

# Awareness about Dyslexia among Primary School teachers in Murshidabad District

Samiul Biswas

Assistant Professor, Education College, Murshidabad.

## Abstract:

The purpose of this study was to examine the Awareness about Dyslexia among Primary School teachers in Murshidabad District. For this purpose the investigator has constructed a 3 point Likert's scale on Awareness on Dyslexia containing three dimensions Alphabet and Number, recognition, symbols and spelling to collect the data. The researcher has selected 30 primary school teachers were taken for this study from 4 primary schools. Out of four schools, two were in rural area and rest in urban area. And out of 30 primary schools teachers 15 were male teachers and rest female teachers. 30 teachers from four primary schools were selected by stratified random sampling. There is no significant difference of awareness about Dyslexia of primary school teachers based on gender and location variation.

**Keywords:** Awareness, Dyslexia and Stratified random sampling.

## Introduction:

The term "Dyslexia" was first coined by Berlin, a German doctor in 1887 (Hazawawi & Hisham, 2014a), to describe word blindness that came from two Greek words "Dys" defined as difficulty and "Lexia" defined as words (Alexander-Passe, 2015).

Dyslexia is a reading and learning disability caused as a result of a defect in the brain processing of graphic symbols, which alters the way brain processes written materials. It is associated with the aberrant structure and function of the left hemisphere brain that is involved in the reading and language networks (Peterson & Pennington, 2015). Children with this disability usually have difficulties in word recognition, spelling, decoding and reading comprehension (Vellutino, Fletcher, Snowling, & Scanlon, 2004).

Furthermore, according to (Nergård Nilssen & Hulme, 2014), 1 learning, speaking disabilities (Peterson & Pennington, 2015), difficulties with phonological processing like the manipulation of sounds and spellings (Skiada et al., 2014), reduced performance in phonological memory and vocabulary (Moll et al., 2016).

Teachers are the child's first contact after school entry and the ideal person to detect a learning problem. Unfortunately, most either ignore the deficiency or blame it on the child's personality branding it as laziness, an attitude problem or aggression. The child continues to graduate from one class to the other totally inept at handling the pressure of the higher classes. This also leads to behavioral problems. Hence, there is a need to generate awareness regarding the problem amongst teachers.

Teachers play an important role in any educational system. Teacher is an artist who moulds and shapes the physical, intellectual and moral powers of children. In any normal school one can find children with mild dyslexia. At primary level the teachers should play a vital role in identifying children with dyslexia. The right type of teacher with right type of knowledge and skills or competencies can do better justice to the children with learning difficulties than teacher with general pedagogy backgrounds. It is important that the teachers require specific abilities to identify the different types of learning difficulties, causative factors, development of instructional strategies, media and materials, adopting the developed remedial strategies, apart from giving guidance and counseling. The multidimensional roles played by the teacher warrant specific competencies in the teacher to be successful in dealing children with learning disabilities.

This study aims to identify the level of awareness on dyslexia among primary school teachers. The teachers should realize that all children are special and that they have both strengths and weaknesses. To meet their learning requirements effectively, the teacher should have a thorough understanding of the nature of disabilities/abilities. For this, teacher should be familiar with the concept, causes, teaching method, guidance and counseling of learning disabilities. The present study intends to analyze the awareness on learning disabilities among elementary school teachers with respect to gender, locale, and type of management. It also helps to improve the quality of education and good learning environment and help the teachers for identification of children with learning disabilities in their class room and provide good learning materials , guidance and counseling to children with learning disabilities.

### **Statement of the Problem:**

Awareness about Dyslexia among Primary School Teachers in Murshidabad District.

### **Objectives of the Study:**

- i) To study the awareness about Dyslexia between male and female primary school teacher.
- ii) To investigate the awareness about Dyslexia between Urban and rural primary school teacher.

### **Hypotheses of the study:**

**H<sub>01</sub>:** There will be no significant difference of awareness about Dyslexia between male and female primary school teacher.

**H<sub>02</sub>:** There will be no significant difference of awareness about Dyslexia between Urban and rural primary school teacher.

**Delimitation:**

The sample consists of 4 primary schools out of these 2 government aided primary school and 2 private primary schools were taken for the study. The study was restricted in the area of Domkal sub division in Murshidabad District. 30 teachers were taken from 4 primary school. Out of 30 teachers, 15 teachers were male and the rest female.

**Significance of the study:**

The relevance of this research lies in its evaluation of teachers' awareness and understanding of dyslexia. Considering the current dearth of research on dyslexia and other learning disabilities in the Murshidabad District, this study both contributes to existing knowledge and fills the literature gap by providing insight into how teachers conceptualize dyslexia.

At primary level the teachers should play a vital role in identifying children with learning disabilities. It is important that the teachers require specific abilities to identify the different types of learning difficulties than teacher with general pedagogy background.

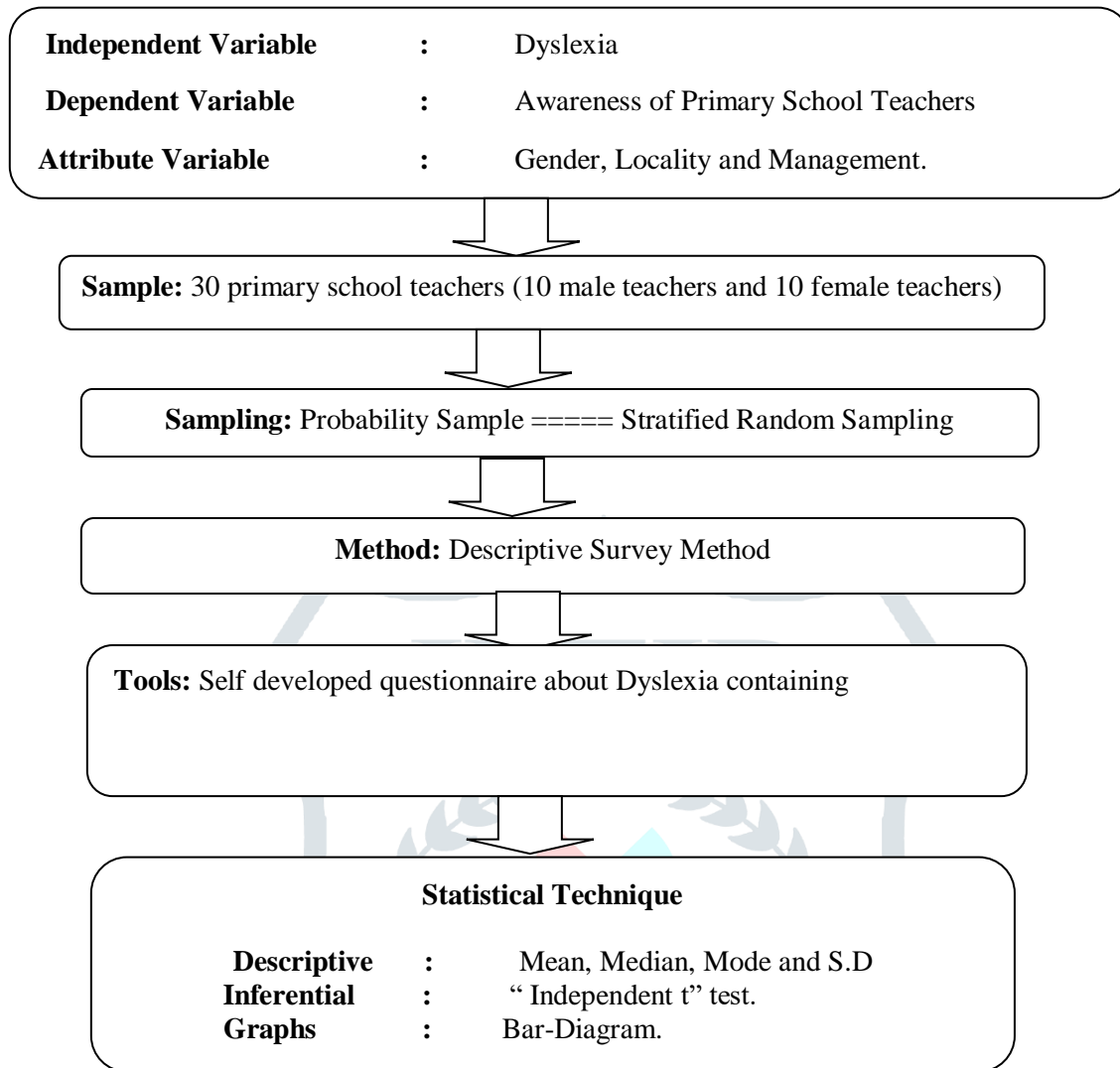
**Methodology:**

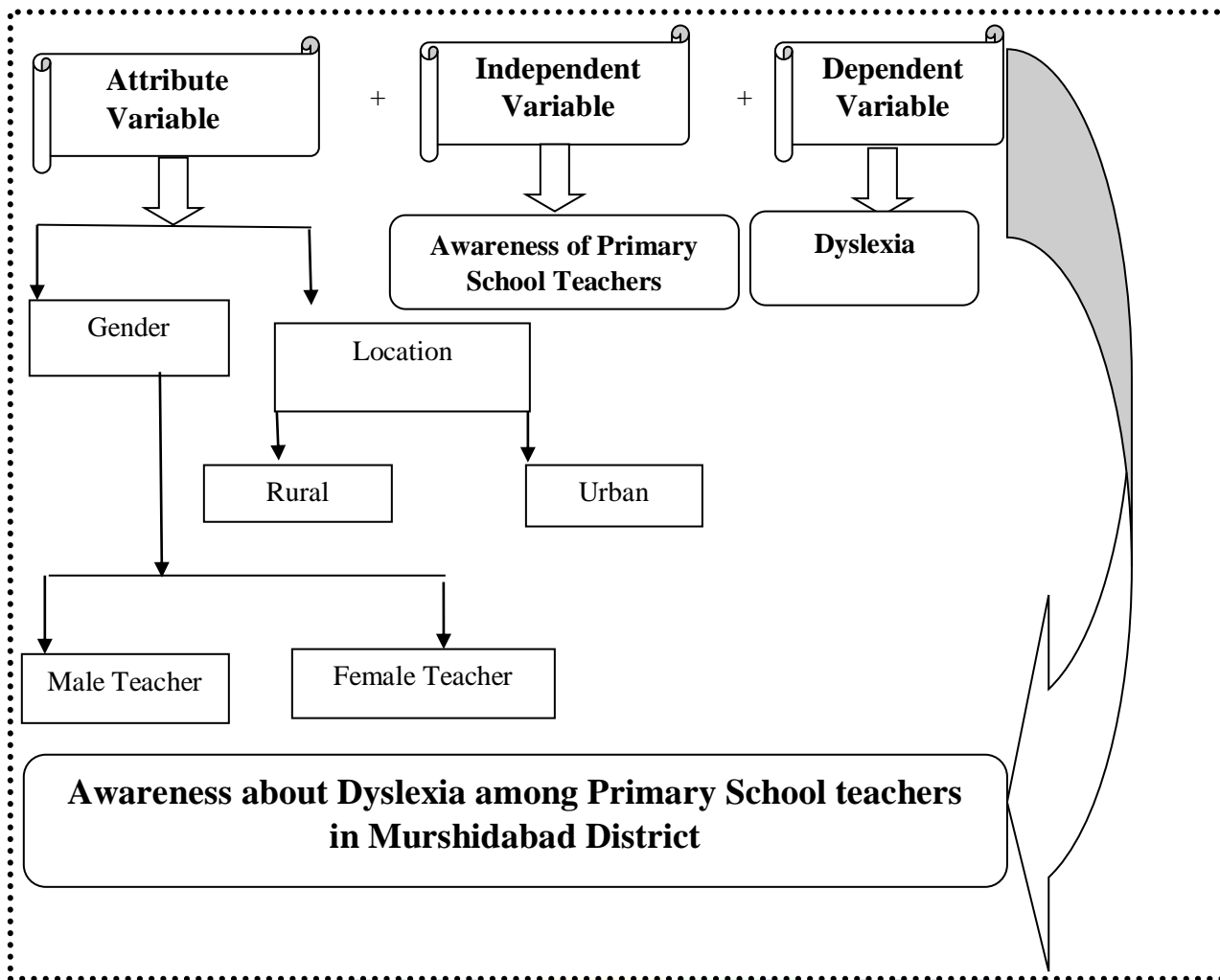
The chapter II Contain the methodology of the study in details that is, the design of the study, the sample for the study, the tools used for the study, the score in scale of the tool statistical technique used for the study and procedure of the study highlighted in details.

**Research Design:**

The main objectives of the study is to find out the Awareness about Dyslexia among Primary School Teachers in Murshidabad District with variation of gender, locality and management. Here the researcher had been taken the dimensions as Alphabet and Number, recognition, symbols and spelling of the tools of his study. It is a descriptive survey method cum ex-post facto design where the data have been collected form normative groups. Other method like historical research, experimental research was not considered suitable in the context of the nature and the scope of this study. The experimental method of research was not apt because of its objectives. In that case the necessity of reducing or increasing the intensity of independent variable would have been required. The objectives of the present study do not show any increase or decrease in the strength of the independent variable, as it is neither possible nor practicable to control independent variable. Therefore the experimental method is not adopted in this study.

The Birds eye view of the study design –





**Fig-1: Schematic Design**

### Sample:

30 primary school teachers were taken for this study from 4 primary schools. Out of four schools, two were in rural area and rest in urban area. And out of 30 primary schools teachers 15 were male teachers and rest female teachers. 30 teachers from four primary schools were selected by stratified random sampling.

### Tools:

For this purpose the investigator has constructed a self-developed questionnaire on Dyslexia containing the dimension Alphabet and Number, recognition, symbols and spelling.

**Data Analysis:**

Table-1

**Tests of Normality**

	Gender	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Scores	Male Primary School Teacher	.155	15	.200*	.898	15	.090
	Female Primary School Teacher	.172	15	.200*	.942	15	.405

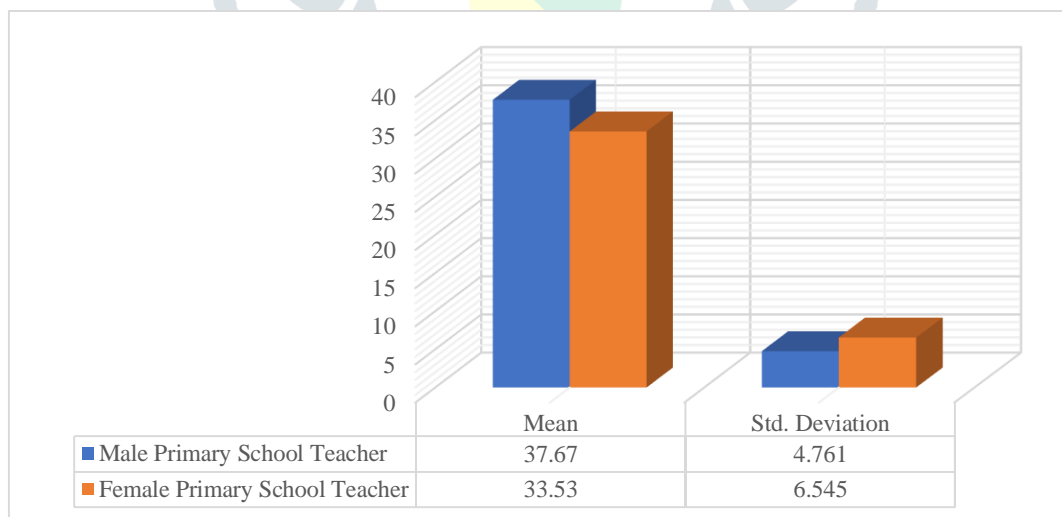
\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table-1.1

**Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Scores	Male Primary School Teacher	15	37.67	4.761	1.229
	Female Primary School Teacher	15	33.53	6.545	1.690



**Figure-2:** Bar-diagram showing the Mean and SD of Male and Female Primary School Teachers.

Table-1.2

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Scores	Equal variances assumed	2.007	.168	1.978	28	.058	4.133	2.090	-.147	8.414
	Equal variances not assumed			1.978	25.575	.059	4.133	2.090	-.166	8.432

**Interpretation:**

From the table-1.2, t value between Male and Female Primary School Teachers is 1.978. The p value (0.058) is greater than 0.05. So the test is not significant at 0.05 level. And the 95% Confidence Interval of the Difference, lower and upper limit -.147 and 8.414. If the upper and lower limit are positive or negative in sign then the test is significant, otherwise not. If zero belongs to upper and lower limit then the test is not significant, otherwise not.

From the above discussion, the test is not significant. Then our null hypothesis is accepted. i.e. the final hypothesis is there is no significant difference of awareness about Dyslexia between male and female primary school teacher.

Table-2

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Location		Statistic	df	Sig.	Statistic	df	Sig.
Scores	Urban Primary School Teachers	.208	15	.079	.918	15	.180
	Rural Primary School Teachers	.176	15	.200*	.894	15	.078

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table-2.1

Group Statistics					
	Location	N	Mean	Std. Deviation	Std. Error Mean
Scores	Urban Primary School Teachers	15	37.07	4.559	1.177
	Rural Primary School Teachers	15	34.13	7.019	1.812

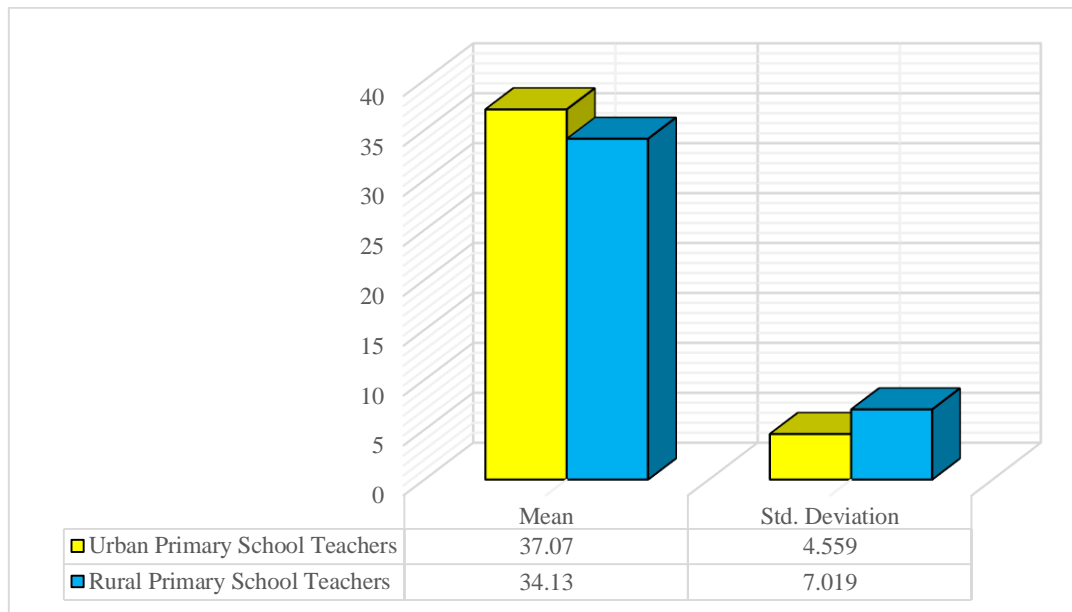


Figure-3: Bar-diagram showing the Mean and SD of Urban and Rural Primary School Teachers.

Table-2.2

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Scores		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Scores	Equal variances assumed	2.980	.095	1.357	28	.185	2.933	2.161	-1.493	7.360
	Equal variances not assumed			1.357	24.027	.187	2.933	2.161	-1.526	7.393



**Interpretation:**

From the table-1.2, t value between Urban and Rural Primary School Teachers is 1.357. The p value (0.185) is greater than 0.05. So the test is not significant at 0.05 level. And the 95% Confidence Interval of the Difference, lower and upper limit -.1493 and 7.360. If the upper and lower limit are positive or negative in sign then the test is significant, otherwise not. If zero belongs to upper and lower limit then the test is not significant, otherwise not.

From the above discussion, the test is not significant. Then our null hypothesis is accepted. i.e. the final hypothesis is there is no significant difference of awareness about Dyslexia between Urban and rural primary school teacher.

**Discussion:**

For testing two hypothesis, Independent t test was used by researcher. The major criteria for using Independent t are normality and homogeneity of the score obtained by Primary School Teachers. From the above table-1, the p(sig.) value .090 and 0.405 of Male and Female Primary School Teachers respectively. Both p(Sig.) value of Male and Female Primary School Teachers are greater than 0.05.( 0.090, 0.405 > 0.05). By Shapiro-Wilk test, it is clear that the scores of Male and Female Primary School Teachers are approximately too normal. From the table-1.2 p(Sig.) value is 0.168 for the equal variances assumed of the score of Male and Female Primary School Teachers. The p(Sig.) value is 0.168 is greater than 0.05. By the Levene's Test for Equality of Variances, it is clear the score of Male and Female Primary School Teachers are Homogeneous.

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From the above discussion, the test is not significant. Then our null hypothesis is accepted. i.e. the final hypothesis is there is no significant difference of awareness about Dyslexia between male and female primary school teacher.

From the above table-2, the p(sig.) value .180 and 0.078 of Urban and Rural Primary School Teachers respectively. Both p(Sig.) value of Urban and Rural Primary School Teachers are greater than 0.05.( 0.180, 0.078 > 0.05). By Shapiro-Wilk test, it is clear that the scores of Urban and Rural Primary School Teachers are approximately too normal. From the table-2.2 p(Sig.) value is 0.095 for the equal variances assumed of the score of Urban and Rural Primary School Teachers. The p(Sig.) value is 0.095 is greater than 0.05. By the Levene's Test for Equality of Variances, it is clear the score of Urban and Rural Primary School Teachers are Homogeneous.

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From the above discussion, the test is not significant. Then our null hypothesis is accepted. i.e. the final hypothesis is there is no significant difference of awareness about Dyslexia between Urban and Rural primary school teacher.

### **Finding:**

- There is no significant difference of awareness about Dyslexia between male and female primary school teacher.
- There is no significant difference of awareness about Dyslexia between Urban and Rural primary school teacher.

### **Conclusion:**

From the above discussion awareness of Dyslexia is very importance part for Primary School Teachers to teach the child-students in Primary School. As per as possible to remove the symptom of Dyslexia if Primary School Teachers and Parents were awaked about the awareness of Dyslexia for child-students.

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