

A COMPARISON OF DYSLEXIC TEACHER TRAINEES BY GENDER AND LOCALITY

GIRIJADEVI V. SUNKAD

Research Scholar,
Department of Education,
Rani Channamma University,
Belagavi-591156
(KR) INDIA

PROF. PURNIMA PATTANSHETTI

Professor (Retd) & Research Guide,
Department of Education,
Rani Channamma University,
Belagavi-591156
(MS) INDIA

ABSTRACT

In the present paper an attempt has been made to compare dyslexic teacher trainees on the basis of moderator variables i.e., Gender (Male and Female) and Locality (Urban and Rural) along with five areas of dyslexia namely, (i) emotional intelligence, (ii) movements and perceptions, (iii) structure and sequence, (iv) short term memory, and (v) language and communication. The teacher trainees studying in the academic year 2018-19 were chosen as the samples of the study and were drawn by purposive sampling technique. The data was collected using a questionnaire constructed and validated by the researcher. The data was analyzed using descriptive statistics. The results revealed that, Male teacher trainees exhibit higher scores of Dyslexia as compared to female teacher trainees. However, male teacher trainees exhibit higher scores for the dimensions of Dyslexia i.e., Emotional Intelligence, Movement and Perception, Structure and Sequence, Short-term Memory and Language and Communication as compared to female teacher trainees. Findings further revealed that, teacher trainees hailing from rural localities exhibit higher scores of Dyslexia as compared to those belonging to urban localities. Whereas, teacher trainees hailing from rural localities exhibit higher scores for the dimensions of dyslexia i.e., Emotional Intelligence, Movement and Perception, Structure and Sequence, Short-term Memory and Language and Communication as compared to those belonging to urban localities.

Key words: Dyslexic teacher trainees, emotional intelligence, movements and perception, structure and sequence, short term memory and language and communication etc.

GIRIJADEVI V. SUNKAD

PROF. PURNIMA PATTANSHETTI

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INTRODUCTION

Dyslexia is the inability to connect the sounds of words to the letters that form them. It's a learning disability, but it has nothing to do with IQ. It also has nothing to do with vision issues.

Adults with dyslexia may not have been identified because they have had it their entire life. Adults with dyslexia have some unique obstacles that youngsters with the same condition do not face.

Adults with dyslexia frequently experience a wide range of non-specific mental health, emotional, and work problems.

They may have low self-esteem, feel ashamed or humiliated, or have doubts about their capacity to perform at job or school.

They may appear brilliant and perform well on intelligence tests, but they struggle at job and in school.

Objectives

- To compare dyslexic teacher trainees on the basis of Gender (i.e., Male and Female) and
- To compare dyslexic teacher trainees on the basis of Locality (i.e., Urban and Rural) along with five areas of dyslexia namely, (i) emotional intelligence, (ii) movements and perceptions, (iii) structure and sequence, (iv) short term memory, and (v) language and communication.

Need and Importance of the Study

While there is no cure for dyslexia, some people do notice that their symptoms change or improve over time. Dyslexia treatment begins with a correct diagnosis. Knowing that the issue is caused by dyslexia can make some dyslexic adults feel better about their struggles.

Dyslexia is a frustrating condition, but it does not have to keep a person from living a happy and successful life.

Former President George W. Bush was born with dyslexia and struggled with it throughout his life. Many other successful people suffer from dyslexia. Dyslexia can be turned into a

minor annoyance with the correct combination of a supportive environment, practice, and compensating measures.

Teachers who identify dyslexia in students are sometimes impacted by dyslexia themselves. Dyslexic kids are frequently overlooked in favour of their skills, and this would be an attempt to eliminate such prejudice. Many studies have been undertaken on dyslexia in schoolchildren, but there have been very few investigations on adult dyslexia, particularly dyslexia among teacher trainees. As a result, the researcher has undertaken the current research.

Literature Review

Giovanioli et.al (2016) in their study found that, children with dyslexia have deficits in several spatial abilities. This is in contrast to the point of view that the individuals with dyslexia have superior spatial processing ability (Duranovic et al., 2015; Wang & Yang, 2011; Bacon et al., 2010). The study by Jonathan Glazzard (2017) explored the perceptions of trainee teachers with dyslexia, and their mentors, of their placement experiences during their initial teacher training course. The research was conducted within one initial teacher education partnership in the north of England. Data were collected through two focus groups; one of trainees and one of mentors. Trainees described the difficulties they experienced with teaching literacy (particularly phonics), difficulties with memory and difficulties with the administrative demands of placement. Mentors emphasized trainee's weaknesses and although some mentors wanted to recognize and support the strengths of the trainees, they felt responsible as gate-keepers to the profession. It was proven that dyslexic students' intelligence is normal (Rajapakse et al., 2018), but they think differently. Klonari & Passadelli, (2019b) stated that although all students face difficulties in spatial thinking, the issue for dyslexic students is more acute. Dyslexia is a learning disability that affects various areas of academic performance (Passadelli et al. 2020).

Methodology

The study was conducted by employing descriptive survey research method.

Sample

Teacher trainees studying in the academic year 2018-19 were chosen as the samples of the present study by purposive and/or convenient sampling technique.

Tools used

- Self assessment questionnaire for identifying teacher trainees with dyslexia.
- Questionnaire on dyslexia for teacher educators.

Statistical Techniques Employed

The collected data were analyzed descriptive statistics.

Research Questions

H¹: There is no difference between male and female teacher trainees with respect to dyslexia and its dimensions.

Table No.1: Comparison of Dyslexia and its dimension scores of Teacher Trainees by Gender.

Dyslexia and it's dimensions	Gender	N	Mean	SD
Dyslexia	Male	40	46.9750	9.69136
	Female	88	99.8182	20.17541
Emotional Intelligence	Male	40	9.1500	2.10677
	Female	88	20.7500	4.54416
Movement and Perception	Male	40	10.2000	2.67179
	Female	88	19.0000	4.50798
Structure and Sequence	Male	40	8.9500	2.46982
	Female	88	19.0682	4.01948
Short-term Memory	Male	40	9.5500	2.34193
	Female	88	20.0682	4.24209
Language and Communication	Male	40	9.1250	2.30036
	Female	88	20.9318	5.30624

Gender-wise comparison of Mean scores of Dyslexia and its dimensions of Teacher Trainees indicate that,

- Male teacher trainees exhibit higher scores of Dyslexia as compared to Female teacher trainees.
- Male teacher trainees exhibit higher scores for the dimensions of Dyslexia i.e., Emotional Intelligence, Movement and Perception, Structure and Sequence, Short-term Memory and Language and Communication.

H¹: There is no difference between male and female teacher trainees with respect\ to dyslexia and its dimensions.

Table No.2: Comparison of Dyslexia and its dimension scores of Teacher Trainees studying in B.Ed colleges by their Locality.

Dyslexia and it's dimensions	Locality	N	Mean	SD
Dyslexia	Urban	108	91.3611	25.65277
	Rural	20	39.8000	5.57815
Emotional Intelligence	Urban	108	18.8519	5.78560
	Rural	20	7.8000	1.19649
Movement and Perception	Urban	108	17.6389	5.08150
	Rural	20	8.7500	2.04875
Structure and Sequence	Urban	108	17.4722	5.03531
	Rural	20	7.4500	1.63755
Short-term Memory	Urban	108	18.4630	5.15448
	Rural	20	7.7000	1.12858
Language and Communication	Urban	108	18.9352	6.46814
	Rural	20	8.1000	1.29371

Locality-wise comparison of Mean scores of Dyslexia and its dimensions scores of Teacher Trainees studying in B.Ed colleges indicate that,

- Teacher trainees hailing from rural localities exhibit higher scores of Dyslexia as compared to those belonging to urban localities.
- Teacher trainees hailing from rural localities exhibit higher scores for the dimensions of dyslexia i.e., Emotional Intelligence, Movement and Perception, Structure and Sequence, Short-term Memory and Language and Communication as compared to those belonging to urban localities.

Research Outcomes

1. Male teacher trainees exhibit higher scores of Dyslexia as compared to female teacher trainees.
2. However, male teacher trainees exhibit higher scores for the dimensions of Dyslexia i.e., Emotional Intelligence, Movement and Perception, Structure and Sequence, Short-term Memory and Language and Communication as compared to female teacher trainees.
3. Teacher trainees hailing from rural localities exhibit higher scores of Dyslexia as compared to those belonging to urban localities.
4. Whereas, teacher trainees hailing from rural localities exhibit higher scores for the dimensions of dyslexia i.e., Emotional Intelligence, Movement and Perception,



Structure and Sequence, Short-term Memory and Language and Communication as compared to those belonging to urban localities.

CONCLUSION

Although there is no cure for dyslexia, there are a number of strategies that can make daily chores considerably easier. Dyslexia impacts everyone differently, and most people adapt to their learning disabilities and prosper as a result. Receiving a diagnosis and support early in life can be beneficial in the long run.

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