

A study on the Attitude towards Dyslexia among the Language Teachers in Lohit District of Arunachal Pradesh

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DOI: 10.29322/IJSRP.11.06.2021.p11442

<http://dx.doi.org/10.29322/IJSRP.11.06.2021.p11442>

Abstract – The researcher wants to find out the difference in the attitude of language teachers in relation to gender and social group towards the dyslexia students in Lohit District. The method used for this particular study was descriptive survey method. The 32 samples were collected through simple random sampling procedure from the Govt. Secondary Schools and Government Senior Secondary Schools in the Lohit district. The major skills in which the beginners are facing problems in acquiring are listening, speaking, reading, writing, reasoning or mathematical abilities. The root cause of Dyslexia or learning disabilities are due to the two main factors namely genetic factor and the environmental factor. Dyslexia is diagnosed through a series of tests of memory, spelling, vision, and reading skills. The statistical techniques like, Mean, Standard Deviation and ‘t’ test have been applied to undergo the analysis of results. The results of the present piece of work reveal not significant difference in relation to Sex, and Social Group. The study also reveals that the overall attitude of Teachers is positive towards dyslexia.

Index Terms - Dyslexia, Language Teachers, Lohit District, Arunachal Pradesh, Attitude.

I. Introduction

The main aim of the study is to make the teachers aware of the learning difficulty or Dyslexia which is a generic term itself. The six very important skills those have been difficult in acquiring by the beginners are listening, writing, reading, speaking, reasoning and mathematical skills. It can be diagnosed through tests of memory spelling, vision and reading skills. The origin of the word dyslexia has come from Greek where the word ‘dys’ signifies poor or inadequate and ‘lexis’ denotes words or language. The learning disability was identified in 1881 by Dr. Oswald Berkhan. It is vital to identify the problem early. Treatment of this problem is to be taken up very seriously and that deals in adjusting the teaching methods according to one’s need. This disorder has nothing to do with the person’s intelligence. It has been identified as a neurological condition with difficulties in reading, writing and spelling. There are many types of Dyslexia based on the nature of causes. People suffer this disorder irrespective of age and gender. Ranging from mild to severe, the case could rise up in India owing to multilingualism. The children with this kind of disorder often fall prey to frustration and agitation in learning. Hence it’s very important that the teachers have clear cut knowledge of Dyslexia, identify the group of these affected children that would help them in dealing with them with patience, love and affection. This would further motivate the students and help in their better academic performance. The purpose of this paper is to study the level of attitude towards dyslexia among the Language Teachers of Lohit District of Arunachal Pradesh.

II. Statement of the Problem

“A study on the Attitude towards Dyslexia among the Language Teachers in Lohit District of Arunachal Pradesh”

Objectives of the study:

1. To find out the differences in attitude of Male and Female Language Teachers towards dyslexia in Lohit District.
2. To find out the differences in attitude of Tribal and Non-Tribal Language Teachers towards dyslexia in Lohit District.

Hypothesis of the study:

In view of the nature of the problems the researcher formulated the following null hypotheses:

1. There will be no differences in the attitude of the Male and Female Language Teachers in Lohit District towards Dyslexia.
2. There will be no differences in the attitude of Tribal and Non-Tribal Language Teachers of Lohit District towards Dyslexia.

Research Methodology:

As per the need of the present study the descriptive survey method was applied. where an attempt has been made to study the attitude of Language Teachers on dyslexia in Lohit District of Arunachal Pradesh.

Sample of the Study:

A total sample comprised of 32 Language Teachers (Male-8, Female-24) from 24 Government Secondary and Senior Secondary Schools from Lohit district. The researcher used the simple random sampling technique to obtain the above mentioned sample size.

Delimitations of the study:

The researcher has delimited the study to;

1. one selected district named Lohit was taken into for the study.
2. The Language Teachers of Government Schools.
3. Govt. Secondary Schools and Govt. Senior Secondary Schools.
4. The independent variables like Gender (*Male & Female*) and Social Group (*Tribal & Non-Tribal*).

Tool used in the study:

The Likert's Attitude Scale with 5 points was used by the researcher in order to measure the attitude on Dyslexia in Lohit district. It was self-developed by the researcher and applied through adopting appropriate procedure of standardization to find out attitude of the concern sample on dyslexia. The attitude scale carries 23 statements related to various dimensions on dyslexia. The researcher took an due care in the construction and standardization of each items and the 't' ratio less than 1.96 with the level of significant coming in 0.05 level were rejected. In this way the tool was prepared and finalized through the series of steps.

Statistical Techniques used:

In order to reveal the attitudinal difference of language teachers in term of learning disabilities in the existing piece of research work. The researcher used Mean, Standard Deviation and t-test as statistical techniques.

III. Results and Interpretation

After the completion of data collection for the existing piece of research study, the very next steps are an analysis and interpretation of the data. Therefore, the researcher moves ahead for the analysis of Results with the Interpretation of the data. And the objectives were formulated to measure the attitude of language teachers towards dyslexia in the study area. The below given are the results and interpretation of the present research work are as mention follow in objective wise;

Table-1: Summary of Mean scores, SDs, SE_D, and t-Value of Language Teachers on Dyslexia in relation to Gender.

Group	N	Mean	SD	SE _D	Df	't' -value	Table value
Male Language Teachers	8	24.25	1.49	.57	30	2.19@	2.75
Female Language Teachers	24	23.00	3.07				

@'t' is not significant at 0.1 level of probability.

Interpretation of the result:

Analysis of the above table reveals that, the null hypothesis, $H_0: \sigma_1 = \sigma_2$, could not be rejected. Whereas the t-value came out to be 2.19 at 0.1 level of confidence is lesser than the Table value. This shows lesser than the critical value of t with $df = 8 + 24 - 2 = 30$, Therefore, It is not considered significant at .01 levels of probability and whereas, the above given formulated hypothesis got retained in relation to Gender. Since the Mean scores of Male language teachers is greater than Female language teachers. It also marked that both the groups having positive attitude towards dyslexia.

Table-2: Summary of Mean scores, SDs, SE_D, and t-Value of Language Teachers on Dyslexia in relation to Social Group.

Group	N	Mean	SD	SE _D	Df	't' -value	Table value
Tribal Language Teachers	26	23.30	2.96	.66	30	1.96@	2.04
Non-Tribal Language Teachers	06	22.00	2.00				

@'t' is not significant at 0.5 level of probability.

Interpretation of the result:

It is revealed from the table 2 that, the mean score on attitude of both the groups were positive towards the dyslexia. Here the testing of null hypothesis got retained. The computation of mean scores reflects that the Tribal language teachers is far enough better than the Non-Tribal Language teachers on attitude towards dyslexia in Lohit District of Arunachal Pradesh. Whereas the mean scores of Tribal Language Teachers are 22.00 and the mean scores of Non-Tribal Language Teachers came out to be 23.30. Therefore, the null hypothesis, $H_0: \sigma_1 = \sigma_2$, could not be rejected because the considered value of t- value is 1.96 which is much lesser than the critical value (2.04) with the $df = 26 + 6 - 2 = 30$, at .05 levels of probability considered to be not significant. And therefore the testing of null hypothesis has not been considered significant in the attitude on dyslexia. Thus both Tribal and Non-Tribal Language Teacher have same or equal level of attitude on dyslexia.

Findings and Discussion of the study:

From the above Analysis the researcher depicts both male language teachers and female language teachers having no difference in attitude towards dyslexia. It is also revealed on language teachers not having differences in relation to Social groups towards dyslexia. The study specified that male language teachers are having slightly better attitude than female language teachers and similarly the non-tribal language teachers showed somewhat better attitude than the tribal language teachers towards dyslexia in the selected field area. It is also studied that the attitude of teachers plays a vital role in awareness on dyslexia and they are well aware of dyslexia with good knowledge. It resulted in positive attitude due to the skilled and qualified Language teachers of Govt. Secondary and Senior Secondary Schools. Language teachers are trained and well qualified. The NGOs, social-media, media, society etc. plays a vital role in providing awareness on dyslexia. All the teachers are having positive attitude and the level of attitude towards dyslexia are same. Secondly, Language Teachers have joined this profession after their completion of Graduation and Post-Graduation Degree with B.Ed, so they are well equipped with the knowledge regarding dyslexia. The gender discrimination is not found in education and in society. So, it reveals that both groups have equal level of attitude towards dyslexia.

IV. Suggestion and Conclusion

Suggestion for Further Study:

- i. As this study is limited to the language teachers of both the Government secondary and senior secondary schools of Lohit District. In the other hand, the researcher feels that such study should be carried out in other Districts of Arunachal Pradesh.

- ii. Since the study was only limited to Language teachers of Lohit the studies can also be carried out for language teachers of other districts.
- iii. The present study is limited to language teachers of the Lohit only therefore such studies may be taken up in context of students, parents and school administrations of the district.
- iv. A comparative study may be taken up on dyslexia and other learning disabilities such as dyscalculia, dysnomia, etc.
- v. The attitude of Govt. and Private school teachers and students on different variables may be studied.

Conclusion:

From the above analysis and discussion of the field study regarding the attitude of language teachers with respect to gender and social group of Lohit district towards the dyslexia found not significant. Therefore, the given two hypotheses in assumption to the objectives of the study resulted to not significant. The main focus of the study was to reflect the attitude of noble persons towards dyslexia in their noble profession. The researcher made full planned and effort to bring out the attitude of Government Secondary Schools Language Teachers and Government Senior Secondary Schools Language Teachers in Lohit district towards the above given problems. After going in depth on the research the researcher found it suitable to use the descriptive survey method to carry out the research work successfully. It has been disclosed that the tribal and male language teachers have shown extra favorable attitude towards the dyslexia. There is not much difference seen among the attitude of language teachers in relation to variables like gender and social group. Which reflects not significant, but, slight difference in above two groups of non-cognitive variables. Hence, it shows that the need of improvement of language teachers towards dyslexia is very important and it's a need of an hour to diagnose with the suitable measure to improve the overall performance in their teaching and learning process. Lastly the research findings will be helpful for the teachers, researchers, teacher educators and curriculum framers of all stages of schools and colleges.

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