

## Study about Awareness of Dyslexia among Elementary School Teachers Regarding Pakistan Elementary Educational Institutes

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### ABSTRACT

Dyslexia is term that is used for understanding incapacity. It is the most communal type of learning disability in which students suffer severe difficulty in learning to read. The current research aims to investigate the elementary school teacher's awareness of dyslexia, their awareness of its identification, class management, and teacher's views about in and pre- services trainings of dyslexia. It is hypothesis that teachers are able to identify dyslexic students and able to manage them with in and pre-services trainings that are provided by institutions. The sample size was consisted of N=300 elementary school teachers, head teachers and in charges of 20 elementary schools from Lahore. Data was further analyzed by descriptive statistic correlation and regression. The findings revealed that teachers of elementary schools from Lahore were not aware of the term dyslexia. Only few of them were able to identify and manage it in their classrooms. The participants reported that they received diminutive or no in and pre-services trainings on Dyslexia. Based on significant findings theoretical and practical implications were discussed. This research proposes that teachers need awareness about dyslexia and in and pre- service training to manage dyslexic learners in classrooms properly.

**Keywords:** Dyslexia, awareness of Dyslexia, Pakistan Elementary Educational Institutes.

### INTRODUCTION

Dyslexia is a word that is used for understanding incapacity. It is a most usual type of learning problem in which student face trouble in learning and read something. A child with this problem has bad word recognition and usage of words, may have difficulty in similar sounds words, suffer with problem in recalling auditory sequences of words and also have speech and language problems. They have difficulty with spellings, visual memory problem and have poor perception. A dyslexic child might see specific letters backward and also see words in reverse (Shaywitz & Shaywitz, 2004; Bishop & League, 2006; IDA, 2012). For a long time, dyslexia was consider as reading disability in children whose learning and understanding achievement was less than their chronological age and intelligence quotient (IQ). Gradually, this 'incongruity definition' of dyslexia has been changed and occurs across the IQ spectrum, though it needs to be accepted in mind that, in

terms of reading comprehension, those with higher IQ are likely to do well. It is a great dilemma of our society that usually local schools do not aware about this learning disability and they don't have a resource and trained staff to deal with dyslexic students (Katz, 2001). This can be a great loss to students and society because untreated and undiagnosed students become a great problem of society and affect all educational system.

Pakistan is an underdeveloped country and located in South Asia where attaining a basic need for a lay man is a great challenge and unfortunately acquiring education is one of them. According to Millennium Development Goal (MDG) 2001 getting education is the right of every person but still the condition of education in Pakistan is very poor and has its own limitations (Muzzaffar, 2010), which cause less literacy graph. There are many reasons of this poor and unproductive education system, the two major factors are that first, teachers are not professionally qualified and not have a

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professional trainings, and second is, interruption of bureaucracy, these both factors damages the educational system bitterly. In this condition it is very hard to focus on dyslexic students. Therefore, in a country like Pakistan, the awareness is only bound to some elite schools where parents can pay heavy tuition fees, yet the isolated effort of these schools has never been highlighted.

### Contribution of Study

This is a qualitative study which investigates problems of dyslexic students in the underdeveloped country, Pakistan. This research discovered how to deal with dyslexic students in elementary education system. Educationalist responsible for examining, justifying, meditating student's ability of understanding and learning. They are answerable for students learning, complete mental growth and responsible for making them as a good and productive citizen. Unfortunately teachers are not focus on lesson plans which fulfill the requirement of each and every student and outcome become worst, teaches are failed to fulfill all requirements of students which is needed in their development. It is worst problem of our society that we separate dyslexic students from elementary schools and treat them as special students as a result they don't able to acquire education in mainstream schools. This study measured the all strategies which teachers are used in diagnoses, teaching and class management with dyslexic students.

### LITERATURE REVIEW

A literature review was showed down to access about the research topic and provided prior knowledge regarding the research, it is done to discover a gap in the literature and to evaluate the problem. Both major and minor sources were used for this work. Major sources are depended on our actual work, experiences and observations. Minor sources included journal and pre-reviewed articles, this is a source which is depended on someone else findings. Wadlington and Wadlington (2005) identified the misconception about the term dyslexia in their participants during research. They identified this misunderstanding while using dyslexia Belief Index which have items about wrong believes about dyslexia. These components were used in identification of the term dyslexia. a) Word reversal indicates dyslexia. b) Dyslexia considered similar alphabets same. c) it is wrong that dyslexic read

word in paragraph correctly but unable to elaborate it. d) Dyslexia is not transmitted genetically. These are the components which is not only notice by researcher in the participants but literature also supported these components and lead people to a wrongly. These confusions are continuously misleading people with the literature support (Shaywitz, 2003; Currie & Wadlington, 2000; Kerr, 1998). Burden and Jones (2009) emphasized the importance of optimistic teacher regarding dyslexic students, it was reported that if the teacher is self-confident then it has more new ideas and methodologies to deal dyslexic students' (p. 66). This kind of teacher played vital role in the success of students and help them to achieved educational goals (Campbell et al., 2003). Study revealed that if teachers don't have complete knowledge, training and support then they feel helplessness in front of problem child then they are not able to provide fruitful knowledge to dyslexic students (Ade-Ojo, G. O., 2012). In this case students and instructors both feel helplessness (Kerr, 2001).Teacher must have ability to identify dyslexia and its emergence and have ability to deal with it, dyslexia is not a term which makes students and instructors disable in the classroom (Wadlington & Wadlington,2005).

People have different opinions about dyslexia due to the broad verity of the disorder. In the research of Rowan (2010), some believe that it is vital due to is uniqueness and growing their creativity and building strength and resilience (p. 75).On the other end of the spectrum, some experience an innate struggle (p. 74). When we discuss about dyslexia most of us consider it as negatively (Kerr, 2001, p. 83). Dyslexia is a simple term in the field of emotional, mental struggles, predictably self-esteem and career options.(Rowan, p. 72).It is needed to identify dyslexia when it is just appears before covert into problem. But unfortunately majority of teachers may not focus on its identification. It is not essential to provide direct solution at the spot (literacy online. tki.org.nz).According to research nearby areas of learning development; teacher-knowledge of the English language system is compulsory in both general and special education teachers (Carreker, Joshi & Gooden, 2010). Knowledge and self-reliance with teaching, reading and spelling is necessary in recognizing specific areas of difficulties and furthermore in developing

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specific strategies for remediation and success (Carreker, Joshi & Gooden, 2010). Recognition, diagnostic assessment, positive educational experiences and emotional support are all necessary provisions for children with dyslexia ([www.aapos.org](http://www.aapos.org)). Many individuals with dyslexia need one-on-one help, or small groups help like peers so that they can move onward at their own speed, thus needing smaller class sizes to gain the required time and support from the teacher (International Dyslexia Association).

Few researches have also been taken out in Pakistan to measure dyslexia. Irshad (2005) observed the occurrence of exact learning problems between school girls of grade 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> class. An local scale was developed for screening of children. Diagnostic criteria of DSM IV was used for scale development and identifying the members. Out of 200 girls, 75 were identified as having definite learning incapacity. Emotional problems like anxiety, poor self-image, aggression and depression were found among the girls. Ashraf and Majeed (2011) identified dyslexia in 6, 7 and 8 grades school children of Lahore city in Pakistan. The sample of 500 students (250 girls and 250 boys) was taken from government schools with age between 11-17 years. Bangor dyslexia test, Slossan Intelligence Test and the educational record of the students were used to monitor out dyslexia. Out of the total sample 5.37% students were selected out with dyslexia. In 6 and 7 grades dyslexia was more predominant in the male students than female students while in 8 grades, the percentage did not vary much in both the genders.

### CONCEPTUAL FRAMEWORK

The framework developed in this study is shown in Figure 1. The framework proposes that dyslexia identification, class management and in-service training will influence on dyslexia awareness. Based on the extant literature, the proposed relationships among dyslexia identification, class management and training and dyslexia of Pakistan elementary school system are discussed and hypotheses related to these variables are developed.

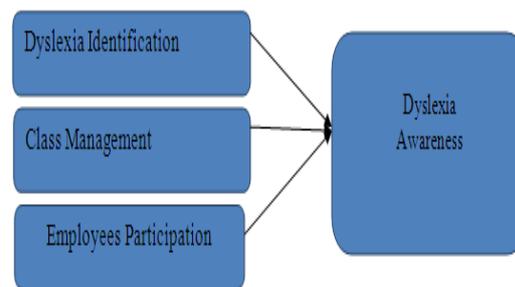


Fig. Conceptual Framework

### HYPOTHESIS

**H1:** Teachers are significantly believed that they are able to identify dyslexic learners in their classrooms.

**H2:** Teachers are significantly believed that they are able to manage dyslexic learners in their classrooms.

**H3:** Teachers are significantly provided adequate in-service training in order to awareness about dyslexia.

### METHODOLOGY

This study achieved this framework by electing to use a quantitative research design. This research with establishing a relationship between two or more variables correlation in this study, we sought to examine the relationship between the level of teachers' training and their perception of their ability to manage dyslexia in their classrooms. A survey questionnaire was used for the purposes of this study. The survey questionnaire was well suited to this study as we were trying to measure teachers' knowledge and management of dyslexia. It is an ordered scale that usually contains five response options: Strongly Agree, Agree, Unsure, Disagree and Strongly Disagree. For this research, purposive sampling was deployed that included a population of heads and elementary teachers. In this study we focus on private schools whose claims that they give tuition free education, focus individually on all students, promote creativity and give confidence to their students. So to investigate about the condition of dyslexic students in those schools we choose private sector elementary schools (Dar-e-Arqam, LGS, JPS, Cathedral School). All teachers had teaching experience of one to ten years. Elite schools were also considered for this particular research. Overall, eight participants were taken from each school of Lahore and total participants were  $N=300$ , which included head teachers, in-charges and elementary teachers.

## RESULTS AND DISCUSSION

### Reliability Analysis

Reliability analysis explains the reliability of variables and its show range from .786 to .876 which explains high reliability and internal consistency in instrument. (n=300)

**Table1.** Reliability Analysis

Variables	No. of Items	Alpha
Dyslexia Awareness	22	.786
Identification about Dyslexia	3	.826
Class Management about Dyslexia	27	.876
In-service Training about Dyslexia	6	.862

### Correlation and Descriptive Analysis

Correlation and descriptive analysis explain the relationship among variables such as dyslexia awareness among teachers and identification, class management and in-service training about dyslexia

**Table2.** Descriptive and Correlations

Variables	Descriptive		Correlation			
	Means	S.D	Dyslexia Awareness	Identification	Class Management	In-Services Training
Dyslexia Awareness	1.73	0.198	1			
Identification	4.24	0.544	.445**	1		
Class Management	3.88	0.367	.270**	.541*	1	
In-Services Training	3.72	0.496	.248**	.345**	.350**	1

\*\* Significant at  $P < 0.05$ , S.D= Standard Deviation,

### Regression Analysis

In this study, regression analysis helps to acceptance and rejection for hypothesis.

**H1:** Teachers are significantly believed that they are able to identify dyslexic learners in their classrooms.

**Table3.** Regression Analysis

Beta	S.E	T.Value	P.Value	R	R <sup>2</sup>	F.Value
2.52	1.4	13.603	.03	0.59	0.348	18.45

The significance (P) value is .03 which is  $< .05$  so teachers are significantly well aware about identify the dyslexia problem in students. The value of R<sup>2</sup> shows that identification has 34.8% impact of awareness on dyslexia in Pakistan elementary school system. Mostly, teachers were able to identify dyslexic students in their classrooms due to awareness of the term dyslexia. Teachers from some elite schools

had clear perception of it and they identified it with their symptoms. Dyslexic child had many emotional and behavioral problems along with learning issues so it was easy for mostly teachers to identify that kind of students in class.

**H2:** Teachers are significantly believed that they are able to manage dyslexic learners in their classrooms?

**Table4.** Regression Analysis

Beta	S.E	T.Value	P.Value	R	R <sup>2</sup>	F.Value
3.5	.189	15.47	.004	.447	19.98	20.5

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The significance (P) value is .004 which is  $<.05$  so teachers are significantly managed

Their classes in dyslexia problem. The value of  $R^2$  shows that class management techniques has 19.98% impact of awareness on dyslexia in Pakistan elementary school system. It was

observed that if teachers were even aware about the term dyslexia then they able to manage it in classroom.

**H3:** Teachers are significantly provided adequate in-service training in order to awareness about dyslexia?

**Table5.** Regression Analysis

Beta	S.E	T.Value	P.Value	R	$R^2$	F.Value
1.89	.135	14.086	.240	.104	.011	5.86

The significance (P) value is .240 which is  $>.05$  so teachers are not able to get any in-services training about awareness of dyslexia. It was observed that teachers were not provided in service trainings in many schools. Pakistan is an underdeveloped country and located in South Asia where to fulfill our basis need is difficult as getting education too. Educational system has a limit sources and mostly schools are unable to provide in-service trainings to their staff and unable to provide awareness about dyslexia. Because these kinds of trainings are much expensive and mostly school budgets are unable to bear it.

### CONCLUSION

This study discussed and determined the level about awareness of dyslexia in elementary school teachers in Pakistan. The study measures the level of awareness and determined identification of dyslexia, class management of dyslexic students and in-service training about dyslexia in elementary school teachers. Results of this study show that teachers of element schools are well aware about the term dyslexia and mostly teachers were successfully to identify dyslexic students in their class rooms. Teachers who are able to identified dyslexic students in their class are able to manage it correctly. Teachers and the other authority members were believed that dyslexic students are not able to get education in mainstream environment; it is the duty of psychologist, special educators and experts to deal and manage dyslexic students in classroom. Most schools don't have concept to trained their teachers regarding dyslexia authoritative members totally neglect this factor. Here are some recommendations for these issues. It is recommended that teachers who are less aware about the term dyslexia give them awareness

through authentic text and information. Give tips to teachers which help to manage dyslexic students in class room. Use tape recorders for dyslexic students in class so that they can replay to clarify and understand concept easily. Teacher must help students in clarify and simplify written directions by rephrasing the given text. Teacher should make strategies to present work in small amount; regarding whole workbook teachers should make small work sheets for these students so that they are not anxious about the amount of the work. Block out extraneous variables during study. Teachers should highlight important information from the text it helps student in learning.

Deal dyslexic students with more attention while give place near to the teacher in the class. Teachers should teach these students with A.V aids. These are the basic recommendations for class management. Authoritative members should give more recommendations on class management to their teachers by training. It was found that many teachers did not receive any training regarding dyslexia at all. Research showed that training leads to better teacher confident and leads better academic success of dyslexic child. It is the need of the time to make more training institutes to train teachers and present training institutes must invest extra resources to train more teacher at least necessary trainings. It is recommended that training in dyslexia and other needs of education is so much necessary to make students successful it should not be offered as a non-compulsory or optional element. It is recommended that one year training program and simple training diplomas are not enough to deal with all education needs and problems. At least four years education degree should be consider as training. It is difficult for trainers to

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train all teachers in all schools. Training institutes must give trainings to support and responsible staff; principles, head teachers and coordinators. These teachers are responsible to give trainings to their subordinates in In-service training. Based on the findings of the current research future work on this area can be done in high school and in college. Identification and management of dyslexia during the examination hall. Commitment of training institutes to providing training of dyslexia.

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