



EFFECTIVENESS OF AN INTERVENTION PROGRAM IN PROMOTING PERSEVERANCE AMONG STUDENTS WITH DYSLEXIA: AN EXPERIMENTAL STUDY

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Abstract

The present study examined the effectiveness of a structured intervention program in enhancing perseverance among students with dyslexia. A sample of 30 primary school students from Karnal district of Haryana was selected for the study. The students were divided into an experimental group (n = 15) and a control group (n = 15). A pre-test–post-test control group experimental design was employed. The experimental group received an 18-day intervention program consisting of motivational talks, role playing, games, discussions, videos, and experiential activities aimed at strengthening perseverance, while the control group received no intervention. Data were analyzed using mean, standard deviation, and t-test. The findings revealed a significant improvement in perseverance among the students in the experimental group compared to the control group. The results highlight the importance of structured intervention programs in developing life skills among students with learning disabilities.

Keywords: Dyslexia, Perseverance, Learning Disabilities, Intervention Program, Primary Education

Introduction

Classrooms today consist of learners with diverse abilities and learning needs. While some learners acquire academic skills rapidly, others require additional time and specialized support. Among these learners are students with learning disabilities such as dyslexia. Dyslexia is one of the most common forms of learning disability and primarily affects reading, spelling, and language processing skills.

Apart from academic challenges, students with dyslexia often experience emotional and motivational difficulties. One important life skill required for overcoming such challenges is perseverance. Perseverance refers to the ability to continue working toward a goal despite difficulties, obstacles, or repeated failures. Developing perseverance among students with dyslexia can significantly enhance their academic engagement, confidence, and overall learning outcomes.

Research has shown that targeted interventions and supportive learning environments can help students with learning disabilities develop persistence and resilience. Therefore, the present study was conducted to examine the effectiveness of an intervention program designed to develop perseverance among primary school students with dyslexia.

Objectives of the Study

1. To identify perseverance deficits among students with dyslexia.
2. To design an intervention program for developing perseverance among students with dyslexia.
3. To implement the intervention program among the selected students.
4. To evaluate the effectiveness of the intervention program.

Hypothesis



The intervention program will have a significant positive effect on the development of perseverance among students with dyslexia.

Methodology

Research Design

The study adopted an **experimental research design** using a **pre-test post-test control group design**.

Sample

The sample consisted of **30 students studying in classes IV and V** from schools in Karnal district of Haryana. The students were in the **age group of 8–11 years** and exhibited characteristics of dyslexia. The sample was divided into:

- Experimental group – 15 students
- Control group – 15 students

Tools Used

Measuring Tools

1. Previous Academic Records
2. Colored Progressive Matrices (Raven, 1995)
3. Teacher Referral Form for Diagnosing Learning Disability (Chadha, 2004)
4. Diagnostic Test for Learning Disability (Swarup & Mehta, 2005)
5. Diagnostic Test of Reading Disorders (Swarup & Mehta, 2003)
6. **Perseverance Scale (Developed by the Investigator)**

Intervention Program

An **18-day intervention program** was implemented for the experimental group. The program included activities such as:

- Motivational Talks
- Role Playing
- Short Stories
- Educational Videos
- Games And Group Activities
- Discussions And Reflective Exercises

These activities were designed to promote persistence, patience, concentration, and goal-directed behaviour among the students.

Data Analysis

The collected data were analyzed using:

- Mean
- Standard Deviation



- t-test
- These statistical techniques were used to examine the differences between pre-test and post-test scores.

Results and Discussion

Table 1

Difference between Pre-Test and Post-Test Scores of Experimental Group

Test	N	Mean	SD	t-ratio	Significance
Pre-Test	15	149.67	13.90	8.30*	Significant
Post-Test	15	271.93	50.22		

Significant at 0.01 level

The obtained t-value (8.30) is greater than the table value (2.98), indicating a significant improvement in perseverance among the experimental group after the intervention.

Table 2

Difference between Pre-Test and Post-Test Scores of Control Group

Test	N	Mean	SD	t-ratio	Significance
Pre-Test	15	119.47	18.24	0.60	Significant
Post-Test	15	120.13	17.10		

The t-value is insignificant, indicating that no significant improvement occurred in the control group.

Table 3

Difference between Post-Test Scores of Experimental and Control Groups

Group	N	Mean	SD	t-ratio	Significance
Experimental	15	271.93	50.22	11.08*	Significant
Control	15	120.13	17.10		

Significant at 0.01 level

The results clearly indicate that the intervention program significantly improved perseverance among students with dyslexia.

Educational Implications



The findings of the study suggest that structured intervention programs can play an important role in developing perseverance among students with learning disabilities. Teachers should incorporate motivational activities, experiential learning strategies, and collaborative tasks to support students with dyslexia. Training programs should also be organized for teachers to equip them with strategies for developing life skills among learners with special needs.

Limitations of the Study

The study was limited to a sample of 30 students from a specific geographical region. The duration of the intervention program was also limited to 18 days. Future research may include larger samples and longer intervention periods to obtain more comprehensive findings.

Conclusion

The study concludes that a structured intervention program can significantly enhance perseverance among primary school students with dyslexia. Developing perseverance helps learners cope with academic challenges and improves their motivation, engagement, and self-confidence. Therefore, life-skill based intervention programs should be integrated into educational practices for supporting students with learning disabilities.

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