

# TO EVALUATE THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE AND ATTITUDE REGARDING DYSLEXIA AMONG SELECTED PRIMARY SCHOOL TEACHERS IN AURANGABAD CITY.

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## ABSTRACT

**Statement:** -To evaluate the Effectiveness of Structured Teaching Programme on Knowledge and Attitude regarding Dyslexia among selected Primary School Teachers in Aurangabad City.**Research objectives:** - 1. To assess the existing knowledge score regarding dyslexia among primary school teachers. 2. To assess the existing attitude score regarding dyslexia among primary school teachers.3. To correlate the knowledge and attitude among primary school teachers before the administration of structured teaching programme regarding dyslexia. 4. To evaluate the effectiveness of structured teaching programme on knowledge and attitude regarding dyslexia among primary school teachers. 5. To find-out the association between post-test knowledge score with their selected demographic variables. 6. To find-out the association between post-test attitude score with their selected demographic variables. **Research Hypothesis:-H<sub>01</sub>**-There is no significant difference between mean pre-test and post-test knowledge score of primary school teachers. **H<sub>1</sub>**- There is a significant difference between mean pre-test and post-test knowledge score of primary school teachers. **H<sub>02</sub>**- There is no significant difference between mean pre-test and post-test attitude score of primary school teachers. **H<sub>2</sub>**- There is a significant difference between mean pre-test and post-test attitude score of primary school teachers. **H<sub>03</sub>**- There is no significant correlation between knowledge and attitude of primary school teachers before the administration of a structured teaching programme. **H<sub>3</sub>**- There is a significant correlation between knowledge and attitude of primary school teachers before the administration of a structured teaching programme. **H<sub>04</sub>**- There is no significant association between post-test knowledge score with their selected demographic variables of primary school teachers. **H<sub>4</sub>**- There is a significant association between post-test knowledge score with their selected demographic variables. **H<sub>05</sub>**- There is no significant association between post-test attitude score with their selected demographic variables. **H<sub>5</sub>**- There is a significant association between post-test attitude score with their selected demographic variables. **Research Methodology:**-Evaluatory research approach was used with pre-experimental one Group Pre-test post-test among 250 primary school teachers in selected primary schools in Aurangabad city by non- Probability purposive sampling technique for data collection. **Result:** -In concern with age, 60(24%) of the teachers had age 26-30 years, 110(44%) of them had age 31-35 years and 80(32%) of them had age above 36 years. There were no teachers from the age group of 20-25. In regards to gender, 120(48%) of them were males and 130 (52%) of them were females. In concern with Professional

qualification, 60(24%) of them were TTC, 100(40%) of them had B.Ed. And 90(36%) of them had M.Ed. There were no teachers have an additional degree. In regard with years of experience, 20(8%) of them had up to five years of experience, 60(24%) of them had 6 to 10 years of experience, 100(40%) of them had 11 to 15 years of experience and 70(28%) of them had above 15 years of experience. In concern with teaching time with students per day 30(12%) of them were teaching for up to 2 hours per day, 80(32%) of them were teaching for up to 4 hours and 140(56%) of them were teaching for up to 6 hours per day. There were no teachers have above 6 hours of teaching time with students. In concern with the number of students in the class, the majority of 130(52%) of them had 21-25 students in the class. 120(48%) of them had 26-30 students in class and none of them had below 20 and above 31 students in the class. In consider with nature of employment, 175(70%) of them were temporary and 75 (30%) of them were permanent. In regard to with previous experience with a dyslexic child, 170(68%) of them had no previous experience with dyslexic child 80(32%) of them had previous experience with dyslexic child. In considering with teachers undergone any short term training on a dyslexia, 170(68%) of them had never undergone any short term training on dyslexia and 80(32%) of them had attended in short term training and whereas 58(72.5%) participated in short term training, 22(27.5%) attended seminar, and none of them had taken part in any workshop and conference on dyslexia. In regard with any committee regularly discussing about dyslexia, there were 130 (52%) teachers in the schools where have no committee regularly discussing about dyslexia and 120(48%) teachers in the schools where committee regularly discussing about dyslexia, and whereas 77(64%) had special educators and 43(36%) had mobile trainers to regularly discussing about dyslexia. In the pre-test, the majority of 150(60%) of the primary school teachers had poor knowledge (score 0-10), 70(28%) of them had average knowledge (score 11-20) and 30(12%) of them had good knowledge (score 21-30) regarding dyslexia. In consider with pre-test, 220(88%) of the primary school teachers had a negative attitude (score 20-50) and 30(12%) of them had a positive attitude (Score 51-80) towards dyslexia. Pearson's correlation coefficient was used to assess the correlation between knowledge and attitude of primary school teachers regarding dyslexia. Pearson's correlation coefficient was 0.14 which is positive. It indicates that there is a positive correlation between knowledge and attitude of primary teachers. The strength of this positive correlation was tested using the *t*-test for the significance of the correlation coefficient. The *t*-value for this test is 2.22 with 248 degrees of freedom. The corresponding *p*-value was small (less than 0.05). It is evident that there is a significant positive correlation between knowledge and attitude of primary teachers regarding dyslexia. More the knowledge better is the attitude of primary teachers towards dyslexia. In concern with knowledge pre-test, 150(60%) of the primary school teachers had poor knowledge (score 0-10), 70(28%) of them had average knowledge (score 11-20) and 30(12%) of them had good knowledge (score 21-30) regarding dyslexia, whereas. in the post-test, 30(12%) of the primary school teachers had poor knowledge (score 0-10), 80(32%) of them had average knowledge (score 11-20) and 140(56%) of them had good knowledge (score 21-30) regarding dyslexia. This indicates that the knowledge among primary school teachers regarding dyslexia improved

remarkably after the structured teaching programme. A paired *t*-test was used to calculate the effect of STP on awareness of elementary school instructors regarding dyslexia. The average knowledge score in the pre-test was 11.1 whereas in the post-test score was 20.7. The *t*-value for this test was 21.8 with 249 degrees of freedom. It is evident that structured teaching is significantly effective in improving the knowledge regarding dyslexia among the primary school teachers. In regard to attitude the pre-test, 220(88%) of the primary school teachers had a negative attitude (score 20-50) and 30(12%) of them had a positive attitude (Score 51-80) towards dyslexia. In the post-test, 110(44%) of the primary school teachers had a negative attitude (score 20-50) and 140(56%) of them had a positive attitude (Score 51-80) towards dyslexia. This indicates that the attitude of the primary school teachers towards dyslexia improved remarkably after a structured teaching program. The paired *t*-test was used to evaluate the outcome of STP on awareness of graded school tutors regarding dyslexia. The average knowledge score in the pre-test was 44.5 which increased to 52.1 in the post-test. The *t*-value for this test was 15.5 with 249 degrees of freedom. It is evident that structured teaching is significantly effective in improving the attitude towards dyslexia among primary school teachers. Among 10 demographic variables, 9 demographic variables were found to be significant (at 0.05 levels). According to calculated  $X^2$  value of age( $X^2 = 52.6$ ), professional qualification( $X^2 = 43.2$ ), years of experience( $X^2 = 111.1$ ), teaching time with students per day( $X^2 = 35.5$ ), number of students in the class( $X^2 = 10.8$ ), nature of employment( $X^2 = 15.4$ ), previous experience with dyslexic child( $X^2 = 23.5$ ), any additional training on dyslexia( $X^2 = 23.5$ ), and do you have any committee regularly discussing about dyslexia( $X^2 = 10.8$ ) were found to have significant association with the knowledge regarding dyslexia among primary school teacher except gender( $X^2 = 5.8$ ). Among 10 demographic variables, 4 demographic variables were found to be having significant association (at 0.05 levels). According to calculated  $X^2$  value of gender ( $X^2 = 32.3$ ), professional qualification ( $X^2 = 47.5$ ), years of experience ( $X^2 = 28.9$ ), and teaching time with students per day ( $X^2 = 11.3$ ) were attitude of primary school teachers towards dyslexia. Whereas age in years ( $X^2 = 2.3$ ), number of students in the class ( $X^2 = 0.3$ ), nature of employment ( $X^2 = 0.2$ ), previous experience with dyslexic child ( $X^2 = 1.6$ ), have you undergone any additional training on dyslexia ( $X^2 = 1.6$ ) and do you have any committee regularly discussing dyslexia ( $X^2 = 0.3$ ) had no significant association between post-test attitude score with selected demographic variables. **Conclusion:** -The findings revealed that Structured Teaching Programme was highly effective in increasing knowledge and having positive attitude regarding Dyslexia among Primary School teachers in Aurangabad City. **Key Words:** - Evaluate Effectiveness, Structured Teaching Programme, Knowledge, Attitude, Dyslexia, Primary School Teachers.

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## INTRODUCTION

Kids are within a continuous line of changes in their life, physical as well as mental. If they are provided with favorable and enabling surroundings, they may blossom into an ever scented flower, and burnish as improved citizens in the future<sup>1</sup>. Children are natural through the wish and ability to discover. They study in unusual ways plus at dissimilar rates. But people around be able to assemble their requirements, supply a secure and fostering atmosphere, then can polish at their own finest moment in time<sup>2</sup>.

Children are naive, faithful, and full of expectations. Their early days ought to be blissful as well as adoring. Children life must grown-up steadily, and grows fresh familiarity. Every youngster is a matchless human being, a being whose upcoming days will be pretentious for enhanced or not as good as by the influences that create his or her existence during the early living. The future of any community influenced its children. Parents are building the groundwork for their child's lives<sup>3</sup>.

One of the most significant individualities of human beings is their ability to study. An individual starts learning earlier in the womb of the mother and continued until death happens. Our individuality – our habits, skills, knowledge, attitude, interest, and character is mainly influenced by learning. Learning makes human beings complete. All our adaptive, as well as maladaptive, cognitive as well as affective behavior is shaped by learning processes. These are of vital significance in serving the individual to familiarize oneself with his or her altering atmosphere. The word learning covers each adjustment in behavior to get together environmental necessities. Learning is the attainment of lifestyle, awareness, and manner. Learning helps to engrosses fresh methods of performing belongings in addition to manage on a person's attempts near conquer obstacles otherwise to regulate in the direction of latest circumstances. This symbolizes a moderate amendment in behavior. It permits him or her to keep happy wellbeing to accomplish an aspiration. A large amount of our learning is found on attitudes. Because of shaping attitudes, we demonstrate favorable or unfavorable responses to different staff, personnel, or state. The human becomes skilled at a topic depend on his or her outlook headed for the matter. Learner's mental health – tensions, scares, continual daydreams, emotions of aloneness, and inferiority influence learning. If a learner has no self-confidence, self-reliance, or self-esteem due to the mind-set of teachers or other ones, it is extremely hard for him or her to learn properly. Therefore, the inevitability of structuring the learner's self-belief, self-esteem, self-dependence through admires and sanction for the effort well done or well attempted is crucial. The fundamental perspective of the leaner's inborn abilities and capacities for learning, general intelligence, knowledge, understanding skills, basic interest, aptitudes, and attitudes related to the learning of a meticulous object or region for learning. Leaning

depends upon the technique, system and comes up to employed for the teaching and learning of the selected contents<sup>4</sup>.

Persons with learning disabilities can confront different challenges day by day that is usually enveloping the whole time the years. Based lying on the kind and strictness of the incapacity, involvement, as well as modern expertise's might be adopted to aid the student to be trained strategies that will promote upcoming achievements. A few interventions can be relatively basic, even as others are complicated and compound. Recent knowledge and expertise can need learner caching to be successful whole-class shore ups. Mentors, gardens, and academy might generate tactics jointly to modify involvement along with adjustment to help those inside fruitfully fetching self-determining pupil. One special crew regularly aid to draw the involvement as well as to synchronize the carrying out of the involvement with mentors and parents<sup>9</sup>. The particular crew recurrently consists of academy shrinks, special educators, vocabulary trainers, professional analyst, psychologists, and speech specialists<sup>5</sup>.

Dyslexia, or specific reading disability, is mainly often taking place in learning disability and the nearly all widespread disorder of babyhood. It has been entrenched with the purpose of vernacular form of disarray, over and over again caused by a dearth in phonological processing<sup>6</sup>. Even if dyslexia is an inherited jumble through information link to chromosomes 6 and 15 its phenotypic appearance relay on the heredity<sup>7</sup>. Dyslexia itself can evident in numerous poles a-part ways. Students with learning-disabled do not notice the terms "backward" otherwise contain additional perception troubles. Numerous kids with learning troubles are talented among stupendous pleasant-sounding talents; otherwise the skills to resolve three-dimensional mystery amid minute trouble. It is not representative of a below-average mind and is not caused by behavioral or societal troubles<sup>8</sup>.

Learning disorder has an effect on areas of the brain that process language. The brain is compresses of two divisions namely right as well as left. The right division's mission is connected to sculpture, melody, thought supremacy, and works carry out lacking of interruption. The left brain is connected to serenity, rational examination, in addition to expertise essential in favour of interruption with resolving arithmetical tests. The left mind is linked to the procedure of interruption moreover scripting from side to side the average of take note plus understanding. The brocas area, wernickkes area, and angular gyrus these parts of the mind of kids suffering starting learning-disabled are fewer than folks of usual offspring are the mind purposes dyslexia<sup>9</sup>.

Dyslexia is not a visual disorder, in reality, they are not able to perceive the letters fine, it is extra of comparing issues. Dyslexics often cannot pronouns

effortless terms by just earshot somebody chat them to them<sup>10</sup>. A few of the mainly perplexing terms for them are cat and dog and b-d confusion. Even though more than the time the symptoms can be fine-tuned, they not at all go totally missing. As considers dyslexia is not a disease it cannot be cured with any pill or tablets. The barely heal so far is lots of lengthy and time-consuming lessons of multisensory sessions. These classes deal with each letter, sound, syllable, etc. until other parts of the brain help out the self to identify the letters in a new supportive approach. The reality so as to a youngster might include dyslexia doesn't signify to the determination be unproductive. A figure of instance of individuals who contain to exist(s) with dyslectic similar to Whoopi Goldberg whom is renowned for her a lot of positions in the show business and added individual be Albert Einstein the eminent in favour of hypothesis of relativity, plus Winston Churchill the ex-Prime Minister of England<sup>11</sup>. As you can witness these people were very victorious and high-ranking in their living<sup>12</sup>.

Children with disabilities are also known as slow learners or children with special needs (CWSN); generally, the teachers consider these children as mentally retarded. But that is a not correct assumption. These children are not mentally retarded but these problems could be due to difficulty in expressing oneself, difficulty in attention and difficulty in concentration, etc. Generally, these children have normal or sometimes even above average intelligence. While somebody who beforehand could read loses their skill, it is known as alexia. The complexities are involuntary and people with this disorder have a common wish to learn. Dyslexia is one of the common issues among students with learning disabilities. Learning-disabled is a precise knowledge dysfunction at the site of interpretation and script. The term learning disability is origin from the Greek phrase "dys" denotes poor otherwise inadequate, as well as "lexis" means words or language<sup>13</sup>.

## **REVIEW OF LITERATURE**

The literature review of the current research study arranged in the subsequent captions:-

1. Literature review connected to dyslexia
2. Literature review correlated to intervention on dyslexia
3. Literature review associated to intervention on Learning disability
4. Literature review interrelated to Learning disability

## **OBJECTIVES:-**

1. To assess the existing knowledge score regarding dyslexia among primary school teachers.
2. To assess the existing attitude score regarding dyslexia among primary school teachers.
3. To correlate the knowledge and attitude among primary school teachers before the administration of structured teaching programme regarding dyslexia.
4. To evaluate the effectiveness of structured teaching programme on knowledge and attitude regarding dyslexia among primary school teachers.
5. To find-out the association between post-test knowledge score with their selected demographic variables.
6. To find-out the association between post-test attitude score with their selected demographic variables.

## **HYPOTHESIS:-**

- **H<sub>01</sub>**-There is no significant difference between mean pre-test and post-test knowledge score of primary school teachers.
- **H<sub>1</sub>**- There is a significant difference between mean pre-test and post-test knowledge score of primary school teachers.
- **H<sub>02</sub>**- There is no significant difference between mean pre-test and post-test attitude score of primary school teachers.
- **H<sub>2</sub>**- There is a significant difference between mean pre-test and post-test attitude score of primary school teachers.
- **H<sub>03</sub>**- There is no significant correlation between knowledge and attitude of primary school teachers before the administration of a structured teaching programme.
- **H<sub>3</sub>**- There is a significant correlation between knowledge and attitude of primary school teachers before the administration of a structured teaching programme.
- **H<sub>04</sub>**- There is no significant association between post-test knowledge score with their selected demographic variables of primary school teachers.

- **H<sub>4</sub>**- There is a significant association between post-test knowledge score with their selected demographic variables.
- **H<sub>05</sub>**- There is no significant association between post-test attitude score with their selected demographic variables.
- **H<sub>5</sub>**- There is a significant association between post-test attitude score with their selected demographic variables.

## **MATERIAL AND METHODS**

### **RESEARCH APPROACH:-**

Evaluatory Approach

### **RESEARCH DESIGN:-**

One Group Pretest-posttest

### **VARIABLES:-**

- a) Independent variable: - According to Treece and Treece (1988) the independent variable is the one variable that stands alone and not dependent on any other. It is cause of the action.  
In this study the independent variable will be plan on structure teaching programme regarding dyslexia.
- b) Dependent variable: - Dependent variables are the effect of the action of the independent variable and cannot exist by it. In this study the dependent variables knowledge and attitude of primary school teachers.
- c) Demographic variables: An uncontrolled variable that greatly influences the result of the study is called as the demographic variables. In this study, the demographic variable consists of ten items. Age in years, gender, Professional qualification, Years of experience, Teaching time with students per day, Number of students in the class, Nature of employment, Previous experience with a dyslexic child, Have you undergone any additional training on dyslexia and Do you have any committee regularly discussing dyslexia.

### **DESCRIPTION OF TOOL**

The facts for the current work were composed by constructing the following tool:

**Section A:** Demographic data of samples. It consisted of 10 items.

- ❖ Age in years,
- ❖ Gender,

- ❖ Professional qualification,
- ❖ Years of experience,
- ❖ Teaching time with students per day,
- ❖ Number of students in the class,
- ❖ Nature of employment,
- ❖ Previous experience with a dyslexic child,
- ❖ Have you undergone any additional training on dyslexia and
- ❖ Do you have any committee regularly discussing dyslexia?

**Section B:** Knowledge regarding Dyslexia. It included of 30 items.

- Introduction to dyslexia- included 6 questions,
- Cause and type and diagnosis of dyslexia- integrated 5 questions,
- Sign and symptoms of dyslexia- composed 9 questions;
- Management of dyslexia- collected 10 questions.

**Section C:** Attitude regarding Dyslexia among Primary School Teachers. It consisted of 20 items.

**Section D:** Self designed and developed structured teaching programme- Divided into eight sub-division

- Define dyslexia,
- Causes and risk factors,
- Types of dyslexia,
- Sign and symptoms,
- Myths about dyslexia,
- Diagnosis
- Treatment for dyslexia,
- Complications of dyslexia.

Various advances were embraced to create the structured teaching programme.

- Review of literature
- Preparation of first draft
- Modification and
- Content validity
- Final drafting

### **SCORING**

- **Level of knowledge score**
- **Level of attitude scoring**

#### **Level of knowledge score**

The questionnaire consists of 30 questions. Each right answer was given a score of 'one' mark and some unacceptable answer was given a score of 'zero'. The absolute score given for the device was 30(100%). Introduction to dyslexia

the total score is 6(100%), causes and type and diagnosis the total score is 5(100%), in regard to signs and symptoms of dyslexia the total score is 9(100%), in management of dyslexia the total score is 10 (100%).The knowledge score was categorized into three. The overall score and score for each domain was graded as below.

**Table 1:- Level of knowledge Score**

| <b>Level of Knowledge</b> | <b>Score</b> |
|---------------------------|--------------|
| Poor                      | 0-10         |
| Average                   | 11-20        |
| Good                      | 21-30        |

• **Level of attitude scoring**

The likert consists of 20 questions. The attitude scale scaled is divided into three level positive attitude, neutral level, and negative attitude. Educators enquired their conformity with every declaration arraying as of 'strongly agree' to 'strongly disagree'. Item reactions was organizing enquiries so that a positive attitude is reflected by an 'agree' replies for 12 (1,4,5,6,8,10,11,14,15,17,18,19) as well as a 'disagree' answer for the lasting 8 things (2,3,7,9,12,13,16,20). This range revealed that high score designated a more positive attitude headed for dyslexic students, whereas a low keep count specified a more negative attitude on the way to dyslexic students.

- 1=Strongly Disagree
- 2=Disagree
- 3= Agree
- 4= Strongly Agree

**RESEARCH SETTING**

The setting is the physical location and conditions in which data collection takes place. This study was conducted in selected primary school teachers in Aurangabad city.

**RESEARCH POPULATION& SAMPLE**

Population is the entire aggregation of subject that meets a designed set of criteria. It is sometime referred to as the target population. In this study the population comprises of primary school teachers in Aurangabad city.

## **SAMPLING TECHNIQUE**

**Sample:** A sample embraces of 250 selected primary school teachers in Aurangabad city who met the inclusion criteria were selected from the target population for this study.

**Sampling technique:** Non-probability purposive sampling technique

### **Inclusion Criteria:**

- Educators who are teaching in private as well as semi-private English medium schools in Aurangabad city.
- Teachers who teach from 1<sup>st</sup> to 4<sup>th</sup> standards.
- Teachers who are present during gathering the information.

### **Exclusion Criteria:**

- Teachers who are not ready to partake in research.

## **RESULT**

**Section I:** Frequency and percentage distribution of socio-demographic variables of Primary School Teachers.

**Table 2: Distribution of Primary School Teachers according to socio-demographic variables N-250**

| <b>Sr. No</b> | <b>Demographic variable</b>       | <b>Frequency (f)</b> | <b>Percentage (%)</b> |
|---------------|-----------------------------------|----------------------|-----------------------|
| <b>1</b>      | <b>Age in years</b>               |                      |                       |
|               | 20-25                             | 0                    | 0%                    |
|               | 26-30                             | 60                   | 24%                   |
|               | 31-35                             | 110                  | 44%                   |
|               | Above 36                          | 80                   | 32%                   |
| <b>2</b>      | <b>Gender</b>                     |                      |                       |
|               | Male                              | 120                  | 48%                   |
|               | Female                            | 130                  | 52%                   |
| <b>3</b>      | <b>Professional qualification</b> |                      |                       |

|          |   |     |     |
|----------|---|-----|-----|
|          | TTC   | 60  | 24% |
|          | B. Ed   | 100 | 40% |
|          | M. Ed   | 90  | 36% |
|          | Degree  | 0   | 0%  |
| <b>4</b> | <b>Years of experience</b>                                    |     |     |
|          | 0-5   | 20  | 8%  |
|          | 6 to 10   | 60  | 24% |
|          | 11 to 15  | 100 | 40% |
|          | Above 15  | 70  | 28% |
| <b>5</b> | <b>Teaching time with students per day</b>                    |     |     |
|          | Up to 2 hours   | 30  | 12% |
|          | Up to 4 hours   | 80  | 32% |
|          | Up to 6 hours   | 140 | 56% |
|          | Above 6 hours   | 0   | 0%  |
| <b>6</b> | <b>Number of students in the class</b>                        |     |     |
|          | Below 20  | 0   | 0%  |
|          | 21-25   | 130 | 52% |
|          | 26-30   | 120 | 48% |
|          | Above 31  | 0   | 0%  |
| <b>7</b> | <b>Nature of employment</b>                                   |     |     |
|          | Temporary   | 173 | 69% |
|          | Permanent   | 77  | 31% |
| <b>8</b> | <b>Previous experience with dyslexic child</b>                |     |     |
|          | No  | 170 | 68% |
|          | Yes   | 80  | 32% |
| <b>9</b> | <b>Have you undergone any additional training on dyslexia</b> |     |     |
|          | No  | 170 | 68% |
|          | Yes   | 80  | 32% |
|          | <b>If Yes, Specify</b>  |     |     |

|           |  |     |       |
|-----------|--|-----|-------|
|           | Short-term Training  | 58  | 72.5% |
|           | Seminar  | 22  | 27.5% |
|           | Workshop   | 0   | 0     |
|           | Conference   | 0   | 0     |
| <b>10</b> | <b>Do you have any committee regularly discussing about dyslexia</b> |     |       |
|           | No   | 130 | 52%   |
|           | Yes  | 120 | 48%   |
|           | <b>If Yes, Specify</b>   |     |       |
|           | Special Educator   | 77  | 64%   |
|           | Mobile Trainer   | 43  | 36%   |

**Section II-** Assess the existing Knowledge score regarding dyslexia in Primary School Teachers.

**Table 3: Existing Knowledge score regarding dyslexia in Primary School Teachers** **N=250**

| <b>Knowledge Score Classification</b> | <b>Pre-test</b>  |          |
|---------------------------------------|------------------|----------|
|                                       | <b>Frequency</b> | <b>%</b> |
| Poor ( 0-10)                          | 150              | 60%      |
| Average (11-20)                       | 70               | 28%      |
| Good ( 21-30)                         | 30               | 12%      |

**Section III-** Assess the existing Attitude score regarding dyslexia in Primary School Teachers.

**Table 4: Existing Attitude score towards dyslexia in Primary School Teachers** **N=250**

| <b>Attitude</b> | <b>Pre-test</b>  |          |
|-----------------|------------------|----------|
|                 | <b>Frequency</b> | <b>%</b> |

|          |     |       |
|----------|-----|-------|
| Positive | 30  | 12.0% |
| Negative | 220 | 88.0% |

**Section IV-**To correlate the knowledge and attitude of primary school teachers before the administration of the Structured Teaching Programme.

**Table 5: Correlation between the knowledge and attitude of primary school teachers regarding dyslexia N=250**

| Statistics      | Value |
|-----------------|-------|
| R               | 0.14  |
| <i>t</i>        | 2.22  |
| Df              | 248   |
| <i>p</i> -value | 0.000 |

Pearson's correlation coefficient was applied to assess the correlation between knowledge and attitude of primary school teachers regarding dyslexia. Pearson's correlation coefficient was 0.14 which is a positive. It indicates that there is positive correlation between knowledge and attitude of primary teachers. The strength of this positive correlation was tested using the *t*-test for the significance of the correlation coefficient. The *t*-value for this test is 2.22 with 248 degrees of freedom. The corresponding *p*-value was small (less than 0.05). It is evident that there is a significant positive correlation between knowledge and attitude of primary teachers regarding dyslexia. More the knowledge better is the attitude of primary teachers towards dyslexia. The corresponding *p*-value was small (less than 0.05), the alternative hypothesis was accepted ( $H_3$ ) and the null hypothesis ( $H_{03}$ ) was rejected.

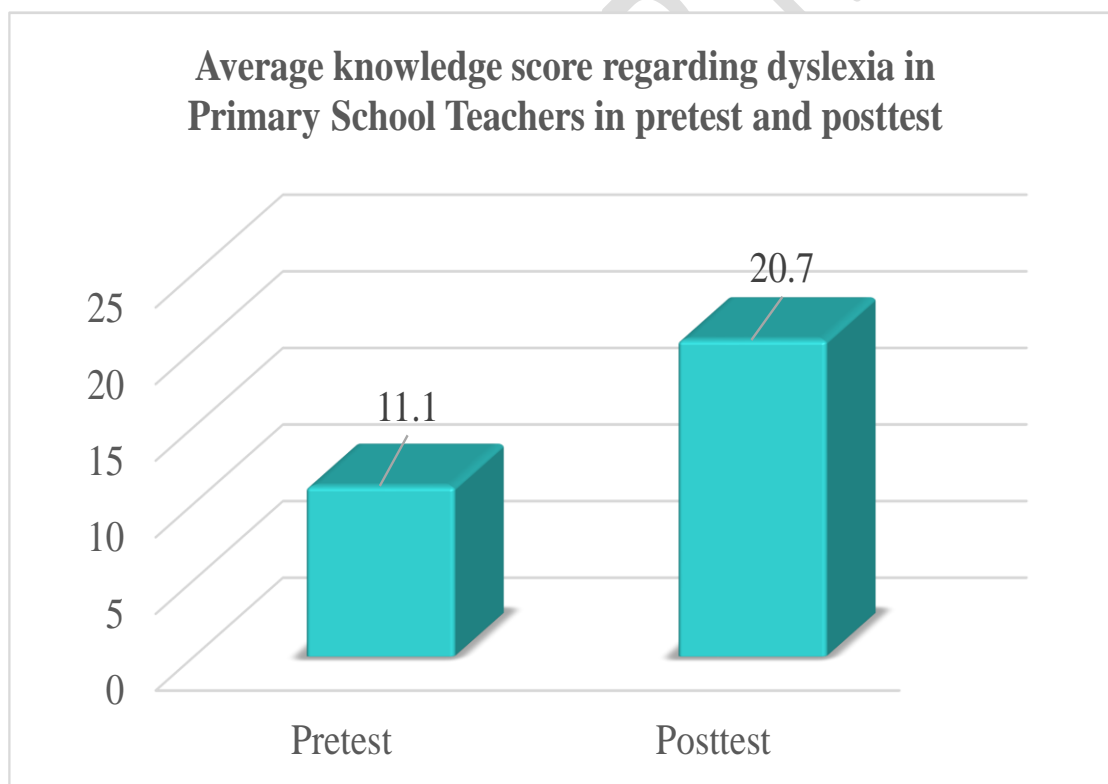
**Section V** Assess the Effectiveness of Structured Teaching Programme on Knowledge and attitude among primary school teachers regarding Dyslexia

**Table 6: Effect of STP on Knowledge among primary school teachers regarding Dyslexia. N=250**

| Knowledge             | Pre-test  |     | Post-test |     |
|-----------------------|-----------|-----|-----------|-----|
|                       | Frequency | %   | Frequency | %   |
| Poor (Score 0-10)     | 150       | 60% | 30        | 12% |
| Average (Score 11-20) | 70        | 28% | 80        | 32% |
| Good (Score 21-30)    | 30        | 12% | 140       | 56% |

In concern with the pre-test, 150(60%) of the primary school teachers had poor knowledge (score 0-10), 70(28%) of them had average knowledge (score 11-20) and 30(12%) of them had good knowledge (score 21-30) regarding dyslexia. In post-test, 30(12%) of the primary school teachers had poor knowledge (score 0-10), 80(32%) of them had average knowledge (score 11-20) and 140(56%) of them had good knowledge (score 21-30) regarding dyslexia. This indicates that the knowledge among primary school teachers regarding dyslexia improved remarkably after a structured teaching programme.

**Paired t-test for the effect of structured teaching on knowledge of primary school teachers regarding dyslexia**

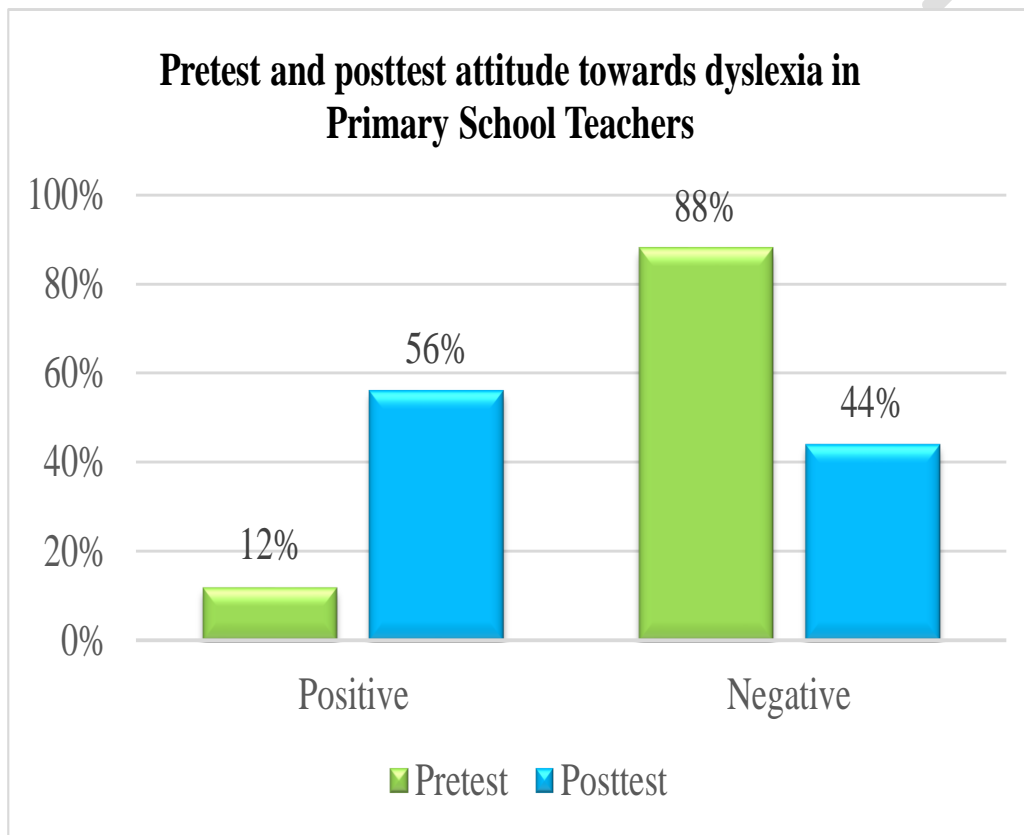


**Figure 1: 3- D Clustered Column depicts average knowledge score regarding dyslexia in primary school teachers in pre-test and post-test.**

A paired t-test was used to assess the effect of structured teaching on knowledge of primary school teachers regarding dyslexia. The average knowledge score in the pre-test was 11.1 which increased to 20.7 in the post-

test. The  $t$ -value for this test was 21.8 with 249 degrees of freedom. The corresponding P-value was small (less than 0.05), the alternative hypothesis was accepted ( $H_1$ ) and the null hypothesis ( $H_{01}$ ) was rejected. It is evident that structured teaching is significantly effective in improving the knowledge regarding dyslexia among the primary school teachers.

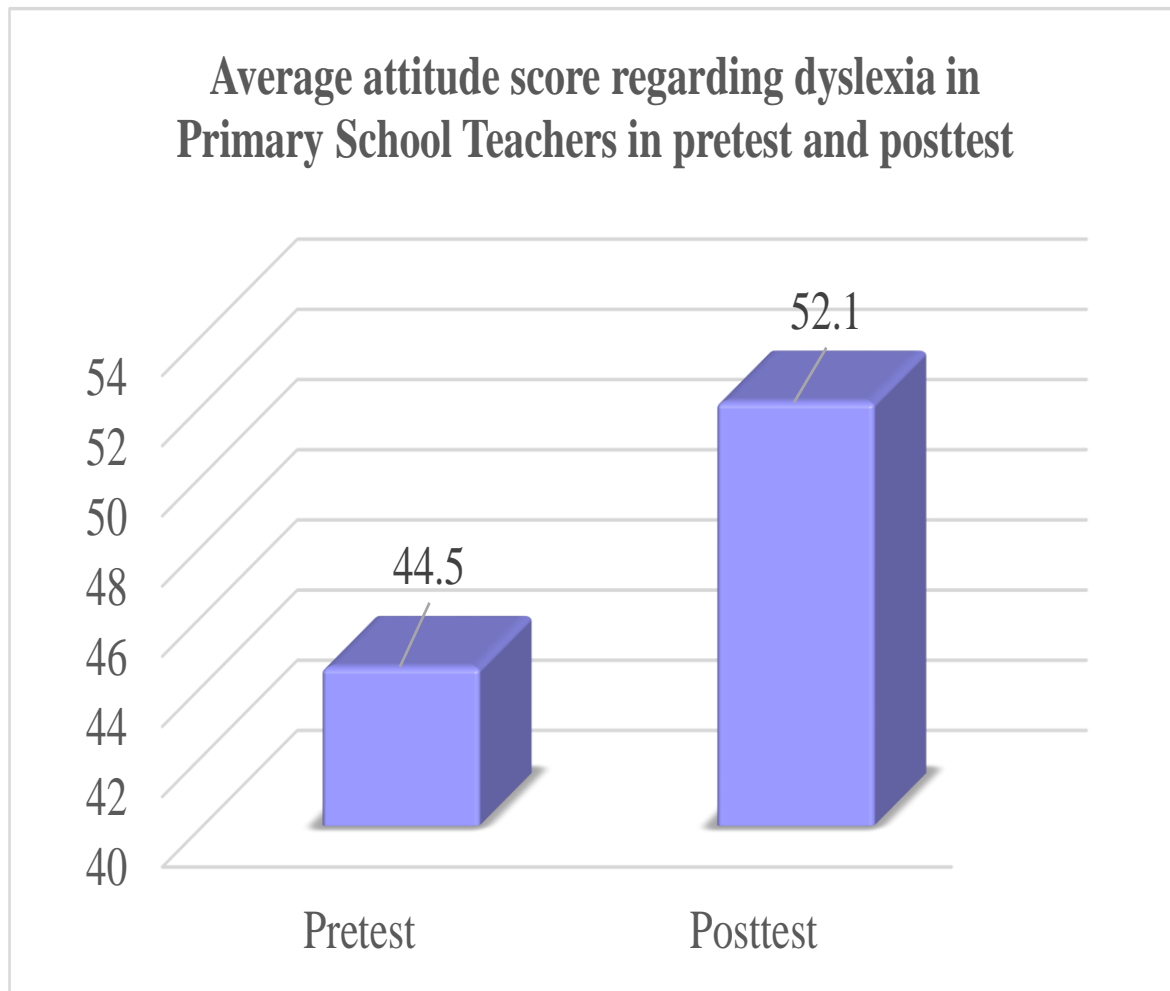
**Effect of structured teaching programme on attitude of primary school teachers towards dyslexia**



**Figure 2: Clustered column depicts Pre-test and post-test attitude regarding dyslexia in Primary School Teachers**

In consideration with pre-test, 220(88%) of the primary school teachers had a negative attitude (score 20-50) and 30(12%) of them had a positive attitude (Score 51-80) towards dyslexia. In the post-test, 110(44%) of the primary school teachers had a negative attitude (score 20-50) and 140(56%) of them had a positive attitude (Score 51-80) towards dyslexia. The corresponding P-value was small (less than 0.05), the alternative hypothesis was accepted ( $H_2$ ) and the null hypothesis ( $H_{02}$ ) was rejected. This signified that the attitude of the primary school teachers towards dyslexia improved remarkably after a structured teaching programme.

## Paired *t*-test for the effect of structured teaching on attitude of primary school teachers towards dyslexia



**Figure 3: 3- D Clustered Column depicts average attitude score regarding dyslexia in primary school teachers in pre-test and post-test.**

The paired *t*-test was used to assess the effect of structured teaching on knowledge of primary school teachers regarding dyslexia. The average attitude score in the pre-test was 44.5 which increased to 52.1 in the post-test. The *t*-value for this test was 15.5 with 249 degrees of freedom. It is manifested that structured teaching is appreciably successful in improving the attitude towards dyslexia among primary school teachers.

**Section VI-**To find-out the association between post-test knowledge score with their selected demographic variables

### **Association between knowledge with their selected demographic variables**

Chi-square test is adopted for the relationship of post-test knowledge score among primary school teachers regarding dyslexia with their demographic variables. Since all the *p*-value corresponding to demographic variable gender was small (less than 0.05), the demographic variables age,

professional qualification, years of experience, teaching time with students per day, number of students in the class, nature of employment, previous experience with a dyslexic child, any additional training on dyslexia and, do you have any committee regularly discussing dyslexia were found to have a significant association with the knowledge regarding dyslexia among primary school teachers. Hence, there is a significant association between post-test knowledge score with their selected demographic variables. The corresponding  $p$ -value was small (less than 0.05), the alternative hypothesis was accepted ( $H_4$ ) and the null hypothesis ( $H_{04}$ ) was rejected.

Section VII-To find-out the associations between post-test attitudes score with their selected demographic variables

### **Association between post-test attitudes score with their selected demographic variables**

The chi-square test is second-handed for the correlation of thoughts among primary school teachers regarding dyslexia with their demographic variables. Since the P-values corresponding to demographic variables age in years, number of students in the class, nature of employment, and do you have any committee regularly discussing dyslexia were small (less than 0.05), the demographic variables gender, professional qualification, years of experience, and teaching time with students per day, previous experience dyslexic child, have you undergone any additional training on dyslexia, was found to have a significant association with the attitude of primary school teachers towards dyslexia. Hence, there is a significant association between the post-test attitude score with selected demographic variables. The corresponding P-value was small (less than 0.05), the alternative hypothesis was accepted ( $H_5$ ) and the null hypothesis ( $H_{05}$ ) was rejected.

### **IMPLICATIONS**

**Nursing practice:** This research report will be encouraging for the teachers to get better awareness moreover mind-set about dyslexia and they can implement close observation as a tool to identify issues and difficulties in their classroom with dyslexic students. Care givers' energetic contribution in training center on wellbeing related courses by as long as sprightly as well as obliquely concern facilitates to accomplish the aims of fitness packages.

**Nursing education:** The nursing tutors can exercise the outcome of the schoolwork as an educational picture for the graded school lecturers. The conclusion of the investigation will help in continuing education with good visual and audio aids. Increasingly there is a curiosity with the excitement of new technologies used for teaching. And it can be also a good use of continuing

education program for the primary school teachers and orientations program for the novice more primary session teachers.

**Nursing administration:** Nurse Administrators can make use of this category of learn to enhance the awareness also mind-set of parents and elementary educators. They can also modify and redesign the teaching method, it's used, policy, and guidelines in the utilization of the aids. Nurse Administrators can conduct workshops, conferences and, a symposium on dyslexia for primary school teachers. The managers provide as a reserves human being for young nursing graduates, father and mother, along with school coaches for show supervision as well as counseling for kids among learning disabilities. The nurse supervisor has specified from side to side slides demonstrate for the alertness of reading disability in the middle of primary school teachers. Cassettes, videos with reference to dyslexia preserve make obtainable to nurse educators.

**Nursing research:** Nurse Researcher can undertake more extensive studies supported on the sum-up and methodology of research work, to develop competencies and update knowledge and positive attitude among teachers. The research discovered plus the study instrument can be second-hand as opportunity for upcoming follow a line of investigation. There is an excellent range for nurses to carry out deep study in this region, to discover out the usefulness of different educational approaches to train the educators and the family and promote more research based as an expanding development.

**Personal Experience:-**The entire study on dyslexia gave an eye-opening for the researcher. The reason behind why educator grasp the uppermost look upon for learners following their father and mother and why instructors have an central character in structuring the individuality of kids as well as the rapport they build up through them decide the learning's educational and individual enlargement. These two questions are well answered by the journey of dyslexia among primary school teachers in Aurangabad City. These experiences challenged and shaped the researcher as individuals and have the ability to impact many people. The primary school teachers, principals from various schools/ managements act as a backbone for the researcher. Hence, the researcher believes that 'Dyslexia is not a personal failure'.

## **DISCUSSION**

### **1.To assess the existing Knowledge regarding dyslexia in Primary School Teachers.**

It was found that the mainstream of 150(60%) of the tutors in the elementary school had poor knowledge, 70(28%) of them had normal awareness as well as 30(12%) of them had good awareness on the topic of dyslexia. The mean

awareness score was 11.1, the standard deviation was 4.8. The conclusion exposed that the major number of educators were having very less awareness regarding dyslexia.

- The study findings are similar to the findings of a cross-sectional explanatory investigation was carried out to consider the familiarity along with thoughts as regards learning disorder amid trainers at certain institutes in Punjab. They had chosen ten educational institutes as per the investigator's convenience. Samples were 110 educators who were selected by convenience sampling technique. The statistical analysis revealed that of the research work has exposed that awareness level concerning learning disability between instructors was had 39 (35.5%) below normal awareness, 32 (29.1%) had average, 30 (27.3%) had good along with a little portion of teachers had 9 (8.2%) excellent knowledge<sup>14</sup>.
- The present investigation findings are in conformity with the findings of a research work to evaluate the understanding and knowledge of Dyslexia between Elementary institute educators in India. The aim of this investigation is to find out the information of dyslexia in educators of graded school furthermore the variables controls the awareness. A structured opinion poll was given to 314 primary educators in 32 academies. The study result revealed that fifty two educators were not even responsive of the word dyslexia, surrounded by the rest, 92.3% (1/3<sup>rd</sup>) of the teachers who were 'aware' nevertheless understood that had inadequate knowledge. The conclusions of the showed that understanding along with information along with graded school teachers had less. Training skills along with previous working out had a considerable encouraging manner of the information. The widely held of trainers advocated coaching strategies on reading disabilities as well as uttered enthusiasm to focus such programs<sup>15</sup>.
- In a similar study, Algerian EFL (English as a Foreign Language) teachers' awareness of, and familiarity with, dyslexia was explored to understand their perspectives on learners with the condition. A purposive sample of 42 EFL teachers from all over Algeria (North, South, West and, east) was surveyed, starting with a web-based questionnaire that addressed teachers' awareness and knowledge about reading difficulties. Semi-structured consultation were then performed with 15 EFL instructors in order to dig deeply into teachers' understanding and comprehension, followed by two focus group discussions conducted with 8 teachers for more understanding. Findings revealed that the overwhelming majority of Algerian EFL teachers in this sample are not aware of dyslexia but instead linked it to other disabilities. In addition to that, participants' answers demonstrated that because of their poor

knowledge of dyslexia they misconceive affected learners and see them as lazy, stupid and, or incapable to learn. Overall, the study revealed that awareness and acquaintance among EFL Middle school teachers in Algeria are poor in relation to dyslexia. Accordingly, it is suggested that all lecturers need to have enforced teaching programs that stress the understanding of learning disabilities especially dyslexia and, the importance of accommodating learners' needs<sup>16</sup>.

## **2. To assess the existing Attitude regarding dyslexia in Primary School Teachers**

The present study finding was revealed that the majority of 220(88%) of the primary school teachers had a negative attitude and 30(12%) of them had a positive attitude towards dyslexia.

- ❖ The study findings are similar to the findings to check-out the awareness, mind-set, with present training pertaining to Specific Learning Disorder (SLD), in the middle of pre-primary, primary, and secondary instate instructors in community academies in Trivandrum, India. The study evaluate the whether there be present some relation connecting lifetime of training practices moreover wakefulness on SLD also to measure the outcome of a short-range coaching strategies on the awareness, mind-set, furthermore exercises from institute tutors. To sum-up, short-range teaching a programme of a multi-disciplinary nature is create to be successful in conveying about enhancements with both pre-primary and primary educator's awareness factors, but such teaching is maximally advantageous for getting better the mind-set plus exercises of instructors in the prime stage <sup>17</sup>.

## **3. To correlate the knowledge and attitude of primary school teachers**

The current examination Pearson's correlation coefficient was utilized to survey the relationship amongst information and disposition of elementary teachers in regards to dyslexia. Pearson's correlation coefficient was 0.14 which is positive. It shows that there is a positive relationship amongst information and disposition of essential educators. The strength of this positive relationship was tried utilizing the *t*-test for the meaning of the connection coefficient. The *t*-value for this test is 2.22 with 248 levels of opportunity. The comparing P - value was small (less than 0.05). It is clear that is huge positive the connection amongst information and disposition of essential educators in regards to dyslexia. More the information better is the disposition of essential instructors towards dyslexia correlation between knowledge and attitude of teachers towards learning disability is analyzed using Karl Pearson's Correlation

Coefficient. From that value Test of significance was done to estimate the level of significance.

- In a similar study, correlation between knowledge and attitude of teachers towards learning disability is analyzed using Karl person's correlation coefficient. From that value test of significance was done to estimate the level of significance. Knowledge mean 21.08 with SD 5.93 and attitude mean was 80.5 with SD 6.59. Correlation coefficient is found to be +0.833 with test of significance 6.3. Hence, there is a positive correlation between knowledge and attitude of teachers regarding learning disability.

#### **4. To evaluate the Effectiveness of Structured Teaching Programme on Knowledge and attitude regarding Dyslexia**

The existing examination showed that the impact of STP on familiarity with evaluated teachers in regards to dyslexia. The normal information complete in the pre-test was 44.5 which improved to 52.1 in the post-test. The *t*-value for this test was 15.5 with 249 degrees of freedom. It is showed that organized educating is extensively effective in improving the demeanour towards dyslexia encompassed by at grade teachers.

- ❖ The current research work result is in conformity with an investigation on the success of planned teaching program along with elementary lecturers concerning awareness of learning disabilities in kids. The major research was implemented at Montfort School at Chennai by purposive sampling. The lesson plan included of meaning, risk-factors, sign and symptoms, executions, with difficulties of each circumstance. The training program was exempted with the talk cum conversation way for 45 minutes, for five tutors in a cluster of every day. The visual aids use was a liquid-crystal display to deliver the topic. An overall of 40 trainers who gave their readiness to play a part were separated into eight sets embraces of five tutors in each group. The remarks of this current work illustrated that a widely held (90%) of the elementary educators had insufficient responsiveness as regards learning disabilities, and 10% had a reasonable level of awareness, while in the post-test, 7.5% had a sensible level of awareness along with 92.5% had an satisfactory level of awareness. This point out a considerable difference in awareness scores on learning disabilities of kids before and after the planned teaching between graded educators. There was a highly considerable dissimilarity in the mean sum-up of awareness of learning disabilities amid pre-test ( $M = 11.05$ ) and post-test ( $M = 25.27$ ) with the mean difference of 14.2 ( $t$  value = 30.07;  $P < .001$ ) the planned teaching was helpful in rising the awareness score of the theme concerning learning disabilities<sup>18</sup>.

- ❖ A quantitative experimentation to consider the helpfulness of video teaching programme on understanding concerning dyslexia between 50 educator trainee learners in particular tutor coaching organizations at Erode. A prepared opinion poll technique was second-hand to evaluate the video educating program. The mean pre-trial of accomplish data was 15.2, SD (4.4) and the mean post-test achieve of mindfulness was 16.6, SD (17.8) for 39 levels of opportunity at 5% degree of critical, the determined 't' esteem 6.049 (2.02). In this manner the determined 't' esteem was more than the normal table worth. It was uncovered to be useful in a video showing program amidst mentor students <sup>19</sup>.
- ❖ An investigational analysis was performed to estimate the success of computer-based multi-sensory learning in kids with developmental dyslexia through the recovery structure model. 43 children with formative dyslexia were set up PC based preparing for 90 days with a benchmark group. Children with formative dyslexia who didn't follow up on PC based preparing all through the main stage hardly upgraded their lettering ability (6-9%) the dyslexic children tolerating tutoring intensely better their prearranging capacity (19-35%) and subsequently it is done that recovery structure model, multi - tangible instructing with visual and hear-able signals improve prearranging introductions in kids with formative dyslexia and non-dyslexic children <sup>20</sup>.
- ❖ In a similar study, assess the adequacy of a data booklet on information with respect to chosen learning incapacities of younger students among Primary teachers in chose schools at Mysore. Evaluative methodology was utilized and the plan embraced for the investigation was one gathering pre-test post-test plan. 30 grade teachers were chosen by utilizing non likelihood purposive inspecting procedure in chose schools at Mysore. Pilot study was directed, the instrument and study configuration were discovered to be possible. The information was gathered by utilizing individual Performa, organized information survey and a data booklet was controlled. The gathered information was investigated utilizing expressive and inferential insights. Results: The consequences of study uncovered that there was a meaning of contrast between the mean pre-test and mean post-test information scores (t=12.90) which was discovered to be profoundly huge at 0.05 degree of importance. The outcome likewise shows that the information scores of elementary teachers had no huge relationship with their chose individual factors. Therefore, the examination presumed that organization of data booklet was a successful strategy to work on the information on grade teachers with respect to chosen learning inabilities<sup>21</sup>.

- ❖ In a parallel study, survey the viability of arranged showing program on information and communicated work on in regards to conduct issues of kids among elementary teachers and conveys an arranged educating program. Both engaging and inferential measurements examined based on the destinations and theories of the investigation. The scientist arranged a self-structured information survey was utilized as instrument for the examination. Self-organized information poll comprise two parts. Segment 1: It is intended to acquire general data of the respondents and it comprises of ten things identified with the segment factors of the grade teachers. Area 2: It comprises of 34 things in regards to information on elementary teachers with respect to the information on chose social issues of youngsters The information on grade teachers in regards to conduct issues of kids surveyed prior and then afterward the organization of arranged showing program was determined utilizing recurrence, mean, and standard deviation and inferential measurements used to break down Paired "t" test and fisher accurate test. The information was additionally introduced graphically and as table. The outcomes showed that in pretest greatest educators had normal information (70%) mean score was  $13.7 \pm 3.25$  in regards to conduct issues of kids. In post-test great (98.3%) information and mean score was  $26.36 \pm 1.84$  in regards to social issues of youngsters. 't' determined incentive for information (27.22) which is more than the classified worth of 2.00 at 0.05 degree of importance. In light of the discoveries in grade teachers, there was an absence of information in regards to conduct issues and the arranged showing program discovered to be viable as the post-test information score increments<sup>22</sup>.
- ❖ In a comparable study, survey the information on grade teachers in regards to early distinguishing proof of chosen learning handicaps in kids and their administration in kids. Evaluative examination approach with pre-exploratory plan was utilized. Testing method utilized was non - likelihood advantageous inspecting. Information was gathered from 300 grade teachers from chose elementary schools at Sikar. Information assortment was done from 16-11-2016 to 30-12-2016. Consent taken from Principals of various elementary schools was gotten before information assortment measure. Instrument comprises of section A: 1 Demographic information, part B: - 30 knowledge poll on early recognition of chose learning in capacities in kids and their administration among 300 elementary teachers. Dependability of hardware was set up by utilizing split half strategy and Karl Pearson's co-productive technique. Subsequently device was discovered to be solid. Information was dissected by utilizing expressive and inferential measurements. Enlightening measurements used to investigate

recurrence, mean, middle and standard deviation and inferential insights used to break down combined' test and ANOVA test. Information was likewise introduced graphically and in type of tables. The after effects of study shows that in pre-test, grade teachers were having on normal 54.83% information with respect to early ID of chose learning incapacities in kids and their administration and mean score was  $16.45 \pm 2.954$  and in post-test, normal 76.27% information in regards to early recognition of chose learning inabilities in kids and their administration and mean score was  $22.88 \pm 1.878$ . T determined worth is 20.380 which are more than organized worth of 2.00 at 0.05 degree of ii importance. So we acknowledge H1 and presume that there is huge distinction between pre-test and post-test information score of grade teachers. It is discovered that there is critical relationship between post-test information scores and chose segment alterable like age, sexual orientation, instructive capability, long periods of showing experience, religion and gone through any preparation. Thus research theory H2 is acknowledged. Study discoveries uncovered that organized showing program was exceptionally successful in further developing information on elementary teachers in regards to early recognition of chose learning inabilities in youngsters and their administration<sup>23</sup>.

- ❖ In an alike study, the adequacy of venture put together learning with respect to students with learning challenges in regards to scholarly execution, bunch work and inspiration. This examination centers upon the viability of venture put together learning with respect to grade school understudies with learning challenges in regards to their scholarly exhibition and mentalities towards self-adequacy, task esteem, bunch work and showing techniques applied. The current examination is a piece of a bigger one that included six Greek 4th grade elementary school standard study halls with 94 students of blended learning capacities. An eight-week project was carried out inside the educational plan space of ecological investigations with a subject of 'ocean creatures'. The technique applied in this investigation was a blend of a pre-trial plan (the one gathering pre-post-test plan) and the contextual analysis research plan. In the current examination information were utilized distinctly for understudies with learning troubles in those classes. The discoveries of the current investigation support that understudies with learning troubles can acquire benefits through project-based learning in scholastic execution, inspiration (self-adequacy and assignment esteem as far as natural examinations) and gathering work (acknowledgment in the gathering and commitment in the learning interaction). The understudies additionally favored experiential figuring out how to conventional instructing. The ramifications of our discoveries for the plan

of venture based learning programs in the ecological investigations with students with learning challenges are likewise talked about. The motivation behind this examination was to explore the sort of contrasts understudies with learning challenges displayed after the execution of an undertaking on natural investigations about ocean creatures as far as scholastic execution and mentalities towards scholarly self-adequacy in learning natural investigations, task and incentive for natural investigations, bunch work, conventional instructing and experiential learning. Quantitative and subjective measures exhibited learning gains concerning the point read for the students with learning troubles. A nearer assessment of the outcomes showed that these understudies advanced what's more, extended their insight on units concentrated basically through active, field based exercises and experiential learning since this methodology applies better to their instructive requirements for a multi-tactile instructing strategy. Little improvement was noted concerning holding information on explicit wording and ocean creatures' classes on the grounds that most of these students face working memory issues. Additionally, the sort of some open-finished inquiries remembered for the information test didn't appear to assist these students with uncovering the specific information they had procured through the undertaking, since it came facing their trouble. Contemplating auxiliary sources, for example, books and magazines were additionally very hard for them, as a result of their understanding issues<sup>24</sup>.

- ❖ In a similar study, adequacy of arranged showing program on information in regards to explicit learning incapacities of school going youngsters. The system utilized in the current examination is a pre-test approach. A one gathering pre-test and post-test research configuration was utilized with targets. The examination was conveyed among 60 grade teachers in St. Mary Champion H.S. School, Indore, MP, India in April 2018. The analyst utilized self-organized poll as device for appraisal of information in regards to chosen learning handicaps. Content legitimacy of hardware was guaranteed by confirming it with the master. Information assortment was dissected by utilizing spellbinding and inferential measurements. The outcomes uncover that in the pre-test, 14 (23.3%) teachers got deficient grade, while 46 (76.7%) teachers acquired tolerably sufficient grade. In the post-test, 2 (3.3%) teachers acquired modestly sufficient grade, while the rest 58 (96.7%) got satisfactory information grade. The pre-test information score was 13.15, while the post-test information score was 24.83. The thing that matters was discovered to be genuinely huge ( $t$  esteem = - 21.524,  $df$  = 59,  $p$  esteem = 0.001, Significant), showing a higher post-test information score in

contrast with the pre-test information score. There was no measurably critical affiliation seen between segment factors and pre-test information showing that pre-test information grade is free of the variable "went to any gathering, workshop" on learning incapacity of the teachers. There was a genuinely huge contrast seen between the mean pre-test and post-test information score, consequently the speculation "There will be critical distinction among pre-test and post information score at the 0.05 degree of huge" is acknowledged. The discoveries of other examination contemplates are steady with these discoveries which showed that STP is successful in upgrading information on elementary teacher.<sup>25</sup>

- ❖ A comparative report, to research the educators' origination about learning issues, uncovering various angles identified with the manner in which they understand it in regular classes, which components characteristic as reasons for the issue and how to manage this inquiry; additionally to check if there was a change after the Speech Pathology direction. There were 25 educators in this examination, who instructs in the Public Elementary School in Sao Paulo. The incorporation measure received was that the educators ought to instruct in 2010. The substitute instructors that didn't follow the class advancement over time were excluded from the investigation. A survey was applied to examine the information that the instructor would have about learning incapacities, and thereafter courses about these troubles were giving. The information were submitted to factual examination and talked about in writing audit. The factual techniques were viewed as outright recurrence and relative recurrence and depicted graphically. The outcomes and finish of this examination showed that the educators don't have information on learning issues; however we can notice the viability of direction and preparing. Educators don't present subsidized information about learning issues, and don't know which techniques ought to be taken, when dealing with those issues. The outcomes proved that their insight about learning problems is shallow and one-sided, in light of the fact that during their scholarly schooling, they didn't have any courses about the topic. The instructive talk, concerning language training and audiology, has caused changes on the instructors' origination about learning problems, proving that, in any event, having fundamental information about learning issues and the job of the language instructor and audiologist, the educator might have the option to recognize a trouble, propose various exercises and mediate adequately. Nonetheless, the developmental mediation was acknowledged in a brief period, in which there were a few questionings concerning the pertinent subject, yet there was no additional time accessible to enhance the absence of data. The help material aided as support and furthermore for future enquiries,

about the essential attributes identified with learning issues. More explores are vital about intercessions to advance the communication of showing experts, with the assistance of refreshed innovation, giving tele-instruction programmes<sup>26</sup>.

### **5.To find-out the association between Post-test Knowledge score with selected demographic variables.**

In the present research work opened that between 10 demographic variables, 9 demographic variables were established to be considerable (at 0.05 levels). As per to statistical evaluation  $X^2$  value of age( $X^2 = 52.6$ ), professional qualification ( $X^2 = 43.2$ ), years of experience ( $X^2 = 111.1$ ), teaching time with students per day ( $X^2 = 35.5$ ), number of students in the class ( $X^2 = 10.8$ ), nature of employment ( $X^2 = 15.4$ ), previous experience with dyslexic child ( $X^2 = 23.5$ ), any additional training on dyslexia ( $X^2 = 23.5$ ), and do you have any committee regularly discussing about dyslexia ( $X^2 = 10.8$ ) were established to have considerable relationship through the awareness as regards reading disability in the midst of graded school educators.

- An experimental research work to evaluate the efficacy of video teaching programme on information concerning dyslexia between fifty educators' trainee learners in certain tutor schooling organization at Erode, a non-likelihood helpful inspecting strategy was second-hand to pick the model for the learning. The examination result sets up that discover the relationship interfacing demo-realistic factors with the post-test keep track of who's winning of attention to dyslexia. There was a significant relationship in the midst of post-test mindfulness with the demo-realistic variable of family type ( $6.6 > 5.9$ ), There is no impressive relationship among post-test understanding with age ( $3.0 > 5.9$ ), sex ( $0.0 > 7.8$ ), conjugal status ( $3.0 > 7.8$ ), No of youngsters at home ( $0.7 > 7.8$ ), Religion ( $0.6 > 7.8$ ), No. of students handle in the study hall ( $1.3 > 5.9$ ), previously distinguished children with Dyslexia ( $1.7 > 3.8$ ), wellspring of data ( $2.1 > 3.8$ ), basic instructive capability ( $0.1 > 7.8$ )<sup>19</sup>.
- A Quasi-exploratory examination work to evaluate the effectiveness of organized encouraging project on dyslexia just as its acknowledgment between reviewed school guides in certain primary school of Bangalore. The point occupants were gathered of speakers training kids matured between 6-12 lifetimes. The all out number of members is 40 teachers. The investigation result showed that there was a genuinely a significant association among understanding guides amidst picked socio-segment factors in pre-test in regions like instruction, number of children at the degree of  $p > 0.05$ . Therefore, in general the specialists' expectation guaranteed that there will be significant association including the post-

test comprehension of instructors regarding the matter of dyslexia with its acknowledgment in the midst of specific demo-realistic variable was set up <sup>27</sup>.

- The part of grade teachers' mindfulness and disposition about the signs and side effects of learning incapacities on the reference of understudies of Ahvaz City, Iran to language training focuses. Strategies: This case-control study was led on 165 grade teachers in Ahvaz in 2016-2017. The educator's mindfulness survey was utilized to decide the instructors' mindfulness level. A calculated relapse test was utilized to investigate the part of educators' ascribes on the reference of understudies to language courses. The mean all out score of educators' mindfulness about understudies' learning handicaps was essentially unique for the situation and control gatherings (P0.05). Showing experience, instructive level, history of cooperation in instructive workshops and the instructors' consciousness of learning incapacities are basic factors in alluding understudies to language training focuses. It is suggested that instructors take part in workshops at ordinary stretches to refresh their insight on this subject. The investigation inferred that Teachers straightforwardly address the instructive and social issues of understudies. In this manner, they assume a critical part in diagnosing, alluding, and tackling understudies' issues. Making a legitimate vision of these understudies is fundamental to have a reasonable capacity for them. Treatment of these understudies will be a consequence of communication between the family, educator and specialist. Hence, it is alluring for elementary teachers, as the main degrees of schooling, to have an exhaustive consciousness of acknowledgment of learning inabilities. This can be accomplished through adjustment of educator preparing projects and illuminating them by means of media on the requirements of such youngsters. To accomplish this objective, workshops at customary spans could be held. Furthermore, cautious arranging and the thorough help of the important specialists are required. Further examination is needed to all the more precisely survey educators' mindfulness. The absence of instructor mindfulness estimation sub-tests was a limit to this investigation<sup>28</sup>.
- The part of elementary teachers' mindfulness and mentality about the signs and side effects of learning inabilities on the reference of understudies of Ahvaz City, Iran to language instruction focuses. Strategies: This case-control study was directed on 165 primary teachers in Ahvaz in 2016-2017. The educator's mindfulness poll was utilized to decide the instructors' mindfulness level. A strategic relapse test was utilized to investigate the part of educators' ascribes on the reference of

understudies to language courses. The mean absolute score of instructors' mindfulness about understudies' learning disabilities was fundamentally extraordinary for the situation and control gatherings (P0.05). Showing experience, instructive level, history of investment in instructive workshops and the instructors' familiarity with learning disabilities are basic factors in alluding understudies to language training focuses. It is suggested that educators partake in workshops at standard stretches to refresh their insight on this theme. The examination inferred that Teachers straightforwardly address the instructive and conduct issues of understudies. Subsequently, they assume a critical part in diagnosing, alluding, and taking care of understudies' issues. Making a legitimate vision of these understudies is fundamental to have a reasonable capacity for them. Treatment of these understudies will be a consequence of connection between the family, educator and advisor. In this way, it is alluring for grade teachers, as the main degrees of instruction, to have a careful attention to acknowledgment of learning disabilities. This can be accomplished through change of educator preparing projects and illuminating them by means of media on the requirements of such kids. To accomplish this objective, workshops at normal spans could be held. Likewise, cautious arranging and the thorough help of the applicable specialists are required. Further exploration is needed to all the more precisely survey instructors' mindfulness. The absence of instructor mindfulness estimation sub-tests was a limit to this investigation<sup>29</sup>.

## **RECOMMENDATION**

- Duplication of the investigation could include with large participants selected by probability sampling for wider to validate and generalize the findings.
- A research work is able to be carried out with added extra demographic details.
- A similar investigation may be performed among parents of school children.
- A relative research may organize between primary school tutors in inner-city as well as countryside institute.
- A research work is able to be complete to analyze the training of primary school educators in the direction of dyslexic kids.

- A pre-experimental investigation towards consider the competence of planned instruction series scheduled knowledge regarding dyslexia among teachers can be undertaken.
- A comparative research work is able to be conducted to assess the competency of a variety of education approaches similar to SIM, brochure as well as planned instruction series scheduled awareness as regards reading illness between educators in the graded institute.
- A research work might be carry out amid primary grade educators on other psychological wellbeing troubles similar to Autism, behavioural disorders, ADHD disorders, in addition to psychological issues.
- An intense endeavour must be complete to raise understanding along with primary grade tutors regarding responsibility of instructors in academy as part of psychiatric school health services.
- Social media and mass media might be second-hand to lift up understanding concerning dyslexia.
- Regular number of workshop, conferences, crash courses, and symposiums ought to be conducted to give information to persons, parents and, teachers about dyslexia.

**LIMITATION**1. Research is limited to only primary school teachers working in private and semi-private English medium schools of selected primary schools in Aurangabad city.

## **REFERENCE**

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