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"A STUDY TO EVALUATE THE EFFECT OF PLANNED TEACHING PROGRAMME ON KNOWLEDGE REGARDING DYSLEXIA AMONG PRIMARY SCHOOL TEACHERS OF SELECTED SCHOOLS IN AHMEDABAD CITY"

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ABSTRACT

Study:
A Study To Evaluate The Effect Of Planned Teaching Program On Knowledge Regarding Dyslexia Among Primary School Teachers Of Selected Schools in Ahmedabad City

Objectives of the Study

1. To assess the pre-test knowledge score regarding dyslexia among primary school teachers of selected schools of Ahmedabad city.
2. To assess the post-test knowledge score regarding dyslexia among primary school teachers of selected schools of Ahmedabad city.
3. To evaluate the effect of planned teaching program on knowledge regarding dyslexia among primary school teachers of selected schools of Ahmedabad city.
4. To find out the association between pre- test knowledge score and selected demographic variables among primary school teachers of selected schools in Ahmedabad city.

Hypothesis

H0- There will be no significant change in post-test knowledge score regarding dyslexia administration of planned teaching program dyslexia among primary school teachers of selected schools of Ahmedabad city.
H1-There will be significant change in post-test knowledge score regarding dyslexia administration of planned teaching program among primary school teachers of selected schools of Ahmedabad city.
H2– There will be a significant association between pre-test knowledge score with their selected demographic variables among primary school teachers of selected schools in Ahmedabad city.

Methods:
A Pre-experimental (one group pre-test post-test) design was adopted for collecting the data from 60 samples using a structured self-administered knowledge questionnaire comprising 30 questions which includes knowledge and management domains

Results:
According to the finding, the mean post-test knowledge score was significantly higher than the mean pre-test knowledge score with a mean difference of 6.12 The calculated t' value (15.459) was greater than the tabulated t' value (2.00) at 0.05 level of significance. Therefore, the null hypothesis Ho was rejected and research hypothesis H_2 was accepted and it revealed that the planned teaching program was effective in increasing knowledge among primary school teachers. The findings also revealed that information related to dyslexia has significant association with pre-test knowledge score. Hence, the research hypothesis H_2 was accepted.

Conclusion:
Planned teaching program regarding dyslexia was effect in improve knowledge about dyslexia among primary school teacher. The findings clearly indicate that there is a greater need of awareness regarding dyslexia

Key-word

Evaluate, Effect, Planned Teaching Program, Dyslexia, Primary School Teacher, School

INTRODUCTION

Neurobiological learning disorder is called as Dyslexia .The students who are suffering from this disorder usually face certain difficulties, e.g. identifying words, remembering spellings and in reading. Being deprived of proper learning environment learning difficulties are multiplied for dyslexic students. Low vocabulary and difficulty in recalling previous knowledge occurs due to poor reading skills. While reading dyslexic students are unable to identify words Dyslexics' problem related to word recognition is basically linked with the part of brain related to processing of orthographic and phonological aspects of language Now the research results are contradictory with the previous theories which proved that dyslexia is basically linked with visual, hearing and intellectual deficit . Dyslexia is language processing difficulty and it is the result of a lack of proper intellectual functioning.

The importance of early detection of learning disabilities like dyslexia can't be overstated. Dyslexia can have a profound impact on a student's ability to read and write. Without these invaluable language skills, students with dyslexia can experience avoidable and lifelong educational, social, and economic problems.

Learning to read is the primary goal for the first years of schooling. Students acquire reading skills through a systematic literacy education which mostly depends on language based activities offered by teachers.

Teachers are critical figures and play a significant role in teaching reading acquisition. General education or special education teachers who are specifically trained for effective reading instruction might be among the first to detect learning difficulties in students. Furthermore, teachers have a much more important role for students with dyslexia. Dyslexia is a language-based learning difficulty that affects word reading, spelling, and writing

The world wide regardless of culture or language and affects about 9-12% of the population, 2 – 4% of the population can be seriously affected by dyslexia ,in Indian primary school children has been reported to be 2%-18%, dysgraphia 14%, and dyscalculia 5.5%..Dyslexia occurs ,In Gujarat The prevalence of dyslexia was 9.6% in sampled children, whereas 7.4%, 8.6%, and 7.1% had dyslexia, dysgraphia, and dyscalculia, respectively According to Indian Statistical data, the incidence of dyslexia, In Ahmedabad Research indicates that perhaps 10 to 15% of children may suffer from some type of Dyslexia

Objectives of the studies were

To assess the pre-test knowledge score regarding dyslexia among primary school teachers of selected schools of Ahmedabad city.

To assess the post-test knowledge score regarding dyslexia among primary school teachers of selected schools of Ahmedabad city.

To evaluate the effect of planned teaching program on knowledge regarding dyslexia among primary school teachers of selected schools of Ahmedabad city.

To find out the association between pre- test knowledge score and selected demographic variables among primary school teachers of selected schools in Ahmedabad city.

Methodology for Research

A Quantitative research approach was used with One Group pre-Test Post-Test Design.(Pre-Experimental) investigator used Non Probability Convenient Sampling Technique for selecting 60 samples. A Structure Self-administered knowledge Questionnaire With test-retest method, the reliability of the structured self-administered knowledge questionnaire was found 0.80 (By Karl Pearson Correlation Coefficient Formula)

Result

Present study identification that the pre-test and post-test knowledge scores obtained by the respondents on dyslexia. The mean pre-test score was 14.20 and the mean post-test knowledge score was 20.32. The mean difference between pre-test and post- test knowledge score was 6.11. the table also shows that the standard deviation of pre-test score knowledge was 3.606 and standard deviation of post-test knowledge was 3.691. The calculated t value was 13.492 and tabulated t value was 2.00 at 0.05 level of significance.

Above table reveals that the mean post-test knowledge score was significantly higher than the mean pre-test knowledge scores. The calculated t' value ('t'=15.45) was greater than the tabulated t' value (2.00).

Therefore the null hypothesis H_0 was rejected and research hypothesis was accepted which indicates that the planned teaching program was effective in gaining the knowledge among the samples.

Investigator concluded that there was significant increase in the mean post-test knowledge score as compared to the mean pre-test knowledge score after administration of planned teaching program was effective.

Table: 1.1: Frequency and Percentage wise distribution of samples based on demographic data

(N=60)

Sr no	Demographic variable	Frequency(F)	Percentage (%)
1	Age		
	A. 20-23 years	7	11.67
	B. 31-40 years	21	35.00
	C. 41-50 years	25	41.67
	D. 51-58 years	7	11.67
	TOTAL	**60**	**100**
2	Gender		
	A. Female	57	95.00
	B. Male	3	5.00
	TOTAL	**60**	**100**
3	Religion		
	A. Hindu	60	100
	B. Muslim	0	0
	C. Christian	0	0
	D. other	0	0
	TOTAL	**60**	**100**
4	Education qualification		
	A. PTC	2	3.33
	B. Graduated	13	2.67
	C. Graduated with B.ED	22	36.67
	D. Post Graduated	23	38.33
	TOTAL	**60**	**100**

Sr no	Demographic variable	Frequency (F)	Percentage (%)
5	Year of teaching experience		
	A. Less than 5 year	15	25
	B. 5-10 year	15	25
	C. 11-15 years	15	25
	D. 15 years & above	15	25
	TOTAL	**60**	**100**
6	Do you have specific training regarding dyslexia		
	A. Yes	3	5
	B. No	57	95
	TOTAL	**60**	**100**
7	Do you ever seen or thought any student of dyslexia		
	A. Yes	18	30
	B. No	42	70
	TOTAL	**60**	**100**

8	Number of students in classroom		
	A. 30	14	23
	B. 40	26	43
	C. 50	15	25
	D. 60	5	8
	TOTAL	**60**	**100**

Table 1.1 shows that out of 60 samples, In age, maximum 25 (41.67%) samples belongs to the age group of 41-50 years, 21 (35%) are belongs to 31-40 years, minimum 7 (11.67%) are belongs to 20-30 years and 7(11.67%) samples are belongs to 51-58 years. In gender maximum 57 (95%) samples were female and minimum 03 (5%) were male. In religion maximum 60 (100%) are Hindu and no one belong to the other religion In educational qualification maximum teachers 23 (38.33%) post graduate, 22 (36.67%) have graduate with BED, 13 (21.67%) have graduate, and minimum 02 (3.33%) have a PTC. In a teaching experience in years teachers have 15 (25%) less than 5, 15 (25%) have 6to 10 years of experience ,15(25%) have 11-15 years of experience, 15 (25%)have more than 50 years of experience . majority of the sample 57(95%)have no training regarding dyslexia only 3(5%) have training regarding dyslexia, In majority of sample 42(70%) have not ever seen or thought any student of dyslexia and only 18(30%) have ever seen and thought of dyslexia. In number of students in class room maximum 26(43.33%) have 40, 15(25%) 50 students,14(23.3%) 30 students and minimum 5(8.33%) with 60 student

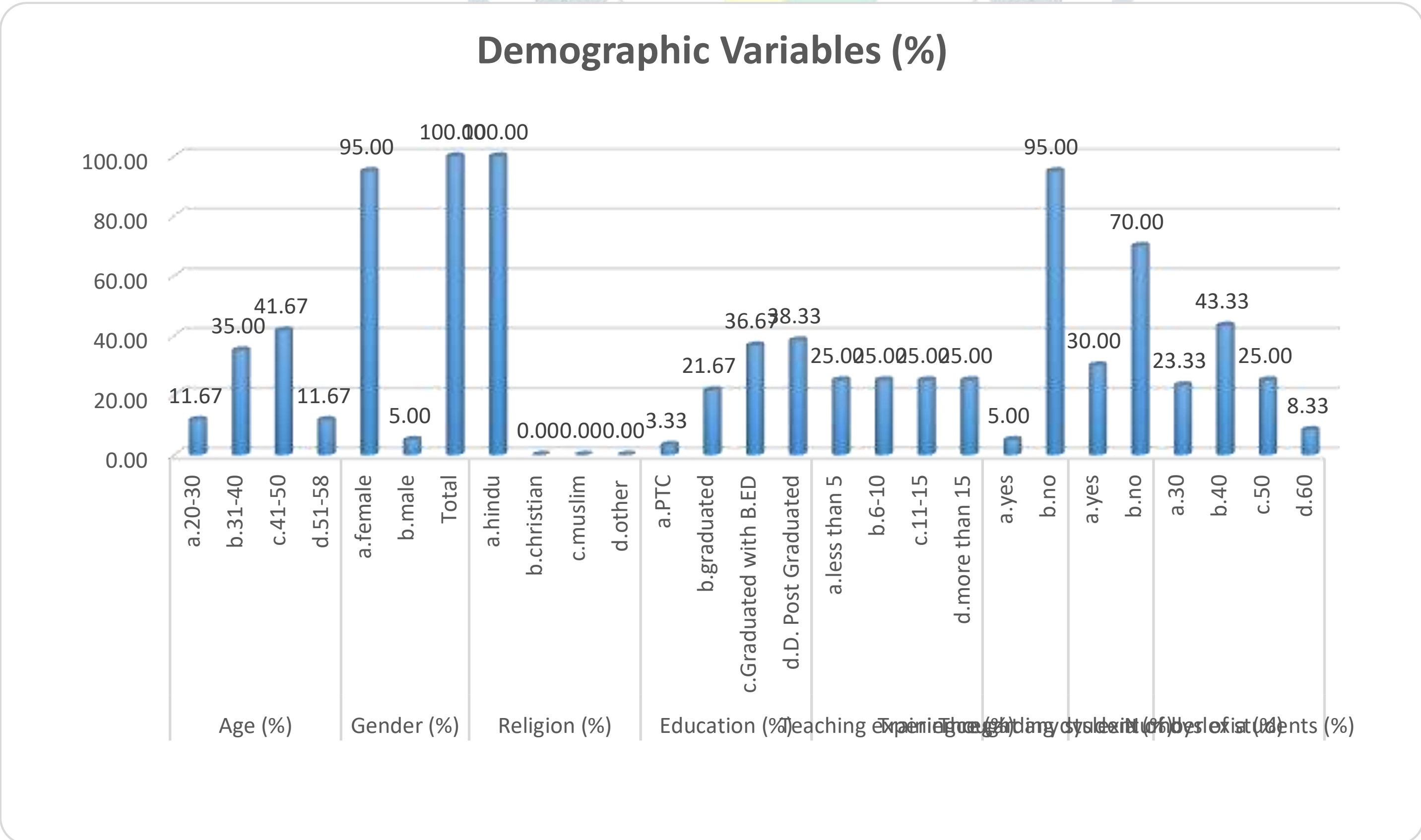

Figure -1 Bar Graph Showing Frequency Wise Distribution of Demographic Variable of Primary School Teacher

Table 1.2 Mean, Mean difference, Standard deviation (SD) and 't' test value of the pre-test and post-test knowledge scores of samples.

(N=60)

knowledge Score	Mean score	Mean Difference	SD	Calculated ' t ' value	Table 't' value	DF	Level of significance
Pre-test	14.20	6.11	3.606	15.459	2.00	59	0.05
Post-test	20.32		3.691				

Table 1.2 shows the pre-test and post-test knowledge scores obtained by the respondents on dyslexia . The mean pre-test score was 14.20 and the mean post-test knowledge score was 20.32. The mean difference between pre-test and post- test knowledge score was 6.11. the table also shows that the standard deviation of pre-test score knowledge was 3.606 and standard deviation of post-test knowledge was 3.691. The calculated t value was 13.492 and tabulated t value was 2.00 at 0.05 level of significance.

Above table reveals that the mean post-test knowledge score was significantly higher than the mean pre-test knowledge scores. The calculated t' value ('t'=15.45) was greater than the tabulated t' value (2.00). Therefore the null hypothesis Ho was rejected and research hypothesis was accepted which indicates that the planned teaching program was effective in gaining the knowledge among the samples.

Investigator concluded that there was significant increase in the mean post-test knowledge score as compared to the mean pre-test knowledge score after administration of planned teaching program was effective.

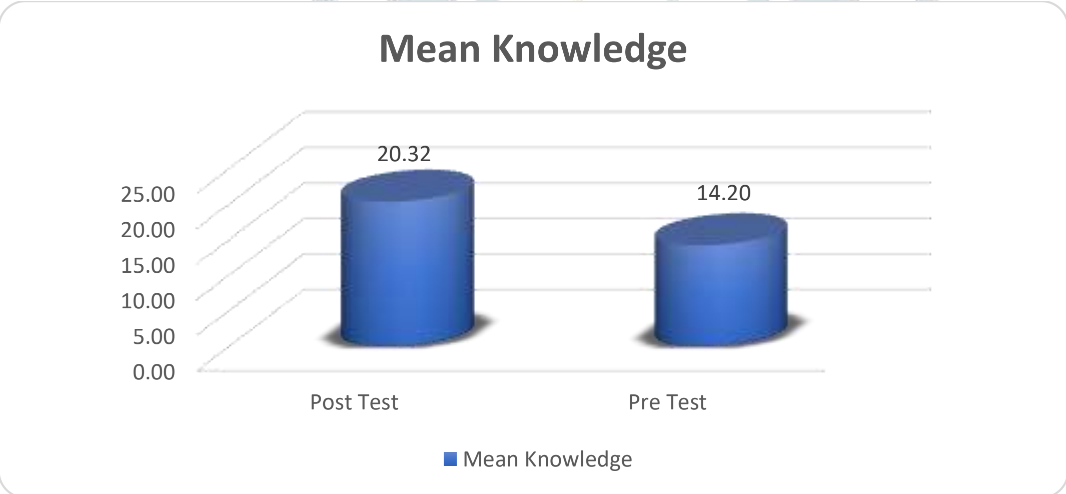

Figure 2: Bar Graph Showing The Mean Pre-Test And Mean Post-Test Knowledge Scores Of Samples On Dyslexia

Table 1.3 Association of Pre-Test Knowledge Score with Selected Demographic Variables.

(N=60)

Sr no	Demographic variables		Poor	Average	Good	calculated value	Table value	DF	significant/ Non significant
1	Age	20-23 years	0	5	2	19.7	15.43	6	**significant**
		31-40 years	9	12	0				
		41-50 years	9	16	0				
		51-58 years	1	6	0				
2	Gender	Female	17	38	2	1.81	1.73	2	Not significant
		Male	2	1	0				
3	Religion	Hindu	19	39	2				Not significant
		Muslim	0	0	0				
		Christian	0	0	0				
		other	0	0	0				
4	Education	PTC	2	0	0	7.33	8.220	6	Not significant
		Graduated	5	7	1				
		Graduated with B.ED	7	15	0				
		Post Graduated	5	17	1				
5	Year of teaching experience	Less than 5 year	2	12	1	5.61	6.31	6	Not significant
		5-10 year	6	8	1				
		11-15 years	6	9	0				
		15 years & above	5	10	0				
6	Do you have specific training regarding dyslexia	Yes	0	3	0	1.700	2.669	2	Not significant
		No	19	36	2				
7	Do you ever seen or thought any student of dyslexia	yes	8	10	0	2.536	3.037	2	Not significant
		no	11	29	2				
8	Number of student in class room	30	4	10	0	7.548	7.808	6	Not significant
		40	9	16	1				
		50	6	9	0				
		60	0	4	1				

Table 1.3 shows the association of the demographic variables of the samples. For Age of the samples with the pre-test knowledge scores, the calculated value of chi square 19.7was less than 15.43, the table value of chi square at the 6 degree of freedom and 0.05 level of significance. Therefore, Age has significant association with the knowledge of the samples.

For Gender of the samples with the pre-test knowledge scores, the calculated value of chi square 1.81 was less than 1.73, the table value of chi square at the 2 degree of freedom and 0.05 level of significance. Therefore, Gender has no significant association with the knowledge of the samples.

For religion of the samples with the pre-test knowledge scores, the calculated value of chi square 1.976 was less than 9.49, the table value of chi square at the 4 degree of freedom and 0.05 level of significance. Therefore, religion has no significant association with the knowledge of the samples

For Education qualification of the samples with the pre-test knowledge scores, the calculated value of chi square 7.33was less than 8.220, the table value of chi square at the 6 degree of freedom and 0.05 level of significance. Therefore, Education qualification has no significant association with the knowledge of the samples.

For years of teaching experience of the samples with the pre-test knowledge scores, the calculated value of chi square 5.61 was less than 6.31, the table value of chi square at the 6 degree of freedom and 0.05 level of significance. Therefore, years of teaching experience has no significant association with the knowledge of the samples.

For specific training regarding dyslexia of the samples with the pre-test knowledge scores, the calculated value of chi square 1.700 was more than 2.669, the table value of chi square at the 2 degree of freedom and 0.05 level of significance. Therefore, information regarding attention deficit hyperactivity disorder has no significant association with the knowledge of the samples.

For ever seen or thought any student of dyslexia of the samples with the pre-test knowledge scores, the calculated value of chi square 2.536 was less than 3.037 , the table value of chi square at the 2 degree of freedom and 0.05 level of significance. Therefore, number of students in classroom has no significant association with the knowledge of the samples.

For number of students in classroom of the samples with the pre-test knowledge scores, the calculated value of chi square 7.548 was less than 7.808, the table value of chi square at the 6 degree of freedom and 0.05 level of significance. Therefore, number of students in classroom has no significant association with the knowledge of the samples.

Discussion

The present study was conducted to assess the effect of Planned Teaching Program on Knowledge Regarding Dyslexia among Primary School Teachers in selected schools of Ahmedabad city. In order to achieve the objectives of the study. Pre-experimental one group pre-test post-test research design was adopted. The data was collected from 60 primary school teachers by using structured self- administered knowledge questionnaire. The post-test knowledge score (mean 14.20) was higher than pre-test knowledge score (mean 20.32) and which was statistically proved and it revealed that the planned teaching program was effective in term of knowledge among primary school teachers.

Conclusion

The following conclusions can be drawn from the study findings. Knowledge deficit existed in all area related to dyslexia before implementation of planned teaching program among primary school teachers at selected schools at Ahmedabad city. Samples gained significant knowledge after they exposed to planned teaching program. The mean post-test knowledge score 21.43 was significantly higher than the mean pre-test knowledge score 12.93. Thus the planned teaching program was found to be effective in enhancing the knowledge of primary school teachers regarding dyslexia. There is association found in Information related to dyslexia to pre-test knowledge score with selected demographic variables.

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