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Editorial

The education sector of India and the entire world is badly affected by COVID-19 pandemic. The spreading pandemic has changed the mode of education. All educational institutions have been shut down and the educational activities are done through digital mode. This is the scenario where virtual learning platforms have risen to a level equivalent to the face-to-face classroom learning. The pandemic has transformed the centuries-old chalk and talk teaching model to technology-oriented teaching.

COVID-19 has forced educational institutions across India and the world indeed to suspend physical classrooms and shift to online classes. The students' physical access to classroom has been stopped and teaching-learning could be imparted only through online mode. Most of the schools and colleges are conducting their classes in online platforms such as Microsoft Team or Google Classroom.

Virtual learning has broadened the horizon of the present education system. Schools and colleges have started a virtual way of teaching through online classes which helps children to achieve a real classroom experience to a certain extent which in no doubt helps students to gain a wider and deeper knowledge about the subjects they learn in a more effective manner by means of audio and video lessons. The tech-enabled education system allows the schools and colleges to reach towards thousands of students. Similar to physical classroom, the students follow a timetable for their virtual classroom, interact with the teacher and also take assignments. The teachers handle lessons through digital presentations and assessment is done through digital means.

The research papers and articles in this issue focus on the areas such as Online Apps for pedagogical transaction, e-learning platforms to promote digital education, blended learning etc. which highlight the importance of virtual education. It is hoped that the readers would be enlightened through these educationally significant articles and research papers that deal with various educational issues in this digital era.

With Regards
Editorial Board

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AWARENESS OF DYSLEXIA AMONG MIDDLE SCHOOL TEACHERS

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ABSTRACT

Learning disabilities are nowadays prevalent in most schools. Dyslexia is a learning disability that affects reading. The present investigation is an attempt to study the awareness of dyslexia among middle school teachers. The major objective of the study was to find out the significant difference, if any, in the mean scores of awareness of dyslexia among middle school teachers with respect to the background variables namely gender and locality. Normative survey method was used for the study. The sample for the study comprised of 300 middle school teachers in Kanniyakumari district. The tool used for the study was Dyslexia Awareness Test constructed and validated by the investigators. The statistical techniques used for the study were Percentage Analysis and t test. The findings of the study revealed that majority of middle school teachers have moderate level of awareness on dyslexia. It is also revealed that there is significant difference in the mean scores of awareness of dyslexia of middle school teachers of rural and urban locality. Rural school teachers are found to have more awareness on dyslexia than urban school teachers.

INTRODUCTION

Dyslexia is a learning disability that causes reading and language difficulties, in terms of spoken or written forms of a language. The National Institute of Neurological Disorders and Stroke definition describes dyslexia as difficulty with phonological processing (the manipulation of sounds), spelling, and/or rapid visual-verbal responding. It is considered as a cognitive disorder and not a problem with intelligence. However, emotional problems often arise because of it.

Dyslexia is characterized by trouble with reading despite normal intelligence. Different people are affected to varying degrees. Problems may include difficulties in spelling words, reading quickly, writing words, "sounding out" words in the head, pronouncing words when reading aloud and understanding what one reads. Moreover, most people with dyslexia have been found to have problems with identifying the separate speech sounds within a word and learning how letters represent those sounds a key factor in their reading difficulties. Often these difficulties are first noticed at school. The difficulties are involuntary and

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people with this disorder have a normal desire to learn.

Signs of dyslexia can be difficult to recognize before the child enters school, but some early clues or signs may indicate a problem. Once a child reaches school age, the child's teacher may be the first to notice this problem and the condition often becomes apparent as a child starts learning to read. With appropriate teaching methods, students with dyslexia can learn successfully. Most children with dyslexia can succeed in school with tutoring or a specialized education program. Emotional support also plays an important role.

NEED AND SIGNIFICANCE OF THE STUDY

In the present context, dyslexia awareness is very necessary for all teachers at all levels. Teachers can play an important role in dealing with students having dyslexia. Also they can educate these students to overcome their reading and spelling problems only if they have proper awareness regarding it. The present investigation aims attempt to study the dyslexia awareness of middle school teachers.

In classroom teaching, teachers come across many pupils who experience difficulty to keep pace with the progress made by other pupils or to understand what is taught. The present study investigates whether the school teachers are having awareness regarding dyslexia. Awareness of dyslexia is necessary for teachers at all levels of schooling. It is essential for teachers to identify the dyslexic children and provide remedial teaching to them. If they are trained properly, such students can overcome their problems and prove to be assets to society.

Early assessment and intervention result in the best outcome. With proper diagnosis,

appropriate and timely instruction, hard work, and support from teachers, students with dyslexia can succeed in school and later in their life. So it is the need of the hour to identify such academically disabled learners in the school and provide remedial instruction to them to overcome their learning problems. Hence a study on awareness of dyslexia among middle school teachers is found to be significant.

OBJECTIVES OF THE STUDY

- 1) To study the level of awareness of dyslexia of middle school teachers with regard to the dimensions namely Concept of Dyslexia, Causes of Dyslexia, Symptoms of Dyslexia, Inclusion of children with Dyslexia and Remedial measures to overcome Dyslexia.
- 2) To study the significant difference, if any, in the mean scores of awareness of dyslexia of middle school teachers with respect to the background variables namely gender and locality of school.

HYPOTHESES OF THE STUDY

- 1) There exists no significant difference in the mean scores of awareness of dyslexia of male and female middle school teachers.
- 2) There exists no significant difference in the mean scores of awareness of dyslexia of middle school teachers belonging to schools of rural and urban locality.

METHODOLOGY IN BRIEF

Method

Normative survey method was used for the study.

Sample

The sample for the study comprised of 300 middle school teachers in Kanniyakuma district.

c) Tool used

The tool used for the study was Dyslexia Awareness Test constructed and validated by the investigators.

d) Statistical techniques used

In the present study, the following statistical techniques were used.

- a) Percentage Analysis
- b) t test

RESULTS AND DISCUSSION

Table 1

Percentage distribution of different levels of awareness of dyslexia of middle school teachers

Dimension	Awareness of dyslexia	Count	Percent
Concept of Dyslexia	Low	51	17.00
	Moderate	192	64.00
	High	57	19.00
Causes of Dyslexia	Low	43	14.33
	Moderate	212	70.67
	High	45	15.00
Symptoms of Dyslexia	Low	53	17.67
	Moderate	216	72.00
	High	31	10.33
Inclusion of children with Dyslexia	Low	63	21.00
	Moderate	206	68.67
	High	31	10.33
Remedial measures to overcome Dyslexia	Low	43	14.33
	Moderate	212	70.67
	High	45	15.00

From table 1, it is clear that majority of middle school teachers have moderate level of awareness on Dyslexia. Regarding the dimensions of dyslexia namely Concept of Dyslexia, Causes of

Dyslexia, Symptoms of Dyslexia, Inclusion of children with Dyslexia and Remedial measures to overcome Dyslexia, it is clear that more than 60 percent possess moderate level.

Table 2

Comparison of awareness of dyslexia of middle school teachers based on gender

Gender	Mean	SD	N	t	P	Remark
Male	15.94	6.15	135			
Female	17.18	5.12	165	1.871	0.062	NS

From the table 2 it is clear that it is not significant at 0.05 level. Hence the null hypothesis is accepted. Therefore the male and the female middle school teachers do not differ significantly in their awareness on dyslexia.

Table 3

Comparison of awareness of dyslexia of middle school teachers based on locality

Locality	Mean	SD	N	t	P	Remark
Rural	17.62	5.06	172			Sig at 00.5
Urban	15.28	6.08	128	3.537	0.000	level

From the table 3 it is clear that $p < 0.05$ and is significant at 0.05 level. Hence the null hypothesis is rejected. Therefore, the rural and the urban middle school teachers differ significantly in their awareness on dyslexia. The mean scores show that middle school teachers belonging to schools of rural locality possess higher awareness of dyslexia than middle school teachers belonging to schools of urban locality.

CONCLUSION

The findings of the study showed that majority of middle school teachers have moderate level of awareness on dyslexia. From the study, it is revealed that male and female middle school teachers do not differ significantly in their awareness on dyslexia. It is also revealed that there is significant difference in the mean scores of awareness of dyslexia of middle school teachers belonging to schools of rural and urban locality. Middle school teachers belonging to

schools of rural locality are found to have more awareness on dyslexia than middle school teachers belonging to schools of urban locality.

The results of the current study proved that middle school teachers do not have much awareness regarding learning disabilities like dyslexia. Teachers need to improve their understanding level of dyslexia awareness which could help them to handle children with dyslexia in their classrooms. Special educational programmes can be designed by teachers to meet

the special needs of these learners. There is a great challenge on the part of teachers to deal with those children by using innovative teaching strategies. By these specialized approaches to teaching, most dyslexic learners can be helped to learn normally.

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