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# COLLABORATIVE RESEARCH CONTRIBUTIONS IN OPEN ACCESS ELECTRONIC THESIS AND DISSERTATION (OATD): A STUDY

1

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## INTRODUCTION

The Research Report (RR) is one of the most important resources for the educational institutions specifically in the higher educational institutions. The Universities are offering research programmes on various domains. It helps to find, locate, process and disseminate the research information among the research community. Further, it helps for the future research. Electronic Theses and Dissertations (ETDs) are highly valuable resources for research and development in the academic institutions. In early days, the research reports were not available to access in the public domain. The increased complexity and accessibility of technology in everyday life have changed the desire and expectations of library clients which demand remote access to full text resources including theses and dissertations. The convergence of

technology, open source initiatives, and developing new world view on intellectual property rights has energized ETDs (Vaishali & Babasaheb, 2014).

## REVIEW OF LITERATURE

Katagi and Kumbar (2023) assessed the current scenario of ETD projects worldwide. The inferences drawn from the literature review reveal that the current status of ETD projects are not satisfactory, as most of these projects do not have a proper budget allocation, necessary tools and proper IT Infrastructure facilities especially in underdeveloped and developing countries. Most of the research literature published on ETDs is from developed countries, compared to underdeveloped and developing countries. Published literature also stressed the need for improvements and further research in providing universal access to ETDs. Sukula and Awasthi

(2021) investigated the status of ETD, services, and embargo policies followed by the institutions. It also provided a glimpse of the data published in various journals indexed in the Web of Science database. Wani (2019) studied the Open Access Electronic Thesis and Dissertation (OAETD) repositories available at oatd.org, based on various parameters like structure, content support, technical and operational feasibility. It highlights positive and negative aspects of select OAETD repositories and forward suggestions for the better improvement. Survey method coupled with online visits is employed to obtain data from OAETD repositories besides schedule is drafted to understand various technical features. The findings of the present work further strengthen the belief that adaptation of open access procedures in different settings especially in modern day research is showing an increasing trend. Moreover there is scope for further improvement in technical and operational feasibility of OAETD repositories.

Jeyapragash, Rajkumar and Muthuraj (2016) examined the Electronic Thesis and Dissertations (ETDs) deposited at INFLIBNET Shodhganga project by Indian Universities. It is found that 55390 theses have been deposited on various disciplines by 239 Universities. The study found that the top ten Universities contribution, ETD year wise growth, ETD Contribution by Major Subject wise, Growth of theses on subjects by year wise (2010- 2015), and also found on ETD Growth on subjects in 2015. Sivakumaren

(2015) examined the Electronic Thesis and Dissertations (ETDs) deposited at INFLIBNET Shodhganga project by Indian Universities. It is found that 32000+ theses have been deposited on various disciplines by 201 Universities. The study considered only top five Universities ranked by INFLIBNET Shodhganga project. It is found the top five Universities have contributed 3145 theses in the repository. Khaparde and Ambedkar (2014) discusses about ETD, History of ETD activities, It also discusses National Policy framework in India for building ETD repositories.

UGC Regulations 2005 and 2009, INDEST Consortium, ICSSR – NASSDOC and National Knowledge Commission have provided guidelines to improve the quality of research and also to provide world wide access to research under open access. Ezema and Ugwu (2013) examined the adoption of ETD in Nigerian university libraries is very low. Nigerian universities must therefore adopt a pragmatic approach to develop an ETD program that will facilitate the dissemination of research documented in theses and dissertations. Ramirez et al., (2013) investigated the social sciences, arts, and humanities journal editors' and university press directors' attitudes toward ETDs. It is found that manuscripts that are revisions of openly accessible ETDs are always welcome for submission or considered on a case-by-case basis by 82.8 percent of journal editors and 53.7 percent of university press directors polled. Ramdas and Lihitkar (2014) made



a comparative study on ETDs in India and found that institutional repositories are gaining momentum today. India is moving ahead in this direction and major education and research institutes have already created their own institutional repositories. In the same way, in Indian perspective growth and development of ETDs was investigated by Khaparde and Ambedkar (2014). Main objective was to study the composition and built of e-theses repositories in India and to discuss national policy framework in India for building ETD repositories. Investigators conclude that there is a need to organize ETD awareness programs to improve an understanding of the issues and options for the institutions planning to implement ETD repositories.

Mishra, et al. (2007) studied the development of ETD repository at IITK library using DSpace. In this study they share the experiences they have gained from the digitization to access ETD, and the challenges faced, enhancements incorporated with special emphasis on technical developments, and the lessons learnt during the various stages of development of the ETD. Global adoptions of ETDs are evaluated by Swain (2010). This study explores the issue of ETD initiatives, adoption, and subsequent implications from studies carried out in different parts of the world. Universities in Kerala have started the digitization process of their PhD theses for the last few years. Sheeja and Cherukodan (2011) discussed the development and promotion of ETDs

in Kerala. This study examines the ETD project of Cochin University of Science and Technology (CUSAT) and Mahatma Gandhi University (MGU). They found that both institutions have promoted ETDs by organizing workshops, adopting open source software, and training library staff. Ahmed, Alreyaee and Rahman (2014) conducted a study on theses and dissertations in institutional repositories. The study tries to discover the composition of ETDs in Asia based on the seven key parameters, i.e. country, type, language, discipline, software, content types and repository policies. Major findings made by the study are access to theses and dissertations are often restricted to parent institution only. The authors found that ETDs are addressing this problem by making institutional knowledge available online and thereby not only increasing its visibility and use, but also making them contribute to the impact and ranking of their institutions.

## **OBJECTIVES**

- To find out the Research Reports contributed in Open Access Theses and Dissertations (OATD) during the year 1974 to 2023.
- To analyse the contributions of Research Reports by various institutions.
- To analyse the contributions on various domains/subjects.
- To find the contributions at various degree levels.
- To examine the contributions of Research Reports in various languages.

## RESEARCH METHODOLOGY

The data for the study have extracted from the Open Access Theses and Dissertations (OATD) database (<https://oatd.org/>) 7 during October 2023. The study is mainly focused on theses on various domains. The analysis was made on various aspects such as year, institution, degree and language. The collected data were converted into Ms

Excel for analysis. The results of analysis were given below.

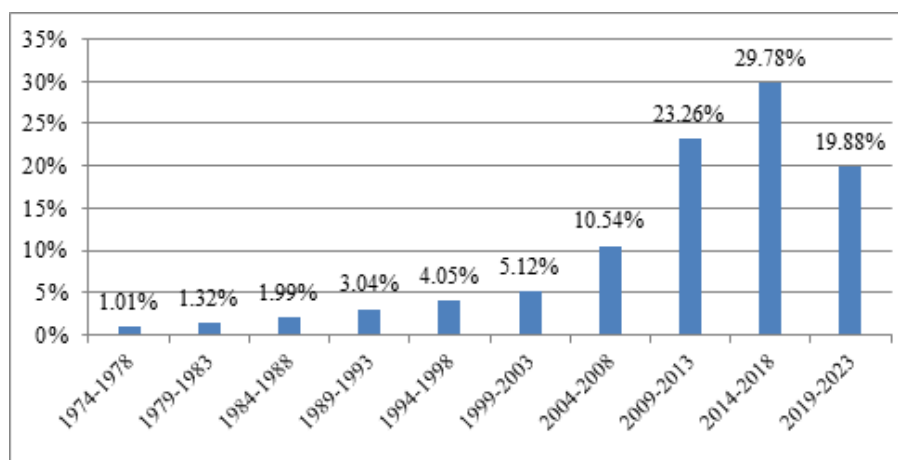
## DATA ANALYSIS AND FINDINGS

### Contributions by Year

Open Access Theses and Dissertations .org (OATD) is a collaborative digital repository of various Universities at international level. The study has attempted to find out the research contributions of various Universities during 1974-2023.

**Table 1: Contributions by Year**

S.No.	Year	Nos.	%	Rank
1	1974-1978	4339	1.01	10
2	1979-1983	5644	1.32	9
3	1984-1988	8499	1.99	8
4	1989-1993	13005	3.04	7
5	1994-1998	17319	4.05	6
6	1999-2003	21895	5.12	5
7	2004-2008	45063	10.54	4
8	2009-2013	99479	23.26	2
9	2014-2018	127354	29.78	1
10	2019-2023	85034	19.88	3
	<b>Total</b>	<b>427631</b>	<b>100</b>	



**Figure 1: Contributions by Year**

It can be seen from Table 1 that totally 427631 number of Thesis and Dissertation on “Engineering disciplines” were contributed collaboratively by various Universities in the Open Access Theses and Dissertations.org (OATD). During 2014-2018, the highest number of Research Reports (29.78%) was deposited in OATD.org. Further, it is found that 23.26% of the Research Reports can

be found during 2009-2013, which is followed 19.88% of Research Reports were contributed during 2019-23.

### Contributions by Institutions

In this study, the contributions of Research Reports by various institutions in the OATD.org had been analyzed and the results are shown in Table 2.

**Table 2: Contributions by Institutions**

S.No.	Universities	Nos.	%
1	MIT	30049	21.99
2	KTH	17987	13.16
3	Delft University of Technology	16337	11.95
4	Chalmers University of Technology	11757	8.60
5	Lowa State University	8077	5.91
6	Missouri University of Science and Technology	7354	5.38
7	The Ohio State University	6909	5.06
8	Texas A&M University	6422	4.70
9	University of Michigan	6410	4.69
10	ETH Zürich	5574	4.08
11	McGill University	4277	3.13
12	McMaster University	3963	2.90
13	Nanyang Technological University	3952	2.89
14	California State University System	3830	2.80
15	Universidad Nacional de Colombia	3772	2.76
	<b>Total</b>	<b>136670</b>	<b>100</b>

It can be seen from Table 2 that totally 15 institutions have been contributed 136670 Research Reports in various forms. Among the 15 institutions, MIT had contributed 21.99% of Research Reports in the OATD.org. KTH had contributed the second highest number of Research Reports (13.16%),

which is followed by Delft University of Technology (11.95%), Chalmers University of Technology (8.60%) and Lowa State University (5.91%). The contributions by other institutions were found less, which ranges from 2.76% to 5.38%

### Contributions on various Domains/ Subjects

Generally, the research activities are taking place in various departments of the institutions. In educational institutions,

the researches on various subjects are being done in order to invent new or solve existing problems. Finally, the findings are being published as “Research Reports”.

**Table 3: Contributions on various Domains/ Subjects**

S.No.	Department	Nos.	%
1	Mechanical Engineering	13844	18.16
2	Electrical Engineering	9121	11.96
3	Civil Engineering	7977	10.46
4	Electrical Engineering and Computer Science	16926	22.20
5	Engineering	5105	6.70
6	Chemical Engineering	5039	6.61
7	Mechanical Engineering	3999	5.25
8	Biomedical Engineering	3560	4.67
9	Civil and Environmental Engineering	3010	3.95
10	Graduate School	2690	3.53
11	Aerospace Engineering	2528	3.32
12	Materials Science and Engineering	2442	3.20
	<b>Total</b>	<b>76241</b>	<b>100</b>

Table 3 describes the contributions of Research Reports on various domains/subjects. It is found that the highest number of Research Reports were contributed on “Electrical Engineering and Computer Science” (22.20%) in OATD.org. Further, 18.16% of contributions were made on “Mechanical Engineering”, followed by “Electrical Engineering (11.96%)

and ‘Civil Engineering’ (10.46%). The contributions made on other domains range from 6.70% to 3.20%

### Contributions at various Degree Levels

The research is being carried out at various levels. The contributions made in the OATD.org is given in Table 4.

**Table 4: Contributions at Various Degree Levels**

S.No.	Levels	Nos.	%
1	Doctoral	123866	50.54
2	Masters	107681	43.93
3	Thesis	12120	4.94
4	Dissertation	140	0.06
5	Others	1294	0.53
	<b>Total</b>	<b>245101</b>	<b>100</b>

It is found Table 4 that 50.54 % of the contributions made by the participating institutions were “Doctoral”, 43.93% of contributions were at “Masters Level” and 4.94 % of contributions were at “Thesis level”.

### Contributions by Language

Communication plays very important role in the research. The results of the research have to be presented in a variety of forms such as

articles, conference papers and research reports etc. For which, the language is a basic instrument, which communicates the research content to the academic community in many languages. In OATD.org, the research reports are contributed on various subjects in many languages. Nearly 15 languages have been identified in this study for presenting the research reports.

**Table 5: Contributions by Language**

S.No.	Language	Nos.	%
1	English	246042	80.40
2	Swedish	21508	7.03
3	Portuguese	13741	4.49
4	Greek	6173	2.02
5	Spanish	5323	1.74
6	German	2549	0.83
7	French	2349	0.77
8	Finnish	2318	0.76
9	Czech	2120	0.69
10	Dutch	1745	0.57
11	SR	894	0.29
12	En_Nz	465	0.15
13	Chinese	357	0.12
14	Japanese	240	0.08
15	Italian	209	0.07
	<b>Total</b>	<b>306033</b>	<b>100</b>

It is found from Table 5 that 80.40% of the research reports were presented in “English” language, which is followed by “Swedish”(7.03%), “Portuguese”(4.49%) and “Greek”(2.02%).

### CONCLUSION

Research activities in the educational institutions are very important for the quality of education. It helps the educational institutions to create visibility for the institutions at global level. The

researchers will share the scholarly content with other researchers for new invention in the domains. The research reports deposited in the open access platforms increases the usage among the research community. Perhaps, it helps the future research in various domains.

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## A STUDY ON SOCIAL INTELLIGENCE AMONG THE SECONDARY SCHOOL TEACHERS IN PARVATHIPURAM MANYAM DISTRICT

2

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### INTRODUCTION

It is a known fact that no two people are identical with respect to the physical appearance and thought processing. The growth of an individual personality is completely hampered by asking that person to behave like somebody else. The situations and events around the world are decoded and accordingly responded to. The ability of an individual to do so is known as Social Intelligence. Earlier the concept included only intelligence but now it is much different from mere intelligence. But in the recent past, it has been realized that to maintain a social life, exceptionally intelligent people tend to struggle a lot. In the present study, the investigator attempted to study the social intelligence among primary school teachers.

### SOCIAL INTELLIGENCE

Social Intelligence according to the original definition of Edward Thorndike, is “the ability to understand and manage men and women, boys and girls, to act wisely in human relations”. It is equivalent

to interpersonal intelligence, one of the types of intelligences identified in Howard Gardner’s. Interpersonal intelligence is the ability to understand other people: what motivates them, how they work, and how to work cooperatively with them. Successful salespeople, politicians, teachers, clinicians, and religious leaders are all likely to be individuals with high degrees of interpersonal intelligence.

### SIGNIFICANCE OF THE STUDY

Leading a successful life in a society without social intelligence is difficult. Social intelligence helps an individual to develop healthy co-existence with other people. Socially intelligent people behave tactfully and prosper in life. The need is being able to tune into other people, to read them, to know how they are thinking about things, what their feeling right now and using that to communicate effectively with them. Only Social Intelligence has the power to optimize outcomes. One needs to be successful by influencing, persuading, developing, growing, inspiring and motivating other people.



That's the ability of social intelligence. It requires empathy, and requires skills and interaction. As teachers spend most of their time in classroom teaching, social intelligence is an important developmental aspect of education. So the investigator wants to study on social intelligence among the secondary school teachers.

### OBJECTIVES

- To find out whether there is any significant difference between the social intelligence of secondary school teachers with respect to gender.
- To find out whether there is any significant difference between the social intelligence of secondary school teachers with respect to nature of school.

### HYPOTHESES

- There is no significant difference between the social intelligence of secondary school teachers with respect to gender.

- There is no significant difference between the social intelligence of secondary school teachers with respect to nature of school.

### METHODOLOGY

The investigator used the survey method to collect the data. The population of the present study consisted of all the secondary school teachers, who were working in different schools in Parvathipuram Manyam district. The sample of the study consisted of 1010 secondary school teachers. The investigator has used the Social Intelligence Scale (SIS) developed by N.K.Chadda and Usha Ganesan (2013) which was adopted and modified by the investigator. The investigator established content validity and reliability of the tool. The descriptive and differential analysis were used to analyse the data.

### ANALYSIS AND INTERPRETATION OF DATA

**Hypothesis 1:** There is no significant difference between the social intelligence of secondary school teachers with respect to gender.

**Table 1: Differences in Social Intelligence between Male and Female Teachers**

Sl. No.	Dimensions	Gender	N	Mean	S.D	Calculated 't' Value	'p' Value
1	Patience	Male	210	47.17	11.56	1.45	0.14 NS
		Female	800	48.46	11.30		
2	Cooperativeness	Male	210	52.19	11.28	0.26	0.79 NS
		Female	800	51.96	10.89		
3	Confidence	Male	210	50.44	9.01	1.46	0.14 NS
		Female	800	51.46	8.49		

Sl. No.	Dimensions	Gender	N	Mean	S.D	Calculated 't' Value	'p' Value
4	Sensitivity	Male	210	46.69	11.72	1.40	0.16 NS
		Female	800	47.96	11.45		
5	Tactfulness	Male	210	42.62	13.24	4.71	0.00 S
		Female	800	47.34	11.80		
6	Memory	Male	210	45.14	10.45	8.02	0.00 S
		Female	800	51.52	9.57		
<b>Social Intelligence</b>		<b>Male</b>	<b>210</b>	<b>46.45</b>	<b>10.81</b>	<b>4.62</b>	<b>0.00 S</b>
		<b>Female</b>	<b>800</b>	<b>50.27</b>	<b>10.16</b>		

S- Significant, NS – Not Significant at 5% level

It is inferred from the above table 1 that, the calculated 't' values of the dimensions namely Patience, Cooperativeness, Confidence and Sensitivity are lesser than the table value at 5% level of significance. Hence the null hypothesis was accepted to the above-mentioned dimensions. Whereas, the calculated 't' values of the dimensions namely Tactfulness and Memory are greater than the table value at 5% level of significance. Hence the null hypothesis was not accepted for the dimensions of Tactfulness and Memory.

The table also revealed the level of social intelligence of female teachers (50.27) is greater than male teachers (46.45). The overall analysis stated that, there is a significant difference existed between the social intelligence of secondary school teachers with respect to gender.

**Hypothesis 2:** There is no significant difference between the social intelligence of secondary school teachers with respect to nature of school.

**Table 2: Differences in the Social Intelligence between Government and Government Aided School Teachers**

Sl. No	Dimensions	Type of School	N	Mean	S.D	Calculated 't' Value	'p' Value
1	Patience	Government	332	46.11	11.88	3.96	0.00 S
		Private	678	49.18	10.97		
2	Cooperativeness	Government	332	51.73	11.63	0.54	0.58 NS
		Private	678	52.14	10.64		
3	Confidence	Government	332	50.55	8.72	1.88	0.75 S
		Private	678	51.58	8.54		
4	Sensitivity	Government	332	47.45	11.02	0.48	0.63 NS
		Private	678	47.82	11.74		

Sl. No	Dimensions	Type of School	N	Mean	S.D	Calculated 't' Value	'p' Value
5	Tactfulness	Government	332	43.67	13.29	4.69	0.00 S
		Private	678	47.66	11.52		
6	Memory	Government	332	44.72	11.66	11.45	0.00 S
		Private	678	52.84	8.02		
<b>Social Intelligence</b>		<b>Government</b>	<b>332</b>	<b>46.27</b>	<b>10.92</b>	<b>6.74</b>	<b>0.00 S</b>
		<b>Private</b>	<b>678</b>	<b>51.02</b>	<b>9.79</b>		

S- Significant, NS – Not Significant, for df 1030 at 5% level

It is inferred from the above table 2 that, the calculated 't' values of the dimensions namely Cooperativeness and Sensitivity are lesser than the table value at 5% level of significance. Hence the null hypothesis was accepted to the above-mentioned dimensions. Whereas, the calculated 't' values of the dimensions namely Patience, Confidence, Tactfulness and Memory are greater than the table value at 5% level of significance. Hence the null hypothesis was not accepted for these dimensions.

The table also revealed the level of social intelligence of teachers working in private schools (51.02) is greater than teachers working in Government schools (46.27). The overall analysis stated that, there is a significant difference existed between the social intelligence of secondary school teachers with respect to the nature of the school.

## RESULTS AND DISCUSSION

From the findings it is inferred that the female secondary school teachers have better social intelligence than male teachers. This may be due to the fact that they have more patience,

confidence and sensitivity. Similarly, teachers working in private secondary schools have better social intelligence than government school teachers in the dimensions, patience, sensitivity, tactfulness and memory. The reason may be private school teachers may have better communication facilities than the government school teachers.

## CONCLUSION

Social intelligence is one of a cluster of intelligence. Socially competent teachers are culturally sensitive, understand that others may have different perspectives than they do, and take this into account in relationships with students, parents and colleagues. The present study revealed that secondary school teachers who are socially intelligent appears to experience better patience, cooperativeness, sensitivity, confidence, tactfulness and memory.

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## PROBLEMS FACED BY TAMIL MEDIUM STUDENTS IN LEARNING ENGLISH AT THE HIGH SCHOOL LEVEL

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### INTRODUCTION

Language is a foreseeable feature of human existence and advancement. The knowledge of language plays a prominent role in empowering an individual. It serves as one of the most effective media for interaction and expression of creativity. It will be difficult for man to live together, think or act without the sounds and symbols of language. It is almost impossible to imagine a life without language - a life without conversation. In short, the innate cognitive process gets expression through language. The word 'Language' has been derived from the Latin term 'Lingua' which means tongue. It is the capability of human beings who use their tongue while expressing language and no other creature has such ability. It is an arbitrary system of vocal symbols by means of which human beings interact and communicate. It is the ability that differentiates man from others. It is a creation of man's social needs. Hence society depends on language, as it depends on air, water and earth around it for its existence. Language helps to express

one's feelings, desires, and queries to the world around him. It is a very important means of communication. As the complexity of our civilization increases, the importance of language as a tool also increases. As scientific achievement shrinks the world, men are giving more attention to the development of universal communication in order to maintain civilization. Language is, in fact, the great vehicle through which human civilization sustains. Language is a learned form of behavior, not an automatic process. It is a behavior but that behavior is acquired by making efforts. Hence it can be taught only through giving continuous exposure to use the language in the social group. Language which is the vehicle of instruction has a crucial role and is seen as the key to classroom communication and consequently to pupil's acquisition of knowledge. A teacher who has a good command over language can impress his students. The beauty of the language used by a teacher in his profession can make him lovable.

## **SIGNIFICANCE OF THE STUDY**

Learning English as a second language is even less easy because it is the official language in our country. But in schools, English is taught as a subject not as a language. A student from non-English medium in the primary and secondary level will be stunned if he thinks about the extent of the English language. Since he tends to learn things in his mother tongue, knowledge comes to a halt as he enters into a course that ought to be taught in the English language. Problems and errors committed by the students in learning English known as learning difficulties. English learning includes mastering listening, speaking, reading and writing skills.

The first reason students find it difficult to speak in English is that the environment is not conducive to speaking the language fluently. Since English is a foreign language in our country, students who have studied in Tamil medium are not fluent in it. They cannot use English for their communication and show a lack of interest in learning it. Another issue is that some schools lack basic facilities like classrooms, laboratories and other language learning environments, which are not up to standard. Therefore, students face several problems in learning English both at school and on a personal level. It is crucial to identify the learning problems of high school students while they are learning English. Thus, an attempt is made to study the “Problems Faced by Tamil Medium Students in Learning English at the High School Level.”

## **REVIEW OF RELATED LITERATURE**

The studies reviewed provide a comprehensive understanding of the challenges faced by English as a Foreign Language (EFL) learners across different contexts. Alshamamari (2022) identified low English proficiency among Saudi EFL learners, attributing this issue to limited exposure to English and ineffective teaching methodologies. This study supported with the findings of Banditvilai and Cullen (2018), who discussed broader obstacles in learning English, including inadequate practice opportunities and anxiety, often aggravated by traditional teaching methods. Similarly, Hossain (2018) and Jarphan (2013) highlighted issues at the secondary level in Bangladesh and India, where outdated curricula and insufficient teaching resources act as barriers to effective language acquisition.

Boonraksa and Naisena (2022) studied on the frequent errors in English collocations among Thai EFL students, emphasising the challenges posed by the linguistic differences between Thai and English. Chand (2021) and Ganesh et al. (2019) explore the challenges faced by Indonesian and Indian students, respectively, in developing speaking skills, noting that fear of making mistakes, limited fluency, and a lack of supportive environments significantly affect learners' confidence and performance. Suryanto and Sari (2020) analyzed the different strategies employed by students from English and non-English educational

backgrounds in Indonesia, revealing that non-English majors struggle more with practical application.

### MAJOR OBJECTIVE

- To find out the significant difference in the problems faced by Tamil medium students in learning English at the high school level with regard to their gender, locality of school and type of management.

### HYPOTHESES

- There is no significant difference in the level of problems faced by Tamil medium students in learning English at the high school level with regard to gender.
- There is no significant difference in the level of problems faced by Tamil medium students in learning English at the high school level with regard to the locality of school.

- There is no significant difference in problems faced by Tamil medium students in learning English at the high school level with regard to type of management.

### METHODOLOGY

The study was conducted by using the Survey method. The population of the study included high school students who were studying in various schools in Kanyakumari district and their medium of instruction was in Tamil (Regional Language). 300 students were selected using a simple random sampling technique. In order to identify the problems faced by Tamil medium students in learning English, the researchers have constructed an English Learning Difficulty Scale and established the standardization norms. The scale was administered among the sample and the collected data were analyzed using descriptive and differential statistics.

### ANALYSIS AND INTERPRETATION OF DATA

**Table 1: Difference in the Level of Problems Faced by Tamil Medium Students in Learning English with regard to Gender**

Dimensions of English Learning Difficulty	Gender	Sample	Mean	Standard Deviation	Calculated 't' Value	Remarks at 5% Level
Listening	Male	165	21.48	2.33	0.68	NS
	Female	135	21.67	2.47		
Speaking	Male	165	23.55	3.13	0.09	NS
	Female	135	23.58	3.22		
Reading	Male	165	17.71	2.54	0.65	NS
	Female	135	17.50	2.99		
Writing	Male	165	16.96	2.34	0.87	NS
	Female	135	17.21	2.46		

Dimensions of English Learning Difficulty	Gender	Sample	Mean	Standard Deviation	Calculated 't' Value	Remarks at 5% Level
Grammar	Male	165	10.47	1.48	0.47	NS
	Female	135	10.38	1.79		
Overall	Male	165	89.77	11.83	1.13	NS
	Female	135	90.86	12.95		

NS = Not Significant at 0.05 level of significance.

It is inferred from the table 1 that, the calculated 't' values in all dimensions are lower than the table value 1.96 at 0.05 level of significance. It showed that there is no significant difference in the level of problems faced by male and female students. Hence the hypothesis 'there is no significant difference in the level of problems faced by Tamil medium students in learning English at the high school level with regard to gender' is accepted.

**Table 2: Difference in in the Level of Problems Faced by Tamil Medium Students in Learning English with regard to Locality of the School**

Dimensions of English Learning Difficulty	Locality of the School	Sample	Mean	Standard Deviation	Calculated 't' Value	Remarks at 5% Level
Listening	Urban	181	21.44	2.33	1.19	NS
	Rural	119	21.77	2.48		
Speaking	Urban	181	23.60	3.09	0.28	NS
	Rural	119	23.50	3.28		
Reading	Urban	181	17.71	2.54	0.65	NS
	Rural	119	17.50	2.99		
Writing	Urban	181	17.43	2.22	3.24	S
	Rural	119	16.53	2.55		
Grammar	Urban	181	10.47	1.55	0.56	NS
	Rural	119	10.36	1.74		
Overall	Urban	181	90.65	7.89	1.01	NS
	Rural	119	89.66	8.82		

NS = Not Significant at 0.05 level of significance.

S = Significant at 0.05 level of significance.

It is inferred from the table 2 that, the calculated 't' values in the dimensions viz., listening, speaking, reading and grammar are lower than the table value 1.96 at 0.05 level of significance. Whereas, the calculated 't' value in the dimension of Writing (3.24) is greater than the table value 1.96 at 0.05 level of significance. It



stated that there is a significant difference existed between students studying in urban and rural schools in the level of difficulty in learning English. Since the overall 't' value 1.01 is lower than the table value at 0.05 level of significance, it is stated that there is no significant

difference existed in the level of problems faced by Tamil medium students in learning English at the high school level with regard to the locality of school. Hence the null hypothesis is accepted except the dimension of Writing.

**Table 3: Difference in in the Level of Problems Faced by Tamil Medium Students in Learning English with regard to Type of Management**

Dimensions of English Learning Difficulty	Type of Management	Sample	Mean	Standard Deviation	Calculated 't' Value	Remarks at 5% Level
Listening	Government	120	21.44	2.56	0.76	NS
	Aided	180	21.66	2.28		
Speaking	Government	120	24.18	3.36	2.82	S
	Aided	180	23.14	2.97		
Reading	Government	120	17.99	2.56	1.88	NS
	Aided	180	17.39	2.82		
Writing	Government	120	17.47	2.38	2.34	S
	Aided	180	16.81	2.37		
Grammar	Government	120	10.65	1.51	1.95	NS
	Aided	180	10.28	1.69		
Overall	<b>Government</b>	<b>120</b>	<b>91.73</b>	<b>8.89</b>	<b>2.54</b>	<b>S</b>
	<b>Aided</b>	<b>180</b>	<b>89.28</b>	<b>7.69</b>		

NS = Not Significant at 0.05 level of significance.

S = Significant at 0.05 level of significance.

It is inferred from the table 3 that, the calculated 't' values are higher than the table value 1.96 at 0.05 level significance for the dimensions viz., speaking, writing and Overall as well. Whereas, the calculated 't' values in the dimension of Listening, Reading and Grammar are lesser than the table value at 0.05 level significance. Therefore, it is stated that there is significant difference existed in the level of problems faced by

the students studying in government and aided schools in learning English. Hence, the null hypothesis is not accepted except the dimensions listening, reading and grammar.

### FINDINGS AND DISCUSSION

No significant difference is revealed in the problems faced by male and female students studying in Tamil medium in learning English at high school level.

No significant difference is revealed in the problems faced by urban and rural Tamil medium students in learning English at high school level.

Significant difference is revealed in the problems faced by the students studying in government and aided schools in learning English at high school level. The mean value of students studying in government schools (91.73) is greater than the mean value of students studying in aided school (89.28). This may be due to the reasons that, the infrastructure facilities provided, school environment and teaching learning methodologies applied in government aided schools are better than the government schools. The presented facilities like language lab, discussion forums and e-classrooms in aided schools would have improved the communication skills of the students. Students in aided schools are highly encouraged to speak in English in the campus and to communicate in English with their peers and teachers.

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## CONCLUSION

The study showed that students studying in Tamil Medium in faced difficulties in learning English. To minimize the difficulties and make the English learning interesting, teachers may adopt student centered innovative language teaching strategies, provide language support services, technology enhance learning and provide opportunities for English learning practices. Teachers should motivate students to learn English and to make them understand the significance of The language in the competitive world. Teachers and educators can create a supportive language learning environment, establish Language labs to train students in English Language learning and to offer necessary remedial measures that can enhance the English language proficiency and academic success of students studying in Tamil Medium.

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## RELATION BETWEEN PARENTAL INVOLVEMENT AND EMOTIONAL MATURITY OF IX STANDARD STUDENTS

4

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### INTRODUCTION

The study of parental involvement and emotional maturity among school students is significant for several reasons. This research can provide valuable insights into how family dynamics influence adolescent development, particularly during a crucial educational and personal growth stage. Studying the relationship between parental involvement and emotional maturity among IX standard students is essential for developing effective educational strategies, enhancing student well-being, and fostering a supportive environment for adolescents. It provides a comprehensive understanding of parents' multifaceted role in their children's lives and highlights the importance of collaborative efforts between families, schools, and communities in promoting holistic development.

### PARENTAL INVOLVEMENT

Parental involvement refers to a situation where parents are directly involved in the education of their children,

they involve themselves and involved by school and teacher in the learning process of their children. Parental involvement means the participation of parents in regular and meaningful communication, involving student academic progress and other school activities. Parental involvement is essential for the success of any education system. Parents can support their children's education providing a healthy home environment. Parental involvement is different for every student based on several factors like parenting style, parental education and family resources.

### EMOTIONAL MATURITY

Emotional maturity comes from the word emotion and maturity. According to the International Encyclopedia of Psychology, an emotion is a valance experience that is felt with some degree of intensity involves a person's interpretation of the immediate situation, and is accompanied by learned an unlearned physical response. Emotional maturity is the ability to understand,

manage, and express one's emotions effectively and constructively. Emotional maturity is important in life because a mature person is highly socialised and independent. They have built up a value for themselves and are able to think and act for themselves and also guide their actions and behaviour consistently. Emotional maturity is a lifelong journey that involves continuous self-improvement and learning. It enables individuals to navigate life's challenges with grace, build stronger relationships, and lead more fulfilling lives.

## **REVIEW OF RELATED LITERATURE**

Tiffany Shantell Hicks (2023) examined the students' perception of parental involvement. The results showed that students' perception of parental involvement varies among division, race, and gender. Elementary students felt that parents had the highest level of interaction and involvement. This notion insists on the need to push parental involvement efforts and training for middle and high school divisions. Srinivasan et.al (2019) studied the relationship between emotional maturity and teaching competency of prospective teachers. The findings of the study exposed that there is no significant difference in the emotional maturity of expected teachers with regard to gender, there is no significant difference in teaching competency of prospective teachers with respect to gender, there is no significant difference between the mean scores in the emotional wisdom

with the type of college and there is no significant difference between the mean scores in the teaching competency with kind of college.

Fariba Ataollah, et.al (2020) conducted a study on Investigating the relationship between cyberspace addiction and emotional maturity in 20-30-year-old female students. The results showed that there is a significant and positive relationship between cyberspace addiction and components of emotional maturity. The results showed the more emotionally mature students are, the less dependent on cyberspace. Vences Cyril et.al (2018) conducted a study on the emotional maturity and metacognition of high school teachers. The findings revealed that there was a significant relationship between emotional maturity and metacognition of high school teachers.

## **OBJECTIVES**

- To find out the level of parental involvement of IX standard students.
- To find out the level of emotional maturity of IX standard students.
- To find out whether there is any significant difference among IX standard students in their parental involvement with respect to their nature of school.
- To find out whether there is any significant difference among IX standard students in their emotional maturity with respect to nature of school.

- To find out the relationship between parental involvement and its dimensions and emotional maturity of IX standard students.

### HYPOTHESES

- The level of parental involvement of IX standard students is moderate.
- The level of emotional maturity of IX standard students is moderate.
- There is no significant difference in the level of parental involvement among IX standard students with respect to the nature of school.
- There is no significant difference in the level of emotional maturity among IX standard students with respect to nature of school.
- To find out the relationship between parental involvement and emotional maturity of IX standard students.

### METHODOLOGY

The investigators adopted a survey method for the present study.

The population of the study consists of IX standard students studying in Kanyakumari district. The investigators used a simple random sampling technique to select the sample of 314 IX standard students from 12 schools in Kanyakumari district. The investigators adopted the Parental Involvement Scale developed by C. Naseema and K. Abdul Gafoor (2001) and the Emotional Maturity Scale developed by Ancilla Correya and K.P. Naachimuthu (2018) for collection of data. The collected data were analysed by percentage analysis, 't' test and Karl Pearson's Product Movement Correlation Co-efficient test.

### ANALYSIS AND INTERPRETATIONS OF DATA

The analysis of the data and interpretations of the results are as follows.

**Table 1: Level of Parental Involvement of IX Standard Students**

Variable and its dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Parental Encouragement	46	14.6%	191	60.8%	77	24.5%
Parental Guidance	44	14.0%	237	75.5%	33	10.5%
Parental Influence	33	10.5%	238	75.8%	43	13.7%
Parental Care	67	21.3%	219	69.7%	28	8.9%
Parental attention	52	16.6%	208	66.2%	54	17.2%
<b>Parental Involvement</b>	<b>46</b>	<b>14.6%</b>	<b>220</b>	<b>70.1%</b>	<b>48</b>	<b>15.3%</b>

It is inferred from the table 1 that 24.25% students are at high level, 60.8% students are at moderate level and 14.6% students are at low level in their parental encouragement, 10.5% students are at high level, 75.5% students are at

moderate level and 14.0% students are at low level in their parental guidance, 13.7% students are at high level, 75.8% students are at moderate level and 10.5% students are at low level in parental influence, 8.9% students are at high level,

69.7% students are at moderate level and 21.3% students are at low level in parental care, 17.2% students are at high level, 66.2% students are at moderate level and 16.6% students are at low level in parental attention, 15.3% students are at high level,

70.1% students are at moderate level and 14.6% students are at low level in parental involvement. The table shows that the overall level of parental involvement and its dimensions of IX standard students is moderate.

**Table 2: Differences in the Parental Involvement and its Dimensions among the Students with respect to the Nature of School**

Variable and its Dimensions	Sources of variation	Sum of square	Mean square variation	Calculated 'F' value	Remarks
Parental Encouragement	Between Groups	19.345	9.673	3.08	S
	Within Groups	975.317	3.136		
Parental Guidance	Between Groups	27.162	13.581	2.25	NS
	Within Groups	1874.676	6.028		
Parental Influence	Between Groups	54.070	27.035	9.98	S
	Within Groups	842.379	2.709		
Parental Care	Between Groups	2.227	1.113	0.17	NS
	Within Groups	1970.805	6.337		
Parental Attention	Between Groups	21.053	10.526	1.61	NS
	Within Groups	2021.868	6.501		
Parental Involvement	Between Groups	7.882	3.941	0.09	NS
	Within Groups	13545.879	43.556		

*S = Significant , NS = Not Significant at 5% of significance.*

It is inferred from the table 2 that the calculated 'F' values of parental guidance (2.25), parental care (0.17), parental attention (1.61) and parental involvement (0.09) are lesser than table value (3.02) at 5% level of significance. Therefore, it is stated that there is no significant difference existed among the students studying in girls schools, boys schools and co-education schools in the level of parental care, parental attention and parental involvement. Hence the null hypothesis is accepted for the dimensions namely parental guidance,

parental care, parental attention and parental involvement. But the calculated 'F' values of parental encouragement (3.08) and parental influence (9.98) are greater than the table value (3.02) at 5% of significance. Therefore, it is stated that there is a significant difference existed among the students based on the nature of school for the dimensions namely parental encouragement and parental influence. Hence the null hypothesis is not accepted for the dimensions of parental encouragement and parental influence.

**Table 2.1: Post Hoc Test**

Parental Encouragement		
Nature of School	Number	Subset for Alpha
Co-education	224	16.00
Boys	48	16.54
Girls	42	16.55
Parental Influence		
Girls	42	9.55
Boys	48	10.27
Co-education	224	10.75

The table 2.1 shows the mean score differences in the level of parental encouragement and parental influence among the students. It shows that students studying in girls schools have higher level of parental encouragement (16.55) than the students studying in co-education schools (16.00) and boys schools (16.54). Whereas, the level of parental influence is higher among the students studying in co-education schools (10.75) than students in girls schools (9.55) and boys schools (10.27).

**Table 3: Level of Emotional Maturity among IX Standard Students**

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Emotional Maturity	55	17.5%	207	65.9%	52	16.6%

It is inferred from the table 3 that 16.6% students are at high level, 65.9% students are at moderate level and 17.5% students are at low level in their emotional maturity. Therefore, it is stated that the level of emotional maturity of IX standard students is moderate.

**Table 4: Differences in the Emotional Maturity among the Students with respect to the Nature of School**

Variable and its dimensions	Sources of variation	Sum of square	Mean square variation	Calculated 'F' value	Remarks
Emotional Maturity	Between groups	3495.249	1747.625	7.696	S
	Within groups	70622.741	227083		

It is inferred from the table 4 that in the Level of Emotional Maturity the calculated 'F' value (7.696) is greater among the students based on the nature than the table value (3.02) at 5% level of significance. Therefore, it is stated that of school (co-education, girls and boys schools). Hence the null hypothesis is not there is a significant difference existed accepted.



**Table 4.1: Post Hoc Test on Emotional Maturity**

Nature of school	Number	Subset for Alpha
Co-education	224	137.70
Girls	42	142.95
Boys	48	146.40

The table 4.1 stated that students the students studying in co-education studying in boys schools had a higher (137.70), girls schools (142.95). level of emotional maturity (146.40) than

**Table 5: Relation between Parental Involvement of IX Standard Students and their Emotional Maturity**

Variables	Calculated 'γ' value	Remarks
Parental Involvement and Emotional Maturity	0.342	Significant

It is inferred from the table 5 that the calculated 'γ' value 0.342 is greater than the table value 0.098 at 5% level of significance. Therefore, it is stated that there is a significant relationship existed between parental involvement of IX standard students and their emotional maturity. Hence the null hypothesis is not accepted.

#### **FINDINGS**

- The overall level of parental involvement and its dimensions of IX standard students is moderate.
  - There is no significant difference existed among the students studying in girls schools, boys schools and co-education schools in the level of parental care, parental attention and parental involvement.
  - There is a significant difference existed among the students based on the nature of school for the dimensions namely parental encouragement and parental influence. The mean score differences show that students studying in girls schools have higher level of parental encouragement than the students studying in co-education schools and boys schools. Whereas, the level of parental influence is higher among the students studying in co-education schools than students in girls schools and boys schools.
- The level of emotional maturity of IX standard students is moderate.
  - There is a significant difference existed in the Level of Emotional Maturity among the students based on the nature of school (co-education, girls and boys schools). The students studying in boys schools had a higher level of emotional maturity than the students studying in co-education, girls schools.
  - The correlation analysis shows that there is a significant relationship existed between parental involvement of IX standard students and their emotional maturity.

## CONCLUSION

The study shows that the overall level of parental involvement in IX standard students is moderate. This means that parents are to a certain extent involved in their children's academic and personal lives, but, there is scope for more parental encouragement, parental care and parental attention for students' improvement. Similarly, the emotional maturity of IX standard students is also moderate, which means students are developing emotional stability and

resilience, but, they may need more guidance and support to improve their emotional well-being. The correlation analysis further shows that there is a strong relationship between parental involvement and the emotional maturity of IX standard students. This means that when parents are more involved in their children's lives, it positively affects their emotional growth. It highlights how important parents are in shaping their children's emotional and psychological development during adolescence.

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## SUPPORTING CHILDREN WITH DYSGRAPHIA IN INCLUSIVE CLASSROOMS: ROLE OF TEACHERS

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### INTRODUCTION

In most of the schools, teachers can find students with diversities in terms of physical or mental abilities or disabilities, students with specific learning difficulties, challenging behaviours or behavioural disorders and so on. The categories of students with various disabilities or severe learning disorders get isolated or excluded in regular school settings in the sense that the curriculum, teaching-learning materials, examination systems, educational facilities etc are not supportive to these students. These children who are practically ignored in our educational system need to be taken care of.

Education is the fundamental right of every child. All children need to be educated for the success and growth of democracy. Child with disabilities or difficulties in learning have sometimes greater potential than their normal peers and so their needs have to be seriously addressed so as to make them contribute

to the welfare and well being of society. Providing education to children with special needs in special schools does not give a lasting solution to the problems faced by them. Such special schools are fewer in number and fail to make their products integrate into the mainstream. The establishment of special schools has turned out to be not only expensive but also exclusive in a very negative way. So these children who become victims of exclusion on account of their disabilities, learning handicaps, social-economic deprivation etc need to be treated on equal terms along with their more fortunate peers. This can be done through creation of inclusive settings in the school.

In dealing with dysgraphia which is a learning disability affecting writing abilities, it requires educators to play a pivotal role in fostering an inclusive learning environment. Teachers serve as crucial advocates for students with dysgraphia in recognizing their unique challenges and tailoring instructional

strategies to accommodate diverse needs. Understanding the neurological basis of dysgraphia is essential for educators. Armed with this knowledge, teachers can implement innovative strategies to address specific areas of difficulty.

### **LEARNING DISABILITIES (LD)**

Learning Disability is a challenging area of special education and a real problem in today's society. It is a problem which is always associated with academic performance. The global concept of learning disabilities includes problems in listening, concentrating, speaking, thinking, memory, reading, writing or social skills (Santrock, 2001).

Learning-disabled children are ignored in the classroom due to lack of skills and may be often considered to be lazy, inattentive or stupid by their teachers. There is a great difference between their expected performance and their actual performance since there is a great discrepancy between their ability and achievement. Such children may have difficulty in receiving accurate information and expressing it correctly. There is a great difference between their expected performance and actual performance. Children with learning disabilities may be very slow and lag far behind when compared to other children of their age. This isn't because the child is stupid, lazy or careless. The child just learns differently (Chadha, 2006: 2).

One of the objectives of school education is to impart the knowledge of 3 R's –Reading, wRiting and aRithmetic.

But in most schools, it can be found that there are certain students who have learning disabilities which impact the ability to learn the basic skills of reading, writing or arithmetic. If a student has significant ongoing problems with the “3 R's”, then he or she may be called learning-disabled (Vashistha & Bhardwaj, 2006: 115).

A learning disability is found across all ages and in all socio-economic classes. Learning disabilities may affect individuals differently at different stages of life - early childhood, elementary school years, adolescence and adulthood. Students with learning disabilities may be identified at any age, but most of them are first noticed in early elementary school grades

Learning disabilities are disorders that affect a broad range of academic and functional skills. These disorders interfere with the skills of learning and cause problems in academic performance ([http://en.wikipedia.org/wiki/Learning\\_disability](http://en.wikipedia.org/wiki/Learning_disability)). Learning disability is a permanent neurological disorder that affects the manner in which individuals with normal to above average intelligence receive, retain and express information. Students with learning disabilities have special learning needs in areas requiring the functional use of listening, speaking, reading, writing, reasoning and arithmetic skills. This is the largest category in special education with 3.9 percent of the school-age populations with learning disabilities (Ysseldyke & Algozzine, 2006: 18).

Students with learning disabilities have normal intelligence but do poorly in their schoolwork. A learning-disabled child is not mentally retarded but has learning difficulties because of physical, emotional or social problems. Usually such children have normal cultural advantages and adequate learning opportunities, yet they fail to learn according to their abilities (Tilson, 2004: 53).

There are different kinds of learning disabilities such as *dyslexia* (difficulty in reading and spelling), *dysgraphia* (difficulty in writing), *dyscalculia* (difficulty with mathematical calculations), *dyspraxia* (difficulty with acquisition of patterns of movement), *dysphasia* (difficulty in speaking and understanding), *dysnomia* (difficulty with memory retrieval), *dysarthria* (difficulty with motor speech) and so on. These are called specific learning disabilities. They are specific in the sense that each of these disorders significantly affects a relatively narrow range of academic and performance outcomes (Mangal, 2007: 233).

### **DYSGRAPHIA - THE CONCEPT**

The word dysgraphia was coined from the Greek words 'dys' means ill and difficult and 'graphein' meaning to write and is used to describe a severe problem with handwriting. Dysgraphia is a disorder of writing ability at any stage including problems with letter formation/legibility, letter spacing, spelling, fine motor coordination rate of writing grammar and composition.

The definition of dysgraphia is a brain-based specific learning disorder that impacts a child's writing and fine motor skills. Brain-based means it is a neurological disorder. It can affect adults and children, but today we will be focusing on children. As with many diagnoses, dysgraphia can present differently in each child, but usually it includes difficulty forming letters, spacing words, or even organizing text into complete sentences. (Finn, 2020).

At its broadest definition, dysgraphia is a disorder of writing ability at any stage, including problems with letter formation/legibility, letter spacing, spelling, fine motor coordination, rate of writing, grammar, and composition. (Chung et al, 2020).

Dysgraphia is a specific learning disability in which the ability to express oneself through written language is impaired. Dysgraphia is a learning disability that causes difficulty in writing. It is a learning disorder marked by special difficulties in learning to write, chiefly in forming sequences of letters into words and sentences. (Vashistha & Bharadwaj, 2006: 120).

Dysgraphia is not the result of intellectual impairment, not is it dependent upon your ability to read. Dysgraphia is the disability in learning to write which is out of harmony with the other intellectual accomplishments and manual skills of the individual (Nakra, 1996: 124).

Dysgraphia has the potential to cause problems with spelling and organizing words on a page. It can occur as difficulties with spelling, poor handwriting and trouble in expressing thoughts on paper. It is a learning disorder resulting from the inability in expressing thoughts in writing and graphing (<http://www.ldonline.org/article/12770>).

The symptoms of dysgraphia include mixture of upper and lower case letters, irregular letter sizes and shapes, pain while writing, talking while writing etc. Moreover spelling mistakes, punctuation errors, irregular letter sizes and shapes, slowness in writing and copying, poor handwriting etc are the various symptoms found in dysgraphic students (<http://en.wikipedia.org/wiki/Dysgraphia>). Other symptoms include incorrect pencil grip, reversing letters and numbers, writing words or letters out of order, inconsistent spellings, inadequate space between letters or words, omission or substitution of letters or words while writing, difficulty in organizing thoughts on paper, avoiding writing or drawing tasks ([http://www.slowlearner.co.in/learning\\_disability.htm](http://www.slowlearner.co.in/learning_disability.htm)).

### **TYPES OF DYSGRAPHIA**

There are five principal subtypes of dysgraphia that are recognized. Some children may have a combination of two or more of these and individual symptoms may vary in presentation from what is described here.

### **Dyslexic Dysgraphia**

People with dyslexic dysgraphia have illegible spontaneously written work. Their copied work is fairly good but they are spelling is usually poor. Their finger tapping speed (a method for identifying fine motor problems) is normal, indicating that the deficit does not likely stem from cerebellar damage.

### **Motor Dysgraphia**

Motor dysgraphia is due to deficient fine motor skills, poor dexterity, poor muscle tone or unspecified motor clumsiness. Letter formation may be acceptable in very short samples of writing but this requires extreme effort and an unreasonable amount of time to accomplish and it cannot be sustained for a significant length of time. Overall their written work is poor to illegible even if copied by sight from another document and drawing is difficult. Oral spelling for these individuals is normal and their finger-tapping speed is below normal. This shows that there are problems within the fine motor skills of these individuals. Writing is often slanted due to holding a pen or pencil incorrectly.

### **Spatial Dysgraphia**

A person with spatial dysgraphia has a defect in the understanding of space. They will have illegible spontaneously written work, illegible copied work and problems with the drawing abilities. They have normal spelling and normal finger tapping speed.

### **Phonological Dysgraphia**

It presents as writing and spelling difficulties in which the spelling of unfamiliar words, non-word, and phonetically irregular words is impaired. These students have difficulty holding phonemes in memory and blending them in their appropriate sequence to produce the target word.

### **Lexical Dysgraphia**

The child can spell but relies on standard sound to letter patterns with misspellings of irregular words. This is more common in languages such as English or French that are less phonetic than a language such as Spanish. This type of dysgraphia is also known to be pretty rare in children (Ramaswamy, 2013).

### **PROBLEMS OF CHILDREN WITH DYSGRAPHIA**

Children are not able to write properly with dysgraphia. They are suffered some problems such as,

- Cramping of fingers while writing short entries
- Odd wrist, arm, body or paper orientation such as bending an arm into an L-shape
- Excessive erasures
- Mixed uppercase and lowercase letter
- Inconsistent form and size of letters or unfinished letters
- Misuse of lines and margin
- Inattentiveness over detailed when writing
- Frequent need of verbal cues

- Referring heavily on vision to write
- Poor legibility
- May feel pain while writing
- Q or Y have tail going the wrong way
- 5 or 3 is reversed
- U or W has mini tail (last stroke) on wrong side of letter
- Trouble with sequencing for example, writing 'their' for 'their' or 'frist' for 'first'
- Words running together with little space in between
- Words floating above the line, drag below the line and/or split the line
- Multiple self-corrections evident in erasures and strikethroughs
- Spelling errors on grade appropriate words
- Letters showing a random mix of capital and lowercase
- Writing showing a mix of cursive and manuscript
- Inconsistent slant and letters tilting in opposite directions

### **STRATEGIES TO OVERCOME DYSGRAPHIA**

There are different approaches to address dysgraphia like remedial treatment and by-pass strategies. Remedial treatments are those that seek to correct handwriting either through direct instruction of handwriting or a fine motor program. Remedial treatments such as supplementary handwriting instruction and building fine motor skills intend to use systematic techniques of

direct instruction to help students make writing corrections. One such remedial treatment is using drill and practice. The teacher should provide a clear example of good handwriting and then the children should practice and drill using the teacher's model. People with dysgraphia struggle with the display of letters because often the letter that is asked for in the brain is not the letter that is retrieved and produced. Repetitive practice, along with correct position and pencil grip can help with this process (Stillman, 2019).

Another remedial treatment that has empirical evidence is building fine motor skills. Using drills that build the muscles used for fine motor activities can help improve hand functioning, which can lead to better handwriting. The outcome of a research study (Crouch and Jakubecy,2007) provided evidence that using drill and fine motor activities together greatly improved the hand-writing of a second grader with dysgraphia. drill activities and fine motor activities were effective in helping correct the handwriting of a second grade boy with dysgraphia.

By-pass strategies use alternative means to work around the student's displayed aspects of dysgraphia. Compensatory techniques or ways to alleviate the problem would be bypass strategies. The by-pass strategies, such as usage of technology may help to find a way around the handwriting difficulties. Technology provides assistive devices, such as talk- to-text programs, that remove the physical act of writing from

academic activities (Stillman, 2019). A research study (Nabhan & Kamel, 2021) which reviewed how technology and art therapy have been used with students with LD proposed the implementation of a synergistic model that combines the use of technology (WhatsApp) with art (drawing) to enhance the morphological awareness of students with dysgraphia and improve the quality of their writing while focusing on their learning environment.

### **ROLE OF TEACHERS**

Teachers play a pivotal role in supporting students with dysgraphia which is a learning disability affecting writing abilities. In the classroom, educators serve as a crucial advocate, identifying early signs of Dysgraphia and collaborating with specialists to create tailored interventions. They can implement inclusive teaching strategies such as providing alternative writing tools or allowing extra time for assignments to accommodate diverse learning needs. Moreover, the teachers foster a supportive environment by promoting self esteem and resilience in students with dysgraphia emphasizing strengths beyond written expression. Through continuous communication with parents and specialists, teachers can contribute to the development of personalized education plans that address the unique challenges posed by Dysgraphia. The role of teachers extends beyond conventional instruction encompassing empathy adaptability and a commitment to nurturing every students potential regardless of their writing difficulties.



Teachers can help dysgraphic students by allowing them certain accommodations in the classroom. These include allowing them to record classroom discussions and the teacher's instructions with an audio or video recorder, or using a computer to take lecture notes and complete written assignments. Teachers also provide classroom materials and routines i.e provide pencil grips or different types of pen or pencil, provide typed copies of classroom notes, provide extra time to take notes and copy materials, provide paper assignments with name, date, title etc., offer alternatives to written responses.

Collaboration with special education professionals and utilizing screening tool can air in early detection. Timely identification enables teachers to implement individualized support plans ensuring students receive appropriate accommodations. Students with dysgraphia often experience frustration and anxiety related to their writing challenges. Educators can foster a supportive classroom environment by promoting self advocacy and resilience. Encouraging alternative forms of expression such as oral presentations or technology assisted writing empowers students to showcase their knowledge beyond traditional written assignment.

## **IMPLICATIONS**

The dynamics of teaching has changed with the times. It is necessary that teachers have to change their roles

and understand the psychology of each and every child rather than consider them as a herd. The teacher has to identify the challenges faced by the children instead of discouraging them with senseless homework and needs to be a facilitator rather than be a mere instructor. The role of the teacher is really imparting positive vibes to the students.

Schools can implement certain academic accommodations and modifications to help the educationally backward children to catch up with the rest of the class. For instance, introducing language laboratories or Smart classrooms may go a long way in helping these learners to resolve their problems. Students can benefit from conversations and also pronunciation of words through tapes, earphones etc. They can also benefit from visual representations of pictures, diagrams etc and through the use of smart board.

Various educational services may help dysgraphic learners with dysgraphia to overcome their problems. Special educational programmes can be designed to meet the special needs of these learners in the light of recent researches. With proper care and guidance given by teachers, dysgraphic learners can be made to read, write or to do arithmetic calculations in correct ways. In addition, these educationally disabled students need a great deal of structured practice and immediate corrective feedback to develop their word recognition skills or numerical skills.

It is to be noted that very few research studies have been done in the field of learning disabilities like dysgraphia. Writing skills are indispensable for academic excellence and so researches in these areas are becoming increasingly needed. It is imperative that researchers come forward to study these learning disorders and adopt certain ways and means to treat these academic sufferers.

## CONCLUSION

Dysgraphic students may find it hard to write, but their life can be made easier with a little help from their teachers. With some well-intended support, their

academic life can become so much easier. Teachers can make a big difference, especially when it comes to academic problems. There are many strategies and techniques that teachers can adapt to help the dysgraphic students to improve their writing skills. It is possible for these children to be enabled and equipped with the skills they need and to empower them to catch with the rest of their peers through different teaching strategies. It is highly desirable that our schools sensitize their staff to the need to develop in these children the skills they normally fail to develop.

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