

Knowledge and Perception of Primary School Teachers Towards Pupils with Dyslexia in Selected Schools in AMAC

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ABSTRACT

Dyslexia is a neurodevelopmental learning disorder that affects reading and spelling despite normal intelligence. Teachers play a crucial role in identifying and supporting affected pupils; however, limited awareness and misconceptions often hinder effective intervention, particularly in Nigeria. This study assessed the knowledge and perception of primary school teachers toward pupils with dyslexia in selected schools within the Abuja Municipal Area Council (AMAC), Federal Capital Territory. A descriptive cross-sectional design was adopted, involving 308 teachers drawn from both public and private primary schools using multistage sampling. Data were collected using a structured questionnaire adapted from the Learning Disabilities Screening Scale (LDSS) and analysed using SPSS version 26. Descriptive statistics, chi-square tests, and Pearson's correlation were applied. Findings revealed that 37.3% of teachers demonstrated good knowledge of dyslexia, 42.9% had fair knowledge, while 19.8% had poor knowledge. Most teachers (82.5%) showed a neutral perception toward pupils with dyslexia, with only 6.5% exhibiting positive attitudes and 7.8% showing negative perceptions. There was a statistically significant moderate positive correlation between teachers' knowledge and perception ($r = 0.357$, $p < 0.001$), indicating that higher knowledge levels are associated with more favourable perceptions. Significant relationships were found between knowledge and demographic variables such as age, educational qualification, and school type, while perception was also significantly influenced by age and school type. However, prior training on dyslexia was not significantly related to either knowledge or perception. The study concludes that primary school teachers in AMAC possess only moderate knowledge and largely neutralized perceptions of dyslexia, reflecting insufficient training and awareness. It emphasizes the need for integrating dyslexia focused modules into teacher education curricula, organizing regular professional development workshops, and promoting inclusive education policies to enhance early identification and classroom support for pupils with dyslexia.

