EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING DYSLEXIA IN CHILDREN AMONG PRIMARY SCHOOL TEACHERS IN SELECTED SCHOOLS AT DHARMAPURI

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ABSTRACT:
Dyslexia is a condition related to poor reading. Children with dyslexia have difficulty learning to read due to one or more information processing problems such as visual perceptual or auditory perceptual deficits. To determine the effectiveness of structured teaching programme in knowledge regarding dyslexia by comparing pre-test-post test scores. The research design adopted for the study was pre-experimental design with one group pre-test post test designed with non-probability convenient sampling technique was instituted. Since dyslexia was recognized as a major problem in school going children, it is not only the responsibility of the teachers to be aware of the specific learning disability. It is also responsibility of parents and mental health professionals to march formed in order to reach the services in both urban and rural community where the services are in scarce.

Key Words: Dyslexia, Children with dyslexia have difficulty learning.

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INTRODUCTION:
Learning disability sometimes can be called as learning disorder or learning and learning are the two things that determine the success of a child during his/her school career. First the person learns to read, and then they need to learn. Reading is therefore of paramount importance in the education process. Dyslexia is a condition related to poor reading. Children with dyslexia have difficulty learning to read due to one or more information processing problems such as visual perceptual or auditory perceptual deficits.

LITERATURE REVIEW
Akpan. M. U (2010) conducted comparative study regarding the academic performance of school children with learning disabilities with that of their controls. A total of 132 primary school students aged 6-12 years with learning disabilities and their matched-controls were selected. Their academic performance was assessed and compared using the overall scores achieved in the first and second term examinations in the 2005-2006 academic sessions, as well as the scores in individual subjects. Number of days absent from school was documented. While 26.5% and 12.9% pupils with learning disabilities had high and poor academic performance respectively, 38.6% and 9.1% pupils without such disabilities had high and poor performances respectively. Learning disabilities are associated with poor academic performance in school children. Ojinnaka. N. C (2010) a cross-sectional study was carried out among 572 pupils from six primary schools selected randomly from private and government schools. Pupils with a normal IQ were selected using a systematic sampling method. The discrepancy method was adopted by their teachers, to determine the prevalence and pattern of learning disabilities among children living in Uyo, a town in south-south Nigeria. 132 pupils (23.1%) had indicating learning disabilities. She found out that there is a high prevalence of learning disabilities among primary school children in Uyo Al Hamid. J. H (2008) Attention Deficit Hyperactivity Disorder (ADHD) is one of the most common mental disorders that develop in children and becomes apparent in the preschool and early school years. The aim of the present study was to determine the prevalence of ADHD. A sample size of 1287 students aged 6-13 years in 67 government and 10 private primary schools was selected by multistage systematic random sampling at Saudi Arabia. Data was collected using two types of questionnaires: the modified Arabic version of the Attention Deficit Disorders Evaluation Scale (ADDES) school version, and Parents' questionnaire to diagnose the three main subtypes of ADHD namely: inattention, hyperactivity-impulsivity, and combined ADHD. The majority of the boys were from government schools (83.0%), were of age 6-

OBJECTIVES:
To assess the pre-test level of knowledge regarding dyslexia among primary school teachers. To determine the effectiveness of structured teaching programme in knowledge regarding dyslexia by comparing pre-test-post test scores. To find out the association between the level of knowledge and selected socio demographic variables.

METHODOLOGY:
The research design adopted for the study was pre-experimental design with one group pre-test post test designed with non-probability convenient sampling technique was instituted. The sample size has 30 primary school teachers from Senthil matriculation school at Dharmapuri. A structured knowledge questionnaire on dyslexia was used to collect the data. The data was analyzed by using descriptive and inferential statistics.

MAJOR FINDINGS:
• In regards to socio demographic variables majority 12(40%) belonged to the age group of 30-40 years. All 30(100%) were female. Most of them 9 (30%) were B.A B.Ed., the marital status showed majority showed majority of them 24 (80%) were married. 
• The level of knowledge during pre-test among the primary school teachers were 22(73.3%) had inadequate knowledge and 8(26.7%) of them moderately adequate knowledge but in post-test 12(40%) of them had adequate knowledge on dyslexic in children.
• Effectiveness of STP showed the paired ‘t’ test value of 12.247 which is statistically significant at p<0.05.
• On association it is found that there is no statistically significant association between the level of knowledge and selected socio demographic variables.

CONCLUSION:
Since dyslexia was recognized as a major problem in school going children, it is not only the responsibility of the teachers to be aware of the specific learning disability. It is also responsibility of parents and mental health
professionals to march formed in order to reach the services in both urban and rural community where the services are in scarce.

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