The effect of dyslexia on student academic performance and social development within the classroom setting

HIBERNIA COLLEGE

‘The effect of dyslexia on student academic performance and social development within the classroom setting.’

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Dissertation submitted in partial fulfilment of the award of

Professional Master of Education in Post-Primary

Date
June, 2024

Abstract

The research aims to investigate the academic and social effects of dyslexia in the classroom.
The study presents a comprehensive introduction to the study's primary research challenges. The paper explores the current debates around dyslexia and its impact on post-primary children. The dissertation uses quantitative research instruments with a sample size of 41 respondents. The study's conclusion highlights key results and suggests areas for further investigation. Both the contribution of this dissertation, along with a review of the central limitations of the study will also be presented.

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Chapter 1

1:1 Introduction

‘It was only with the emergence of widespread literacy, though, that problems with learning to read were noticed and that the condition became prominent in society’ Kirby P, Snowling M, (2022)
The diversity in learning requirements among students has received more attention in education, as teachers, researchers, and politicians plan to build inclusive environments that cater to every individual's potential. Dyslexia, a neurodevelopmental disorder that impacts reading, spelling, and writing ability, is one such learning difference that has gained prominence in recent years. Studies have shown how Dyslexia diagnosis amongst secondary school pupils has risen. Dyslexia presents distinct obstacles for students as they navigate the educational environment, especially throughout their post-primary years, which are critical periods of academic and social development. The purpose of this study is to investigate and explain the varied influence of dyslexia on pupil academic achievement and social development in post-primary schools.

1:2 Background to study

The focus of this dissertation was inspired by my own experience within the classroom during my first block of school placement and specifically when tasked with creating lesson plans that catered for the many students within the class either with a dyslexia diagnosis or who were waiting assessment. I was intrigued by the relatively high number of pupils in need of both extra support resources and diverse lessons. Thus, it urged me to think further about the need for the novice teacher to comprehend the potential profound impact of dyslexia on students' educational experiences beyond the early stages of schooling. ‘A dyslexic child has difficulty with learning to read’ Doyle J, (2002)

Post-primary schools are an essential turning point in a students' academic journey, as they are exposed to more advanced curriculum and social interactions both with the potential to affect their future pursuits and prospects. Research suggests that dyslexia have a range of effects on pupils, directly academic and on a wider scale. Specifically, According to Nistler R, (1993) dyslexic pupils may struggle with comprehension and fluency in reading in secondary school. This might make it difficult for them to learn and understand lessons in a variety of subjects, Dyslexia can have an impact on an individual's self-esteem and mental health. Research contributes to the recognition of mental health problems associated with dyslexia and supports the creation of ways to improve self-confidence and emotional well-being. Therefore, it was considered that gaining a deeper understanding the interaction between dyslexia, academic achievement, and social development at this juncture might

serve to guide pedagogical methods, potential interventions, and policies and practices that promote more inclusive education.

1:3 Rationale

The main objective of the study is to undertake a thorough examination of how dyslexia affect pupils' academic performance and social development in the post-primary school setting. As teachers we are at the forefront of identifying literacy needs within the classroom if it has not yet been discovered in the home environment. As pupils transition from primary school, secondary school will present them with a wide range of more complex and diversified subjects, greater reading requirements and a consistent requirement for written outputs. These increasing academic demands may be particularly difficult for pupils with dyslexia, who struggle with reading fluency and writing skills. Indeed, Reid (2016) suggested that "the class teacher is the one who is in the best position to identify dyslexia initially and enlist others to assist in the assessment and support process".
Given this identification of the key role of the second level classroom teacher, the study in hand has been developed with the following research objectives:

-Examine the distinct academic obstacles that pupils with dyslexia face in secondary school, concentrating on areas such as reading comprehension, writing expression, and subject-specific learning.
-Investigate Social Dynamics by examining how dyslexia impacts upon students' interactions, relationships, and integration within peer groups and the wider school community, with a particular focus on social and emotional well-being.
-Identify present support systems, adjustments, and interventions in post-primary schools aimed at reducing the negative effects of dyslexia on academic achievement as well as social development.
-Analyse and evaluate the influence of different pedagogical techniques and educational strategies on the educational and social experiences of the pupil presenting with dyslexia.

1.4 Methodology Overview

The purposes of the research determine the methodology and design of the research' Cohen.L, Morrison. K and Manion, L (2007)
This dissertation takes a quantitative approach to responding to the research objectives specified above. A series of structured surveys were developed on Microsoft forms to amass data on teachers' experiences and support they received when teaching students with dyslexia.

1.5 Dissertation Summary

Chapter 2 presents an examination of the pertinent literature on dyslexia. It seeks to examine the nature of the impact on students academically specifically focusing on areas such as reading, comprehension and writing expression, it will also examine relevant literature on teaching methodologies and strategies for students with a dyslexia diagnosis, the positive and negative impact of parental involvement and peer and social interactions, and how these may affect these students including stress and anxiety.

Chapter 3 will discuss the key elements in the research process, it will include the relevant methods chosen and why. In the case of this research a quantitative approach was used, and surveys were sent online to a group of teachers willing to take part. This chapter will also go in depth into why this was more suited with regards to relevant literature.

Chapter 4 will present a detailed and in-depth critical analysis of the data collected. This chapter will show all findings and include all relevant percentages, graphs and pie charts created from data collected through the survey results.

Chapter 5 will critically analyse the interpretation of the findings chapter. It will link back to the research questions previously stated and link with all relevant literature from the literature review.

Chapter 6 will summarise all relevant information from all chapters in the dissertation and draw together the main conclusions.

1:6 Conclusion

We grew into educational research because we enjoyed the challenge and wanted to investigate ways to support others in teaching and learning processes. (McKenney, T. Reeves. C 2019)

Starting post-primary school can be a daunting experience for all pupils. In this dissertation I look forward to expanding my knowledge on how dyslexia impact students social interactions, relationships and interactions with their peers groups, How different strategies and techniques positively influence students with dyslexia and how dyslexia impact individuals throughout their lives, including school achievement, employment opportunities, and overall enjoyment of life, is essential.. This dissertation plans to contribute to a better understanding of dyslexia's effects on education and social integration via an in-depth study of these objectives.

Chapter 2 Literature review

2.1 Introduction: About Dyslexia

The word Dyslexia is derived from two Greek words, Dys meaning difficult and Lexia meaning words. Hultquist (2008) Therefore it means the difficulty a person may have with words, reading and comprehension. The significant impact on children's academic achievement and social development, Dyslexia a neurodevelopmental disease impacting reading, writing, and spelling skills, has received greater attention in educational research. Understanding the multiple implications of dyslexia in the classroom becomes critical as teachers and researchers attempt to establish inclusive learning environments. This topic is important because it emphasises the necessity for focused actions to assist diagnosed pupils. A literature review is required to synthesise current research, identify successful techniques, and assist teachers and legislators in developing inclusive learning environments that address both academic and social difficulties. Understanding these interactions ensures that students with dyslexia get the help they need to succeed in school. The aspects of this topic that will be explored include the diagnosis of dyslexia, parent supports, resources and materials available within the classroom settings and schools, It also aims to look at the effect dyslexia may have on a student's social interactions and mental health in post primary schools. This review of the literature synthesises results from several sources, including educational psychology, neurology, and pedagogy, to provide an in-depth understanding of how dyslexia influence students' academic and social experiences and the importance of parental support and in school diagnosis. According to Jesson, Matheson, and Lacey (2011), the literature review helps to develop a new dimension or fresh perspective of study that offers a unique addition to documentary research (Jesson, Matheson, and Lacey, 2011, p. 10). Snyder (2019) claims that the literature review is still important since it is at the forefront of research and appraising all the evidence in specific study fields. A valuable and 'well-conducted review as a research approach establishes a stable platform for increasing knowledge and aiding theory building,' she says. (Webster, J., and R. T. Watson, 2002, as referenced in Snyder, 2019, p.333). Doyle (1997) navigates the many components of reading, noting that dyslexia is more than just a problem with letter decoding. Doyle criticises established techniques of evaluating reading competency, stating that a limited emphasis on accuracy and speed might overlook the fundamental root of dyslexia, which includes issues with phonological processing as well as other cognitive components. 'It is important to be able to measure how well a child can read so then an accurate and unbiased assessment of the child's progress maybe made' (Doyle 2002) enables for prompt and focused interventions, creating a helpful learning environment for dyslexic pupils.

Symptoms of Dyslexia can vary from person to person, Phonological decoding issues are a sign of dyslexia that make it difficult to read words properly and fluently Berent (2021) People might have trouble pronouncing words correctly, spelling them, and comprehending their meanings. Despite

normal intellect, this often leads to sluggish reading, a lot of errors, and difficulties understanding written information. The theories behind the causes of dyslexia in recent years include Amblyopia, visual field deficiencies, and eye conditions that inhibit clear word projection onto the retina, these are some of the theories put out to explain the causes of dyslexia. Studies reveal that 4 cd/m² brightness on a 68 cd/m² Werth (2023) backdrop causes reading problems; hence, variations in luminance are essential for successful reading. It is important to note that many co-occurring conditions to dyslexia may also influence students learning and behaviour within the classroom, some of these conditions include ADHD, Dyspraxia, hearing impairments and difficulty with audio visuals. Calabrich (2021) notes how people with development dyslexia may find it difficult to bind visual forms to phonological forms in the early stages of learning to read.

2.2 Assessment

Comprehensive assessments that include standardised tools and observations assist teachers and other professionals in understanding a student's cognitive profile and identifying areas of difficulty. These assessments not only identify dyslexia but also lead to a better understanding of each student's particular learning requirements. Interventions customised to these requirements, ranging from specialised reading programmes to assistive technology, may then be applied. According to the research by William, K. Wilkinson Parental support is vital in setting up the first assessment to begin that journey of support for the student throughout their years in education. Like Wilkinson, De Moor discusses a child's educational profession and how it reaches a turning point when they go from primary to post-primary school, which signifies an enormous shift in social and intellectual dynamics. For adolescents who are struggling academically, support from parents throughout this transition is essential to facilitating a smooth shift and encouraging positive outcomes, ‘marking the point from which they gain new relationships, freedoms, and opportunities but also new responsibilities’ De Moor (2023) However this contrasted with the research provided by Geraldine Scanlon where the lack of support between pupil and teacher relationship had a huge effect on the parental support in which was needed with students from an SEN back ground, according to Scanlon (2016) ‘For them, their child’s social and academic matters were intricately bound through strong pupil–teacher relationships at primary school, but not at post-primary’ Children going through the unfamiliar path of a new school setting thrive from the emotional stability and certainty that comes with the involvement of parents. Parents may help their children feel less anxious and more confident by providing support, paying close attention, and understanding their worries. As previously outlined parent’s voices matter and according to Kenneth Denton (2022) Upon becoming more knowledgeable about dyslexia and reaching out for support, these emotions often transform into determination and advocacy. Parents may have a sense of empowerment as they support their child in overcoming obstacles, looking for the right options, and embracing their own strengths. Parents reported receiving recommendations from

various specialists, such as teachers, doctors, and speech-language pathologists, to assess their child for dyslexia. Responses to this question revealed the overriding topic of the necessity for parent advocacy in response to delayed or insufficient school testing. Denton highlights the critical role that parents play in recognising and managing dyslexia in their children. Using a mixed-method approach, Denton explores parents' experiences navigating the difficult diagnostic process, highlighting the obstacles they encounter and the approaches they use. The study's thorough examination of both quantitative and qualitative data, which offers a full knowledge of the issues, is one of its strongest points. Denton does an excellent job of portraying the many viewpoints of parents while highlighting the complexity of the process of getting a dyslexia diagnosis. Whilst Nevill (2022) explores the intricate details of school systems and how they address neurodiversity in general and dyslexia in particular. He draws attention to the difficulties dyslexic students have and the institutional barriers preventing their inclusion. Neville does not, however, go far enough in offering practical remedies or exploring the socio-political factors behind the approval of legislation. Overall, the paper highlights the drawbacks of inclusive education but falls short of providing a thorough analysis or recommendations for change.

2.3 Dyslexia: Mental health, self-esteem and behaviour

It is important to note how Dyslexia may affect the confidence of those students within the classroom, especially the students who may not have the support from home. As mentioned above dyslexia affect’s reading comprehension and fluency, it can harm a student's self-confidence. Having trouble understanding words or following directions may be embarrassing and frustrating. They could stop engaging in class activities out of fear of being judged or called slow learners, which would further damage their self-esteem. In her research paper, Sumner (2021) examines the needs for academic help and confidence among college students who have developmental coordination disorder (DCD) or dyslexia. It illuminates the difficulties these students have in secondary education by looking at different factors. Similarly, Zuppardo (2023) offers an In-depth study of the complex connections between dyslexia and psychological elements including anxiety, low self-esteem, and behavioural issues in children and adolescents, the study offers insightful information on the complex effects of dyslexia that go beyond academic challenges. Additionally, the paper might benefit from addressing any mixed-up factors that may affect the results that were observed, such as socioeconomic characteristics or medical conditions. The study would also be more practically relevant if it investigated potential interventions for reducing the psychological effects of dyslexia. Using clinical case files, Boyes research examines the relationships of externalising and internalising issues in dyslexic children. Although the research clarifies possible behavioural disorders linked to dyslexia, its dependence on clinical data raises concerns about the generalizability of the findings and potential biases present in such results. Furthermore, a more thorough examination of complicating variables

and surroundings impacting behavioural results will enhance the paper's analysis. Nevertheless, the study improves our knowledge of the complex behavioural aspect of children with dyslexia by pointing to potential directions for future research and specialised intervention techniques and teaching methods. Alexopoulou (2024) investigates how teachers see treating anxiety disorders in adolescents who struggle academically and how this can be linked to those with dyslexia. I believe the research clarifies a vital topic, however generalisation should be approached with care because of its dependence on personal views.

2.4 Teaching methodologies

Raju's paper (2023) suggests a multidisciplinary method for educating teachers to identify dyslexia in integrated learning environments. Similarly, Ong (2023) states the importance of examining the applications of educational technologies. Both papers suggest that different methods are vital when educating teachers. One possible explanation for lack of experience within teachers teaching students with dyslexia is the lack of one's own confidence. Peltier (2022) draws attention to the complexities surrounding the information held by teachers, highlighting differences in understanding and the impact of experience and training. Peltier (2022) emphasises the need of specialised professional development to improve teachers' ability to identify and assist dyslexic pupils. As shown in Dymock's (2023) survey on teachers the study highlights difficulties in identification and assistance by highlighting teacher different levels of understanding and awareness. Dymock (2023) highlights the necessity of further professional development and training for teachers to fill in knowledge gaps and help dyslexic pupils achieve better results. There is no disputing the how important teacher training is and closing the gaps in knowledge, Indelli (2023) highlights the significance of multimodal techniques, such as visual aids and digital resources. However, depending on the resources that are available and the setting, Indelli's (2023) paper's usefulness may change. A similar observation is taken from Ott (2007) She emphasises personalised techniques to efficiently meet a range of demands by combining theoretical insights with useful methods. The ebook helps teachers get a comprehensive grasp of dyslexia assistance by covering a variety of topics, such as evaluation, multimodal teaching techniques, and intervention planning. Ott (2007) places a strong focus on providing students with specific, structured instruction that builds their confidence and skills.

2.5 Inclusivity

There is no disputing how vital it is for students with dyslexia to gain confidence within themselves and their own academic achievements to progress successfully into the outside world. Buggle (2020) clarifies inclusive workplace policies. The study emphasises the value of building confidence among

neurodiverse personnel using the insights of Nicola James CEO. The strategies that were covered, like fostering an inclusive atmosphere and providing individualised help, are admirable. Adolescents with dyslexia are often misdiagnosed or misinterpreted, which makes others think they are lethargic. This error in judgement may be very discouraging, leading people to question their value and skills. Adolescents with dyslexia may escape socially out of fear of being judged or made fun of by their classmates. Dyslexia may also cause problems with everyday activities like time management, following directions, and organising ideas, in addition to academic challenges. These challenges might further damage their self-esteem since they think they're not as good as their friends who don't have dyslexia. Despite these obstacles, adolescents with dyslexia may develop resilience and self-assurance with the right help, understanding, and accommodations. Acknowledging their abilities, offering suitable materials, and cultivating a comforting atmosphere might enable them to overcome challenges and prosper despite their dyslexia.

2.4 Conclusion

The literature review emphasises how dyslexia have a significant influence on a students' social and academic life, making extensive support systems in schools necessary. To ensure that these students get the help they need to succeed academically and socially, strategies are needed. The first step in addressing dyslexia is getting a proper diagnosis. In-depth evaluations that include observations and assessments may assist in determining each student's unique requirements, enabling solutions. In this process, parental engagement is essential since parents often start evaluations and provide ongoing support to their children throughout their schooling. Students with dyslexia have a close relationship between their academic experiences and their emotional health and self-esteem. The emotional impacts of dyslexia might include anxiety, poor self-esteem, and behavioral problems. This highlights the need of comprehensive strategies that consider their emotional and intellectual needs. When combined with inclusive teaching strategies, teachers' empathy and understanding may lessen these negative effects. The following chapter presents the methodology for this study.

Having considered the literature on this topic, this study aims to answer the following questions:

1) Do teachers feel adequately resourced and equipped to teach and support students both academically and emotionally within the classroom?
2) Does dyslexia have a noticeable impact on a student’s academic and social development in the classroom?
3) How can parental involvement and support from the Department of education influence the academic success of a child with dyslexia?

Chapter 3: Methodology

3.1 Data Collection

Data collection is the foundation of research efforts, required to provide factual evidence and support legitimate findings. This research aims to study the academic and social impacts of dyslexia in the classroom using a quantitative method by conducting online surveys.
Educational research design requires two contributions, one would be theory and the other intervention. McKenney (2019)

Quantitative Research

A quantitative method provided an organised framework for collecting and analysing data, allowing to uncover the patterns, correlations, and trends. Questionnaires & Surveys strengths: These can gather information from a huge sample size, offering a diverse viewpoint. Data collection consistency is ensured by using standardised questionnaires. Statistical analysis may be used to find connections, trends, and patterns in data. However, they may have some weaknesses: Responses could be superficial and vague or data that people self-report may be erroneous or biassed.

The research used online questionnaires to reach out to classroom teachers, these teachers all had different subjects and included male teachers and female teachers. Prior to data collection, the principal and deputy principal of the participating school were contacted in writing by a letter (Appendix B) explaining all relevant information about the research and what was going to be included in the survey, approval was then given to carry out the research. Once authorization was obtained, the data collecting process officially began, An Informed consent document (Appendix A) was also given and signed by each respondent According to The Ethical Guidelines for Educational Research (British Educational Research Association, 2011), all respondents' data was kept confidential and anonymous. To preserve the anonymity of the research participants the study does not identify the school or respondents by name. Both to accommodate the teachers' busy schedules and to succinctly capture the required data, brevity was a priority when designing the questionnaire. This concurs with the recommendations of Bourke (2016) who made recommendations regarding instrument design, specifying the importance of an instrument that was not too long, and spatially that the questions were not crammed together. Before filling out the questionnaire, which was to be completed at the convenience of the respondent, each provided written permission. This document (Appendix B) informed respondents of their right to withdraw from the survey at any time; that their personal data would not be identified in the research, and teacher and school confidentiality would be protected in any published results. The questionnaire (Appendix C) was made accessible in electronic form using Microsoft Forms. Procedurally, in advance of issuing it a trial run of the questionnaire was carried out. This facilitated a checking procedure which confirmed that all links and email addresses

were operational. Details of such were subsequently recorded in the research diary. According to Blaxter (2010) a research diary provides means to keep up to date on decisions throughout the data collection process. This is vital as a research diary keeps track of developments, facilitates organisation, records methods and difficulties, and documents emerging ideas. This guarantees openness, aids in concept refinement, and improves the rigor and coherence of the research process.

3.2 Research Paradigm

In research, a paradigm is a comprehensive framework or viewpoint that informs how researchers envision and conduct their study. It refers to a collection of ideas, and techniques that influence how researchers view reality, develop research questions, gather, and analyse data, and interpret results. A positivist paradigm was chosen for this research paper, which allowed for a relaxed quantitative approach, according to Schrag (1992) positivism is of living faith This research design was appropriate for this study as the data was collected from a small rural school, with a staff count below fifty teachers. This research method was chosen as it suited the staff of that school, all surveys at that school are ran through Microsoft word, therefore the teachers were familiar with the platform.

3.3 Sampling Strategy

The sampling approach is critical because it influences the level of representation and generalisation of study results. A well-designed approach ensures that a sample correctly represents the population of interest, reducing bias and improving the reliability and validity of research findings. A convenience sampling approach was chosen for this research, Convenience sampling is a non-probability sampling method. This was used because participants were chosen according to their accessibility and availability. When more rigorous sampling techniques are not possible due to time, resource, or other restrictions, this approach is often used. Cohen (2007) states how choosing individuals to partake in the surveys are easy to access for the researcher, therefore the whole recruiting process for participants took place in the school's staff room. The school where the research took place was a mixed DEIS school in a rural area. Participants were recruited verbally at lunchtime or after the day's classes had ended. However, some recruiting occurred during regular class time. The study included an equal number of male and female teachers with varied levels of experience and departments, before the consent forms were signed it was discussed with each teacher the importance of remaining anonymous and how they can leave the survey at any point. After receiving all of the signed consent forms each teacher was emailed the survey on Microsoft forms responses are automatically gathered and organised in real time, allowing for simple analysis and reporting. Integration with Microsoft Excel allows for further data processing and visualisation. Forms may be shared by links or embedded in websites and emails, with options for controlling access and anonymity. Forms, with its user-friendly

design and easy connection with other Microsoft programmes, simplifies data collecting for both personal and professional purposes.

3.4 Data Analysis

Data analysis is an important methodological consideration when performing quantitative education research (Abulea, 2020). Before analysing the data it is vital to understand the different types of variables, know what they are and how to identify them (Connolly, 2007). With this taken into consideration statistical analysis was important in collecting relevant findings. Descriptive statistics were used to summarise key variables such as academic achievement, social interactions, and dyslexia prevalence among pupils that the participants may have taught over a few years. This offered an overview of the data, enabling a better understanding of the variables' distribution and trends. Inferential statistics were used to investigate the connections between dyslexia and other academic and social outcomes from the eyes of the classroom teacher who were the participants of the study, Correlation analysis assisted in determining the level and direction of connections between dyslexia and academic success, while regression analysis revealed the extent to which dyslexia predicted social issues among students. Inferential analysis was used to examine the mean differences in academic and social outcomes between dyslexic adolescents and their classmates. These studies revealed statistically significant differences, underlining the specific obstacles that students with dyslexia face in the classroom according to the data collected from the participants who are teachers of students with dyslexia.

3.5 Validity and Veracity

Quantitative survey methods provide an organised strategy to collect numerical information while ensuring statistical validity via higher sample sizes and random sampling strategies. Bolarinwa (2015) defines validity as both a measure of accuracy and inaccuracy in a questionnaire. However, validity is dependent on the survey's design, which includes question clarity and relevance. Veracity, or truthfulness, is dependent on respondents' honesty and comprehension, which might be affected by bias or misunderstanding. The teachers were given information on the survey before it was conducted, each participant who signed the consent form also read information on dyslexia. Providing participants with this information was crucial for their understanding of the research, it is considered that it may have had a negative effect on the data's validity, maybe participants who have read about the impact of dyslexia on students could be hesitant. To avoid this the questions on the survey interlinked with one another, and provided questions which covered many areas under the umbrella of the research question and also included questions which required a more positive outlook and answer. According to Drost (2011) estimates of reliability is consistent with measurements over time and because of this the most common way to estimate it is through a measure of association. This was

controlled by reminding and repeating the survey to the respondents.
The limitation of this research includes the small-scale nature of it as it restricts generalizability since the results may not reflect larger populations or various circumstances A reliance entirely on surveys, restricts the depth of insight by disregarding qualitative specifics. Self-report surveys may create answer bias, since teachers may exaggerate or underestimate their experiences.

3.6 Ethical Consideration

Ethical issues are critical in research involving classroom teachers, protecting both participants and the study's integrity. Teachers' engagement requires respect for their professional duties and rights, as well as voluntary participation, informed consent, and confidentiality. Informed consent requires a clear description of the study's goal and methods, enabling teachers to make their own judgements regarding participation. Confidentiality protects teacher privacy by ensuring that their comments are anonymous. Furthermore, researchers must prioritise minimising disturbances to learning activities while respecting teachers' main obligations to students. As mentioned above before collecting data, the researcher notified the school principal and deputy principal and gained their agreement to collect data from teachers. There was no data collected from students. To comply with the Ethical Guidelines for Educational Research, every participant provided written informed permission before completing the survey. Candidates were told that they could withdraw from the research at any moment. Keeping the survey short was critical for the teachers. A quick survey reduces time constraints while enhancing participation rates and data quality. Clear, targeted questions guaranteed efficient replies while avoiding misunderstanding. The researcher's number was available of any participants needed to ask questions; this was provided in the email. To make the questionnaire straightforward, participants were given the option to complete it at their own pace and time. All participants' data is kept secure and anonymous. All material is kept on my password-protected laptop. There will be no mention of the school or responders' names. The Hibernia College Ethics Committee approved this research. Avoiding pressure and guaranteeing free involvement adheres to ethical principles. Additionally, researchers must adhere to the ideals of honesty, openness, and integrity throughout the study process, correctly reporting results and avoiding misleading interpretations. Researchers ought to consider the possible influence of their study on participants and the larger educational community, trying to make a beneficial contribution while minimising damage. Finally, ethical research techniques safeguard teachers' rights while also increasing trust, trustworthiness, and the significance of the study's findings.

Chapter 4: Results

4.1 Introduction

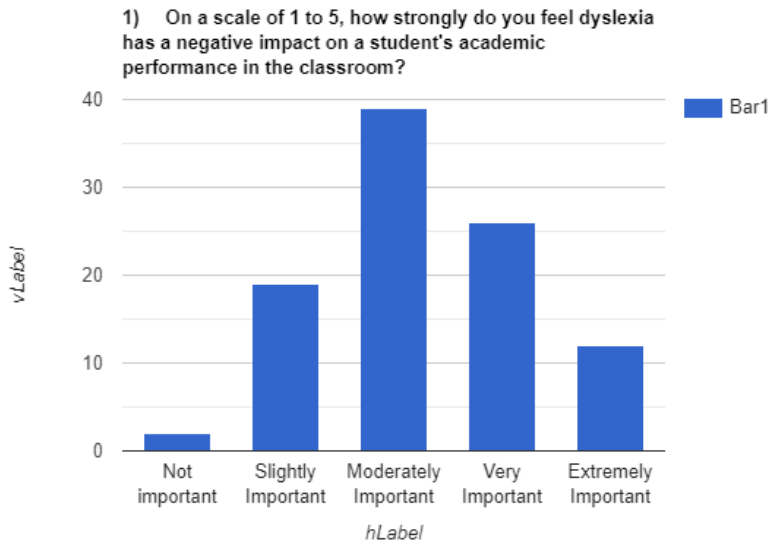
The online survey findings and data are presented here. An online survey (Appendix C) was created through Microsoft forms and quantitative data was collected. The survey investigated secondary school teachers' experiences and opinions of dyslexia in the classroom, as well as its possible influence on students' academic and social development. At its heart, the research attempted to examine the distinct academic obstacles that pupils with dyslexia face in secondary school, concentrating on areas such as reading comprehension and writing expression. It hopes to investigate social dynamics on how it impacts students interactions and relationships with their peers under the school community and the positive and negative influence of parents.

4.2 Respondents characteristics

Choosing the appropriate respondents for an online survey is essential to getting appropriate data. Respondents had to be those who work in an educational background which is why classroom teachers were chosen. The suitability of the sample has a significant impact on the quality of the survey findings. To guarantee that the answers represent the opinions of the desired group, the target population must first be precisely specified for example, conducting a survey with respondents who do not belong to the target demographic may result in biassed findings and false conclusions.
For the study in hand a total of 41 respondents completed the survey (N=41), comprised of 30 females and 11 males.

Figure 1:

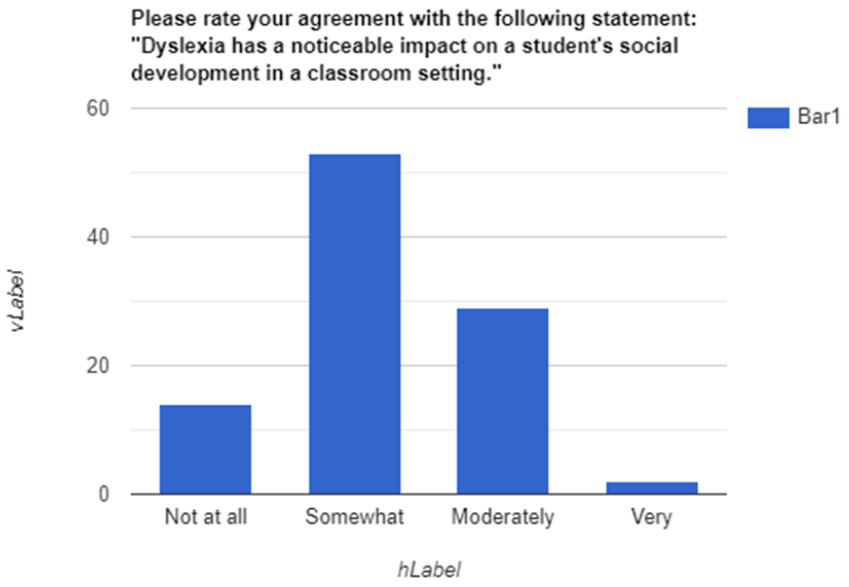
Negative Impact of Dyslexia



Respondents were asked on a scale of 1-5 how strongly they feel about dyslexia having a negative impact within the classroom both academically and socially. This was a vital question to begin with as respondents were given the opportunity to gauge a level of impact. Survey responses indicated that 39% felt it was moderately important, just under half of those who were surveyed believe it somewhat has a negative impact, followed by 26% very important, 19% slightly important, 12% extremely important and 2% not important.

Figure 2:

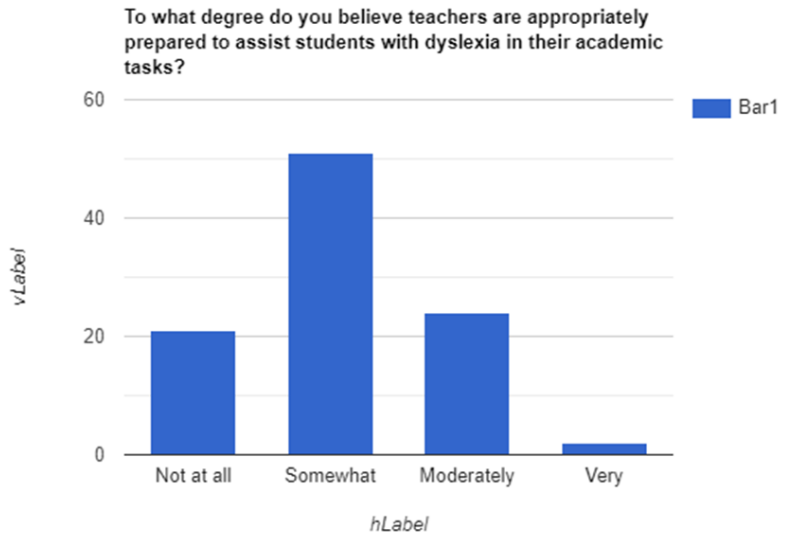
Noticeable impact of Dyslexia



In question two the respondents were asked how much they agreed with or disagreed with on a statement. The statement read as follows ‘Dyslexia has a noticeable impact on a student’s social development in a classroom setting’. The respondents answered as follows, 48% somewhat, 26% moderately, 17% not at all and 7% very.

Figure 3:

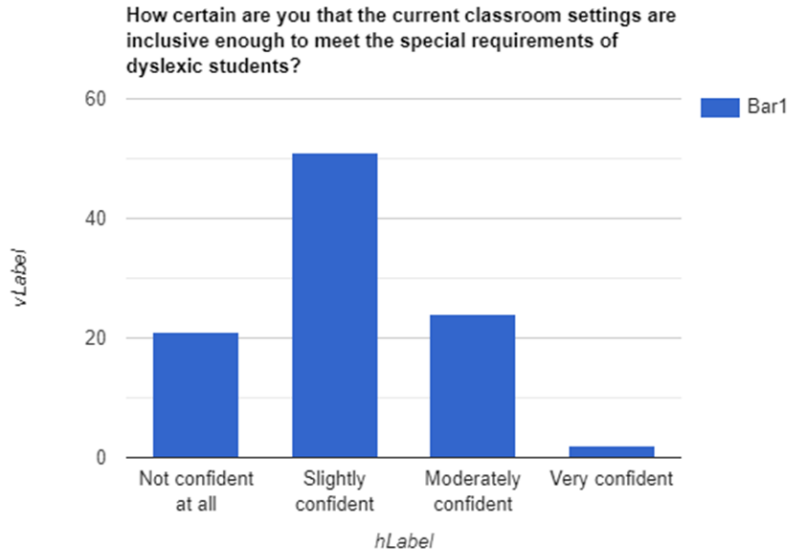
Teacher preparation



In question three the respondents were asked about teacher preparation and how well-resourced teachers are within the school to help educate and assist students with dyslexia both academically and socially the results are as follows somewhat 53%, 29% moderately, 14% not at all and 2% very. Effective teacher preparation is critical for secondary school students with dyslexia. Teachers who have been taught to identify and manage dyslexia may put in place focused solutions that greatly improve students' learning outcomes.

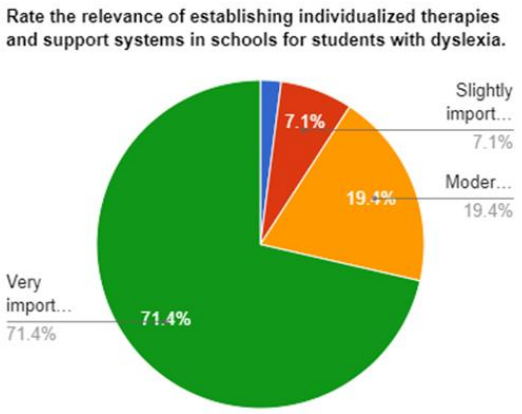
Figure 4:

Classroom resources



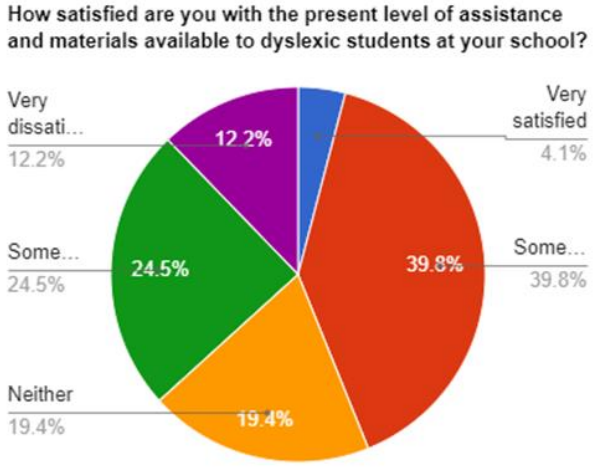
In question four the respondents were asked, how well equipped their classroom are to assist a student with dyslexia. Do they have the correct resources within the class to promote a safe leaving environment. ‘How certain are you that the current classroom settings are inclusive enough to meet the special requirements of dyslexic students, the results were clear, 51% slightly confident, 24% moderately confident, 21% not confident at all, 2% very confident.

Figure 5:
Individualized therapies



In question five respondents were asked to think about the importance of strategies for those students with a dyslexia diagnosis. They were asked to rate the relevance of these therapies and support systems in schools for students with dyslexia. The results presented as follows, 71% Very important, 19 % moderately important, 7 % slightly important and 3% not important.

Figure 6:
Materials



In question six the respondents were asked how satisfied they were at the level of materials that were supplied by the school to help support and encourage students academically and emotionally, these materials may include the use of IT, stationery, and visuals.

They were also asked about the level of support from the school, this could include interactions from the Special need's coordinator SENCO, the guidance councillor, pastoral care team and management. The results are as follows 39% somewhat satisfied, 24% somewhat dissatisfied, 19% neither satisfied or dissatisfied, 12% very dissatisfied and 4% very satisfied.
The respondents also noted what materials they use themselves or bring to the classroom, the responses were as follow:
Difference in academic achievement and increasing support.
To continue the survey the respondents were then asked to give their own opinion and feedback on the final questions to close the data collection. The freedom of adding their own opinion allowed them to express their own thoughts on the matters being asked. The respondents were asked 'What suggestions do you have for increasing the educational system's general support and knowledge of dyslexia? While a full-scale thematic analysis process was beyond the scope of a quantitative study, the overall emergent theme for this answer was more training days and the opportunity for professional development in that area, allowing teachers to be educated on teaching students with dyslexia, as some have found an increase in students being diagnosed with dyslexia in the last 10 years of their teaching. It is evident from this study that more support is needed for those teachers who may have been teaching for over a decade.

This study also raised the question of the importance of parent's involvement in both the academic side of dyslexia and emotional side it may bring to those students within the classroom and everyday school life. From previous study parents' involvement showed a positive reaction, and teachers were provided with information as to how well those students done at home with homework and extra activities. Respondents were then asked about what differences they may have noticed within the classroom both academically and socially amongst those who have a dyslexia diagnosis and those who have not. This question had mixed responses, as some teachers mentioned how it would differ from subject to subject. The respondents who felt there were little to no difference mentioned, how dyslexia does not define a student and how it would depend on the subject. Support is also mentioned in many responses, this shows the importance of support to those students both academically and socially within the classroom setting, how it seems to influence exams and final grades or results, but to also mention the support that is needed for teachers as mentioned before in this study.
In a later question on this survey the respondents were asked to give examples of what materials they may use already within the classroom, even though 51% of respondents felt the classroom may not be

equipped enough.

Table 1:

What suggestions do you have for increasing the educational system's general support and knowledge of dyslexia?

"Whole school workshops for staff and parents of students. " "IT Support more available and integrated methodologies to support dyslexia " "More CPD and supports for teachers, dyslexia isn't a one size fits all and I feel that is where most struggle to help students with dyslexia. A better understanding of various levels etc may help teachers in future planning." "Teacher training in identifying the adaptions required based on specific subjects" "Perhaps an expert lead workshop" "Specific training for all teachers with a bank of resources for subjects" "wholeschool staff workshops in house yearly "	"Changing the courses to make them more accessible for students who learn differently, changing the state exams " "Teachers should be provided with specific resources " "More training days, support from dyslexia Ireland or Department of Education, Oide " "Provide booklets to schools, posters raising awareness " "Training days, teacher courses, making students aware " "specific training days, funding for interactive lessons - white boards " "Teachers should be made aware of students with dyslexia students through the year if there are any changes or what needs the students may have. "

Table 2:

Do you notice a difference in academic achievement between pupils with dyslexia and classmates who do not have dyslexia?

"Yes struggle more with reading " "Yes some struggle alot more, however some dyslexia students thrive at Maths and Science " "Yes they have an 'I cant do it' attitude " "Yes they are harder to motivate, they believe they cant do certain things " "yes they are less confident in their classwork "	"yes, dyslexias generally achieve at a later stage" "There is a major difference when it comes to work ethic in class and the ability to complete tasks and homework without significant help from a teacher. Often students will not complete the tasks if they have dyslexia and thus receive

"Yes dyslexia students have an I cant attitude, or become more lazy with their subjects " "Yes dyslexia students seem to have an 'I cant' attitude once they receive the diagnosis " "Yes some are more reserved and quiet in the class " "No all of the students I have taught with dyslexia are confident and popular amongst their peers " "Yes, they have more confidence " "Yes they are more confident academically that those with dyslexia " "Some students who have dyslexia are achieving academically because they have great determination whereas others do not have the same determination and give up more easily." "No i did not notice but I know there must be " "Yes students with dyslexia learn more visually "Yes, dyslexia students learn differently " "No. Some students who are dyslexic have high academic achievements, while others do not. It's more to do with their cognitive ability, rather than their dyslexia."	more attention for homework that is not complete. This in turn decreases their drive and want to achieve if they feel that they cannot complete tasks unaided. " "No I do not notice a difference " "Not in practical subjects but yes in subjects such as English and History " "Yes there would be a difference. Misreading questions/ Missing key information leads to students dropping marks in the assessments." "Not necessarily in my subject. Sometime it can affect a student as they can misread the question causing them to lose marks." "At times, written work would be lacking leading to poorer work overall. " "Yes, assigned tasks take longer to complete." "Yes, depends on the home and their level of awareness, attitudes and determination." "I know very successful people who got on well in school and third level education. "

Table 3:

Have you used interventions or teaching strategies to assist dyslexic students with their academic tasks?

"Change font on powerpoints, yellow paper, handwriting exercises " "More visuals, youtube videos, Kahoots!" "Yes circle time, sentence prompts, yellow paper " "Yes in OL English, I bring all the students in a circle and we discuss the texts orally and watch visuals, I provide templates and model answers	"orals/ not grading students with dyslexia for spelling" "yes" "yellow paper " "No " "Do not ask students to read out loud in class, asking a student with dyslexia to read in class randomly is one of the leading causes of anxiety

for them " "Yellow Paper " "Tried many ways to motivate students including visual aids " "Yes yellow paper, summaries of texts in easier language, reading out loud and repeating words and phrases " "Yes visuals aids, and games e.g Kahoots!" "Timers and prompts on the desks for certain students " "Yes key words, use of thinkpad's and yellow paper " "Key words, yellow paper, scribe and reader for exams " "No I need more training I find it difficult in a class of 27 " "Key words, IT laptops " "I upload most powerpoint so that the students can look back over what happened in the class on the day if they found it difficult to take down notes etc" "No I would like training on it " "Yes all visual aids in lower classes " "Yes key words" "Sometimes. By using multisensory instructions e.g. written and oral instructions, teaching key words, visual aids and colour coding, using mind maps." "I translate every set of notes, any exercises they have to complete etc, from Irish to English. I also check in regularly with the students to make sure they have understood the task and that they have the necessary materials and translations to complete the task. I also pay attention to how the student works during class time, are they distracted a lot, are they quiet, do	in the lesson. Underlining key terms in questions before answering. Use yellow background on whiteboard." "Yes differentiating worksheets " "Yes, when note taking. " "Traffic lighting, modeling and audio books and visuals." "Yes" "group work. Pair work. Videos. Variation in classroom activities help. " "Send notes,powerpoints on Teams so student not under pressure to take down notes in class." "no. Only the students who got their own aids available to them in class." "Yes - Colour codes sentences and key words - spelling out load " "Pale colour slides- mainly yellow. Comic sans text. Group work, giving each student a role, allowing the student with dyslexia to work at their ability and achieve success. Differentiated writing tasks. Students will be given similar questions but may include fill in the blanks/sentence starters and progressively getting more challenging. Again, allowing them to achieve in every lesson. " "Key word selecting from paragraph of questions" "yes" "yes" "No"

they ask for help. "	

Table 4:

How do you adapt the classroom environment to meet the learning requirements of students with dyslexia, and how does this affect their social integration?

"Visuals " "Changing seating plan" "Lots of visuals! seating plan" "Visuals, seating plan " "Make the classroom inclusive and having a safe space for students to learn, bright airy classroom" "Visual aids " "Seating lower students with higher students " "Visuals, surface pro, apps " "Visuals around the walls on texts they are studying " "Making sure those students have a scribe or reader in exams " "Making it a safe and encouraging place for all learnings, having an open door policy " "I re read work, make sure it is in hard copy on desks and on the board, powerpoint clear " "Allowing students to use Thinkpads " "I don't, I am not aware of any strategies to help. I have no training in this area" "By allowing a little bit more time for notes to be taken down during class, or giving the students summary sheets or mind maps can help when students are revising for a test." "I dont " "Visual posters and yellow paper on tables " "Accessible resources and visuals " "Dyslexia-Friendly Materials: Provide dyslexia-friendly materials, such as books with larger fonts, sans-serif fonts, and increased spacing	"Use multisensory instructions. Use a coloured background, instead of white, when presenting power points with notes to the students. I don't think this affects their social integration, they are already integrated socially." "mostly work with students with dyslexia on a one to one basis" "Regular check-ins with those particular students by walking around the classroom. I also call students up individually to receive feedback on tests and homework which gives the student a chance to ask any questions they may not feel comfortable asking out loud in front of their classmates. If the students find note-taking difficult I often give them a task to do, sweeping the floor or handing out sheets as this means that they have that social interaction but also gives them a break from classwork that they might find challenging. " "small groups, modelling of answers, proof reading " "make sure all lessons are easily accessible " "Differentiation in my planning by using many different resources for teaching such as audible and visual " "Checking in, sending links through email for going over at home. Social integration tends to be okay if communication has been clear about the student's needs. Other students tend to be accepting of the challenges classmates have." "Class room management needs to be strong to

between lines, to make reading and writing tasks more accessible." "Differentiated work given to students. Do not ask students with dyslexia to read aloud or write on board. Students are more comfortable sharing if it doesn't lead to them having to put in on the board or put them in a position where they have to read aloud. " "Plenty of visuals and a reliance on ICT assisted strategies." "Students sit at tables of four, allowing them to engage with their peers and also with group work. it is beneficial for their social skills as well as their academic skills as they may ask a friend rather than put their hand up and draw attention. Visual and aural sources also. " "print out notes" "I use interactive activities, and visual aids to reinforce learning, I give clear and structured instruction, I allow the use of typing & I modify assignments, assessments & marking scheme for students with dyslexia" "If I give them seperate work it seperates them from the rest. I try to use stronger classmate to asssit them in a peer learning format. "	allow for a dynamic classroom. Variation of tasks. Clear explaination of tasks. Clear aims. " "Allow student to use laptop in class. It is acceptable and does not affect social integration." "More time to take notes/have notes printed for them. Explaining the questions and helping where to find the answers" "They dont as they are applied to the whole class and all students benefit."

4.4 Conclusion

To conclude, this study has shown the immense impact of dyslexia on students intellectual and emotional well-being in the classroom according to classroom teachers of various subjects. Academically, students with dyslexia may have difficulty in reading, writing, and spelling, which often result in disadvantaged academic achievement and classroom involvement. When teachers and pupils are educated about dyslexia, the stigma associated with it may be reduced, resulting in a more helpful and collaborative learning environment.

Chapter 5: Discussion

5.1 Introduction

The dissertation's final chapter will give findings and suggestions based on presented data. This study aimed to investigate how dyslexia affect pupils academically and socially in a post-primary secondary school classroom. Parental participation and early diagnosis, peer and social interactions, and suitable teaching and learning methods and strategies were among the topics of interest that developed. This study's key results are mentioned below. Many methodologies and strategies were used to support dyslexia in the sample school already, however this study aimed to get in depth knowledge into what teachers were using and whether they felt this supported the teaching and learning and social interactions within the classroom.

5.2 Does Dyslexia have a negative impact on students, teachers' perspective

According to survey results, 39% of respondents believe that dyslexia have a moderately negative influence on the classroom, suggesting concern among teachers. Nearly half of respondents 48% feel it has a negative influence on pupils. Furthermore, 26% rated it as very important, 19% as slightly important, 12% as highly important, and just 2% as not important. The significant proportion of teachers who recognise at least some negative effect emphasises the need of targeted support and solutions. Notably this compares with Zuppardo (2023) who discusses in depth the major links between Dyslexia and low self-esteem, which can have a detrimental effect on those in the classroom.

5.3 Does dyslexia have a noticeable impact on students socially, teacher's perspective

The survey answers to the statement concerning dyslexia's influence on social development in the classroom reflect a variety of perspectives. This mirrors Alexopoulou (2024) research how dyslexia can trigger anxiety which effects the students socially within the classroom. A considerable 48% agree, indicating widespread acknowledgment of social obstacles for dyslexic pupils. Meanwhile, 26% moderately agree, emphasising this worry. However, 17% saw no influence, reflecting a minority viewpoint that may miss subtle social issues experienced by dyslexic pupils. The 7% who strongly agree advocate for more awareness and focused support for social issues. These varying replies indicate that, although several teachers observe some social effect, the perceived seriousness varies, reflecting different experiences and degrees of awareness. In contrast Berent (2021) evaluates how dyslexia are just an issue with reading, and how it is solely linked with letter decoding. This finding suggests different however as a high percentage believed it has a connection with social development and not just academics.

5.4 Preparation and classroom resources, teacher's perceptive

The survey answers from questions three and four provide vital insights into teacher training and classroom resources for aiding dyslexic pupils. In response to question three, 53% of respondents feel somewhat prepared to teach and support dyslexic pupils, 29% feel somewhat prepared, 14% not at all, and just 2% feel highly prepared. This points to a significant gap in effective teacher training and resource availability. This finding mirrors that of Peliter (2022) who suggests the need for specific training amongst teachers, also Dymock (2023) who believes professional development of teachers is a necessity when educating those with special learning requirements. Effective teacher preparation is critical to improve learning outcomes for dyslexic pupils. The low number of teachers who feel extremely prepared highlights the urgent need for enhanced training programmes. In question four, which concerns classroom resources and inclusiveness, 51% of respondents are relatively confident that their classrooms are inclusive enough for dyslexic pupils, 24% are sure, 21% are not confident at all, and just 2% are very confident. This lack of confidence indicates that many classrooms lack the equipment required to provide a secure and supportive learning environment for dyslexic pupils. This finding has therefore answered the first part of research question one which is mentioned in chapter two.

5.5 Individualized therapies and materials, teacher's perspective

The survey findings for questions five and six give crucial insights into the significance of dyslexia support strategies as well as satisfaction with school-provided materials and support systems. In question five, a significant 71% of respondents assessed the relevance of therapies and support systems for students with dyslexia as very important, with 19% rating them somewhat important, 7% slightly important, and just 3% not important. This overwhelming majority emphasises the crucial need for appropriate support techniques in schools, demonstrating teachers' appreciation of their important role in promoting academic and social success for dyslexic pupils. In contrast, question six demonstrates variable degrees of satisfaction with the resources and help supplied by schools. While 39% of respondents are somewhat happy, a significant 24% are somewhat dissatisfied, with 19% indifferent. Surprisingly, 12% are very unhappy, while just 4% are extremely satisfied. According to Indelli (2023) the need for visual aids is crucial, this finding can answer the first and second research questions mentioned previously. These findings also highlight substantial gaps in the availability and effectiveness of support materials. Dissatisfaction might be caused by a lack of resources, poor training, or improper support system implementation, such as interactions with SENCOs, guidance

counsellors, pastoral care teams, and management.

5.6 General support and knowledge, teacher's perspective

Respondents emphasised the need of thorough and continuing professional development and resources for supporting dyslexic pupils. Key suggestions included holding whole-school workshops for staff and parents, improving IT support via integrated approaches, and offering additional CPD geared to the diverse requirements of dyslexic pupils. Teachers also emphasised the necessity of subject-specific training and having an array of materials accessible. Regular, expert-led workshops were proposed to guarantee that all personnel are well-prepared to adjust their teaching approaches efficiently. These methods attempt to improve understanding and assistance in the educational system, resulting in more inclusive learning settings. According to Ott (2007) as previously mentioned, teachers must develop a range of strategies personal to their own classes and along with professional development do their own learning with what works best, as each subject is different. General support for teachers can also include parental involvement, These findings also mirror Denton (2024) and the importance of parents having more knowledge in order for them to provide support to the teachers who are teaching their child with this dyslexia diagnosis.

5.7 A difference between dyslexic students and non-dyslexic students, teacher's perspective

The survey answers reflect a variety of views on the academic success and differences between dyslexic pupils and their classmates. Many teachers have noticed that students with dyslexia usually struggle with reading and have poor confidence, demonstrating a "I can't" attitude. Motivation and self-belief are also frequent problems. However, teachers have observed that dyslexic pupils might succeed in maths and science or flourish with visual learning approaches. A few replies demonstrate how, with persistence and guidance, some students with dyslexia may succeed academically while remaining confident.

5.8 Interventions, teaching strategies and classroom environment teacher's perspective

The survey results demonstrate a variety of methods to aiding dyslexic students with academic activities and tailoring the classroom environment to their specific requirements. The responses suggest a variety of approaches, from modest adjustments to more formal measures. Many respondents mentioned utilising graphics, YouTube videos, and interactive games such as Kahoots! These technologies appeal to dyslexic pupils' visual learning abilities, making learning more enjoyable. Yellow paper and key phrases are commonly mentioned. Yellow paper may minimise eye

stress, and simpler language improves understanding. Providing templates, example responses, and translations also aids comprehension. Teachers utilise a combination of written and vocal instructions, mind maps, and colour coding to reinforce learning across several channels. ThinkPad's, laptops, and PowerPoint presentations are mentioned. These tools allow students to examine topics at their own speed and provide other ways to interact with the subject. Personalised assistance, such as scribe and reader services for tests and additional time for assignments, is critical. However, numerous replies stress teachers lack of knowledge and confidence, highlighting the need for professional development to provide educators with appropriate solutions. This can be linked back and support Raju (2023) on the needs for teachers to be equipped to spot the signs of dyslexia, to create the personal interventions it is essential to help the students both academically and socially in that classroom environment.

5.9 Conclusion

The survey findings have clearly answered the research questions previously stated.
To begin although many teachers use a variety of strategies to help dyslexic pupils intellectually and emotionally, a large proportion feel under-resourced and lack confidence in their skills. This highlights the vital need for continued professional development and improved access to specialised resources. Second, the questionnaire reveals dyslexia's significant influence on both academic achievement and social integration. Teachers note that dyslexic pupils often struggle with reading, writing, and comprehension assignments, which may lead to frustration and low self-esteem. Socially, these pupils may experience isolation or stigma, emphasising the significance of an inclusive and supportive learning environment. Finally, family participation is emphasised as critical in dyslexic pupils' academic achievement. Teachers recognise that involved parents and good policies may provide a supportive environment, increasing classroom resources and encouraging a collaborative approach to teaching. Overall, the survey results highlight the need of focused interventions, strong support structures, and increased training for teachers to better equip them to establish an inclusive and successful learning environment for dyslexic students.

Chapter 6: Conclusion & Recommendations

6.1 Summary

This chapter will draw a series of conclusions at this juncture and thereafter formulate a range of recommendations relevant to the various stakeholders. In putting this thesis into perspective, its overall aim being to address the status of dyslexia, both knowledge of and implications; secondary education is the pivotal bridge between primary and further/ higher education. The contemporary study of Molyneaux (2023) highlighted the ad-hoc nature of dyslexia screening and resource provision at primary level, something which is mirrored internationally according to Sunil (2023). While a thorough examination of provisions at third level was beyond the scope of this study, a minor examination of resourcing as evidenced from various college websites shows additional resources available to students. However, this study demonstrates that dyslexia provision at second level is lacking in many cases and ad-hoc overall. Therefore, it is reasonable to conclude that many dyslexic students by virtue of their second level experience, may not progress to benefit from existing third level resources; thus rendering attention to second level as pivotal.

According to Yang (2022) due to the frustration young people with dyslexia have on their reading and writing skills, this reflects immensely on their social skills.

6.2 Implications and Recommendations

A primary aim of this thesis was to gain a deeper understanding of the teacher's perspective of dyslexia and its potential to affect students both academically and socially in their own classroom environment. While this thesis is quantitative in design, in hindsight a mixed method approach may have afforded an opportunity to explore some aspects in further detail; for example, Bell (2014) suggested that semi-structured interviews offer valuable in-depth perspectives and experiences. Therefore, it is recommended that a future avenue for further research would be to employ mixed methodologies and expand the research aims for a more in-depth study, with student and parent perspectives.

Quantitative research is recognised as challenging for a range of reasons, not least of which is achieving a satisfactory response rate. Such was also experienced in this process. Although a 100% response rate was achieved, a series of response reminder communications was necessitated. Another recognised challenge can be misinterpretation of survey questions. This may lead to inconsistent results and complicate data analysis. It is considered that in this case this wasn't a significant problem as responses garnered didn't indicate such. On reflection upon designing the survey, it may have been useful to include specific 'tick the box' options for some questions.

Having considered the findings of the research and the literature on the area the study will propose a range of recommendations for the relevant stakeholders.

-Classroom Teacher

The data garnered within this study suggested that variation exists in terms of the level of differentiated lesson plans employed by teachers, consequently it is recommended that all teachers reassess their existing lesson plans. Teachers are encouraged to increase their awareness of the existing technology available in their school and employ what is currently available to enhance their lesson plans.

-School Management

The broad concern of teachers demonstrated in this study must motivate school management to develop improved resources and practices, resulting in a more inclusive and supportive learning environment for pupils with dyslexia. The large number of respondents expressing minimal or no confidence in being adequately prepared to meet the specific needs of dyslexic students, highlights the crucial need for better-equipped classrooms that include suitable technology and resources to meet varied learning requirements. Continuing professional development opportunities could be developed at a local level using the in-house expertise of special needs trained teachers to design workshops for those necessitating additional training.

-Teacher Training Colleges

Given the lack of confidence expressed by classroom teachers in their preparedness to meet the needs of dyslexic students coupled with the prevalence of diagnosed dyslexia and undiagnosed cases; then it is recommended that all trainee teachers, both undergraduate and postgraduate should complete a compulsory module on teaching strategies for dyslexia.

-Department of Education

At a fundamental level the provision of posters and leaflets highlighting infographics on dyslexia information, learning strategies for students, relevant websites etc, akin to the material currently provided for other classroom relevant issues such as sexuality.

The provision of additional formal dyslexia specific training should be prioritised in order to upskill long serving teachers in strategies and technologies available. More equitable access to funding for the available assistive technology must be prioritised.

-Students

According to Yang (2022) due to the frustration young people with dyslexia have on their reading and writing skills, this reflects immensely on their social skills. As previously identified, the literature demonstrates that dyslexia impact upon students social relationships, self-confidence and self-esteem. This study suggests that the extent of this range of impacts is not fully understood or appreciated by classroom teachers. Students must be both encouraged, facilitated and held responsible for engaging in their learning, as a form of partnership with the classroom teacher.

-Parents

It is considered vital that parents are encouraged to engage fully with teachers subsequent to the assessment process and a dyslexia diagnosis. Their role becomes particularly pivotal in relation to homework, whereby they should aim to interact with their child during the process, engage with the homework product and communicate regularly with teacher. According to Dandurand (2023) students with dyslexia find it more difficult to ask for help due to the perception of being stigmatised. It is suggested that an open flow of communication between parents, students and the teacher could reduce the impact of such and normalise the process of seeking assistance and feedback.

6.3 Personal Reflection

The genesis of this project was based in my experience of teaching practice, whereby I observed what I considered to be a high volume of students displaying dyslexia symptoms, presenting diagnosis, awaiting assessment and lacking in support and resource provision. As a trainee teacher, I wanted to and felt the professional need to learn more about dyslexia, something that would present in my classroom for the rest of my career. Specifically, I needed to know if my frustrations and concerns for these students were valid. Given the constraints of the project I focused my research on the classroom teacher. Overall, upon reflection, I can say that some findings were expected, and some surprised me. I anticipated more support for dyslexic students from teachers whereas I encountered a lack of interest in some cases and a lack of skills in others. Also, as I was in a DEIS school I expected a higher level of resourcing that was the reality. While beyond the scope of this thesis, but from my learned experience, I was also surprised by the variation in parental interest and involvement. A key finding which I view as an actionable one in September, when I enter the class as a newly qualified teacher will be to fully engage the parents of our dyslexic students, whereby they are invited to attend in-house training alongside classroom teachers, thereby bolstering the home support aspect in the most practical way possible.

In my professional practice I am devoted to adopting differentiated education and fostering a supportive, inclusive classroom environment. Understanding dyslexia's multifaceted effects has given me the knowledge and empathy to better help my pupils, ensuring they have the tools and encouragement they need to excel academically and socially. My objective is to be a proactive supporter for dyslexic students, creating a learning atmosphere in which all children may achieve their potential.

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Appendices

A) Consent Form

Researchers Name:	
Organisation:	Hibernia College Dublin
Title of study:	'The effect of dyslexia on student academic performance and social development within the classroom setting'

Consent (to be completed by the participant)

Have you been fully informed/read the information sheet about this study? Yes/No

Have you had an opportunity to ask questions and discuss this study? Yes/No

Have you received satisfactory answers to all your questions? Yes/No

Do you understand that you are free to withdraw from this study at any time without giving a reason for withdrawing and without your withdrawal having an adverse effect for you? Yes/No

Do you agree to take part in this study, the results of which are likely to be published or presented at a conference? Yes/No

Have you been informed that a copy of this consent form will be kept by the researcher? Yes/No

Are you satisfied that any information you give to the researcher will be kept confidential? Your name and the name of the school will not appear in the research report. Yes/No

Participant's name (printed)

(signature)

Date

Researcher's signature

Date

B) Research information sheet

Researcher:	
Organisation:	Hibernia College Dublin
Title of Study:	‘

Outline of research study:

According to the dyslexia association of Ireland ‘Teachers need to be well informed about dyslexia given that on average there will be at least three students in each classroom who have dyslexia. The first line of support for a student with dyslexia is the class teacher. The class teacher or subject teacher has an essential role to play in being aware and considerable of each student’s strengths and weaknesses. Even if students attend learning support, they still spend the majority of their school week in the general classroom’ (Dyslexia association of Ireland,1972). It is inevitable to discover the impacts dyslexia has on students both academically and socially, this study aims to provide an insight into how dyslexia effects students in a post-primary setting and give an insight in what interventions work in the classroom.

Objectives of the project:

The objectives of this research are to Identify which interventions are most effective in a post-primary school from a teacher’s perspective when teaching pupils whom have a diagnosis of dyslexia and examine whether teachers feel adequately resourced and equipped to deliver support to those pupils, and explore the challenges of students with dyslexia both academically and socially.

What would I need you to do?

Your participation in this research project is greatly appreciated. This research project has received ethical approval from Hibernia College Dublin. If you agree to participate, you will participate in a paper survey. Any information you provide about your own identity or that of the school will be anonymous and confidential. Quotes from the survey may be used and may also be published in the research however your name and the name of the school will not be published the surveys will be made available to you upon request. This research will be used in a publication of a thesis for Hibernia College Dublin. It may also be used in conference proceedings or used in academic articles. You are free to withdraw from the study at any time. Your consent will be collected by signing a consent form and/or Principles letter.

What is the purpose of this research? The purpose of the research is to complete small-scale study which forms part of the final year of the Professional Masters of Education (Primary) with Hibernia College Dublin.

C) Principal letter

30/11/2023

Dear Principal,

As part of my Professional Masters in (Primary/Post-Primary) Education with Hibernia College, with your permission, I would like to survey twenty classroom teachers. The staff will be asked to partake in a questionnaire to gain an insight into the aims of the project. Please find enclosed for your perusal, a copy of the information and consent forms. Only those respondents who return a signed copy of the consent form will be purposely selected to take part in the study. Any data gathering will strictly be underpinned by the school's ethical code of conduct.

Information gathered will be held in the strictest of confidence and pseudonyms will be used to ensure anonymity. The school's name will not appear on any research findings. Interviews will be recorded, and the data will be securely held under Hibernia College Research Ethics guidelines. Participation in the study is voluntary and participants can withdraw from the research at any time. The results from this research study will be reported in my research project and may be disseminated through professional publication. I would appreciate your cooperation in providing access to the staff at the school over the coming weeks. If you have any queries or require further information on the research study, please do not hesitate to contact me.

Researcher:

Mobile:

Email:

This research study has received Ethics approval from Hibernia College Dublin. If you have any concerns about this study and wish to contact someone independent you may contact: School of Education, Hibernia College Dublin.

Researcher's Signature: _____ Date:

Principal's Signature _____ Date

D) Copy of Questionnaire

Questionnaire- Research project- Please circle and/or answer where appropriate.

1) On a scale of 1 to 5, how strongly do you feel dyslexia has a negative impact on a student's academic performance in the classroom?

   1: Not important
   2: Slightly important
   3: Moderately important
   4: Very important
   5: Extremely important

2) Please rate your agreement with the following statement: "Dyslexia has a noticeable impact on a student's social development in a classroom setting."

   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

3) To what degree do you believe teachers are appropriately prepared to assist students with dyslexia in their academic tasks?

- Not at all
- Somewhat
- Moderately
- Very
- Extremely

4) How certain are you that the current classroom settings are inclusive enough to meet the special requirements of dyslexic students?

- Not confident at all
- Slightly confident
- Moderately confident
- Very confident
- Extremely confident

5) Rate the relevance of establishing individualised therapies and support systems in schools for students with dyslexia on a scale of 1 to 5.

1: Not important

2: Slightly important

3: Moderately important

4: Very important

5: Extremely important

6) How satisfied are you with the present level of assistance and materials available to dyslexic students at your school?

1: Very dissatisfied
2: Dissatisfied
3: Neutral
4: Satisfied
5: Very satisfied

7) What suggestions do you have for increasing the educational system's general support and knowledge of dyslexia?

8) Do you notice a difference in academic achievement between pupils with dyslexia and classmates who do not have dyslexia?

9) Have you witnessed any difficulties or changes in the social relationships of students with dyslexia in a classroom setting?

10) Have you used particular interventions or teaching strategies to assist dyslexic students with their academic tasks?

11) How do you adapt the classroom environment to meet the learning requirements of students with dyslexia, and how does this affect their social integration?