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EFFECTIVENESS OF INSTRUCTIONAL PROGRAM ON ACADEMIC ACHIEVEMENT OF STUDENTS WITH DYSLEXIA

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Abstract:

World Health Organization (1978) proposes the assumption of three-tier classification system including impairment, functional limitations and disability. Impairment leads to functional limitations and functional limitations leads to disability. An attempt is being made to study the effect of instructional programme on academic performance of primary schools' students with dyslexia in Amravati Division of Maharashtra. The aim of this paper was to compare the mean academic achievement scores of Pre and Post-tests. Experimental method was adopted and the data were collected by means of an academic achievement test based on language and elementary mathematics and attitude scale. The study reveals that there is significant difference between mean academic achievement scores of boys and girls in the scores of Pre and Post-tests in language.

Introduction:

Education in the largest sense is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another. Education for all is an international commitment to ensure that every child receives basic education of good quality. But education for all has not given sufficient attention to some marginalized groups of children in some of the underdeveloped nations. Our world is so beautiful with different cultures, but only a few are devoid of enjoying or experiencing such beauty because of their innate inability to see things around them.

Learning Disability:

Problems about reading, comprehension, and fundamental mathematical skills in Indian primary school still exist today. The findings demonstrate that children's poor academic achievement may be a result of the learning issues or challenges (both terms are used interchangeably) they are experiencing. Despite average to above average IQ, competent teaching-learning materials, appropriate motivation, an adequate home environment, and social and cultural opportunities, there are certain cases of low performance. (Karande and Kulkarni, 2005). Learning disability, sometimes known as LD, is a childhood

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disorder that is one of the reasons why students struggle in school but is largely unknown to teachers and parents. The definition of "learning problems" or "difficulties" is extremely broad. Simply said, learning disabilities are neurological conditions that impact 10-12% of the population and are widespread across all nations, cultures, economies, educational settings, and social groups.

Academic traits:

Children with learning disabilities typically struggle in specific academic domains including reading, writing, and math. However, if a person struggles in one area, they will struggle in another. Schoolwork-related difficulties typically start in kindergarten but are not treated seriously untillater in adolescence and life.

a. Reading disorders (Dyslexia):

A dyslexic youngster reads slowly, frequently switches between alphabets, and frequently misreads words. While reading, the youngster may tend to omit words or use words that are not there in the text. He can have poor comprehension and a limited vocabulary. Reading comprehension is impacted by dyslexic readers' inability to tell a story's sequence, automatically recognize distinguishing aspects, and concentrate on the meaning of the text.

b. Writing disorders (Dysgraphia) –

Can cause a kid to have trouble forming the letters or write slowly. He might have very sloppy handwriting, perhaps even illegible handwriting. The student could find it challenging to copy from the whiteboard or his notebooks. There are frequently missing words, and spelling and punctuation are not given much thought. Sentences are shorter and use fewer words overall. The youngster shows resistance to writing and struggles to put his ideas on paper.

c. Disorders of mathematical learning (Dyscalculia):

A lot of students struggle with math related issues. They might not be able to relate numbers to quantity in the primary grades. They might have a propensity to write numbers backwards (12 for 21), and they might mix up before and after. Special orientation and the capacity to estimate time, size, form, and weight are typically lacking. Students with learning disabilities often operate at a concrete level and take longer to develop the abstract reasoning skills that are crucial for computations and word problems in higher grades.

Brief Reviews of Related Literature:

A number of research studies are available on different aspects of sensory and mobility impairments. Some of the relevant search studies conducted by different researchers as mentioned below:

Sidhu Parneet (2014) undertaken research in Guru Nanak Dev University, her title is Familial and Psycho social Correlates of Learning Disability with the objectives- 1. To study the self-concept in children with learning disabilities and typically developing children.2. To study anxiety in children with learning disabilities and typically developingchildren.3. To study loneliness in children with learning disabilities and typically developing children. 4. To study stress in mothers of children with learning disabilities and typically developing children. It is revealed that:- The results show that out of the group of children with learning disabilities 51% have language deficits, 22% have visual perceptual deficits and 27% have both language and visual perceptual deficits. Further it was seen that 41% of learning disabled children have behavior problems whereas only 13% of the control group (NLD) have behavior problems.

Pinaze Percy Dubash (2017) conducted research on Training programme in learning disabilities for

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teachers with the objectives **:-** 1. To understand the identification of students with Dyslexia in general schools, and find out the status of teaching these students with Dyslexia in general schools.2. To develop a training programme in Dyslexia, for teachers teaching in general schools. 3. To implement the training programme developed, on target teachers teaching in general schools. 4. To find the effectiveness of the training programme in Dyslexia, for teachers teaching in general schools.5. To establish the usability of the developed product- Training Programme in Learning Disabilities (Dyslexia) for Teachers. Findings: -1. With the help of the questionnaire it was found that out of 18 schools of the Sample, 13 principals acknowledge that their schools, i.e. 72% of the schools Have children with Learning Disabilities . 61% of the schools (11 schools) also Employ special faculty for students with Learning Disabilities in their Schools. Hence it can be said that the results of the survey carried out indicate That a there exists a high number of schools that have children with Learning Disabilities. The principals of the schools were of the opinion that trained Teachers are required for educating children with Learning Disabilities.

Sarita (2017) conducted a study on Effect of mindfulness on meta cognitive skills of elementary school students with dyslexia with objectives**:** 1: To study the differences in pre-test and post-test mean scores on Mindfulness of Students with Dyslexia in Control Group. 2. To study the differences in pre-test and post-test mean scores on Meta-Cognitive Skills of students with Dyslexia in Control Group. 3. To study the differences in pre-test and post-test mean scores on Mindfulness of Students with Dyslexia in Experiment Group.4. To study the differences in pre-test and post-test mean scores on Meta-CognitiveSkills of students with Dyslexia in Experiment Group. 5. To study the effect of Mindfulness intervention on the level of Mindfulness ofStudents with dyslexia (by comparing mean gain score differences of CG and EG). 6. To study the effect of Mindfulness intervention on Meta-Cognitive Skills of Students with dyslexia (by comparing mean gain score differences of CG and EG). Findings of the study were:-1. There exists below average level of mindfulness among students with dyslexia in Control Group as well as in Experiment Group. 2. There exists no significant difference in the pre-test and post-test mean scores on the level of mindfulness of students with dyslexia in Control Group. 3. There exists a significant difference in the pre-test and post-test mean scores on the level of mindfulness of students with dyslexia exposed to Mindfulness Intervention. 4. There exist significant mean gain score differences on the level of mindfulness of students with dyslexia exposed to Mindfulness Intervention i.e. Experiment Group and Control Group. Although, huge amounts are being spent for the noble cause of education and rehabilitation of students with sensory and mobility impairments, those students are still deprived, deficient and deviated from the mainstream of educational and social race.

Specific Objectives of the Study:

The study was undertaken with the following objectives in view:

i. To identify students with dyslexia in the primary schools.
ii. To develop an instructional programme for the students with dyslexia.
iii. To study the effect of an instructional programme on the academic achievement scores of boys and girls with dyslexia.

Hypothesis of the Study:

Keeping in view the objectives of the study, the following null hypothesis was formulated:

H_0 : There is no significant difference between mean academic achievement scores of boys and girls in the scores of Pre and Post-tests in language.

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Methodology of the Study:

Experimental method was used for this study. Amravati division is one of the major administrative divisions of Maharashtra included five districts Akola, Amravati, Buldana, Yavatmal and Washim. Total number of Government aided primary schools in Amravati division is 6,430 and approximate number of students is 12, 86,000. In this study 116 Government aided primary schools were selected randomly, an instructional programme for the students with dyslexia was developed on language. A separate achievement test was constructed to measure the academic performance of the disabled students. A pilot study was undertaken in order to verify the relevance of the questions.

Analysis and Interpretation of Data:

The researcher has administered an academic achievement test for 116 boys and girls especially with the dyslexia at primary level schools. The academic achievement test was based on language. The analysis and interpretation of academic achievement of the students with dyslexia has been reasonably presented in following table:

Table 01

Mean difference between Academic Achievement of Boys & Girls with Dyslexia in Language

Variable	Number N	Mean M	Standard Deviation SD	Standard Error SE_{DM}	t- value	Significant Level
Pre Test Boys & Girls with dyslexia	116	9.75	2.162	0.2365	33.36	Significant at 0.01 Level
Post Test Boys & Girls with dyslexia	116	17.64	2.090			

Ref:

The facts and figures in the above table is based on the field data; If df = 230 then table t- value at 0.05 and 0.01 levels of significance are 1.96 and 2.58 respectively.

From the above-mentioned table, it is revealed that obtained t-value 33.36 is more than the table value at 0.01 level of significance. Therefore, there exists statistically significant difference between the mean scores of academic achievements of boys & girls with dyslexia in pre and post-tests of reading.

Conclusions:

On the basis of analysis and interpretation of the field data, the following conclusions have been drawn:

- There is significant difference between mean academic achievement scores of boys and girls in the scores of Pre and Post-tests in language.
- The academic performance of girls is better than boys in language.
- The developed instructional programme is effective than traditional ways of teaching in the class room.

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