



A STUDY ON THE AWARENESS OF SECONDARY SCHOOL TEACHERS TOWARDS LANGUAGE LEARNING DIFFICULTIES OF STUDENSTS

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Abstract

Education involves learning, dissemination of the knowledge and experiences. In broader sense education refers to the gaining of experience in everyday life. It can take place everywhere like, at home, religious institutions, social gatherings, cultural activities, schools and other means such as television, newspaper, internet, social media, etc. Sometimes these sources of knowledge are categorized under the non formal education. But when the learning disabilities or difficulties referred it is always related to learning that takes place in a formal ways that is in the schools or any educational institutions. It is a common phenomenon that every learner is different in the level of intelligence. Some have more and some have less. Sometimes this factor is considered as an intervening agent in the learning process of the students or learners and their achievement. Learning disabilities is another factor which intervenes in the learning of the learner. Again there are several forms of learning disabilities; they are Reading Disabilities (**Dyslexia**), Mathematics Disabilities (**Dyscalculia**), Writing Disabilities (**Dysgraphia**) and difficulty in remembering words (**Dysnomia**) and Attention Deficit Hyperactivity Disorder (**ADHD**). Since, dyslexia is also one of learning difficulties has greater roles in effecting the performance and achievement of the learners. But till twenties dyslexia was not known to us. It doesn't mean that it was not existed before twenties. Though it existed but was not detected or not known by this name. Therefore, the present paper intends to highlight on the status and awareness of secondary school teachers on Reading Disabilities (**Dyslexia**) in papumpare district of Arunachal Pradesh on the basis of empirical findings of the study.

Key Words: Learning Disabilities, Dyslexia, Awareness, Achievement



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1.0. Introduction

In western and other developed countries the awareness began to start in the late eighties about the dyslexia. By twenties many educational agents started to work upon it. In case of India the movement about the awareness about dyslexia started in late twenties was confined

to only some medical practitioners. Later the problem was begun to adopt by educational department and researchers. But still there are miles to go because more than 80% of the Indians are unaware of these learning difficulties.

Regarding dyslexia, its cause, symptoms and effects many studies have been done by the educationist, psychologists and medical practitioners. The studies conducted by **Defsero Jusufi** (Dyslexia, Awareness and Discriminatory Potential,2014), **Mirela and et al** (Teachers' Attitudes About Dyslexia: Evidence from Bosnia, Herzegovina and Montenegro), **Adrian** (Lay Knowledge of Dyslexia,2013), **Anne Marry,Rossie,Wyn** (Living With Dyslexia,2009), **Adebowale** (Teachers' Knowledge of, and Attitude Towards Learning Disabilities), **Gevin Reid** (Dyslexia,2011), **Ramaa** (Dyslexia, 2000), **Dr. Shetty**, his publication in "Journal of Medical Science and Clinical Research", (2014), **Aladwani et al.** (Primary Teachers' Knowledge and awareness of Dyslexia in Kuwait Students, 2012) etc. on Dyslexia reveals that it is a specific learning difficulty which is always associated with **reading disabilities**. It offers itself as a big hindrance in the teaching of language. Therefore, dyslexia is serious concern for every parent and teacher. The studies also found that the awareness and attitude play vital role in diagnosing the dyslexia in children and dealing with effectively. But the studies reflect that most parents and teachers are unaware of dyslexia and therefore shows unconcerned attitude towards it.

Researchers have number of studies on Dyslexia; its effect on learning, awareness attitude of people teachers and parents in India and abroad. But no research has been done on Awareness and Attitude of teachers and parents towards Dyslexic students in context of Arunachal Pradesh. Therefore, the researcher was intended to carry out research in Papumpare District of Arunachal Pradesh about the awareness of secondary schools towards dyslexic students in the district.

1.1. Objectives of the Study

In the present study, the investigator formulated the following objectives on the basis of the nature of research problem:

- i) To find out the status of dyslexic students in Papumpare District of Arunachal Pradesh.
- ii) To investigate the awareness of teachers towards dyslexia at secondary schools of Papumpare District of Arunachal Pradesh in relation to location and gender.

1.2. Hypotheses of the Study

In tune of the objectives of the present study the investigator had formulated the following hypotheses in null form. They were;

I) There is no significant difference among the rural and urban located secondary school teachers on the awareness of Dyslexia of Papumpare District of Arunachal Pradesh.

II) There is no significant difference among male and female secondary school teachers on the awareness of Dyslexia in Papumpare District of Arunachal Pradesh

1.3. Methodology of the Study

Since the basic purpose of the study was to investigate the status and awareness on Dyslexia in the light of the nature of this study, it was felt necessary to develop a suitable research methodology and design for accomplishing the objectives of the study. For the completion of this present piece of work, the investigator adopted the following steps in the section of methodology. They were;

❖ Population of the study

The target population of the present study consisted of male-female (rural and urban) teachers in secondary schools of Papumpare District of Arunachal Pradesh.

❖ Sample of the Study

In the present study a small number of samples were selected as per the representative of target population. So far the sampling procedure is concerned the investigator used the stratified random sampling procedure for collection of data which was consisted of 60 teachers (30 rural teachers & 30 urban teachers), 60 parents (30 urban, 30 rural) and 10 secondary (5 urban, 5 rural) schools of Papumpare District of Arunachal Pradesh.

❖ Tools Used in the Study

In the research or educational study, selection of any tools is always considered as important because a significant part of the study depends and the data and data depend upon the accuracy of the tools through the establishment of validity and estimation of reliability as the characteristics good tools of evaluation. Therefore the investigator in the present study used a self developed awareness scales to measure the secondary school teachers' awareness on dyslexia. The questionnaire for awareness test consisted of 20 questions and the responses were to be made in terms of closed ended form. Before using the questionnaire in the actual study the investigator adopted the test standardization procedure and the content validity was established with consultation of the subject experts. The initial draft of the questionnaire was having 40 items which were administered on five numbers of sample teachers of secondary schools and five numbers of sample parents. After tried out of the questionnaire, the investigator decided to reject twenty numbers of items on the basis of item analyses through the item difficulty procedure and discrimination power of the items. By rejecting 20 items

another 20 numbers of item were kept for the final try-out and again it was re-administered on same numbers of teachers and parents and it was found that no item was felt more difficulty and easier. All the items were considered to be moderate in difficulty level, which established a high content validity of the test items. Therefore in the present study the investigator decided to keep a 20 items finally in the awareness on dyslexia which was used in the field on the concerned sample at the time of data collection.

❖ **Analysis of Data**

Analyzing the data which are collected from the target sample is an integral part of the educational research. The collection of data and its organization do not convey any sense until or unless those are analyzed by making use of some of appropriate statistical technique. The present study was concerned with the awareness of secondary school teachers about dyslexia and dyslexic learners in Papumpare District of Arunachal Pradesh. In this study the samples were taken randomly from 10 Secondary schools and 2 urban and 4 rural locations of the district. For analyzing and interpreting the data, the investigator used percentage (%), descriptive statistics as measures of Central Tendency. Measures of variability and inferential statistics ‘t’ test for computing the result.

1.4. Major Findings of the Study

Following are the main findings of the present study as per the data interpretations of the results; For the purpose of objective -1 that is “To find out the status of dyslexic students in Papumpare District of Arunachal Pradesh” the investigator visited the office of Deputy Director of School Education, Yupia, Papumpare District especially, to the information section with due permission from the DDSE. With the help of incharge of the ‘information section’ the investigator went through the records on learning difficulty effected students and found that there are 4 students who are diagnosed as dyslexic learner, details of which is given in the **table 1.0**.

Table.1.0. Showing the Status of the Dyslexic Students in Papumpare District of Arunachal Pradesh

Category	Male	Female	Location	Total
OBC	0	0	---	00
SC	0	1	Urban	01
ST	1	1	Rural	02
GEN	0	1	urban	01
Total	01	03	----	04

Before testing the remaining objectives and hypotheses the researcher analyzed the variable wise to study on the awareness of secondary school teachers of Papumpare District of Arunachal Pradesh which have been indicated in **table 1.1. to table.1.2.**

❖ **Variable Wise Estimation On the Awareness Towards Dyslexia of Secondary School Teachers of Papumpare District of Arunachal Pradesh.**

Objective: 2. To Investigate the Awareness of Teachers Towards Dyslexia at Secondary Schools of Papumpare District of Arunachal Pradesh in relation to location and gender.

III) **Hypothesis: 1.** There is no significant difference among the rural and urban located secondary school teachers on the awareness of Dyslexia of Papumpare District of Arunachal Pradesh.

By using the computed Mean and SD values of Rural and Urban Secondary school teachers on the awareness of dyslexia of Papumpare District of Arunachal Pradesh, the ‘t’ value has been estimated for comparing significant Mean difference between urban and rural located secondary school teachers as shown in the table 1.1.

Table-1.1 Indicating the Summary of Awareness Mean Scores, SD and Computed ‘t’ Values of Rural Teacher and Urban Teachers of Secondary Schools of Papumpare District, Arunachal Pradesh.

Groups	N	Mean	SD	SED	‘t’ Value	Criterion ‘t’ Value	remark
Rural Teacher	30	12.2	1.99			2.01	At
Urban Teacher	30	10.9	2.11	0.53	2.45	0.05 level of significance	Significant As, p > 2.01

Interpretation: The above table **no. 1.1** shows that the calculated ‘t’ value came out to be (2.45) which is greater (>) than the criterion ‘t’ value (2.01) at 0.05 level of significance for df 58. As the computed ‘t’ value 2.45 is significant at 0.05 level, therefore the formulated hypothesis (Ho-1) “There is no significant difference among the rural and urban located secondary school teachers on the awareness of Dyslexia of Papumpare District of Arunachal Pradesh.” gets rejected. By this computation it is clearly understood that truly there is significant difference between rural and urban teachers of secondary schools of Papumpare District of Arunachal Pradesh about the awareness on dyslexia. It signifies that both rural and urban secondary teachers of the District had unequal performance in terms of awareness about dyslexia. But by looking at the mean scores of both rural and urban secondary school

teachers it seems that the mean score of rural teachers (12.2) is little higher than the mean scores of urban teachers (10.9) and statistically also there is difference in the awareness of dyslexia between rural and urban teachers but as per mean scores it indicates that the rural secondary school teachers of Papumpare District to some extent are having better awareness on dyslexia.

Objective: 2. to investigate the awareness of teachers towards dyslexia at secondary Schools of Papumpare District of Arunachal Pradesh, in relation to location and gender.

IV) **Hypothesis: 2.** There is no significant difference among male and female secondary school teachers on the awareness of Dyslexia in Papumpare District of Arunachal Pradesh. By using the computed Mean and SD values of male and female Secondary school teachers on the awareness of dyslexia of Papumpare District of Arunachal Pradesh, the ‘t’ value has been estimated for comparing significant Mean difference between male and female teachers of secondary as shown in the table 1.2.

Table-1.2. Indicating the Summary of Awareness Mean Scores, SD and Computed Values of Male Teacher and Female Teachers of Secondary Schools of Papumpare District, Arunachal Pradesh.

Groups	N	Mean	SD	SED	‘t’ Value	Criterion ‘t’ Value	remark
Male Teacher	30	11.5	2.15			2.01	Not significant P < 2.01
Female Teacher	30	11.6	2.13	0.54	0.18	At 0.5 level of significance	

V) **Interpretation:** The above table no. 1.2, depicts that the computed ‘t’ value came out to be (0.18) which is smaller (<) than the criterion ‘t’ value (2.01) at 0.05 level of significance for df 58. As the computed ‘t’ value 0.18 is not significant at 0.05 level, therefore the formulated hypothesis (Ho-2) “There is no significant difference among male and female secondary school teachers on the awareness of Dyslexia in Papumpare District of Arunachal Pradesh” gets accepted. By this computation it is clearly understood that truly there is no significant difference between male and female teachers of secondary schools of Papumpare District of Arunachal Pradesh about the awareness on dyslexia. It signifies that both male and female secondary school teachers of Papumpare district had equality in the awareness about dyslexia. The mean scores of both male (11.5) and female (11.6) secondary school teachers also proves that there is an equality in their awareness on dyslexia and statistically also there is no difference in the awareness of dyslexia between rural and urban teachers but as per

mean scores indicates that the female secondary school teachers of Papumpare to some extent are having better awareness on dyslexia.

1.5. Discussion of the Results

In view of the above analyses and findings of the study relating to the status of the dyslexic students in Papumpare District it was found that very less number of students are diagnosed with dyslexia problem. Three female children and one male child form SC, ST and General Category were having dyslexic problems. Among these two were from rural and two were from urban areaa. In total there were four students who are suffered from dyslexia. The study also revealed that there could have been more dyslexic students in the district but they are not detected or diagnosed because of the lack of awareness among both teachers and parents.

In response to the Ho-2, the analyses of data showed a contradicted result in respect to the general understanding that urban teachers should have more awareness about dyslexia. The mean score of the rural teachers is higher than the score of urban teachers. The calculated 't' value also reflected that there is significantly difference in the awareness about dyslexia among these two variables i.e. rural and urban teachers. The occurrence of this difference may be because of the posting of more trained teachers in the rural areas. Apart from this the teachers got more opportunity to mingling with the students and knew each and every students and their family, social and economic background of the students. With these factors there is more possibility to notice dyslexic features among the children who werereally affected with it.

In case of the awareness on dyslexia among male and female teachers it was found that there is no significant difference between these two groups. Both the male and female teachers of the District had shown equality in their awareness towards dyslexia through responding the questionnaire on it. But when mean value of male and female teachers of the District it was revealed that mean of the female teacher is little bit higher than the male teachers. This implies that female teachers of secondary schools of Papumpare Districts had little higher in the awareness on dyslexia, but the difference is ignorable as the mean of male teachers is 11.5 whereas female's is 11.6. There is a difference of only 6 points which is quit ignorable because of chance factors.

1.6. Educational Implications of the study

In tune of the analysis of the present study the investigator has recommended some of the following pertinent educational implications in reference to the awareness and attitudes of parents and teachers towards dyslexia and dyslexic students as under:

1. Since the present study was conducted in order to test the awareness of parents and teachers about dyslexia and their attitudes towards dyslexic students in Papumpare District of Arunachal Pradesh and revealed that though there is no or less significant difference in their awareness and attitudes but their mean scores depict very low. Therefore, this study would help the teachers and parents to develop more awareness about dyslexia.
2. The study would help the teachers to imbibe positive attitude towards the dyslexia as well as dyslexic children.
3. The study would encourage for more specific training for the teachers in order to deal with learning disabilities among the students.
4. The study would spread awareness among the teachers that dyslexia, if diagnosed earlier can be corrected with special strategies in dealing with them.
5. It would help the teacher to use appropriate techniques and teaching aids in the teaching-learning process for the dyslexic learners.
6. Since this study was limited teachers of secondary schools Papumpare District only, therefore, it would encourage the researchers to conduct more studies in other Districts of Arunachal Pradesh.
7. Since dyslexia is a disability related to language learning, the study would help the language teacher to have more insightful nature into the problem of dyslexia.
8. The study would help the parents and teachers develop dyslexia friendly environment at home and at school. This will prove more productive in case of dyslexic students.
9. The study would help the curriculum framers to frame special curriculum for the dyslexic students.

1.7. Conclusion

The present study was intended to establish the degree of awareness secondary school teachers of Papumpare District of Arunachal Pradesh. After analyzing the data variable wise it was found that mean scores regarding awareness of teachers remains below 15% which signifies that the awareness among the variables about dyslexia is very low. In case of attitude towards dyslexia variables showed positive attitude but mean scores remain below 50% which also signifies that the required amount of attitude was not found in them. Thus, the present study signifies that there needs improvement in the awareness and attitude of both parents and teachers towards dyslexia and dyslexic learner so that these children can be

diagnosed and appropriate measure could be taken up to improve the performance in their learning.

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