

# **Chapter - I**

## **Introduction**

# CHAPTER I

## INTRODUCTION

Education has always been meant for the students. But while educating the students emphasis has always been on the curriculum, on school and its management but not on the students. In the view of the fact that student is the centre of all learning activities; what is more important is how student learns, how he exercise the power of mind and body, how he thinks and understand. Much of child's learning in school and in later life depends upon his competency to use basic abilities such as thinking, reasoning, memory, imagination and perception - motor abilities. These are needed for acquiring basic academic skills such as reading, writing, spelling and Arithmetic. Millions of children are not able to develop these academic skills adequately and face various educational deficits referred to as Learning Disabilities.

From educational point of view, the failure of a capable child to cope up rigid academic Standards in school leads to a large number of failure and dropouts, hence to wastage of educational resources and unfulfillment of our important goal of education i.e Universalization of Elementary Education.

The important aspect of education at primary stage viz; reading with understanding should be emphasised. If proper foundation for this is not laid at this level, the entire future education of the child will receive an irreparable setback. Many teachers generally try to teach reading in a thumb rule manner. It is the neglect of this crucial area that is responsible for a good deal of stagnation at primary stage.

Adequate growth in reading is necessary, if satisfactory personal adjustment is to be maintained. Reading and adjustment go together. Poor reading ability and the continued failure in reading are to a greater extent responsible for wastage. Disability in reading has been referred as Dyslexia, when the child is otherwise intelligent.

### **1.1.0 Learning Disabilities**

In the year 1893, only deaf and blind were considered as glaringly handicapped. But by 1899, four categories of children were recognized -blind, deaf, physically and mentally handicap. In 1921, five categories were recognized. The fifth one was of epileptic children. The special educationists concentrated on the expansion of educational programmes for the children who were suffering from visual impairment, hearing impairment, mental retardation, orthopedic disability, emotional disturbance, speech defects, but besides all these categories, later it was observed that there remained a category which is not physically, mentally, emotionally disabled but failed to progress in the academic skills at the expected rate. Heinz Warner, Alfred A. Strause and their associates perceived the need to make a separate category. The subjects of this new category were given various names -children with minimal brain dysfunctioning, children with perceptual handicap and brain injured children. But it was Samuel A. Kirk who formally defined such children with the term Learning Disabilities. Since 1963, this term Learning Disabilities has become the most acceptable for educational purpose as it emphasizes on the educational characteristics of such disorders.

A number of definitions have evolved over time to define learning disabilities. According to the latest federal guidelines implemented under the Individual with Disabilities Education Act, specific learning disabilities means "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not apply to children who have learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance or of environmental, cultural or economic disadvantage".

### 1.1.1 Types Of Learning Disabilities

There are two types of Learning Disabilities.

1. Developmental Learning Disabilities
2. Academic Learning Disabilities

Developmental Learning Disabilities are of two types

- Primary Developmental Learning Disabilities
- Secondary Developmental Learning Disabilities

Primary Developmental LDs includes Perceptual deficit, Memory deficit and Attention deficit. Secondary Developmental LDs includes Thinking disorders and Language disorders.

Academic Learning Disabilities are of three types

- Dyslexia
- Dysgraphia
- Dyscalculia.

### 1.1.2 Dyslexia

“Dys” means difficulty “Lexia” means with words. It is one type of learning disabilities that affect a person's reading ability. Some experiences include difficulty in verbal skills, perception, memory, concentration, eye- hand coordination. Dyslexic children were enable to read in spite of adequate intelligence, proper instruction and socio-economic opportunity .Dyslexic children do not show backwardness in other subjects and may even be very gifted in fields as diverse as Arts, Science and Business .

There are cases of dyslexia in almost every class. At least ten percent of children with learning problems suffer from dyslexia. Since teachers are not trained to look out for the dyslexic child. They might send the child to remedial class, dub them slow learner or mentally retarded. People consider them to be lazy, class clowns or misfits. These misconcepts about dyslexic children affect their personal life leading to rejection and low self-esteem.

### 1.1.3 Types Of Dyslexia

Myklebust has given two types of Dyslexia - Visual and Auditory Dyslexia. According to him reading is a symbol system in which the child first integrate non verbal experience to an auditory system that is the representative of the non verbal experience. Later in learning to read, the child acquires a visual verbal system that represent both the original non verbal learning and auditory symbol system. In this process, most children are able to differentiate one sound symbol from another . If such differentiation is faulty or very slow to develop, learning problems may occur . In addition to the basic discrimination required, interpretive or memory problems may exist in relation to either modality.

#### ➤ Visual Dyslexia

Visual dyslexics are viewed and approached as auditory learners. The visual dyslexic child has following characteristics.

- Visual discrimination difficulties.
- Slow rate of perception.
- Problem with visual retention of sequence.
- Visual memory deficits.
- Problem with visual analysis and synthesis.
- Preference for auditory tasks.
- Difficulties with visual motor tasks.
- Difficulties with eye hand coordination.

#### ➤ Auditory Dyslexia

Auditory dyslexics are viewed and approached as visual learners. The auditory dyslexic child has following characteristics.

- Auditory discrimination and perception problems .
- Auditory analysis and synthesis difficulties.
- Auditory sequencing problem.

- Preference for visual task.
- Unable to recognize sounds.
- Inability in producing vowel sounds.

#### **1.1.4 Disorders Of Reading In Dyslexic Children**

Dyslexic children have following problems in reading

- Word by word reading
- Incorrect phrasing
- Poor pronunciation
- Omission of words
- Repetitions of words
- Inversions or reversals of words
- Substitutions (the using of one word for another)
- Insertions or addition of words
- Basic words not known
- Sight vocabulary not up to grade level
- Vowel sound not known
- Consonant sounds not known
- Response poorly organized

#### **1.1.5 Characteristics Of Dyslexic Children**

The dyslexic children have following characteristics:

- They have difficulty in remembering a list of instructions.
- They have problems in getting their thoughts together.
- They have sequencing problems and may need to be taught strategies to cope with alternative of remembering.
- They have difficulty in organizing their work .
- They may have perceptual problems such as left right orientation, symbol recognition and auditory association.

- They may be hyperactive, inattentive and distractible.
- They perform poorly in school. A discrepancy between ability and achievement is associated with dyslexic children.

### **1.1.6 Conventional Criteria For Diagnosing Dyslexia**

Peter D Pumphrey gave the following criteria for diagnosing dyslexic children .

- **Discrepancy Criterion**  
There must be a significant discrepancy between intelligence and achievement.
- **Exclusion Criterion**  
Any individual showing possible social, emotional, medical and educational causes for the reading problems are excluded.
- **Positive signs Criterion**  
There should be some evidence of Positive signs of dyslexia in the child .

### **1.1.7 Personality**

According to ALLPORT , "Personality is the dynamic organization in an individual of those psychological systems that determines his acquired dispositions."

According to N.L.Munn, "Personality may be defined as the most characteristic integration of an individual's structure, modes of behaviour, interests, attitudes, capacities, abilities and aptitudes".

According to CATTELL,"Personality is that which permits a prediction of what a person will do in a given situation".

Personality is the organization of psychological conditions of the individual. Environment influences the personality. Personality is the unique adjustment to the environment. It includes all the aspects of individual's life.

### **1.1.8 Development Of Personality**

There are various factors which affect the development of personality of an individual .

- **Physique** - It includes factors as the appearance, strength, body build ,size and proportion. These indirectly affects the development the personality.
- **Chemique-** It meant the possible effect of the endocrine glands on the personality. Over secretion or under secretion of the any of the glands influence upon an individual's personality.
- **Environmental Influences-** Local or environmental factors also affect the personality of an individual. Personality develops in keeping with the conditions of the environment in which an individual is placed and out of the experiences which grow in his relationships with other individuals.
- **Learning-** Human learning continues throughout life because throughout life experiences go on accumulating and every experience influences the individual concerned.

### **1.2.0 Need And Significance Of The Problem**

Dyslexic children are those who have above average intelligence but whose potential has been circumscribed because they have not received appropriate support and teaching. They are treated less intelligent or less capable than they really are . Therefore they are at greater risk of feeling frustrated and experience a degree of intellectual boredom. There is a high percent of dyslexics in jails and youth detention centers . This high trend of dyslexia delinquency has been attributed to emotional mis development . It is observed that there is a marked negative effect of dyslexia on children and this affects the proper development of child's personality. The dyslexics are at risk i.e they have higher than average probability of dropping out of school system.

It is important that in education we should not loose sight of personal problems dyslexic children meet in the school and in society. By studying dyslexic child's personality profile that may be negative or undesirable we may establish a



balance considering those factors that may be considered to be positive or desirable. It is possible only when we have identified a genuine underlying measure of the true position. This can be accomplished by studying personality factors of dyslexic children.

### **1.3.0 Statement Of The Problem**

A Comparative Study of Personality Factors of Dyslexic Children and Non Dyslexic Children of Grade V .

### **1.4.0 Definitions Of Terms**

- Personality Factors -Statistical analysis of the personality test which produce factors of personality.
- Dyslexic Children - Children who have difficulty in reading despite conventional instruction, adequate intelligence and socio cultural opportunity.

### **1.5.0 Objectives**

- To identify the dyslexic children .
- To identify personality factors of dyslexic children.
- To identify personality factors of non dyslexic children.
- To compare the personality factors of dyslexic children and non dyslexic children.
- To make case study of five dyslexic children.
- To suggest measures to teachers for remedial teaching of dyslexic children.



### **1.6.0 Hypotheses**

- H<sub>0</sub> 1- There will be no significant difference between dyslexic and non dyslexic children on personality factor A – Sizothymia (Reserved, Detached , Aloof) / Affectothymia (Warmhearted, Outgoing, Participating)
- H<sub>0</sub> 2 - There will be no significant difference between dyslexic and non dyslexic children on personality factor B – Low Intelligence / High Intelligence

- H<sub>0</sub> 3 -There will be no significant difference between dyslexic and non dyslexic children on personality factor C – Emotional Instability / Higher Ego Strength
- H<sub>0</sub> 4 -There will be no significant difference between dyslexic and non dyslexic children on personality factor D – Phlegmatic Temperament (Undemonstrative, inactive) / Excitability (Impatient, Overactive, Excitable) .
- H<sub>0</sub> 5 -There will be no significant difference between dyslexic and non dyslexic children on personality factor E – Submissiveness / Dominance.
- H<sub>0</sub> 6 -There will be no significant difference between dyslexic and non dyslexic children on personality factor F – Desurgency ( Sober, Taciturn, Serious) / Surgency (Enthusiastic , Happy- go –lucky, Heedless).
- H<sub>0</sub> 7 -There will be no significant difference between dyslexic and non dyslexic children on personality factor G - Low Super Ego Strength / Super Ego Strength.
- H<sub>0</sub> 8 -There will be no significant difference between dyslexic and non dyslexic children on personality factor H - Threctia (Shy, Timid, Threat – Sensitive ) / Parmia (Adventurous , Socially Bold ) .
- H<sub>0</sub> 9 -There will be no significant difference between dyslexic and non dyslexic children on personality factor I – Harria (Tough – minded, Rejects Illusions)/ Premsia (Tender –minded, Sensitive, Dependent, Overprotected)
- H<sub>0</sub> 10 -There will be no significant difference between dyslexic and non dyslexic children on personality factor J – Zeppia (Zestful , Liking Group Action ) / Coasthenia (Circumspect Individualism , Reflective, Internally Restrained).
- H<sub>0</sub> 11 -There will be no significant difference between dyslexic and non dyslexic children on personality factor N - Naivete (Forthright , Unpretentious ) / Shrewdness (Astute, Artful).
- H<sub>0</sub> 12 -There will be no significant difference between dyslexic and non dyslexic children on personality factor O – Untroubled Adequacy ( Self assured ,

Placid, Secure, Serene ) / Guilt Proneness ( Apprehensive , Insecure , Worrying, Troubled).

H<sub>0</sub> 13 -There will be no significant difference between dyslexic and non dyslexic children on personality factor Q<sub>3</sub> – Low self –sentiment Integration.( Uncontrolled , Lax , Follows Own Urges) / HighStrength Of Self sentiment ( Controlled , Exacting will power, Socially precise )

H<sub>0</sub> 14 -There will be no significant difference between dyslexic and non dyslexic children on personality factor Q<sub>4</sub> – Low Ergic Tension (Relaxed , Tranquil, Unfrustated) / High Ergic Tension ( Tense, Frustrated, Driven)

### **1.7.0 Delimitations**

- The study was limited to Bhopal city.
- The study was restricted to four schools only.
- The sample was selected from class V.
- The study was conducted on thirty dyslexic children only.