Assessment of Teachers' Knowledge, Beliefs and Self-Efficacy towards Dyslexic Students

Prajna Saswati Mohapatra[1], Sayan Sagnika Mohapatra[2] , Sthiti Prajna Behera[3], Ditikrushna Sahoo[4]

[1]Assistant Professor in English Pedagogy, Anandapur Anchalik Training College, Fakirpur,

[2]Assistant Professor, Faculty of Management Studies, Sri Sri University, Kataka

[3]Assistant Professor in Mathematics Pedagogy, Anandapur Anchalik Training College, Fakirpur,

[4]Faculty in Mathematics,

DOI: https://doi.org/10.47772/IJRISS.2026.101000233

Received: 17 October 2026; Accepted: 22 October 2026; Published: 01 November 2026

ABSTRACT

Dyslexia is a specific learning disability that can affect students' reading, spelling, and written language development. Teachers' knowledge, beliefs, and self-efficacy are important considerations in creating inclusive classroom environments and providing appropriate educational support to students with dyslexia. The present study aimed to assess primary school teachers' knowledge, beliefs, and self-efficacy regarding dyslexia and to examine differences across gender, school location, and training status. A descriptive survey research design was adopted, involving 87 primary school teachers selected through stratified random sampling from the Anandapur and Ghasipura blocks of Keonjhar district, Odisha, India. Data were collected by a self-developed, 25-item questionnaire comprising three dimensions: knowledge (13 items), beliefs (7 items), and self-efficacy (5 items). The instrument was assessed for face and content validity, and its reported Cronbach's alpha coefficient was 0.904. The data were analysed using descriptive statistics and independent-samples *t*-tests. The findings indicated that teachers demonstrated relatively high knowledge of dyslexia, generally positive beliefs, and moderate-to-high self-efficacy in supporting students with dyslexia. Significant gender differences were reported in knowledge and beliefs, whereas no significant gender difference was observed in self-efficacy. No significant differences were found across school locations. Teachers who had received training on specific learning disabilities scored significantly higher in knowledge and beliefs than those without such training.

"Keywords":- Dyslexia, Primary School Teachers, Teachers' Knowledge, Teachers' Beliefs, Self-Efficacy, Inclusive Education

INTRODUCTION

Dyslexia is a specific learning disability associated with difficulties in reading, spelling, and written language processing. Students with dyslexia may experience challenges in developing reading fluency, recognizing words, and understanding written information, which can affect their academic performance and classroom participation. However, these difficulties do not necessarily indicate limited intellectual ability. The growing emphasis on inclusive education has highlighted the responsibility of teachers to recognize and respond to the diverse learning needs of students. In an inclusive classroom, teachers play an important role in identifying possible learning difficulties, adapting instructional approaches, providing appropriate learning opportunities, and encouraging students' academic and social participation. Their preparedness to support students with dyslexia depends not only on their professional experience but also on their knowledge of the condition, their beliefs about learners with dyslexia, and their confidence in implementing suitable teaching practices.

Teachers' knowledge of dyslexia refers to their understanding of its characteristics, possible causes, indicators, and identification. Adequate knowledge can help teachers distinguish persistent reading-related difficulties

from other learning challenges and recognize when further assessment or specialist support may be needed. In contrast, limited knowledge or misconceptions may delay recognition of students' needs and restrict the use of appropriate educational strategies. Teachers' beliefs regarding dyslexia also influence their expectations, classroom interactions, and responses to students experiencing reading and writing difficulties. Positive and informed beliefs may encourage teachers to adopt supportive instructional practices, demonstrate patience, and recognize the learning potential of students with dyslexia. Conversely, negative assumptions about students' abilities or misunderstandings about learning disabilities may contribute to inappropriate expectations and barriers to participation.

In addition to knowledge and beliefs; teachers' self-efficacy is an important consideration in the effective implementation of inclusive classroom practices. Self-efficacy refers to teachers' confidence in their ability to identify and support students with dyslexia and to apply suitable instructional strategies. Teachers who feel confident in their capabilities may be more willing to modify teaching methods, respond to individual learning needs, and seek appropriate support when difficulties arise. Although inclusive education has received increasing policy attention in India, translating its objectives into classroom practice requires teachers to possess the necessary knowledge, attitudes, and instructional confidence. Teachers may face several challenges, including limited opportunities for specialized training, large class sizes, time constraints, inadequate teaching resources, and difficulties in adapting assessment practices to individual learning needs. These challenges make it important to examine not only teachers' awareness of dyslexia but also their beliefs and perceived ability to support affected students.

The educational context of Odisha provides a relevant setting for investigating these issues. The present study focuses on primary school teachers in Keonjhar district, particularly those working in the Anandapur and Ghasipura blocks. The study is important because an understanding of teachers' knowledge, beliefs, and self-efficacy can help identify areas where teacher education and professional development may be strengthened. The present study also identifies a need for greater research attention to learning disabilities in Odisha, providing a local rationale for the investigation.

REVIEW OF THE RELATED LITERATURE

Lingeswaran (2013) conducted a study entitled "Assessing Knowledge of Primary School Teachers on Specific Learning Disabilities in Two Schools in India." The study assessed the knowledge of 34 primary school teachers in Puducherry using a 50-item multiple-choice questionnaire. The findings indicated substantial gaps in teachers' knowledge of specific learning disabilities, with only 29% of the questions answered correctly by all participating teachers. The questionnaire demonstrated good internal consistency, with a Cronbach's alpha coefficient of 0.89. The study highlighted the importance of systematic teacher education and validated assessment tools for improving the early identification of learning disabilities.

Shetty and Rai (2014) conducted a cross- sectional study entitled "Awareness And Knowledge Of Dyslexia Among Elementary School Teachers In India (Mangalore)". The objective of the study was to assess the knowledge of dyslexia among elementary school teachers and to correlate their knowledge with variables such as teaching experience and prior training or exposure. The study involved 314 teachers from 32 schools selected through multi-staged and cluster sampling . Their knowledge was assessed by using a self-reported questionnaire. The study concluded that the awareness and knowledge of dyslexia among elementary school teachers were poor. However, teaching experience and prior training were found to be positively correlated with knowledge.

Charan and Kaur (2017) worked on a cross sectional descriptive survey named " A Cross-Sectional Survey to Assess the Knowledge and Attitude Regarding Dyslexia among Teachers at Selected Schools, Punjab" to obtain the objective that is to assess the knowledge and attitude regarding dyslexia among teachers and to find out the association between the knowledge of dyslexia among teachers with selected socio-demographic variables. SPSS version 16 was used to analyse the data which was collected through Structured knowledge questionnaire and structured attitude scale from 110 teachers who were recruited through convenience sampling technique . The findings revealed highly significant association between level of knowledge and socio-demographic variables.

Jebakumar et.al. (2023) conducted a cross - sectional study on the topic "Knowledge Of School Teachers Regarding Learning Disabilities In Urban Vellore". The objective of the study was to assess the knowledge of school teachers regarding LDs in selected schools in Vellore town. Through simple random sampling method , 80 teachers were selected who administered a questionnaire to evaluate their knowledge. The researcher used Descriptive analysis, Chi-square tests and IBM SPSS for data analysis . The findings showed that 70% of teachers had adequate general knowledge about LDs, with government/aided school teachers demonstrating better knowledge than private school teachers.

Bharti and Phukan (2024) conducted a descriptive research design on the topic " Awareness Regarding Dyslexia Among Primary School Teachers: A Study in the Context of Social Work" . The objective of the study was to ascertain the awareness regarding various aspects of dyslexia among primary school teachers employed in Government schools in Himachal Pradesh and Punjab. A multistage non-probability purposive sampling technique was used by the researcher for the selection of 128 teachers to gather the data through structured interview schedule. Data was entered in MS Excel and univariate analysis was done. In light of the findings that many are not fully aware of the signs and symptoms of this condition and showed that 61% teachers had a good understanding of learning disabilities and the remaining 39% had a fair knowledge of learning disabilities.

Leite and Sónia (2012) worked on "Dyslexia Through the Eyes of Primary School Teachers" to be a wake up call for the introduction of subjects in the Higer Education Courses that help teachers to deal with this kind of disabilities in order to program adequately for students who show difficulties in some tasks. Open and close ended questionnaire was used for data collection to collect data from 100 primary school teachers from the districts of Oporto, Braga and Lisbon. The major finding shows that only few teachers know what dyslexia is and how to act when facing a dyslexic student and most teachers have already dealt with dyslexic students.

Rajkumari (2023) in the study "The Relationship Between Teachers' Knowledge, Attitude and Practices Towards Learning Disabilities of the Students," examined 133 primary school teachers using a researcher-developed Knowledge, Attitude and Practices scale. The instrument demonstrated acceptable reliability across its three dimensions. The research contributes to understanding the interconnected nature of teachers' knowledge, attitudes, and classroom practices concerning learning disabilities. It also supports the relevance of assessing these dimensions together rather than treating teachers' awareness as an isolated factor.

Wray, Sharma, and Subban (2022) conducted a systematic literature review on factors influencing teacher self-efficacy for inclusive education. Their review identified several factors associated with teachers' confidence in implementing inclusive practices, including professional knowledge, teaching experience, contextual conditions, and pre-service and in-service training. The findings suggest that teachers' confidence is influenced not only by their understanding of inclusive education but also by the availability of appropriate preparation and support. This provides a useful theoretical foundation for examining self-efficacy among teachers responsible for supporting students with dyslexia.

Černickaja and Sokolová (2024) in their scoping review entitled "Dyslexia in Higher Education – Teacher's Perspective," synthesised 12 studies selected from 771 records identified through a structured review process. The review found that teachers generally demonstrated positive attitudes towards students with dyslexia but expressed a need for more practical training. The authors concluded that practical professional development could strengthen teachers' self-efficacy and improve the support provided to students with dyslexia. Although the review focused on higher education, its findings offer relevant insights for teacher preparation across educational levels.

Keivan et.al. (2012) conducted a descriptive study on "The Study Of Awareness And Capability Of Primary School Teachers In Identifying Students With Learning Disability In The Province Of Kermanshah". The objective was to investigate the awareness of teachers in identifying children with learning disabilities. The study involved 291 primary school teachers, who were assessed using a 45 question scale that has made by researchers and selected through multi-stage sampling. T-test and Pearson Correlation were used for data analysis. The study concluded that more than 90% of teachers lacked acceptable ability in identifying students

with learning disorders. Furthermore, significant differences were found between teachers' gender and level of teaching experience in relation to their knowledge of learning disability.

Özçelik and Elveric (2024) conducted a descriptive study on "Dyslexia Awareness Among English Language Teachers In Türkiye". The survey included the objective to gain a better understanding of the awareness and preparedness of English Language teachers in Türkiye in relation to dyslexia and dyslexic learners. The study involved 180 English language teachers, who were assessed using an online questionnaire and selected through purposive and convenience sampling techniques. Descriptive statistics was used for data analysis. The researcher reached in the conclusion that many English language teachers in Türkiye lack preparedness to teach students with dyslexia, highlighting a significant gap in their training and support.

Lu et al. (2026) in their study "Dyslexia Knowledge, Attitudes and Self-Efficacy Among Chinese Mainstream School Teachers," surveyed 909 primary and secondary school teachers in Guangdong Province, China. The study found that teachers exhibited gaps in dyslexia-related knowledge, misconceptions about its causes and interventions, and uncertainty about their ability to support affected learners. Correlation and regression analysis showed that teachers' knowledge and attitudes were significantly associated with and positively predicted their self-efficacy in teaching students with dyslexia.

Research Gap- Previous studies have reported varying levels of teachers' knowledge, awareness of and beliefs about dyslexia. Research conducted in different educational settings has identified gaps in teachers' understanding. Differences across studies should be interpreted in relation to their samples, assessment instruments, and educational contexts. Research has also highlighted the relevance of professional preparation to teachers' understanding of learning disabilities. However, findings from other regions cannot automatically be generalised to primary school teachers in Odisha. The present study therefore examines teachers' knowledge, beliefs, and self-efficacy together, while considering gender, school location, and training status in the selected blocks of Keonjhar district.

Objectives of the Study-

- To assess teachers' knowledge, beliefs, and self-efficacy regarding dyslexia.
- To examine differences in knowledge, beliefs, and self-efficacy with respect to gender.
- To examine differences in knowledge, beliefs, and self-efficacy with respect to location.
- To examine differences in knowledge, beliefs, and self-efficacy with respect to training status

Hypotheses of the Study-

H_{01}: There is no significant difference in teachers' knowledge, beliefs, and self efficacy regarding dyslexia with respect to gender.

H_{02}: There is no significant difference in teachers' knowledge, beliefs, and self-efficacy regarding dyslexia with respect to location.

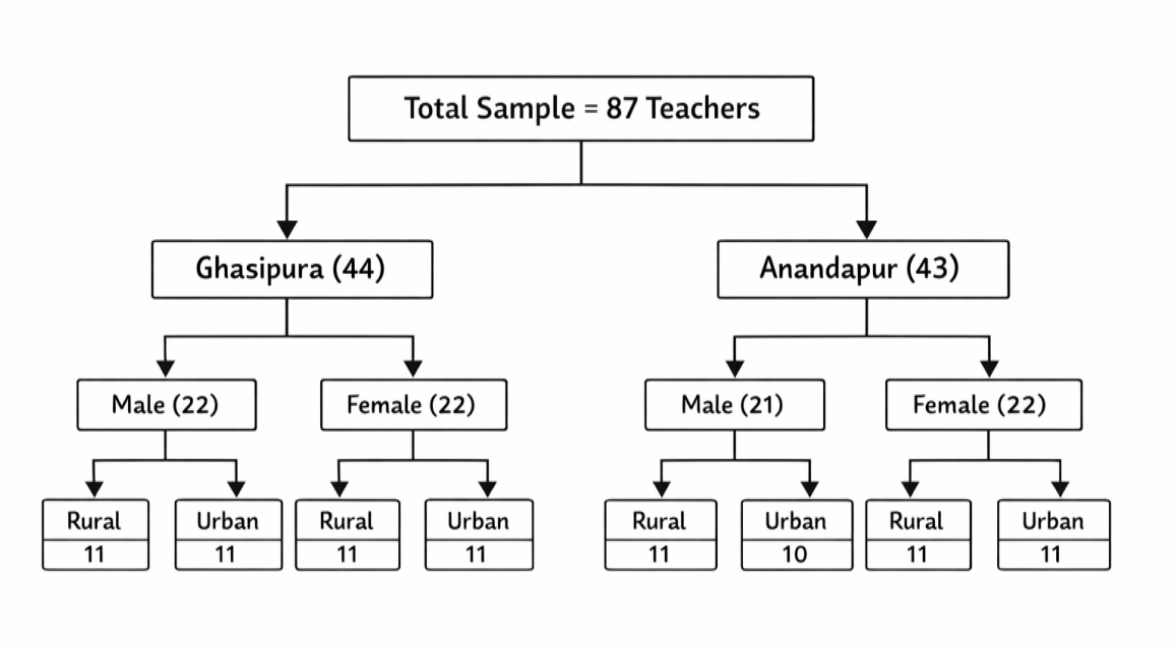
H_{03}: There is no significant difference in teachers' knowledge, beliefs, and self-efficacy regarding dyslexia with respect to training status.

METHODOLOGY

Research Design- The study adopted a descriptive survey research design to assess primary school teachers' knowledge, beliefs, and self-efficacy regarding students with dyslexia. The design was considered appropriate for examining the existing status of these variables and comparing teachers' scores across selected demographic and professional characteristics.

Study Area and Population- The study was conducted in Keonjhar district, Odisha, India, with data collected from primary school teachers in the Anandapur and Ghasipura blocks. The target population comprised primary school teachers working in Keonjhar district. The selected study area provided the context for examining teachers' preparedness to support students with dyslexia in school settings.

Sample and Sampling Technique- A total of **87 primary school teachers** were included in the study. Respondents were selected from the available school clusters in Anandapur and Ghasipura blocks using a **stratified random sampling technique**. This approach was adopted to obtain representation from different groups within the study population and to reduce sampling bias.



Research Tool - Data were collected using a self-developed questionnaire consisting of 25 items distributed across three dimensions: perceived knowledge about dyslexia(13 items), beliefs regarding dyslexia(7 items) and self-efficacy in supporting students with dyslexia(5 items). The questionnaire used a five-point Likert-type response scale ranging from strongly disagree (1) to and strongly agree(5). The scores were calculated according to the prescribed scoring procedure for the respective dimensions.

Validity and Reliability of the Instrument - The questionnaire was examined for face validity and content validity through a review of its f relevance, clarity, and appropriateness for assessing teacher's knowledge, beliefs and self-efficacy regarding dyslexia. The review was conducted by two expertises in educational field and the items were revised in accordance with their documented suggestions. The internal consistency of the instrument was assessed using Cronbach's alpha. The reported overall coefficient was **0.904** for 25 items and 87 samples. This estimate indicates high internal consistency for the set of items analysed; however, it does not independently establish the validity of the instrument or the reliability of each dimension..

Data Collection Procedure - Data were collected through a Google Forms questionnaire administered to selected teachers in Anandapur and Ghasipura blocks. Prior permission was obtained from the concerned school authorities. Participants were informed about the purpose of the study, assured that their responses would be kept confidential, and requested to provide honest responses.

Statistical Analysis - The collected data were analysed using descriptive and inferential statistical techniques.. Means and standard deviations were used to describe teachers' scores on knowledge, beliefs, and self-efficacy regarding dyslexia. Independent-samples *t*-tests were employed to examine differences in these scores according to gender, school location (rural and urban), and training status.

Ethical Considerations- The study procedure, as described in the thesis, included obtaining permission from

the concerned school authorities, informing respondents about the purpose of the research, and assuring confidentiality.

RESULTS

Table 4.1 Descriptive statistics of teachers' knowledge, beliefs, and self-efficacy regarding dyslexia

Aspects	N	Minimum	Maximum	Mean	SD
Knowledge	87	31	64	51.87	6.423
Belief	87	22	35	31.43	3.165
Self-efficacy	87	11	19	15.14	1.222

(Mean Scores for Teacher' Knowledge, Beliefs and Self-Efficacy Regarding Dyslexia)

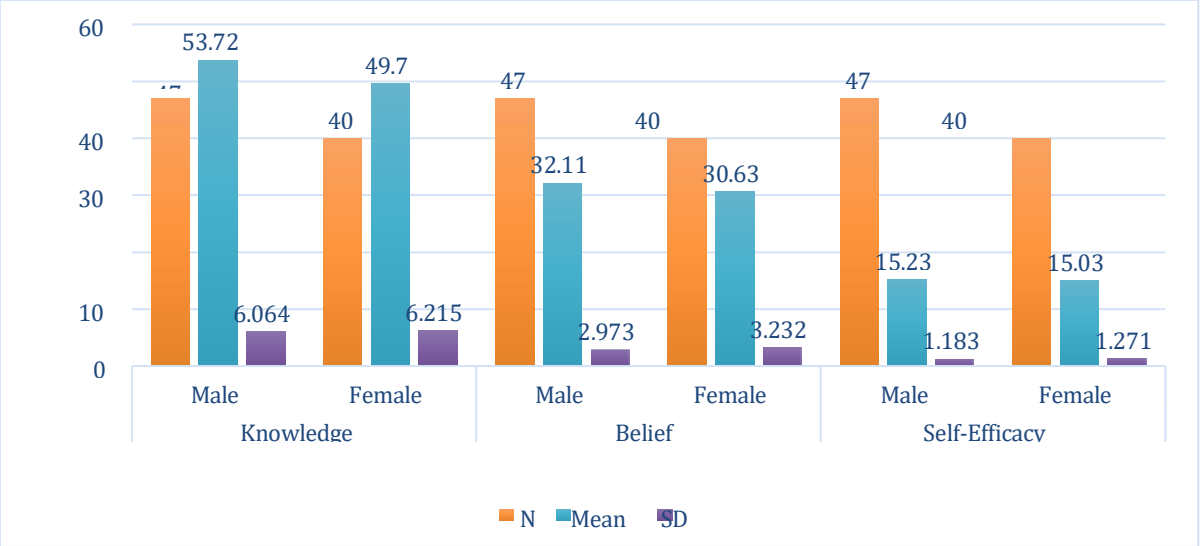


The results indicate that teachers obtained a mean knowledge score of 51.87 (SD = 6.42), reflecting generally favourable scores on the knowledge dimension. The mean belief score was 31.43 (SD = 3.17), while the mean self-efficacy score was 15.14 (SD = 1.22). The relatively smaller standard deviation for self-efficacy suggests less variation in reported confidence than in knowledge scores. Overall, the findings indicate favourable responses across the three dimensions, although differences in individual scores remain evident, particularly for knowledge.

Table 4.2 Comparison of teachers' scores on the basis of gender

Aspects	Gender	N	Mean	SD	t-value	df	Sig.
Knowledge	Male	47	53.72	6.064	3.049	85	.003
	Female	40	49.70	6.215			
Belief	Male	47	32.11	2.973	2.225		.029
	Female	40	30.63	3.232			
Self-Efficacy	Male	47	15.23	1.183	.794		.430
	Female	40	15.03	1.271			

(Knowledge, Beliefs and Self-Efficacy by Gender)

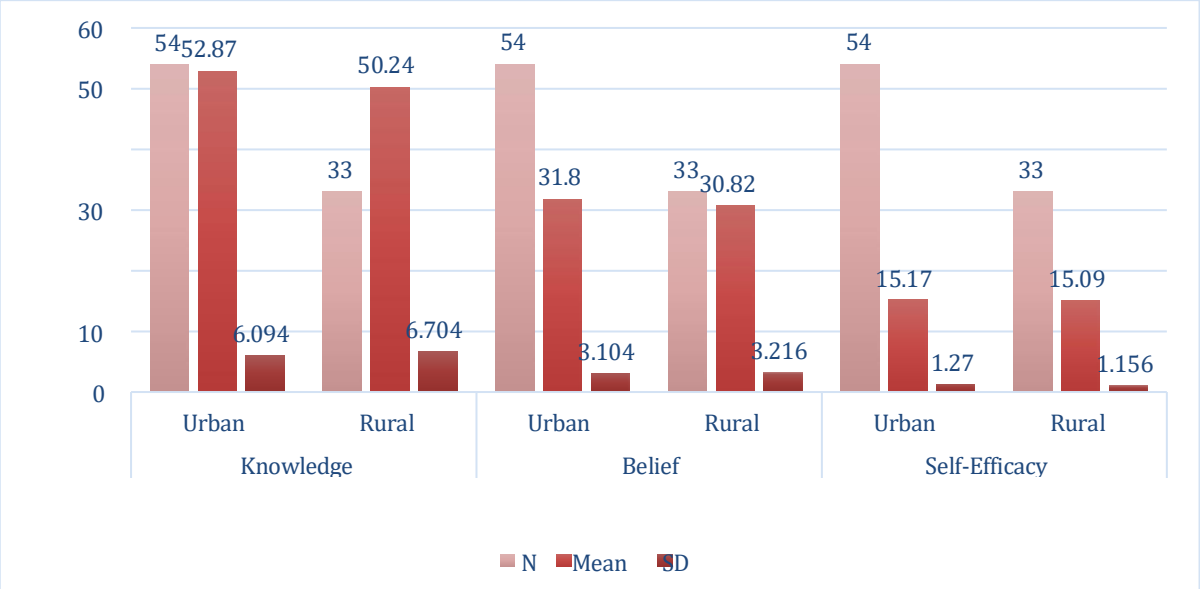


The analysis revealed statistically significant gender differences in knowledge, $t(85) = 3.049$, $p = .003$, and beliefs, $t(85) = 2.225$, $p = .029$. Male teachers recorded higher mean scores on both dimensions than female teachers. However, the difference in self-efficacy was not statistically significant, $t(85) = 0.794$, $p = .430$. Thus, the sample showed gender-related differences in knowledge and beliefs but did not provide evidence of a significant difference in reported self-efficacy

Table 4.3 Comparison of teachers' scores on the basis of school location

Aspects	Location	N	Mean	SD	t-value	df	Sig.
Knowledge	Urban	54	52.87	6.094	1.879	85	.064
	Rural	33	50.24	6.704			
Belief	Urban	54	31.80	3.104	1.407		.163
	Rural	33	30.82	3.216			
Self-Efficacy	Urban	54	15.17	1.270	.279		.781
	Rural	33	15.09	1.156			

(Knowledge, Beliefs and Self-Efficacy by Location)



Urban teachers obtained slightly higher mean scores than rural teachers across all three dimensions. Nevertheless, none of the differences reached statistical significance at the .05 level: knowledge, $t(85) = 1.879$, $p = .064$; beliefs, $t(85) = 1.407$, $p = .163$; and self-efficacy, $t(85) = 0.279$, $p = .781$. The findings therefore do not establish a statistically significant difference between urban and rural teachers in the three measured dimensions.

Table 4.4 Comparison of teachers' scores on the basis of training status

Aspects	Training	N	Mean	SD	t-value	df	Sig.
Knowledge	Yes	32	55.66	5.603	4.670	85	.029
	No	55	49.67	5.853			
Belief	Yes	32	32.50	3.162	2.488		.015
	No	55	30.80	3.021			
Self-Efficacy	Yes	32	15.41	1.388	1.576		.119
	No	55	14.98	1.097			

(Knowledge, Beliefs and Self-Efficacy by Training Status)



Statistically significant differences were observed between trained and untrained teachers in knowledge, $t(85) = 4.670$, $p < .001$, and beliefs, $t(85) = 2.488$, $p = .015$. Teachers who had received SLD training obtained higher mean scores in both dimensions. However, the difference in self-efficacy was not statistically significant, $t(85) = 1.576$, $p = .119$.

DISCUSSION

The present study examined primary school teachers' knowledge, beliefs, and self-efficacy regarding dyslexia and explored whether these dimensions differed by gender, school location, and training status. The findings provide insight into teachers' reported preparedness to support students with dyslexia in the selected blocks of Keonjhar district. The descriptive findings showed a mean knowledge score of 51.87, a mean belief score of 31.43, and a mean self-efficacy score of 15.14. Since the study used a self-developed Likert-scale questionnaire, the reported scores primarily reflect responses to that instrument.

Similarly, self-efficacy reflects teachers' perceived confidence rather than direct evidence of their instructional competence. The results showed statistically significant differences between male and female teachers in knowledge and beliefs. In contrast, self-efficacy did not differ significantly by gender. The observed gender differences require cautious interpretation. The study did not establish why male teachers scored higher, and the results should not be taken to imply that gender itself caused the differences. Although urban teachers had slightly higher mean scores than rural teachers across knowledge, beliefs, and self-efficacy, none of these differences was statistically significant. The study did not find sufficient evidence of a rural–urban difference in the sample.

Training status was associated with statistically significant differences in knowledge and beliefs. Teachers who reported receiving SLD training obtained higher mean scores than teachers without such training. This result is consistent with the practical expectation that structured professional learning may help teachers become more familiar with specific learning disabilities and develop more informed perspectives on supporting affected learners. Teachers who received training may also differ in their professional experience, motivation, access to resources, or previous interest in inclusive education. No statistically significant difference was found in self-efficacy by training status. Although trained teachers reported a higher mean score, the difference was not statistically significant. This suggests that participation in training, as measured in this study, was not accompanied by a demonstrable difference in perceived confidence. One possible explanation is that confidence may depend on opportunities to apply learning in practice, access to mentoring, and experience of adapting instruction. These possibilities should be tested rather than assumed. The finding highlights the value of considering both knowledge-focused and practice-oriented components in teacher development. Training programmes may include identifying common indicators of dyslexia, selecting appropriate classroom strategies, adapting reading and writing tasks, monitoring student progress, and collaborating with families and specialist professionals.

Implications For Inclusive Education

The findings have three principal implications. First, professional development should provide systematic and accurate information about dyslexia while addressing misconceptions and promoting informed beliefs about students' learning needs. Second, training should extend beyond theoretical awareness to include practical classroom strategies, case-based activities, demonstration lessons, and opportunities for supported application. Third, schools and teacher education institutions should consider regular assessment of teachers' learning needs and provide continuing professional support. The study also indicates the need to avoid relying exclusively on self-reported measures when evaluating teacher preparedness. Future research could combine questionnaires with interviews, classroom observations, or scenario-based assessments to examine whether teachers' reported knowledge and confidence correspond with their actual classroom decisions.

LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

The findings should be considered in light of the study's limitations. The sample consisted of 87 teachers from two blocks in one district, limiting generalisation to other districts or educational contexts. The questionnaire was self-developed, and the reported overall Cronbach's alpha of 0.904 should be interpreted according to the exact set of items for which reliability was calculated. Further validation, including evidence of construct validity and separate reliability estimates for the three dimensions where appropriate, would strengthen future use of the instrument. The study also relied on self-reported responses and cross-sectional comparisons. It did not establish causal relationships between training and teachers' scores, nor did it directly assess classroom practices or student outcomes. Future research could use larger, multi-district samples, validated measures, qualitative interviews, classroom observations, and pre–post evaluation of training interventions. Such approaches would help determine which professional development strategies are most effective in improving teachers' knowledge, beliefs, and practical confidence in supporting students with dyslexia.

CONCLUSION

The present study examined primary school teachers' preparedness to identify and support students with dyslexia in inclusive classroom settings in Keonjhar district, Odisha. The findings indicate that the 87 teachers

included in the study generally demonstrated a relatively high level of knowledge, positive beliefs, and moderate to high self-efficacy regarding dyslexia. These findings suggest an encouraging level of awareness and willingness among teachers to support learners with specific learning difficulties. The study also revealed significant gender differences in teachers' knowledge and beliefs, with male teachers obtaining higher scores in these domains, while no significant gender difference was observed in self-efficacy. Furthermore, no significant differences were identified between urban and rural teachers across the three dimensions. Training status was significantly associated with teachers' knowledge and beliefs; however, no significant difference was observed in self-efficacy based on training status. This suggests that theoretical knowledge and positive perceptions may be strengthened through professional development, whereas confidence in addressing dyslexia may require additional practical experience and classroom-based support. Overall, the study highlights the importance of strengthening teacher education through structured training programmes, practical workshops, early-identification strategies, and specialised instructional approaches for students with dyslexia.

REFERENCES

1. Abbas, F., Zafar, A., & Naz, T. (2016). Footstep towards inclusive education. *Journal of Education and Practice*, *7*(10), 48-52. https://eric.ed.gov/?id=EJ1099596
2. Abraham, D. E. (2014). Teachers' knowledge and beliefs about dyslexia: A survey of pilot inclusive schools in the Effutu District. [Doctoral dissertation, Ashesi University College]
3. Albeladi, W. S., & Dubai, S. A. (2023). Knowledge and awareness of elementary school teachers about reading disability (dyslexia) in Kingdom of Saudi Arabia, Medina 2018. *International Neuropsychiatric Disease Journal*, *20*(2), 27–49 https://doi.org/10.9734/INDJ/2023/v20i2392
4. Alkahtani, K. D. F. (2019). Teachers' knowledge and awareness of dyslexia in Saudi Arabia. *International Education Studies*, *12*(5), 66–75. https://doi.org/10.5539/ies.v12n5p66
5. Alsheikh, N., & Alenezi, A. (2020). Dyslexia and the role of teachers' professional development in inclusive education. *Educational Research International*, 2020, 1–10. https://doi.org/10.1155/2020/793765
6. Bains, M. R. (2025). A study to evaluate the effectiveness of a learning package on knowledge and attitude of primary school teachers regarding learning disabilities (LD) of children, in selected schools of Bengaluru. *International Journal for Multidisciplinary Research*, *2*(7). 1-11
7. Bharti, S., & Phukan, D. (2024). Awareness regarding dyslexia among primary school teachers: A study in the context of social work. *Rajagiri Journal of Social Development*, *01*(16), 41–50 . https://doi.org/10.5958/2583-7087.2024.00004.4
8. Černickaja, K., & Sokolová, L. (2024). Dyslexia in higher education – teacher's perspective: Scoping review. Frontiers in Education, 9, Article 1372699. https://doi.org/10.3389/feduc.2024.1372699
9. Charan, G. S., & Kaur, H. (2017). A cross-sectional survey to assess the knowledge and attitude regarding dyslexia among teachers at selected schools, Punjab. *International Journal of Science and Healthcare Research*, *3*(2), 9–14.
10. Dymock, S., & Nicholson, T. (2022). Dyslexia Seen Through the Eyes of Teachers: An Exploratory Survey. *Reading Research Quarte*ly, *2*(58), 333 - 344. doi:10.1002/rrq.490
11. Ijeoma, D. J., & Chinelo, J. D. U. (2019). Knowledge of dyslexia amongst primary schools teachers in Rivers State. *National Journal of Advanced Research*, *2*(5), 10–15.
12. International Dyslexia Association. (2018). Dyslexia in the classroom: What every teacher needs to know. https://dyslexiaida.org
13. Jebakumar, D., Marconi, S., Kattula, D., & Priscilla, R. A. (2023). Knowledge of school teachers on learning disability. *Journal of Family Medicine and Primary Care*, *8*(12), 1582 - 1587. 10.4103/jfmpc.jfmpc_2018_22
14. Keivan, , K., Arjmandnia, A. A., & Afrooz, G. A. (2012). The study of awareness and capability of primary school teachers in identifying students with learning disability in the province of Kermanshah. *Procedia - Social and Behavioral Sciences*, 2012(46), 2615 - 2619. 10.1016/j.sbspro.2012.05.534
15. Leite, S. (2012). Dyslexia through the eyes of primary school teachers. *Procedia - Social and Behavioral Sciences*, 69, 200–206. doi.org
16. Lingeswaran, A. (2013). Assessing knowledge of primary school teachers on specific learning

disabilities in two schools in India. *Journal of Education and Health Promotion*, 2, Article 30. https://doi.org/10.4103/2277-9531.115807

17. Lu, M., Xie, X., Yuan, M., & Liang, D. (2026). Dyslexia knowledge, attitudes and self-efficacy among Chinese mainstream school teachers. Dyslexia, *32*(3), Article e70037. https://doi.org/10.1002/dys.70037
18. Menon K. P, S. (2016). Awareness on Learning Disabilities among Elementary School Teachers. *Asian Journal of Education and Training*, *2*(2), 78 - 83.
19. Mondal, A. (2021). Investigating the existing knowledge and awareness on learning difficulties and assistive technological tools among the high school teachers of Puducherry district and South Andaman district: A comparative study. [Doctoral Dissertation, Pondicherry University]. http://hdl.handle.net/10603/433244
20. Özçelik, A. E., & Elverici, S. E. (2024). Dyslexia awareness among English language teachers in Türkiye. *European Journal of Education*, *3*(59) . https://doi.org/10.1111/ejed.12647
21. Panchani, B R. (2020). A study of primary school teachers' awareness about dyslexia. [Doctoral dissertation, GLS University] http://hdl.handle.net/10603/311039
22. Pragya, S. (2022). Awareness of elementary school teachers about learning disabilities and difficulties faced by them in inclusive setup. [Doctoral Dissertation, Chaudhary Charan SinghUniversity] https://shodhganga.inflibnet.ac.in/handle.net/10603/573716
23. Rajkumari, S. (2023). The relationship between teachers' knowledge, attitude and practices towards learning disabilities of the students. *The Journal of Research ANGRAU*, *51*(3). https://doi.org/10.58537/jorangrau.2023.51.3.13
24. Rakshit, S., & Mete, P. J. (2022). Awareness of Dyslexia among Primary School Teachers and Dyslexia affected students in Primary Level in Bankura District in West Bengal. *Journal of Research in Humanities and Social Science*, *8*(10), 123 - 127.
25. Ram, G. K. (2022). A descriptive study to assess the level of awareness and attitude regarding learning disabilities among elementary school teachers in selected school Of dist dholpur rajasthan. Desh Bhagat University. http://hdl.handle.net/10603/392790
26. S, A., Akoijam, P., Gupta, A., & Akoijam, B. S. (2021). A Knowledge and attitude of school teachers towards learning disabilities in Bishnupur district, Manipur: across sectional study. *International Journal of Community Medicine and Public Health*, *2*(8), 823 - 827. https://dx.doi.org/10.18203/2394-6040.ijcmph20210246
27. Shetty, A., & Rai, B. S. (2014). Awareness and knowledge of dyslexia among elementary school teachers in India. *Journal of Medical Science and Critical Research*, *5*(2), 1135–1143.
28. Singh, K., Vashist, S., Jeganathan, J., Khan, A., Saleh, K. A., & Mariappan, K. D. (2024). Awareness and Perception of Dyslexia Among Primary School Teachers in Selected Schools in India. FMDB Transactions on Sustainable Techno Learning, *4*(2), 182 - 193. https://doi.org/10.69888/FTSTL.2024.000343
29. T. Kalsoom, A. H. Mujahid, and A. Zulfqar, "Dyslexia as a learning disability: Teachers' perceptions and practices at school level," Bull. Educ. Res., *42*(1), pp. 155–166, 2020.
30. Tosun, D., Arikan, S., & Babur, N. (2021). Teachers' Knowledge and Perception about Dyslexia: Developing and Validating a Scale. *International Journal of Assessment Tools in Education*, *2*(8), 342 - 356. https://doi.org/10.21449/ijate.684672
31. Wray, E., Sharma, U., & Subban, P. (2022). Factors influencing teacher self-efficacy for inclusive education: A systematic literature review. Teaching and Teacher Education, 117, Article 103800. https://doi.org/10.1016/j.tate.2022.103800
32. Yousef, A. H. (2022). Primary school teacher's awareness and knowledge of dyslexia in Qassim Region-Saudi Arabia. *Pakistan Journal of Medical and Health Sciences*, *5*(16), 844–850 . https://doi.org/10.53350/pjmhs22165844