



COMPARE THE KNOWLEDGE AND ATTITUDE REGARDING DYSLEXIA BETWEEN STATE AND CBSE BOARD SCHOOL TEACHERS IN SELECTED SCHOOLS

Nursing

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ABSTRACT

A descriptive study was conducted to compare the knowledge and attitude regarding dyslexia between state and CBSE board school teachers among 100 school teachers (50 from state board and CBSE board) selected by purposive sampling technique at selected schools, Tiruttani. Descriptive design was adopted. Interview and questionnaire method followed to collect data regarding socio demographic variables, knowledge and attitude regarding dyslexia. The result shows the knowledge and attitude of CBSE board teachers was significantly better than state board teachers at ($p < 0.001$).

KEYWORDS

Dyslexia, Primary school teachers, State board and CBSE board

INTRODUCTION

“Dyslexics are round pegs in square hole when comes to school; we don't fit that well unless our way of thinking is recognized and supported”

- Kate Griggs, Founder of Made by Dyslexia

Specific learning disability (SpLD) is a group of neuro developmental disorders manifesting as persistent difficulties in learning to efficiently read (dyslexia), write (dysgraphia) or perform mathematical calculation (dyscalculia) despite normal intelligence, conventional schooling, intact hearing and vision, adequate motivation and socio cultural opportunity Shapiro and Gallico (1993). World Bank has reported that India has substantial number of people with disabilities and it is prone to grow. (World Bank, 2007).

Students with LD have problems in excelling at schools for a long time, which were not addressed in regular classrooms (Karanth, 1998). However, it is gaining crucial attention with increasing number of children with learning disability especially dyslexia. Literatures indicates that 10-14% of children in India have learning disability (Krishnan, 2007; Krishnakumar, 1999; Mehta, 2003). Amongst the learning disabilities, dyslexia is the most common and well studied, affecting 80% of all those identified with LD (Karande, Sawant, Kulkarni, Galvankar, & Sholapurwala, 2005).

Assessing the knowledge level of LD among teachers is of critical importance. Paul (2000) states that teachers' ignorance about the disability contributes to the ill-attention to this disability and this leads to teachers' inability to accommodate these children in their class rooms. Studies have revealed that poor knowledge about learning disabilities leads to negative attitudes toward persons with LD (Saravanabhavan & Saravanabhavan, 2001). Dyslexia resulting in poor phonological awareness contributes to 80% of all children identified with SpLD”.

The government of India has launched the “Sarva Shiksha Abhiyan” (“Education for All” movement, 2001), a comprehensive integrated flagship program to attain universal elementary education in the country in mission mode. Launched in partnership with the state governments, the program aims to provide useful and relevant education to all children, including children with disabilities (“inclusive education”). A parliamentary Committee has emphasized that SpLD be included in the definition of “Child with disability” in the Right of Children to Free and Compulsory Education Bill 2010. With the rise of movements by our government, the challenge of serving academically diverse learners in regular classrooms it is now an inevitable role of teachers to include LD children in main stream class rooms.

With the booming dyslexic ratio of children in schools across India, it is only fitting to determine if teachers are trained to use effective and efficient learning strategies for this special population of students. Teachers must be handy with the information on the characteristics exhibit of dyslexia, so that they could develop accommodative instructional modules for dyslexic children; because the success of

inclusive classroom practice is related to teachers' knowledge and attitude of the unique needs of their students (Campbell, Gilmore, & Cuskelly, 2003).

The IDEA (Individuals with Disability Education Act) act of USA, narrated on the requirements for learning disabled children to make learning an easier exercise and bring down the affective behavioral and psychological problems. The CBSE (central board for secondary education) also lays down simple provisions for the same In order for this requirements to be implemented, sensitization to remove ignorance and stigma on dyslexia amongst teachers are extremely crucial.

One of perks in accommodating the dyslexic kids is early detection and intervention by teachers who are the first and foremost source of education especially in developing countries like India. In consideration of varying boards of education in India especially in Tamil Nadu, it is only fitting to assess the teachers of these boards for their readiness which is subsequent to proficient knowledge and attitude, to handle the children with Dyslexia. This study was taken up to gather information about the knowledge and attitude regarding dyslexia among school teachers and compare the same between state and CBSE board teachers. By conducting this study, the school teachers will benefited greatly through which children will also be benefit with readiness of teachers to combat this invisible handicap.

MATERIALS AND METHODS

Quantitative research approach is followed using descriptive research design. Using purposive sampling technique 50 state board school teachers and 50 CBSE board school teachers were selected. Formal permission was sought from principals of state board and CBSE board school. Data was collected from 25.04.2018 TO 30.04.2018. Inclusion criteria comprised only teachers who can speak and understand English, both females and males and teachers who are working full time in selected schools. Exclusion criteria included teachers who are unwilling to participate and teachers who already are trained to teach children with LD. After explanation and obtaining written consent from teachers, the questionnaire was administered to collect data on socio- demographic variables, knowledge and attitude regarding dyslexia from both the groups. Consequent to data collection, an information booklet was given to each participant.

RESULTS

Socio demographic data of state board teachers: Majority of the teachers was aged 36-40, female, married, with 1 child, under graduates and had 2 to 4 years of experience. Chi square test was done to identify the homogeneity of both groups.

Socio demographic data of CBSE board teachers: Majority of the teachers was aged 21-25, female, married, with 2 children, under graduates and had 2 to 4 years of experience. Chi square test was done to identify the homogeneity of both groups.

Comparison of knowledge regarding dyslexia between state board and

CBSE board teachers: In this study the knowledge score of 2 groups and attitude score of 2 groups are compared in below tables.

Table 1: Comparison of level of knowledge regarding dyslexia between state board and CBSE board teachers

N=100 (50+50)

Knowledge	Mean	Standard Deviation (S.D.)	Unpaired t-value
State Board teachers	8.24	2.14	-4.28 (S)
CBSE Board teachers	10.8	2.08	

*(S)– Significant at $p < 0.001$

This table depicts knowledge mean values of state board and CBSE board teachers are 8.24 and 10.8 with a standard deviation value of 2.14 and 2.08 respectively. The unpaired t test shows that t value is -4.28 which is significant at $p < 0.001$. Hence, CBSE board teachers have more knowledge than the state board teachers.

Table 2: Comparison of level of attitude regarding dyslexia between state board and CBSE board teachers

N=100 (50+50)

Attitude	Mean	Standard Deviation (S.D.)	Unpaired t-value
State Board teachers	12.56	1.78	0.68 (NS)
CBSE Board teachers	12.96	2.31	

*(NS)– Not Significant

This table depicts attitude mean values of state board and CBSE board teachers are 12.56 and 12.96 with a standard deviation value of 1.78 and 2.31 respectively. The unpaired t test shows that t value is 0.68 which is non-significant.

DISCUSSION

The present study intended to compare the knowledge and attitude regarding dyslexia between state board and CBSE board teachers. The findings revealed that there is a significant difference in knowledge between state board and CBSE board teachers at $p < 0.001$ whereas there is no significant in attitude between the groups.

CONCLUSION

According to the results of present study concluded that the state board and CBSE board teachers has significant difference in knowledge between them but there was no significant difference in attitude between them.

Implications for practice

Every nurse is responsible for wellbeing of the humans and society, as well. In consideration of magnitude of dyslexia in India, nurses should intervene to reduce the impact of this problem amongst children which mandates the teachers' proficiency in handling children in dyslexia. Since, there are majorly 2 boards of education in India namely state board and CBSE board with varying syllabus, it is important to assess for type of board which supports dyslexic children and also it is important to fortify the system of education to support such children.

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