

Identification of Learning Difficulties among Children Studying in Public Sector Schools

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Present study aimed to identify learning difficulties among children enrolled in Government / public sector schools in Pakistan. Two indigenously designed questionnaires were used for data collection. Data was collected from 19 schools under the administration of Municipal Corporation (Local Govt) and Punjab Education Department. The strength of the students enrolled in selected classes was 4849. Results indicate that the prevalence of disability stands, 6.06 % in all. Study offers further guidelines to the researchers to explore various unidentified dimensions of LDs with reference to socio economic, ecological and genetic factors.
Key terms: Learning Difficulties, Public Sector Schools