



Coping Behaviour and Learning Styles of Children with Dyslexia at Elementary Level

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ABSTRACT

Coping behavioural and learning style regarded as an influential factor which enhance cognitive, social, emotional and behavioural development of the children. Children exhibit different coping behaviour and learning styles. Coping behaviour are the set of some executive techniques of cognition which are used by learners to achieve a specific learning goal. Thus, the investigator made an attempt to examine the relationship between Coping behaviour and Learning Styles of children with Dyslexia at Elementary level. The Correlational Survey Method was adopted for the study. Therefore, the data has been collected through Dyslexia Indicators Assessment Tool developed by Australian Govt. The same tool was translated into Odia language in order to identify the children having dyslexia problem. After that Coping Behaviour Questionnaire developed by Carver, C.S. (2013) and C.I.T.E. Learning Style Instrument developed by Babich Burdine, Albright, and Randol (1976) adapted and translated into Odia language and the tools were administered to 60 dyslexia elementary school children of class IV and Class V. The data were tabulated and analyzed by using product movement coefficient (r) of correlation. The result of the study indicates that children with dyslexia having Information Gathering dimension of learning style have shown better problem-focused, emotion-focused and overall coping behaviour as compared to avoidance-focused coping behaviour. Work conditions dimension of learning styles of children with dyslexia have stronger Problem-focused, Emotion-focused, Avoidance-focused coping behaviour and overall coping behaviour children with dyslexia having Expressive Preference learning styles also have better Problem-focused coping, Emotion-focused coping, Avoidance-focused coping behaviour. Children with dyslexia having Work conditions learning style have strong Emotion-focused coping behaviour as compared to Expressive Preference learning style and Information Gathering learning style. Children with dyslexia having Expressive Preference learning style have better Problem-focused, and Emotion-focused coping behaviour as compared to Work Conditions learning style and Information Gathering learning styles whereas children with dyslexia having Information Gathering learning style have not better Avoidance focused, Emotion-focused coping behaviour as compared to Expressive

Preference learning style (Problem-focused coping, Emotion-focused coping, Avoidance-focused coping behaviour) and Work Conditions learning styles (Problem-focused coping, Emotion-focused coping, Avoidance-focused coping behaviour). As a whole, the children with dyslexia having overall learning styles have stronger Emotion-focused coping behaviour as compared to Work Conditions learning style, Expressive Preference learning style and Information Gathering learning. Further, the learning styles matches with coping behaviour of children with dyslexia at elementary level.

Key words: Coping Behaviour, Learning Styles, Children with Dyslexia, Elementary Level

INTRODUCTION

Education is critical for the continuous growth and development of all human beings as well as the society at large (Lal, 2016). The development of a country depends on its growth of education in society because education is one & only tool which helps to create skilled, responsible, resourceful citizen (Day and Halder, 2014). Proper care and education are the basic right of every child and a doorway to access other rights. In India, there are observed and identified fact on Indian primary education that the unsatisfactory level in children's achievement could be due to the learning problems or learning difficulties (interchangeably used) faced by them. There are certain instances of poor performance in spite of average and above average intelligence, sufficient teaching-learning instruction and instructional materials, proper motivation and adequate home environment, social and cultural opportunity (Karande and Kulkarni, 2014). Pupils with dyslexia are more likely to experience feelings of inferiority and emotional insecurity due to labelling and stigmatisation (Mc-Nulty, 2003). Learning disabilities may constitute a risk factor for the occurrence of emotional, social or behavioural difficulties (Wong, 2003, Martinez & Semrud-Clikeman, 2004). Children with Dyslexia are likely to more dependent on members of their family, they experience feelings of inferiority, uncertainty and anxiety and they continue to encounter difficulties with social contacts (Hellendoorn & Ruijsenaars, 2000). Coping styles play an important role in physical and psychological well being. This role is especially evident when individuals are confronted with negative or stressful life events (Endler and Parker, 1993). Coping refers to "cognitive and behavioural efforts to master, reduce, or tolerate the internal and/or external demands that are created by the stressful transaction" (Folkman, 1984 & Lazarus, 1980). Learners are more successful when they receive input in their preferred learning style such as auditory, visual, tactile, social, kinaesthetic etc. It is important to help each learner become aware of his or her learning style and to provide appropriate input to enhance learning (WV AdultEd Instructor Handbook, 2017-18). Learning styles are "the overall patterns that give general direction to learning behaviour" (Cornett, 1983). Students have varied learning styles, which are characterized strengths and preferences in the ways that they process information and learn (Roig, 2008).

RATIONALE OF THE STUDY

UN's Sustainable development Goal 4 aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". The Right to Education Act 2009, a Fundamental Right under Article

21A of Indian Constitution states “The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine” (Indian Constitution). Proper care and education is the basic right of every child, in spite of all the efforts “Education for all” still remains a distant dream for disabled; it is even more remote in India. There is an observed and identified fact on Indian primary education that the unsatisfactory level in children’s achievement could be due to the learning problems or learning difficulties (interchangeably used) faced by them (Karande and Kulkarni, 2014). “Dyslexic children are under a lot of performance pressure which results in pure stress and anxiety and teachers label them inattentive. So, they are socially isolated and face difficulties in relating to their peers, which could lead to anything from substance abuse to violence” Chandrasekhar (2020). “Governments everywhere need to recognize that one of the biggest reasons for students dropping out of school is because of dyslexia. Recent research also shows that this might also be an important reason for street crime”(Singh, N.C, 2018). “Children with dyslexia born with high IQ, many dyslexic children still suffer from learning problems due to without proper diagnosis and therapy and mainly due to lack of awareness. Children start suspecting from dyslexia from the age group of *three to five*, its confirmation will take place at the age of *eight* only” (Subramanian, 2019). Supporting to this statement Chandrasekhar (2020) quoted that “children with dyslexia yearn to learn and want an opportunity to be accepted that can only come with proper research and training methods in India. Alone in Tamil Nadu two million children and 15 percent of school going children in India are diagnosed with dyslexia”. He again highlighted that “no such research has been done on the implications of conditions like dyslexia, its identification or the lack of appropriate treatment in India”. Kumar & Suman (2017) also found that “the prevalence rate of students with learning disability varies from 10.76 percent to 13.41 percent and early diagnosis of learning disability in children is critically important to identify and suggest remedial solutions at the right time, so these learners successfully learn and become winner in the society”. Similar results also found in the study of Kuriyan & James (2018). Arun et al. (2013) explored in her study that “Most of students found to having more than one type of problems or learning disability and reported more boys diagnosed with learning disabilities as compared to girls”. Givon & Court (2009) point out that “the interventions of early and accurate diagnosis of difficulties, accompanied by remedial teaching and social support were important in the students for developing effective coping styles”. Supporting this Shui-Ngor (2017) commented that “coping and the effects of coping by dyslexic children at school should not be underestimated”. Alexander-Passe (2006) also reflected that “Since 100 years how dyslexics cope and the effects of their coping have received little attention. Novita et al. (2019) revealed that Dyslexia has a significant effect on separation and generalized anxiety, while an incredible cultural effect is valid for the support-seeking coping strategy. The study of Rauf et al. (2018) also shows that dyslexic children face many difficulties in their educational interactions and social surroundings. There is need to promote awareness and provide a support system in dealing with children with dyslexia which can be possible when come with proper research in this area”. Tsampalas et al. (2018) and Exley (2003) reveals that “students with dyslexia made a significant progress in their performance, attainment when they taught in their preferred learning style, so these children need to being accepted by their parents, teachers, community and in school. On the basis of the

conceptual framework and the trend of research, coping behaviour and learning style is an influential factor which enhance cognitive, social, emotional and behavioural development of the children with dyslexia. Many researches have been conducted in the area of coping behaviour and learning styles of dyslexic children with the psychosocial variables also on different subjects and on different perspectives. So, keeping in view the research conducted in the area, the investigator felt there is a need to undertake the research problem on Coping behaviour and learning styles of children having dyslexia. The present vent of research problem may break down the current horizon of research. The investigator makes an attempt to inquire about the following questions.

- 1.How to identify the children having dyslexia?
- 2.What are the coping behaviour and learning styles of children with dyslexia?
- 3.Does any relationship exist between coping behaviour and learning styles of children with dyslexia?
- 4.What are the coping strategies and learning styles of children with dyslexia which to be used to promote their learning?

Objectives of the Study

The objectives of the present study stated as;

- 1.To identify the children with dyslexia.
- 2.To examine the coping behaviour and learning styles of children with dyslexia.
- 3.To study the relationship between components of coping behaviour and components of learning styles of children with dyslexia.

Hypotheses

H₁ 1. Information Gathering learning style is positively related with the Coping behaviour (Problem-focused, Emotion-focused, Avoidance-focused) of children with dyslexia at elementary level.

H₁ 2. Work Conditions learning style is positively related with the Coping behaviour (Problem-focused, Emotion-focused, Avoidance-focused) of children with dyslexia at elementary level.

H₁ 3. Expressive Preference learning style is positively related with the Coping behaviour (Problem-focused, Emotion-focused, Avoidance-focused) of children with dyslexia at elementary level.

H₁ 4. There is significant positive relation between Coping behaviour and Learning Styles of children with dyslexia at elementary level.

METHODOLOGY OF THE STUDY

Research Design

In this present study has been used correlational research to describe and measure the degree of association among the components of coping behaviour (Problem-focused, Emotion-focused, Avoidance-focused) and component of learning styles (Information Gathering, Work Conditions, Expressive Preference) of children with dyslexia at elementary level.

Population and Sample

The population of the present study consists of all elementary schools of Odisha. All elementary children with dyslexia studying in the class IV & V of Nuapada District constituted as the target population of the study. All elementary school children with dyslexia studying in IV and V class of Lachhipur UP school and Badohhel Project UP school of Khariar Block constituted as the accessible population of the study.

In the present study the selection of sample has passed through different Phases.

Phase 1: A list of existing elementary schools of Khariar Block of Nuapada District was procured from District Education office (DEO).

Phase 2: Out of the existing list two elementary schools i.e., Lachhipur UP School and Badohhel Project UP school which have the similar indicators of physical resources, enrolment, teacher pupil ratio and human resources was purposively selected.

Phase 3: In the third phase, the adopted Dyslexia Indicators Assessment Tool was administered to 114 children studying in class IV and class V of Lachhipur UP School and Badohhel Project UP school in order to identify the children with dyslexia. Further the data has been analysed through the manual of DIAT and finally on the basis of the criteria the 30 students from each school have been identified. Finally, $30 \times 2 = 60$ students were included in the sample for present investigation.

Tools Used

Keeping in mind these criteria three types of standardized tools were used.

- I Dyslexia indicators Assessment Tool developed and standardized by Australian Govt in collaboration with Fiji Ministry of Education.
- II C.I.T.E. Learning Styles Instrument (Information Gathering, Work Conditions, and Expressiveness Preference) developed and standardized by Babich Burdine, Albright, and Randol (1976).
- III Coping Behaviour Questionnaire (Problem-focused coping Emotion-focused coping, Avoidance-focused coping. Problem-focused coping) developed and standardized by Carver, C.S. (2013).

DATA ANALYSIS AND INTERPRETATION

Table 1: Coefficient of correlation between components of Coping Behaviour and components of Learning Styles of children with dyslexia

Variables	Problem- focused coping	Emotion- focused Coping	Avoidance- focused Coping	Overall Coping Behavior
Information Gathering LS	0.383** (0.003)	0.579** (0.000)	0.231 (0.75)	0.459** (0.000)
Work Conditions LS	0.506** (0.000)	0.664** (0.000)	0.397** (0.002)	0.596** (0.000)
Expressive Preference LS	0.570** (0.000)	0.635** (0.000)	0.425** (0.001)	0.620** (0.000)
Overall Learning styles	0.543** (0.000)	0.720** (0.000)	0.383** (0.003)	0.628** (0.000)

**. Correlation is significant at the 0.01 level (2-tailed).

The figure given in the parentheses are p-value of respective cells

It is evident from above table that the obtained value of coefficient of correlation (0.383^{**} , 0.579^{**} and 0.459^{**}) of Information Gathering dimension of learning styles and Problem- focused coping, Emotion-focused coping and total coping behaviour of children with dyslexia are positively related and significant because p-value are less than 0.01 level of significance. It indicates that Information Gathering learning style is positively significant relation with problem-focused, emotion-focused and overall coping behaviour of children with dyslexia. Whereas, the obtained value of coefficient of correlation (0.231) of Information Gathering learning style of dyslexia children is positively related with avoidance expressive coping behaviour but not significant because the P-value (0.750) is higher than 0.05 level of significance. It means that avoidance expressive coping behaviour is not a significant factor which can be related with children with dyslexia having Information Gathering learning style. Thus, children with dyslexia having Information Gathering dimension of learning style have shown better problem-focused, emotion-focused and overall coping behaviour as compared to avoidance-focused coping behaviour. Thus, Hypothesis no.1 which is stated earlier that “Information Gathering learning styles is positively related with the Coping behaviour (Problem-focused, Emotion-focused, Avoidance-focused) of children with dyslexia at elementary level.” is retained.

Further, it looks from above table 4.3 that the obtained value of coefficient of correlation (0.506^{**} , 0.664^{**} , 0.397^{**} & 0.596^{**}) of work conditions dimension of learning styles are positively significant relation with problem focused, emotion focused, avoidance focused and overall coping behaviour of children with dyslexia because p-value are less than 0.01 level of significance. It reveals that the work condition dimension of learning styles is positively significant relation with problem focused, emotion focused, avoidance focused and overall coping behaviour of children with dyslexia. Thus, children with dyslexia having work conditions dimension of learning style have shown better problem-focused, emotion-focused, avoidance focused coping behaviour and overall coping behaviour. Thus Hypothesis no.2 which stated earlier that “Work Conditions learning style is positively related with the Coping behaviour (Problem-focused, Emotion-focused, Avoidance-focused) of children with dyslexia at elementary level.” is retained.

Further, it is shows from above table that the obtained value of coefficient of correlation (0.570^{**} , 0.635^{**} , 0.425^{**} & 0.620^{**}) of expressive preference dimension of learning style are positively significant relation with problem focused, emotion focused, avoidance focused and overall coping behaviour of children with dyslexia because the p-value are less than at 0.01 level of significance. It indicates that the expressive preference dimension of learning styles is positively significant relation with problem focused, emotion focused, avoidance focused and total coping behaviour of children with dyslexia. It means that children with dyslexia having expressive preference learning style have strong problem focused, emotion focused, avoidance focused coping behaviour. Thus, Hypothesis no.3 which is stated earlier that “Expressive Preference learning style is positively related with the Coping behaviour (Problem-focused, Emotion-focused, and Avoidance-focused) of children with dyslexia at elementary level.” is retained.

Further, it looks from above table 4.3 that the obtained value of coefficient of correlation (0.543^{**} , 0.720^{**} , 0.383^{**} & 0.628^{**}) of overall learning style is positively significant relation with coping behaviour of children with dyslexia as the p-value are less than at 0.01 level of significance. It indicates that learning styles is positively significant relationship between coping behaviour of children with dyslexia. It means that children with dyslexia having overall learning style have strong problem focused, emotion focused, and avoidance focused coping behaviour. Thus, Hypothesis no.4 which is stated earlier that “learning styles is positively related with the Coping behaviour of children with dyslexia at elementary level.” is retained.

From the above analysis, the overall interrelationship among the components of Learning styles and components of coping behaviour reveals that children with dyslexia having working condition learning style ($r=0.664$) is highly positive significant relationship with emotion focused coping behaviour as compared to expressive preference learning style ($r=0.635$) and information processing learning style ($r=0.579$). Further, children with dyslexia having expressive preference learning style ($r=0.570$ & $r=0.425$) are highly positive significant relationship with Problem focused and avoidance focused coping behaviour as compared to work condition learning style ($r=0.506$ & $r=0.397$) and information gathering learning styles ($r=0.383$ & $r=0.231$). It can be read from above interpretation that children with dyslexia having information gathering learning style is least relation with all components of coping behaviour ($r=0.383$), Avoidance focused ($r=0.231$), emotion focused coping behaviour ($r=0.579$) as compared to expressive preference learning style (problem focused coping $r=0.570$, emotion focused coping behaviour $=0.635$, Avoidance focused coping behaviour $=0.425$) and work condition learning styles (problem focused coping $r=0.506$, emotion focused coping behaviour $r=0.664$, Avoidance focused coping behaviour $r=0.397$). As a whole, the children with dyslexia having over all learning styles ($r=0.720$) are highly positive significant relationship with emotion focused coping behaviour as compared to work conditions learning style ($r=0.664$), expressive preference learning style ($r=0.635$) and information gathering learning style ($r=0.579$).

MAJOR FINDINGS OF THE STUDY

The main findings drawn from the analysis and interpretation of results. The findings have been given in the following heading.

1. Findings related to components of coping behaviour and components of learning styles.

a) Findings related to Information Gathering learning style among Problem-focused coping, Emotion-focused coping, Avoidance-focused coping and overall coping behaviour of children with dyslexia at elementary level.

Information Gathering learning style is positively significant relation with Problem- focused, Emotion-focused and Overall Coping Behaviour of children with dyslexia at elementary level. Therefore, Problem-focused coping, Emotion-focused coping and Overall Coping Behaviour are the significant factors of Information Gathering, as a learning style. Whereas Information Gathering learning style of dyslexia children is positively

related with Avoidance- focused Coping Behaviour but not significant. It is evident that children with dyslexia having Information Gathering learning style have shown better Problem-focused, Emotion-focused and overall Coping Behaviour as compared to avoidance-focused coping behaviour of children with dyslexia. So, all the children with dyslexia having Problem-focused coping, Emotion-focused coping and overall Coping have Strong Information Gathering ability, as a learning style.

b) Findings related to Coefficient of correlation of Work Conditions learning style among Problem-focused coping, Emotion-focused coping, and Avoidance-focused coping and overall coping behaviour of children with dyslexia at elementary level.

Work Conditions dimension of learning styles are positively significant relation with Problem-focused, Emotion-focused, Avoidance-focused and Overall Coping Behaviour of children with dyslexia at elementary level. Thus, children with dyslexia having Work Conditions dimension of learning style have shown better Problem-focused, Emotion- focused, Avoidance-focused coping behaviour and overall coping behaviour. So, all the children with dyslexia having Problem-focused coping, Emotion-focused coping, Avoidance-focused coping behaviour have strong Work Conditions ability, as a learning style.

c) Findings related to Coefficient of correlation of Expressive Preference learning style among Problem-focused coping, Emotion-focused coping, Avoidance-focused coping and overall coping behaviour of children with dyslexia at elementary level.

Expressive Preference dimension of learning style are positively significant relation with Problem-focused coping, Emotion-focused coping, Avoidance-focused coping and overall Coping Behaviour of children with dyslexia at elementary level. So, all the children with dyslexia having Expressive Preference learning style have strong Problem- focused, Emotion-focused, Avoidance-focused coping behaviour. Therefore Problem-focused coping, Emotion-focused coping, Avoidance-focused coping behaviour are the significant factors of Expressive Preference, as a learning style.

d) Findings related to overall Coping behaviour (Problem-focused coping, Emotion- focused coping, Avoidance-focused coping) and overall Learning Styles (Information Gathering, Work conditions, Expressiveness Preference) of children with dyslexia at elementary level.

The overall dimensions of coping behaviour (i.e., Problem-focused coping. Emotion- focused coping, Avoidance-focused coping) are positively significant relation with Information Gathering, Work conditions, Expressiveness Preference Learning Styles of children with dyslexia. Whereas Information Gathering learning style of dyslexia children is positively related with avoidance coping behaviour but not significant. So, all the children with dyslexia having overall coping behaviour have strong Information Gathering, Work conditions, Expressiveness Preference learning styles. Therefore, Information Gathering, Work conditions, Expressiveness Preference learning styles are the significant factors of coping behaviours.

2.Findings related Interrelationship among the components of Coping behaviour and components of Learning Styles.

- a) The overall interrelationship among the components of Learning styles and components of Coping Behaviour reveals that children with dyslexia having Working Conditions learning style is highly positive significant relationship with Emotion-focused coping behaviour as compared to Expressive Preference learning style and Information Gathering learning style. So the children with dyslexia having Work conditions learning style have strong Emotion-focused coping behaviour as compared to Expressive Preference learning style and Information Gathering learning style.
- b) Further, children with dyslexia having Expressive Preference learning style are highly positive significant relationship with Problem-focused and Avoidance-focused coping behaviour as compared to Work conditions learning style and Information Gathering learning styles. So, the children with dyslexia having Expressive Preference learning style have better Problem-focused, and Emotion-focused coping behaviour as compared to Work Conditions learning style and Information Gathering learning styles.
- c) It is also evident that children with dyslexia having Information Gathering Learning Style is positively related but have least relation with all components of coping behaviour (Emotion-focused coping, Problem-focused coping, Avoidance-focused coping) as compared to Expressive Preference learning style (Problem-focused coping behaviour, Emotion-focused coping behaviour, Avoidance-Focused coping behaviour) and Work Conditions learning styles (Problem-focused coping behaviour, Emotion-focused coping behaviour, Avoidance-focused coping behaviour). So, the children with dyslexia having Information Gathering learning style have not better Avoidance focused, Emotion-focused coping behaviour as compared to Expressive Preference learning style (Problem-focused coping, Emotion-focused coping, Avoidance-focused coping behaviour) and Work Conditions learning styles (Problem-focused coping, Emotion- focused coping, Avoidance-focused coping behaviour).
- d) As a whole, the children with dyslexia having overall learning styles are highly positive significant relationship with Emotion-focused coping behaviour as compared to Work Conditions learning style, Expressive Preference learning style and Information Gathering learning style. So, the children with dyslexia having over all learning styles have stronger Emotion-focused coping behaviour as compared to work conditions learning style, Expressive Preference learning style and Information Gathering learning style.

DISCUSSION OF RESULTS

From the above analysis and interpretation, it can be concluded that the components of coping behaviour of children with dyslexia were positively related with the components of learning styles of these children. Results of the present study were supported and correlates with the research findings of many studies are **Tsampalas et al. (2018).**, **Exley (2003).**, **Shui-Ngor (2017).**, & **Novita et al. (2019)** children with dyslexia made significant improvement when they preferred their learning style. In the present study it is found that there is a moderate positive correlation between Coping behaviour and Learning Styles , which means there is a tendency for high Coping behaviour variable scores go with high Learning Styles variable scores (and vice versa). In the present study out of 60 students more boys i.e., 38 (63.3 %) in number were found to be dyslexic as compared to girls. i.e., 22 (36.6%) in number which supports the findings of **Arun et al. (2013)**, **Patil et al.**

(2015) and Kumar & Suman (2017). The results of the present study reveals that both boys and girls tend to exhibit distinct learning styles and coping behaviour which is completely different from each other. So, from the study it is evident that coping behaviour and learning styles of children with dyslexia at elementary level are significantly associated with each other. Many children are found to have multiple learning difficulties than only dyslexia, these include mathematical calculation problems, face problems while interacting with their peers and family members, some children found to have symptoms of ADHD and Autism which supports the findings of Arun et al. 2013) and Patil et al. (2015). Most of the children reported that due to the lack of regional teachers, students are facing problems in learning what the teacher has taught students unable to understand. As the teachers are also not competent in the local language of the students, they are failing to acquire the expected competencies. So, along with this problem and learning difficulties most of the students leaving the school and going for other field work. Most of the teachers are unable to identify these children early which leads to increase in the dropout rate of the students. During this pandemic period most of the children unable to study at home, leaving the school and joining other works because of dyslexia and other learning difficulty which also supports the findings of Singh (2018), and Subramanian (2019). In conclusion it can be made clear here that there exists significant relationship between coping behaviour and learning styles of children with dyslexia at elementary level.

EDUCATIONAL IMPLICATIONS

In the lieu of findings and discussion of results the present study has its implications for the teachers (both in-service and pre-service), teacher educators, principals and headmasters, family members/parents, researchers, curriculum developers, policymakers and other stakeholders of education in the following ways.

Implications for Teachers

Teachers can use the tools used in the study to identify and help the dyslexic children to develop their creative skills and to teach or train them using different pedagogical treatment and give remedial teaching and individualized education according to their styles of coping and learning. It is found that most of the teachers are unaware about dyslexia and they need to give orientation and training regarding issues and challenges faced by learners with dyslexia in the general classroom, so that early identification and intervention of these children can be easily possible. The study would guide the teachers in creating learning situations and opportunities for learners with dyslexia.

Implications for Teacher Educators

The study would guide the teacher educators to understand different styles of learning preferred by the trainees and foster the coping behaviour or strategies which they used during their training programme, so that they can disseminate more knowledge and upgrade themselves about dyslexia to the pre-service and in-service teachers. As discussed above, coping behaviour (Problem-focused, Emotion-focused and Avoidance-focused) of dyslexic children are positively related with their Information Gathering, Work Conditions, and Expressiveness Preference learning styles. So, in this sense there has to create an environment in training classroom the teacher educators where teacher trainees rely on their own intuitive thought process to understand their coping

behaviour and styles of learning which will develop the best practice of coping strategies like Problem-focused, Emotion-focused and Avoidance-focused at elementary level.

Implications for Principal and School Head

The study would guide the headmasters and principals to become aware about the nature of dyslexia and dyslexic learners and take care about the organization of different curricular, co-curricular activities, conference, seminar, workshop, training and capacity building programmes for the teachers, teacher trainees and also for teacher educator. The headmasters need to conduct periodic meetings and report the parents about the progress of the dyslexic learners through using both formal and informal methods and also need to take the help of experts whenever necessary to build and update the deeper understanding of the nature of dyslexia and other related learning difficulties which will significantly contribute towards increasing the participation of learners with dyslexia in academic and non-academic areas. This will bring a collaborative awareness for the proper identification, assessment and correction and treatment of children with dyslexia.

Implications for Parents / Family members

The study would guide the parents and family members to recognize diverse needs of learners with dyslexia and accordingly provide support services. The tools used in the study can also help the parents and family members to identify, teach and help the children with dyslexia as per their styles of coping and learning in their home. As each learner with dyslexia have distinct coping behaviour and learning parents and family members need to give special care and attention to these children and specially focused on the styles of their coping and learning to create situations and opportunities for dyslexic children.

Implications for Curriculum developers

The study would guide curriculum developers to understand the concepts and practices of coping strategies used by the dyslexic learners and their learning styles at elementary level. As discussed above, coping behaviour (Problem-focused, Emotion-focused and Avoidance-focused) of children with dyslexia are positively related with their Information Gathering, Work Conditions, and Expressiveness Preference learning styles. So, in this sense, curriculum developers need include those types of curricular activities in course of teacher education, where the Coping strategies like Problem-focused, Emotion-focused and Avoidance-focused skill of children with dyslexia will be of best use in the course which will guide them in developing coping skills.

Implication for Policymakers

The study would give a new direction to the policy makers about the need of a programme all over the country for universal screening of the children with dyslexia and other learning difficulties associated with it at elementary level. Based on the result the most popular coping behaviour and learning styles used by the children with dyslexia and what are the least popular style in that particular class will be determined. While making policies of education the policy makers need to take care of the diverse needs of learners with dyslexia and accordingly prepare policies so that these children also get scope to be educated and join the national mainstream. The policy makers need to take care that there is need that in every school tool must be available

in the vernacular language (in the translated version) to identify the learners with dyslexia their coping and learning styles so that teachers can provide the remedial measures to these children.

Implications for other stakeholders of education

The study would guide the stakeholders of education including administrators, common people, families and community members in understanding the diverse needs of learners with dyslexia and treat with love and support for enhancing their self-confidence, developing knowledge, skills and building positive attitude among the dyslexic learners. The study would help in bringing collaborative awareness among the stakeholders for proper identification, assessment and treatment of the children with dyslexia and other learning difficulties associated with it. The tools used in this study would guide and assist the stakeholders in identifying these children and help them as per their coping and learning styles. There is a need for proper collaboration between different stakeholders of education for making education of these children as real. Parents, families, and community members need to interact with teachers, professionals and experts in the area of dyslexia for providing proper care and interventions to these children.

CONCLUSION

From the analysis and interpretation, it was found that there exists significant relationship between coping behaviour and learning styles of children with dyslexia at elementary level. It was found that both boys and girls exhibit different styles of coping and learning that have implications to any institution or organisation and educational institutions for educating these children. If proper early identification can be done at the right time then teachers can provide remedial teaching as per their coping behaviour and learning styles in management of school practices. From the above discussion it can be concluded that coping behaviour and learning style is an influential factor which can enhance cognitive, social, emotional and behavioural development of the children with dyslexia.

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