



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

ATTITUDE OF PRIMARY SCHOOL ENGLISH LANGUAGE TEACHERS TOWARDS INCLUSION OF STUDENTS WITH DYSLEXIA

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Abstract

The aim of the study was to find out the level of attitude of primary school English Language Teachers towards inclusion of students with dyslexia. The study also compared the mean scores of attitude of primary school English language teachers based on their gender and experience. Sample of the present study consisted of 150 primary school English Language teachers of Kerala. The investigator prepared and standardized a Scale of Teachers' Attitude towards Inclusion of Students with Dyslexia. The findings of the study revealed moderate level of attitude of primary schools teachers towards inclusion of students with dyslexia. Comparison of the mean scores of attitude towards inclusion of students with dyslexia revealed that male primary school English Language teachers had better attitude as compared to their female counterparts. English Language teachers with more than 10 years of experience were found to have a better attitude towards inclusion of students with dyslexia than the primary school English language teachers with less than 10 years of experience.

Key words

Attitude, Inclusion, Dyslexia, Primary School English language Teachers

Introduction

Inclusive education aims to educate all children irrespective of their differences to prepare them for participation within the communities. This is achievable only if inclusive educational policies meet the anticipated ends. Any policy with regard to education can be successful only if it is implemented effectively at the ground level. This implementation requires appropriate attitude of teachers, who are the actual practitioners of any educational policy at the grass root level. Therefore the attitude of teachers in inclusive schools should be checked continuously to reinforce positive actions and to find out the flaws. This study is an attempt to find out the level of attitude of primary school English language teachers on dyslexia in inclusive classrooms. The study also compared the mean scores of attitude of primary school English language teachers based on their gender and experience.

NEED AND SIGNIFICANCE

Teachers' attitude towards inclusion of students with dyslexia is an important factor in ensuring their successful inclusion in general classrooms. Language teachers have a decisive role in ensuring proper inclusion of students with reading difficulties. English is learned as a second language under the General Education Department in Kerala. Students with dyslexia experience greater difficulty in the acquisition of a second language. Research findings show that "children up to grade four with difficulties in reading and writing can be easily assisted. Beyond this point it becomes difficult to assist them." (Reddy Gayatri, 2018). So the researcher has chosen primary school teachers as sample for the study. A holistic picture of the inclusive teaching practices for each

category of students with special education needs is essential to check the exact progress of inclusive education policy within the country. Thus the researcher felt the need to assess the attitude of primary school English language teachers for inclusion of students with dyslexia.

OBJECTIVE OF THE STUDY

1. To find out the level of attitude towards inclusion of students with dyslexia of primary school English language teachers
2. To compare the mean scores of attitude of primary school English language teachers towards inclusion of students with dyslexia for the subsamples based on
 - Gender
 - Experience

HYPOTHESIS OF THE STUDY

1. The level of attitude towards inclusion of students with dyslexia of primary school English language teachers is moderate
2. There exists no significant difference in the mean scores of attitude of primary school English language teachers towards inclusion of students with dyslexia for the subsamples based on
 - Gender
 - Experience

RESEARCH QUESTIONS

1. What is the level of attitude of primary school English language teachers towards inclusion of students with dyslexia?
2. What are the attitudes of primary school English language teachers towards inclusion in addressing the needs of students with dyslexia?

METHODOLOGY

The researcher used quantitative methods for the study. A Scale of Teachers' Attitude towards Inclusion of Students with Dyslexia was prepared and standardized for collection of data. Components of the scale included identification of students with dyslexia in inclusive classrooms, motivation, adaptation of materials, collaboration, assessment, teacher-parent relationships. Validity and reliability of the tool were established with the help of experts and using Cronbach Alpha method respectively. The tool was administered on a sample of 150 primary school English language teachers.

ANALYSIS AND INTERPRETATION OF THE STUDY

This part of the chapter is committed to the detailed analysis of the data. A comprehensive picture of the analysis is presented in the following part.

Objective 1

To find out the level of attitude towards inclusion of students with dyslexia of primary school English language teachers

Table 1

Data and result of level of attitude towards inclusion of students with dyslexia among primary school English language teachers

	Statistical Characteristics		
	Range	Frequency	Percentage
Sample	$< M - \sigma$	30	20.00%
N = 150	$M - \sigma < X < M + \sigma$	106	70.67%
	$> M + \sigma$	14	9.33%

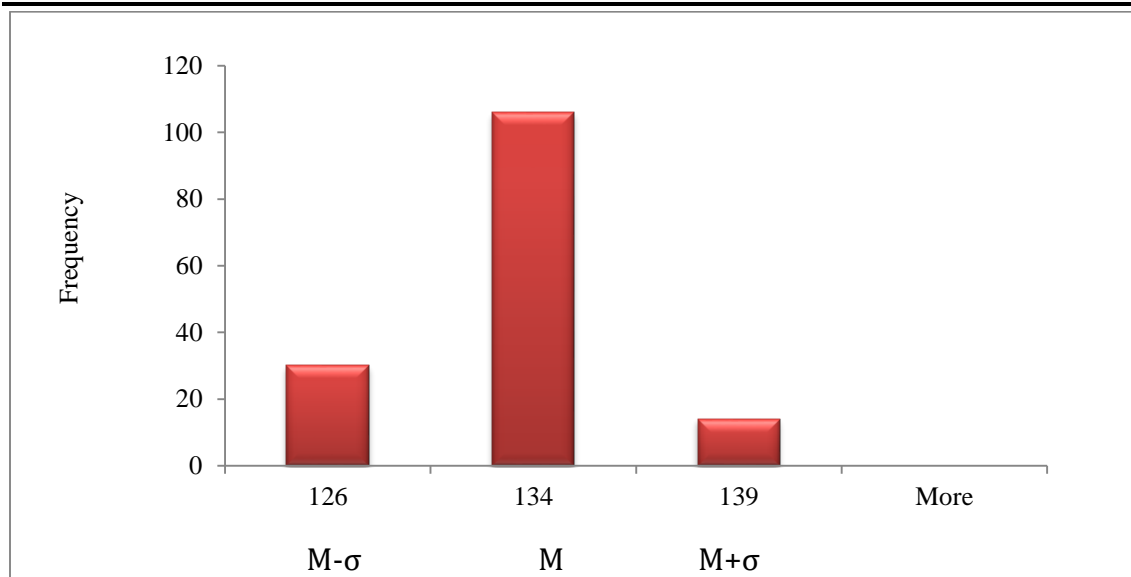


Figure: 1 Histogram showing the level of the variable attitude towards inclusion of students with dyslexia among primary school English language teachers

Interpretation of data

From Table 1 frequency of scores below $M-\sigma$ was found to be 30, between $M-\sigma$ and $M+\sigma$ was 106 and above $M+\sigma$ was 14. Frequency percentage of scores below $M-\sigma$, between $M-\sigma$ & $M+\sigma$ and above $M+\sigma$ was found to be 20%, 70.67% and 9.33% respectively.

Discussion of result

Scores of attitude towards inclusion of students with dyslexia lower than $M-\sigma$ represent low level score; scores of attitude towards inclusion of students with dyslexia between $M-\sigma$ and $M+\sigma$ represent moderate score; while scores of attitude towards inclusion of students with dyslexia above $M+\sigma$ represent high level scores. Therefore 20 percentage of the sample scored low, while 9.33 % fell into the category of higher level of attitude. The measures tend to be heavily concentrated about the measures of the mean, which corresponds to 70.67 %. This led to the conclusion that the level of attitude of primary school English language teachers towards inclusion of students with dyslexia is moderate. This is in agreement with the earlier findings (Thomas & Uthaman (2019); Swati Pandurang Patil (2017)).

Objective 2

To compare the mean scores of Attitude of primary school English language teachers towards inclusion of students with dyslexia for the subsamples based on

- Gender
- Experience

COMPARISON OF THE MEAN SCORES OF ATTITUDE OF MALE AND FEMALE PRIMARY SCHOOL ENGLISH LANGUAGE TEACHERS TOWARDS INCLUSION OF STUDENTS WITH DYSLEXIA

The scores of attitude towards inclusion of students with dyslexia obtained for male and female primary school English language teachers towards inclusion of students with dyslexia were compared using the two tailed test of significance of difference between means. The data and result of the test of significance of difference are presented in table 2

Table 2

Data and the result of the test of significance of difference between mean scores of attitude for male and female primary school English language teachers towards inclusion of students with dyslexia

Variable	Male			Female			t value	*LS
	M_1	σ_1	N_1	M_2	σ_2	N_2		
Attitude towards Inclusion of students with dyslexia	132.05	2.41	60	125.96	2.31	80	4.2	.01

*LS – Level of Significance

*Significant

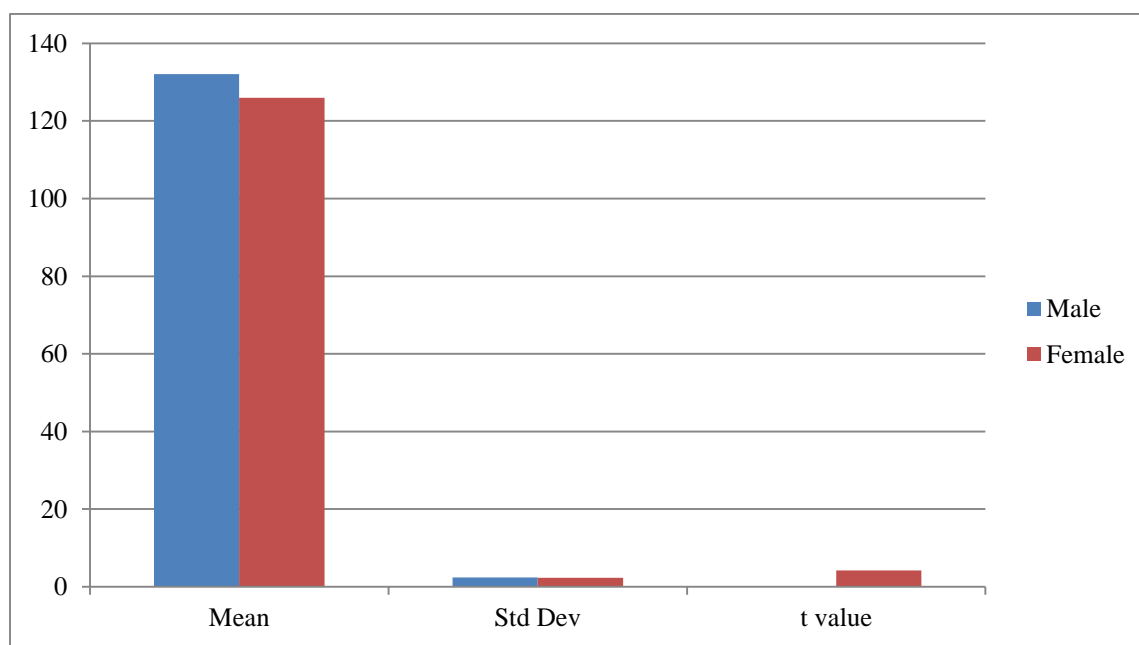


Figure 2 :Histogram for Mean, Standard deviation and t-value of Attitude towards inclusion of students with dyslexia of male and female primary school English Language teachers

Interpretation of data

From table 2, the obtained t-value for attitude of male and female primary school English language teachers towards inclusion of students with dyslexia is 4.20. Since the observed t value exceeds the table value of 2.58 to be significant at 0.01 level of statistical significance, it is concluded that male and female primary school English Language teachers differ significantly in their attitude towards inclusion of students with dyslexia.

Discussion of result

Based on the statistical analysis, it could be argued that male primary school English language teachers showed a better attitude towards inclusion of students with dyslexia than the female primary school English language teachers. Knowledge of dyslexia and inclusive education enhance the affective domain of teachers which in turn leads to favourable action. Thus Male English language teachers seem to have a better understanding of the differences concerning students with dyslexia and the measures to be taken for better inclusion of these students in language classrooms. The results are in accordance with some of the previous studies (Martan Valentina, 2017; Vaz S et al and Balasundaram (2014). The results differ from the findings of Andre Boer et al (2015). The findings are also contrary to the findings of Kasie Sheferie Bishaw (2013) where

no significant difference was found in the attitude of male and female primary school English Language teachers towards inclusion.

COMPARISON OF MEAN SCORES OF ATTITUDE OF PRIMARY SCHOOL ENGLISH LANGUAGE TEACHERS TOWARDS INCLUSION OF STUDENTS WITH DYSLEXIA BELOW 10 YEARS OF EXPERIENCE AND ABOVE 10 YEARS OF EXPERIENCE

The scores of attitude towards inclusion of students with dyslexia obtained for primary school English language teachers below 10 years of experience and above 10 years of experience towards inclusion of students with dyslexia were compared by using the two tailed test of significance of difference between means. The data and the result of the test of significance of difference are presented in table 3

Table 3

Data and the result of the test of significance of difference between mean scores of Attitude towards inclusion of students with dyslexia for primary school English language teachers below 10 years of experience and above 10 years of experience

Variable	Below 10 years			Above 10 years			t value	*LS
	M_1	σ_1	N_1	M_2	σ_2	N_2		
Attitude towards Inclusion of students with dyslexia	126.32	2.21	60	132.39	2.59	80	2.29	.05
*LS – Level of Significance								
*Significant								

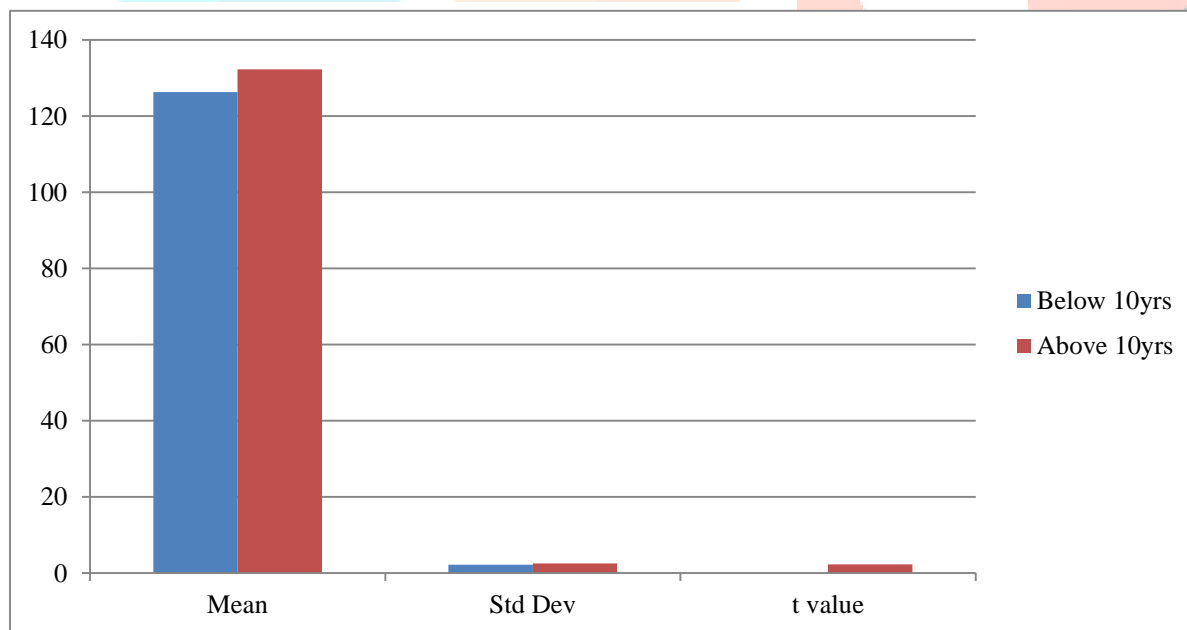


Figure 3 :Histogram for Mean, Standard deviation and t-value of Attitude towards inclusion of students with dyslexia of primary school English Language teachers below 10 years of experience and above 10 years of experience

Interpretation of data

From table 3, the obtained t-value for Attitude towards inclusion of students with dyslexia of primary school English Language teachers below 10 years of experience and above 10 years of experience is 3.13. Since the observed t value exceeds the table value of 1.96 to be statistically significant at 0.05 level of statistical significance, it is concluded that significant difference exists in the mean scores of attitude towards inclusion of students with dyslexia of primary school English Language teachers below 10 years of experience and above 10 years of experience.

Discussion of result

Based on the statistical analysis, it could be argued that primary school English Language teachers with more than 10 years of experience showed a better attitude towards inclusion of students with dyslexia than the primary school English language teachers with less than 10 years of experience. This could be explained with primary school English Language teachers' with more than 10 years of experience gaining a better understanding of the reading difficulties of students with dyslexia. Though they are not aware of the specific brain functions associated with dyslexia, they develop an understanding of the difference in brain functions of students with reading difficulties. This is contrary to the findings of Andre. de Boer et al. (2011) in a study that reviewed 26 papers on the topic. The results of the review revealed that teachers with lesser years of teaching experience held positive attitudes as opposed to teachers with more years of teaching experience. This is also contrary to the findings of Kasie Sheferie Bishaw (2013) who reported no significant difference in the attitude of teachers towards inclusive education based on their experience.

MAJOR FINDINGS

1. Level of attitude towards inclusion of students with dyslexia of primary school English language teachers was found to be moderate
2. a. Significant difference was found in the mean scores of attitude of primary school English language teachers towards inclusion of students with dyslexia for the subsamples based on gender. Male primary school English language teachers were found to have greater attitude towards inclusion of students with dyslexia than their female counterparts.
- b. Significant difference was found in the mean scores of attitude of primary school English language teachers towards inclusion of students with dyslexia for the subsample based on experience. Primary school English language teachers with more than 10 years of experience were found to have greater attitude towards inclusion of students with dyslexia than their counterparts with less than 10 years experience.

CONCLUSION

In conclusion, the finding of moderate level of attitude is a positive sign in the direction of implementing inclusive education. But the study also focuses on the need to work on training in inclusive teaching practices and renewal of syllabus of teacher training for English language Teachers. Future research could focus on the factors affecting identification of students with dyslexia and preparing materials for training English language teachers in teaching students with dyslexia.

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