

## **Chapter - II**

# **Review of Related Literature**

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The essential aspect of a research project is the review of related literature. The phrase review of literature consists of two words-Review and Literature. The term "review" means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that proposed study would be an addition to this field. The term "literature" refers to the knowledge of a particular area of investigation of any discipline, which includes theoretical, practical and its research studies.

Review of literature helps the researcher in many ways in conducting study with insight. Review of literature is must for any research as it helps like a map by which a scholar can identify the track to the destination.

Review helps the researcher to gather evidences to support their arguments, to formulate hypothesis, to define and delimit problem. It gives researcher an insight into the problem and methodology.

Different researchers all over the world have conducted study on Dyslexia and its various aspects. The present study is a descriptive study in which the personality factors of Dyslexic children are compared with the personality factors of Non Dyslexic children.

The researcher had recourse to only a limited number of research studies and that too not specifically connected with present problem of research.

#### **2.1.0 Review Of Related Research Literature**

Hales (2001) Conducted the study entitle "the Pattern of Personality in Dyslexic Children and Adults: the Invisible Symptoms and the Effects They Produce." with the objective of studying personality factors of dyslexic children and adults. The major findings were: there is a marked negative effect of dyslexia on children; dyslexic children have reduced level self confidence; dyslexic

children are at greater risk of feeling frustrated; dyslexic children have raised level of anxiety.

Gupta (1997) studied the incidence and nature of learning disabilities at the end of class II in language and arithmetic and to evolve preventive strategies with the objectives to investigate the incidence rate of children with learning disabilities and to develop diagnostic tests to study the nature of learning disabilities in Hindi and Arithmetic. The major findings were: almost all children display learning disabilities in Hindi; listening and factual comprehension are found to be better than inferential listening comprehension; in Arithmetic, children show deficiency in basic operations and yoga exercises were recommended for children having attention deficit, hyper-activity, poor visual spatial orientation and poor ground perception.

Chugtai (1997) conducted study entitle "a study of learning deficient children in Hindi language" with the objectives to examine the nature of learning disabilities in Hindi language at the end of grade II and to evolve preventive strategies to prevent the occurrence. The major findings were: the training be imparted to teachers to create awareness about the nature and needs of designing classroom activities in such a manner that it will help child's motor development and reading practice in the class by the teachers or parents help the child 's comprehension and fluency in reading .

Bhargaw (1994) studied the reading attainments of 8- 10 years old dyslexics with the objectives of identifying the learning disabled children from the grades III, IV and V; to identify learning disabled children having problems in reading; to develop criteria to measure reading attainments and to study problems in different areas of reading. The major findings were: the prevalence of dyslexics is approximately fifty percent in present study and the dyslexic children committed errors in various components of reading attainment.

Mohapatra (1991) conducted study entitle "the study of reading, memory and attention processes of normal and reading disabled children." with the objectives of investigating the difference between the normal and reading disabled

objectives of investigating the difference between the normal and reading disabled children of grade V and IV on the measures of decoding and to compare the differences between the normal and reading disabled children in the psychological process of attention and memory. The major findings were: the normal children and the reading disabled children did not differ with respect to their intelligence; in decoding score, the normal subjects of both grades performed better than the reading disabled; in case of oral- reading errors ,the normal children made significantly less errors than the reading disabled children.

Tripathi, and shrivastava (1991) studied the learning disabilities and its behavioural manifestations with the objectives of developing an adequate tool to diagnose learning disability and to study the variation in the psychological functioning of the children. The major findings were: Perceptual motor behaviour of LD and NLD students was assessed by Mariama Frosting Development Test .It was found to be significant between LD and NLD; hyper -Kinesis behaviour of LD and NLD student was assessed by Bender Visual Motor Gestalt Test and it was found that the two groups differ significantly; significant difference was found between LD and NLD students in their competence NLD children demonstrated a high level of iconic memory whereas the LD children could not tackle task very successfully.

Ramaa, (1984) studied the diagnosis and remediation of dyslexia with the objectives of identifying dyslexics among Kannada readers studying in grades III and IV of elementary schools; to find out in which of the neuropsychological processes essential to learn to recognize words dyslexics were deficient in comparison with non dyslexic poor readers and normal readers and to study the developmental history of dyslexic children. The major findings were: dyslexics were differentiated from other two group by visual verbal association ability; dyslexics may or may not have deficiency in one or more visual /auditory

processing; visual -spatial difficulties observed among dyslexics while reading English could not be observed among dyslexics while reading Kannada.

Very limited and negligible amount of research is conducted in this area so a modest attempt was made in the present study to identify the personality factors of dyslexic children and non dyslexic children and compare them.