeholders who directly and indirectly involved in implementing inclusive education.

However, Osunde and Izevbigie (2006) who investigated 400 secondary school teachers’ attitude toward the teaching profession revealed that because of financial remuneration and delay in payment of salaries, teachers have negative attitude towards the teaching profession. They found that poor conditions of service; wider negative influence and teachers’ negative personal and professional behaviour are the factors of the teachers’ negative attitudes towards the teaching profession. They concluded that the teaching profession in Nigeria has its respect.

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adapted to the special needs but rather to the teacher as "facilitating the learning", "being a friend" or "helping".

**Biddle (2006)** conducted a study on teachers' attitudes towards inclusion and points out a direct relation between positive attitudes of science teachers and the learning environment conditions, which allow an effective inclusion: 40% of all the participants, who expressed positive attitudes towards the inclusion, were teachers whose learning environment allowed them an effective use of concessions and adjustments for students with learning disabilities. On the other hand, 42% of the participants, who expressed "less positive positions" were those who lacked these conditions.

**Natalie Jenkins 2006** conducted action research study on Factors that Influence Mathematics Attitudes among sixth grade High Ability Learner (HAL) classroom, the researcher investigated the current mathematics attitudes of his students and how these attitudes correlated to personal mathematics achievement and identified intelligence domains. The researcher discovered that most of my nineteen students held a negative attitude toward the subject of mathematics. Consistent low ratings were also found in the logical/mathematical domain of most of my students’ ALPS Multiple Intelligence Profiles. Regardless of this dominant affective data (indicating little mathematics interest or potential from student perspectives) surprisingly, most of his sixth grade HAL students scored above the 90th percentile on the mathematics portion of their most recent Terra Nova nationalized testing report. As a result of this action research, The researcher clearly see the need for gifted students to be shown important connections between mathematics and its utility outside the context of
school academia. By supplementing our school’s gifted education curriculum with activities that actively engage students in mathematical interpretation and creative problem solving, the researcher hopes to nurture an intrinsic interest in mathematics as a vital part of my students’ overall development.

Kuyini and Desai (2007) investigated primary school teachers' view and experience in implementing the inclusive education policy in regular schools in five districts of the Enga province of Papua New Guinea. Six primary schools were selected and involved TT teachers who responded to questionnaire items, while 12 teachers within the group were chosen to be involved in interviews. The finding from the study revealed that most teachers supported the notion of inclusive education. Policy and would like to implement it. However, they indicated that there needed to be a change in attitudes of the teachers, peers, boards of management, and parents/caregivers to provide assistance for children with special needs. Most teachers felt that there needs to be more awareness of the principle and the importance of inclusion.

Loreman, Forlin & Sharma (2007) in their study compared four countries teacher attitudes, using a questionnaire and found that teachers are positive towards inclusive education for children with special needs, mainly with social, emotional and behavioural disabilities. Ross-Hill (2009) shared the same view after examining the different attitudes of elementary and secondary school teachers towards inclusion, and how best to develop an inclusive environment based on these attitudes. The results indicated that most teachers either supported inclusion practices in regular classrooms or did not have strong views on inclusive education.
Kuyini and Desai (2008) reported that teachers admitted they needed more training in the field of educating children with special, education in order to accommodate and teach children with special needs which show that teachers’ colleges and universities need to have trained lectures to develop more courses in special education teachers expressed concerns that school. Inspectors do not know enough about the inclusive education concept and need to be trained as well so collaboratively they could implement the policy. This includes training of specialist to support teachers, funds for teaching and learning resources and facilities in schools government support is needed to effectively implement the inclusive education policy.

Humphrey UyouyoAtebe(2008) conducted the study on students’ “van hiele levels of geometric thought And conception in plane geometry: a collective Case study of nigeria and south Africa” and it is inspired by and utilises the van Hiele theory of geometric thought levels, currently acclaimed as one of the best frameworks for studying teaching and learning processes in geometry. The study aims both to explore and explicate the van Hiele levels of geometric thinking of a selected group of grade 10, 11 and 12 learners in Nigerian and South African schools. The study further aims to provide a rich and in-depth description of the geometry instructional practices that possibly contributed to the levels of geometric conceptualisation exhibited by this cohort of high school learners. This collective case study, presented in two volumes, is oriented within an interpretive research paradigm and characterised by both qualitative and quantitative methods. The sample for the study comprised a total of 144 mathematics learners and 6 mathematics teachers from Nigeria and South Africa.They were selected using both purposive and stratified sampling techniques.
This finding provides support for the hierarchical property of the van Hiele levels. Given the van Hiele model of geometry instruction, observed teaching methods in geometry classrooms of the South African subsample offer greater opportunities for the learners to learn geometry than observed teaching methods in geometry classrooms of the Nigerian subsample. On the strength of the findings from this study, some tentative recommendations are made and areas for future research are specified.

Melanie Nind (2008) conducted the study on “Conducting qualitative research with people with learning, communication and other disabilities Methodological challenges. This methodological paper reviews the research literature and discusses the issues that arise in conducting qualitative research with people for whom traditional methods of qualitative research might present challenges for researchers. The focus is on children and adults with learning difficulties, communication difficulties or other disabilities such as autism with associated complex challenges in communicating, understanding and taking part in qualitative research.

The paper’s structure follows the stages of conducting research and includes design, ethics, data collection, analysis and reporting. Both methodological challenges in common with researching other groups (including other so-called vulnerable groups, minority groups and hard to reach groups as well as mainstream participants) and those unique to research with this disabled group are addressed, culminating in guidance for researchers on methods, approaches and key issues. Recurrent themes include: techniques for communicating abstract ideas to participants, enabling participants to express their views and tell of their experiences, ways of acting responsibly and ways of acting inclusively. The review illuminates some of developments in what can be
achieved in research with people with learning and communication difficulties and some of limitations in what has been managed to date.

**Melanie Nind (2010)** conducted the study on “The social experience of early childhood for children with learning disabilities: inclusion, competence and agency” This paper tells of the social experiences of three four-year-old children with learning disabilities as they negotiate their daily lives in their homes and early education settings in England. We apply a social model of childhood disability to the relatively unexplored territory of young children and use vignettes drawn from video observation to explore the interactive spaces contained in settings with different cultures of inclusion. Using a multimodal approach to the data we show the nuanced ways in which the children enact their agency. We explore the relationships between agency, culture and structure and argue that children with learning disabilities are active in making meaning within social and relational networks to which they contribute differently depending on the barriers to doing and being that each network presents. Thus, the paper provides an original use of the notion of distributed competence.

**Van Steenbrugge, H., Valcke, M., Desoete (2010)** conducted the study on “mathematics learning difficulties in primary education: Teachers’ professional knowledge and the use of commercially available learning packages” The present study builds on teachers’ professional knowledge about mathematics learning difficulties. Based on the input of 918 primary school teachers, an attempt is made to develop an overview of difficult curriculum topics in primary school mathematics. The research approach builds on new conceptions about the professional identity of
teachers and earlier conceptions that point at the critical relevance of teachers’ pedagogical content knowledge (Shulman, 1986, 1987). It is also found that the adoption of a specific commercially available learning package (CALP: manuals and exercise books used in the classroom) plays a mediating role.

TakbirAli(2011) explored students Learning difficulties in secondary Mathematics classroom in Gilgit-Baltistan and Teachers Effort to Help students overcome these Difficulties, and explain how four high school teachers, identified as improvement-oriented teachers (IOTs), in their day-to-day teaching, try to use pedagogical remedies to help their students overcome the difficulties that hinder in-depth learning in secondary mathematics classrooms. Providing reflective accounts from the IOTs’ experiences and presenting illustrative examples from their classrooms, the study provides a broad picture of the context in which students learn mathematics. The study recognizes the factors that constrain students from gaining in-depth understanding into subject matter knowledge; it highlights the possibilities of fostering in-depth learning by establishing the primacy of the teacher in bridging the gap between students’ perceptive faculty of mind and subject matter knowledge. It recognizes their influences the teacher’s actions, pedagogical moves and decisions exert on students’ in-depth learning of concepts. The study also underscores the vital importance of students’ prior knowledge of basic mathematical concepts in in-depth learning of new concepts. Implication of the results of the study underscores the need for synergy of efforts on the part of teacher, school, and other key stakeholders, and curriculum in creating and promoting an environment conducive to students’ in-depth learning in mathematics
Kiuru, Noona (2011) conducted the study on “Depressive Symptoms during Adolescence: Do Learning Difficulties Matter?” To examine whether learning difficulties play a role in depressive symptoms, 658 Finnish adolescents were asked to complete scales for depression three times during the transition to post-comprehensive education. They also reported on their learning difficulties and feelings of inadequacy as a student. The results showed that learning difficulties prospectively predicted depressive symptoms. Moreover, the impact of learning difficulties was mediated via inadequacy as a student: learning difficulties predicted feelings of inadequacy as a student which, in turn, contributed to greater increases in depressive symptoms. Finally, gender moderated the association between learning difficulties and depressive symptoms: both being a girl and having a high level of learning difficulties predicted a higher initial level of depressive symptoms.

Martins, Ana Paula Loucao; Correia, Luis de Miranda; Hallahan, Daniel P. (2012) Learning Difficulties: A Portuguese Perspective of a Universal Issue, n this article we present findings of a study that was conducted with the purpose of deepening the knowledge about the field of learning difficulties in Portugal. Therefore, within these findings we will discuss across several cultural boundaries, themes related with the existence of learning difficulties as a construct, the terminology, the political, social and scientific influences on the field, and the models of identification and of ongoing school support for students. While addressing the above-mentioned themes we will draw attention to the different, yet converging, international understandings of learning difficulties.
Inglis, Pamela A.; Swain, John(2012) conducted the study on “Men with Learning Difficulties Doing Research: Challenging Views of Learning Difficulties”

This paper explores the views of men with learning difficulties living in a secure environment. Reflecting findings from a doctoral thesis based upon a research project where the participants looked at the processes and concepts of research, the dialogues within the study were analysed using critical discourse analysis. Thesis aims relevant here include investigating given "truths" about the positives of having a learning disability. The men are not only categorised as having a learning difficulty, but also have the added stigma of being offenders, and commonly having mental health issues which expose them to the worst of myths surrounding learning difficulty. Despite this, the findings suggest that the men are very positive about their lives--reporting that they have many attributes and talents--and view having a learning difficulty as an advantage at times. This affirms Foucauldian ideas on the way that dominant knowledge may be challenged.

Teresa Guillemot(2013) conducted the study on “Dyscalculia – An Overview of Research on Learning Disability” Dyscalculia is a mathematical learning disorder where the mathematical ability is far below expected for a person’s age, intelligence and education. Researchers have found evidence that such a disability exists and due to their findings there is a need to address dyscalculia as an important educational issue in mathematics. Students with these mathematical learning disabilities in the Swedish school system today have the opportunity to be diagnosed through special tests. If these students are diagnosed with dyscalculia then they can receive special education corresponding to their needs. The concept of dyscalculia is being discussed,
researched, tested and scrutinized in several institutions around the world. Test results indicate that somewhere between 3-6 % of the population suffers from severe mathematical learning disorders, even to the extent that it impairs the daily life. Recently there have been discoveries made suggesting that different mathematical operations and number handling are connected to specific areas in the brain. If these neuropsychological findings can be scientifically justified, researchers are one step closer to solve the puzzle of dyscalculia, also known as number blindness. The aim of this article is to discuss the different views of dyscalculia, both supporting and critical towards treating dyscalculia as an important educational issue, and illuminate the possible advantages of diagnosing mathematical learning disabilities.

Mohsin et.al (2013) Status of Muslim Immigrants' Children with Learning Difficulties in Vienna The study was conducted to know the status of Muslim immigrants' children with learning difficulties and importance of parents' involvement for the education whose children are with learning difficulties, and the factors responsible for the learning difficulties among immigrants' children. There were 81 immigrant children with learning difficulties who were identified for detail information. Eight parents of children with learning difficulties, and five directors of SPZs (SonderPadagogikZentrum) who were already involved with the education of children leaning difficulties were the part of the study. Following instruments were developed and used to achieve the objectives and test the hypothesis, such as: (1) questionnaire for children; (2) schedule interview for directors of SPZ; and (3) structured interview for parents. The results showed that the presence of male children was more than females. Parents, less interest, home environment, parents'
qualification, age of children, and teachers' attitude with parents were powerful indicators which are responsible for learning difficulties among immigrants' children.

2.3. CRITICAL REVIEW OF RELATED STUDIES

The investigator has reviewed a total number of eighty nine studies conducted both in Indian and Abroad. There are twenty eight Indian studies and sixty one foreign studies. Among the Indian studies, nineteen were related to learning difficulties, six to awareness towards learning difficulties and three are attitude towards learning difficulties. Out of sixty one foreign studies, fifteen are related to learning difficulties and forty six studies are related to attitude towards learning difficulties. Out of eighty nine studies, there are twenty two studies which are related to learning difficulties in mathematics. In the Indian studies, five studies are related to learning difficulties, two studies are related to awareness and one study is related to attitude towards learning difficulties in mathematics. Out of sixty one foreign studies, fourteen are related to learning difficulties in mathematics. In which three studies are related to learning difficulties in mathematics and eleven are related to attitude towards learning difficulties in mathematics. Apart from review of related literature, the investigator attempt a critical review of the variables related to awareness and attitude towards learning difficulties in mathematics.

2.4. RESEARCH GAP

From the studies reviewed by the investigator, the following gaps have been identified. The present study differs from the rest of the studies in several ways. First of all there was no study undertaken so far which had the variables of awareness and
attitude towards learning difficulties in Mathematics. Therefore, the present study is the first of its kind in this regard.

Secondly, with regard to the learning difficulties, there were many studies on prospective teachers, high school students, adolescence, secondary school students, Graduate and Under Graduate students, higher secondary school students, mental retardation students, under achievers and relating them with many variables like achievement, area of health, family morals and religion, socio-economic status, parental attitude. But learning difficulty are creatively combined with two variables namely medium of instruction and academic achievement and on this ground it stands different from the rest of the studies conducted earlier.

Thirdly, there were only few studies made on the variable learning difficulties in India. In this respect, this study is something new and different.

Fourthly, no study has linked awareness and attitude towards learning difficulties in mathematics and so in this regard, it stands unique.

The present study differs from the above studies in many ways. There has been no study, which has combined the two variables of learning difficulties in Mathematics i.e. Awareness and attitude, especially there has been no study which has focused exclusively on Primary School teachers. Therefore, the present study is probably the first of its kind in this region. Hence it is relevant for the investigator to study the influence of the level of awareness and attitude of the Primary school teachers towards learning difficulties in mathematics.
Finally the study was different from other studies through its first variable learning difficulties in mathematics. Many studies were conducted on learning difficulties, yet this study was different from others by its dimensions like concept, cases and characteristics, identification and assessment, teaching and training methods, guidance and counseling. Therefore the study is different from other studies in relation to awareness and attitude. No study has a combined focused as attempted in this study. Therefore the present study is new and it is different from others in terms of population and sample. Hence it is relevant for the investigator to study the awareness and attitude of Primary school teachers towards learning difficulties in mathematics.