



A Descriptive Study to Assess the Level of Knowledge and Attitude Regarding Dyslexia among School Teachers in Selected Schools at Puducherry

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ABSTRACT

Dyslexia is a specific learning disability that is characterized by difficulties with fluency, automaticity, and co-morbidity with learning. The study sought to assess the level of knowledge and attitude regarding dyslexia among school teacher. Quantitative research approach with descriptive research design was adapted for this study. A total of 110 school teachers were included by using convenience sampling technique. The research was carried out at Nettapakkam commune schools (36 in total), which are located 22 kilometers from Vinayaka Mission's College of Nursing Puducherry and have more than 110 teachers. The data were collected by using semi-structured knowledge questionnaires and self-structured attitude scale. Majority 93 (84.55%) of school teachers had inadequate knowledge regarding dyslexia, 17 (15.45%) had moderate knowledge and none (0%) had a negative attitude. Majority 79 (71.82%) of school teachers had positive attitude towards dyslexia, 31(28.18%) were neutral towards dyslexia and none (0%) had a negative attitude. The calculated Karl Pearson's Correlation value of 'r' 0.260 shows a positive correlation which was found to be statistically significant at $p < 0.01$ level. The result shows that the demographic variables religion and received any dyslexia education before had shown statistically significant association with level of attitude regarding dyslexia among school teachers at $p < 0.05$ level. The study concluded that there was lack of knowledge on dyslexia. There is a need for training among the school teachers. The investigator strongly suggests to develop various modes of intervention like structured teaching program, IEC and video assisted teaching etc., to improve the knowledge of the school teachers regarding dyslexia.

Keywords: *Dyslexia, Knowledge, Attitude and School teachers.*

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INTRODUCTION

It shouldn't matter how slowly a child learns as long as we are encouraging them not to stop. Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge [1].

Dyslexia is a learning based problem. It refers to a bunch of signs, which result in people having problems with certain language skills, specifically in reading. The precise causes of dyslexia are still unknown, but anatomical and brain imaginary studies show differences in how a dyslexic individual's brain develops and functions [2]. Furthermore, most students with dyslexia have difficulty recognizing unconnected speech sounds.

MATERIALS AND METHODS

Research approach is the basic procedure for conducting the study. A quantitative research approach was adapted for the present study in order to achieve the objectives of the study. The research design selected for the present study was descriptive research design. Sample size is the number of subjects involved in

the study. Sample size consists of 108 school teachers and availability of samples, round off 110 school teachers [period of 01-03-2021 to 31-03-2021].

DATA COLLECTION PROCEDURE

Prior to data collection, formal oral and written permission was obtained from the concerned education department and school authorities, and then informed consent was obtained from the teachers. After self-introduction, the nature and objective of the study were explained to the sample to get maximum cooperation. Anonymity and confidentiality were assured to them. Through convenience sampling technique, 110 teachers were selected. Structured knowledge and attitude questionnaire were distributed during their lunch break to avoid disturbance in their daily class schedule. The collected data was compiled for data analysis [3].

RESULT

Most of the school teachers, 58 (52.7%) were aged between 31-40 years, 75 (68.2%) were female, 89 (80.9%) were Hindu, 60 (54.5%) were residing in rural area, 45 (40.9%) had bachelor degree holders, 34 (30.8%) were dealing with all the subjects i.e., Language, Math's and Science, 100 (90.9 %) were handling more than one class, 48 (43.6 %) had 1-5 years of experience, 93 (84.5%) were married and 104 (94.5%) had not received any dyslexia education before. Majority 93 (84.55%) of school teachers had inadequate knowledge regarding dyslexia, 17 (15.45%) had moderate knowledge and none (0%) had adequate knowledge.

Majority 79 (71.82%) of school teachers had a positive attitude towards dyslexia, 31 (28.18%) were neutral towards dyslexia and none (0%) had a negative attitude. The mean value of knowledge was 13.82+3.79 and the mean score of attitude was 51.74+8.83. The calculated Karl Pearson's Correlation value of $r=0.260$ shows a positive correlation which was found to be statistically significant at $p<0.01$ level. This clearly infers that when the knowledge regarding dyslexia among school teachers increases their attitude level also increases.

The finding shows that none of the demographic variables had shows statistical association with level of knowledge regarding dyslexia among school teachers. The result shows that the demographic variables religion ($\chi^2=10.111$, $p=0.018$) and any dyslexia education before ($\chi^2=4.644$, $p=0.031$) had shown statistically significant association with level of attitude regarding dyslexia among school teachers at $p<0.05$ level and the other demographic variables had not shown statistical association with level of attitude regarding dyslexia among school teachers.

Table 1. Correlation between knowledge and attitude regarding dyslexia among school teachers.

| N = 110 | | | |
|-----------|-------|------|---|
| Variables | Mean | S.D | Karl Pearson's Correlation Value |
| Knowledge | 13.82 | 3.79 | r = 0.260 p=0.006, S** |
| Attitude | 51.74 | 8.83 | |

** $p<0.01$, S -Significant

DISCUSSION

The present study depicts that the 93 (84.55%) of school teachers had inadequate knowledge regarding dyslexia, 17 (15.45%) had moderate knowledge and none (0%) had adequate knowledge. The present study findings were found to be consistent with a study conducted by [7] which was a experimental design on effectiveness of IEC package on knowledge and attitude regarding early identification of dyslexic children among primary school teachers. The study result showed that nearly 55(91.7%) of teachers had insufficient knowledge, 5(8.3%) had average level of knowledge and 0% had sufficient knowledge of dyslexia [4].

The current study portrays that the 79 (71.82%) of school teachers had a positive attitude towards dyslexia, 31 (28.18%) were neutral towards dyslexia and none (0%) had a negative attitude. The present study findings were found to be consistent with a study conducted by [5] which was a descriptive research design to assess the knowledge and attitude of primary school teachers regarding dyslexia in selected school in Aurangabad city and finding were shows that 43.3 % of the teachers had optimistic attitude, 36.2 % had balanced attitude and 20.5 % had undesirable attitude.

The present study shown that the mean value of knowledge was 13.82 3.79 and the mean score of attitude was 51.74+8.83. The calculated Karl Persons correlation value of $r = 0.260$ shows a positive correlation which was found to be statistically significant at $p\leq 0.01$ level. This clearly infers that when the knowledge regarding dyslexia among school teachers increases their attitude level also increases. The

study findings reveals here was significant relationship between knowledge and attitude. Correlation Coefficient was notice to be +0.60 with value of 0.254 ($P < 0.001$).

The present study shows that none of the demographic variables had shown: statistical association with level of knowledge regarding dyslexia among schoolteachers. The present study reveals that the demographic variables religion ($\chi^2=10.111$, $p=0.018$) and received any dyslexia education before ($\chi^2=4.644$, $p=0.031$) had shown statistically significant association with level of attitude regarding dyslexia among school teachers at $p < 0.05$ level and the other demographic variables had shown statistical association with level of attitude regarding dyslexia among school teachers [6].

The present study findings were found to be consistent with a study conducted by [7] which was a pre experimental design on effectiveness of IEC package on information and attitude regarding early identification of dyslexic children among primary school teachers. The study result show that the p value of selected demographic variables are higher than 0.05. Thus there is no relationship between the selected demographic variables and the level of teachers knowledge and attitude.

CONCLUSION

The study concluded that there was lack of knowledge on dyslexia. There is a need for training among the school teachers. The investigator strongly suggests to develop various modes of intervention like structured teaching program, IEC and video assisted teaching etc., to improve the knowledge of the school teachers regarding dyslexia. Findings have also reveals that when the knowledge is improved attitude also can be improved. The investigator finally concludes that there is global need to improve explicit knowledge on dyslexia among school teachers to promote good mental health of the children and also identify the children in earlier stage for proper referral and to prevent future complication of learning disabilities to bring up. the good tomorrow citizens(children).

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