

Original Article

Awareness of Dyslexia Among Primary School Teachers in Public and Private Setting in Lahore City, A Cross Section Survey

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Abstract

Objective: The purpose of the study was to examine the awareness of primary school teachers among public and private setting in Lahore about dyslexia and to explore the factors that might be related to better understanding of it.

Methodology: It was a comparative cross-sectional study with total sample size of 100 teachers. Fifty public and fifty private primary school teachers in mainstream of Lahore were administered the questionnaire. A questionnaire was constructed based on the existing literature and data was analyzed using SPSS.

Results: The results indicated that teachers' understanding of dyslexia varies greatly and there are gaps in their knowledge as well as misconceptions about this topic.

Conclusions: The findings showed that there is lack of awareness concerning the strategies and intervention programmes for pupils with dyslexia. Finally, this dissertation makes recommendations concerning teachers' preparation as well as future research directions.

Key words: Dyslexia, Primary School Teachers

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Introduction

Dyslexia is portrayed by a startling trouble in perusing in kids and grown-ups who in any case have the insight, inspiration, and tutoring thought about fundamental for precise and familiar perusing. Dyslexia (or unequivocal getting inadequacy) is the most generally perceived and most carefully focused of the learning ineptitudes, affecting 80% of all of those recognized as learning-crippled.¹

Dyslexia is specific learning handicap that is neurobiological in cause. It is depicted by difficulties with definite just as recognizable word affirmation and by vulnerable spelling and interpreting limits. These inconveniences typically result from a lack in the phonological piece of language that is habitually astonishing similar to other mental limits and the game plan of effective homeroom direction. Helper results may recall issues for getting perception and diminished examining experience that can discourage improvement of language and establishment data. Dyslexia is one of a few particular learning handicaps. It is a particular

language-based confusion of established source portrayed by challenges in single word interpreting, normally reflecting lacking phonological handling. These challenges in single word disentangling are frequently unforeseen comparable to age and other psychological and scholastic capacities; they are not the eventual outcome of summarized developmental inadequacy or unmistakable obstruction. Dyslexia is a particular learning handicap. This initial sentence recognizes dyslexia as a particular learning handicap rather than the more broad term learning disabilities (LD).²

The British Dyslexia Association characterizes dyslexia as a learning inconvenience that essentially impacts the capacities drew in with exact and natural word scrutinizing and spelling. A Cochrane survey uncovered that around 5% of English speakers have critical issues with figuring out how to understand words.⁵

For some years instructors of a few degrees of educating have confronted the unusual difficulty of specific understudies who show ordinary or upper insight levels, having no practical nor passionate non-appearance, and

who, regardless of all, show significant troubles in the learning of perusing and composing.⁷

Dyslexia is the most widely recognized of the learning problems, conditions that meddle with an ordinarily shrewd kid's capacity to obtain discourse, perusing or other intellectual abilities. Youngsters with learning inabilities have become the premise of a flourishing industry since 1968, when government schooling authorities originally reserved assets to help them. The quantity of kids distinguished as having taking in inabilities took off from 780,000 out of 1976 to 2.3 million out of 1993. An expected \$15 billion is spent every year on the analysis, treatment and investigation of such issues.⁶

The neurobiological inceptions of dyslexia were suspected longer than a century prior. Accordingly, as ahead of schedule as 1891, the French nervous system specialist proposed that a part of the left back mind locale is basic for perusing. Starting with Dejerine, an enormous collection of writing on obtained failure to peruse (alexia) depicts neuroanatomic injuries most noticeably focused in the parieto-worldly zone (counting the rakish gyrus, supra minimal gyrus, and back segments of the predominant fleeting exercise centers) as a zone fundamental in arranging the visual percept of the print onto the phonologic plans of the language system. Another back cerebrum locale, this more ventral in the occipito-transient domain, was additionally depicted by Dejerine (1892) as basic in perusing.⁸

The direct and systematic teaching of letters and their accompanying sounds (i.e., phonological abilities) is an important way to support dyslexics in certain cases of dyslexia. The sounds of the letters were routinely taught to people and were found to be effective. The abilities of dyslexics are also important to discover. In sports, painting, music or dance, many dyslexics are talented. While others have superior visuospatial abilities. These skills can be useful in careers such as archi-

tecture and engineering.¹⁰

Methodology

In the cross sectional survey 100 males and females teachers, 50 from public and 50 from private primary schools of Lahore were asked to fill the questionnaire. Data was collected from 2 public and 2 private primary schools. The Study was Comparative Cross-Sectional Study. The time period of research was 4 months in which data and research was completed. This research was based on Probability, Consecutive Sampling Technique. Normal mainstream schools and teachers with minimum 25 years age and maximum 46 years age are included. Teachers with Maximum qualification of BA/BS are included. Public and private school administrative staff and teachers teaching in special education schools were excluded. For data analysis, Statistical Package for Social Sciences (SPSS) 25 was used.

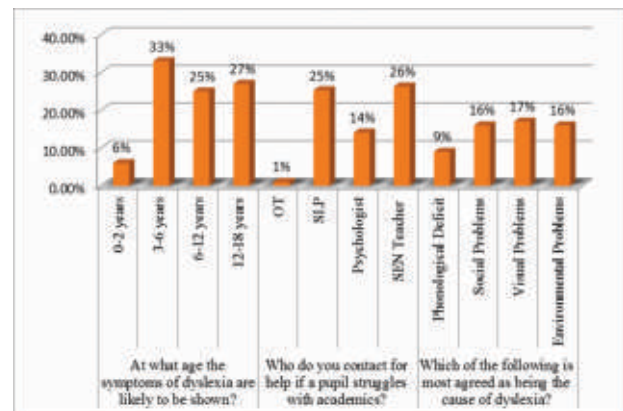


Figure: Response Regarding Knowledge of Dyslexia

Results

In response to “How would you rate your knowledge in dyslexia?” 5% public and 8% private participants

Table 1: Frequency Distribution of Responses Regarding Awareness of Dyslexia

	Yes	No	Don't know
Do you believe that dyslexia occur more frequently in boys than in girls?	38%	25%	37%
Does Dyslexia hereditary?	27%	41%	30%
Child's with dyslexia have higher IQ than those who do not have dyslexia.	46%	25%	28%
Dyslexia is a lifelong condition.	26%	50%	24%
Child's with dyslexia have higher IQ than those who do not have dyslexia.	46%	25%	28%
Having difficulty with reading and spelling is characteristic of dyslexia?	57%	20%	23%
Child's with dyslexia may have working memory problems	54%	18%	27%
Dyslexia is more common in left-handed people	22%	25%	53%
Dyslexia can helped by Reading out loud in class?	58%	6%	15%
How would you rate your knowledge in dyslexia?	13%	60%	9%
Have you feel confident to teach child with dyslexia?	61%	22%	16%
Do you think your strategies are effective?	53%	19%	20%

answered very good, 22% public and 38% private participants answered Moderate. 8% public and 1% private participants answered poor and 15% public and 3% private participants answered no knowledge.

In response to “Which of the following is most agreed as being the cause of dyslexia?” 4% public and 5% private participants answered that it is because of Phonological Deficit, 6% public and 10% private participants answered that it is because of social problems, 11% public and 6% private participants answered that it is because of visual problems, 4% public and 12% private participants answered that it is because of environmental problems, 9% public and 11% private participants answered that it is because of all the four problems and 16% public and 5% private participants answered don’t know. (Figure 1)

In response to “Do you believe that dyslexia occur more frequently in boys than in girls?” 18% public and 20% private participants answered "Yes", 6% public and 19% private participants answered No and 26% public and 11% private participants answered Don’t Know. In response to “Does Dyslexia Hereditary?” 7% public and 20% private participants answered yes, 16% public and 25% private participants answered No and 26% public and 4% private participants answered "Don’t Know”. In response to “Child's with dyslexia have higher IQ than those who do not have dyslexia?” 11% public and 35% private participants answered Yes, 17% public and 8% private participants answered No and 21% public and 7% private participants answered Don’t know. In response to “having difficulty with reading and spelling is characteristics of dyslexia?” 26% public and 30% private participants answered yes, 6% public and 14% private participants answered No and 17% public and 6% private participants answered don’t know. In response to “Dyslexia may co-exist with other co-occurring difficulties (ADHD, Dyspraxia etc.)” 14% public and 20% private participants answered yes, 6% public and 14% private answered No and 29% public and 16% private answered don’t know. In response to “Child's with dyslexia may have working memory problems” 21% public and 33% private participants answered yes, 5% public and 13% private participants answered no and 23% public and 4% private participants answered don’t know. (Table 1)

Discussion

A Study was conducted to find the Awareness of Dyslexia in Primary School Teachers among Public and Private School Teachers. The Data was collected from 50 public and 50 private primary school teachers. Data is collected through Questionnaire. The Questionnaire comprises of 15 main questions from which we will

find conclusion of research. In terms of gender 22 were males and 78 were females. Private setting has large amount of female's teachers. Public setting has large number of teachers with Master's Degree while on the other side private setting has fewer amounts of teachers with Master's degree. Half (33%) of the primary teachers think that dyslexia occurs at nursery level (3-6 years) while 25% teachers said that dyslexia occurs in 6-12 years during which pupils come across challenging writing and reading . This results is because of lack of knowledge of Specific Learning Difficulty (SpLD). and from chart we see that public setting teachers has less know how about symptoms of dyslexia. Unexpectedly 38% participants were aware that dyslexia occur more frequently in boys than in girls and from results we can say that teachers of public setting have less knowledge as compared to private settings . Almost half (41%) teachers were not aware that dyslexia runs in families.²⁵ teachers of private setting answered "No" so we conclude that private teachers does not know that dyslexia runs in families. Another observation from the data was that 56.6% of primary teachers knew that dyslexia is a difficulty in spelling and reading and that it is not related to IQ. Both public and private setting teachers have same knowledge.

26.0% of the primary teachers knew that dyslexia is a lifelong condition and teachers holds the misconception that children can outgrow dyslexia. Most of the private participants does not know that dyslexia is a lifelong condition. Majority of the participants answered that they don’t know about that Dyslexia may co-exist with other co-occurring difficulties, this finding is unexpected and proves that there is less knowledge of other co-occurring difficulties like ADHD and large number of public teachers have less knowledge that dyslexia co-exist with co-occurring difficulties. Private setting has large number of participants says that dyslexia may have working memory problems as compared to public setting teachers.

25.3% of the participants knew that dyslexia is not more common in left-handed people and public teachers have less knowledge than private teachers. 58.0% of the teachers knew that reading out loud in class can improve the reading and spelling ability of child. private teachers have more knowledge. 13.0% of participants answered that they have very good knowledge of Dyslexia and this is because of less knowledge of Dyslexia in school teachers and public teachers have poor knowledge of dyslexia than private setting, 22.4% of teachers felt no confident to teach pupils with dyslexia. The findings showed a lack of faith in teaching dyslexia children and private teachers felt more secure than the public context. The teachers who obtained a higher overall knowledge score were also shown to be more

positive. 8.0% of respondents are unsure about the efficacy of policies. 9.0% of respondents knew that phonological deficiency is the most accepted cause of dyslexia and 16.0% replied that environmental issue is the cause of dyslexia because of this outcome, we noticed that very few teachers were aware of phonological knowledge as an underlying problem and public teachers claim they don't know and we say they don't know about the caution.

Finally, 26.3% of respondents would contact SEN teachers, while 25.3% would contact speech therapists and language therapists for assistance. This result indicates that there is a small number of adequately qualified SEN teachers and less knowledge of the role of speech and language therapists. Through this research we have find that there is less knowledge of dyslexia in teachers of primary schools.

Conclusion

After completing this research, the conclusion is that minority of primary school teachers have Awareness about Dyslexia in both public and private settings. We conclude that there is small number of primary teachers who know about Dvslexia. The findings revealed that teachers' awareness of dyslexia varies widely, with gaps in their knowledge as well as misconceptions about the topic.

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