



Research Article

A STUDY TO ASSESS THE KNOWLEDGE REGARDING DYSLEXIA AMONG SCHOOL TEACHER SELECTED SCHOOL AT CHENNAI

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ABSTRACT

Statistics indicate that Dyslexia is one of the most common learning disabilities affecting 1 in 10 children worldwide. The Dyslexia Association of India estimates that about 10% to 15% of school-going children in India suffer from some type of Dyslexia. There may be slightly more males than females who have dyslexia, but the difference is not significant. This notion is illustrated by a study of an epidemiological samples of children in grade 2 and grade 3 which reading and IQ tests were used to provide a psychometric definition of dyslexia. The investigators found that 8.7% of the boys and 6.9% of the girls were dyslexic in grade 2, and that 9.0% of the boys and 6.0% of the girls were dyslexic in grade 3. Based on the percentage of scores, the knowledge was interpreted as above 75% was adequate knowledge; 51-74% was moderate knowledge and below 50% was inadequate knowledge.

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INTRODUCTION

Dyslexia is a language based disability. Dyslexia refers to a cluster of symptoms, which results in people having difficulties with specific language skills, particularly reading students with dyslexia usually experience difficulties with other language skills such as reading, writing and pronouncing word. The exact causes of dyslexia are still not completely clear, but anatomical and brain imaginary studies show differences in the way the brain of a dyslexic person develops and functions. Moreover, most pupils with dyslexia have been found to have problems with identifying the separate speech sounds, a key factor in their reading difficulties.

METHOD AND MATERIAL

This chapter deals with the methodology that was selected by the investigation in order to determine the knowledge of teacher trainee regarding dyslexia in selected institution at Erode. Methodology of the study includes research approach, research design variable, research setting, population, sample, sampling criteria, sampling technique, development and description of tool, reliability of the tool, pilot study, data collection process and plan for data analysis.

Table 1 Assessment of pre test and post test knowledge level

Knowledge level	Pre test		Post test	
	F	%	F	%
Adequate (16-20)	4	13%	23	76%
Moderate (11-15)	19	64%	7	24%
Mild (5-10)	7	23%	-	-

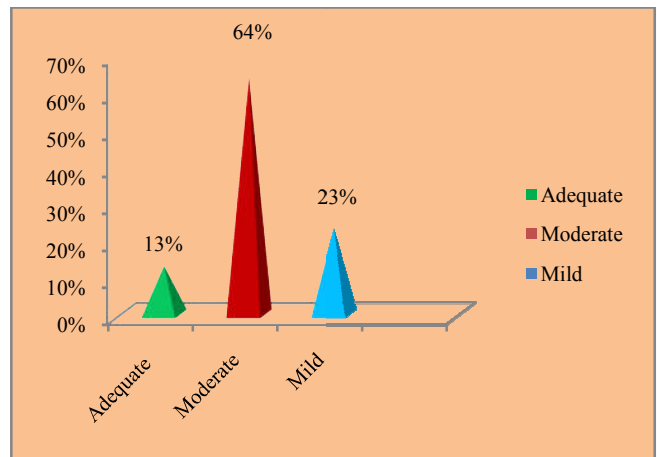


Figure 1 Pretest Distribution of THE Pre Test Knowledge Level

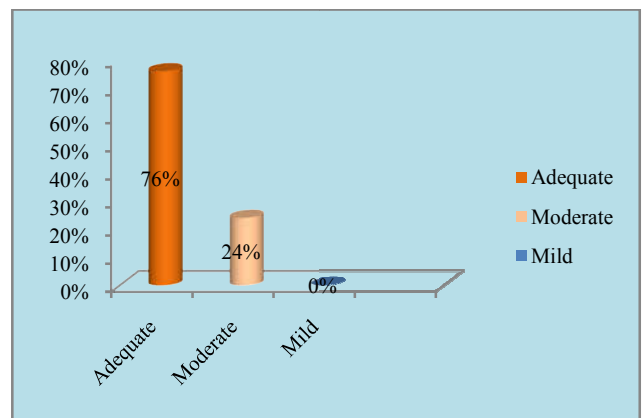


Figure 2 pretest Distribution of the Post Test Knowledge Level

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RESULT

Demographic Profile of the Samples

- ✓ Regarding age group of 20-30 years, 34% (10) were 30-40 years.
- ✓ Sex 6% (2) male, 94% (28) female.
- ✓ Education 80% (24) were M.PHIL, 20% (6) were M.sc.
- ✓ Previous knowledge regarding dyslexia yes (94%) no (6%) .
- ✓ Marital status 70% (21) were unmarried, 30% (9) were married.
- ✓ Work experience 60% (18) were 0-2 years, 34% (10) were 3-4 years, 6% (2) were 6-8 years.
- ✓ Family income 34% (10) were Rs 21000-30000, 46% (14) were Rs 31000-40000, 20% (6) were Rs 41000-50000.
- ✓ Religion 50% (15) were Hindu, 44% (13) were Christian, 6% (2) were Muslim.
- ✓ Number of student in class room 30 (100%) were 50 student, 0% (0) were 60 student, 0% (0)..
- ✓ Previous experience on handling student with dyslexia yes (86%) no (14%) .

DISCUSSION AND CONCLUSION

At the end of the data analysis and interpretation it was revealed that 13%(4) of school teacher had adequate knowledge, 64% (19) had moderate knowledge and 23%(7) had mild knowledge. So in the pre test most of the staff nurses had moderate knowledge and less of them had mild knowledge.

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